

# Nestucca Valley School District

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## Nestucca High School Cafeteria

34995 Parkway Drive ♦ Cloverdale, Oregon 97112 ♦ (503) 392-3194

### Board of Director's Meeting

January 8, 2024

6:00 pm - Public Session

Join Zoom Meeting:

<https://us02web.zoom.us/j/86498035162?pwd=RGxJdHQwYVNwSVNWVkJWWUJQMTZVdz09>

Meeting ID: 864 9803 5162

Passcode: 686369

Dial: 669 444 9171

### 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 OF PUBLIC SESSION— VIA ZOOM—6:00 pm**

1.1 Public Session Call To Order

1.2 Flag Salute

1.3 Attendance:

\_\_\_ Joseph Boyd, Chair

\_\_\_ Diane Boisa

\_\_\_ Irene Barajas

\_\_\_ Wally Nelson, Vice Chair

\_\_\_ Misty Wharton, Superintendent

\_\_\_ Ken Richwine, High School Principal

\_\_\_ Megan Kellow, Special Programs Administrator

\_\_\_ Chad Holloway, Administrator of Facilities and Alternative Education

\_\_\_ Kristina Albin, Nestucca K8 Principal

Approval of Agenda –January 8, 2024

Recommendation: Approval of Agenda

MOTION: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

2.0 **COMMUNITY/SCHOOL PRESENTATIONS**

Board of Directors Appreciation

3.0 **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.*

4.0 **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.*

4.1 Board Minutes from December 11, 2023 (Attachment 4.1)

4.2 December 2023 Financial Report (Attachment 4.2)

4.3 Ratification of Employment (Attachment 4.3)

4.4 Quarterly Statement of Assurance (Attachment 4.4)

MOTION: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

5.0 **ACTION /DISCUSSION**

5.1 Recommendation: Approve- Nestucca Valley School District Budget Calendar for the 2024/25 SY

(Attachment 5.1)

Explanatory Statement: Annual budget meetings

MOTION: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

5.2 Recommendation: Approve - 2024-2025 NWRESD Local Service Plan (Attachment 5.2)

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

MOTION: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSTAIN: \_\_\_\_\_

## **6 INFORMATION/ DIRECTOR QUESTIONS**

6.1 Administrator Reports

6.2 Board of Directors Updates

6.3 Meeting January 10- Superintendent Evaluation

6.4 School Calendar and strategic plan

6.5 First Reading of School District Policy Reading- Adoption (Attachment 6.5 )

**Policy: EFAA-AR - Reimbursable Meals Programs**

## **7 FURTHER BUSINESS**

## **8 ADJOURNMENT**

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

**Board of Director's Meeting**

**Minutes- December 11, 2023**

**OPENING OF PUBLIC SESSION**

The meeting was called to order by Vice Chair Nelson at 6:02 pm. Vice Chair Nelson led the Pledge of Allegiance.

**Attendance:**

- X - Joseph Boyd-Board Chair-Not Present
- X - Wally Neson-Vice Chair-Present
- X - Diane Boisa-Present
- X - Zachary Best-Not Present
- X - Irene Barajas-Present
- X - Misty Wharton, Superintendent-Present
- X - Ken Richwine, High School Principal-Not Present
- X - Megan Kellow, Special Programs Administrator -Not Present
- X - Chad Holloway, District Facilities and Alternative Education Administrator-Present
- X – Kristina Albin, K8 Principal-Present

**Patrons, Students and Staff:** Amber Hartney, Arielle Rist, Josh Venti, Tami Flinter, Dammes Hoogendijk, Bobbie Stirling, Mary Lussier, Mary Hurliman, Cindy Marshall, Miyles Dodson, Marty Wisehart, Natasha Durgan, Robert Durgan, Greg Woods,

**Zoom:** Kaelin Longanecker, Brianna, Peter Deam, Tera VanDyke, Linda, Sydney, Melanie, Breanne Kennedy Andescavage, Tim Hirsch, Ursula McVittie

**Approval of Agenda – December 11, 2023**

**MOTION:** Diane Boisa 2nd: Irene Barajas AYES: 3 NOES: 0 ABSTAIN: 0

## COMMUNITY/SCHOOL PRESENTATIONS

### Bobbie Stirling, K8 Music Teacher – K8 Band Presentation

Mrs. Stirling prepared a few of the Nestucca K8 Intermediate band students, to play some Christmas songs for the Board. The following 6<sup>th</sup> graders presented:

Jessica Lavine – Performed Oh Come All Ye Faithful

April Rist – Performed Up on the Housetop

Sophia Wasner Seufert – Performed Angels We Have On High

Anabelle Vaughn – Performed A Holly Jolly Christmas

Olivia Lime – Performed Rudolf the Red Nosed Reindeer

Mrs. Wharton thanked Mrs. Stirling for the amazing job she does with the K8 music program and the students for the great job they did!

### Dammes Hoogendijk, High School Teacher – Student Engagement and Curriculum for Bike Mechanics.

Dammes explained that the main focus behind Nestucca Inc Community Engagement (NICE), is just that-community engagement! One aspect of this program is the bike shop. The bike shop not only gives students the idea of simple mechanics, but they are also tying in other curriculum such as science and physics. In addition, it helps them to work in groups and problem solve together, preparing them for the real world, work experience. Not only are students learning how to work on bikes, they are also providing a service and being held accountable. Knowing that people will be riding the bikes they work on, encourages them to be careful and do things correctly. The main partnership they are providing services to is Kiwanda Hospitality. They bring in their beach cruisers for the students to work on. They also have begun to work with Tillamook Community Cycling. Dammes said they reached out to us this summer and asked if we wanted to be part of the Tillamook bike rodeo. Unfortunately, he was not available, but they were interested in our program and brought in about 11 bikes that they were able to restore. They will continue to work with them and hope to have about 25-30 bikes for the next rodeo.

The other side of NICE is Brewed Awakening. Dammes said they are very excited about the coffee shop. He also wanted to mention a student who has become a lot more engaged and moved into a manager position. This student also went through the hiring process to bring on an assistant manager for the shop. The skills they are learning within the café are giving them skills for the real world. They are learning skills like profit margins, inventory, balancing a budget, advertising and how to sustain a business. Dammes added that the shop was the kid's idea and they helped craft the menu.

Mr. Nelson asked where is the café now? Dammes said it is located just inside the main entrance of the school. The goal is to have it back in the food cart, we just have to work through a little hiccup with the county.

Irene Barajas asked if the profit they make goes back into the café? Dammes said yes, it goes back into the shop and they use it to purchase supplies. They also use that fund to provide students with Oregon Food Handlers permits.

Marty Wisehart asked if the bike rodeo was the same one that Tillamook Wellness was a part of? Dammes said yes, it is. Marty said he thinks it is worth mentioning that collaboration. Dammes added that they brought in Hillsboro, so Washington county was involved as well. Mrs. Wharton shared that they borrowed our fleet of strider bikes for the event.

Josh Venti said nice job on the bike and coffee shop. Josh wanted to mention a non-profit group out of Salem called the Hub. They donate time and materials and might be a great resource for some of the bike projects. Josh also mentioned that a lot of aspects of the coffee shop, kind of cover the town hall conversations about bringing home economics into the curriculum.

### **PUBLIC COMMENT**

There were no requests for public comment.

### **CONSENT AGENDA—consolidated motion**

- Board Minutes from November 20, 2023
- November 2023 Financial Report
- Ratification of Employment

**MOTION:** Irene Barajas 2nd: Diane Boisa AYES: 3 NOES: 0 ABSTAIN: 0

### **ACTION DISCUSSION**

**Recommendation:** Approve – Letter of Resignation from Board Member Zachary Best.

Mr. Best sent a letter stating he wished to resign as of 11/29/2023.

Mrs. Wharton said after winter break, we will put a notice out towards the beginning of January. We will allow three weeks for applications to come in and then interviews will be scheduled with the board.

**MOTION:** Irene Barajas 2nd: Diane Boisa AYES: 3 NOES: 0 ABSTAIN: 0

**Recommendation:** Approve - The adoption of the Nestucca Valley School District Board Governance Protocols Draft.

The Board of Director's met on November 6, 2023 for an all day workshop to create an updated Governance Handbook. The draft was shared at the November 20, 2023 Board meeting. It is now time for the Board to adopt or amend the draft.

Ms. Boisa commented that they worked really hard on this draft and feels they don't need to make any changes, Mrs. Barajas agreed.

**MOTION:** Diane Boisa 2nd:Irene Barajas AYES: 3 NOES: 0 ABSTAIN: 0

**Recommendation:** Approve- The Integrated Guidance Plan 2023-2025 Biennium.

Social Emotional Health, Behavior Intervention, 9<sup>th</sup> grade on track, drop out prevention and early academic exposure and intervention, are the areas of focus for our plan as documented in the attached draft.

Mrs. Wharton said they have worked the last two years to put this into action. We were originally given a rough estimation of \$640,000 for all the programming we have to administer under that. We recently found out we were allocated more money. We are adding another instructional assistant at the elementary school for ELL, that will be covered under this. The Oregon Department of Education took the six different programs that we write reports for and draft narratives for, and put it all under what they call Integrated Guidance. Every school in Oregon has to complete one because it is special carved out money and you have to have a road map of how you are going to spend that money. We hire counselors, instructional assistants that support 9<sup>th</sup> grade on track students and literacy intervention teachers at the elementary level.

**MOTION:** Irene Barajas 2nd: Diane Boisa AYES: 3 NOES: 0 ABSTAIN: 0

## **INFORMATION/DIRECTOR QUESTIONS**

Superintendent Wharton said all the administrative team have their reports in. Mr. Holloway has been working with the Round House Foundation and has secured a \$30,000 grant for a community health worker. Mr. Holloway explained that the role of a community health worker is to help people navigate different resources that are available and make those connections. The Tillamook Health Department is also working on hiring a few new community health workers. Mr. Holloway said when the district brings someone on board, they will have to get trained by the county. They will be specific to our district and will help to remove barriers for our families. The Board suggested that we bring it up at the next town hall meeting because there will probably be some confusion in the community on what a community health worker is. Mr. Holloway said it is not something that this county has had a lot of experience with.

Mrs. Wharton mentioned her recent OSAA meeting. Enrollment has gone up resulting in a few schools moving from a 2A to 3A. Willamina for example, is one school that has been moved up to a 3A.

Everyone is getting geared up for winter break. Truly, this is the break that administrators get in a school year.

We are tentatively looking to do another town hall on January 18<sup>th</sup>. That will be 10 days after our Board meeting. The Board will also be working on Mrs. Wharton's evaluation with Dr. Hanline, on January 10<sup>th</sup>.

Mrs. Wharton said there is information attached in the packet regarding the budget committee vacancies. When we get back from winter break, we will get all the applications together for the Board and compile a scoring rubric and they will make decisions probably in the February Board meeting.

Mrs. Wharton said for her Superintendent evaluation, that the Board will need to get their form that was emailed, turned in by Friday, to Mr. Hanline or Sarah. They will meet virtually with him on Jan 10<sup>th</sup> and he will work with them to complete.

Ms. Boisa pointed out a mistake on the Budget Committee notice. Mrs. Wharton said we will get that corrected.

## **FURTHER BUSINESS**

No further business.

## **ADJOURNMENT**

The meeting was adjourned by Vice Chair Nelson at 6:40 pm.



**Nestucca Valley School District  
Financial Report  
2023-2024**

For Period Ending December 31, 2023

**General Fund - Revenue & Expenditures by Object Code**

	Budget	Actual	Encumbrances	Variance
<b>Revenue:</b>				
1111 Current Taxes	\$ 6,767,100	\$ 6,472,020	\$ -	\$ (295,080)
1112 Prior Taxes	150,000	58,751	-	(91,249)
1190 Interest on Taxes	1,000	5,944	-	4,944
1510 Interest	45,000	57,933	-	12,933
1920 Contributions & Donations	10,000	3,950	-	(6,050)
1960 Recovery of Expenditures	20,000	77,479	-	57,479
1990 Miscellaneous Revenue	25,000	2,049	-	(22,951)
1991 E-Rate Reimbursement	-	18,220	-	18,220
<b>Total Local Revenue</b>	<b>7,018,100</b>	<b>6,696,346</b>	<b>-</b>	<b>(321,754)</b>
2101 County School Fund	460,000	-	-	(460,000)
2102 General Education Service District	75,000	-	-	(75,000)
2199 Other Intermediate Sources	-	905	-	905
<b>Total Intermediate Revenue</b>	<b>535,000</b>	<b>905</b>	<b>-</b>	<b>(534,095)</b>
3101 State School Fund Grant	-	126,462	-	126,462
3103 Common School Fund	45,000	-	-	(45,000)
3104 State Timber Revenue	350,000	367,859	-	17,859
3199 Unrestricted Revenue	30,000	-	-	(30,000)
<b>Total State Revenue</b>	<b>425,000</b>	<b>494,321</b>	<b>-</b>	<b>69,321</b>
4300/4500 Federal Revenue	-	-	-	-
4801 Federal Forest Fees	-	-	-	-
<b>Total Federal Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
5200 Interfund	140,000	-	-	(140,000)
5300 Other Sources	-	400	-	400
5400 Beginning Fund Balance *	500,000	967,992	-	467,992
<b>Total Other Sources</b>	<b>640,000</b>	<b>968,392</b>	<b>-</b>	<b>328,392</b>
<b>Total Revenues</b>	<b>\$ 8,618,100</b>	<b>\$ 8,159,964</b>	<b>\$ -</b>	<b>(458,136)</b>
<b>Expenditures:</b>				
100 - Salaries	\$ 3,776,080	\$ 1,751,531	\$ 2,439,315	\$ (414,766)
200 - Benefits	2,558,846	1,151,646	1,735,354	(328,154)
300 - Purchased Services	752,750	285,842	342,734	124,174
400 - Supplies & Materials	322,724	155,563	184,268	(17,107)
600 - Other Objects	424,750	366,446	17,947	40,357
700 - Transfers	492,000	-	492,000	-
800 - Operating Contingency	180,950	-	-	180,950
800 - Unappropriated EFB	110,000	-	-	110,000
<b>Total Expenditures</b>	<b>\$ 8,618,100</b>	<b>\$ 3,711,028</b>	<b>\$ 5,211,618</b>	<b>\$ (304,546)</b>

\*Pending audit completion

**Nestucca Valley School District  
Financial Report  
2023-2024**

For Period Ending December 31, 2023

**Special Revenue Funds - Revenue & Expenditures by Object Code**

			Encumbrances	Variance
<b>Revenue:</b>				
Local Revenue	\$ 325,000	\$ 121,184	\$ -	\$ (203,816)
Intermediate Revenue	-	-	-	-
State Revenue	1,926,173	24,213	-	(1,901,960)
Federal Revenue	1,208,228	222,109	-	(986,119)
Interfund Transfers	50,000	-	-	(50,000)
Sale of Fixed Assets	-	20,000	-	20,000
Beginning Fund Balance *	365,000	169,235	-	(195,765)
<b>Total Revenues</b>	<b>\$ 3,874,401</b>	<b>\$ 556,741</b>	<b>\$ -</b>	<b>\$ (3,317,660)</b>
<b>Expenditures:</b>				
100 - Salaries	\$ 1,056,108	\$ 421,798	\$ 524,642	\$ 109,668
200 - Benefits	792,479	264,396	387,120	140,963
300 - Purchased Services	371,525	89,901	19,164	262,460
400 - Supplies & Materials	757,289	308,172	180,786	268,331
500 & 600 - Capital & Other Objects	27,000	58,552	26,850	(58,402)
700 - Transits	870,000	128,470	528,780	212,750
800 - Reserved for Next Yr	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 3,874,401</b>	<b>\$ 1,271,289</b>	<b>\$ 1,667,342</b>	<b>\$ 935,770</b>

\*Pending audit completion

**Nestucca Valley School District  
Financial Report  
2023-2024**

For Period Ending December 31, 2023

**General Fund - Revenue & Expenditures by Function Code**

	Budget	Actual	Encumbrances	% Remaining	Variance
<b>Revenue:</b>					
Local Revenue	\$ 7,018,100	\$ 6,696,346	\$ -	4.58%	\$ (321,754)
Intermediate Revenue	535,000	905	-	99.83%	(534,095)
State Revenue	425,000	494,321	-	-16.31%	69,321
Federal Revenue	-	-	-	0.00%	-
Transfers	-	400	-	0.00%	400
Beginning Fund Balance *	640,000	967,992	-	-51.25%	327,992
<b>Total Revenues</b>	<b>\$ 8,618,100</b>	<b>\$ 8,159,964</b>	<b>\$ -</b>	<b>5.32%</b>	<b>\$ (458,136)</b>
<b>Expenditures:</b>					
1000- Instruction	\$ 3,794,752	\$ 1,575,109	\$ 2,616,523	-10.46%	\$ (396,880)
2000- Support Services	3,969,898	2,129,712	2,099,370	-6.53%	(259,184)
5100- Debt Service	70,500	6,207	3,725	85.91%	60,568
5200- Transfers	492,000	-	492,000	0.00%	-
6100- Operating Contingency	180,950	-	-	100.00%	180,950
7000- Unappropriated EFB	110,000	-	-	100.00%	110,000
<b>Total Expenditures</b>	<b>\$ 8,618,100</b>	<b>\$ 3,711,028</b>	<b>\$ 5,211,618</b>	<b>-3.53%</b>	<b>\$ (304,546)</b>

\*Pending audit completion

For Period Ending December 31, 2023

**Special Revenue Funds - Revenue & Expenditures by Function Code**

	Budget	Actual	Encumbrances	% Remaining	Variance
<b>Revenue:</b>					
Local Revenue	\$ 325,000	\$ 121,184	\$ -	62.71%	\$ (203,816)
State Revenue	1,926,173	24,213	-	98.74%	(1,901,960)
Federal Revenue	1,208,228	222,109	-	81.62%	(986,119)
Interfund Transfers	50,000	-	-	100.00%	(50,000)
Sale of Fixed Assets	-	20,000	-	0.00%	20,000
Beginning Fund Balance *	365,000	169,235	-	53.63%	(195,765)
<b>Total Revenues</b>	<b>\$ 3,874,401</b>	<b>\$ 556,741</b>	<b>\$ -</b>	<b>85.63%</b>	<b>\$ (3,317,660)</b>
<b>Expenditures:</b>					
1000- Instruction	\$ 1,247,598	\$ 517,112	\$ 308,584	33.82%	\$ 421,902
2000- Support Services	811,180	276,979	335,906	24.45%	198,295
3000- Community Services	945,623	295,622	472,963	18.72%	177,038
4000- Facilities Acquisition & Const	-	53,105	21,110	0.00%	(74,215)
5300- Transits	870,000	128,470	528,780	0.00%	212,750
<b>Total Expenditures</b>	<b>\$ 3,874,401</b>	<b>\$ 1,271,288</b>	<b>\$ 1,667,343</b>	<b>24.15%</b>	<b>\$ 935,770</b>

\*Pending audit completion





# NESTUCCA VALLEY SCHOOL DISTRICT

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

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

DATE: January 4, 2024  
TO: Nestucca School District Board of Directors  
FROM: Misty Wharton, Superintendent  
Tera VanDyke, NWRES D Finance Director  
RE: Quarterly Statement of Assurance

1. All cash, investment and credit card accounts have been balanced, reconciled and reviewed and all cash and investment accounts are reconciled to the general ledger by the business office as of October 31, 2023.
2. The adopted budget reflects expected expenditures.
3. All payroll reports have been filed and payroll liabilities have been paid timely.
4. All federal and state reimbursement requests as well as required financial reporting forms have been filed timely.
5. All credit card expenditures, travel and other reimbursements have been reviewed and approved at the proper level.
6. There have been no significant changes to the accounting system or accounting policies.
7. Currently the business office is adequately staffed to allow for proper segregation of duties and I am not aware of any new pronouncements or other financial changes that may require additional staff time to properly implement.
8. All financial statements that have been provided to the board are accurate and complete to the best of my knowledge and I am aware of no other financial matters that the board should be aware of at this time.
9. I know of no cases of fraud or other misconduct within the district and I have not been asked by the superintendent to do anything that makes me feel uncomfortable or to present any information I believe is inaccurate.

\_\_\_\_\_  
Misty Wharton, Superintendent

\_\_\_\_\_  
Tera VanDyke, NWRES D

# Nestucca Valley School District

## 2024-25 Budget Calendar

Monday, January 8, 2024	<b>REGULAR BOARD MEETING</b> Approve Budget Calendar
Monday, March 18, 2024	Publish first notice of Budget Committee Meeting (ORS.294.426)
Monday, March 25, 2024	Publish second notice of Budget Committee Meeting
Monday, April 15, 2024	<b>First Meeting of Budget Committee</b> Receive Budget Message(ORS 294.403)
Monday, April 22, 2024	<b>Second Meeting of Budget Committee</b> (if needed)
Monday, May 27, 2024	Publish Notice of Budget Hearing (ORS 294.448)
Monday, June 10, 2024	<b>Budget Hearing &amp; Adoption</b> Public Meeting on 2024-25 Budget (ORS 294.453). <b>REGULAR BOARD MEETING</b> Enact Resolutions adopting 2024-25 Budget, making the appropriations, declaring the permanent tax rate to be imposed and categorizing taxes (ORS 294.456).
Wednesday, July 10, 2024	<ul style="list-style-type: none"> <li>• Certify Taxes – Submit Form ED-50 to County Assessors for FY 2024-25 (ORS 294.458).</li> <li>• Submit budget document to ODE</li> </ul>
Thursday, August 8, 2024	Upload “electronic” budget to ODE.
Wednesday, September 18, 2024	Submit copy of budget document to County Clerk.



Northwest Regional  
Education Service District



# 2024-25 Local Service Plan

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

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Cover photo: Students at Grant Watts Elementary School (part of the Scappoose School District) read a book together in the library. *Photo by Paje Stelling.*





# About the Local Service Plan

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

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

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

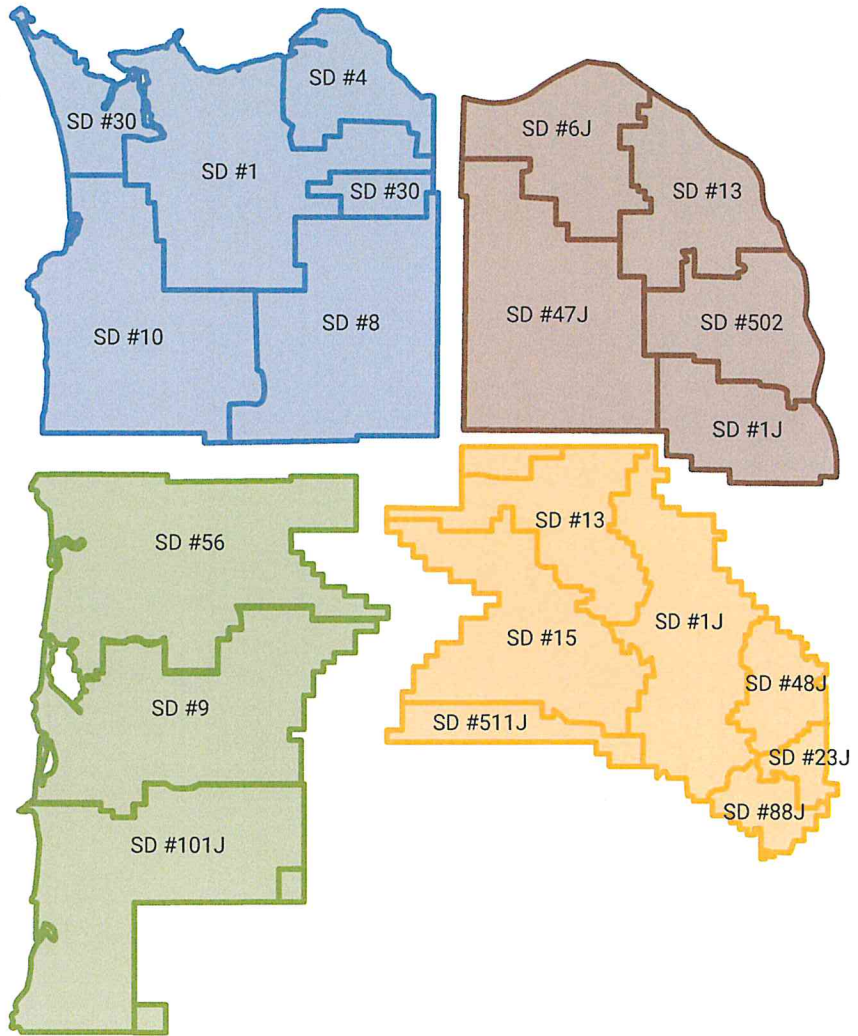
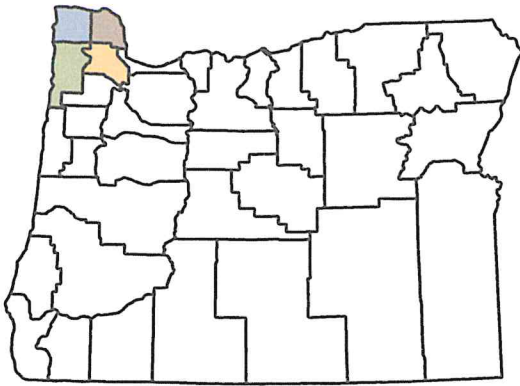
It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



More than 100 children who experience blindness or vision impairment attended our second annual inclusive carnival in May of 2023. The event, which was held at South Meadows Middle School in Hillsboro, featured more than a dozen adaptive games, a mariachi band, goalball and a treat trot. *Photos by Tracey Goldner.*



# Service Area



## Clatsop County

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

## Tillamook County

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

## Columbia County

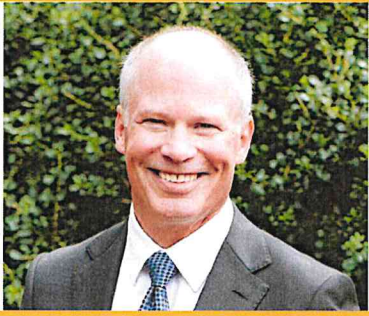
- Clatskanie (SD # 6J)
- Rainier (SD #13)
- Scappoose (SD # 1J)
- St. Helens (SD #502)
- Vernonia (SD #47J)

## Washington County

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



# Board of Directors



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



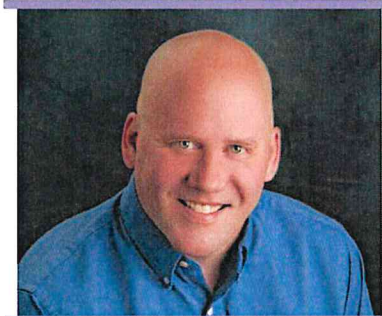
**Maureen Wolf, Vice Chair**  
At-Large



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



**Yadira Martinez**  
Zone 3: Hillsboro



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



**Becky Tymchuk**  
Zone 5: Beaverton (Aloha, Beaverton, Mountainside and Southridge attendance areas)



**Ross Tomlin**  
Higher Education Position



**Ernest Stephens**  
Business Position



**Miriam Meneses-Rios**  
Social Service Position



# Key Staff Contacts



**Dan Goldman**  
Superintendent  
dgoldman@nwresd.k12.or.us



**Debbie Simons**  
Chief Human Resources Officer  
dsimons@nwresd.k12.or.us



**Jordan Ely**  
Chief Financial Officer  
jely@nwresd.k12.or.us



**Megan McCarter**  
Chief Academic Officer  
mmccarter@nwresd.k12.or.us



**Stuart Long**  
Chief Information Officer  
slong@nwresd.k12.or.us



**Stacy Rager**  
Early Learning  
Executive Director  
srager@nwresd.k12.or.us



**Cathleen Jensen**  
K-12 Special Education  
Executive Director  
cjensen@nwresd.k12.or.us



**John Peplinski**  
Executive Director of  
Instructional Services  
jpeplinski@nwresd.k12.or.us



**Sharif Zakir Liwaru**  
Equity and Family  
Partnerships Director  
szliwaru@nwresd.k12.or.us



**Kelsey Soltysiak**  
Communications Director  
ksoltysiak@nwresd.k12.or.us



**Lynne Griffin**  
Clatsop Service Center  
Administrator  
lgriffin@nwresd.k12.or.us



**Matt Doyle**  
Columbia Service Center  
Administrator  
mdoyle@nwresd.k12.or.us



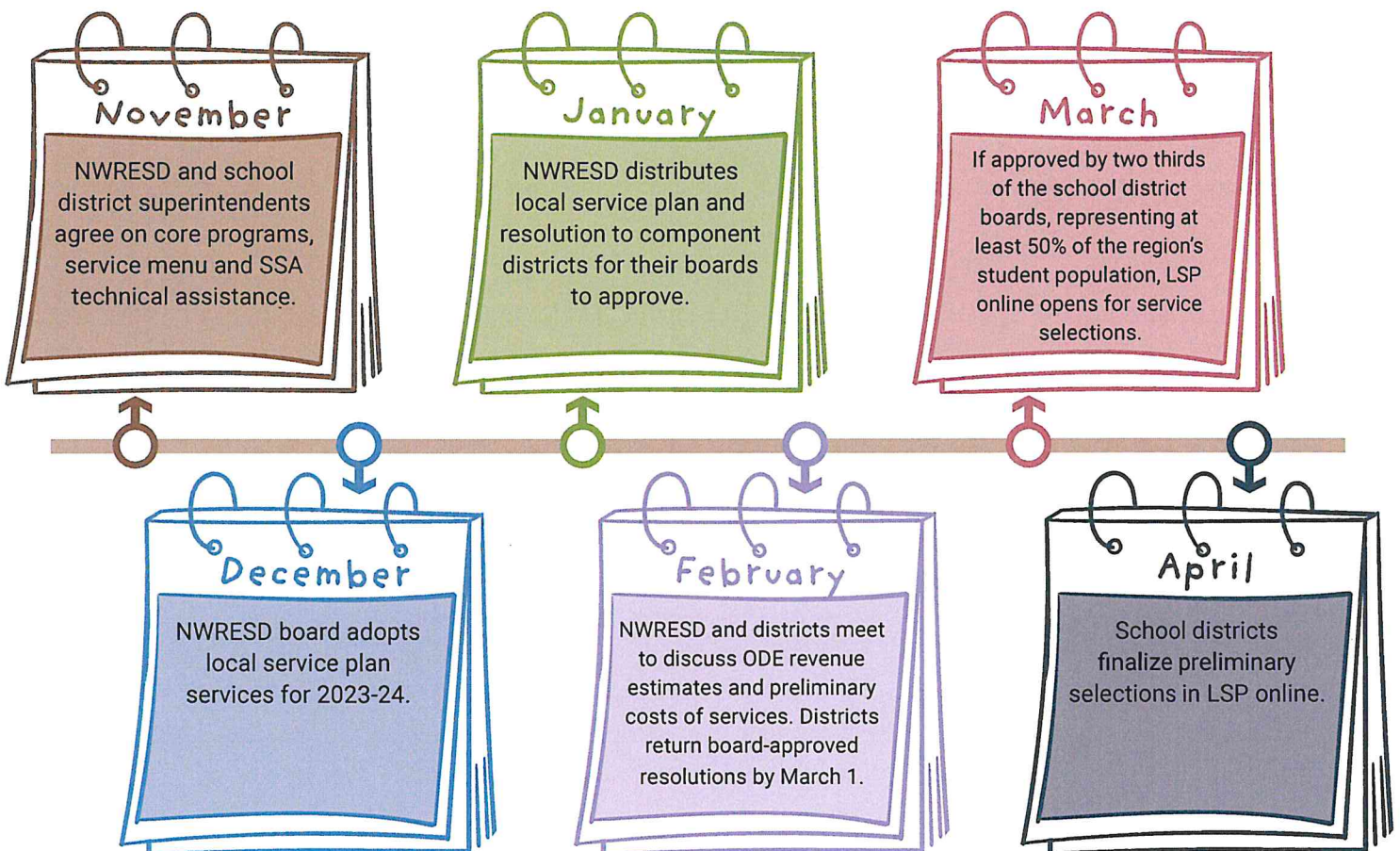
**Kim Lyon**  
Tillamook Service Center  
Administrator  
klyon@nwresd.k12.or.us



# Timeline for Plan Development

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

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





# How the Local Service Plan is Funded

The State School Fund (SSF) is Oregon's largest investment, equating to \$10.2 billion in the 2023-25 biennium. A share of 95.5% of the SSF goes directly to K-12 school districts and a share of 4.5% goes to education service districts for administering regional services.

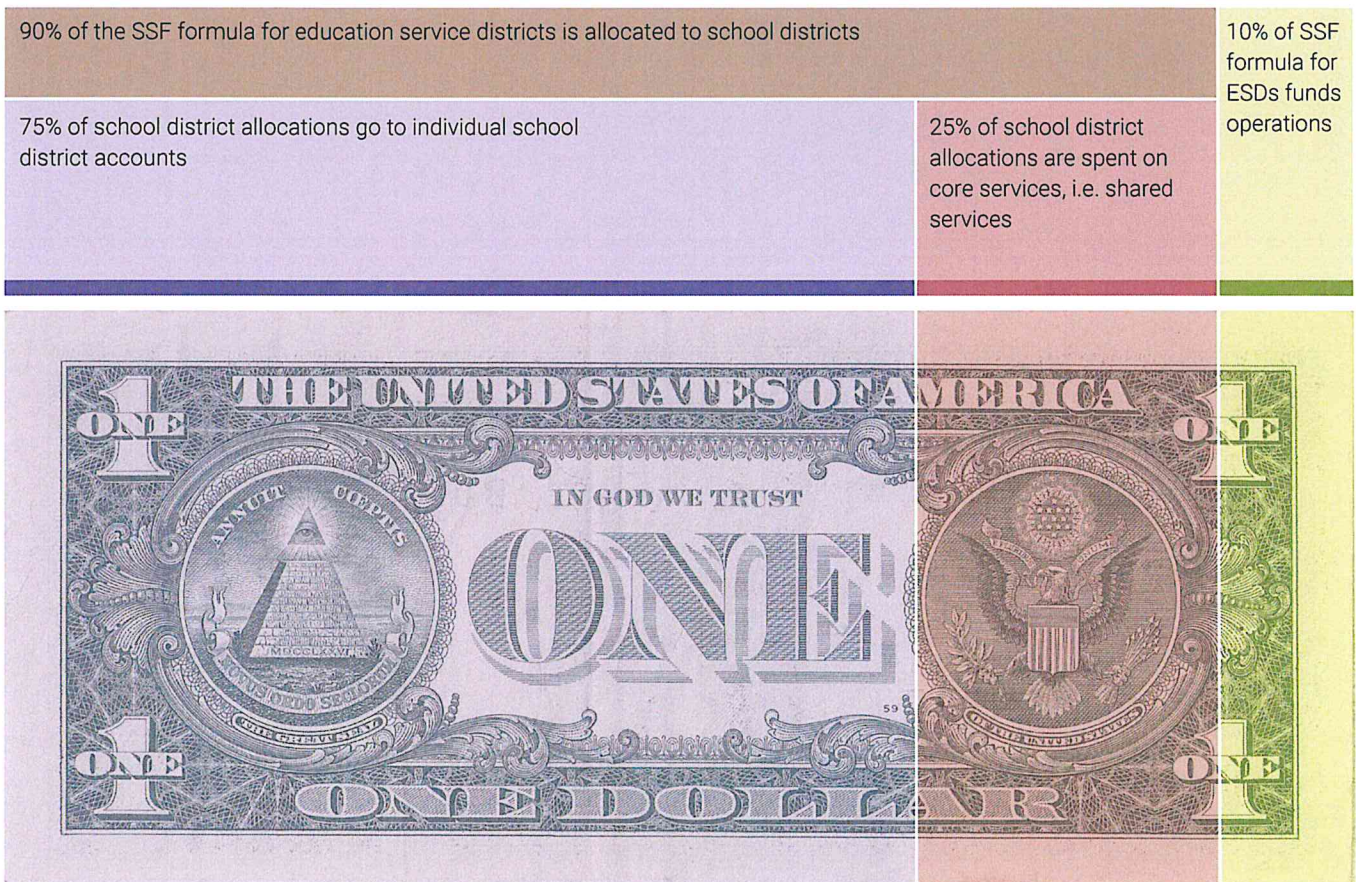
The state and local revenues within the SSF formula provide more than 80% of general operating dollars to school districts and education service districts statewide. For NWRESD specifically, the SSF formula accounts for roughly 22% of our total budgeted resources.

Of the SSF money we receive, 90% is allocated to districts based on weighted student population (ADMw) and 10% supports NWRESD operations.

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

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

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





Recent graduate Hannah Freauf is unequivocal about the positive impact Pacific Academy has had on her life. "This school was really a turning point for me," she says. Hannah volunteered to participate in the Care and Connection event held on Aug. 28. She met with students and answered their questions ahead of the first day of school.  
*Photo by Tracey Goldner.*

# Core Services

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



## County Allocations

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

## Emergency Closure Network

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

## Grant Management

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

## Regional Innovations and Professional Learning

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

## Cybersecurity Services

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

## Forecast 5

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

## Help Desk

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

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

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

## Network Security Services

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

## Network Services

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





## **Restraint & Seclusion Application Development**

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

## **Technical Engineering Cooperative**

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



A preschooler participates in circle time during a Friends and Me Playgroup hosted by NWRESD's Beaverton Early Childhood Center. The playgroups give students who are neurodivergent – meaning they have autism, attention-deficit/hyperactivity disorder or other related conditions – the opportunity to participate in a school-like environment.

*Photo by Tracey Goldner.*



# Menu Services

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



# Administration

## Communications

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

## Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, the Diverse Educator Pathways Program partners with school districts to develop diverse talent pools, recruit future teachers and specialists and convene teacher candidates in a networked community. Participating prospective educators agree to interview with their home district upon completion of their licensure program.

## Executive Coaching

Executive coaching is available on a weekly, biweekly, once every three weeks or monthly basis. These sessions will be specifically tailored to the district's and superintendent's needs. Coaching and problem-solving conversations will help participants build their leadership skills, understand the politics surrounding their position, find solutions to complex challenges and increase their confidence and improve their ability to make an educational impact.

## Fiscal Services

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

## Human Resources

Our human resources team supports districts with investigations and fact finding related to Title IX and other nondiscrimination-related complaints.

## Medicaid Reimbursements

We offer districts the opportunity to participate in school Medicaid Billing and Medicaid Administrative Claiming in Oregon. Medicaid reimburses schools for health and related services provided to Medicaid-enrolled students. Schools bill for services provided through an individualized family service plan (IFSP) or individualized education plan (IEP). The Medicaid administrative claiming (MAC) program reimburses districts for administrative activities associated with coordination, referral, outreach and program planning of Medicaid-covered health services.

## Spanish Language Interpretation and Translation

We offer translation (written) and virtual and in-person interpretation in Spanish to component districts.





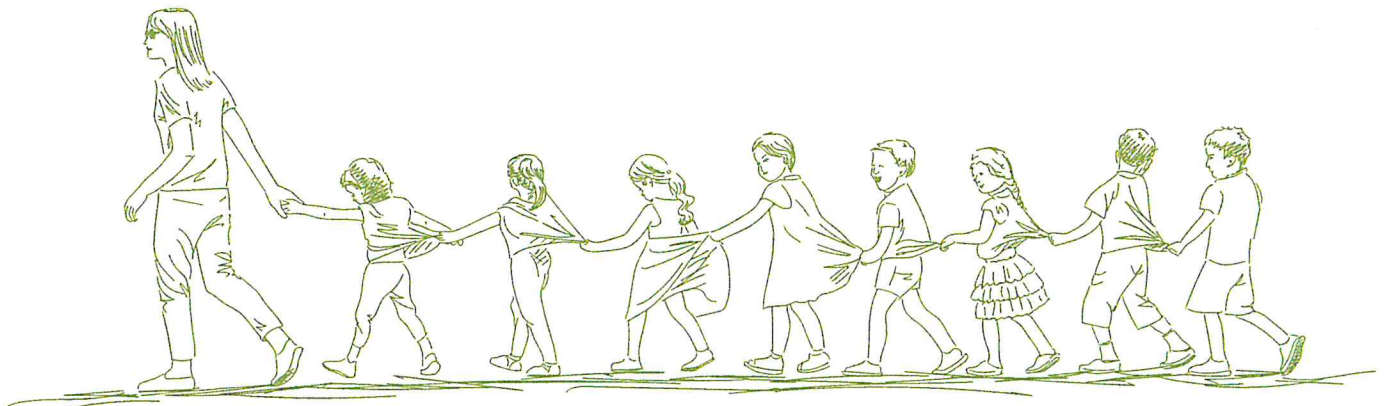
# Early Learning

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

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

## **EI/ECSE Transportation**

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





# Instruction

## Attendance Services

We partner with district and school attendance teams to implement effective and meaningful attendance structures. The work we do grows community awareness about the importance of regular attendance and strengthens school-to-home connections. As a last resort, we also provide reconnection referrals by our attendance advisers. Our advisers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthen relationships between families and schools.

## Career and College Readiness: Software and Coaching

Our team provides educators with professional learning communities, curriculum (e.g. Oregon Employability Skills), resources, summer externships, and grants. Student support includes career fairs, career kits, internships and experiential events such as Junior Achievement BizTown and Finance Park. We also provide districts with access to SchoolLinks, which is a web-based platform that helps districts track and centralize their career and college readiness efforts. The tool includes work-based learning and industry partner components. Optional features include social-emotional learning for elementary students, course planning and forecasting. Our team will support your district with implementation.

## Cascade Education Corps

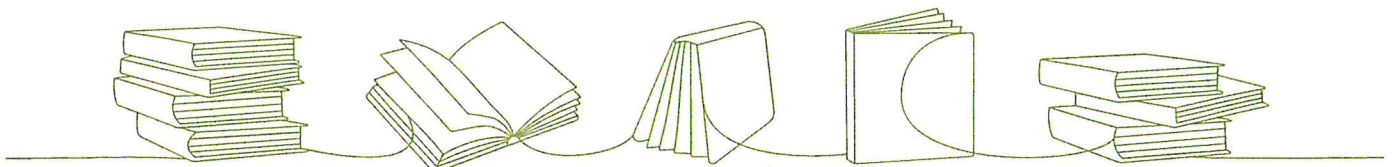
Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

## Grant Management

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

## Junior Achievement: Biztown and Finance Park

Our career and college readiness team is partnering with Junior Achievement to open a new facility in 2023-24 in Hillsboro. Districts can participate in Biztown and/or Finance Park. Biztown provides fifth grade teachers with a civics curriculum and gives students the opportunity to run a pretend local town for a day. Finance Park provides high school teachers with a financial literacy curriculum and helps students understand budgeting based on a randomly assigned





lifestyle scenario. Educators receive digital and paper curriculum for 12 lessons, a field trip to the Junior Achievement facility in Hillsboro and one debrief lesson.

historically underserved students, including students of color and first-generation college goers.

### **Multi-tiered Systems of Support (MTSS) Technical Support & Data System Implementation**

We provide software and support for data-based screening and progress monitoring of system-wide intervention efforts, identifying individual student needs, and monitoring student progress.

### **Oregon Virtual Education (ORVED)**

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

### **Re-engagement Services**

We employ a team of attendance advisers to work with school districts on returning as many students as possible to the classroom. Acting on attendance referrals from schools, our team uses a restorative and culturally responsive approach when contacting parents. Along with providing resources and identifying the root cause of absenteeism, the adviser can also provide information on Oregon laws that require students to attend school. Our team's focus is first on re-engagement while still meeting Oregon attendance laws, as re-engagement has proven much more effective than truancy citations.

### **Willamette Promise**

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



# K-12 Special Education

## Audiology

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

## Autism Spectrum Disorder (ASD) Services

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

## Behavioral Support Consultation

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

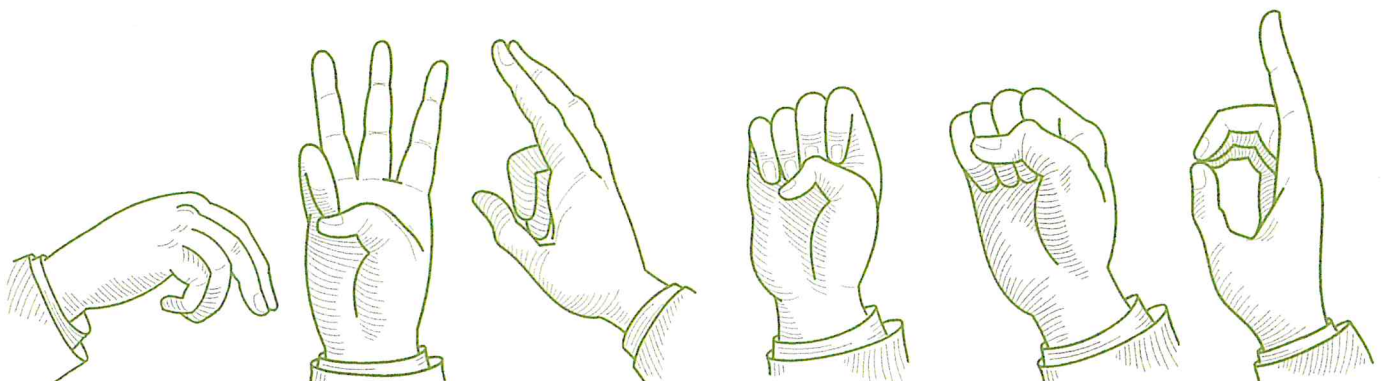
or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

## Blind Visually Impaired (BVI) Student Services

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

## Cascade Academy

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





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

### **Cascade/Pacific Intensive Classroom**

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

### **Columbia K-8**

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

prepare students for success in their home schools and communities.

### **Deaf and Hard-of-Hearing Classrooms**

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

### **Deaf and Hard of Hearing Services**

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

### **Educational/Instructional Assistants**

Instructional assistants assist teachers in all facets of daily classroom management, instruction and inclusion. Based on classroom needs, they will divide their time between working with students, providing behavioral support and completing assigned administrative tasks. As a type of paraeducator, they work under the direction of a teacher to help students learn, make progress on their IEP goals and contribute to a safe and productive school experience. As an integral part of the educational team, instructional assistants help teachers maximize instructional time.





## FM Rentals

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

## Learning Specialists

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

## Levi Anderson Learning Center

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

## Nursing Services

Our nursing team provides direct one-to-one care to students in the classroom, site-based nursing care or general nursing services in school districts.

Nurses also train and consult with educators. Districts can contract with us to provide nursing services to students based on a physician's order or as designated in the individual IFSP/IEP.

## Occupational Therapy (OT) Services

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

## Pacific Academy

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

## Physical Therapy (PT) Services

Our team provides school-age physical therapy services to address the gross motor needs of students in area school districts. Physical therapists evaluate the functional skills of students with disabilities to identify barriers to physically access and participate



in school. Physical therapists consult and collaborate with the student's educational team. Physical therapists and physical therapist assistants teach strategies to classroom staff that support safe access and participation for the student in all settings throughout each school day.

### **Regional Equipment Center**

The Regional Equipment center provides adaptive equipment and assistive technology devices to special education students experiencing orthopedic impairment, who are blind or visually impaired or deaf or hard of hearing. Equipment center staff consult with therapists to determine students' equipment needs.

### **School Psychology Services**

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

### **Social Emotional Learning Schools**

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

### **Speech-Language Pathology Services**

Our speech-language pathology team partners with school districts and educational teams to promote language literacy, social learning and engagement. Students receive culturally and linguistically sustaining services. Our SLPs support students who exhibit the

full range of communication needs, including language, literacy, articulation (speech sound disorders), fluency, voice/resonance and swallowing.

### **Youth Transition Program (YTP)**

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



# Technology

## Attendance Reconnection System

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

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

## Canvas Learning Management System

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

## District Level Technology Purchasing

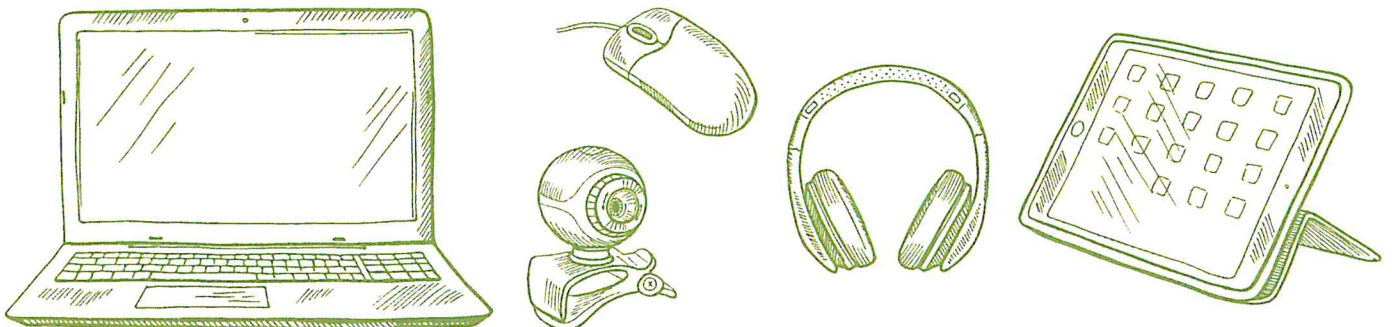
We provide purchasing assistance to component districts. Our team of trained technicians are available to purchase needed software and hardware from multiple retailers streamlining the process for clients.

## Criminal Background Check System

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

## Help Desk

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





## Learning360 Streaming Video

We contract with Infobase to provide Learn360, a Technology Services streaming digital content service for K–12 education. Teachers, students, and parents can access more than 130,000 multimedia resources on any internet-enabled device, anytime, anywhere. Does not include: Classroom Video on Demand.

## Oregon Data Suite

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

## ORSpEd

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

## Public School Works

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

## Restraint and Seclusion

The Restraint and Seclusion Application is a custom built records management system to track all

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

## School ERP Pro (formerly Infinite Visions)

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

## Synergy Student Information System

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

## Technical Engineering Cooperative

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



From left: Lori Cohen, an instructional coaching expert, and Samya Matouk, NWRES D instructional coach, present about the importance of celebrating successes even when things seem hard at the year-end Instructional Coaching Network event. More than 70 instructional coaches gathered at NWRES D's Washington Service Center for a day of training and collaboration. *Photo by Tracey Goldner.*

# Student Success Act/Integrated Guidance Technical Assistance Plan

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



## 9th Grade Success Network

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

## Attendance Collaboratives and Professional Learning

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

## Communications (Technical Assistance)

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

## Community Engagement and Family Partnerships (Technical Assistance)

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

contemporarily underserved, underrepresented, excluded or marginalized from the educational system. When we support your district through training in strengthening family partnerships, advocacy, organizing, and increasing engagement with the community, you will see focal groups that will feel less like an audience for your decisions and more involved as key partners. Structures of accountability and feedback will bring a sense of transparency and authenticity to district planning. Specific services include access to community surveys and ThoughtExchange and training on how to facilitate story circles and empathy interviews.

## Early Literacy Network

Early literacy plays a key role in enabling the kind of early learning experiences that research shows are linked with academic achievement, higher graduation rates and enhanced productivity in adult life. Our early literacy supports are co-designed with the instructional leaders in the region and are rooted in research-based practices. Participants have access to professional development within three strands of content: science of reading, science of teaching and data-based decision making. Professional development is paired with in-district coaching opportunities from our team. During the 2023-24 school year, we are supporting LETRS certification (science of reading) for 40 educators and 50 administrators in the region. We are also supporting our districts with their Oregon Department of Education Early Literacy Success Grants and the subsequent goal setting and implementation. Our team believes that being a skilled reader is a civil right and our work is done through an equity lens. We are intentional and collaborative as we design and adjust our programs with and for our region's students, families and districts.

## Instructional Coaching Network

The Instructional Coaching Network is a professional learning community for educators who facilitate adult learning in their school or district. By supporting instructional coaches, the network helps districts



implement strategies across their system and develop their educator workforce in ways that lead to student growth. The regional approach connects coaches for job-alike collaboration and sharing of resources. Participants develop strategies to collaboratively plan with teachers, provide personalized feedback and use a continuous improvement model to establish and pursue student-focused goals.

### **Multi-tiered Systems of Support (MTSS) Technical Support & Data System Implementation (Technical Assistance)**

We provide software and support for data-based screening and progress monitoring of system-wide intervention efforts, identifying individual student needs, and monitoring student progress.

### **Research, Assessment and Evaluation (Technical Assistance)**

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

### **School Culture and Climate**

Our school culture and climate team supports districts with school culture and climate goals through a multi-tiered systems of support (MTSS) lens. We help districts strengthen their instruction holistically (e.g., positive behavioral interventions and supports (PBIS), MTSS, school culture and climate) and/or focus on improving certain components (e.g., addressing student behaviors, fostering a welcoming and inclusive environment). The team has experience in mental,

social, and behavioral health; PBIS and MTSS systems; classroom social-emotional learning instruction; and safety and prevention. We take a user-centered approach to helping schools and districts meet their goals, which means we customize our services based on what the school or district needs.

### **Small/Rural Grant Support (Technical Assistance)**

Our instructional services team provides grant writing services to small and rural school districts in order to fulfill the requirements of Integrated Guidance.



# Appendix



Northwest Regional Outdoor Science School Program Leader "Astro" takes a group of students on a hike to Barview Jetty to learn how the jetty affects the ecosystem at Camp Magruder. NWRESA's outdoor school program provides fifth and sixth graders the opportunity to learn in the great outdoors for four days and three nights. Students immerse themselves in hands-on lessons with their peers, our educators, student leaders and educators from their schools. More than 10,000 students participated in 2022. *Photo by Peter O'Brien-Dunn.*





**Northwest Regional**  
Education Service District

Resolution # \_\_\_\_\_

# Resolution Authorizing NWRESD Local Service Plan for 2024-25

BE IT RESOLVED by the Board of Directors of \_\_\_\_\_ School District in \_\_\_\_\_ County, Oregon, that for the nature and extent of Core Services, Service Credits, and the Student Success Act technical assistance plan described in the proposed local service plan and in compliance with the provisions of ORS 334.175, the school board of said school district hereby approves the Northwest Regional Education Service District Local Service Plan for the 2024-25 school year.

ADOPTED this \_\_\_\_\_ day of \_\_\_\_\_ 2024.

ATTEST:

\_\_\_\_\_

Board Chair

\_\_\_\_\_

Superintendent

**Please email or mail the signed document by March 1, 2024 to:**

Valerie White

[vwhite@nwresd.k12.or.us](mailto:vwhite@nwresd.k12.or.us)

Northwest Regional Education Service District

5825 NE Ray Circle

Hillsboro, Oregon, 97124



A preschooler enjoys playground time at Tillamook Head Start. NWRESD's Early Learning Hub helps connect hundreds of families in Clatsop, Columbia and Tillamook counties to free preschool options in their communities. *Photo by Justin Grafton Studios.*

# Grant Funded & Value-Add Services

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



## Attendance Services

We partner with district and school attendance teams to implement effective and meaningful attendance structures. The work we do grows community awareness about the importance of regular attendance and strengthens school-to-home connections. As a last resort, we also provide reconnection referrals by our attendance advisers. Our advisers take a restorative approach to their process, working with students and families to identify barriers to school attendance and strengthen relationships between families and schools.

## Augmentative and Alternative Communication and Assistive Technology

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

## Blind Visually Impaired (BVI) Student Services

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

## Blind Visually Impaired Student Fund

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

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

## Cascade Alliance for Equity (CAFE)

CAFE is a collaboration with school districts in Washington, Columbia, Clatsop and Tillamook counties. The mission of the group is to learn from students so that we can improve the collective work of educators and community partners across the region. When the work is successful, educators will use culturally sustaining practices in the classroom so that all students have equitable opportunities and improved outcomes.

## Child Care Resource and Referral (CCR&R)

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

## Courier

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

## Deaf and Hard-of-Hearing Services

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



## Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, the Diverse Educator Pathways Program partners with school districts to develop diverse talent pools, recruit future teachers and specialists and convene teacher candidates in a networked community. Participating prospective educators agree to interview with their home district upon completion of their licensure program.

## Early Childhood Special Education (ECSE)

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

## Early Intervention

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

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

Screenings are completed at no cost for children from birth to age five. The EI/ECSE intake and screening process determines if a child needs to be evaluated

to determine EI/ECSE eligibility. Evaluations, which are available as a contracted service, look at a child's development and whether special education supports could build skills to further a child's individual developmental progress.

## Early Learning Hub

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

## English Language Learner Consortium (Title III)

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

## Grow Your Own

Our Grow Your Own program helps provide opportunities for students, paraeducators and community members who are interested in working in education, and others to pursue a teaching degree. The education workforce in Oregon is predominantly white and monolingual, but Oregon's students are culturally, linguistically and racially diverse. Our goal is to have a teaching workforce that reflects the diversity of our communities. Our team partners with local community colleges and universities to create opportunities for more people to become educators. We take a responsive approach to this program and will adjust it as the needs of our communities change.



## Instructional Technology Professional Learning

NWRESD's technology team hosts workshops and training opportunities for educators who want to learn more about educational technology tools. Opportunities are posted to [nwresd.org](http://nwresd.org) on the technology page.

## Migrant Education Program (MEP)

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

## Northwest Regional Outdoor Science School

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

## Northwest Parenting

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

## Northwest Regional Educator Network

The Northwest Regional Educator Network (REN) is one of 10 networks across Oregon tasked with determining how to use local grant funds to best ensure students have access to high-quality educators. The Northwest REN encompasses Columbia, Clatsop, Tillamook and Washington counties.

## Nursing Services

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

## Oregon Response to Instruction & Intervention (ORTIi)

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

## Regional Equipment Center

The Regional Equipment center provides adaptive equipment and assistive technology devices to special education students experiencing orthopedic impairment, who are blind or visually impaired or deaf or hard of hearing. Equipment center staff consult with therapists to determine students' equipment needs.

## Regional Inclusive Services

Oregon's 11,000+ students who experience visual impairment, orthopedic impairment, deafness or hard of hearing, deaf-blindness, traumatic brain injury and/or autism spectrum disorder need an appropriate and accessible education in their home district. Regional Inclusive Services provides training, technical tools, and additional support to educators so that all schools, no matter their size or location, can deliver an inclusive education. Regional Inclusive



Services recently changed its name from Regional Programs to more specifically and accurately describe its function. Inclusive practices ensure that students with disabilities have opportunities to learn alongside their nondisabled peers in their neighborhood schools and communities. The statewide program consists of the Oregon Department of Education and several education service districts, school districts and other community agencies that work in partnership to ensure educators and schools across Oregon are equipped with the tools, skills and resources to deliver an accessible education for all children.

### **School Safety and Prevention System**

The School Safety and Prevention System was established through Section 36 of the Student Success Act and Senate Bill 52 (Adi's Act). This new statewide system provides an integrative approach for aligning school safety, public education and health systems that is centered in equity, racial equity and access to mental health services. The program provides technical expertise, consultation, training and system development in responding to threats of violence, sexual incidents, suicidal ideation, bias incidents, and tragedies in the school community. The program's multi-tiered system of support also includes universal prevention programs aimed at promoting mental health and belonging in schools and preventing bullying, harassment and intimidation.

### **Small/Rural District Grant Support**

The Small/Rural Grant Support program offers support for noncompetitive Oregon Department of Education grants and includes grant writing, application and reporting activities. Qualifying districts are those with less than 2,000 ADMw. This enrollment cap does not apply to other grant support requests such as competitive and one-time grants from other funders.

### **STEM (Science, Technology, Engineering, Math) Hub**

The Northwest STEM Hub serves 15 school districts and their surrounding communities throughout Clatsop, Columbia, Tillamook and rural Washington counties. The team empowers students by removing barriers to STEM education by offering integrated learning experiences for students and families, providing professional development and resources to rural teachers, and partnering with local industry, community organizations, and post-secondary institutions to promote career-connected learning opportunities.

### **Traumatic Brain Injury (TBI) Services**

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

### **Youth Transition Program (YTP)**

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



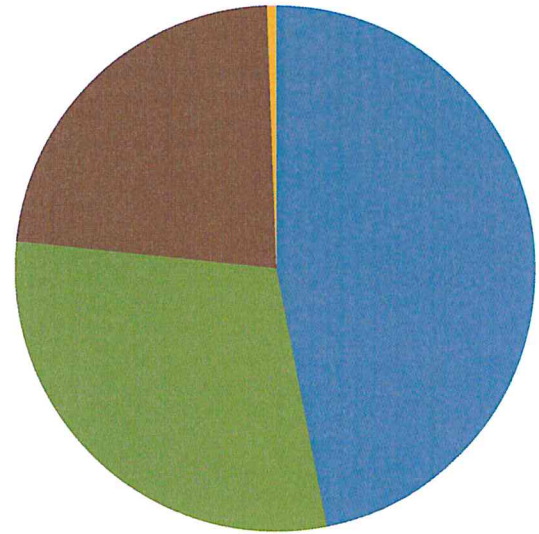
2024-25 Estimates

# Core Services

These estimates are based on a \$10.2 billion State School Fund. Estimates for Beaverton and Hillsboro are based on a 4% rollup.

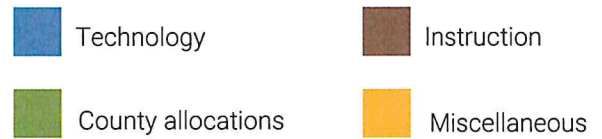
**Core Services:** \$5,425,601

- Technology: \$3,083,724
- County Allocations: \$2,264,461
- Instruction: \$1,482,859
- Miscellaneous: \$27,634



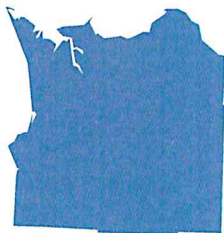
**Beaverton and Hillsboro School Districts:**

- Regional Innovations: \$920,765
- Professional Development: \$512,312



**Total Core Services:** \$6,858,678

# County Allocations



Clatsop County

\$379,323



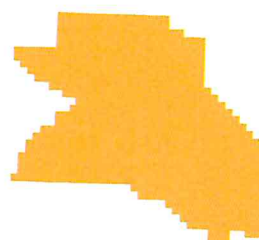
Columbia County

\$457,273



Tillamook County

\$314,562



Washington County

\$1,113,302



2024-25 Estimates

# Service Credits

*These estimates are based on a \$10.2 billion State School Fund.*



## Clatsop County

**Total - \$2,125,801**

- Astoria - \$726,666
- Jewell - \$96,998
- Knappa - \$228,705
- Seaside - \$649,509
- Warrenton Hammond - \$423,923



## Columbia County

**Total - \$2,936,799**

- Clatskanie - \$320,309
- Rainier - \$340,020
- Scappoose - \$890,769
- St. Helens - \$1,115,156
- Vernonia - \$270,545



## Tillamook County

**Total - \$1,452,019**

- Neah-Kah-Nie - \$325,053
- Nestucca Valley - \$258,769
- Tillamook - \$868,197



## Washington County

**Total - \$9,762,184**

- Banks - \$450,182
- Forest Grove - \$2,471,104
- Gaston - \$227,849
- Sherwood - \$1,909,727
- Tigard-Tualatin - \$4,703,322

## Total

**\$16,276,803**





# Financial Summary Information

## Service Credit Allocations

	ADMw 2023 Estimate	ADMw(e) 6/26/23 ODE estimate	ADM % to total	ADM % to total for service and core credits	2024-25 at \$10.2 B	2023-24 LSP allocations	2024-25 variance to 2023-24 LSP allocations
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### Clatsop County School Districts

Astoria	2,072.02	2,115.39	1.81%	4.46%	\$702,175	\$652,056	\$50,119
Jewell	294.05	282.37	0.24%	0.60%	\$93,729	\$92,536	\$1,193
Knappa	634.93	665.78	0.57%	1.41%	\$220,997	\$199,810	\$21,187
Seaside	1,897.93	1,890.78	1.62%	3.99%	\$627,619	\$597,270	\$30,349
Warrenton-Hammond	1,230.89	1,234.08	1.06%	2.60%	\$409,636	\$387,356	\$22,280

### Columbia County School Districts

Clatskanie	956.46	932.45	0.80%	1.97%	\$309,514	\$300,994	\$8,520
Rainier	1,064.59	989.83	0.85%	2.09%	\$328,561	\$335,022	\$6,461
Scappoose	2,538.68	2,593.11	2.22%	5.47%	\$860,747	\$798,911	\$61,836
St. Helens	3,242.72	3,246.32	2.78%	6.85%	\$1,077,572	\$1,020,470	\$57,102
Vernonia	780.22	787.58	0.67%	1.66%	\$261,426	\$245,532	\$15,894

### Tillamook County School Districts

Neah-Kah-Nie	919.54	946.26	0.81%	2.00%	\$314,098	\$289,375	\$24,723
Nestucca Valley	712.38	753.30	0.65%	1.59%	\$250,048	\$224,183	\$25,865
Tillamook	2,547.71	2,527.40	2.17%	5.33%	\$838,936	\$801,753	\$37,183

### Washington County School Districts

Banks	1,185.90	1,310.52	1.12%	2.77%	\$435,009	\$373,198	\$61,811
Beaverton		45,967.69	39.38%				
Forest Grove	7,220.61	7,193.61	6.16%	15.18%	\$2,387,821	\$2,272,294	\$115,527
Gaston	665.74	663.29	0.57%	1.40%	\$220,170	\$209,505	\$10,665
Hillsboro		23,374.35	20.03%				
Sherwood	5,540.12	5,559.39	4.76%	11.73%	\$1,845,364	\$1,743,452	\$101,912
Tigard-Tualatin	13,976.92	13,691.80	11.73%	28.90%	\$4,544,806	\$4,398,476	\$146,330

# Nestucca Valley School District Profile



**SUPERINTENDENT**  
Misty Wharton



**STUDENTS**  
511



**TEACHERS**  
32



**SCHOOLS**  
Nestucca Valley Early Learning Center • Nestucca K-8 • Nestucca High School

## Service Highlights

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

### Early Learning



- 6 babies and young children enrolled in Early Intervention/Early Childhood Special Education (EI/ECSE) (Oct. 2023)
- 5 babies and young children evaluated for eligibility to receive EI/ECSE services (July 2022 to June 2023)

### Instructional Services



- \$87,231 awarded in the 2022-23 school year through a combination of regional and district-specific competitive grants and state contracts.

#### PROGRAM PARTICIPATION:

- 9th Grade Success Network
- Career and College Readiness
- Early Literacy Supports
- English Language Learner Consortium
- Integrated Guidance Supports
- Migrant Education Program (MEP)
- Multi-tiered Systems of Support (MTSS)
- School Safety and Prevention System
- Willamette Promise

## K-12 Special Education

11

staff support the district in specialty areas that include augmentative and alternative communication, assistive technology, autism, deaf/hard of hearing teachers, occupational and physical therapy, school psychology, and teachers of the visual impaired (as of fall 2023).

## Technology

### SERVICE USAGE:

- Criminal Background Check System
- Forecast 5
- Home School Application
- iVisions
- Network Services
- Online Learning: Tech Support, Accellus
- Oregon Data Suite Hosting & Dashboard
- ORSpEd Application
- Restraint and Seclusion Application
- Security: Policy & Procedure, Tech. Management, Incident Response
- STARS
- Synergy Student Information System: Hosting & Support, One Roster Integration, Online Registration, Parent Vue & Student Vue
- Technology Support Cooperative: Helpdesk, Purchasing

### Story time!



NWRESD has been collaborating with Junior Achievement for about a year on this expansion to the westside, which expects to host 12,000 students every school year. BizTown is a combination in-class finance literacy and careers curriculum and simulated leadership development experience for students in fourth, fifth or sixth grades.

"We're excited to partner with Junior Achievement to expand access to BizTown to children across all four counties in our region," says Megan McCarter, chief academic officer.

Read the full story: [Junior Achievement Breaks Ground on New Facility in Hillsboro.](#)



(503) 614-1428



NWRESD.ORG



COMMUNICATIONS@NWRESD.K12.OR.US

## NOTES FROM NESTUCCA HIGH SCHOOL

January 2, 2024

### Recent Activities:

- Those seniors who plan on attending college are busily working on SchooLinks. They have completed college applications, submitted their transcripts and requested letters of recommendation. There are 55 college applications that are complete and 17 additional applications that are in the middle of the application process.
- Crissa Alexander, Lucy Schiminesky and Joanna Stelzig came and presented to our students a \$500 donation from the Light Brigade group. This group donates money to schools in Tillamook County and this year it was our turn.
- Our sophomore class went down to Cloverdale and helped decorate for Christmas. Thank you to Lindsey Shriner and Jeff Schiewe who coordinated this and took turns going downtown to supervise our students, as the activity involved all afternoon.

### Upcoming Activities:

- We have a FAFSA/ORSA Night coming up January 10<sup>th</sup>. This is an opportunity for parents to come in and to receive help with their student's financial application. However, the federal government (who was supposed to have the application out by the end of December) has now said that it most likely won't be available until January 6<sup>th</sup>. However, our staff (Daniela Moreno and Tana Higdon) are ready and waiting to help our Seniors.
- As stated last month, we had three students make Honor Band in Tacoma this past weekend, performing on January 6<sup>th</sup>. The following weekend will be All State Band in Eugene, followed by District III Honor Band in Forest Grove the next weekend.



**Heidi Schultz**  
*Early Learning Program Director*  
P.O. Box 33 Cloverdale OR 97112  
Ph 503-392-3194 x353

January 2, 2023

NVSD Board of Directors,



Nestucca Valley Early Learning Center is excited for the New Year!

We would like to thank our board members for their dedication and support of early learning in South Tillamook County. We appreciate all that you do!

**Professional Learning and Development:**

Our staff is looking forward to connecting with the other 4 programs in our consortium through an opportunity to conduct peer observations. I have been in contact with, and I am working with our partnered preschools, to arrange visits to one of the five preschool classrooms. These teacher learning opportunities allow for an exchange of ideas and building of practices! We are excited for this opportunity!

**Events:**

Thursday, January 18th at 6:00 pm Nestucca Valley ELC is inviting their families in for their first family engagement night. Students will get to participate in a read aloud, craft, and we are providing dinner for families. Each student will be able to take home the read aloud book.

Here's to a New Year of learning,

Heidi Schultz  
[heidis@nestucca.k12.or.us](mailto:heidis@nestucca.k12.or.us)

## Special Programs-Kellow

1-8-24

There isn't too much to report this month, given the extended winter break! There will be a lot more to come as we continue on into 2024.

1. We are currently serving 73 students under special education eligibilities with several more in the referral process. Beyond basic educational support, additional services for these students include programs such as occupational/ physical therapy, vision/hearing and augmentative communication to name a few. Many of these specialists are through the Educational Service Department (NWESD) and travel from Tillamook and the Portland Metro. It definitely takes a village!
2. Under the Individuals with Disabilities Education Act (IDEA), each local educational agency (LEA) receiving IDEA Part B funds is required to budget and spend at least the same amount of local, or state and local, funds for the education of children with disabilities as it did in the previous year (34 CFR §300.203). This requirement is called maintenance of effort (MOE). The required MOE levels for budgeting and spending are referred to, respectively, as the "eligibility standard" and the "compliance standard." Based on data submitted by each LEA, the Oregon Department of Education (ODE) determines annually whether each LEA has met MOE requirements using both the eligibility and compliance standards. the Oregon Department of Education has made a determination that based on the data submitted, **Nestucca Valley SD 101J** has **met** both the eligibility and compliance requirements of MOE under the Individuals with Disabilities Education Act (IDEA).
3. As previously mentioned in my December report, this time of year is the first major round of ODE compliancy reporting for federal programs. I am happy to report that all reports were submitted and accepted as error free on the first go around. In the next couple of weeks, they will go over everything in more detail and let districts know if any further adjustments or work need to be completed.
4. Finally, I wanted to mention a student success story from our 2023 Winter concert (on the 12/13). We had a first-grade student that has not been able to participate in large group activities for a myriad of reasons, but his special education team really wanted him to have the opportunity to perform with his peers and have his family in the audience. It took some extra support, but he was able to stay "on stage" the entire time and participate in his own way. The smile on his and his parents face said it all! Thanks to all that supported and made this happen for this awesome kid.



## **Nestucca K-8 School**

Kristina Albin, Principal • Heidi Schultz, Assistant Principal  
Connie Dollar, Office Manager • Tami Flinter, Attendance Secretary

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### Board Report

January 8, 2024

- ❖ First of all, I would like to say a big thank you to each and every one of you for leading our district and for always putting kids first. During staff meetings, my staff often hears me say *It Takes A Village*. I wholeheartedly believe that! Each one of us who interacts with a child hopefully will leave a lasting impression by helping guide them in the right direction. Thank you for being part of that village!

### Upcoming Events:

- ❖ Winter benchmark for MAP testing
- ❖ End of the 2nd Nine Weeks - January 25

Kristina Albin  
Nestucca K-8 Principal

Chad Holloway

Board Report

January 8, 2024

We continue to make progress on the TEC CTE Countywide Project. There were meetings of the K14 Curriculum WorkGroup on December 12 and the Communications and Publicity WorkGroup on December 14. Both of these meetings were productive. Also, we have started a Facebook page to provide current news and updates on the project.

We are continuing to make progress working with the county and Columbia Pacific CCO on securing the funding and support for a Community Health Care Worker.

Finally, the maintenance and custodial staff took the Holiday Break as an opportunity to do some deep cleaning and maintenance that are difficult to do when staff and students are present.

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





## NESTUCCA VALLEY SCHOOL DISTRICT

P.O. Box 99, Cloverdale, Or. 97112 503-392-3194  
*Inspiring individual excellence, instilling diligence,  
and initiating life-long learning.*

**Misty Wharton**  
*Superintendent*

**Megan Kellow**  
*Special Programs Administrator*

**Kim Seals**  
*Fiscal Admin. Assist.*

**Ursula McVittie**  
*Human Resources Specialist*

**Sarah Lewis**  
*Executive Assistant  
Board of Directors Secretary*

### NESTUCCA VALLEY SCHOOL DISTRICT

January 8, 2024

### REGULARLY SCHEDULED BOARD MEETING

**Welcome to 2024-** We are back in full swing throughout the district. As a district, like all in the nation, many students and staff have been out ill with various illnesses. Thankfully our substitute teacher and educational assistant pool has been increasing.

**Tillamook Education Consortium-** The county-wide Career Tech work continued over winter break, with the hiring of Sherry Cook as the TEC CTE Director. Sherry will join Chad Holloway in implementing our HECC grant and the continued collaboration of driving forward a five-year strategic plan for Tillamook County in the creation of CTE pathways.

**Oregon Department of Education Early Literacy Grant-** As a school district, we submitted our Early Literacy Grant application last week. This will qualify the district to receive approximately \$46,000 for the remainder of this school year and \$48,000 next year. This money will be spent on personnel working to improve our literacy outcomes for our early learners. At our February Board meeting, I will review our grant application with the Board of Directors. Also, we will have Heidi Schultz, K8 Assistant Principal, present academic data and share how our literacy work and academic intervention groups are developing and thriving.

**2024-2025 SY Budget Calendar-** In your packet you will find the proposed Budget Calendar for 2024-2025 SY. There are strict rules about how we publish these dates and we need formal adoption of a calendar, from the Board of Directors, to begin that process. I will begin to work on building a draft budget in February.

**Strategic Plan-** We have solidified dates for the strategic planning process with Dr. Walt Hanline for April 25, Day 1 Community and Staff Engagement 1:00pm-8:00pm  
April 26, Day 2 Staff Work Session 8:00am-3:00pm  
April 27, Day 3 Board of Directors Work Session 8:00am-3:00pm  
In order to make this schedule work, I will be proposing a modification to the school calendar for our staff and students. I will present my recommended calendar changes at next month's board meeting.

**NEXT MEETING WILL BE February 12, 2024 AT 6:00PM IN THE HIGH SCHOOL CAFETERIA**

# Nestucca Valley School District 101J

Code: EFAA-AR  
Board Set To Adopt: 1/8/2024  
Revised/Readopted: 6/17/13, 4/08/19; 11/18/19

## Reimbursable Meals Programs

(National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and Summer Food Service Program)

The district’s nutrition and food services will be operated in accordance with the following requirements:

### Meal Pricing Procedures

- 1. The district will implement claiming alternative Community Eligibility at the following schools under its jurisdiction: Nestucca K8 and Nestucca High School.

### Application Procedures

- 1. Households receiving SNAP or Temporary Assistance to Needy Families (TANF) benefits as identified by Oregon Department of Education (ODE), will be automatically eligible for free meals, for the students listed on the official document. Districts must access this document at least three times per year.
- 2. Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal Head Start, or are in state or court placement foster care, will be automatically eligible for free meals for the students listed on the official documents.
- 3. Households that submit a confidential application will be notified of their student’s eligibility for free or reduced-price meals. Households that are denied free or reduced-price benefits will be notified in writing using the ODE template letter distributed to the district annually.
- 4. On a case-by-case basis when a student is known to be eligible for free or reduced-price meal benefits, and the household fails to submit a confidential application, the superintendent or designee may complete an application for the student documenting how they know the household income qualifies the student for free or reduced-price meal benefits. Parents of a student approved for free or reduced-price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.
- 5. Students who do not qualify for free or reduced-price meals are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged “paid” prices set by the district. “Paid” category students will be treated equally to students receiving free or reduced-price benefits in every aspect of the district’s NSLP, and SBP, Child and Adult Care Food Program (CACFP), Summer Food Service Program (SFSP).

6. The district has established a fair hearing process under which a household can appeal a decision with respect to the household's application for benefits or any subsequent reduction or termination of benefits.
7. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced-price meals to the employer for distribution to affected employees.

### **Financial Management of the Nonprofit School Food Service**

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP, SBP, CACFP and SFSP.
3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district's nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal.<sup>1</sup>
4. District nutrition and food services revenues will not be used to purchase land or buildings.
5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.
6. The district will maintain effective control and accountability for, and adequately safeguard, all nutrition and food services' cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The district will meet the requirements for allowable NSLP, SBP, CACFP and SFSP costs as described in 2 C.F.R. 200.
8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.
9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.
10. In the operation of its nutrition and food services program, the district will purchase food products where at least 50 percent of the ingredients are produced or processed in the United States, whenever possible.

### **Civil Rights and Confidentiality Procedures**

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<sup>1</sup> For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

1. The district will not discriminate against any student because of their eligibility for free or reduced-price meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, marital status, sex, sexual orientation, parental status, religion, age or disability.
3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP, SBP, CACFP and SFSP benefits and services, and employment practices with regard to the operation of its NSLP, SBP, CACFP and SFSP. The district will forward any civil rights complaint regarding the district's nutrition and food services to ODE's director of Child Nutrition Programs within three days of receiving the complaint.
5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information obtained through a confidential application for free and reduced-price meals or direct certification, including students' eligibility for free or reduced-price meals and all household information. The district's NSLP, SBP, CACFP and SFSP operators are not required to release any information from a student's confidential application for free or reduced-price meals. No information may be released from a student's eligibility information without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
  - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, CACFP, SFSP or SNAP;
  - b. Any other confidential information contained in the confidential application for free and reduced-price meals or free milk (e.g., family income, address, etc.) may be released without written consent only to persons who operate or administer the NSLP, SBP, SMP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

### **Nutrition and Menu Planning**

1. Meals and afterschool snacks served for reimbursement will meet the nutrition standards established by the U.S. Department of Agriculture (USDA) and Oregon Smart Snacks Standards.
2. Meals served for reimbursement will meet at least the minimum NSLP, SBP, CACFP and SFSP requirements for food items and quantities.
3. Meals served for reimbursement will:

- a. Meet all calorie range requirements by grade level;
  - b. Meet the maximum standards set for saturated fat;
  - c. Meet the maximum standards set for sodium by grade level; and
  - d. Meet the requirement for zero grams of trans fats.
4. The district will use the offer versus serve option when serving NSLP lunches to senior high school students. High school students must take at least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.
  5. The district will use the offer versus serve option when serving program breakfasts to senior high school students. High school students must take at least three of four food items, including one-half cup of fruit or vegetable offered in program breakfasts.
  6. The district will use the offer versus serve option when serving program lunches to students below senior high school grades. Students below high school grades will be required to take three of the five food items, including one-half cup of fruit or vegetable offered in program lunches.
  7. The district will use the offer versus serve option when serving program breakfasts to students below senior high school grades. Students below high school grades will be required to take three of the four food items, including one-half cup of fruit offered in program breakfasts.
  8. A copy of the Board minutes adopting the offer versus serve policy for students below high school grades for program lunches and/or for all students in the district for program breakfasts, as applicable, will be made available upon request.

#### **Use and Control of Commodity Foods**

1. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the NSLP, SBP and SFSP.
2. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
3. The value of commodity foods used for any food production other than NSLP, SBP, SFSP or afterschool snacks shall be replaced in the food service inventory.

#### **Accuracy of Reimbursement Claims**

1. The district will claim reimbursement only for reimbursable meals served to eligible children.
2. All meals claimed for reimbursement will be counted at each dining site at a “point of service” where it can be accurately determined that the meal meets NSLP, SBP, CACFP and SFSP requirements for reimbursement.
3. The person responsible for determining if the meals are reimbursable will be trained to recognize a reimbursable meal.
4. The district official signing the claim for reimbursement will review and analyze monthly meal counts to ensure accuracy of the claim, before submitting the claim to ODE.

5. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

### **Food Safety and Sanitation Inspections**

1. The district will maintain necessary facilities for storing, preparing and serving food and milk.
2. Semiannually, the district will schedule food safety inspections with the county Environmental Health Department for each school or dining site under its jurisdiction.
3. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

### **General USDA NSLP/SBP/SMP Requirements**

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student's school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m.
4. The district will provide substitute foods for students with a disability<sup>2</sup> that restricts their diet when supported by a written statement from a state-licensed health care professional, who is authorized to write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment. The district will not charge more than the price of the school meal, as determined by the child's eligibility status, for meals with the accommodation.
5. The district will control the sale of competitive foods.
6. The district will ensure that potable drinking water will be available to students, free of charge for consumption in the place where meals are served during meal service.
7. The district will notify all households and appropriate staff of its meal charge requirements<sup>3</sup> at the beginning of each school year, upon enrollment of a student or the transfer of a student. The meal charging requirements will be made available in the information on free and reduced-priced meals.

Regardless of the ability to pay, a student shall be provided a reimbursable meal upon request. Parents or guardians may provide written permission to the district to withhold a meal from a student. After five meal charges the district will attempt to certify the student for free or reduced-price meals. At least two attempts to contact the student's parent or guardian for completing a meal

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<sup>2</sup> To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

<sup>3</sup> Federal law requires the district to publish meal charging requirements. The district's charging requirements must identify how and when the information about account balances is communicated to staff, students and parents, and what collection methods will be used on delinquent balances.

application will be made by the district, including offering assistance filling out the application, if appropriate. Communications regarding student charges will be directed to parents or guardians, only.

The sale of foods in competition with the district's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.

8. Students will not be charged for second servings of meals or portions of meals served.

### **Record Keeping**

The following documents will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s), until the audit(s) has been completed:

1. All currently approved and denied confidential applications for free and reduced-price meals, all current direct certification documents, eligibility verification documents and school membership or enrollment lists;
2. Financial records that account for all revenues and expenditures of the district's nonprofit nutrition and food services programs, including procurement documents;
3. Records (i.e., recipes, ingredient lists and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (i.e. meal counts) from each school in the district to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity;
7. Records to document compliance with Revenue from Nonprogram Foods; and
8. Internal program monitoring documents for NSLP, SBP, CACFP and SFSP.

### **Financial Management of the CACFP**

#### **Fiscal Integrity of CACFP Program Funds:**

Nestucca Valley School District has created specific accounts for revenue from all Child Nutrition Programs (NSLP/SBP, CACFP and SFSP). Once the Food Service Specialist completes monthly claims for reimbursable meals in CNP Web, claim receipts are forwarded to

NWRESD Fiscal Staff and stored digitally on the secure district network. In instances when the Food Service Specialist is unable to submit the claim reimbursements, the Food Service Coordinator will submit claims for the district.

When reimbursement claims are paid to the district NWRESD Fiscal Staff are responsible for ensuring that they are deposited into the accounts specified exclusively for those funds, hence ensuring that CACFP revenue is easily identified and trackable.

Nestucca Valley School District limits CACFP expenses to food costs. Expenses will be charged monthly and a summary sheet of revenue and expenses will be sent to the Food Service Coordinator by the Fiscal Staff once expenses are charge to the CACFP account. These reports will be reviewed by the Food Service Coordinator and any issues they observe will be discussed with the Fiscal Staff to ensure proper maintenance. CACFP monthly revenue and expense summaries will be stored digitally on the secure district network.

#### Accountability of CACFP Expenses:

To ensure compliance with authorized use of CACFP revenue, NVSD will only allow food costs to be charged to CACFP funds. Charges will be made on a monthly basis once reimbursable meal claims have been submitted and approved by ODE CNP.

NVSD will use the meal count equivalency allocation method to identify monthly food costs to be charged as CACFP expenses. Each month, the total number of CACFP and NSLP/SBP meals served will be tabulated. For example, in October 2023 a total of 15,418 meals were served. We then identify the number of meals served within the respective programs. In our example, NSLP/SBP served 12,067 and CACFP served 3,351. CACFP meals divided by the total meals served gives us the percentage of meals served in the CACFP Program. We will utilize this percentage to identify the percentage of food costs that are to be allocated to the CACFP program. In our example, we have  $3,351/15,418=0.217$  or 21.7%. So in the example 21.7% of the month's food costs will be charged to the CACFP Program.

#### CACFP Program Fund Usage:

To ensure compliance with authorized use of CACFP revenue, NVSD will only allow food costs to be charged to CACFP funds.

NWRESD Fiscal Staff will review the CACFP fund balance monthly to ensure an excessive balance (CACFP balance exceeds three months expenses) does not exist. This monitoring with occur in tandem when monthly food cost charges are pulled from CACFP revenue. Should an excessive balance be discovered, NWRESD Fiscal Staff will notify the NVSD Food Service Specialist who will notify their CNP Child Nutrition Specialist. In instances when the Food Service Specialist is unable to notify our Child Nutrition Specialist of an excessive balance, the Nestucca Valley Fiscal Administrative Assistant will contact ODE CNP staff.



Charges will be made on a monthly basis once the claim has been submitted by the Food Service Specialist, approved by ODE CNP and revenue is received by NWRESD Fiscal Staff.

**Safeguards in Place to Prevent Improper Financial Activities:**

The Food Service Specialist submits claims via CNPWeb monthly. Once submitted the CACFP Claim receipt is emailed to the Food Service Coordinator, District Superintendent and the NWRESD staff responsible for receiving this revenue. The monthly claim receipts are also stored on the district drive, in a folder used exclusively by food service staff. The same process will be used in cases of claim revision submissions and fiscal assessment issuances.

**CACFP Regulatory Limits on Administrative Costs:**

NVSD will not charge the CACFP Program for any administrative costs. This control will allow NVSD to ensure administrative costs are at 0% of the reimbursement and thus will not exceed the allowed 15% reimbursements. Because no administrative costs will be charged to the program, the district will not track CACFP administrative costs. These costs will be paid from other revenue or the district general fund.