

PUBLIC COMMENT PROTOCOL WHILE ATTENDING A NVSD BOARD MEETING *VIRTUALLY*

The Nestucca Valley School Board encourages public input. Persons wishing to address the Board on school related issues, are invited to do so, 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, **WHILE ATTENDING THE MEETING VIRTUALLY, PLEASE USE THE CHAT BOX TO ALERT THE BOARD TO YOUR INTEREST IN COMMENTING. YOU MUST REQUEST TO SPEAK PRIOR TO THE PUBLIC COMMENT SECTION ON THE BOARD AGENDA. PUBLIC COMMENTS ARE NOT TAKEN AT THE MEETING AFTER THE PUBLIC COMMENT SECTION. THE INFORMATION TO LIST IN THE CHAT BOX IS-**

- 1) FULL NAME,**
- 2) PHONE NUMBER**
- 3) WHAT YOU WISH TO COMMENT ON**

The Board directs that complaints or charges against an employee be held in Executive Session, as per Board Policy KL-Public Complaints. Individuals who require disability-related accommodations or modifications to participate in the Board meeting should contact the Superintendent in writing prior to the meeting.

Nestucca Valley School District

Board of Director's Meeting

PUBLIC PARTICIPATION THROUGH ZOOM

February 9, 2022

5:30 pm – Executive Session

6:30 pm - Public Session-VIA ZOOM

Join Zoom Meeting

<https://us02web.zoom.us/j/85750557277?pwd=QitCMIB2Y0ZuMENFVWtFbVI6cTFzQT09>

Meeting ID: 857 5055 7277

Passcode: 196067

Dial- 1 253 215 8782 US (Tacoma)

Meeting ID: 857 5055 7277

Passcode: 196067

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—5:30 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.

(ORS 192.660(2)(f)): To consider records exempt by law from public inspection.

(ORS 192.660(2)(b)): TO consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting

2.0 EXECUTIVE SESSION- Board 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.

2.2 Pursuant to (ORS 192.660(2))(f):

To consider records exempt by law from public inspection.

2.3 Pursuant to (ORS 192.660(2))(b):

To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting

2.4 Return to Public Session

3.0 OPENING OF PUBLIC SESSION—VIA ZOOM FOR PUBLIC—6:30 pm

3.1 Public Session Call To Order

3.2 Flag Salute

3.3 Attendance:

___ Linda Fielder

___ Bill Hagerty, Board Chair

___ Annis Leslie, Board Vice Chair

___ Diane Boisa

___ Shane Stuart

___ Misty Wharton, Superintendent

___ Ken Richwine, High School Principal

___ Chad Holloway, Administrator of Facilities and Alternative Education

___ Megan Kellow, Special Programs Administrator

___ Diane Wilkinson, Nestucca Valley Early Learning Center Director

Approval of Agenda –February 9, 2022

Recommendation: Approval of Agenda

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

4.0 COMMUNITY/SCHOOL PRESENTATIONS

Student Presentation

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 January 19, 2022 (Attachment 6.1)
- 6.2 January 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- - 2022-2023 NWRESD Local Service Plan (Attachment 7.1)

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

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

- 7.2 Recommendation: Discussion of:

OAR 333-019-1015 OHA adopted permanent rules requiring face coverings in K-12 settings
OAR 333-019-1030 requiring school and school-based program staff, volunteers, etc. provide proof of vaccination or medical or religious exception (Attachment 7.2)

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

- 7.3 Recommendation: Approve- Coastal Career Technical Coalition Foundation Board of Directors effective at the organizational meeting of the (CCTCF) (Attachment 7.3)

Explanatory Statement: As discussed last month we are moving forward in coordinating with community partners to begin to establish an apprenticeship CTE program. These community partners have agreed to serve a term, on the CCTCF Board, for a one year term. To be reviewed annually.

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

8.0 INFORMATION/ DIRECTOR QUESTIONS

- 8.1 Admin Reports (Attachment 8.1)
- 8.2 Board of Directors Update
- 8.3 Proposed Facilities Work Session- Wednesday February 23, 2022 @ 5:30pm

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.

Nestucca Valley School District

Board of Director's Meeting

Minutes-January 19, 2021

OPENING BUSINESS

Opening business called to order by Vice Board Chair Hagerty at 5:00 p.m.

There were no requests for Public Comment on the Executive Session topics.

Convene to Executive Session Pursuant to ORS 192.660: Executive Session topics pursuant to ORS 192.660(2)(i)

EXECUTIVE SESSION

The Board moved to Executive Session in the District office conference room.

OPENING OF PUBLIC SESSION

The Public Session was called to order by Vice Board Chair Hagerty at 6:30 pm. Vice Board Chair Hagerty led the Pledge of Allegiance.

Attendance:

- X - Annis Leslie
- X - Shane Stuart
- X - Diane Boisa
- X - Bill Hagerty, Vice Board Chair
- X - Linda Fielder
- X - Misty Wharton, Superintendent
- X - Ken Richwine, High School Principal
- X - Megan Kellow, Special Programs Administrator - **Zoom**
- X - Chad Holloway, District Facilities and Alternative Education Administrator
- X - Diane Wilkinson, Early Learning Center Director - **Zoom**

Patrons, Students and Staff: Daniel DiCrispino, Amy Gianella, Tevin Gianella, Lauren Stuart, Andre Schellhaas, Kristina Albin, Ahndrea Sousa, Dia Norris, Anne Price, Lilly

Approval of Agenda –January 19, 2021

MOTION: Diane Boisa 2nd: Annis Leslie AYES: 5 NOES: 0 ABSTAIN: 0

COMMUNITY/SCHOOL PRESENTATIONS

Danny from Nestucca High School not present.

PUBLIC COMMENT

Mr. Hagerty gave the opportunity for anyone who wanted to speak during public comment. There was no one who wished to comment at that time.

CONSENT AGENDA – consolidated motion

- Board Minutes from December 8, 2021
- December 2021 Financial Report
- Ratification of Employment

MOTION: Shane Stuart 2nd: Annis Leslie AYES: 5 NOES: 0 ABSTAIN: 0

ACTION /DISCUSSION

- **Recommendation:** Approve – Appointment of the NVSD Board Chair.
Bill Hagerty was recommended for Board Chair.

MOTION: Annis Leslie 2nd: Shane Stuart AYES: 5 NOES: 0 ABSTAIN: 0

- **Recommendation:** Approve – Appointment of the NVSD Vice Board Chair.
Annis Leslie was recommended for Vice Board Chair.

MOTION: Diane Boisa 2nd: Linda Fielder AYES: 5 NOES: 0 ABSTAIN: 0

- **Recommendation:** Approve – Nestucca Valley School District Budget Calendar for the 2022/2023 School Year.

Recommendation of the budget calendar for the annual budget meetings. Daine Boisa asked if we have committee members? Superintendent Wharton answered yes; we do have members for this committee.

MOTION: Bill Hagerty 2nd: Shane Stuart AYES: 5 NOES: 0 ABSTAIN: 0

INFORMATION / DIRECTOR QUESTIONS

Superintendent Wharton talked about the new public meeting law that passed. All future board meetings will have the option of remote participation. They will also be working on how to facilitate a comment card for virtual participants.

Ms. Wharton shared that due to the increase in Covid cases, the K8 has been in CDL this week and all middle school sports have been canceled for the week. The High School is continuing with in person instruction, as their numbers are currently low. Tomorrow administration will be looking at the number of students and staff out to determine the plan for in person or CDL next week. Ms. Wharton discussed the myth that it is easier for teachers to do CDL. This is absolutely not the case she explains-there is much more work and planning involved in distance learning and all staff would rather be in person whenever possible and safe to do so.

Ms. Wharton shared that the county had 51 positive cases today. In the next two weeks, they are expecting the numbers to level out and hopefully be in the single digits by March.

The Licensed staff negotiations meeting was scheduled for next week, however, the licensed team expressed the need for a little more time. Ms. Wharton said the meeting will be postponed a week.

Superintendent Wharton shared that it is School Board appreciation month. She sent an email to staff letting them know. Ms. Wharton said there is so much stress and negativity that teachers and Board members are facing right now. She expressed how grateful she is for all the Board's hard work and for always keeping the staff and kid's safety and well-being at the forefront of their decisions.

Ms. Wharton shared that the school recently acquired a six foot in diameter Sitka Spruce for students to study. Bros and Hoes Landscaping generously donated their time to deliver the tree. They will be looking to get other species of trees up to 150 years old. She also shared that they will be working with Tillamook PUD in getting some old power poles. These will also serve a purpose for the CTE Lineman program. Students will be able to practice climbing the poles as part of their training.

Coyote Gardens have put a fence around one of the ponds, despite the challenging weather they had to work with. Ms. Wharton added that the community playground equipment will be delivered tomorrow.

Nestucca Valley School District employees took a moment to thank the Board of Directors for their service. Tevin Gianella from Nestucca High School thanked the Board for all they do. Daniel DiCrispino from the K8 thanked the Board members as well as Ahndrea Sousa, the

district nurse. Madlen Silkwood from the K8 added that even though there have been some struggles, our K8 building still has the feeling of family and the kids are happy! Meesha and Kevin Filosi were unable to attend the meeting but wanted to pass on how grateful they are for everything the Board members are doing.

Mr. Hagerty thanked the staff and admin team for all of their hard work.

Shane Stuart gave a shout out to Chad Holloway for all the work he is doing on the CTE program in regards to the meeting they had last week. He added that this will be transformational for our community.

Ms. Wharton asked Chad if he would like to share how the meeting went last week.

Mr. Holloway said they had a meeting last Wednesday at 6:00 pm regarding the CTE program. He said it was a very positive meeting. They briefly went over the grand plan for the program. The new CTE shop at the High School is scheduled to start in June. Mr. Holloway said this program will expose the kids to a lot of possibilities, adding that it will benefit kids at the High School as well as the K8. This program, he said, will help bridge the gap from graduation into job placement. The pre-apprenticeship programs will create job opportunities to move from apprentice to journeyman. Mr. Holloway said there is a large percentage of kids who do not go to college for reasons such as generational poverty. He said programs like these can help break those cycles and get them into good jobs.

The program will include trades such as agriculture, construction and hospitality. Mr. Holloway shared that Jim Prinzing, from Pelican Brewing, attended the meeting last week. Supporting the program from the hospitality aspect, Mr. Prinzing said they are training managers who will make \$60,000 a year.

Mr. Holloway mentions the alternate education program at the High School. The students are working in a coffee shop and a bike shop, learning how to run small businesses.

Mr. Holloway says he has been checking out other districts and their CTE programs. He said that Salem-Keizer has a great program. They are also very large and have a lot of resources.

We are building a relationship with O'Brien Construction, and are working towards the possibility of a finish and rough carpentry program for our CTE program, Mr. Holloway explained.

Mr. Holloway expressed his thanks for the support of the Eggert family and the use of the Beaver facility. This is what really allows us to pull the whole thing off he added.

All of the current journeymen, Holloway said, are older and nearing retirement. There is a need for young people to move into these positions. He hopes that this new CTE program will help bridge that gap.

There will be more information coming in February, with another official meeting in March he said.

FURTHER BUSINESS

With no further business, Board Chair Hagerty adjourned the meeting at 6:57 pm.

Nestucca Valley School District
 Financial Report
 2021-22

6.2

For Period Ending January 31, 2022

General Fund - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
1111 Current Taxes	\$ 6,300,000	\$ 6,014,740	\$ -	\$ (285,260)
1112 Prior Taxes	150,000	88,395	-	(61,605)
1114 PILOT	-	1,990	-	1,990
1190 Interest on Taxes	2,000	310	-	(1,690)
1411 Transportation Fees/Other	-	-	-	-
1510 Interest	30,000	6,323	-	(23,677)
1790 Extra Curricular Activities	-	150	-	150
1920 Contributions & Donations	5,000	4,604	-	(396)
1940 Services Provided To Others	-	-	-	-
1960 Recovery of Expenditures	15,000	13,466	-	(1,534)
1990 Miscellaneous Revenue	25,000	53,504	-	28,504
1991 E-Rate Reimbursement	-	-	-	-
Total Local Revenue	6,527,000	6,183,482	-	(343,518)
2101 County School Fund	500,000	309,622	-	(190,378)
2199 Other Intermediate Sources	-	1,597	-	
Total Intermediate Revenue	500,000	311,219	-	(188,781)
3103 Common School Fund	45,000	26,356	-	(18,644)
3104 State Timber Revenue	565,000	129,268	-	(435,732)
3199 Unrestricted Revenue	30,000	-	-	(30,000)
3299 Other Restricted Grants in Aid	-	-	-	-
Total State Revenue	640,000	155,624	-	(484,376)
4300/4500 Federal Revenue	-	-	-	-
Total Federal Revenue	-	-	-	-
5400 Beginning Fund Balance	3,690,000	3,927,955	-	237,955
Total Other Sources	3,690,000	3,927,955	-	237,955
Total Revenues	\$ 11,357,000	\$ 10,578,280	\$ -	\$ (778,720)
Expenditures:				
100 - Salaries	\$ 3,764,824	\$ 1,723,967	\$ 1,794,825	\$ 246,032
200 - Benefits	2,651,943	1,073,444	1,234,014	344,485
300 - Purchased Services	754,213	281,133	226,506	246,574
400 - Supplies & Materials	363,918	206,126	129,365	28,427
500 - Capital Outlay	-	7,196	20,339	(27,535)
600 - Other Objects	262,102	440,861	10,784	(189,543)
700 - Transfers	2,195,000	2,157,321	37,679	-
800 - Operating Contingency	600,000	-	-	600,000
800 - Unappropriated EFB	765,000	-	-	765,000
Total Expenditures	\$ 11,357,000	\$ 5,890,048	\$ 3,453,512	\$ 2,013,440

**Nestucca Valley School District
Financial Report
2021-22**

For Period Ending January 31, 2022

Special Revenue Funds - Revenue & Expenditures by Object Code

	Budget	Actual	Encumbrances	Variance
Revenue:				
Local Revenue	\$ 470,000	\$ 5,899	\$ -	\$ (464,101)
State Revenue	1,756,000	550,320	-	(1,205,680)
Federal Revenue	1,404,375	361,254	-	(1,043,121)
Interfund Transfers	595,000	32,321	37,679	(525,000)
Beginning Fund Balance	325,000	626,772	-	301,772
Total Revenues	\$ 4,550,375	\$ 1,576,566	\$ 37,679	\$ (2,936,130)
Expenditures:				
100 - Salaries	\$ 1,076,634	\$ 699,784	\$ 664,072	\$ (287,222)
200 - Benefits	803,241	428,732	442,593	(68,084)
300 - Purchased Services	500,525	124,020	57,961	318,544
400 - Supplies & Materials	1,064,975	327,772	249,094	488,109
500 & 600 - Capital & Other Objects	375,000	151,362	161,692	61,946
700 - Transits	730,000	220,463	359,727	149,810
Total Expenditures	\$ 4,550,375	\$ 1,952,133	\$ 1,935,139	\$ 663,103

**Nestucca Valley School District
Financial Report
2021-22**

For Period Ending January 31, 2022

General Fund - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 6,527,000	\$ 6,183,482	\$ -	5.26%	\$ (343,518)
Intermediate Revenue	500,000	311,219	-	37.76%	(188,781)
State Revenue	640,000	155,624	-	75.68%	(484,376)
Beginning Fund Balance	3,690,000	3,927,955	-	-6.45%	237,955
Total Revenues	\$ 11,357,000	\$ 10,578,280	\$ -	6.86%	\$ (778,720)
Expenditures:					
1000- Instruction	\$ 4,171,657	\$ 1,656,617	\$ 1,975,936	12.92%	\$ 539,104
2000- Support Services	3,557,741	2,013,387	1,434,831	3.08%	109,523
5100- Debt Service	67,602	62,723	5,066	-0.28%	(187)
5200- Transfers	2,195,000	2,157,321	-	1.72%	37,679
6100- Operating Contingency	600,000	-	-	100.00%	600,000
7000- Unappropriated EFB	765,000	-	-	100.00%	765,000
Total Expenditures	\$ 11,357,000	\$ 5,890,048	\$ 3,415,833	18.06%	\$ 2,051,119

For Period Ending January 31, 2022

Special Revenue Funds - Revenue & Expenditures by Function Code

	Budget	Actual	Encumbrances	% Remaining	Variance
Revenue:					
Local Revenue	\$ 470,000	\$ 5,899	\$ -	98.74%	\$ (464,101)
State Revenue	1,756,000	550,320	-	68.66%	(1,205,680)
Federal Revenue	1,404,375	361,254	-	74.28%	(1,043,121)
Interfund Transfers	595,000	32,321	562,679	0.00%	-
Beginning Fund Balance	325,000	626,772	-	-92.85%	301,772
Total Revenues	\$ 4,550,375	\$ 1,576,566	\$ 562,679	52.99%	\$ (2,411,130)
Expenditures:					
1000- Instruction	\$ 1,174,856	\$ 787,852	\$ 669,395	-24.04%	\$ (282,391)
2000- Support Services	1,496,664	491,440	379,908	41.78%	625,316
3000- Community Services	1,148,855	452,378	526,109	14.83%	170,368
5300- Transits	730,000	220,463	359,727	0.00%	149,810
Total Expenditures	\$ 4,550,375	\$ 1,952,133	\$ 1,935,139	14.57%	\$ 663,103

6.4




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 31, 2022
TO: Nestucca School District Board of Directors
FROM: Misty Wharton, Superintendent
André Schellhaas, NWRESA Assistant Director of Compliance
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 December 31, 2021.
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



André Schellhaas, NWRESA



Northwest Regional
Education Service District

PUBLISHED: JANUARY 2022

Annual Report & Local Service Plan

*A report to school boards and community about the services
provided to school districts in the 2020-21 school year and planned
services for the 2022-2023 school year*



7.1

7.1



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ABOUT

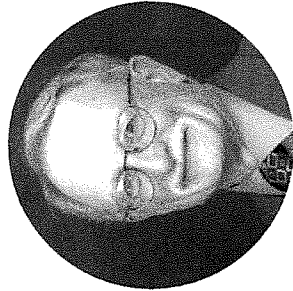
NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT

BOARD OF DIRECTORS

NVRESB is governed by a nine-member board. Five zoned members are elected by school boards from the represented zone. Four members are appointed by the elected members. Appointed positions include representation from: the social services, higher education and business sectors. There is also an at-large position.



TONY ERICKSON, CHAIR
Zone 4: Beaverton (Beaverton and Sunset High School attendance areas), Clatskanie, Rainier, Scappoose, St. Helens and Vernonia



ROSS TOMLIN, VICE CHAIR
Higher Education



CHRISTINE RILEY
Zone 1: Gaston, Sherwood and Tigard-Tualatin



DOUG DOUGHERTY
Zone 2: Astoria, Banks, Forest Grove, Jewell, Knappa, Meah-Kahn-Ne, Nestucca Valley, Seaside, Tillamook and Warrenton-Hammond



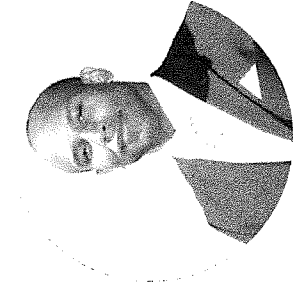
LISA POEHLITZ
Zone 3: Hillsboro



KAREN CUNNINGHAM
Zone 5: Beaverton (Alona, Sautbridge and Westview attendance areas)



MAUREEN WOLF
At-Large



ERNEST STEPHENS
Business



DIANE WILKINSON
Social Services

EXECUTIVE LEADERSHIP



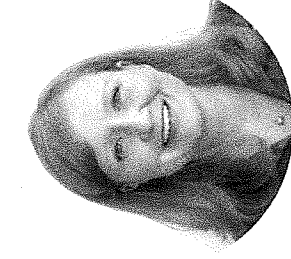
DAN GOLDMAN
Superintendent



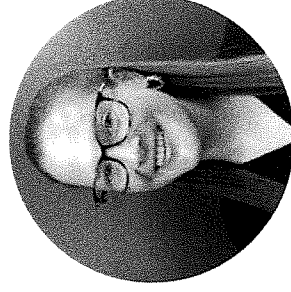
SARAH POPE
Deputy Superintendent



JOHANNA TIMMES
Executive Director of Early Learning



CATHLEEN JENSEN
Executive Director of
K-12 Special Education



MEGAN MCCARTER
Executive Director of
Instructional Services



SHARIF ZAKIR LIWARU
Director of Equity and
Family Partnerships



DEBBIE SIMONS
Chief Human Resources Officer



STUART LONG
Chief Information Officer

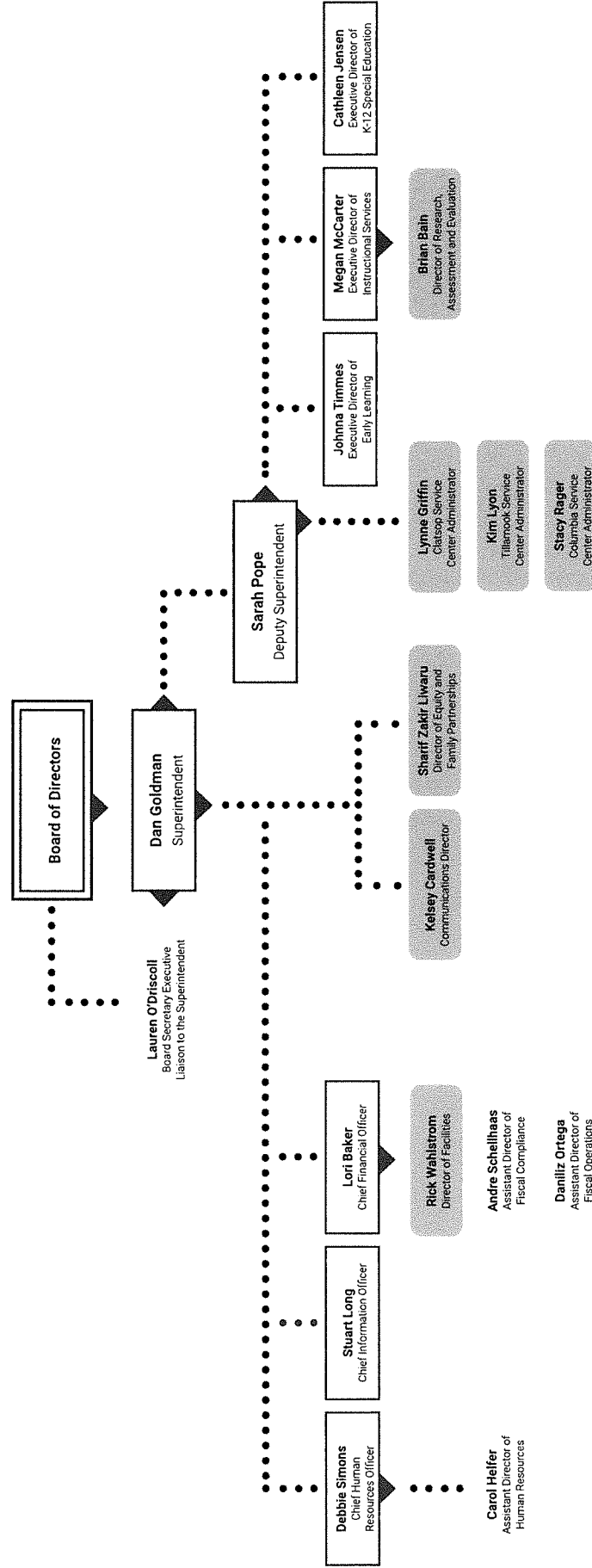


LORI BAKER
Chief Financial Officer



KELSEY CARDWELL
Director of Communications

ORGANIZATIONAL CHART



ANNUAL REPORT

2020-21 FISCAL YEAR

REFLECTING ON THE 2020-21 SCHOOL YEAR

A Message from Superintendent Dan Goldman

To the school boards, staff, community partners, students and families that we have the privilege of working with:

This past school year has undoubtedly challenged educators beyond what we could have ever imagined when we first set out to inspire and support

families they've committed to serving. There is ample evidence that—despite the difficulties navigating the pandemic, a national social justice awakening, and increased politicization of schooling—our region's teachers, support staff and specialists have kept students' needs at the forefront of their efforts. Shoulder-to-shoulder, our teams routinely persisted to improve the lives of the students and families we serve. I'm proud and honored to deliver a report highlighting what we were able to accomplish together.

students. As your partner and a regional convener of public agencies and child and family services, Northwest Regional Education Service District (NWRES) was uniquely positioned to witness the untold, and often heroic, efforts of educators across northwest Oregon. Reflecting on 2020-21, I am deeply, deeply grateful to my fellow superintendents and countless other school leaders throughout our region who have worked tirelessly, selflessly and with genuine care for the well-being of the children and

individual school district sections that follow, I hope you get an authentic and accurate picture of how NWRES is working for you, the varied programs and activities we employ with our partners to improve student outcomes, and our commitment to improving educational access, equity and success for every child in our territory.

2020-2025 Strategic Plan Progress

The 2020-21 school year was the first year in our current strategic plan. When we drafted the plan, we had not forecasted a crippling global pandemic, nor did we anticipate the opportunities that would arise from historic levels of social unrest and uprising across the country and at home. Through an incredible number of curveballs, detours and delays, I am proud to share substantive progress.

Our strategic plan is organized as a set of six collective commitments. We know that only when all of our staff work collaboratively to pursue these six collective commitments, will



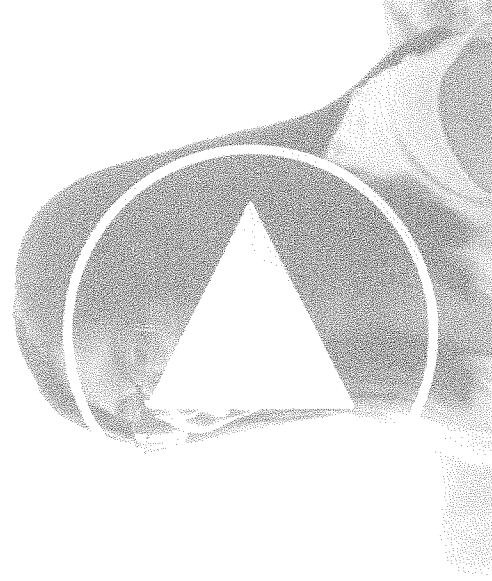
we achieve our organizational vision. "Every student educated, equipped and inspired to achieve their full potential and enrich their communities."

To highlight how our collective work impacts students, we recently enlisted the Lopez family to tell their story and share more about what educator success looks like from their perspective. The Lopez's connection to our services are extensive and include:

- The entire family received services from the Migrant Education Program.
- Alejandra (eldest daughter) was a member of our 9th Grade Success Student Network, a network of students from school districts across the region who work together to identify and pilot opportunities for improving the rate of success for 9th grade students.
- Leti (mom) attended our adult technology courses to learn how to support her children through comprehensive distance learning.
- Rosalinda (youngest daughter) interned with the Migrant Education Program, providing leadership to younger students with a similar life experience.

At a personal level, the Lopez family's story embodies what is possible when educators work together toward a common vision.

We hope you enjoy meeting them by watching the short clip below:



Alejandra Lopez, a 17-year-old from the rural Oregon coast, shares her experience as the child of immigrants. "The Migrant Education Program has been absolutely essential for me and my family," she says. Watch the video at nwresd.org/migrantspirit/

Zooming out to a higher level, I've also enclosed some of the milestones we achieved last year within each of the collective commitments.

Collective Commitment 1: Cultivate anti-racism, multiculturalism, and diverse racial perspectives in program design, continuous improvement, and decision-making.

- Launched the Board Equity Policy Advisory Committee to ensure our policies increase, rather than limit, access and outcomes for each NWRESD student.
- Grew the Diverse Educator Pathways program to 116 participants, an increase of more than 300%. This program provides mentorship and support to aspiring multilingual, multicultural educators.
- Created an anti-bias training module for those participating on job interview panels; added an exit interview process to identify staff retention strategies and opportunities.
- NWRESD leaders completed a six-part workshop series with the National Equity Project to pave the way for the creation of region-wide Equity Learning Teams (ELTs).

- Published the NWRSED Antiracist Multicultural Continuum and had NWRSED staff measure where they feel our organization lives along the continuum to help us set measurable equity goals.

Collective Commitment 2: Create culturally sustaining learning environments that ensure each student is safe, known, and connected.

- The speech language pathology, autism spectrum disorder and school psychology teams administered over 1,400 virtual sub-tests to diagnose students' needs while in comprehensive distance learning.
- Schools teams attended the Northwest Positive Behavior and Intervention Supports conference to systematically strengthen PBIS structures in the coming school year.
- Students at Columbia Academy received 80 minutes of Lions Quest Social Emotional Learning Curriculum each week (the remaining schools will select curriculum this school year).
- We provided more than 250 wireless devices to staff and families without internet access and 364 EI/ECSE families with iPads to

ensure continuation of services during the pandemic.

Collective Commitment 3: Establish high expectations for the achievement and personal growth of each student.

- 20 high schools serving over 5,800 students adopted more equitable and motivating grading policies to support student success during the pandemic.
- 35 students across our four counties completed local change projects to improve their schools through the 9th Grade Success Network.

- 92% of participants said 9th Grade Success Network professional development will lead to improved outcomes for historically underserved students.
- We increased the use of data-driven decision-making software (supporting MTSS) from 20% of districts to 55%.

Collective Commitment 4: Utilize culturally sustaining, research-based practices for designing and delivering instruction.



Stephen Febrache, a student at Columbia Academy, sits atop a play structure during recess on March 31, 2021. Photo by Keleey Cardwell.

- Teacher teams worked collaboratively in weekly Professional Learning Communities to refine their practice and support students in the areas of math, language arts, social emotional learning and equity.
- Members of the instructional services team developed three popular Every Student Belongs curriculum modules with facilitator guides to assist teachers, principals and students to create safe and welcoming classroom spaces.

Collective Commitment 5: Develop authentic, reciprocal, and inclusive partnerships with our diverse students, families, and community partners.

- We piloted a continuous improvement planning process to connect department-level actions to the agency strategic plan, including data monitoring, evaluation and professional learning requirements.
- We launched new accessible, user-

centered, multilingual communications tools including a new website and email/SMS bulletin system. We trained more than 30 program team members to use the tools for communicating with families and partners.

Collective Commitment 6: Seek, organize, and allocate resources toward achieving these commitments

- We created a new annual report and annual budget document to demonstrate alignment of resources to agency values and the new strategic plan.
- We increased our general fund reserve to 9.3% from 8%.

Detours: COVID-19 Response

- In partnership with metro region education service districts and health care providers, NWRESD coordinated a COVID-19 vaccination site at the Oregon Convention Center. As a result of the partnership, more than 70,000 educators efficiently received their vaccines. Our staff also recruited and coordinated more than 165 volunteers from Washington County to work at the vaccination site.



Robbie, an elementary student at Day Treatment Program, focuses on matching cards with a Life-Works milieu counselor. Photo by Kelsey Cardwell.

- In response to distance learning and the pandemic, we hosted a weekly professional learning series and conducted individual coaching sessions for staff from 11 of our component districts. Topics included: educational technology, the Canvas learning management system, culturally responsive teaching in a virtual setting, and social emotional learning in the pandemic context.
- We posted weekly COVID-19 metrics to help component school districts plan for a return to face-to-face instruction.
- We coordinated regular and ongoing meetings between county public health offices and our component school districts.

My best-



Dan Goldman
Superintendent

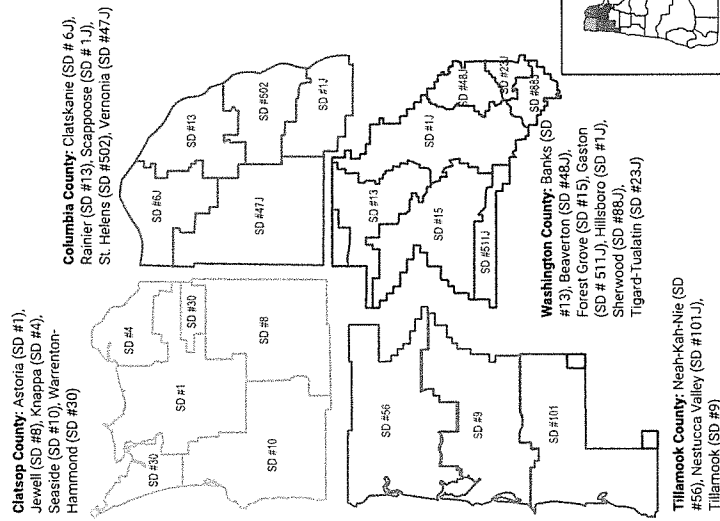
OUR SERVICE AREA

Land Acknowledgement:

Every community owes its existence to those who took part in making the history that led us to where we are today.

Some were brought to this region against their will, some were drawn to leave distant homes in pursuit of a better life, and some have lived here for countless generations.

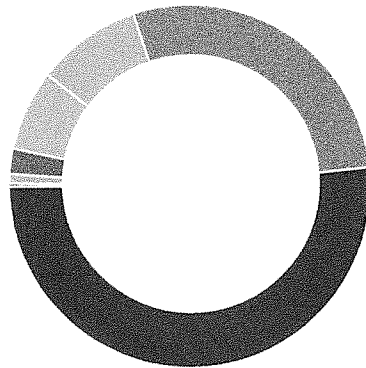
We acknowledge that our service area overlays the traditional lands of the Atfalati, Nekelim, Siletz and Tillamook peoples. In our daily work in service to this region, we aspire to honor with gratitude the land itself and the people who have stewarded it over the centuries.



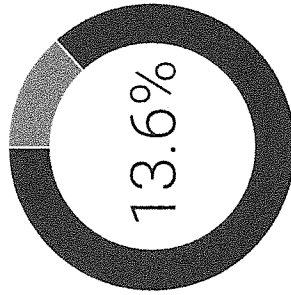
REGIONAL DEMOGRAPHICS

STUDENT RACIAL DEMOGRAPHICS

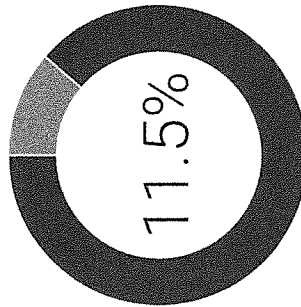
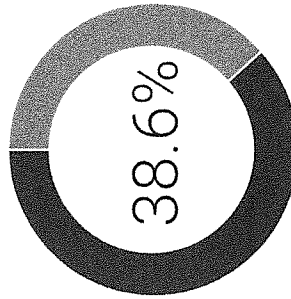
- Indigenous - .55%
- Pacific Islander - .83%
- Black - 2.1%
- Multiracial - 7.1%
- Asian - 9.4%
- Latino/a/x - 28.4%
- White - 51.6%



STUDENTS RECEIVING SPECIAL EDUCATION SERVICES



STUDENTS RECEIVING FREE OR REDUCED LUNCH



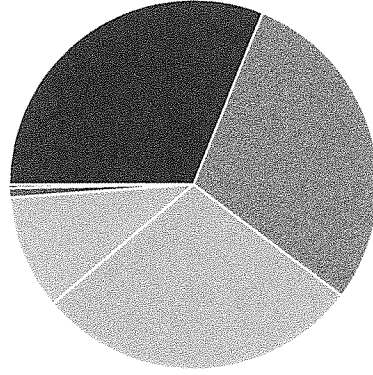
STUDENTS IDENTIFIED AS ENGLISH LANGUAGE LEARNERS

OVERVIEW OF 2020-21 FINANCIALS

TOTAL NWRESD RESOURCES

- State, Federal & Private Grants - \$41,067,998
- State School Fund & Timber - \$38,441,531
- Charges for Services - \$37,722,702
- Property Taxes - \$13,162,514
- Sale of Capital Assets - \$1,131,285
- Other - \$238,925

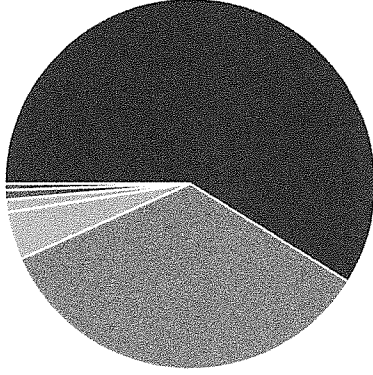
Total - \$131,764,955



TOTAL NWRESD EXPENDITURES

- Support Services - \$71,566,087
- Instruction - \$41,739,981
- Apportionment of Funds - \$5,115,906
- Enterprises and Community Services - \$1,563,512
- Debt Service - \$779,379
- Capital Outlay and Construction - \$602,022

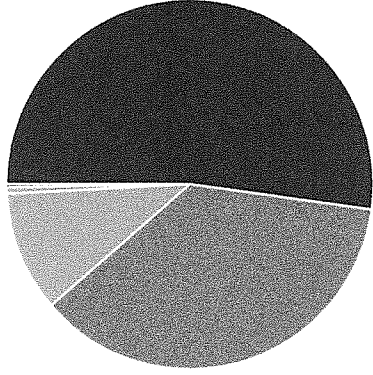
Total - \$121,366,887



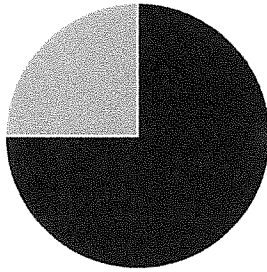
2020-21 CORE SERVICES EXPENDITURES

- Technology - \$2,437,748
- County Allocations - \$1,699,798
- Instructional Services - \$497,144
- Home School Registration - \$15,000
- Emergency Closure - \$10,500

Total - \$4,660,190

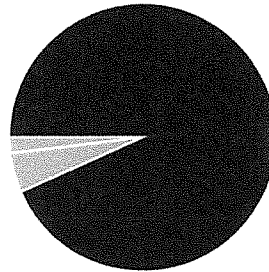


DISTRICT PROFILE: ASTORIA



LOCAL SERVICE PLAN RESOURCES

- Service Credits - \$613,998
- Core Services - \$204,666



SERVICE CREDIT SPENDING BY SERVICE AREA

- Special Education - \$750,645
- Technology - \$38,618
- Instruction - \$14,521

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total **\$14,521**
 Northwest Promise Membership 8,821
 Ion MTSS Software 5,700

Special Education Services Total **\$750,645**
 Staffing Services 682,300
 EI/ECSE Evaluations 55,686
 Other Student Services 12,659

Technology Services Total **\$38,618**
 Infinite Visions 28,698
 Regional Data Warehouse 4,950
 CRIS - Background Checks 2,636
 Other Technology Services 2,334

Total **\$803,784**

ASTORIA PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood
Special Education
93 evaluations were conducted and 80 babies/children received services.



Autism
37 students were supported by our autism specialists.



Equipment Center for Severe
Orthopedic Impairment
4 students received critical equipment to support mobility.



Deaf/Hard of Hearing
3 students who are deaf or hard of hearing received services that helped them fully access instruction.



Migrant Education Program
96 Astoria students whose families migrate frequently for work received academic and social support.



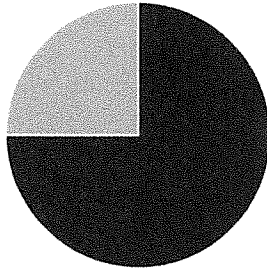
Medicaid Administrative Claiming
\$70,981 in district funds recovered through Medicaid claiming.



Grant Funding
\$366,279 total grant funding awarded thanks to our grant writer, including \$71,529 proportional benefit from regional grants and \$294,750 in direct funding for Astoria.

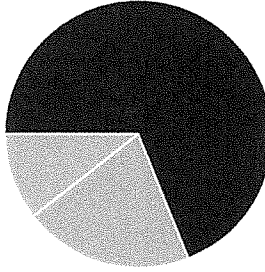
DISTRICT PROFILE: BANKS

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$359,240
- ▨ Core Services - \$119,747

SERVICE CREDIT SPENDING BY SERVICE AREA



- Special Education - \$442,086
- ▨ Technology - \$129,891
- ▨ Instruction - \$67,217

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$67,217
Preschool Research Project	37,844
Outdoor School	23,200
Northwest Promise Membership	5,207
Other	966
Special Education Services Total	\$442,086
Staffing Services	427,396
EI/ECSE Evaluations	12,062
Other	2,628
Technology Services Total	\$129,891
Technology Purchasing	60,004
Technology Support	46,500
Other	23,387
Total	\$639,194

BANKS PROGRAM HIGHLIGHTS



Grant Funding Awarded
Banks SD benefited from a \$43,712 proportional benefit from regional competitive grants sought by NWRESD.



Migrant Education Program
20 Banks SD students whose families migrate frequently for work received academic and social support.



Early Intervention/Early Childhood Special Education
10 evaluations were conducted and 22 babies/children received services.



Special Student Services
19 students supported by our autism team, 2 by our orthopedic team, 2 by our vision team, and 1 by our deaf/hard of hearing team.



Northwest Promise
\$19,680 in tuition cost savings thanks to college credits offered to high school students.



Outdoor Science School
80 students were offered Outdoor School via Comprehensive Distance Learning.

DISTRICT PROFILE: BEAVERTON

LOCAL SERVICE PLAN RESOURCES

■ Service Credits - \$17,875,065

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$2,336,307
Outdoor School	1,470,010
Regional Innovations	393,750
Professional Development Services	226,463
Northwest Promise Membership	200,408
Other	45,676

SERVICE CREDIT SPENDING BY SERVICE AREA

■ Special Education - \$6,101,070
 ■ Instruction - \$2,336,307
 ■ Technology - \$425,431

Special Education Services Total	\$6,101,070
Student Programs/Classrooms	4,997,704
EI/ECSE Evaluations	966,693
Other	136,674

Technology Services Total	\$425,431
Destiny Library Services	118,271
ORSpED	108,061
Network Connectivity	85,363
Technical Engineering Cooperative	71,291
Other	42,444

Total **\$8,862,808**

BEAVERTON PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood
Special Education
821 evaluations were conducted
and 1,144 babies/children received
services.



Special Student Services
62 students supported by our deaf/
hard of hearing team, 41 by our vision
team, 5 by our orthopedic team, and 4
by our deafblind team.



Social Emotional Learning
88 Beaverton SD students attended our
five social emotional learning schools.



Deaf/Hard of Hearing
3 students who are deaf or hard of
hearing attended our program based at
Groner Elementary.



Outdoor Science School
5,069 students were offered Outdoor
School via Comprehensive Distance
Learning.



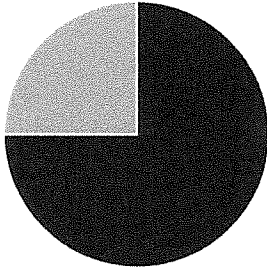
Diverse Educator Pathways
3 high school students who aspire to
teach were coached and supported
through the Diverse Educator Pathways
program.



Grant Funding Awarded
Beaverton SD benefited from a
\$1,605,424 proportional benefit from
regional competitive grants sought by
NWRESD.

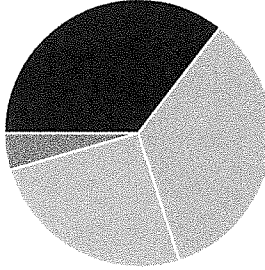
DISTRICT PROFILE: CLATSKANIE

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$268,811
- Core Services - \$89,604

SERVICE CREDIT SPENDING BY SERVICE AREA



- Technology - \$54,236
- Special Education - \$52,542
- Administrative - \$39,119
- Instruction - \$6,551

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$39,119
Business Services	29,250
Substitute Management Services	5,144
Medicaid Technical Guidance	4,725
Instructional Services Total	\$6,551
Northwest Promise Membership	4,151
Ion MTSS Software	2,400
Special Education Services Total	\$52,542
Staffing Services	30,770
EI/ECSE Evaluations	21,772
Technology Services Total	\$54,236
Distance Learning Technology	23,917
Infinite Visions	18,044
Technology Support	8,720
Other	3,555
Total	\$152,448

CLATSKANIE PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood
Special Education
**20 evaluations were conducted and 42
babies/children received services.**



Special Student Services
**25 students supported by our autism
team, 4 by our orthopedic team, 2 by
our vision team, 2 by our deaf/hard of
hearing team and 1 by our traumatic
brain injury team.**



Substitute Services
726 sub requests filled.

Northwest Promise
**\$14,760 in tuition cost savings thanks
to college credits offered to high
school students.**



ORVED
30 ORVED virtual courses taken.



Medicaid Administrative Claiming
**\$26,453 in district funds recovered
through Medicaid claiming.**



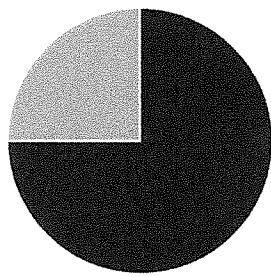
Migrant Education Program
**9 Clatskanie SD students whose
families migrate frequently for work
received academic and social support.**



Grant Funding Awarded
**Clatskanie SD benefited from a
\$27,817 proportional benefit from
regional competitive grants sought by
NWRESD.**

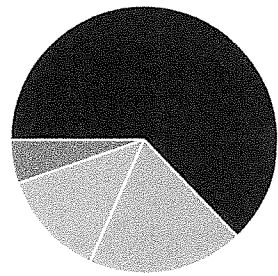
DISTRICT PROFILE: FOREST GROVE

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$2,088,818
- Core Services - \$696,273

SERVICE CREDIT SPENDING BY SERVICE AREA



- Special Education - \$313,198
- Technology - \$93,015
- Instruction - \$65,549
- Administrative - \$25,260

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$25,260
Substitute Management Services	25,260
Instructional Services Total	\$65,549
Northwest Promise	31,536
Diverse Educator Pathways Program	22,400
Attendance Services	6,383
Preschool Research Project	5,000
Other	230
Special Education Services Total	\$313,198
EI/ECSE Evaluations	154,813
Student Programs/Classrooms	150,712
Other	7,673
Technology Services Total	\$93,015
Infinite Visions	70,509
Regional Data Warehouse	16,761
Other	5,745
Total	\$497,022

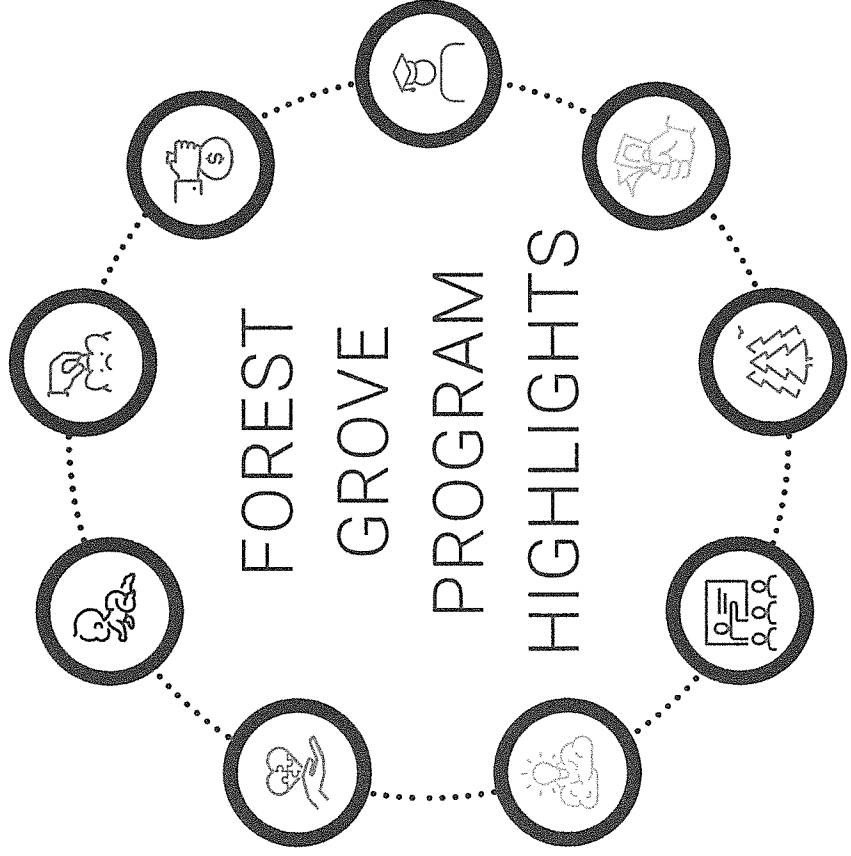
Northwest Promise
 \$135,300 in tuition cost savings thanks to college credits offered to high school students.

Medicaid Administrative Claiming
 \$52,679 in district funds recovered through Medicaid claiming.

Diverse Educator Pathways
 1 classified employee and 7 high school students who aspire to teach were coached and supported through the Diverse Educator Pathways program.

Grant Funding Awarded
 \$899,331 total grant funding awarded thanks to our grant writer, including \$234,456 proportional benefit from regional grants and \$664,875 in direct funding for Forest Grove.

Outdoor Science School
 471 students were offered Outdoor School via Comprehensive Distance Learning.



Early Intervention/Early Childhood Special Education
 123 evaluations were conducted and 187 babies/children received services.

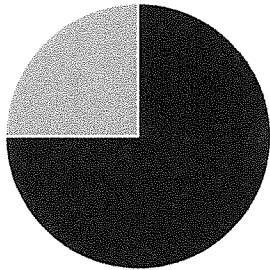
Special Student Services
 19 students supported by our orthopedic team, 10 by our vision team, 8 by our deaf/hard of hearing team, 2 by our deafblind team, 1 by our traumatic brain injury team.

Social Emotional Learning
 1 Forest Grove student attended one of our social emotional learning schools.

Substitute Services
 2,255 sub requests filled.

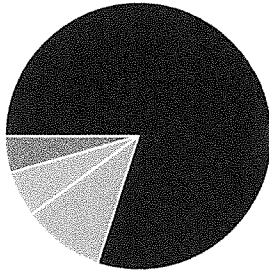
DISTRICT PROFILE: GASTON

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$211,841
- Core Services - \$70,614

SERVICE CREDIT SPENDING BY SERVICE AREA



- Special Education - \$277,042
- Technology - \$34,058
- Instruction - \$19,078
- Administrative - \$15,000

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$15,000
Business Services	15,000
Instructional Services Total	\$19,078
Outdoor School	13,920
Northwest Promise	2,858
Ion MTSS Software	1,500
Preschool Research Project	800
Special Education Services Total	\$277,042
Staffing Services	158,459
Student Programs/Classrooms	103,864
Other	14,719
Technology Services Total	\$34,058
Infinite Visions	17,273
Technology Support	15,000
Other	1,785
Total	\$345,178

GASTON PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood
Special Education
16 evaluations were conducted and 26
babies/children received services.



Special Student Services
7 students supported by our autism
team and 1 by our vision team.



Social Emotional Learning
2 Gaston students attended our social
emotional learning schools.



Migrant Education Program
7 Gaston SD students whose families
migrate frequently for work received
academic and social support.



Outdoor Science School
48 students were offered Outdoor
School via Comprehensive Distance
Learning.



Northwest Promise
\$9,840 in tuition cost savings thanks to
college credits offered to high school
students.

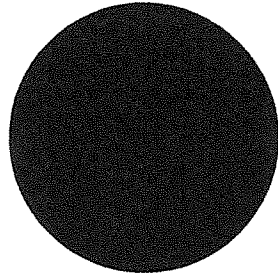


Diverse Educator Pathways
1 classified employee and 2 Gaston
community members who aspire to
teach were coached and supported
through the Diverse Educator Pathways
program.



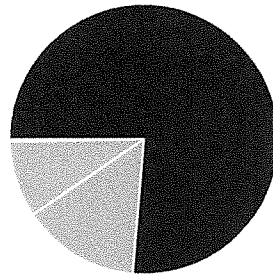
Grant Funding Awarded
Gaston SD benefited from a \$19,869
proportional benefit from regional
competitive grants sought by NWRESD.

DISTRICT PROFILE: HILLSBORO



LOCAL SERVICE PLAN RESOURCES

■ Service Credits - \$9,202,378



SERVICE CREDIT SPENDING BY SERVICE AREA

■ Special Education - \$4,965,288
 □ Instruction - \$936,883
 ▒ Technology - \$594,622
 ■ Administrative - \$3,065

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services	\$3,065
Business Services	3,065
Instructional Services Total	\$936,883
Outdoor School	352,800
Regional Innovations	225,000
Professional Development Services	116,587
Northwest Promise	103,567
Fire Science Program	100,529
Diverse Educator Pathways Program	22,400
Preschool Research Project	16,000
Special Education Services Total	\$4,965,288
Student Programs/Classrooms	3,016,364
Staffing Services	1,448,133
EI/ECSE Evaluations	498,635
Other	2,156
Technology Services Total	\$594,622
Infinite Visions	181,031
Synergy/Synergy Applications	133,311
Destiny Library Services	92,760
ORSpED	54,170
Network Connectivity	44,832
Technical Engineering Cooperative	35,737
Other	52,781
Total	\$6,499,858

Early Intervention/Early Childhood Special Education
439 evaluations were conducted and 730 babies/children received services.

Special Student Services
35 students supported by our deaf/hard of hearing team, 30 by our orthopedic team, 21 by our vision team, 5 by our traumatic brain injury team, 4 by our deafblind team.

Social Emotional Learning
46 Hillsboro students attended our five social emotional learning schools.

Deaf/Hard of Hearing
1 Hillsboro student who is deaf or hard of hearing attended our program based at Groner Elementary.

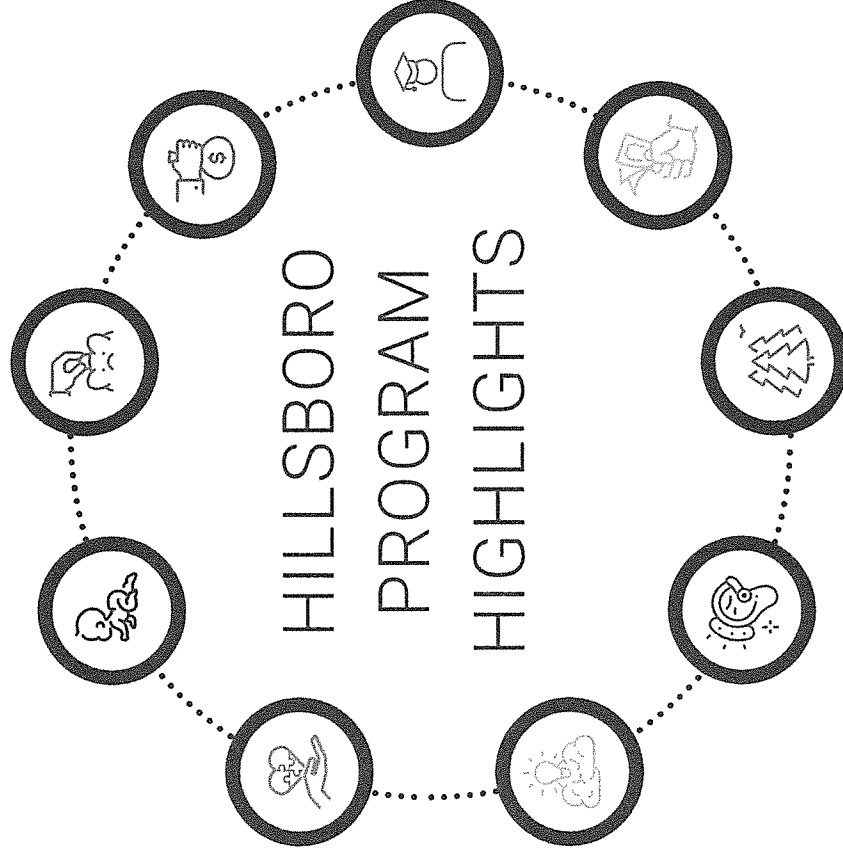
Northwest Promise
\$260,965 in tuition cost savings thanks to college credits offered to high school students.

Medicaid Administrative Claiming
\$87,645 in district funds recovered through Medicaid claiming.

Diverse Educator Pathways
4 high school students, 18 classified employees and 2 community members who aspire to teach were coached and supported through the Diverse Educator Pathways program.

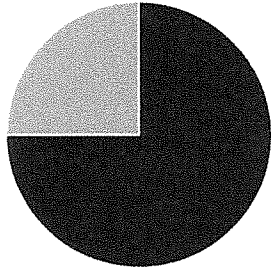
Grant Funding Awarded
\$1,403,817 total grant funding awarded thanks to our grant writer, including \$786,817 proportional benefit from regional grants and \$617,000 in direct funding for Hillsboro.

Outdoor Science School
1,575 students were offered Outdoor School via Comprehensive Distance Learning.



DISTRICT PROFILE: JEWELL

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$83,070
- Core Services - \$27,690

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total **\$76,851**
 Business Services 73,240
 Substitute Services 3,611

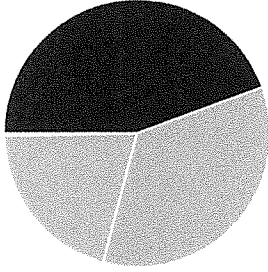
Instructional Services Total **\$600**
 Ion MTSS Software 600

Special Education Services Total **\$128,869**
 Staffing Services 125,036
 Youth Transition Program 3,574
 EI/ECSE Evaluations 259

Technology Services Total **\$165,506**
 Technology Support 73,900
 Technology Purchasing 70,422
 Other 21,184

Total **\$371,826**

SERVICE CREDIT SPENDING BY SERVICE AREA



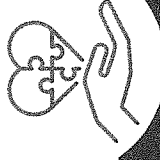
- Technology - \$165,506
- Special Education - \$128,869
- Administrative - \$76,851
- Instruction - \$600

JEWELL PROGRAM HIGHLIGHTS



Grant Funding Awarded

\$127,724 total grant funding awarded thanks to our grant writer, including \$3,974 proportional benefit from regional grants and \$123,750 in direct funding for Jewell.



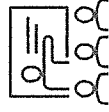
Special Student Services

3 students were supported by our autism team.



Early Intervention/Early Childhood Special Education

4 evaluations were conducted and 7 babies/children received services.

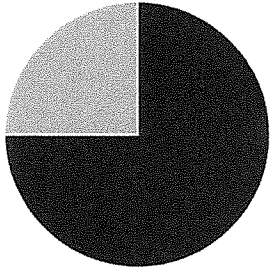


Substitute Services

261 sub requests filled.

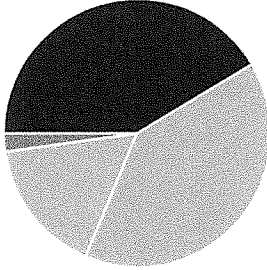
DISTRICT PROFILE: KNAPPA

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$185,622
- Core Services - \$61,874

SERVICE CREDIT SPENDING BY SERVICE AREA



- Technology - \$81,692
- Special Education - \$78,455
- Administrative - \$32,250
- Instruction - \$4,477

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services	\$32,250
Business Services	32,250
Instructional Services Total	\$4,477
Northwest Promise	2,727
Ion MTSS Software	1,500
Workshops/Trainings	250
Special Education Services Total	\$78,455
Staffing Services	52,877
EI/ECSE Evaluations	16,282
Other	9,296
Technology Services Total	\$81,692
ORVED Tuition	36,285
Infinite Visions	28,360
Distance Learning Technology	16,606
Other	441
Total	\$196,874

KNAPPA PROGRAM HIGHLIGHTS



Grant Funding Awarded
Knappa SD benefited from a \$19,869 proportional benefit from regional competitive grants sought by NWRESD.



Migrant Education Program
2 Knappa SD students whose families migrate frequently for work received academic and social support.



Early Intervention/Early Childhood Special Education
19 evaluations were conducted and 26 babies/children received services.



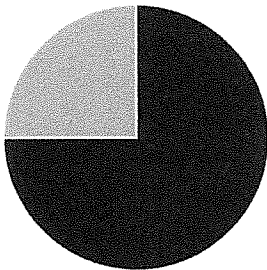
Special Student Services
10 students supported by our autism team, 2 by our deaf/hard of hearing team and 1 by our orthopedic team.



ORVED
286 ORVED virtual courses taken by Knappa students.

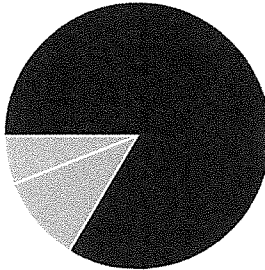
DISTRICT PROFILE: NEAH-KAH-NIE

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$288,464
- Core Services - \$96,155

SERVICE CREDIT SPENDING BY SERVICE AREA



- Special Education - \$319,498
- Technology - \$39,582
- Instruction - \$21,890

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$21,890
Tillamook Education Consortium	15,000
Northwest Promise	4,490
Ion MTSS Software	2,400

Special Education Services Total	\$319,498
Staffing Services	307,705
EI/ECSE Evaluations	11,793

Technology Services Total	\$39,582
Infinite Visions	20,673
Technology Support	11,500
Distance Learning Technology	4,248
Other	3,161

Total	\$380,970
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NEAH-KAH-NIE PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood Special Education
11 evaluations were conducted and 15 babies/children received services.



Special Student Services
17 students supported by our autism team, 2 by our deaf/hard of hearing team, 1 by our orthopedic team and 1 by our vision team.



Grant Funding Awarded
\$197,317 total grant funding awarded thanks to our grant writer, including \$27,817 proportional benefit from regional grants and \$169,500 in direct funding for Neah-Kah-Nie.



Migrant Education Program
11 Neah-Kah-Nie SD students whose families migrate frequently for work received academic and social support.



Diverse Educator Pathways
4 Neah-Kah-Nie high school students and 2 classified staff who aspire to teach were coached and supported through the Diverse Educator Pathways program.



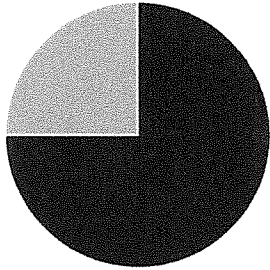
Northwest Promise
\$5,535 in tuition cost savings thanks to college credits offered to high school students.



ORVED
9 ORVED virtual course taken by Neah-Kah-Nie students.

DISTRICT PROFILE: NESTUCCA VALLEY

LOCAL SERVICE PLAN RESOURCES



SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$74,725
Business Services	71,114
Substitute Services	3,611

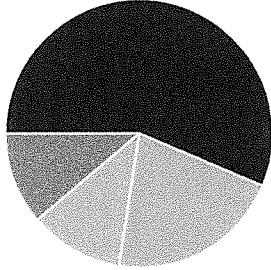
Instructional Services Total	\$39,055
Outdoor School	21,170
Tillamook Education Consortium	15,000
Northwest Promise	2,885

Special Education Services Total	\$198,813
Staffing Services	192,884
EI/ECSE Evaluations	5,929

Technology Services Total	\$39,596
Infinite Visions	20,674
Distance Learning Technology	16,209
Other	2,713

Total	\$352,189
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SERVICE CREDIT SPENDING BY SERVICE AREA



NESTUCCA VALLEY PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood Special Education
5 evaluations were conducted and 11 babies/children received services.



Special Student Services
10 students supported by our autism team, 3 by our orthopedic team, 1 by our vision team, 1 by our traumatic brain injury team.



Outdoor Science School
73 students were offered Outdoor School via Comprehensive Distance Learning.



Migrant Education Program
19 Nestucca Valley SD students whose families migrate frequently for work received academic and social support.



Diverse Educator Pathways
3 Nestucca Valley high school students and 2 community members who aspire to teach were coached and supported through the Diverse Educator Pathways program.



Substitute Services
258 sub requests filled.

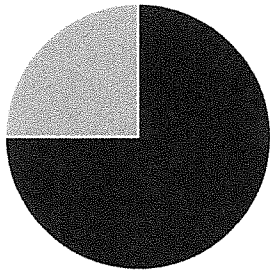


Grant Funding Awarded
\$206,269 total grant funding awarded thanks to our grant writer, including \$19,869 proportional benefit from regional grants and \$186,400 in direct funding for Nestucca Valley.

Northwest Promise
\$1,640 in tuition cost savings thanks to college credits offered to high school students.

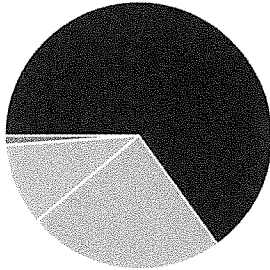
DISTRICT PROFILE: RAINIER

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$293,349
- Core Services - \$97,783

SERVICE CREDIT SPENDING BY SERVICE AREA



- Special Education - \$263,496
- Administrative - \$96,455
- Technology - \$40,453
- Instruction - \$4,206

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$96,455
Business Services	96,455
Instructional Services Total	\$4,206
Northwest Promise	4,206
Special Education Services Total	\$263,496
Staffing Services	241,309
EI/ECSE Evaluations	22,187
Technology Services Total	\$40,453
Infinite Visions	19,991
Technology Support	11,500
Other	8,962
Total	\$404,610

RAINIER PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood
Special Education
19 evaluations were conducted and 32
babies/children received services.



Special Student Services
8 students supported by our autism
team, 2 by our orthopedic team, 1 by
our vision team, 1 by our traumatic
brain injury team.



ORVED
3 ORVED virtual course taken by
Rainier students.



Migrant Education Program
6 Rainier SD students whose families
migrate frequently for work received
academic and social support.



Medicaid Administrative Claiming
\$73,891 in district funds recovered
through Medicaid claiming.



Northwest Promise
\$32,800 in tuition cost savings thanks
to college credits offered to high
school students.



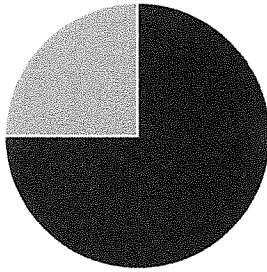
Substitute Services
545 sub requests filled.



Grant Funding Awarded
\$258,514 total grant funding awarded
thanks to our grant writer, including
\$35,764 proportional benefit from
regional grants and \$222,750 in direct
funding for Rainier.

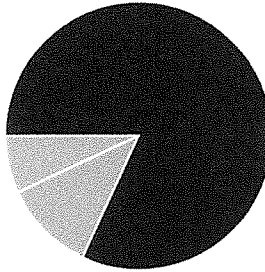
DISTRICT PROFILE: SCAPPOOSE

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$785,034
- Core Services - \$261,678

SERVICE CREDIT SPENDING BY SERVICE AREA



- Special Education - \$907,712
- Technology - \$122,871
- Instruction - \$75,813

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$75,813
Outdoor School	53,359
Northwest Promise	11,193
Other	11,261

Special Education Services Total	\$907,712
Staffing Services	563,830
Student Programs/Classrooms	315,269
EI/ECSE Evaluations	28,613

Technology Services Total	\$122,871
Distance Learning Technology	79,557
Infinite Visions	29,682
Technology Support	11,500
Other	2,132

Total	\$1,106,396
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Early Intervention/Early Childhood Special Education
 27 evaluations were conducted and 66 babies/children received services.

Special Student Services
 36 students supported by our autism team, 4 by our deaf/hard of hearing team, 4 by our orthopedic team, 2 by our vision team, 1 by our deafblind team.

Social Emotional Learning
 3 Scappoose students attended our social emotional learning schools.

Deaf/Hard of Hearing
 1 Scappoose student who is deaf or hard of hearing attended our program based at Groner Elementary.

Northwest Promise
 \$102,500 in tuition cost savings thanks to college credits offered to high school students.

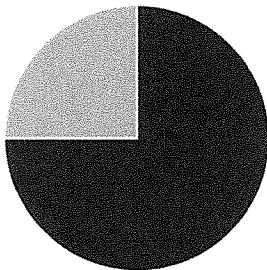
Medicaid Administrative Claiming
 \$152,822 in district funds recovered through Medicaid claiming.

Migrant Education Program
 48 Scappoose SD students whose families migrate frequently for work received academic and social support.

Grant Funding Awarded
 \$177,424 total grant funding awarded thanks to our grant writer, including \$87,424 proportional benefit from regional grants and \$90,000 in direct funding for Scappoose.

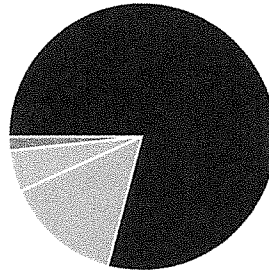
Outdoor Science School
 184 students were offered Outdoor School via Comprehensive Distance Learning.

DISTRICT PROFILE: SEASIDE



LOCAL SERVICE PLAN RESOURCES

- Service Credits - \$557,454
- Core Services - \$185,818



SERVICE CREDIT SPENDING BY SERVICE AREA

- Special Education - \$725,400
- Technology - \$130,425
- Instruction - \$43,948
- Administrative - \$14,350

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total	\$14,350
Business Services	14,350
Instructional Services Total	\$43,948
Outdoor School	39,148
Ion MTSS Software	4,800
Special Education Services Total	\$725,400
Staffing Services	675,894
EI/ECSE Evaluations	35,072
Other	14,434
Technology Services Total	\$130,425
Distance Learning Technology	93,715
Infinite Visions	27,247
Other	9,463
Total	\$914,123

SEASIDE PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood
Special Education
49 evaluations were conducted and 62
babies/children received services.



Autism Services
17 students supported via consultation,
evaluation, professional learning and
other forms of support for schools and
their special education teams.



ORVED
5 ORVED virtual courses taken by
Seaside students.



Migrant Education Program
5 Seaside SD students whose families
migrate frequently for work received
academic and social support.



Deaf/Hard of Hearing
2 students who are deaf or hard of
hearing received services that helped
them fully access instruction.



Outdoor Science School
135 students were offered Outdoor
School via Comprehensive Distance
Learning.



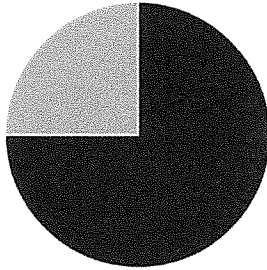
Medicaid Administrative Claiming
\$102,949 in district funds recovered
through Medicaid claiming.



Grant Funding Awarded
\$472,040 total grant funding awarded
thanks to our grant writer, including
\$59,607 proportional benefit from
regional grants and \$412,433 in direct
funding for Seaside.

DISTRICT PROFILE: SHERWOOD

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$1,661,713
- Core Services - \$553,904

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

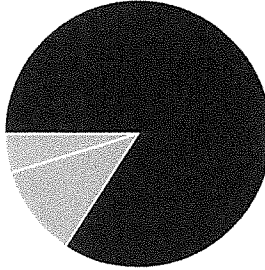
Instructional Services Total	\$168,515
Outdoor School	112,520
Northwest Promise	29,095
Diverse Educator Pathways Program	22,400
Preschool Research Project	4,500

Special Education Services Total	\$1,280,190
Student Programs/Classrooms	702,332
Staffing Services	501,354
Other	76,504

Technology Services Total	\$69,583
Infinite Visions	51,304
Regional Data Warehouse	13,805
Other	4,474

Total	\$1,518,288
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SERVICE CREDIT SPENDING BY SERVICE AREA



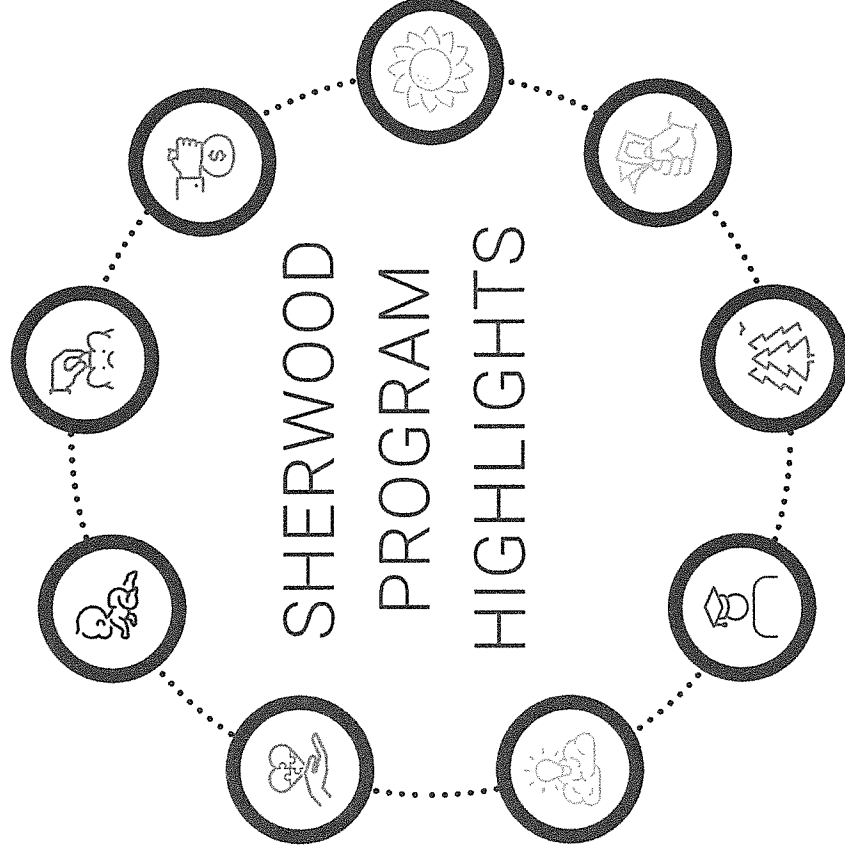
- Special Education - \$1,280,190
- Instruction - \$168,515
- Technology - \$69,583

Early Intervention/Early Childhood Special Education
62 evaluations were conducted and 110 babies/children received services.

Special Student Services
79 students supported by our autism team, 6 by our deaf/hard of hearing team, 2 by our vision team, and 1 by our orthopedic team.

Social Emotional Learning
8 Sherwood students attended our social emotional learning schools.

Diverse Educator Pathways
1 classified employee, 1 community member and 4 high school students who aspire to teach were coached and supported through the Diverse Educator Pathways program.



Northwest Promise
\$129,355 in tuition cost savings thanks to college credits offered to high school students.

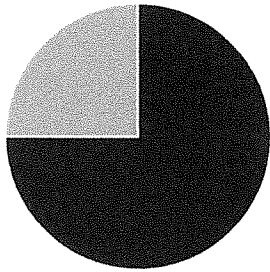
Medicaid Administrative Claiming
\$7,242 in district funds recovered through Medicaid claiming.

Migrant Education Program
10 Sherwood SD students whose families migrate frequently for work received academic and social support.

Grant Funding Awarded
Sherwood SD benefited from a \$194,717 proportional benefit from regional competitive grants sought by NWRRESD.

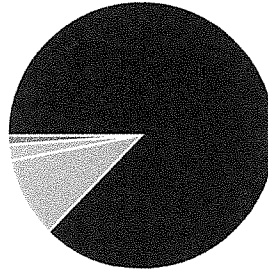
Outdoor Science School
388 students were offered Outdoor School via Comprehensive Distance Learning.

DISTRICT PROFILE: ST. HELENS



LOCAL SERVICE PLAN RESOURCES

- Service Credits - \$951,295
- Core Services - \$317,098



SERVICE CREDIT SPENDING BY SERVICE AREA

- Special Education - \$1,019,363
- Technology - \$112,761
- Instruction - \$21,823
- Administrative - \$11,366

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total \$11,366
Substitute Services 11,366

Instructional Services Total \$21,823
Northwest Promise 13,123
Ion MTSS Software 8,700

Special Education Services Total \$1,019,363
Staffing Services 926,688
EI/ECSE Evaluations 92,489
FM Rentals 186

Technology Services Total \$112,761
Distance Learning Technology 53,523
Infinite Visions 38,790
Public School Works 7,768
Other 12,680

Total \$1,165,313

ST. HELENS PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood
Special Education
84 evaluations were conducted and
145 babies/children received services.



Special Student Services
51 students supported by our autism
team, 5 by our orthopedic team, 5 by
our deaf/hard of hearing team and 1 by
our vision team.



Grant Funding Awarded
\$735,043 total grant funding awarded
thanks to our grant writer, including
\$107,293 proportional benefit from
regional grants and \$627,750 in direct
funding for St. Helens.



Migrant Education Program
7 St. Helens SD students whose
families migrate frequently for work
received academic and social support.



Substitute Services
617 sub requests filled.



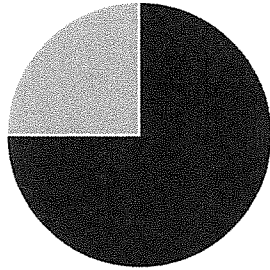
Northwest Promise
\$16,400 in tuition cost savings thanks
to college credits offered to high
school students.



Medicaid Administrative Claiming
\$22,382 in district funds recovered
through Medicaid claiming.

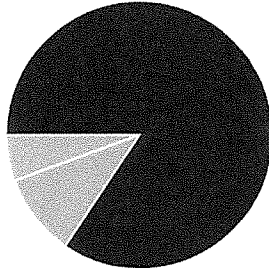
DISTRICT PROFILE: TIGARD-TUALATIN

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$4,129,386
- Core Services - \$1,376,462

SERVICE CREDIT SPENDING BY SERVICE AREA



- Special Education - \$3,351,413
- Technology - \$392,872
- Instruction - \$214,946

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$214,946
Cascade Education Corps	80,500
Northwest Promise	62,493
Ion MTSS Software	37,500
Diverse Educator Pathways Program	22,400
Preschool Research Project	9,500
Attendance Services	2,553

Special Education Services Total	\$3,351,413
Staffing Services	1,966,662
Student Programs/Classrooms	1,107,218
Other	277,533

Technology Services Total	\$392,872
Infinite Visions	160,199
Technology Support	94,564
District Technology Purchasing	57,543
Synergy/Synergy Applications	43,157
Other	37,409

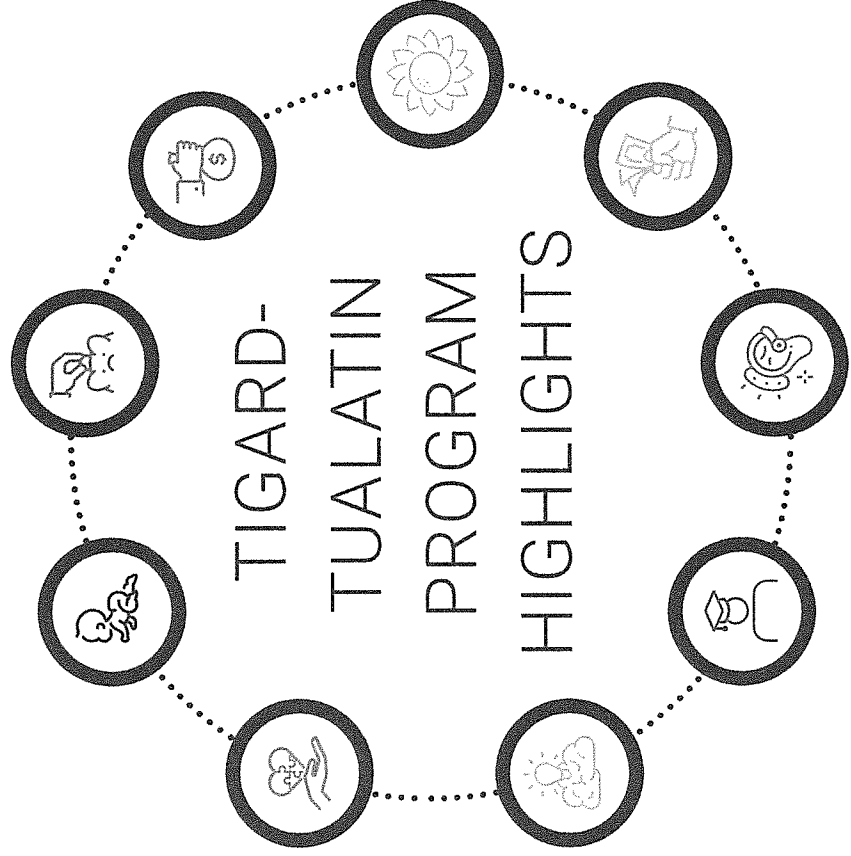
Total **\$3,959,231**

Early Intervention/Early Childhood Special Education
237 evaluations were conducted and 375 babies/children received services.

Special Student Services
219 students supported by our autism team, 28 by our deaf/hard of hearing team, 20 by our orthopedic team and 17 by our vision team.

Social Emotional Learning
8 TTSD students attended our social emotional learning schools.

Diverse Educator Pathways
11 classified employees and 4 high school students who aspire to teach were coached and supported through the Diverse Educator Pathways program.



Northwest Promise
\$247,640 in tuition cost savings thanks to college credits offered to high school students.

Medicaid Administrative Claiming
\$84,488 in district funds recovered through Medicaid claiming.

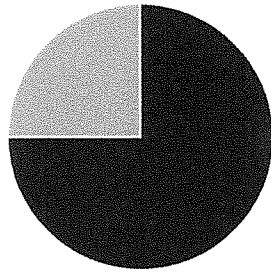
Migrant Education Program
38 TTSD students whose families migrate frequently for work received academic and social support.

Grant Funding Awarded
Tigard-Tualatin SD benefited from a \$480,833 proportional benefit from regional competitive grants sought by NWRES.

Deaf/Hard of Hearing
4 students who are deaf or hard of hearing attended our program based at Groner Elementary.

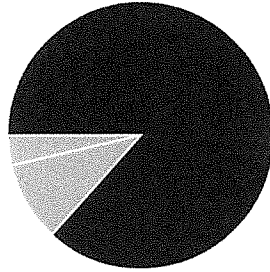
DISTRICT PROFILE: TILLAMOOK

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$749,758
- ▨ Core Services - \$249,919

SERVICE CREDIT SPENDING BY SERVICE AREA



- Special Education - \$635,296
- ▨ Technology - \$69,506
- ▩ Instruction - \$26,340

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total **\$26,340**
 Tillamook Education Consortium 15,000
 Northwest Promise 11,340

Special Education Services Total **\$635,296**
 Staffing Services 583,033
 EI/ECSE Evaluations 51,209
 FM Rentals 1,054

Technology Services Total **\$69,506**
 Distance Learning Technology 62,687
 Regional Data Warehouse 5,974
 Other 845

Total **\$731,142**

TILLAMOOK PROGRAM HIGHLIGHTS



Early Intervention/Early Childhood
Special Education
44 evaluations were conducted and 78 babies/children received services.



Special Student Services
46 students supported by our autism team, 7 by our orthopedic team, 4 by our deaf/hard of hearing team, 3 by our vision team, 1 by our traumatic brain injury team, 1 by our deafblind team.



ORVED
1 ORVED virtual course taken.



Migrant Education Program
22 Tillamook SD students whose families migrate frequently for work received academic and social support.



Medicaid Administrative Claiming
\$214,266 in district funds recovered through Medicaid claiming.



Northwest Promise
\$35,260 in tuition cost savings thanks to college credits offered to high school students.



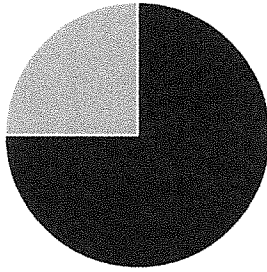
Diverse Educator Pathways
11 aspiring teachers coached and supported through the Diverse Educator Pathways program, including 3 high school students, 6 classified employees and 2 community members.



Grant Funding Awarded
\$479,200 total grant funding awarded thanks to our grant writer, including \$83,450 proportional benefit from regional grants and \$395,750 in direct funding for Tillamook.

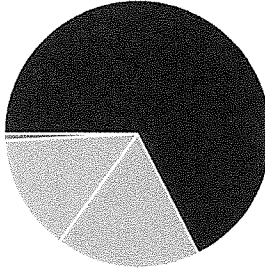
DISTRICT PROFILE: VERNONIA

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$211,291
- Core Services - \$70,430

SERVICE CREDIT SPENDING BY SERVICE AREA



- Special Education - \$342,144
- Technology - \$88,966
- Administration - \$72,086
- Instruction - \$3,253

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Administrative Services Total **\$72,086**
 Business Services 72,086

Instructional Services Total **\$3,253**
 Northwest Promise 3,253

Special Education Services Total **\$342,144**
 Staffing Services 222,824
 Student Programs/Classrooms 103,864
 EI/ECSE Evaluations 15,456

Technology Services Total **\$88,966**
 Technology Support 27,950
 Technology Purchases 19,978
 Distance Learning Technology 18,955
 Infinite Visions 16,772
 Other 5,311

Total **\$506,449**

VERNONIA PROGRAM HIGHLIGHTS



Grant Funding Awarded

\$139,869 total grant funding awarded thanks to our grant writer, including \$19,869 proportional benefit from regional grants and \$120,000 in direct funding for Vernonia.



Social Emotional Learning

2 Vernonia students attend our social emotional learning schools.



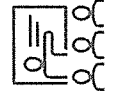
Early Intervention/Early Childhood Special Education

12 evaluations were conducted and 28 babies/children received services.



Special Student Services

11 students supported by our autism team, 1 by our orthopedic team, 1 by our deaf/hard of hearing team.



Substitute Services

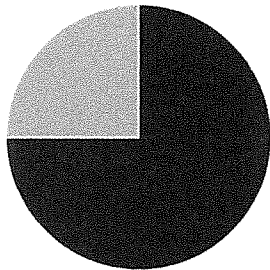
136 sub requests filled.



Medicaid Administrative Claiming \$80,338 in district funds recovered through Medicaid claiming.

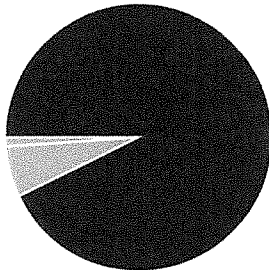
DISTRICT PROFILE: WARRENTON-HAMMOND

LOCAL SERVICE PLAN RESOURCES



- Service Credits - \$348,044
- Core Services - \$116,015

SERVICE CREDIT SPENDING BY SERVICE AREA



- Special Education - \$604,000
- Technology - \$39,873
- Instruction - \$6,371

SUMMARY OF SERVICES PURCHASED FROM THE LOCAL SERVICE PLAN MENU

Instructional Services Total	\$6,371
Northwest Promise	4,991
Attendance	1,380
Special Education Services Total	\$604,000
Staffing Services	556,386
EI/ECSE Evaluations	38,069
Other	9,545
Technology Services Total	\$39,873
Infinite Visions	20,689
Technology Support	10,000
Other	9,184
Total	\$650,244

WARRENTON-HAMMOND PROGRAM HIGHLIGHTS



Grant Funding Awarded
Warrenton-Hammond benefited from a \$39,738 proportional benefit from regional competitive grants sought by NWRESD.



Migrant Education Program
50 students whose families migrate frequently for work received academic and social support.



Early Intervention/Early Childhood Special Education
64 evaluations were conducted and 45 babies/children received services.



Special Student Services
28 students were supported by our autism team, 2 by our traumatic brain injury team, 1 by our deaf/hard of hearing team, 1 by our orthopedic team and 1 by our vision team.



Medicaid Administrative Claiming
\$116,047 in district funds recovered through Medicaid claiming.

LOCAL SERVICE PLAN

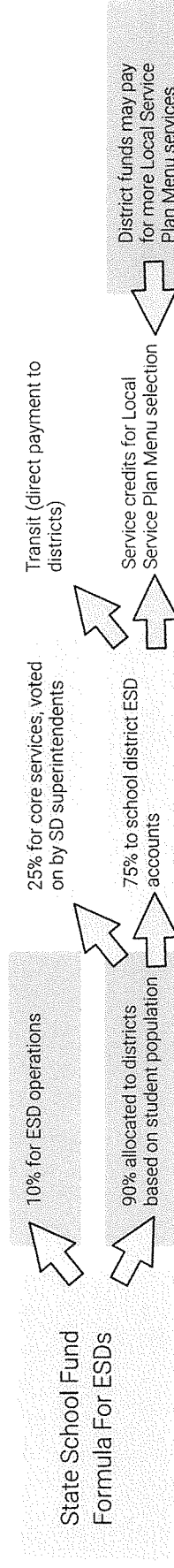
2022-23 FISCAL YEAR

ABOUT THE LOCAL SERVICE PLAN

According to the Oregon State Legislature, "The mission of education service districts is 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." Toward that end, we work with component school districts annually to develop next school year's Local Service Plan. The Local Service Plan must address four areas as outlined in ORS 334.175: Special Education, Technology, Instruction (referred to as school improvement in ORS), and Administration. The plan also has three major components: 1) **Core services** are shared among school districts; 2) **Menu services** are available for individual districts to purchase with service credits or through other funding sources; 3) 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.

FUNDING FLOW

The Local Service Plan is funded through the State School Fund (SSF) and local property taxes.



TIMELINE FOR DEVELOPMENT AND APPROVAL

School district superintendents, NWRSED's board of directors, and the 20 regional school boards approve the Local Service Plan (LSP) according to the following timeline.

Sept. to Nov. 2021 **Dec. 2021** **Jan. to Feb. 2022** **Feb. to June 2022** **July 2022**

NWRSED co-developed the LSP with school district superintendents. Superintendents unanimously voted to approve the plan on Nov. 5, 2021.

NWRSED's Board of Directors took formal action on the LSP at the Dec. 14, 2021, meeting.

Component school districts take formal action on the LSP. Per ORS 334.175, the plan must be approved by March 1.

NWRSED staff and school district staff determine cost of services and complete service credit worksheets.

2022-23 LSP goes into effect.

LOCAL SERVICE PLAN - CORE

PROJECTED CORE SERVICES BUDGET

PROGRAM	2021-22 ADOPTED BUDGET	2022-23 PROJECTED BUDGET
Instructional Services		
Professional Development Strands BSD + HSD	\$355,011	\$368,880
Professional Development Strands CORE Districts	239,961	250,417
ESD Transfer to Instructional Services for Core	180,644	68,050
Attendance Services	-	120,000
Regional Innovations Fund BSD + HSD	634,219	660,222
Total Instructional Services	\$1,409,835	\$1,467,570
Technology		
Network/Security Services	\$348,323	\$412,604
Help Desk	118,658	123,523
Application Support/Development	541,440	513,639
Technical Engineering Coop	451,458	469,968
Student Information System	865,609	901,099
Library Services	173,204	180,305
Total Technology Services	\$2,498,692	\$2,601,138
Miscellaneous		
Home School	\$15,000	\$15,615
Emergency Closure Network	10,500	10,931
County Allocations	1,686,842	1,768,430
Total Miscellaneous Services	\$1,712,342	\$1,794,976
Total Core Services	\$5,620,869	\$5,863,684
	TOTAL CORE SERVICES	
	Core Services - 18 Districts	\$4,834,582
	Beaverton SD/Hillsboro SD	1,029,102
	Total Core Services	\$5,863,684

PROJECTED COUNTY ALLOCATIONS

School district superintendents in their respective counties decide together how to use county allocations.

COUNTY	DISTRICT	RESOLUTION PLAN ADMW WITH GROWTH	COUNTY BASE	ALLOCATION OUTSIDE OF BASE	TOTAL 2022-23 ALLOCATION PER COUNTY	TOTAL 2021-22 ALLOCATION PER COUNTY	INCREASE
Clatsop	Astoria	2,205.7					
	Jewell	302.9					
	Knappa	668.0					
	Seaside	1,981.0					
	Warrenton-Hammond	1,255.7					
	Total	6,413.1	\$125,000	\$162,655	\$287,655	\$276,873	\$10,782
Columbia	Clatskanie	946.2					
	Rainier	1,073.0					
	Scappoose	2,798.8					
	St. Helens	3,348.4					
	Vernonia	781.8					
	Total	8,948.1	\$125,000	\$226,949	\$351,949	\$337,317	\$14,632
Tillamook	Neah-Kah-Nie	1,035.5					
	Nestucca Valley	684.7					
	Tillamook	2,692.0					
	Total	4,412.2	\$125,000	\$111,905	\$236,905	\$229,783	\$7,122
Washington	Banks	1,296.4					
	Forest Grove	7,502.8					
	Gaston	748.1					
	Sherwood	5,991.3					
	Tigard-Tualatin	14,699.3					
	Total	30,238.0	\$125,000	\$766,920	\$891,920	\$842,869	\$49,051
	TOTAL	50,011.4	\$500,000	\$1,268,430	\$1,768,430	\$1,686,842	\$81,588

LOCAL SERVICE PLAN - MENU

TOTAL PROJECTED SERVICE CREDITS

School districts receive service credits that they may use to select and purchase services specific to their school district. They may also choose to purchase services above and beyond what is allocated. This section includes information about projected allocations and the menu of available services for purchase in the 2022-23 school year.

	2022-23 PROJECTED \$9.3B	2021-22 SSF ESTIMATE 6/24/21	DIFFERENCE
Est. SSF Allocation	\$53,138,745	\$51,054,873	\$2,083,872
ESD Operations at 10%	5,313,875	5,105,487	208,387
Local Service Plan at 90%	47,824,870	45,949,386	1,875,484
Beaverton (39.49%)	18,885,226	18,232,680	652,546
Hillsboro (20.08%)	9,601,317	9,176,461	424,856
Amount Available for 18 Districts	19,338,327	18,540,245	798,082
Core (25% of Local Service Plan)	4,834,582	4,635,061	199,521
Menu/Service Credits (75% of Local Service Plan)	\$14,503,745	\$13,905,183	\$598,561

PROJECTED SERVICE CREDITS BY SCHOOL DISTRICT

COUNTY	DISTRICT	ODE REPORT 5/1/2021 2019-20 EX. ADMW	ODE REPORT 5/1/2021 2020-21 EX. ADMW	GROWTH	LSP ADMW WITH GROWTH	% OF TOTAL	EST. 2022-23 SERVICE CREDIT ALLOCATION	AMOUNT PER ADMW	2021-22 SSF EST. SERVICE CREDIT ALLOCATION	DIFFERENCE
Clatsop	Astoria	2,205.66	2,197.91	(7.8)	2,205.66	4.41%	\$639,661	\$290.01	\$613,998	\$25,663
	Jewell	302.9	302.90	-	302.90	0.61%	\$87,844	\$290.01	\$83,070	\$4,774
	Khappa	667.96	667.96	-	667.96	1.34%	\$193,714	\$290.01	\$185,622	\$8,092
	Seaside	1,980.96	1,983.35	(27.6)	1,980.96	3.96%	\$574,496	\$290.01	\$557,454	\$17,042
	W-Hammond	1,255.65	1,255.65	-	1,255.65	2.51%	\$364,150	\$290.01	\$348,043	\$16,107
Columbia	Clatskanie	946.17	923.50	(22.7)	946.17	1.89%	\$274,398	\$290.01	\$268,810	\$5,588
	Rainier	1,073.02	1,026.74	(46.3)	1,073.02	2.15%	\$311,185	\$290.01	\$293,349	\$17,836
	Scappoose	2,798.76	2,781.89	(16.9)	2,798.76	5.60%	\$811,666	\$290.01	\$785,034	\$26,632
	St. Helens	3,348.35	3,259.52	(88.8)	3,348.35	6.70%	\$971,052	\$290.01	\$951,295	\$19,757
	Vernonia	781.8	781.80	-	781.80	1.56%	\$226,729	\$290.01	\$211,291	\$15,438
Tillamook	Neah-Kah-Nie	1,035.54	1,035.54	-	1,035.54	2.07%	\$300,316	\$290.01	\$288,464	\$11,852
	Nestucca Valley	684.65	676.78	(7.9)	684.65	1.37%	\$198,555	\$290.01	\$193,385	\$5,170
	Tillamook	2,691.98	2,691.98	-	2,691.98	5.38%	\$780,698	\$290.01	\$749,758	\$30,940
Washington	Banks	1,296.43	1,296.43	-	1,296.43	2.59%	\$375,976	\$290.01	\$359,240	\$16,736
	Forest Grove	7,502.83	7,502.83	-	7,502.83	15.00%	\$2,175,988	\$290.01	\$2,088,817	\$87,071
	Gaston	748.12	708.32	(39.8)	748.12	1.50%	\$216,962	\$290.01	\$211,841	\$5,121
	Sherwood	5,991.3	5,931.18	(60.1)	5,991.30	11.98%	\$1,737,531	\$290.01	\$1,661,713	\$75,818
	Tigard-Tualatin	14,699.28	14,699.28	-	14,699.28	29.39%	\$4,262,924	\$290.01	\$4,129,385	\$133,539
TOTAL		50,011.36	49,693.56	(317.8)	50,011.36	100.00%	\$14,503,745		\$13,980,569	\$523,176

Assumptions: \$9.38 in SSF Formula. Enrollment stable. Year 2 of Biennium allocated at 51%.



ADMINISTRATION

Spotlight on Administrative Services: Regional Schools Receive More Than \$1 Million in Medicaid Administrative Claiming Reimbursements

Many Oregon families are unaware their children could receive free health care through the Oregon Health Plan. This has been especially true since the start of the pandemic.

That's where schools come in. Teachers and school staff know which families might qualify and benefit from the Oregon Health Plan, the state-sponsored Medicaid program that provides free health care for Oregonians who meet certain income requirements.

In Oregon, school districts that encourage their educators to help families enroll their children in the Oregon Health Plan are eligible for reimbursement through the Medicaid Administrative Claiming program. Time spent helping children and their families access these services is also reimbursable.

Northwest Regional ESD's Medicaid team has helped school district staff navigate the often cumbersome task of reporting this data to the federal government since 2006. This past school year, 13 of the 20 districts in NWRESA's service area participated in the program. Reimbursements totaled just over \$1 million during the 2020-21 school year.

Brenda Van Dornelen, a nurse who helps coordinate the Medicaid Administrative Claiming work for Scappoose School District, says the benefits are two-fold: "The funds brought to the district are spent on services to kids and the program itself encourages staff to reach out to families with information about the Oregon Health Plan."

[Read the full story.](#)



COMPLETE LIST OF ADMINISTRATIVE SERVICES

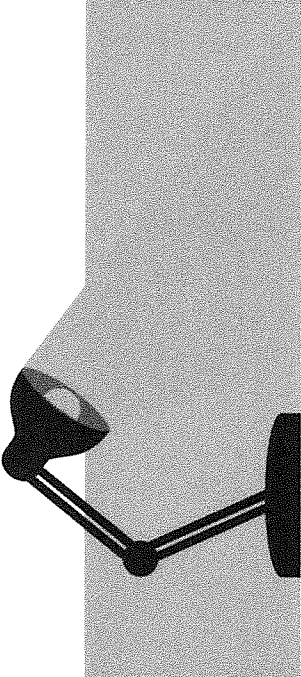
- Business Services
- Cascade Alliance for Equity
- Communications
- Emergency Closure Network
- Equity and Family Partnerships
- Medicaid Reimbursements
- Spanish Language Interpretation and Translation

Read more detail about these services and learn how to add them to the list of services your district receives.

From left: Lauren Slyh O'Driscoll, board secretary and executive liaison to the superintendent, speaks with Johanna Timmes, executive director of early learning, and Dan Goldman, superintendent, at an equity training. Photo by Kelsey Cardwell.



Students in the Migrant Education Program attend an art camp in Astoria during the summer of 2021. Photo by Kelsey Cardwell.



Spotlight on Instructional Services: Columbia County Student Advocates for More STEM-Related Opportunities for Youth

Northwest Regional ESD's STEM Hub teamed up with Oregon Manufacturing Innovation Center Research & Development (OMIC R&D), Portland Community College and Scappoose High School in 2020 to provide internships for Columbia County students through the Columbia Works program. In March of 2021, Scappoose High School senior Anika Havlik, a summer intern at OMIC R&D through Columbia Works, testified in support of House Bill 2092 to fund more similar opportunities.

Anika, who participated via Zoom, said her experience as an intern at OMIC R&D introduced her to virtual reality programming. Her main focus was to design and build a virtual reality tour of the OMIC R&D building, which is located in Scappoose. Her work included writing code, animating, 3D modeling and then compiling the components into one fluid experience.

Anika said the connections she gained during the internship helped her get a job at the Scappoose Airport and she shared that she had recently received a congressional nomination to the Air Force Academy, where she has been accepted to continue her education and training post-graduation.

"I am more confident in my ability to adapt and am better prepared to go to college and enter the workforce," she said. "My hope is that many more students my age will be able to have a similar opportunity. As one of three females represented in this internship, I especially want to encourage young women to pursue STEM-related experiences such as this." The bill passed on Sept. 25, 2021, and went into effect on Jan. 1, 2022.

[Read the full story.](#)





COMPLETE LIST OF INSTRUCTIONAL SERVICES

- Attendance Services
- Cascade Education Corps (CEC)
- Child Care Resource and Referral
- Diverse Educator Pathways
- Early Learning Hub
- English Language Learner Consortium
- Fire Science Program
- Grant Management
- Home School Notifications
- Ion MTSS Software
- Migrant Education Program (MEP)
- Northwest Promise
- Outdoor Science School
- Professional Learning
- Regional Educator Network
- Regional Innovations
- Research, Assessment and Evaluation
- School Safety and Prevention System
- STEM Hub
- Tillamook Education Consortium

[Read more detail about these services, and learn how to add them to the list of services your district receives.](#)

SPECIAL EDUCATION

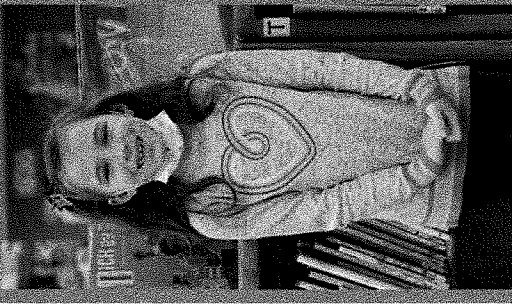
Spotlight on Special Education Services: Meet the Students Receiving Services



Austin Holz

Austin is a senior at Banks High School and has worked with Carissa Martos, a teacher of the deaf and hard of hearing, for five years. When Austin was asked about the most important lesson he had learned from his teacher, he said:

"I've learned a lot more words and I understand more about the stories in English and in History and see what the point of the story is and how they go together. I also learned how to get my hearing aids to work better and how to ask people to repeat stuff. We also talked about how to act when I am driving and if I get pulled over and things I can do to stay safe when I am out hunting and tell the other hunters how to work with me."



Jemma Bosotina

Jemma is a third grader at Harvey Clarke Elementary School in Forest Grove. Carissa Martos, a NWRRESD teacher of the deaf and hard of hearing, visits her every week during the school year.

Jemma's favorite memory with Ms. Carissa is when Carissa brings in a giant ear. She takes it apart and shows all of the pieces. "I wish it had a hearing aid," Jemma says.

Carissa recently challenged Jemma to find a sound she hadn't heard before. "I'm still searching for it," she says. When Carissa visits, Jemma says she likes reading books and getting stickers and candies. "I like talking with her. We talk about hearing aids. I tell her what's wrong with my hearing aids. There are buttons and she helps me figure that out."



Christian Diehl

Christian is a senior at Cascade Academy. He says his school, which provides individualized behavior support to every student, is a lot like a family.

"It's a good community," he says. "When we have troubles like when someone is having a bad day, they are really understanding about it."

He says he feels his teachers really care for him and his fellow classmates.

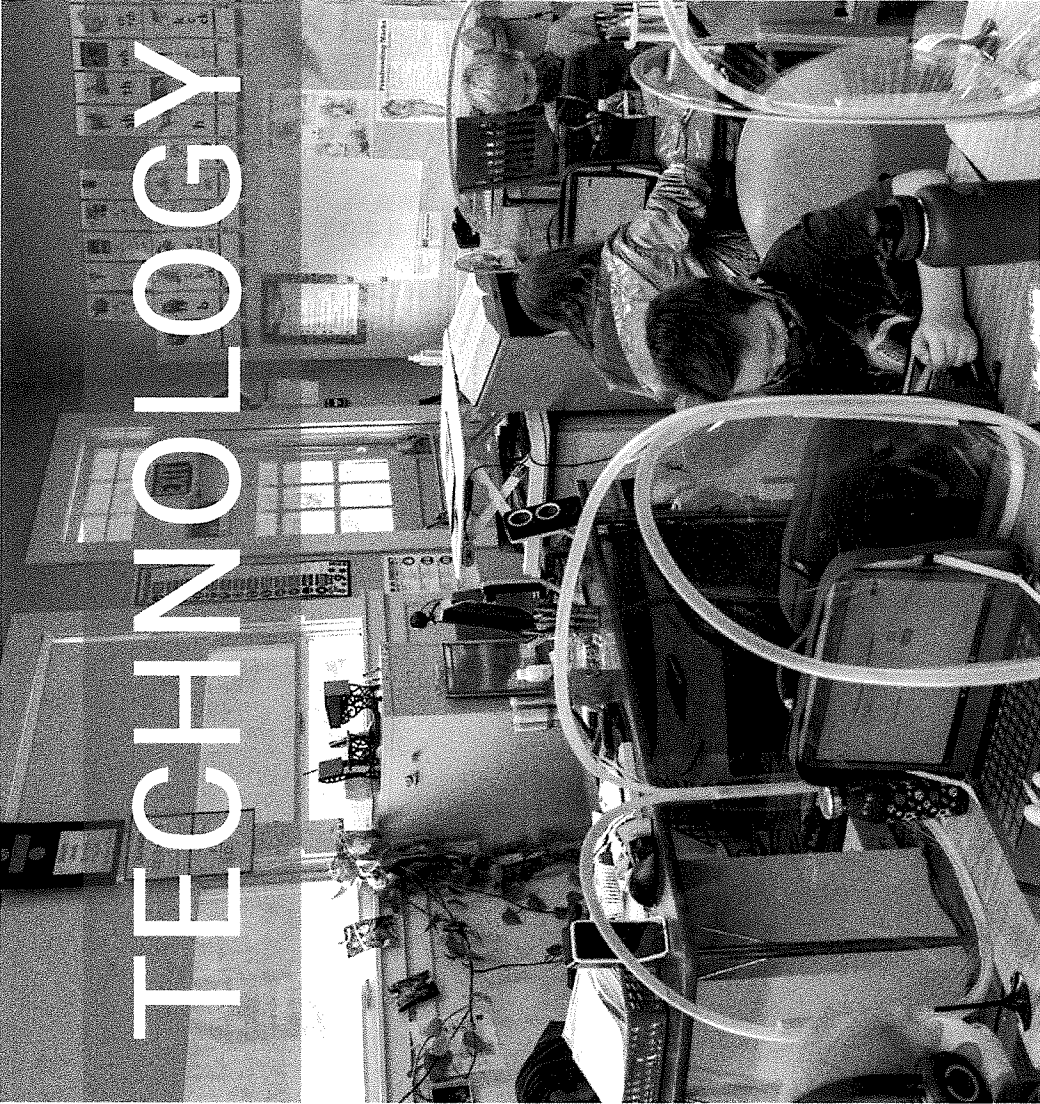
Every student at Cascade Academy receives support based on the needs outlined in their individualized education plan. The program uses Positive Behavior Intervention Support, Collaborative Problem Solving and Restorative Justice principles, and all of the educators put positive working relationships with students at the center of their work.



COMPLETE LIST OF SPECIAL EDUCATION SERVICES

- Augmentative and Alternative Communication and Assistive Technology
 - Autism Spectrum Disorder Services
 - Blind Visually Impaired (BVI) Student Services
 - Deaf and Hard of Hearing Services (D/HH) and Audiology
 - Early Childhood Special Education
 - Early Intervention (EI)
 - Early Intervention/Early Childhood Special Education (EI/ECSE) Screening and Evaluations
 - Nursing Services
 - Occupational Therapy (OT) Services
 - Physical Therapy (PT) Services
 - Regional Equipment Center
 - School Psychology Services
 - Social Emotional Learning Schools
 - Speech-Language Pathology (SLP) Services
 - Traumatic Brain Injury (TBI) Services
 - Youth Transition Program (YTP)
- Read more detail about these services and learn how to add them to the list of services your district receives.

A student is learning through play during an early childhood special education class at the Beaverton Early Childhood Center. Photo by Tracey Goldner.



Spotlight on Technology Services: Mist Elementary Project Paves the Way For High-Speed Internet in Oregon's Most Rural Schools

Elementary students in the remote community of Mist, located more than an hour northwest of Portland, Oregon, have access to high-speed internet thanks to the installation of SpaceX's latest Starlink technology.

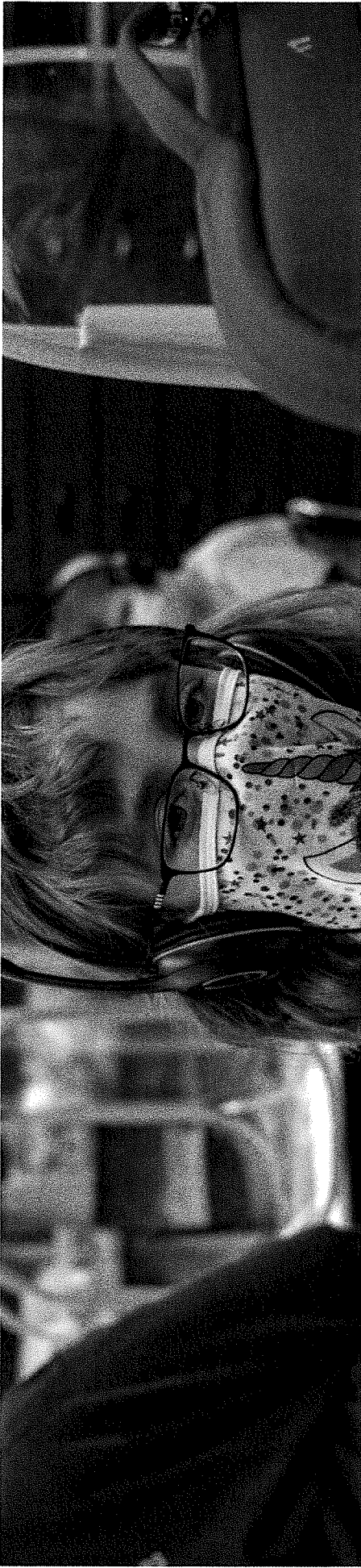
Link Oregon, Northwest Regional ESD and Vernonia School District combined forces to identify funds, personnel and the technological infrastructure that brought high-speed internet to the remote school. Vernonia School District has tried multiple times over the past decade to upgrade the school to fiber-optic internet, but the high costs of running a dedicated fiber line down miles of rural roads always prevented the project from taking off. Starlink bypassed cost-prohibitive construction projects, making it an ideal solution for remote rural communities.

"Before we got the new internet, Ms. Avey's class couldn't be on the internet at the same time, so sometimes we would have to reschedule when we did reading and math," explains McKinley, a fifth grader.

McKinley says that she and her peers commonly use the internet to write stories in Google Docs and interact with Zearn, a math website with video lessons and exercises.

Northwest Regional ESD plans to identify more opportunities to expand internet access for schools and students.

[Read the full story.](#)

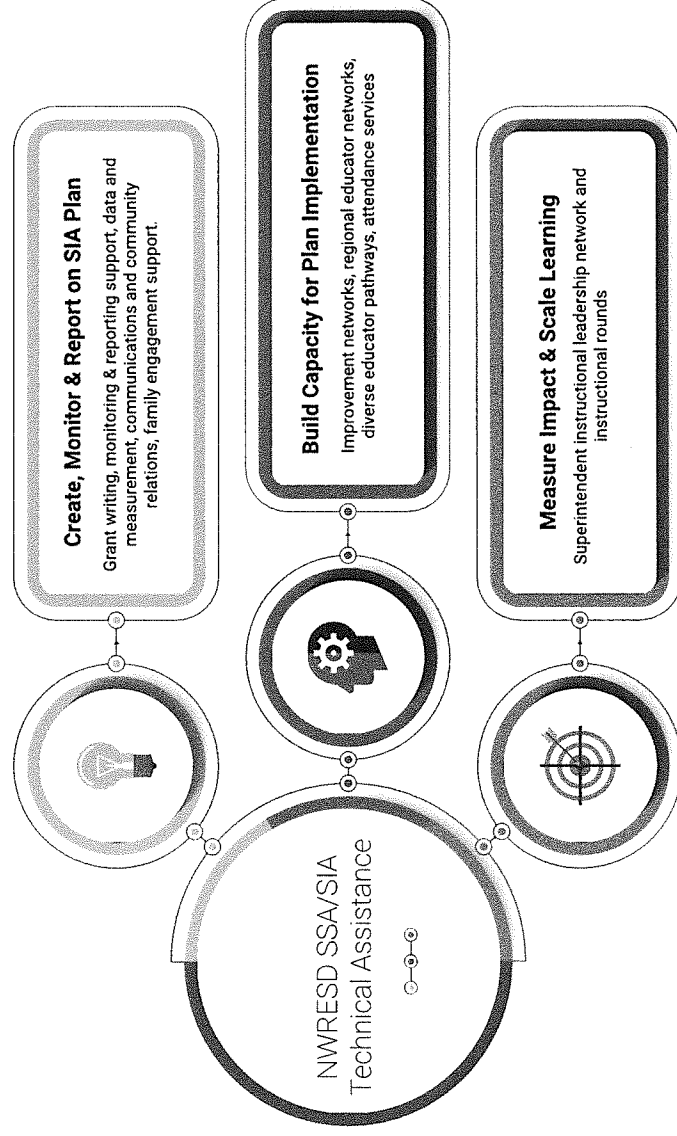


COMPLETE LIST OF TECHNOLOGY SERVICES

- Application Support
- Forecast5
- Help Desk
- Information Systems
- Library Services
- Network Services
- Oregon Virtual Education (ORVED)

- Substitute Services
 - Technical Engineering Cooperative
- [Read more detail about these services and learn how to add them to the list of services your district receives.](#)

STUDENT SUCCESS ACT (SSA) PLAN



SSA TECHNICAL ASSISTANCE

NWRESD provides SSA technical support by leveraging a cross-department team that brings together Instructional Services; Equity and Family Partnerships; Research, Assessment, Evaluation and Data; and Communications. The technical assistance offered supports student mental health and behavior and aims to improve academic outcomes for all students, with a focus on decreasing disparities and closing the opportunity gap for focal student groups. NWRESD supports component school districts in the implementation of their Student Investment Account (SIA) plans in three ways:

- **Creating, applying, monitoring and reporting on the (SIA)** - provide support to districts in applying for, receiving and monitoring spending of SSA funds to ensure compliance with Oregon Department of Education expectations.

- **Developing the capacity of district and school staff to implement their plans** - improve the abilities, skills, knowledge and expertise of educators and leaders to ensure implementation SIA plans toward the SSA vision are actualized through moving student outcomes.
- **Measuring impact and scaling learning across the region through collaboration** - developing and supporting superintendent collaboration and instructional practice across the region to see what students are doing and saying, and to ensure increased academic outcomes for all students, specifically students in focal groups.

These three areas of work include investments in the following areas:

- Community engagement and communications support
- Assessment and data support for longitudinal performance growth targets

- SIA plan development, monitoring, amending and reporting
- Professional learning networks aligned to district SIA plans
 - Early Literacy Network
 - 9th Grade Success Network
 - Social, Emotional, and Mental Health Network
 - Instructional Coaching Network
 - Equity and family partnerships professional learning
 - Northwest Superintendent Instructional Leadership Network
 - Chronic absenteeism reduction
 - Multi-Tiered Systems of Support and data-based decision-making
- Regional Educator Network (REN)
- Diverse Educator Pathways
- Language interpretation and translation

7.2



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

To: Superintendents, Private School Leaders, Charter School Leaders, School Nurses, Reopening Advisors
From: Kati Moseley, Ready Schools, Safe Learners Resiliency Manager
Date: January 28, 2022
RE: OHA Maintains Face Covering and Vaccination Requirements To Keep Students Learning In-person

Today we are sharing [Oregon Health Authority's \(OHA\) announcement maintaining the face covering and vaccination requirements in K-12 schools.](#)

Today, OHA adopted permanent rules requiring face coverings in K-12 settings ([OAR 333-019-1015](#)) and requiring school and school-based program staff, volunteers, etc. provide proof of vaccination or medical or religious exception ([OAR 333-019-1030](#)). Since temporary rules were adopted in August, Oregon has experienced a significant surge from the delta variant and is currently amid an omicron surge in all corners of our state, with Oregon recently surpassing 6,000 COVID-19 related deaths this week, a tragic pandemic milestone. These rules work together with schools' other layered mitigation measures to protect in-person instruction, and keep students in schools, in front of talented teachers.

The responsibilities for schools described in the rules are unchanged.

Oregon continues to place a priority on ensuring that every student is able to attend school in-person for the entire school year. Students are required to attend school, which is a congregate setting where COVID-19 can spread easily if precautions are not taken. Universal and correct use of face coverings keeps students learning in-person. Our layered health and safety mitigation measures like face coverings and vaccination are helping to reduce the spread of COVID-19 in K-12 settings. As a reminder, schools cannot serve a student in-person if they or their family choose not to wear a face covering. Schools may offer a remote or online school option for the student.

Temporary to Permanent Rule

State agencies including the Oregon Health Authority implement and interpret their statutory authority through rule making. Agencies regularly adopt, amend, repeal or renumber rules, permanent or temporary. **Temporary rules expire, permanent rules are repealed. OHA has stated they will continue to review the need for this rule and will rescind or repeal the rule as soon as it is safe to do so.** However, the virus sets the timeline. These measures are needed now as vaccination and universal and correct use of face coverings are among the strongest mitigation tools available to protect in-person instruction.

I understand this update about OHA's rules may bring questions. Our hope is to provide you with the assistance you need to implement this requirement with fidelity. Please contact ODE at [ODE at ODECOVID19@ode.state.or.us](mailto:ODECOVID19@ode.state.or.us) with any questions.



Oregon Health Authority

Public Health Division - Chapter 333

Division 19

INVESTIGATION AND CONTROL OF DISEASES: GENERAL POWERS AND RESPONSIBILITIES

333-019-1015

Masking Requirements in Schools

(1) The Oregon Health Authority has the authority to adopt rules to prescribe measures and methods for controlling reportable diseases, including COVID-19. Children are required to attend school, which is a congregate setting where COVID-19 can spread easily if precautions are not taken. Two of the most important tools the state has to control COVID-19 are vaccination and masking. To protect students who for reasons of age or medical conditions are not eligible to be vaccinated, and those with underlying health conditions that make them more susceptible to complications from COVID-19, as well as to minimize the disruption of student education in schools because of exposure to a confirmed or suspected case of COVID-19, requiring universal use of masks or face coverings in schools is necessary.

(2) The requirements in this rule remain in effect unless the State Public Health Director or State Public Health Officer issues an order stating that the some or all requirements in this rule are no longer necessary to control COVID-19. If such an order is issued the Oregon Health Authority must provide notice to interested parties and otherwise take reasonable steps to ensure notice of the order is provided to those affected by this rule in accordance with ORS 183.335(1). The State Public Health Director or State Public Health Officer may also rescind such an order, and such a rescission must also be noticed as provided in this section. In determining whether this rule should remain in effect the State Public Health Director or State Public Health Officer will take into consideration as least the following information:

(a) The degree of COVID-19 transmission, as measured by case rates, percent positivity, and any other objective metrics indicative of current or potential transmission in Oregon.

(b) COVID-19 related hospitalizations and deaths.

(c) Disparate COVID-19 related health impacts on communities of color and tribal communities.

(d) Guidance from the U.S. Centers for Disease Control and Prevention.

(e) Proportion of the population partially or fully vaccinated.

(3) For purposes of this rule the following definitions apply:

(a) "COVID-19" means a disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

(b) "Face covering" means a cloth, polypropylene, paper or other face covering that covers the nose and the mouth and that rests snugly above the nose, below the mouth, and on the sides of the face.

(c) "Face shield" means a clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.

(d) "Mask" means a medical grade mask.

(e) "Private individual workspace" means an indoor space within a school used for work by one individual at a time that is enclosed on all sides with walls from floor to ceiling and with a closed door.

(f) "School" means a public, private, parochial, charter or alternative educational program offering kindergarten through grade 12 or any part thereof.

(4) Schools must ensure that all individuals, including but not limited to staff, students, contractors and visitors wear a mask or face covering, except as provided in sections (5) and (6) of this rule, when in an indoor setting:

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- (a) At school during regular school hours;
 - (b) Engaged in educational activities such as field trips or off-campus classes during regular school hours; and
 - (c) At school engaged in educational activities outside of regular school hours.
- (5) A face shield may be worn instead of a mask or face covering if an individual cannot wear a mask or face covering for medical reasons.
- (6) An individual is not required to wear a mask or face covering under section (4) of this rule if the individual is:
- (a) Is under five years of age or not yet in kindergarten; unless an individual is using public transportation or in transportation hubs in which case an individual under two years of age is not required to wear a mask, face covering or face shield.
 - (b) Is sleeping.
 - ~~(c) Is actively eating or drinking.~~
 - (d) Is engaged in an activity that makes wearing a mask, face covering or face shield not feasible, such as when actively swimming.
 - (e) Is in a private individual workspace.
 - (f) Must remove the mask or face covering briefly because the individual's identity needs to be confirmed by visual comparison.
 - ~~(g) Is practicing or playing a competitive sport at any level.~~
 - (h) Is officiating a competitive sport that requires a high level of physical exertion by the official.
 - (i) Is performing, including but not limited to playing music, delivering a speech to an audience, and theater. This exception does not apply to teaching.

(7) Nothing in this rule is intended to prohibit a school from complying with the Americans with Disabilities Act (ADA), the Rehabilitation Act, the Individuals with Disabilities Education Act., Title VII of the Civil Rights Act, ORS 659.850 or applicable provisions of ORS chapter 659A.

(8) A school that violates this rule is subject to a civil penalty of \$500 per day per violation.

Statutory/Other Authority: ORS 413.042, ORS 431.110, ORS 431A.010 & ORS 433.004

Statutes/Other Implemented: ORS 431.110, ORS 431A.010 & ORS 433.004

History:

PH 10-2022, adopt filed 01/28/2022, effective 01/28/2022

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Oregon Health Authority

Public Health Division - Chapter 333

Division 19

INVESTIGATION AND CONTROL OF DISEASES: GENERAL POWERS AND RESPONSIBILITIES

333-019-1030

COVID-19 Vaccination Requirements for Teachers and School Staff

(1) Children are required to attend school, which is a congregate setting where COVID-19 can spread easily if precautions are not taken. COVID-19 undergoes frequent mutations as it replicates, which over time has resulted in variants that are more transmissible or cause more severe disease. Being vaccinated is critical to prevent the spread of COVID-19. COVID-19 variants have and can run through the state's unvaccinated population and cause an increase in breakthrough cases for those who are fully vaccinated. This rule is necessary to help control COVID-19, and to protect students, teachers, school staff, and volunteers.

(2) For purposes of this rule, the following definitions apply:

(a) "COVID-19" means a disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2).

(b) "Documentation of a medical exception" means a form prescribed by the Oregon Health Authority, signed by a medical provider who is not the individual, certifying that the individual has a physical or mental impairment that limits the individual's ability to receive a COVID-19 vaccination based on a specified medical diagnosis, and that specifies whether the impairment is temporary in nature or permanent.

(c) "Documentation of a religious exception" means a form prescribed by the Oregon Health Authority, signed by the individual, stating that the individual is requesting an exception from the COVID-19 vaccination requirement on the basis of a sincerely held religious belief and includes a statement describing the way in which the vaccination requirement conflicts with the religious observance, practice, or belief of the individual.

(d) "Fully vaccinated" means having received both doses of a two-dose COVID-19 vaccine or one dose of a single-dose COVID-19 vaccine and at least 14 days have passed since the individual's final dose of COVID-19 vaccine.

(e) "Medical exception" means that an individual has a physical or mental impairment that prevents the individual from receiving a COVID-19 vaccination.

(f) "Religious exception" means that an individual has a sincerely held religious belief that prevents the individual from receiving a COVID-19 vaccination.

(g) "Proof of vaccination" means documentation provided by a tribal, federal, state or local government, or a health care provider, that includes an individual's name, date of birth, type of COVID-19 vaccination given, date or dates given, depending on whether it is a one-dose or two-dose vaccine, and the name/location of the health care provider or site where the vaccine was administered. Documentation may include but is not limited to a COVID-19 vaccination record card or a copy or digital picture of the vaccination record card, a print-out from the Oregon Health Authority's immunization registry, or a Quick-Response (QR) code from a verified digital vaccine record.

(h) "School":

(A) Means a public, private, parochial, charter or alternative educational program offering kindergarten through grade 12 or any part thereof.

(B) Does not mean stand-alone preschool program that goes up through kindergarten.

(i) "School-based program" means a program serving children or students that takes place at or in school facilities.

(j) "School-based program staff and volunteers":

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(A) Means anyone age 16 and older:

(i) Who is employed by a school-based program or who is not employed but is otherwise engaged to provide goods or services to a school-based program through any formal or informal agreement, whether compensated or uncompensated, and includes but is not limited to teachers, administrative staff, child care staff, cleaning staff, coaches, school-based program drivers, family volunteers; and

(ii) Providing goods or services at or for a school-based program that includes direct or indirect contact with children or students.

(B) Does not mean short-term visitors or individuals making deliveries.

(k) "Teachers, school staff and volunteers":

(A) Means anyone age 16 and older:

~~(i) Who is employed at a school or anyone who is not employed but is otherwise engaged to provide goods or services to or at a school through any formal or informal agreement, whether compensated or uncompensated, and includes but is not limited to teachers, administrative staff, cleaning staff, coaches, school bus drivers, family volunteers and substitute teachers; and~~

~~(ii) Providing goods or services at or for a school that includes direct or indirect contact with students.~~

~~(B) Does not mean short-term visitors, individuals making deliveries, or school board members unless they are also volunteering in a school.~~

~~(3) After October 18, 2021:~~

~~(a) Teachers, school staff and volunteers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception and the exception has been approved or accepted.~~

~~(b) A school may not employ, contract with, or accept the volunteer services of teachers, school staff or volunteers who are teaching, working, learning, studying, assisting, observing, or volunteering at a school unless the teachers or school staff are fully vaccinated against COVID-19 or have an approved or accepted medical or religious exception.~~

~~(4) Schools that grant a medical or religious exception to the vaccination requirement must take reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19.~~

(5) After October 18, 2021:

(a) School-based program staff and volunteers may not teach, work, provide care, learn, study, assist, observe, or volunteer for a school-based program unless they are fully vaccinated or have provided documentation of a medical or religious exception and the exception has been approved or accepted.

(b) A school-based program may not employ, contract with, or accept the volunteer services of school-based program staff or volunteers who are teaching, working, providing care, learning, studying, assisting, observing, or volunteering at a school-based program unless the staff or volunteers are fully vaccinated against COVID-19 or have an approved or accepted medical or religious exception.

(6) School-based programs that grant a medical or religious exception to the vaccination requirement must take reasonable steps to ensure that unvaccinated school-based program staff and volunteers are protected from contracting and spreading COVID-19.

(7) A school may request that a school-based program operating at that school, attest to whether it is, or is not, in compliance with this rule. If a school-based program receives such a request from a school, it must respond.

(8) A school-based program may request that a school at which it intends to operate, attest to whether it is, or is not, in compliance with this rule. If a school receives such a request from a school-based program, it must respond.

(9) Nothing in this rule is intended to prohibit schools or school-based programs from:

(a) Complying with the Americans with Disabilities Act and Title VII of the Civil Rights Act, and state law equivalents, for individuals unable to be vaccinated due to a medical condition or a sincerely held religious belief.

(b) Having more restrictive or additional requirements, including but not limited to requiring teachers, school staff and volunteers, and school-based program staff and volunteers to have documentation of an additional or booster dose of a COVID-19 vaccine if that is recommended by the U.S. Centers for Disease Control and Prevention.

(c) Allowing a school district or other governing body to collect the vaccination and exception documentation required under this rule.

(10) Proof of vaccination documentation and documentation of medical and religious exceptions must be:

(a) Maintained in accordance with applicable federal and state laws;

(b) Maintained for at least two years; and

(c) Provided to the Oregon Health Authority upon request.

(11) Schools and school-based programs that violate any provision of this rule are subject to civil penalties of \$500 per day per violation.

Statutory/Other Authority: ORS 413.042, ORS 431A.010, ORS 431.110 & ORS 433.004

Statutes/Other Implemented: ORS 431A.010, ORS 431.110 & ORS 433.004

History:

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Board Report,

High School Shop - The replacement of the high school shop is moving forward. We received and reviewed bids on the project. The bids landed close to where we expected. We are continuing to work with O'Brien and ZCS to value engineer and identify reasonable cost savings. We would discuss these at the proposed Board Work Session.

HS Track, Football Field and Fields 3&4 at the K-8 - Work on this should be starting the middle of March. However, one piece, weather permitting will take place in March to be completed before April 1. This will be the ditch that channels water from the fields to the storm water detention pond. We will be having meetings in the near future to coordinate this work with the HS Shop work this summer. The High School Campus is going to be a very busy place.

Varsity BB and SB Fields - Bill, Logan and Jesse are busy making sure the field are ready to go for their inaugural season. We are all excited to see the fields in action.

Rehabilitation of the K8 property - Coyote Gardens has been busy at work working on the restoration of the property where the Wildcat Trail used to be at the K-8 The most obvious signs are the split rail fences around the ponds and the wood chip trails. Teachers have already been using the space as an outdoor classroom with their students.

CTE Foundation - We are bringing the following individuals for you to approve as Directors of the Foundation Effective as of the Foundation Organizational Meeting which will occur in early March. They are 1.) Keeley O'Brien, 2.) Charlie Eggert, 3.) Sarah Absher, 4.) Jim Prinzing, 5.) Shane Stuart, 6.) Brian Hardebeck, 7.) Misty Wharton, and 8.) Chad Holloway.

Emergency Preparedness - I participated in a CERT Emergency Communications Preparedness training along with a number of other District Employees in which Diane Wilkenson played a large part. This meeting was focused on initial training to use GMRS Radios, which participants received, in the event of a disaster to maintain communications.

Chad C. Holloway
Administrator of Facilities and Alternative Education
Nestucca Valley School District #101
[\(503\)392-3194 x-427](tel:5033923194x427)

NOTES FROM NESTUCCA HIGH SCHOOL – KEN RICHWINE

February 9, 2022

Recent Activities:

- We have recently started another club, a Mural Club, with a few students staying after school working on a mural at school.
- This past weekend we had five students who participated in the Salmon Bowl, which was supposed to be an in person Trivia Contest, but had to be done through Zoom again this year, hosted by OSU. The tournament ran short, due to time constraints, but our team took approximately 5th place. Our team was made up of Brooklyn Goodwin, Aiden Sifford, Lu lu Samek, and Neri Tate-Ramirez. The teachers were Kevin Filosi and Meesha Filosi.
- The Junior Class recently held a fundraiser of selling Krispy Kremes. These kids were pushing their marketing skills and ended up selling over \$2,000 worth of donuts, which gave them a profit of \$1,235! Their goal is to make prom completely free to all students, with dinner and the dance. They are definitely on their way and working very hard to achieve that goal.

Upcoming Activities:

- Valograms are coming up on Monday! Songs will be in the air...or is that love? At any rate, I'm sure it will be an active day!
- Our Girls Basketball team are in the playoffs and depending on what happens this Friday (which by the way is Senior Night for both Boys and Girls basketball teams) we will be hosting a playoff game on Tuesday or Thursday!
- Speaking of Senior Night, our Wrestling team will be hosting our All-League Meet tomorrow (Thursday) night, starting at 4:00 p.m. and it will be Senior night for them as well.
- We will be having a Red Cross Blood Drive on Thursday, February 17th, from 10:00 a.m. to 4:00 p.m. If you would like to donate blood, please call the school and they can set an appointment for you.
- Spring Sports (Baseball, Softball and Track & Field) begin practice on February 28th. There was a time that by this time a year, between basketball playoffs, state wrestling and spring sports beginning stressed me out. However, now I say, "Bring it ON!" I am so happy to watch the kids be involved in so many activities, compared to where we were a couple years ago.

Extra Notes

- At the end of last school year, we started with 151 Incomplete grades that our current sophomore through senior students had to make up to graduate. We held summer school, which we have not held in many years, and it was a huge success. During that six week period, 33 of those Incompletes were made up. Over this past trimester and a half, we have had students stay after school, go into get one on one help in a credit recovery class, working in online classes, taking classes as "extra classes" with teachers to help recover these credits. So far this year, these students, with the help of our staff (and by our staff, I mean all of our staff because all of our staff step up to mentor, encourage and come alongside these kids to help them), have made up an additional 35 grades.



Diane Wilkinson
Early Learning Program Director
P.O. Box 33 Cloverdale OR 97112
Ph 503-392-3194 x455

February 8, 2022

NVSD Board of Directors,

I speak for all of the staff here at the ELC in saying thank you for your continued efforts and leadership. Our student population is yet to be eligible for the vaccine, so we are grateful for measures kept in place that focus on keeping students and their families healthy and safe.

Here in Hebo, we have had access to the new playground all month, thanks to the maintenance team putting up temporary fencing around it, and chutes from their classroom entrance to allow the grass to recover. Next up, I will work on a garden committee to re-evaluate the scope of that project.

We met with Jeremy Stroeber about our Peace Pole. We plan to devote one of the front light pole areas so that it is visible and accessible to the community. I plan to do some historical background on our cow and add that to the 'reveal' event. That will be a great way to show case the long-running partnerships we have established over the years, adding to the idea of global peace and how we all affect each other in our words and actions. We talked about having students add painted rocks and collaborating with the Oregon Coast Rocks group that puts rocks all over for people to find and share their own. Finally, Jeremy shared that the other schools are utilizing their Student Councils to come up with ideas. We might take this opportunity to introduce the idea of a Student Council at the ELC as well! Stay tuned on that. You can never start lessons in Government too soon, right?

Our NWRES D network partnerships are going very well. We have developed an action plan around Early Literacy and the coach has set up a lending library for our teachers as well as ideas for activities around those stories.

In partnership with the NWRES D Early Learning Hub Director, the Oregon Association of Relief Nurseries has approved our application to add a site somewhere in Tillamook County starting in 2023. The lack of Head Start and Early Head Start services in our county makes this a much needed service for families of young children who are at risk and need added supports. Check out their website for more information: [Oregon Association of Relief Nurseries — OARN \(oregonreliefnurseries.org\)](http://OregonAssociationofReliefNurseries.org)

Finally, I have developed a training that has been approved around Program Management. I plan to offer to to NVELC staff first to work out the kinks, and then open it up to our regional partners. This workshop will include the basics around running an early learning program, as well as classroom supervising and staff wellness in general. I'm looking forward to getting this off the ground.

Thank you,
Diane Wilkinson