



Northwest Regional
Education Service District

BOARD PACKET
MATERIALES DE LA MESA
DIRECTIVA

General Session - Sesion general

November 14, 2023 - 14 de noviembre de 2023
5:00 pm

Questions?
Contact vwhite@nwresd.org

Welcome to this Public Meeting of the NWRESD Board of Directors

November 14, 2023 | 4:30 pm
NWRESD Clatsop Service Center | 785 Alameda Avenue, Astoria, OR 97103



4:00 PM	<i>Tour of Clatsop Service Center offices</i>	Dan Goldman
4:30 PM	<u>EXECUTIVE SESSION</u> Executive Session Statement 1. CALL TO ORDER Board: Becky Tymchuk, Chris Riley, Doug Dougherty, Ernest Stephens, Maureen Wolf, Miriam Meneses-Rios, Ross Tomlin, Tony Erickson, Yadira Martinez Staff: Dan Goldman, Debbie Simons, Jordan Ely, Stuart Long, Valerie White Legal Counsel: Mike Porter, Miller Nash ORS 192.660(2)(b) To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing. ORS 192.660(2)(d) To conduct deliberations with persons you have designated to carry on labor negotiations.	Chair Dougherty
5:10 PM	2. ADJOURN	Chair Dougherty
5:15 PM	<u>GENERAL SESSION</u> Virtual Meeting Registration Link 1. CALL TO ORDER	Chair Dougherty
5:17 PM	2. PLEDGE OF ALLEGIANCE / LAND ACKNOWLEDGEMENT	Chair Dougherty
5:20 PM	3. AGENDA REVIEW/REVISION	Chair Dougherty
5:22 PM	4. SUPERINTENDENT REPORT A. Superintendent Report	Dan Goldman
5:34 PM	5. RECOGNITION AND GOOD NEWS A. Astoria SD Superintendent Craig Hoppes B. Native Youth Wellness Warriors Committee	Tracey Goldner
5:54 PM	6. PUBLIC COMMENT The Northwest Regional Education Service District Board of Directors appreciates community members sharing information during public comments. <u>Members of the community wishing to address the Board must complete a Public Comment Request prior to the beginning of the board meeting.</u> The Board requests comments be limited to three (3) minutes per speaker. Speakers will state their name and home address for the record. While the Board does not respond to public comment, following the meeting the Chair, Vice Chair, and Superintendent will together determine the appropriate level of response. Speakers may offer objective criticism of district operations or programs, but the Board will not hear complaints concerning specific district personnel.	Valerie White
6:02 PM	7. CONSENT AGENDA A. Approve October 2023 Board Meeting Minutes B. Approve October 2023 Personnel Reports C. Adopt Policies: a. BDC – Executive Sessions b. GCBDA/GDBDA – Family Medical Leave D. Approve Early Learning Hub Coordination Grant Renewal E. Approve 2024-25 Budget Development Calendar	Valerie White Debbie Simons Debbie Simons Stacy Rager Jordan Ely

6:03 PM 8. REPORTS AND DISCUSSION

- A. [Enterprise Resource Planning \(ERP\) Services](#)
- B. [Contract Special Education Services](#)
- C. [2024-25 Local Service Plan Review](#)
- D. [First Reading of Policy: EFA - Local Wellness Policy](#)
- E. [Administrative Reports](#)

Jordan Ely &
Stuart Long
Cathy Jensen
Dan Goldman
Debbie Simons
Dan Goldman

6:40 PM 9. ACTION ITEMS

- A. [November 2023 Financial Report](#)
- B. [2023 OSBA Election](#)
 - a. [Board of Directors - Positions 14 and 16](#)
 - b. [Legislative Policy Committee - Positions 14 and 16](#)

Jordan Ely
Dan Goldman

7:00 PM 10. BOARD MEMBER COMMENTS

Chair Dougherty

7:05 PM 11. ADJOURN

Chair Dougherty

PUBLIC PARTICIPATION IN BOARD MEETINGS

1. A community member may complete a 'Public Comment Request Form' and give it to the Board secretary at the Board table prior to the beginning of the meeting. After being recognized by the Board chair, the speaker will sit at the presenter's table and identify themselves with their full name and address and state their purpose in addressing the Board.
2. A group of community members with a common purpose should designate a speaker for the group.
3. Comments or statements by members of the public are limited to 3 minutes each and should be brief and concise unless otherwise authorized by the Board chair.
4. Speakers may comment on a topic not on the published agenda, however, the Board - at its discretion - may require that the proposal, inquiry, or request be submitted in writing. The Board reserves the right to refer the matter to ESD administration for action or study and to report at a subsequent meeting.
5. When meetings are large or controversial, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda or non-agenda item, may do so at the discretion of the Board chair. The Board chair will determine the amount of time that will be allotted for each individual.
6. Speakers may offer objective criticism of district operations or programs, however the Board will not hear complaints concerning specific district personnel. Complaints against individuals must be addressed by following the steps in Policy KL ("Public Complaints") and Procedure KL-AR ("Complaint Form").
7. These procedures will be published on the last page of every Board meeting agenda.



PLEDGE OF ALLEGIANCE

THE LAND UPON WHICH WE STAND.



INDIGENOUS LAND ACKNOWLEDGEMENT

"WE WANT TO ACKNOWLEDGE THAT WE GATHER AS THE NORTHWEST REGIONAL ESD ON THE TRADITIONAL LANDS OF THE **CHINOOK, CLATSKANIE, CLATSOP-NEHALEM, KALAPUYA, SILETZ** AND **TILLAMOOK** PEOPLES, PAST AND PRESENT, AND HONOR WITH GRATITUDE THE LAND ITSELF AND THE PEOPLE WHO HAVE STEWARDED IT THROUGHOUT THE GENERATIONS."

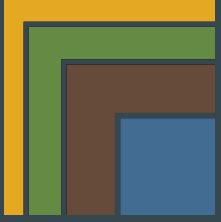
-Adapted from Delilah Friedler

RECONOCIMIENTO DE TIERRAS INDÍGENAS



"QUEREMOS RECONOCER QUE NOS REUNIMOS COMO EL DISTRITO DE SERVICIOS EDUCATIVOS PARA LA REGIÓN DEL NOROESTE EN LAS TIERRAS TRADICIONALES PASADAS Y PRESENTES DE LOS PUEBLOS **CHINOOK, CLATSKANIE, CLATSOP-NEHALEM, KALAPUYA, SILETZ Y TILLAMOOK**, Y HONRAMOS CON GRATITUD LA TIERRA MISMA Y A LAS PERSONAS QUE LA HAN PROCURADO A LO LARGO DE LAS GENERACIONES."

-Adaptado de Delilah Friedler



SUPERINTENDENT REPORT

Superintendent Office Report

November 2023

Moment of Reflection

I want to start this evening by recognizing the passing and - the incredible contributions - of Robin Lindsey, who worked at the ESD for nearly 30 years.

Robin was often the first person children, families and staff would see when they entered our Hillsboro Early Childhood Center. I took my first visit to HECC in the fall of 2019 and distinctly remember meeting Robin: she was chatty, positive, funny and direct. She also seemed to know how everything worked at the site and it was clear to me that she had a level of commitment to the staff and the kids - and the mission of the school - that can only be described as fully committed. Robin unexpectedly passed away on October 30, sending shock waves throughout NWRESD and particularly at HECC.

The Board can read more about Robin [here](#). In this incredibly well-written short commemorative piece that Tracey Goldner put together, the Board will learn more about Robin. I'd like to start tonight with a moment of silence for Robin and to remember her truly incredible and meaningful contributions to our learning community.



Local Service Plan Development

Earlier this month our regional school district superintendents met in Pacific City to learn together and ultimately to agree on the Local Service Plan design. Agenda topics ranged from early literacy and pre-kindergarten programming, to induction, mentoring and retention of early career educators, to intervention planning for students with intensive social-emotional and therapeutic learning needs.

Some important outcomes: 1) we had unanimous approval of the proposed 2024-25 Local Service Plan; 2) we have a number of districts that are interested in scaling up regional mentoring services (ranging from shared FTE for ESD trained mentors to work with new staff, to having existing district mentors receive ESD training in conjunction with the [New Teacher Center](#) and our [Instructional Coaching Network](#); and, 3) we have an

expressed interest from each county to increase ESD provided social emotional programming for students who's behavioral/psychological needs are too intense for the traditional classroom environment to manage effectively. Most immediately, our Columbia County school districts have asked the ESD to establish a new consortium SEL program for all five districts to access starting next year. This will be an incredible lift for our team, but we will lean into this expressed need.

We got excellent feedback from the group with a lot of accolades for the quality of our staff and services. They have especially appreciated our focus on co-design for their leaders through regional job-alikes in curriculum/instruction, equity, special education, early learning, technology, human resources, and finance.

The Board will have an opportunity to review the draft 2024-25 LSP this evening prior to voting in December.

Licensed Contract Negotiations

At the time of my penning this report, the Board and NWEA have yet to settle a new contract and Portland Public Schools is still shut down as their teacher's union is striking. The day before this scheduled board meeting, the ESD and NWEA bargaining teams will be working through the mediation process in hopes that we can reach a fair settlement for our staff while balancing the financial realities of the agency and our duty to serve kids. What this has meant for our licensed staff is that we are still operating under the 2021-23 collective bargaining agreement.

I believe everyone involved appreciates that these are difficult discussions as available resources continue to fall short of requests. My hope is the mediation process bears fruit and I am able to report progress at tonight's board meeting.

EI/ECSE Funding

Since the last meeting of the Board, I have been in multiple discussions with the new administration at ODE on topics ranging from the Integrated Guidance/Student Success Act efforts occurring across our region, to the new Early Literacy Initiative applications that we are assisting districts with, to the crisis in EI/ECSE funding. I am delighted to report that new Deputy Superintendent, Dr. Charlene Williams, communicated a commitment to ESDs as ODE's partner in providing technical assistance on critical statewide priorities and initiatives.

Also after these discussions I am also more hopeful that there is an avenue to securing an additional \$22m for statewide EI/ECSE contracts in the legislative session. Dr. Williams and her new administration have committed to understanding this structural deficit - and the flawed funding model that landed us here. ODE Administration stated clearly that early learning funding is high on the list of critical issues for the Department in the upcoming legislative session.

To be clear, with the enrollment spike we are experiencing in our region within the EI/ECSE program, \$22m in additional funding will still fall short of our program and staffing needs. However, we will be able to avoid significant reductions in personnel that will be necessary without this additional investment. There is still the possibility of obtaining additional funding (beyond the \$22m) that gets us closer to being able to run an adequate level of programming for children and families, but that will depend on statewide enrollment growth far exceeding projections.

As a reminder, we are in this funding pickle (mostly) because this program is funded on a two-year enrollment look-back, and the two years prior to the last legislative session were dominated by COVID. These two years resulted in suppressed enrollment. Despite the obvious reason for this enrollment decline, our objections to using the data in this manner, and evidence that more and more children were in fact being found eligible for special education services, we were unable to sway the Joint Ways and Means Committee in the last session. With the senate walk-out, we simply ran out of time.

Not surprisingly, this year enrollment is WAY up across the state. The \$22m being discussed by advocates and policymakers is based on a 5% enrollment increase. Yet, we are now trending towards a 10% to 12% increase across the state, which is why my confidence level continues to grow that we should secure *at least* this level of additional funding in the short session. This will assist

We will be hosting a few key legislators in early January in our programs and will invite the Board to join when schedules firm up.

Hillsboro Early Learning Center Project (Aloclek)

Last week, we received initial pricing estimates for the current design of our new early learning facility on Aloclek Drive in Hillsboro. (Eventually the Board will be presented with a recommended name for the facility, but until then we have been referring to the project as “Aloclek”.) The initial cost estimate including hard and soft costs is nearly \$1m higher than expected. In response, the Project Team has developed a list of optional modifications to reduce project costs if bids match or exceed these estimates and if other revenues cannot be secured. By other revenues, I am referring to the possibility of securing 1) a Seismic Rehabilitation Grant through the Oregon Department of Education to offset required structural upgrade costs; 2) an Early Learning Infrastructure Grant (a new funding source established by the legislature this last session in HB 3005); an estimate on the eventual sale of the current Hillsboro Early Childhood Center in downtown Hillsboro after it is vacated.

We are now preparing bid documents and will have a clearer picture of the actual costs after receiving applications from general contractors. After the Thanksgiving Holiday, the Bond Oversight Committee will be meeting to review the cost estimates and discuss strategies for ensuring the project remains on time and within budget parameters. The full Board will receive an update from our project management team at its December meeting.

Joint Task Force on Statewide Salary Schedules

In the last legislative session, Senator Michael Dembrow sponsored SB 283, which - amongst other changes to law - established the Joint Task Force on Statewide Salary Schedules. NWRESD Board Member Ernest Stephens and NWRESD Chief Human Resources Officer Debbie Simons have been appointed to serve on this Task Force, which just completed its second meeting.

The two main requirements for the Task Force in the bill are 1) to research information for towards a report (due by December 31, 2023) outlining the benefits and challenges of a statewide salary schedule; and 2) to propose policy changes by September 15, 2024 that may lead to consideration during the 2025 legislative

session. Additionally, the Task Force is charged with considering regional differences should they recommend a statewide compensation model. The work plan categorizes the task force's efforts into five broad tasks: Task 1: Study minimum salary schedules. Task 2: Study the challenges and benefits of implementing a statewide salary schedule. Task 3: Study statewide salary schedules in other places. Task 4: Study process changes required to implement a statewide salary schedule in Oregon. Task 5: Consider, discuss, and propose policy recommendations.

The [Task Force Materials](#) are online; and the meeting sessions are recorded for anyone who would like to watch. I appreciate Ernest and Debbie's representation on the task force.

Junior Achievement

I'm pleased to report that the Junior Achievement Discovery Center is almost ready for programming. As I write this report, I am preparing to provide remarks at a grand opening event for those who contributed financially to this fantastic new opportunity for our region's students and the key partners involved in the programming.

This is an important partnership for NWRESD as we aim to expand career-technical, college credit, and experiential learning opportunities for historically marginalized students (Strategy 3.2 in our strategic plan). Junior Achievement (JA) provides a truly unique and proven method to help young people discover what's possible in their lives. Through JA, our students can connect what they learn in school - especially around career opportunities and financial literacy - with life outside the classroom.

Through a co-curricular approach with the teachers in our schools and hands-on learning experience at the Center, students learn what's even possible in the world of work, how to gain a better understanding of how the world after school works, and how to prepare for and pursue their dreams.

For decades, Junior Achievement has operated in east Multnomah County, making it nearly impossible for schools in western Washington County and all the way to the coast to participate. Through a new partnership between NWRESD and JA, we can address this access gap for kids farthest from this important opportunity.

I'm proud of our Career and College Readiness team's work with JA to make this dream a reality. In this first year, schools across twelve of our districts are planning to participate at this new site: Banks, Beaverton, Forest Grove, Gaston, Hillsboro, Neah-Kah-Nie, Nestucca Valley, Scappoose, Seaside, Sherwood, St. Helens, Tigard-Tualatin, and Vernonia.

Below, the Board will see that there is a general population open house on November 14 - unfortunately, the same night as this board meeting.

Upcoming NWRESA-led Events

Junior Achievement Discovery Center Open House

11/14/2023 9am - 6pm | In Person (120 East Main Street Hillsboro OR 97123)

District teachers, administrators, students and families interested in visiting the Junior Achievement simulation space before registering to participate can attend an open house at the new facility, the Hillsboro Discovery Center, in downtown Hillsboro. Junior Achievement staff will provide guided tours, answer questions, and share information about the programs. You do not need to RSVP to attend.

If your district wants to participate in Junior Achievement this year, please [email Jaimie Brady](#), career and college readiness coach. If your school needs funding to participate, [apply for a grant](#).

Transition-Focused Individualized Education Programs Workshop

11/16/2023 9am - 12pm | In Person (Hillsboro, OR)

Come learn how to write meaningful and student-centered IEPs that will support students with their post-secondary goals. Sarah Statham, the transition network facilitator for Clatsop, Columbia, Multnomah and Washington counties, will lead this training. This event is for special educators, special education directors and case managers. [Learn more and register](#).

ASIST Suicide Prevention Training

11/30 - 12/1/2023 - 8 a.m. - 4 p.m. - NWRESA Regional Office in Hillsboro

This in-depth, two-day workshop will prepare participants to provide students with an evidence-based suicide first aid intervention. Participants will learn to recognize when someone could be having thoughts of suicide and work with them to create a plan that will support their immediate safety. This training is for school administrators, counselors, social workers, deans of students, mental health specialists, behavior specialists, special education educators, wellness room support staff, and others in student support roles. [Learn more and register](#).

MTSS Approach to School Attendance

12/4/2023 10-11am | Virtual

In this one-hour session, we will focus on how to build an MTSS structure to support strong attendance rates and decrease chronic absenteeism. We will focus on foundational supports and learn about which interventions have the biggest impact on helping chronically absent students return to school. This training is for educators and support staff leading attendance initiatives. [Learn more and register](#).

Understanding Section 504

12/13/2023 8:30-11:30am | In Person (Hillsboro, OR)

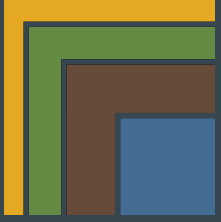
Section 504 covers many areas. We'll review disability rights; district obligations; nondiscrimination; identification, evaluation and placement; abbreviated school day requirements set out by Senate Bill 819 and much more. This training is for 504 coordinators, 504 case managers, district and building administrators, student services directors, school counselors and school nurses. [Learn more and register](#).

School Safety and Mental Health Summit

1/31/2024 8:30am - 3:30pm | In Person (Hillsboro, OR)

The current state of safety and mental health in schools remains a topic of critical concern and discussion. In recent years, there has been a growing recognition of the need to prioritize the emotional well-being of students alongside physical safety. This shift in perspective acknowledges that a safe learning environment encompasses not only physical security but also emotional and mental security.

The 2024 School Safety and Mental Health Summit aims to bring together school and community partners to discuss current topics related to school safety, school culture and climate, and mental and behavioral health through a lens of equity and culturally sustaining practices. Workshops and panel discussions will explore various aspects of fostering a school environment where students feel both physically and emotionally safe, such as preparing for and responding to crises, building community mental health partnerships, supporting historically marginalized students and families, and integrating social and emotional learning into classroom practices. [Learn more and register.](#)



RECOGNITION & GOOD NEWS



5825 NE Ray Circle Hillsboro,
OR 97124-6436

October 27, 2023

To Astoria School District Superintendent Craig Hoppes:

It is my pleasure to inform you that our board of directors plans to recognize you at its upcoming regular board meeting, scheduled to take place at 5 p.m. on Nov. 14 at our Clatsop Service Center at 785 Alameda Avenue, Astoria OR 97103.

I want you to know the following:

I am grateful to Craig Hoppes and his partnership with NWRESD. Craig is the longest serving member of our NWRESD Superintendent Council and a vocal advocate for collaborative work on behalf of students not only in his district, but across the entire four-county region. Craig is also a champion for increasing and improving early learning programs to support children and families before kindergarten. Because of his dedication to that work, the ESD approached him to co-locate our early learning programs at Gray Elementary towards expanding critical support services. Craig has shepherded this effort from the beginning. Moving is never easy, but thanks to Craig, it was certainly easier. We have already begun to expand early learning opportunities for young children and their families in Astoria and the surrounding communities, and we look forward to continuing this work together.

Our board will ask questions to get to know you better, such as:

- What does having NWRESD co-located in an Astoria School District building mean for your partnership?
- What challenges is the Astoria School District currently facing? What would you like the NWRESD board to know about the work you are doing with students, families and/or partners?

The "Recognition and Good News" agenda item is scheduled to take place at 5:15 p.m. It typically takes 10 to 15 minutes to get through introductions and board questions. Please RSVP and send any questions to Valerie White at vwhite@nwresd.k12.or.us or 503.614.1401. Dinner will be provided before the meeting begins. [Meeting information is posted at nwresd.org](http://nwresd.org). A complete agenda will be posted to this page by the Friday before the board meeting is scheduled to take place.

Sincerely,

A handwritten signature in blue ink, consisting of a stylized 'D' and 'G' connected by a horizontal line.

Dan Goldman
Superintendent

■ Clatsop County
503-325-2862
785 Alameda Avenue
Astoria, OR 97103

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

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

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



5825 NE Ray Circle Hillsboro,
OR 97124-6436

Oct 30, 2023

To Melissa Palanuk (on behalf of the Native Youth Wellness Warriors Committee)

In recognition of Native American Heritage Month this November, it is my pleasure to inform you that our board of directors plans to recognize you at its upcoming regular board meeting. The meeting is scheduled to take place at 5 p.m. on Nov. 14 at our Clatsop Service Center at 785 Alameda Avenue, Astoria OR 97103. You are also welcome to attend virtually.

Inger McDowell-Hartye, Equity Program Administrator, said:

"Working with this incredible committee on the first-ever Pow Wow and Native Youth Wellness Warriors Conference was a great experience for our students and families. The committee has been very involved in every aspect of stewarding the funds for this grant to ensure it reaches our Indigenous communities."

Our board will ask questions to better understand the partnership, such as:

- Can you tell us more about the Native Youth Wellness Warriors committees work?
- What does your ongoing work under this grant look like moving forward and what support do you need to ensure we continue the work?

The "Recognition and Good News" agenda item is scheduled to take place at 5:15 p.m. It typically takes 10 to 15 minutes to get through introductions and board questions. Please RSVP and direct any questions to Valerie White at vwhite@nwresd.k12.or.us or 503.614.1401. [Meeting information is posted at nwresd.org](#). A complete agenda will be posted to this page by the Friday before the board meeting is scheduled to take place.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Dan Goldman', with a stylized flourish at the end.

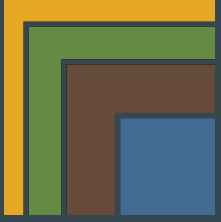
Dan Goldman
Superintendent

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CONSENT AGENDA



NWRESD Board of Directors Meeting Minutes
October 17, 2023 - Virtual

Executive Session & General Session

EXECUTIVE SESSION [Executive Session Statement](#)

CALL TO ORDER - Chair Dougherty called the Executive Session to order at 4:30 pm.

Board: Becky Tymchuk, Chris Riley, Doug Dougherty, Ernest Stephens, Maureen Wolf, Miriam Meneses-Rios, Ross Tomlin, Tony Erickson, Yadira Martinez

Staff: Dan Goldman, Debbie Simons, Jordan Ely, Stuart Long, Valerie White

[ORS 192.660\(2\)\(d\)](#) *To conduct deliberations with persons you have designated to carry on labor negotiations.*

ADJOURN - Chair Dougherty adjourned the Executive Session at 5:02 pm.

GENERAL SESSION

CALL TO ORDER - Chair Dougherty called the general session to order at 5:05 pm.

Board: Becky Tymchuk, Chris Riley, Doug Dougherty, Miriam Meneses-Rios, Ross Tomlin, Tony Erickson, Yadira Martinez, Ernest Stephens, Maureen Wolf

Staff: Dan Goldman, Debbie Simons, Stuart Long, Valerie White

[PLEDGE OF ALLEGIANCE / LAND ACKNOWLEDGEMENT](#)

Director Stephens led the board in the pledge of allegiance and Director Tymchuk provided the land acknowledgement.

AGENDA REVIEW/REVISION. None

SUPERINTENDENT REPORT

Superintendent Goldman noted the fall traditions happening in school districts all around our region. Parent connection events at SEL schools were well-attended and inspiring for families and staff. Prior year data assessments were also top of mind for districts as they were currently released via Oregon Schools Data Dashboard, which is a powerful tool, however, does not always reflect accurate information due to Oregon's state assessment opt out options for families. EI/ECSE current funding levels and hopes for securing more funds for the Early Learning department at the upcoming legislative session was also discussed by Superintendent Goldman. Continuing with legislative impacts on our agency, Superintendent Goldman discussed the Joint Task Force on Statewide Salary Schedules which will look at the pros and cons of a statewide schedule. Of note, director Stephens and our CHRO, Debbie Simons, are working with legislators on this task force. Superintendent Goldman updated the board on our licensed staff contract negotiations. Finally, upcoming NWRESD-led events were noted and board members were encouraged to attend if possible.

RECOGNITION AND GOOD NEWS

Tracey Goldner, Communications Director and Cathleen Jensen, Executive Director of K-12 SpEd introduced Regional Teacher of the Year, Carissa Martos and NWRESD Teacher of the Deaf/Hard of Hearing. Cathy expressed how proud she and Dan both are of Carissa and the passion that she brings to her position. A note from Carissa's supervisor, Laurie Harrison, noted Carissa's dedication to her students and community. Carissa Martos discussed her students and continuing education. Superintendent Goldman thanked Carissa for all her efforts on behalf of her students. Chair Dougherty asked if Carissa has been able to share her passionate advocacy outside of our region. Superintendent Goldman noted that RIS (Regional Inclusive Services), of which Carissa is involved with, has had flat funding for a number of years and noted that Carissa will be helping the NWRESD at the legislative level to help increase funding. Carissa talked about one of her student's address of the Oregon legislature last year and that she hopes that the legislature can hear from more students. Chair Dougherty thanked Carissa for her efforts.

PUBLIC COMMENT - Chair Dougherty recited our Public Comment Guidelines. Indigo Davis greeted the board and recited her home address. Ms. Davis addressed the board for approximately 3 minutes.

CONSENT AGENDA

Chair Dougherty entertained a motion by Director Tomlin to approve the consent agenda as presented. The motion was seconded by Director Riley and approved unanimously.

REPORTS AND DISCUSSION

Akari Jensen, Northwest Outdoor Science School (NOSS) Principal, updated the board regarding outdoor school attendance numbers, including data regarding underserved student populations. Principal Jensen discussed NOSS' key strategies for the year which include: Focused supports for a diverse student populations such as providing printed resources in multiple languages for ELL students, 2SLGBTQIA+ inclusion practices, staffing camps with Equity and Inclusion Advocates, partnering with accessibility resources for campers who may need special equipment in order to attend NOSS with their peers or reaching out to specific affinity groups while recruiting student leaders to ensure the student leader program is reflective of the student population at NOSS. Finally, Principal Jensen discussed staff PD "Critical Orientations", NOSS' required training program for all NOSS staff, detailing NOSS' focus on "indigenuity" or the process of ensuring indigenous perspectives are honored in Outdoor School programming. Chair Dougherty shared that he has had the opportunity to visit outdoor school programs over the years and enjoyed seeing the rich education and students getting to know each other in a different environment. Superintendent Goldman asked Principal Jensen about the dynamic of creating safe spaces for 2SLGBTQIA+ students and staff and the flashpoint which that has created in our nation's current political climate. Principal Jensen detailed the guidance ODE provided which NOSS leaned on to ensure all students and staff are affirmed and supported regardless of pushback from districts.

Debbie Simons, CHRO discussed progress with our new employee orientation and onboarding processes as well as current hiring data. CHRO Simons then introduced NWRESDs new Talent Acquisition and Retention Administrator, Yolanda Coleman who shared that the way in which onboarding is offered to new staff has changed and that new staff now have the opportunity to self-select when they would like to complete onboarding. Additionally, all departments are represented in orientation of staff to ensure new staff have opportunities to ask questions of all departments including HR, payroll, technology, equity, etc. Equity and Family Partnerships have had an increased role in ensuring new staff have opportunities for deeper learning about our commitment to equity across the agency. HR office hours were discussed as another way for HR staff to meet regularly with any staff who have questions or concerns. Chair Dougherty noted the value in staff feeling heard and supported in this manner and applauded the HR department for their efforts. Director Erickson addressed the efforts of the HR department and offered his support. Director Meneses-Rios also commended the HR department in their efforts to offer continuing equity education for new and existing staff. Director Tomlin noted his appreciation for those efforts and even suggested he may borrow some of the tools noted for his organization.

Jerome Townsend, Director of Instruction, introduced the College and Career Readiness department's updates with regard to CTE programs. Jaimie Brady, Career & College Readiness Coach, detailed the CCR team's efforts to meet NWRESD strategic plan goals to serve all students, particularly those who have been historically marginalized and the data processes which are in place to help ensure this. One of the CCR team's projects for the year is the Junior Achievement Hillsboro Discovery Center which will have it's grand opening in early November. This facility brings financial and business training to middle school students throughout the region and will ensure students in our coastal and rural communities will have the opportunity to experience this invaluable program. Jaimie also shared the CCR teams use of the SchoolLinks Career & College Readiness Platform with districts and the support it offers schools and students with postsecondary planning. Finally, Jaimie presented information about CodeORCreate, a student event which offers attendees the opportunity to engage in a fun learning experience, and Career Guidance Collaboratives, working with districts to offer collaborative opportunities for high school educators to support the students in their districts. Director Tomlin acknowledged the struggle with transitioning students from high school to college and expressed appreciation for the CCR's efforts to mitigate that difficulty. Director Tymchuk also expressed her excitement that Junior Achievement will provide their services to more students.

Debbie Simons, CHRO presented the first read of policies BDC - Executive Sessions & GCBDA/GDBDA - Family Medical Leave. CHRO Simons explained the proposed changes to each policy. Administrative Reports - Superintendent Goldman noted that the NWRESD department administrative reports are chock full of information about what our staff and students have been up to and what they will be doing next.

ACTION ITEMS

[Resolution 23-015: National Native American Heritage Month](#) was introduced by Liwaru, our Director of Equity and Family Partnerships. Liwaru read Resolution 23-015 and noted the educational links on the last page. Director Riley noted how helpful those links are. Chair Dougherty acknowledged the work that is being done, particularly in his region, with regard to indigenous perspectives. Dougherty entertained a motion by Director Riley to adopt Resolution 23-015: National Native American Heritage Month as presented. The motion was seconded by Director Stephens and approved unanimously.

[September 2023 Financial Report](#) was presented by CFO Jordan Ely, who focused discussion on the general fund, special revenue fund and how the NWRESD's current basis of accounting can skew the report. CFO Ely noted that some parts of the report may look differently than prior years due to this change. Chair Dougherty entertained a motion by Director Tomlin to accept the September 2023 financial report as presented. The motion was seconded by Director Stephens and approved unanimously.

BOARD MEMBER COMMENTS - Chair Dougherty encouraged board members and other board attendees to attend their local district board meetings. Chair Dougherty solicited comments from board members. There were none.

ADJOURN Chair Dougherty adjourned the meeting at 6:56 pm.



Northwest Regional Education Service District

November 14, 2023

TO: Board of Directors

FR: Debbie Simons, CHRO

RE: Approval of October 2023 Personnel Report

EXPLANATION: Please see the attached personnel report prepared by Lysie Scharpf, Human Resources Specialist.

PRESENTER(S): Debbie Simons, CHRO
SUPPLEMENTARY MATERIALS: [October 2023 Personnel Report](#)
RECOMMENDATION: The administration recommends adoption of the October 2023 Personnel Report as presented.
PROPOSED MOTION: "I move to accept the October 2023 Personnel Report as presented."

**Northwest Regional Education Service District
PERSONNEL REPORT
October 9, 2023 – November 3, 2023**

New Hires

Name	Position	Department	Building	New Hire/ Transfer	Tentative Start Date
Abigail Lutskovsky	Coordinator	Early Learning	Washington Service Center	Transfer	10/30/2023
Lacey Brown	Administrative Specialist	Instructional Services	Washington Service Center	New Hire	10/23/2023
Laurel Fischer	Professional Learning Coach Team Lead	Instructional Services	Washington Service Center	Transfer	10/09/2023
Dhanalakshmi Karthikeyan	Early Childhood Education Specialist	Early Learning	Tualatin Early Childhood Center	New Hire	10/30/2023
Radha Joy	Speech Language Pathologist	Early Learning	Beaverton Early Childhood Center	New Hire/Former Contractor	11/06/2023
Amy Holznagel	Instructional Coach	Early Learning	Beaverton Early Childhood Center	New Hire	12/08/2023
Jennilyn Wilson	Business Analyst	Fiscal Services	Washington Service Center	Transfer	07/24/2023
Sandra Summers	Instructional Assistant	Early Learning	Clatsop Service Center	New Hire	11/06/2023
Jacinta Lopez Haas	Instructional Assistant	Early Learning	Tualatin Early Childhood Center	New Hire	11/06/2023
Lisa Rainsberger	Administrative Assistant	Early Learning	Washington Service Center	New Hire	11/27/2023
Angela Healy	Early Childhood Education Specialist	Early Learning	Hillsboro Early Childhood Center	New Hire	11/13/2023

Resignations, Retirements & Separations

Name	Position	Department	Last Day of Employment	Details/Comments
Gabriella Bean	Instructional Assistant	Early Learning	October 30, 2023	Resignation
Kara Welborn	Occupational Therapist	Early Learning	December 15, 2023	Resignation
Danielle Thompson	Registered Nurse	Special Student Services	November 16, 2023	Resignation
Sarah Andrews	Early Childhood Education Specialist	Early Learning	TBD	Resignation
Robin Lindsey	Administrative Assistant	Early Learning	October 27, 2023	Deceased
Sheri Johnson	Early Childhood Education Specialist	Early Learning	November 15, 2023	Separation

Currently Advertised Vacancies

Currently Advertised Vacancies is a snapshot in time for jobs that are currently posted as of 11.3.23.

Open Position	Category	Department	Original Post Date	Comments
School Psychologist - Rainier School District	Licensed	Special Student Services	05/31/2023	1.0 FTE - Transfer
ASL Teacher – REPOSTED from 3/2023	Licensed	Special Student Services	06/27/2023	0.33 FTE - Resignation
Instructional Assistant – BECC (two available positions)	Classified	Early Learning	07/13/2023	0.9375 – Previously Unfilled
Speech Language Pathologist- Columbia Service Center	Licensed	Early Learning	07/26/2023	1.0 FTE – Retirement
Early Childhood Education Specialist – BECC	Licensed	Early Learning	08/01/2023	1.0 FTE – Resignation
Instructional Assistant – Columbia Academy	Classified	Social Emotional Learning Schools	08/21/2023	0.85 FTE – Transfer
Speech Language Pathologist- HECC	Licensed	Early Learning	08/30/2023	1.0 FTE - Resignation
Instructional Assistant – HECC	Classified	Early Learning	09/27/2023	0.9375 FTE - Resignation
ASD Consultant – St. Helens School District	Licensed	Special Student Services	10/03/2023	1.0 FTE - Resignation
Instructional Assistant – Clatsop Service Center – REPOST from April 2023 – 2 Open Positions	Classified	Early Learning	10/03/2023	0.9375 FTE – Previously unfilled vacancies
Regional Educator Pathway Navigator	Licensed	Human Resources	10/05/2023	1.0 FTE – New Position
Teacher of the Visually Impaired – 2 Open Positions	Licensed	Special Student Services	10/18/2023	1.0 FTE- Remains Unfilled
Speech Language Pathology Assistant – Seaside School District	Classified	Special Student Services	10/20/2023	1.0 FTE – New Position
Instructional Assistant – TECC	Classified	Early Learning	10/26/2023	0.9375 FTE - Resignation
Occupational Therapist – BECC	Licensed	Early Learning	10/26/2023	1.0 FTE - Resignation

Diverse Educator Pathway Higher Education Liaison	Licensed	Human Resources	10/27/2023	1.0 FTE - Resignation
Early Childhood Education Specialist –Early Intervention – HECC	Licensed	Early Learning	1/01/2023	1.0 FTE - Resignation
Registered Nurse – Tigard Tualatin School District	Licensed	Special Student Services	11/01/2023	1.0 FTE - Resignation
Speech Language Pathologist – BECC	Licensed	Early Learning	11/01/2023	1.0 FTE - Resignation
Instructional Assistant – Columbia Service Center	Classified	Early Learning	11/01/2023	0.9375 – New Position

Currently Advertised Vacancies – Northwest Outdoor Science School

Currently Advertised Vacancies is a snapshot in time for jobs that are currently posted as of 11.3.23.

Open Position	Category	Department	Original Post Date	Comments
Field Instructor – Spring 2024 Session	Limited Term	NOSS	11/02/2023	3 open positions



Northwest Regional Education Service District

November 14, 2023

TO: Board of Directors

FR: Debbie Simons; Chief Human Resources Officer

RE: Proposed Adoption of Policies BDC: Executive Sessions & Policy GCBDA/GDBDA: Family Medical Leave

EXPLANATION:

Policy BDC: Executive Sessions - House Bill 2805 (2023) and House Bill 2806 (2023) added new provisions to Public Meetings Law and executive sessions, expanded Oregon Government Ethics Commission (OGEC) oversight of public meetings law. The new public meetings law provisions for executive sessions (HB 2806), which now include considering matters relating to the safety of the board, ESD staff and volunteers and the security of ESD facilities and meeting spaces, as well as considering matters relating to cyber security infrastructure and responses to cyber security threats, are effective now.

Policy GCBDA/GDBDA: Family Medical Leave - During the 2023 Legislative Session, multiple bills were passed amending Paid Family Medical Leave Insurance (PFMLI) and the Oregon Family Leave Act (OFLA). The changes to these policies reflect those amendments. These leave laws apply differently to ESDs based on the number of employees that an ESD has. Version 1 of GCBDA/GDBDA- Family Medical Leave * and its Administrative Regulation (AR) are for ESDs with 50 or more employees (the ESD is subject to OFLA and employees may be eligible for FMLA). The board should delete current GCBDA/GDBDA – Family Medical Leave* and replace it with one of the new versions.

PRESENTER(S):

Debbie Simons, Chief Human Resources Officer

SUPPLEMENTARY MATERIALS:

[Final Proposed Policy: BDC - Executive Sessions](#)

[Final Proposed Policy: GCBDA/GDBDA - Family Medical Leave](#)

RECOMMENDATION:

Administration recommends adoption of Policies BDC and GCBDA/GDBDA, including the deletion of the existing GCBDA/GDBDA policy as presented.

PROPOSED MOTION:

"I propose the adoption of Policies BDC and GCBDA/GDBDA, including the deletion of the existing GCBDA/GDBDA policy as presented."

Northwest Regional ESD

Adopted: 10/21/08

Revised/Readopted: 4/18/17, 11/14/23

Orig. Code(s): BDC

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student.

An executive session may be included as an agenda item of an existing meeting, in accordance with Board policy [BDDC, Board Meeting Agenda](#), or held as its own meeting. Proper notice is required.

If open session is held prior to the executive session, the presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.¹ (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))

¹ This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure:

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
- d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

² To determine whether the individual involved is considered a public officer, consult with legal counsel.

7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To discuss matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations; and
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.045](#)

[ORS 332.061](#)

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon Government Ethics Commission, [Staff Advisory Opinion](#) No. 22-106S

[House Bill 2806](#) (2023)

Northwest Regional ESD

Code: GCBDA/GDBDA

Adopted: 11/14/2023

Family Medical Leave

When applicable, the ESD will comply with the provisions of the Family and Medical Leave Act (FMLA), the Oregon Family Leave Act (OFLA)¹, the Oregon Military Family Leave Act (OMFLA), Paid Family Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the ESD for at least 12 months, have worked at least 1,250 hours during the past 12-month period and worked at a worksite that employs 50 ESD employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins: there is no minimum average number of hours worked per week. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee’s eligibility for OMFLA.

PMFLI is generally available to ESD employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years², contributed to the PMFLI fund in the alternate or base years and are otherwise eligible.³

Federal and state leave entitlements generally run concurrently.

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

[ORS 659A.090](#) [ORS 659A.093](#) [ORS 659A.099](#) [ORS 659B.010](#)
[ORS 659A.096](#) [ORS 659A.150 - 659A.186](#) [OAR 839-009-0200 - 0320](#)

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017). Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2012); Family and Medical Leave Act, 29 C.F.R. Part 825 (2017).

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Escriva v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

[Senate Bill 999 \(2023\)](#).

¹OFLA applies to employers with 25 or more employees in Oregon (ORS 659A.153) and OMFLA applies to all public-sector employers in Oregon. (ORS 659A.090(2)) (Oregon BOLI Leave Laws – 2023 Edition)}

²The wages are not required to have been earned for work in the ESD.

³See OAR 471-070-1010 for additional information.



Northwest Regional Education Service District

November 14, 2023

TO: Board of Directors

FR: Elena Barreto, Regional Coordinator, Northwest Early Learning Hub

RE: Northwest Early Learning Hub Coordination Grant Renewal 2023-2025

EXPLANATION: The Oregon Department of Early Learning and Care contracts with Northwest Regional Education Service District to serve as the Early Learning Hub, known as Northwest Early learning Hub for Clatsop, Columbia, and Tillamook counties.

The purpose of an Early Learning Hub is to support an aligned, coordinated and family centered early childhood system in which families receive the support they need to be healthy, stable, and attached and their children receive the early learning experiences they need to thrive. Effective early childhood systems integrate a diverse array of accessible, high-quality services and supports across multiple sectors and domains (e.g., early learning and development, health and mental health, family leadership and support) to ensure policies and practices are aligned with goals for equitable early childhood development.

Required activities for the Early Learning Hub include:

- In partnership with Hub Governance Council and Parent Leadership Council, lead regional alignment and coordination of early learning systems.
- Complete Regional System Assessment, Early Childhood Service Analysis, Regional Early Learning System Strategic Plan.
- Identify activities and distribute funds needed to provide Family Support and Preservation Services, and implement Kindergarten Readiness Partnership and Innovation Program.

PRESENTER(S):

Stacy Rager, Executive Director of Early Learning

SUPPLEMENTARY MATERIALS:

[DELIC Grant #23046](#)

RECOMMENDATION:

To approve the NW Early Learning Hub Coordination Grant Renewal Agreement as presented.

PROPOSED MOTION:

"I move to approve the NW Early Learning Hub Coordination Grant Renewal Agreement as presented."

STATE OF OREGON GRANT AGREEMENT

Grant No. 23046

This Grant Agreement (“Grant” or “Grant Agreement”) is between the State of Oregon acting by and through its Department of Early Learning and Care (“Agency”) and Northwest Regional ESD, on behalf of NW Regional Early Learning Hub (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to ORS 329.172, 336.101, 336.104, 329.175 and 417.827, Agency is authorized to enter into a grant agreement and provide funding for the purposes described in this Grant.

SECTION 2: PURPOSE

The purpose of this Grant is to provide funding to the Grantee as the coordinating body which identifies early learning resources and services, coordinates delivery of those resources and services to children 0 to 6 and their families, and helps to align resources in order to achieve outcomes related to kindergarten readiness, stable and attached families, and system coordination.

SECTION 3: EFFECTIVE DATE, DURATION, AND PERFORMANCE PERIOD

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Execution Date”), this Grant is effective and has a Grant funding start date as of October 1, 2023 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2025 (“Performance Period”).

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Karla Branson, Grant Manager

Department of Early Learning and Care
700 Summer Street NE, Suite 300; Salem, OR 97301
Phone: 971-719-6153 | karla.branson@delc.oregon.gov

4.2 Grantee’s Grant Manager is;

ElenaBarreto,

Regional Coordinator
Northwest Regional ESD
5825 NE Ray Circle
Hillsboro, Oregon 97124
503-614-1682 | ebarreto@nwresd.k12.or.us

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth on Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending September 30, 2025 (the “Performance Period”). The Performance Period is the period during which services under this Grant must be performed. Under no circumstances will Agency pay for any Project activities performed outside of the Performance Period, unless the Grant has a fully executed amendment extending the end date of the Grant and the Performance Period.

SECTION 6: GRANT FUNDS

6.1 In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to **\$ 956,207** (“Grant Funds”) for the Project. Agency will pay the Grant Funds from monies available through its state General Funds, Federal Funds and Other Funds (federal) appropriations (“Funding Source”). Allocation of funds is as follows:

	General	Other Funds-Fed (Title IV-B)	Total
Oct 1, 2023 - June30, 2025			
Hub Coordination	581,439		581,439
Family Preservation		21,623	21,623
Family Supports		24,024	24,024
Stable, Healthy & Attached Families	36,676		36,676
KPI	174,462		174,462
Total			838,224
July 1, 2025 - Sept 30, 2025			
Hub Coordination	80,501		80,501
Family Preservation		3,234	3,234
Family Supports		3,594	3,594
Stable, Healthy & Attached Families	5,083		5,083
KPI	25,571		25,571
Total			117,982
Total Grant Agreement			956,207

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1** Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.
- 7.1.2** Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.
- 7.1.3** Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.
- 7.2 Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:
- 7.2.1** Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;
- 7.2.2** No default as described in Section 15 has occurred; and
- 7.2.3** Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.
- 7.3 No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.
- 7.4 Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

8.1 Organization/Authority. Grantee represents and warrants to Agency that:

- 8.1.1 Grantee is duly organized and validly existing and has all necessary rights, powers and authority under any organizational documents and under Oregon law to (a) execute this Grant, (b) incur and perform its obligations under this Grant, and (c) receive financing, including the Grant Funds, for the Project;
- 8.1.2 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.3 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.4 There is no proceeding pending or threatened against Grantee before any court of governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

8.2 False Claims Act. Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by the Oregon False Claims Act against the Grantee.

8.3 No limitation. The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: GRANTEE SUB-AGREEMENTS AND PROCUREMENTS

9.1 Grantee may enter into agreements with subgrantees or contractors (collectively, "subagreements") for performance of specific services for the Project only in accordance with Sections 9.1.1 to 9.1.5.5 and only after receiving written approval from the Agency's Grant Manager.

9.1.1 All subagreements must be in writing executed by Grantee and must incorporate and pass through all of the applicable requirements of this Grant Agreement to the contractor or subcontractor. Use of a subagreement does not relieve Grantee of its responsibilities under this Grant Agreement.

9.1.2 Grantee agrees to provide Agency with a copy of any signed subagreement upon request by Agency. Any substantial breach of a term or condition of a subagreement must be reported by

Grantee to Agency within ten (10) days of its discovery by Grantee.

- 9.1.1 Grantee must purchase any equipment, materials, or services for the Project under procedures that comply with Oregon law, including any applicable provisions of the Oregon Public Contracting Code and its implementing rules.
- 9.1.2 Grantee shall not award, enter into, or otherwise participate in any subagreement if a conflict of interest, real or apparent, would arise. Such a conflict arises when any of the following would be a party to the subagreement:
 - 9.1.2.1 An employee, officer, or agent of the Grantee (“Related Person”);
 - 9.1.2.2 A Related Person’s spouse, domestic partner, parent, stepparent, child, sibling, stepsibling, son-in-law or daughter-in-law;
 - 9.1.2.3 The parent, stepparent, child, sibling, stepsibling, son-in-law or daughter-in-law of the spouse or domestic partner of a Related Person;
 - 9.1.2.4 Any individual for whom a Related Person has a legal support obligation; or
 - 9.1.5.5 An organization in which any of the individuals identified above is a partner, member, or employee or from which the individual otherwise receives a financial benefit.

SECTION 10: CONFIDENTIAL INFORMATION

- 101 **Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal identifiable information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 102 **Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information, If Agency

requests Grantee to destroy any confidential information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.

- 10.1 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Identity Theft Protection Act, ORS 646A.600-646A.628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600 – 628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.
- 10.2 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.3 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the a background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteers, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section). If legal limitations apply to the indemnification ability of Grantee, this indemnification must be for the maximum amount of funds available for expenditure, including any available contingency funds, insurance, funds available under ORS 30.260 to 30.300 or other available non-appropriated funds.
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or

any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

- 11.1 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit B.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit B or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit B, or (iii) a combination of any or all of the foregoing.
- 12.3 Real Property.** If the Project includes the construction, remodel or repair of real property or improvements to real property, Grantee must insure the real property and improvements against liability and risk of direct physical loss, damage or destruction at least to the extent that similar insurance is customarily carried by entities constructing, operating and maintaining similar property or facilities.

SECTION 13: GOVERNING LAW, JURISDICTION

- 13.1** This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh

amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

15.1 Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events:

- 15.1.1** Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;
- 15.1.2** Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made;
- 15.1.3** A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

15.2 Agency. Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

16.1 Agency Remedies. In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (a) termination of this Grant under Section 18.2, (b) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (c) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance

standards under this Grant, (d) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (e) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (f) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.

- 16.1 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee’s sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency’s written demand:

- 17.1** Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2** Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3** Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4** Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 By Agency.** Agency may terminate this Grant as follows:
- 18.2.1** At Agency’s discretion, upon 30 days advance written notice to Grantee;
- 18.2.2** Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency’s reasonable administrative discretion, to perform its obligations under this Grant;
- 18.2.3** Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency’s performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source;

or

18.2.1 Immediately upon written notice to Grantee, if Grantee is in default under this Grant

18.3 By Grantee. Grantee may terminate this Grant as follows:

18.3.1 If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

18.3.2 If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer, or employee of Grantee.

19.2 Nonappropriation. Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon

the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

- 19.1 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.
- 19.2 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.3 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.
- 19.4 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.5 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.6 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency's consent to Grantee's assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.7 Contracts and Subgrants.** In accordance with Section 9, Grantee may not, without Agency's prior consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant, Agency's consent to any contract or subgrant will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.8 Time of the Essence.** Time is of the essence in Grantee's performance of the Project activities under this Grant.
- 19.9 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee's performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are

collectively referred to as “Records.” Grantee acknowledges and agrees Agency and the Oregon Secretary of State's Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.

19.1 Headings. The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.

19.2 Grant Documents. This Grant consists of the following documents, which are incorporated by this reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit D (Federal Terms and Conditions)
- Exhibit A (the “Project”)
 - Exhibit A Attachment 1
 - Exhibit A Attachment 2
 - Exhibit A Attachment 3
- Exhibit B (Insurance)
- Exhibit E (Federal Award Identification)

19.3 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

(The remainder of this page is intentionally left blank, next page Signatures.)

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Early Learning and Care

Lori Nordlien, Procurement Director

Date

Northwest Regional ESD

Authorized Signer

Date

Printed Name, Title

Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

Approved by email AAG Kevin Gleim
Department of Justice

09/28/23
Date

EXHIBIT A THE PROJECT

PART I – DEFINITIONS

Capitalized terms used in this Grant Agreement shall have the meanings given in OAR 414-900-0010 effective January 14, 2014, or as later amended, unless another meaning is specifically provided in this Grant Agreement.

Administrative Overhead means any dollar expended or coordinated by Agency for Early Learning Services that is not spent directly on services for children or on preparing and evaluating services for children. This is the cost of operating administrative functions supporting the delivery of Early Learning Services by the Early Learning Hub or an Early Learning Service Provider and may include staff duties such as payroll processing and data collection, entry, and analysis, and non-program related costs including space, supplies, and phones. If individuals spend more than 15 percent of their time on these functions, their salaries and expenses must be prorated between program and Administrative Overhead.

Asset-based Mindset means a mindset that focuses on seeing potential rather than deficits and draws upon the strengths of children, families, and communities to develop and enhance Early Learning Hub’s services.

At Risk means a term used to describe children who are considered to have a higher probability of non-optimal child development and learning.

Community of Practice (“CoP”) means a group of peers focused on a specific topic, formed to connect with others, engage in conversations and learning opportunities and to share resources, ideas, and information that will benefit the community as a whole.

Community Plan” or Community Planning means a set of planning processes and activities, which identifies system, organizational, professional, and individual assets and needs, in an Early Learning Hub region. Community Planning and Community Plans are intended to inform individual Hub investments, goals, objectives, and strategies, as well as the statewide expansion of high-quality early learning programming, supports, and services. Planning activities may be initiated at the discretion of a Hub and/or at the request of the Department of Early Learning and Care.

Continuous Quality Improvement (CQI) means a data-based, reflective, cyclical system of focused, continuous improvement efforts, designed to increase positive outcomes for children and families.

Coordinated Enrollment (“CE”) means the process of Early Learning Hubs collaborating with partners to coordinate efforts within three buckets of work related to enrollment into publicly funded Early Learning Services: 1) marketing, outreach and recruitment; 2) eligibility determination and programming; and 3) selection and placement.

Coverage Area means the geographic area in which Early Learning Hub will be coordinating Early Learning Services and providing the services required by this Agreement.

“Coordinated Enrollment Implementation Plan” means the deliverables related to the successful execution of the Coordinated Enrollment program, which is under a separate Hub agreement and funding allocation.

“Early Care and Education or ECE Settings (“ECE”) means early learning and development programs providing center and home-based services to children aged birth through five years, such as Head Start, Oregon Pre-Kindergarten, Preschool Promise, Baby Promise, K-12 programs, Early Intervention/Early Childhood Special Education, other preschool programs, and childcare. These services are further defined as including the formal settings outside of the home, regardless of funding source, that provide care and education for children from birth through kindergarten entry.

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Early Educators means those who care for young children as family, friend, neighbor, license-exempt, regulated subsidy, registered family, certified family, or certified center Early Educators.

Early Intervention/Early Childhood Special Education (“EI/ECSE”) Program means services for children ages 0-5 with disabilities.

Early Learning Hub (“Hub”) means an entity designated under ORS 417.827 and under contract with Agency to coordinate, build, and strengthen local early learning services and Early Learning Systems through which young families can easily connect with needed supports and services in the designated regional structures within Oregon.

Early Learning Hub Theory of Change: Similar to a logic model the Theory of Change demonstrates impacts, changes, and strategies a community will use to create their targeted changes, and how they will work together to develop these strategies.

Early Learning Services means Services that support the development of children, with the purpose of preparing them to arrive ready for kindergarten. Early Learning Services include but are not limited to: early education and childcare programming, health services and supports, home visiting services, Respite Care, and developmental screening.

Early Learning Service Provider (“Provider”) means any entity or professional working in early learning and development programs including, but not limited to, center-based and family child care providers, infant and toddler specialists, early intervention specialists, early childhood special educators, home visitors, Respite Care providers, related service providers, administrators, Head Start and Early Head Start teachers, preschool and other teachers, teacher assistants, family service staff, and health coordinators.

Early Learning System means cross sector initiative, inclusive of health, human services, early care and education, housing, etc., working in concert to coordinate policies, programs, and services, create infrastructure, improve integration, and achieve scale.

First Tier Subcontractor means a person or company under direct contract to Early Learning Hub, but due to the nature of their work, have a potential impact on Early Learning Hub, as well as Agency’s, liability.

Goal means long-range expression of success for a population of children/families.

Historically Underserved Communities means communities the Early Learning Council Equity Implementation Committee identified in 2016 as African American, Asian and Pacific Islander, English Language Learners, Geographically Isolated, Immigrants and Refugees, Latino, Tribal Communities, and Children with Disabilities, Economic Disparities, or of Incarcerated Parents/Parental Figures.

Key Activities means actions that are carried out in order to achieve identified strategies.

Learning Collaborative means a group of peers working together to focus on implementing evidence-based practices and to study and apply strategies, share resources, ideas and lessons learned.

Mandatory Reporter means a person who, because of his or her profession, is legally required to report any suspicion of child abuse or neglect to the relevant authorities. Mandatory reporting law in Oregon is covered under 419B.005 through 419B.045.

Metric means any type of quantitative gauge used in the practice of performance measurement and management.

Outcome means the end result of the implementation of a strategy or strategies that indicates whether progress has been made towards the overall goal(s).

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Preschool Promise Program means a model for a publicly funded, high-quality preschool system, which leverages high-quality, local and culturally-relevant early child care and education programs and makes them available to children living at or below 200 percent of the federal poverty level.

Priority Population means the children and families in the Coverage Area on which an Early Learning Hub will focus its coordination of Early Learning Services.

Raise Up Oregon – A Statewide Early Learning System Plan (“Raise Up Oregon”) means a cross sector, 5-year strategic plan, which details the objectives, strategies, and activities to realize the Department of Early Learning and Care’s three statewide system goals and vision for young children and their families prior to school entry.

Respite Care means planned, or crisis related short-term relief for families and primary caregivers to restore and strengthen the family’s ability to continue providing care for At-Risk children.

Short-cycle Feedback Loops means a shorter evaluation and reflection process within the larger CQI cycle that allows for refinement of strategies and adjustments to implementation of services.

Spark means Oregon’s Quality Rating and Improvement System, which offers quality improvement consultation, professional development, and resources to help early care and education programs continuously improve quality, with the intention of improving child-provider level interactions.

Strategic Plan: A cross sector, 2-year strategic plan, which details the objectives, strategies, and activities based on the Early Learning Council’s 3 statewide system goals and vision for young children and their families within the Early Learning Hub’s region.

Strategy means the specific plan or plans of action necessary to accomplish a stated objective.

Strength-based Approach means policies, practice methods, and strategies that identify and draw upon the strengths of children, families, and communities to develop and enhance Early Learning Hub’s services.

Systemic System Strategies means a plan of actions, a set of policies, and procedures chosen to create sustainable efforts that promote the service outcomes that result in greater access and opportunities to all services that are being provided by the Early Learning Hub to populations identified as furthest from opportunity.

Technical Assistance (“TA”) means the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients. TA may include coaching, consultation, and professional development advising.

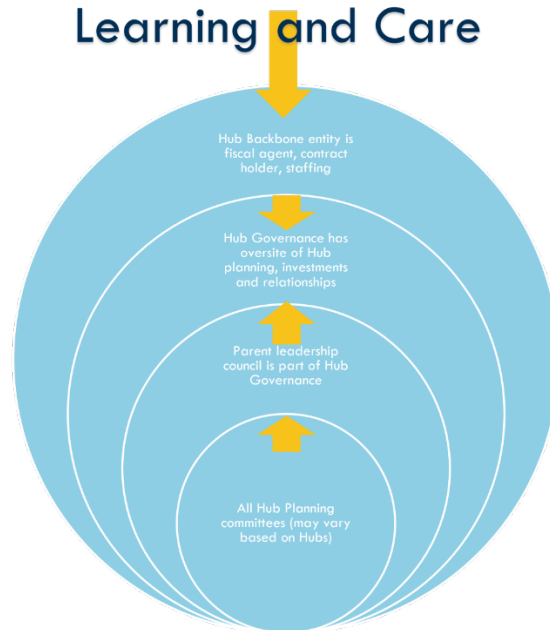
Work Plan means identification and timing of key activities the Early Learning Hub will perform, the roles and indicators the Early Learning Hub will use, and Outcomes for which the Early Learning Hub will be accountable.

PART II – BACKGROUND

The purpose of Early Learning Hubs is to support an equitable, integrated, accessible, inclusive, anti-racist and family centered early childhood system in which all families young children are supported to ensure their well being and their children receive the early learning experiences they need to thrive in early childhood and beyond.

Effective early childhood systems integrate a diverse array of accessible, high-quality services and supports across multiple sectors and domains (e.g., early learning and development, health and mental health, family leadership and support) to ensure policies and practices are aligned with goals for equitable early childhood development.

Department of Early Learning and Care



The leadership groups shown above share responsibilities in shaping meeting agendas, goal setting, and making decisions about policies, strategies, and implementation plans for the Coverage Area.

PART III. SOCIAL EQUITY OBJECTIVES AND RESULTS EXPECTATIONS

The Department of Early Learning and Care’s (DELG) work is in service to children, families, staff, and communities to support all of Oregon’s young children and families to learn and thrive. DELG recognizes that families and children must have access to family-centered resources and supports to address their unique needs.

DELG applies an asset-based mindset and strength-based approach to operationalize social equity. An *asset-based mindset* focuses on seeing potential rather than deficits and draws upon the strengths of children, families, and communities to develop and enhance grantees’ services. A *strengths-based approach* uses policies, practice methods and strategies to identify and draw upon the strengths of children, families, and communities to develop and enhance grantees’ services.

DELG supports culturally responsive services that are respectful of, and relevant to, the beliefs, practices, culture, and linguistic needs of diverse communities. Cultural responsiveness refers to the capacity to respond to the issues of diverse communities. It requires knowledge and capacity at distinct levels of intervention: structural, organizational, interpersonal, and individual.

DELG supports inclusive services that are respectful of, and meet the needs of, children experiencing disability and/or special medical needs. Per the National Association for the Education of Young Children, early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.

Program Expectations and Commitment to Children and Families

- Program staff will work to build a climate that promotes acceptance, inclusion, and respect of all individuals;
- Program staff understands the communities they serve, in a non-static manner, including the communities’ culture, values, norms, history, customs, and particular types of discrimination, marginalization, and exclusion

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they face in this country. Program staff apply that knowledge to services it provides under this Grant in a responsive, non-limiting, and non-stereotyping manner;

- Whenever possible, program staff interact with children and families according to their preferred language and cultural norms including social greetings, family conventions, dietary preferences, welcoming culture, healing beliefs, and spiritual needs;
- Program staff will engage in continuous learning about their own biases, assumptions, and stereotypes that limit their ability to be culturally responsive and to understand how these biases affect their work with children and families;
- Program leadership ensures that applicants and employees are not subjected to unlawful discrimination in hiring, compensation, or the terms, conditions, or privileges of employment because of race, color, religion, sex, sexual orientation, national origin, marital status, age, political affiliation, or disability; and
- Program leadership ensures that any subcontract, purchase, or other agreement used to carry out the Project expressly prohibits the performing entity from subjecting employees or applicants to discrimination in hiring, compensation or the terms, conditions, or privileges of employment because of race, color, religion, sex, sexual orientation, national origin, marital status, age, political affiliation, or disability.

Agency Expectations and Commitment to Grantees

DELIC has identified four priority areas in which to partner with grantees in achieving equitable results: collaboration and cocreation with working partners, communities, and families; supporting partners’ and families’ involvement in strategic planning; and improving both workplace and workforce equity. **Grantees will embed equity-driven activities and results within their strategic work plans.** Where feasible, metrics should also be included.

Some objectives described below may not apply to every grantee.

Equitable Results Area	Description
Working Partners and Community Collaborators Engagement	<ul style="list-style-type: none"> – Grantees collaborate and cocreate with Working Partners and Community Collaborators – Engage with working partners and community collaborators, including families, administrators, teachers, and Department of Early Learning and Care (DELIC), to discuss the issues and obtain insights.
Working Partners and Community Collaborators Empowerment	<ul style="list-style-type: none"> – Grantees support Working Partners and Community Collaborators – Provide opportunities for staff, families, and communities to be involved in training, strategic planning and support their involvement.
Workforce Equity	<ul style="list-style-type: none"> – Grantees improve workforce equity. – Progressively ensure that the identities of staff reflect the changing population of children and families served by the organizations in their geographical areas.
Workplace Equity	<ul style="list-style-type: none"> – Grantees improve workplace equity. – Build/improve an environment that promotes acceptance, inclusion, and respect of all individuals.

PART IV. PROJECT ACTIVITIES AND BUDGET

Project Activities.

1. **Regional Alignment and Coordination – Early Learning System.** Grantee shall:
 - a. Provide adequate Hub staff for level of funding provided to carry out the coordination, administration, communication, and facilitation roles necessary to promote the partnership functions listed in Project Activity 1.
 - i. Agency must be notified if staffing level changes.
 - ii. Background Check. If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of a background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteers, in Project activities or (ii) access to Agency Personal Information or Grantee premises.
 - iii. Ensure all staff who provide Technical Assistance or support on-site in an Early Learning Program follow Agency guidance on Mandatory Reporter and serious health and safety concerns reporting. Guidance can be obtained from Agency.
 - (a) Grantee must ensure that Mandatory Reporter language is included in all subgrants and contracts for services provided onsite where children are present.
 - iv. Ensure Hub staff will participate in Agency-planned technical assistance and training, including, but not limited to;
 - (a) Quarterly learning collaborative(s)
 - (b) Monthly webinars, as requested
 - (c) Work groups, as requested
 - (d) Monthly check-ins
 - (e) Annual site visits and/or monitoring
 - b. In partnership with Hub Governance Council and Parent Leadership Council, lead regional alignment and coordination of early learning systems as follows:
 - Create shared vision for regional Early Learning System;
 - Engage cross sector and community partners;
 - Engage in system focused problem solving and action;
 - Engage in continuous learning and improvement of regional Early Childhood System plans; and
 - Facilitate strategic convening of sector and community partners
 - i. Provide the Hub Governance Council the autonomous authority in all planning, investment and implementation decisions.
 - ii. Follow Oregon’s public meetings laws (ORS 192.610 to 192.695) and public records laws (ORS 192.311 to 192.431) when conducting business and in taking official action.
 - iii. Include a conflict of interest policy in Early Learning Hub’s by-laws that complies with all applicable laws. All representatives of the Early Learning Hub must have a signed conflict of interest statement on an annual basis.
 - iv. Ensure the by-laws of the Hub’s Governance Council include clear objectives.
 - (a) By-laws must include a transparent policy development and decision-making process for Hub investments that clearly articulates the use of the Hub’s conflict of interest policy in all actions and decisions of the governing body.
 - (b) The Hub shall not amend by-laws related to work or services delivered under this Agreement without prior, written approval of Agency.
 - (c) By-laws shall include clear process for adding Governance members, removing Governance members, and include term limits or a stated lack thereof.

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- v. Ensure Hub Governance Council members participate in Agency-provided training on topics supporting their governance roles and responsibilities as required by Agency.
- c. For Hub Governance Council and Interested Parties Engagement:
 - i. Convene Hub Governance Council every quarter at a minimum.
 - ii. Facilitate shared and distributed leadership across Hub region via convening and leading meetings for:
 - (a) Governance Council;
 - (b) Parent Leadership Council;
 - (c) Other interested party engagement, as necessary.
 - iii. Ensure the Hub Governance Council has members who meet the following criteria:
 - (a) Families identified as the Hub Coverage Area Priority Populations
 - (b) Oregon Department of Human Services;
 - (c) Child Care Resource and Referral agency;
 - (d) The five sectors required by OAR 414-900-0015. Representation of the five sectors must represent the Grantee entire Coverage Area. If there is more than one county in an Early Learning Hub’s Coverage Area, Grantee must demonstrate equitable representation from each sector, in all counties;
 - a. Kindergarten through grade 12 educators and administrators;
 - b. Early Childhood Services;
 - c. Business services;
 - d. Health care services;
 - e. Human and social services; and
 - f. For Grantees with a federally recognized Tribe (or Tribes) within their coverage area, make available a position for a member of each Tribe in the region. Hubs must regularly offer participation in the case of a vacant position.
 - iv. Ensure committee and engagement work includes interested parties representing diverse perspectives, including families who represent the Hub Coverage Area Priority Populations, direct service providers, local leaders, and required sector partners in all phases of the Hub’s work. Participation should be sought and fostered from:
 - (a) African-American, Tribal, and communities that have historically been underrepresented;
 - (b) Communities that speak a primary language other than English; and include
 - (c) Organizations serving children experiencing a disability and families of children experiencing a disability and/or special medical needs
 - v. Include a Parent Leadership Council within the Hub governance structure. Ensure membership and active engagement in the Parent Leadership Council from families who represent the Hub Coverage Area Priority Population.
 - vi. Participate in ongoing technical assistance with Agency staff and Agency contractors to assure the effective operations of the Parent Leadership Council and the integration of the Parent leadership council within the overall Governance structure for the region.
 - vii. Provide the necessary financial, logistic, and professional learning support and conditions to ensure that Governance and Parent Council members, especially families from Priority Populations, can fully and authentically engage in all phases of the work. These supports and conditions must include understanding barriers to system goals, designing and implementing strategies, and learning for continuous improvement.
 - viii. Submit a 30-day prior written notice of proposed governance-structure design changes to the Agency Agreement Administrator for approval.
- d. If Grantee is a fiscal agent for a Child Care Resource and Referral agency in the Grantee’s coverage area, participate in Agency research convenings as requested to identify opportunities and challenges to

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increase integration and alignment between the Early Learning Hub and the Child Care Resource and Referral agency.

- e. Participate in and complete the deliverables as outlined in part IV Reporting Requirements below. Deliverables must be submitted on the Agency-provided templates and approved by the Agency Grant Manager pursuant to Part IV. Reporting Requirements.

2. Comprehensive 2-Year Strategic Plan and Work Plan

- a. Develop and/or revise and submit to the Agency Grant Manager for review and approval, a two year Strategic Plan that includes objectives, strategies, work plan, and performance measurements.

The following requirements apply:

- a. Select, adapt, and/or design system change strategies to address barriers affecting their local early childhood system as identified by local interested parties (e.g., families, service providers, leaders, etc.) and data sources through the system assessment.
- b. Strategies and Key activities should be related to the successful implementation of *Raise Up Oregon* and other priorities as identified by the Early Learning Council, Department of Early Learning & Care, and related to the Early Learning Hub Theory of Change.
- c. Include in methods to involve parents/caregivers in the operations of the Hub, a process to solicit and receive feedback and information from parents/caregivers in the Priority Populations within the Hub Coverage Area, and to include parent/caregiver voice in the governance structure and the governance decision-making process.
- d. No revision to a previously approved Strategic Plan will take effect until Grantee submits the proposed Work Plan adjustments to the Agency Grant Manager for review and Agency approves the proposed revision.
- e. Align Strategies and related Key Activities described in the Strategic Plan with any work or activities performed under the Coordinated Enrollment program, funded by separate grant agreement.
- f. Demonstrate how Grantee will align strategies described in the Strategic Plan with work or activities performed by the regional Child Care Resource and Referral agency(ies), including but not limited to the following collaborations:
- g. Assist Child Care Resource and Referral in identifying and promoting professional learning opportunities for the region’s early care and education providers.
- h. Assist Child Care Resource and Referral in identifying, implementing, and coordinating cross sector strategies to reduce expulsions and suspensions of Black children, children from communities that have been historically and are currently underrepresented, and children with disabilities from early care and education settings.
- i. Collaborate with Child Care Resource and Referral for building regional access to and availability of childcare and early learning opportunities. Shared work includes, but is not limited to:
 - (a) Raising awareness of childcare shortages in the region;
 - (b) Serving as the strategic convener;
 - (c) Identifying partners who will engage in shared action on regional strategies to build supply;
 - (d) Building availability of and access to childcare that is culturally and linguistically responsive and accessible to historically underserved populations in the region; and
 - (e) Engaging interested parties from, at minimum, families representing the Hub Coverage Area Priority Populations, the business sector, local governance council, and early childhood learning and care (public and private), including childcare business owners and providers.
 - (f) Planning and implementation must take into account populations or geographies prioritized and the preferences of families articulated in the relevant Early Childhood System Analysis;
 - (g) Memorandum of Understanding with region’s CCR&R identifying the agreed upon activities and clarity of each partner’s role in advancing the strategic plan. A template will be provided by the Agency.

- j. Once approved by Agency, Grantee must perform its work under this Grant Agreement in accordance with the Work Plan and to Agency’s satisfaction.

3. **Budget.** Grantee shall:

- a. Develop comprehensive financing for the strategic plan that aligns local, county, state, and national funding to support the effective Hub and their systems building strategies.
- b. Submit an annual budget using template as provided by Agency. Budget guidelines include as follows:
 - i. Total Administrative Overhead (including any indirect costs) for funds allocated from Agency’s General Fund appropriations are limited to 15 percent. Administrative Overhead for funds allocated from Agency’s Title IV-B2 federal funds are limited to 10 percent of these federal funds.
 - ii. Upon written notice to Agency and with Agency’s written approval, may move up to 10 percent of the funds in any one Budget category to any other budget category. Any other budget modifications are subject to and conditioned on Agency’s written approval and, if applicable, legal sufficiency review and approval by the Oregon Department of Justice.
 - iii. Grantee shall provide any additional budget or fiscal information or further details as the Agency Grant Manager may require upon request.
- c. Demonstrate a 25 percent local match of the funds provided through Hub Capacity Funding and provide a report to the Agency’s Grant Manager per Part IV, Reporting Requirements. Local match of funds includes, but is not limited to: offices space, non-Hub personnel, volunteer hours, other funding that is not provided by the Agency.
- d. Use the Grant Funds only for Allowable Costs in amounts not to exceed the cost limits set forth in detailed budget submitted to Agency.

4. **Continuous Quality Improvement.** Grantee shall:

- a. Utilize Strategic Plan to identify and develop regional child and family level outcomes and indicators of successful implementation.
- b. Identify and develop targeted systems change strategies to be tracked through CQI.
- c. Collaboratively identify actions that interested parties across sectors should take to implement regional systems change strategies. Identify actions that align with and contribute to Grantee’s regional vision.
- d. Continuously coordinate interested parties in taking actions as defined in the Grantee’s 2 Year Strategic Plan to improve local systems.
- e. Use short-cycle feedback loops, including qualitative and quantitative data analysis, along with feedback from community and family engagement as part of a continuous evaluation process:
 - i. Continuously gather information on implementation to identify emerging barriers,
 - ii. Assess the extent to which strategies are impacting targeted systems changes,
 - iii. Use feedback to make regular adjustments and adaptations to address implementation barriers, including redesigning strategies to better meet local conditions,
 - iv. Coordinate with partners to fund and scale successful changes.

5. **Communications with local partners, community members, and interested parties** Grantee shall:

- a. Develop and include in Strategic Plan methods to identify and empower local partners, community members, and interested parties to champion Hub’s shared vision with organizations, community members, and elected officials.
- b. Design and implement bidirectional communication methods in Strategic Plan to ensure timely, ongoing, and culturally and linguistically responsive communication about decisions, activities, and progress to interested parties in and out of the partnership.
- c. Assure interested parties have the information they need to be informed and active members of the systems building efforts.

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- d. Support, honor and recognize the sovereignty of the nine federally recognized tribes within Oregon’s borders, by ensuring strong community-driven partnerships that benefit tribal communities. Hubs may consider the following steps when collaborating and engaging with tribal representatives:
 - i. Consistent communications with tribal representatives directly – this may include in-person, email, or other correspondence.
 - ii. Thoughtful planning as tribal representatives will need time to consult with other tribal government staff before deciding on an action.
 - iii. Ask questions to clarify how communication is heard, do not assume silence means concurrence; it could signal disagreement and the need for further dialogue.
 - iv. Ask tribal officials about their preferred way of doing business and inquire about potential tribal protocols for meetings.
 - v. If you have not communicated with the tribe previously, do research ahead of time to find out with whom you will be consulting and their tribal positions.
 - vi. Be mindful of appropriate behaviors, demonstrating respect to tribal leaders just as you would to a leader of a foreign nation. Elders are dignitaries within a tribe; show respect toward tribal elders and allow them plenty of time to speak first.
 - vii. In education and business, the cultural norms of tribes may be different from your own, and each tribe has a unique cultural heritage and traditions that contribute to collaboration, decision-making, and planning.

- 6. **Data.** Grantee shall:
 - a. Provide data that is necessary and needed from the Agency. Agency must provide a specific data request and a reasonable timeline.
- 7. **Family Support and Preservation Services.** Grantee shall:
 - a. Provide Family Support and Preservation services as required in Exhibit A, Attachment 1.
- 8. **Kindergarten Readiness Partnership and Innovation Program (“KPI”).** Grantee shall:
 - a. Provide Kindergarten Readiness Partnership and Innovation Program services as required in Exhibit A, Attachment 2.

PART IV: REPORTING REQUIREMENTS

Grantee shall complete the deliverable below by the due dates listed below.

Reporting Requirement	Due Dates
Comprehensive 2-Year Strategic Plan including Work Plan	9/1/2024 9/1/2025 (updated)
Budget	9/1/2024; 9/1/2025;
Quarterly Reports	60 Days Following the End of Each Quarter:

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	(February 28, May 30, August 30, November 30)
MOU with CCR&R to identify the agreed upon activities and clarity of each partner’s role in advancing the strategic plan	04/15/2024
Monitoring	March-May 2025
Governance Membership Roster, Parent Council Membership List, By-Laws, Conflict of Interest Policy, Documentation of Training for Parent Leadership Committee, Documentation of Governance Member Training	As requested by Grant Administrator.

PART V. ACCESSIBILITY

Worldwide Web Accessibility. If, as part of the Project, Grantee develops data or information that will be displayed or accessed through an Agency public website or world-wide web application (the “Content”), Grantee must comply with Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794d), as amended by the Workforce Investment Act of 1998 (P.L. 105-220), and provide individuals with disabilities access to and use of the Content in the website or application that is comparable to the access provided to individuals without disabilities. Grantee must design and format Content that meets at least the following standards, including as the standards are updated or replaced by subsequent versions (collectively, “Mandatory Standard”):

- The Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0;
- The World Wide Web Consortium’s (W3C’s) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA for web content, including as each is updated (Mandatory Standard);
- The web accessibility evaluation tool (WAVE), found at: <https://www.webaccessibility.com/>
- Content to be posted on the web must adhere to: https://www.webaccessibility.com/best_practices.php
- PDF files must comply with: <http://webaim.org/techniques/acrobat/>
- Word files must comply with: <http://webaim.org/techniques/word/>
- PPT files must comply with: <http://webaim.org/techniques/powerpoint/>
- Excel files must comply with: https://www.webaccessibility.com/best_practices.php?technology_platform_id=215

Testing. Grantee must test all Content prior to submission to Agency to ensure it meets the Mandatory Standard. Agency will test the web or application to validate the Content meets the Mandatory Standards, including a manual validation review of the Content against the current W3 Checklist for Web Content Accessibility (link included for reference: <https://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505/full-checklist.pdf>). If the Content fails the testing, Agency will notify Grantee and Grantee must remedy any deficiencies as provided in Section 7.1.3 of this Grant. If Agency determines that previously accepted Content does not meet the Mandatory Standard, Agency may issue a written notice to Grantee to remove the Content. Grantee shall remove Content identified in any such notice within 3 calendar days and take other corrective action specified in the notice.

PART VI. DISBURSEMENT GENERALLY

1. Requests for funds must be submitted within 60 days of the end of the reporting period, using the Awards Management System (AMS). With each request to the Agency, the Grantee shall submit an expenditure report using the Agency-provided template. Grantee shall provide any additional information or further details as Agency may require upon request.
2. All required reports for each reimbursement period must be received by the Agency’s Grant Manager prior to any payments being released to Grantee.
3. Reimbursement requests that do not have appropriate documentation are subject to being returned to the Grantee by the Agency. Further, lack of proper documentation may also put the Grantee in breach of the Grant with Agency per Section 18 of the Grant captioned “Termination”.

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4. It is the responsibility of the Grantee to ensure all subgrantees and contractors are providing the appropriate services, data, and narratives required for any report and are submitting appropriate documentation as previously noted in paragraph 2 of this section.
5. Grant disbursement schedule is as follows:

Beginning October 1, 2023 through June 30, 2025

- \$27,688 per month for Hub Coordination

Beginning July 1, 2025 through September 30, 2025:

- \$26,834 per month for Hub Coordination

In addition to the amounts set forth in subsection (a) above:

Beginning October 1, 2023 through June 30, 2025:

- Up to \$36,676 for Stable, Healthy and Attached Families
- Up to \$24,024 for Family Support Service expenses, disbursed on an expense reimbursement basis
- Up to \$21,623 for Family Preservation Services, disbursed on an expense reimbursement basis
- Up to \$174,462 for Kindergarten Partnership and Innovation expenses, disbursed on an expense reimbursement basis

Beginning July 1, 2025 through September 30, 2025:

- Up to \$5,083 for Stable, Healthy and Attached Families
- Up to \$3,594 for Family Support Service expenses, disbursed on an expense reimbursement basis
- Up to \$3,234 for Family Preservation Services, disbursed on an expense reimbursement basis
- Up to \$25,571 for Kindergarten Partnership and Innovation expenses, disbursed on an expense reimbursement basis

EXHIBIT A Attachment 1

FAMILY SUPPORT AND FAMILY PRESERVATION SERVICES

PART I. DEFINITIONS

Healthy Families Oregon means a free, voluntary home visiting program offering support and education to families who are expecting or parenting newborns.

PART II. BACKGROUND

Family Support and Family Preservation Services are community-based services to promote the well-being of children and families designed to increase the strength and stability of families (including adoptive, foster, and extended families), to increase parents' confidence and competence in their parenting abilities, to afford children a safe, stable and supportive family environment, to strengthen parental relationships and promote healthy marriages, and otherwise to enhance child development. *Source: US Department of Health and Human Services, Administration for Children and Families.* Exhibit A is in reference to services provided with Title IV-B2 funding.

PART III. ACTIVITIES

Grantee shall provide in the Hub Coverage Area Family Support and Family Preservation Services described below. Grantee shall prioritize, select, design and deliver the Family Support and Preservation Services in a manner that supports the Hub region and Agency goals as described in this Agreement.

Family Support and Preservation Services must be provided in a culturally competent and gender-specific manner that reflects the population, needs and resources of the community.

1. Family Support Services shall:
 - a. be family-focused and targeted to the family and not only the child or other individual family member(s);
 - b. be focused on at-risk families so that the services will have an impact on the population that would otherwise require services from Oregon Department of Human Services (ODHS); and
 - c. focus on child welfare (not educational needs or other services which are the responsibility of other agencies).

2. Family Support Services may include:
 - a. Services, including in-home visits, parent support groups, and other programs designed to improve parenting skills by reinforcing parents' confidence in their strengths, providing information on child development and learning, and helping families to identify where improvement is needed and to obtain assistance in improving those skills. Focus is on improving parenting skills with respect to child development, family budgeting, coping with stress, health, and nutrition. Example of programs may include parenting classes, parent-to-parent supports, and in-home visitation classes;
 - b. Structured activities involving parents and children to strengthen the parent-child relationship, including, for example, play and learn programs and Healthy Families Oregon;
 - c. Drop-in centers to afford families opportunities for informal interaction with other families and with program staff, including for example, family resource centers;
 - d. Transportation, information and referral services to afford families access to other community services, including child care, early learning programs, health care, nutrition programs, adult education literacy programs, legal services, and counseling and mentoring services, including for example, Dial-a-Ride, child care resource and referral; and

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- e. Early developmental screening of children to assess the needs of children, and assistance to families in securing specific services to meet these needs, including for example, Healthy Families Oregon, early intervention, and mental health services.

PART IV. FAMILY PRESERVATION SERVICES

Family Preservation Services for children and families are designed to help families (including adoptive and extended families) who are at-risk or in crisis, including:

1. Service programs designed to help children:
 - where safe and appropriate, return to families from which they have been removed; or
 - be placed for adoption, with a legal guardian, or, if adoption or legal guardianship is determined not to be safe and appropriate for a child, in some other planned, permanent living arrangement.
2. Pre-placement preventive services programs, such as intensive family preservation programs, designed to help children at risk of foster care placement remain safely with their families;
3. Service programs designed to provide follow up care to families to whom a child has been returned after a foster care placement;
4. Respite care of children to provide temporary relief for parents and other caregivers (including foster parents); and
5. Infant safe haven programs to provide a way for a parent to safely relinquish a newborn infant at a safe haven designated pursuant to a state law.
 - Family Preservation Services may include:
 - Family financial emergency support for housing stability and family safety to stabilize re-unifying families
 - Relief nurseries providing therapeutic early childhood and family preservation services
 - Home visits
 - Collaboration with foster care partners
 - Family resource coordination
 - Baby basket distributions
 - Parenting education offered in English and Spanish
 - Parent engagement opportunities
 - Mental health counseling
 - Support to families with cognitive limitations by providing service navigation and wrap around case management to families
 - Referrals to additional social service programs
 - Young Moms support groups that cover topics such as accessing community resources, home-life balance, self-care, and emotion regulation

PART V. BUDGET

1. When utilizing federal Title IV-B2 Family Support Services funds, Grantee shall comply and require all providers to comply with the additional federal requirements applicable to Title IV-B2 Family Support Services funds in 42 USC 629 et seq., including but not limited to: maintaining and providing to Agency such documentation as Agency shall require to comply with federal reporting requirements, 45 CFR Part 92, and the limitations on the use of Title IV-B2 funds in 42 USC 629d.
2. Grantee's total Administrative Overhead (including any indirect costs) for funds derived from Agency's General Fund appropriations are limited to 15 percent and for funds derived from Agency's Title IV-B2 federal funds, up to 10 percent of the Grant Funds.

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Activity	General Fund	Federal Title IV-B2	Total
Family Support Services	\$0.00	\$27,618	\$27,618
Family Preservation Services	\$0.00	\$24,857	\$24,857
Total	\$0.00	\$52,475	\$52,475

Reporting Requirement	Due Date(s)
Quarterly Report, total number of children served by Family Preservation and Family Support Services and brief summary of expenditure	60 days following the end of each quarter. (February 28, May 30, August 30, November 30)

EXHIBIT A Attachment 2

Kindergarten Partnership and Innovation Program

PART I. DEFINITIONS

CLASS™ means a Teachstone trademarked Classroom Assessment Scoring System which focuses on high-quality classroom interactions, measures the quality of interactions, and improves the quality of teaching through tailored and individualized professional development.

Early Development Instrument (EDI) means a population-level research tool which measures how young children are developing in communities in the United States. It is typically completed by Kindergarten teachers.

EduSnap means an evidence-based program that teaches people how to make their federal supplemental nutrition dollars (SNAP) stretch, how to shop for and cook healthy meals, and how to stay physically active.

P-3 means Prenatal through 3rd Grade.

PART II. BACKGROUND

The Early Learning Kindergarten Readiness Partnership & Innovation Program (“KPI”) invests in promising models for connecting early learning and Kindergarten through 3rd Grade (K-3) education across the state, and promotes partnerships that result in measurable increases in children’s readiness for kindergarten. The KPI is designed to establish scalable and replicable models for Prenatal through 3rd Grade (P-3) alignment and coordination at the local level. Activities are programs and strategies that intentionally bring together early learning and K-12 systems leaders to create changes in these systems to better support families with children preparing for, during, and after the transition to Kindergarten. Strategies and tools may include but are not limited to 1) developing system-wide understanding of community, families, early learning and K-12 expectations for early learners and the system supporting them; 2) developing system-wide understanding of gaps and needs of community, families, early learners, the early learning field, and K-12, and 3) aligned and coordinated efforts to address needs and gaps in services and/or disparities in how communities, schools, families, and children are ready for kindergarten success.

KPI is focused on Priority Populations, particularly children and families that might not have the support they need for a successful transition to kindergarten and/or kindergarten experience. KPI also engages families as equal partners in children’s learning and development.

PART III. ACTIVITIES – REQUIREMENTS – ALLOWABLE COSTS

Grantee shall:

1. Target all KPI-funded resources and activities to children and families from Priority Populations as defined via Early Learning Hub governance structure, include families from Priority Populations in decision-making related to grant funds.
2. Use Grant Funds for Agency-approved activities and Priority Populations for KPI funding, as follows:
 - a. Ready schools:
 - i. Work that creates a welcoming school environment; promotes system understanding and advocacy among families; and/or involves continuous improvement cycles to understand and adapt to what families need to be welcomed and engaged in the education system.
 - ii. Use or promote strategies that establish shared professional culture, expectations, and practices among educators across P-3 settings, which may include providing:

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- (a) Training and technical assistance that brings together P-3 professionals from early care and education settings and P-3 educators in K-3 to increase their ability to implement aligned practices;
 - (b) P-3 leadership development for early care and education professionals, as well as K-3 teachers and administrators, which aligns with and/or leverages the Lead, Learn, Excel model;
 - (c) Implementation of classroom observation protocols and related professional development, coaching or professional learning such as the EDI, CLASS, or EduSnap, across early care and education settings and kindergarten classrooms;
 - (d) Professional development for K-12 administrators and/or kindergarten teachers on sharing student learning data with families;
 - (e) Alignment of curriculum, instructional practices, classroom environments, assessments, and use of data across early care and education and K-3 settings in ways that promote high quality, culturally responsive, developmentally appropriate practice; and
 - (f) With Agency approval, other approaches or strategies designed to establish and strengthen shared professional culture between the early care and education and K-12 sectors.
- b. Ready children:
- i. Implement holistic culturally-sustaining and/or culturally responsive community approaches that promote kindergarten readiness for children which may include:
 - (a) Multi-session evidence-based or research-informed transition programs for children transitioning into kindergarten which promote children’s understanding of the school environment, expectations, and other supports;
 - (b) Opportunities for children, families, and kindergarten teachers to build effective partnerships to promote children’s successful transition to kindergarten;
 - (c) Strategies that allow educators to understand the children they serve, including collaboration across educators in the early care and education and K-3 settings, such as sharing child-level data and work samples;
 - (d) Opportunities for families to share information with kindergarten teachers that will help them better understand children’s skills and assets at kindergarten entry;
 - (e) With Agency approval, other activities that support children’s school readiness.
- c. Ready families:
- i. Use systemic, culturally responsive approaches to engaging families as partners in children’s learning and development, which may include:
 - (a) Evidence-based or research-informed culturally responsive parenting education programs designed for families with children ages 0-6;
 - (b) Parent-teacher home visits;
 - (c) Two-generation approaches, such as play and learn groups, that actively engage parents and caregivers in supporting children’s learning and development;
 - (d) Programs designed to strengthen parent leadership and advocacy;
 - (e) Programs or campaigns designed to increase kindergarten attendance; and
 - (f) With Agency approval, other capacity-building strategies that strengthen partnerships between families, schools, and the early care and education sector to support children’s readiness for kindergarten.
- d. Additional allowable activities on which Grant Funds may be expended include:
- i. Hub staffing necessary to implement KPI activities, including but not limited to facilitation, convenings, and coordinating partnerships and systems changes;
 - ii. Focused outreach and marketing to ensure programs and approaches are advertised to priority populations; and
 - iii. Professional development or technical assistance to subgrantees for implementation of activities within the subgrant; Communications or evaluation activities related to the Hub’s overall KPI strategy or related to individual programs.

Non-allowable activities. Grant Funds may not be used for capital expenditures, such as building new or remodeling facilities, or to supplant existing federal or state funds. Capital expenditures do not include operating supplies such as books, curriculum, materials, manipulatives, or furniture that is developmentally appropriate for young children.

PART IV. ACTIVITIES - DELIVERABLES

Grantee shall:

1. Include in its Strategic Work Plan all Strategies and Key Activities related to the successful implementation of *Raise Up Oregon* and other priorities as identified by the Early Learning Council or Agency and related to Part III (3), paragraphs a, b, c and d above including:
 - a. Use of available data to focus funding and activities on Priority Populations
 - b. Hub's process for distributing KPI funds to subgrantees, including which interested parties are involved in the decision-making process;
 - c. Appropriate KPI activities based on local needs, community readiness, and leadership and organizational factors;
 - d. Clearly articulated key strategies, activities, deliverables, timelines, subgrantees and partner organizations, and number of children, families, and early care education and K-3 professionals KPI-funded activities are anticipated to serve; and
 - e. Use of the Hub strategic work plan provided by the Agency, that addresses each of the required elements.
2. Execute activities and deliverables identified in the Agency-approved strategic work plan within the specified budget and timelines.
 - a. Hub must provide oversight and technical support to subgrantees to ensure that they are able to execute activities and deliverables identified in their work plans or memoranda of understanding, within specified budget and timelines.
 - b. If the grantee or subgrantee(s) cannot execute the activities and deliverables identified in their work plans within the specified budget and timelines, the grantee may amend its work plan, budget, and sub-grants with prior Agency approval.
3. Participate in required program evaluation activities, which may include surveys, collection of community or school level data, focus groups, interviews, document reviews, and/or other quantitative or qualitative evaluation approaches. Program evaluation methods may evolve or change over time. **NOTE: It is the responsibility of the grantee to ensure that all subgrantees are aware of and able to respond to requests for data and information, including demographic information of program participants, as part of the KPI program evaluation.**
4. Participate in technical assistance activities, including but not limited to monthly webinars and semi-annual in-person meetings or as requested by Agency.
5. Establish written agreements with Hub/KPI subgrantees that include:
 - a. Specific deliverables;
 - b. Timelines in which key activities will take place;
 - c. Reporting and data sharing requirements;
 - d. Participation in program evaluation;
 - e. Project budget;
 - f. Statement acknowledging the sub-grantee's role and responsibility to participate in data collection and program evaluation; and
 - g. A description of how KPI funds are being blended or braided with local or other funding sources funding, and furnish copies of all signed agreements to Agency staff as requested.

PART V. BUDGET

Activity	General Fund	Federal Title IV-B2	Total
KPI Allowable Activities	\$200,033	\$0.00	\$200,033
Grand Total	\$200,033	\$0.00	\$200,033

PART VI. REPORTING REQUIREMENTS

Grantee shall submit written quarterly activity reports, on or before the dates indicated below:

Reporting Requirement	Due Date(s)
Work Plan, included in Comprehensive Strategic Plan	9/1/2024 9/1/2025 (updated)
Quarterly Reports	60 days following the end of each quarter (February 28, May 30, August 30, November 30)
KPI Program Surveys	As Programming is Completed

**EXHIBIT A
Attachment 3**

STABLE, HEALTHY & ATTACHED FAMILIES

PART I. BACKGROUND

Healthy, Stable, and Attached Families services are:

- a. Services that increase access to evidence based early learning programs, including culturally specific community-based programs, that increase the confidence and competence of caregivers and/or strengthen resiliencies of families who are experiencing specific stressors;
- b. Services that build connectivity and collaboration between Early Learning Services and health, mental health, child welfare, self-sufficiency and other stabilization programs;
- c. Capacity building activities for developmental screening, infant-toddler mental health consultants and targeted professional development and training;
- d. Activities that address social determinants of health that lead to health and well-being for young children and their families;
- e. Programs that increase protective factors and reduce childhood experiences of abuse or neglect;
- f. Programs that ensure children and families from focus and priority populations have access to medical, dental, mental health and other health care services.

PART II. ACTIVITIES

Grantee shall provide in the Hub Coverage Stable, Healthy & Attached Families Services described below. Services may include:

- Parenting education offered in English and Spanish
- Family Resource Coordination
- Basic Needs Supports
- Mental Health Supports which can include collaboration with partner agencies or resource matching.
- Referrals to additional social service programs
- Home Visting
- Collaboration with foster care partners
- Parent Support Groups
- Collaboration with partner agencies designed to strengthen families and promote stability

PART III. BUDGET

Activity	General Fund	Total
Stable, Healthy & Attached Families	\$41,759	\$41,759
Total	\$41,759	\$41,759

PART IV. REPORTING REQUIREMENTS

DELC GRANT #23046 – Early Learning Hub

Grantee shall submit written quarterly activity reports, on or before the dates indicated below:

Reporting Requirement	Due Date(s)
Quarterly Report, total number of children served by Stable, Healthy, Attached Families and a brief summary of expenditure	60 days following the end of each quarter. (February 28, May 30, August 30, November 30)

EXHIBIT B INSURANCE

INSURANCE REQUIREMENTS

Grantee must obtain at Grantee’s expense, and require its first tier contractors and subgrantees, if any, to obtain the insurance specified in this exhibit prior to performing under this Grant, and must maintain it in full force and at its own expense throughout the duration of this Grant, as required by any extended reporting period or tail coverage requirements, and all warranty periods that apply. Grantee must obtain and require its first tier contractors and subgrantees, if any, to obtain the following insurance from insurance companies or entities acceptable to Agency and authorized to transact the business of insurance and issue coverage in Oregon. Coverage must be primary and non-contributory with any other insurance and self-insurance, with the exception of professional liability and workers’ compensation. Grantee must pay and require its first tier contractors and subgrantees to pay, if any, for all deductibles, self-insured retention and self-insurance, if any.

COMMERCIAL GENERAL LIABILITY

Required Not required

Commercial general liability insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to Agency. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this Grant, and have no limitation of coverage to designated premises, project or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence. Annual aggregate limit may not be less than \$2,000,000.

AUTOMOBILE LIABILITY INSURANCE

Required Not required

Grantee shall require and ensure that each of its subcontractors complies with the Automobile Liability Insurance requirements as applicable.

Non-transporting programs:

Automobile liability insurance covering Grantee’s business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the commercial general liability insurance (with separate limits for commercial general liability and automobile liability). Use of personal automobile liability insurance coverage may be acceptable provided that the policy includes a business use endorsement. Use of commercial general liability with non-owned auto endorsement may be acceptable in lieu of non-owned or hired vehicles coverage.

Programs transporting 1 to 9 children

Automobile liability insurance covering Grantee’s business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$2,000,000 for bodily injury and property damage. This coverage may be written in combination with the commercial

general liability insurance (with separate limits for commercial general liability and automobile liability). Use of personal automobile liability insurance coverage may be acceptable provided that the policy includes a business use endorsement.

Programs transporting 10 or more children

Automobile liability insurance covering Grantee’s business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$5,000,000 for bodily injury and property damage. This coverage may be written in combination with the commercial general liability insurance (with separate limits for commercial general liability and automobile liability). Use of personal automobile liability insurance coverage may be acceptable provided that the policy includes a business use endorsement.

PROFESSIONAL LIABILITY

Required (if Grantee, a contractor or subcontractor has licensed professionals as employees)

Professional liability insurance covering any damages caused by an error, omission or any negligent acts related to the activities performed under this Grant by the Grantee and Grantee’s contractors, subgrantees, agents, officers or employees in an amount not less than \$1,000,000 per claim. Annual aggregate limit may not be less than \$2,000,000. If coverage is on a claims made basis, then either an extended reporting period of not less than 24 months must be included in the professional liability insurance coverage, or the Grantee must provide tail coverage as stated below.

An endorsement to the commercial general liability or automobile liability policy, covering Grantee’s, contractor, or subgrantee’s liability for bodily injury, property damage and environmental damage resulting from sudden, accidental, or gradual pollution and related clean-up costs incurred by Grantee that arise from the Project activities (including transportation risk) performed by Grantee under this Grant is also acceptable.

NETWORK SECURITY AND PRIVACY LIABILITY:

Required Not required

Contractor shall provide network security and privacy liability insurance for the duration of the contract and for the period of time in which Contractor (or its Business Associates or subcontractor(s)) maintains, possesses, stores or has access to Agency or client data, whichever is longer, with a combined single limit of no less than \$1,000,000 per claim or incident. This insurance shall include coverage for third party claims and for losses, thefts, unauthorized disclosures, access or use of Agency or client data (which may include, but is not limited to, Personally Identifiable Information (“PII”), Payment Card Data and Protected Health Information (“PHI”)) in any format, including coverage for accidental loss, theft, unauthorized disclosure access or use of Agency data.

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY:

Required Not required

Directors, Officers and Organization insurance covering the Contractor’s Organization, Directors, Officers, and Trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight

and/or use of use of grant funds and donor contributions which includes state or federal funds - with a combined single limit of no less than \$1,000,000 per claim.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE:

Required (if Grantee, a contractor or subcontractor has any kind of custodial care over children)

Not required

Abuse and molestation insurance in a form and with coverage satisfactory to the State covering damages arising out of actual or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, investigation, reporting to proper authorities, and retention of any person for whom the Grantee, its contractors, subcontractors or subgrantees (“Covered Entity”) is responsible including but not limited to any Covered Entity’s employees and volunteers. Policy endorsement’s definition of an insured must include the Covered Entity and its employees and volunteers. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence. Any annual aggregate limit may not be less than \$2,000,000. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits must be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, must be treated as a separate occurrence for each victim. Coverage must include the cost of defense and the cost of defense must be provided outside the coverage limit.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/ umbrella insurance may be used to meet the required limits of insurance.

ADDITIONAL INSURED

All liability insurance, except for workers’ compensation, professional liability, and network security and privacy liability (if applicable), required under this Grant must include an additional insured endorsement specifying the State of Oregon, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee’s activities to be performed under this Grant. Coverage must be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of Grantee’s ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 04 13 or equivalent.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors or subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractor and subgrantee, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors or subgrantees to obtain, any

endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

TAIL COVERAGE

If any of the required insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, Grantee must maintain, and require its first tier contractors or subgrantees, if any, maintain, either tail coverage or continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the Effective Date of this Grant, for a minimum of 24 months following the later of (i) Grantee’s completion and Agency’s acceptance of all Project activities required under this Grant, or, (ii) Agency or Grantee termination of Grant, or, iii) the expiration of all warranty periods provided under this Grant.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee must provide to Agency’s Grant Manager Certificate(s) of Insurance for all required insurance before performing any Project activities required under this Grant. The Certificate(s) must list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) must also include all required endorsements or copies of the applicable policy language effecting coverage required by this Grant. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/ umbrella insurance. As proof of insurance, Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Grant. Grantee must furnish acceptable insurance certificates to: ode.insurance@ode.state.or.us or by mail to: **Attention Procurement Services, Department of Early Learning and Care, 700 Summer St. NE, Salem OR, 97310** prior to commencing the work.

NOTICE OF CHANGE OR CANCELLATION

Grantee or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee agrees to periodic review of insurance requirements by Agency under this Grant, and to provide updated requirements as mutually agreed upon by Grantee and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee must provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this exhibit.

EXHIBIT D

FEDERAL TERMS AND CONDITIONS

FEDERAL FUNDS

If specified below, Agency’s payments to Grantee under this Grant will be paid in whole or in part by funds received by Agency from the United States Federal Government. If so specified then Grantee, by signing this Grant, certifies neither it nor its employees, contractors, subcontractors or subgrantees who will perform the Project activities are currently employed by an agency or department of the federal government.

Payments will will not be made in whole or in part with federal funds.

In accordance with the State Controller’s Oregon Accounting Manual, policy 30.40.00.104, Agency has determined:

Grantee is a subrecipient Grantee is a contractor Not applicable

Catalog of Federal Domestic Assistance (CFDA) #(s) of federal funds to be paid through this Grant: 93.556 MaryLee Allen Promoting Safe and Stable Families Program – Title IV-B2

Grant: 93.434 ESSA Preschool Development Grant Birth through Five

FEDERAL PROVISIONS

The use of all federal funds paid under this Grant are subject to all applicable federal regulations, including the provisions described below.

Grantee must ensure that any further distribution or payment of the federal funds paid under this Grant by means of any contract, subgrant, or other agreement between Grantee and another party for the performance of any of the activities of this Grant, includes the requirement that such funds may be used solely in a manner that complies with the provisions of this Grant.

Grantee must include and incorporate the provisions described below in all contracts and subgrants that may use, in whole or in part, the funds provided by this Grant.

Grantee must comply, and ensure the compliance by subcontractors or subgrantees, with 41 U.S.C. 4712, Program for Enhancement of Employee Whistleblower Protection. Grantee must inform subrecipients, contractors and employees, in writing, in the predominant language of the workforce, of the employee whistleblower rights and protections under 41 USC § 4712.

In accordance with Appendix II to 2 CFR Part 200 – Grantee is subject to the following provisions, as applicable.

For purposes of these provisions, the following definitions apply:

“**Contract**” means this Grant or any contract or subgrant funded by this Grant.

“**Contractor**” and “**Subrecipient**” and “**Non-Federal entity**” mean Grantee or Grantee’s contractors or subgrantees, if any.

(A) Contracts for more than the simplified acquisition threshold currently set at \$150,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

(B) All contracts in excess of \$10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.

(C) Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”

(D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

(E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on

the open market, or contracts for transportation or transmission of intelligence.

(A) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the definition of “funding agreement” under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.

(B) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

(C) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), “Debarment and Suspension.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

(D) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

(E) See §200.322 Procurement of recovered materials: https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=92b159d8a4db712007ed9d36214ee0ec&mc=true&n=pt2.1.200&r=PART&ty=HTML#se2.1.200_1322.

(F) Audits.

- i. Contractor must comply, and require any subcontractor to comply, with applicable audit requirements and responsibilities set forth in this Contract and applicable state or federal law.
- ii. If Contractor receives federal awards in excess of \$750,000 in a fiscal year, Contractor is subject to audit conducted in accordance with the provisions of 2 CFR part 200, subpart F. Copies of all audits must be submitted to Agency within 30 days of completion.
- iii. Contractor must save, protect and hold harmless Agency from the cost of any audits or special

investigations performed by the Secretary of State with respect to the funds expended under this Contract. Contractor acknowledges and agrees that any audit costs incurred by Contractor as a result of allegations of fraud, waste or abuse are ineligible for reimbursement under this or any other agreement between Contractor and State.

(A) System for Award Management. Grantee must comply with applicable requirements regarding the System for Award Management (SAM), currently accessible at <https://www.sam.gov>. This includes applicable requirements regarding registration with SAM, as well as maintaining current information in SAM. The Grantee also must comply with applicable restrictions on subawards ("subgrants") to first-tier subrecipients (first-tier "subgrantees"), including restrictions on subawards to entities that do not acquire and provide (to the Grantee) the unique entity identifier required for SAM registration.

ADDITIONAL FEDERAL REQUIREMENTS

Trafficking in Persons.

The Code of Federal Regulations 2 CFR 175 is hereby incorporated into this Grant with the following changes:

“a.2ii.B. Imputed to the Grantee using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

“b.2ii. Imputed to the Grantee using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

Specific Conditions for Disclosing Federal Funding in Public Announcements.

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with the Grant Funds, Grantee must clearly state:

- 1) The percentage of the total costs of the Project which will be financed with Grant Funds;
- 2) The dollar amount of Grant Funds for the Project; and
- 3) The percentage and dollar amount of the total costs of the Project that will be financed by non-governmental sources.

Grantee must comply with these conditions under Division H, Title V, Section 505 of Public Law 115-141, Consolidated Appropriations Act, 2019.

Prohibition of Text Messaging and Emailing While Driving During Official Grant Business.

Grantee and their personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official Grant business, or from using government supplied electronic equipment to text message or email when driving. Grantee must comply with these conditions under Executive Order 13513, “Federal Leadership on Reducing Text Messaging While Driving” October 1, 2009.

Conferences and Meetings.

Grantee must take into account the following factors when considering the use of Grant Funds for conferences and meetings:

- 1) Before deciding to use Grant Funds to attend or host a meeting or conference, Grantee must:
 - Ensure that attending or hosting a conference or meeting is reasonable and necessary to achieve the goals and objectives of this Grant;
 - Ensure the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/ coordinate the work being done under the Grant); and
 - Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.
- 2) Grantee must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 200 Subpart E of the, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards”. In particular, remember that:
 - Grant Funds cannot be used to pay for alcoholic beverages; and
 - Grant Funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.
- 3) Grant Funds may be used to pay for the costs of attending a conference. Specifically, Grant Funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of Grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the Grant. When planning to use Grant Funds for attending a meeting or conference, Grantee must consider how many people should attend the meeting or conference on its behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the Grant.
- 4) Grantee may not use Grant Funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business. A working lunch is an example of a cost for food that might be allowable if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference to achieve the goals and objectives of this Grant
- 5) A meeting or conference hosted by Grantee and charged to this Grant may not be promoted as a U.S. Department of Education conference. This means the seal of the U.S. Department of Education must not be used on conference materials or signage without Agency approval.

All meeting or conference materials paid for with Grant Funds must include appropriate disclaimers, such as the following:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

DELC GRANT #23046 – Early Learning Hub

- 1) Grantee is strongly encouraged to contact Agency Grant Manager with any questions or concerns about whether using Grant Funds for a meeting or conference is allowable prior to committing Grant Funds for such purposes.
- 2) Grantee is responsible for the proper use of Grant Funds and may have to repay Grant Funds if Grantee violates the terms of this Grant, including the provided guidance for meeting and conference related expenses.

Applicable Acts, Regulations, and Assurances

Grantee will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Government wide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Continued Payments to Employees

Grantee shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

EXHIBIT E

FEDERAL AWARD IDENTIFICATION (REQUIRED BY 2 CFR200.332(a)(1))

1. Grantee Name: <i>(must match DUNS registration)</i>	Northwest Regional ESD
2. Grantee’s Unique entity Identifier:	RULKA5TELTS4
3. Grant period of performance start and end dates: <i>(the Grant’s Performance Period)</i>	Start: 10-01-2019 End: 09-30-2025
4. Total amount of federal funds obligated by this Grant:	\$ 6,072,633
5. Total amount of federal funds obligated to Grantee by Agency: <i>(all federal funds, including this Grant, obligated to Grantee during the current state fiscal year (July 1 to June 30))</i>	On file at Agency
6. Pass-through entity	
(a) Name of pass-through entity:	Department of Early Learning and Care
(b) Contact information for awarding official of the pass-through entity:	Alyssa Chatterjee, Director, OFIT Alyssa.Chatterjee@delc.oregon.gov
7. Federal award	
(a) Federal Award Identification Number (FAIN):	2002ORFFTA
(b) Federal award date:	05/11/2020
(c) Total amount of federal award committed to the Grantee by the pass-through entity:	Unavailable
(d) Federal awarding agency:	US Department of Health and Human Services
(e) Federal award project description:	Family Preservation and Stabilization Services
(f) CFDA number and name	93.556 MaryLee Allen Promoting Safe and Stable Families Program
Amount:	\$6,072,633
(g) Indirect cost rate:	10% <input type="checkbox"/>
(h) Is award research and development?	Yes <input checked="" type="checkbox"/> No



Northwest Regional Education Service District

November 14, 2023

TO: Board of Directors

FR: Jordan Ely, CFO

RE: Approval of 2024-2025 Budget Development Calendar

EXPLANATION:

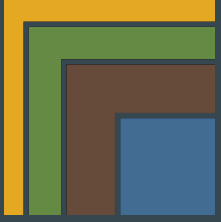
While a budget calendar is not required by law, it is highly recommended to establish a public schedule for budget preparation, to ensure sufficient time to complete the entire budget process before June 30, as is required by ORS 294.409 (renumbered from ORS 294.396).

PRESENTER(S): Jordan Ely, CFO
SUPPLEMENTARY MATERIALS: [2024-2025 Proposed Budget Development Calendar](#)
RECOMMENDATION: The administration recommends adoption of the 2024-25 Budget Development Calendar as presented.
PROPOSED MOTION: "I move to accept the 2024-25 Budget Development Calendar as presented."



2024-25 Budget Development Calendar

Tuesday, November 14, 2023	BOARD GENERAL SESSION Approve Budget Calendar
Tuesday, April 23, 2024	<ul style="list-style-type: none">● Publish first notice of Budget Committee Meeting (ORS.294.426).● Post on district website, in lieu of second published notice.
Tuesday, May 14, 2024	Meeting of Budget Committee Receive Budget Message(ORS 294.426)
Friday, May 31, 2024	<ul style="list-style-type: none">● Publish Notice of Budget Hearing (ORS 294.448)
Tuesday, June 11, 2024	Budget Hearing & Adoption Public Meeting on 2023-24 Budget (ORS 294.453). BOARD GENERAL SESSION Enact Resolutions adopting 2024-25 Budget, making the appropriations, declaring the permanent tax rate to be imposed and categorizing taxes (ORS 294.456).
Monday, July 8, 2024	<ul style="list-style-type: none">● Certify Taxes – Submit Form ED-50 to County Assessors for FY 2024-25 (ORS 294.458).● Submit budget document to ODE and County Clerk
Monday, August 12 , 2024	Upload “electronic” budget to ODE.



REPORTS & DISCUSSION



Northwest Regional Education Service District

October 31, 2023

TO: Board of Directors

FR: Jordan Ely, Chief Financial Officer

Stuart Long, Chief Information Officer

RE: Enterprise Resource Planning Board Report

EXPLANATION: Update for the November 2023 Board of Directors Meeting relating to Enterprise Resource Planning software in use at NWRESD.

PRESENTER(S): Stuart Long

SUPPLEMENTARY MATERIALS: [Enterprise Resource Planning Presentation](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



Northwest Regional
Education Service District

Enterprise Resource Planning

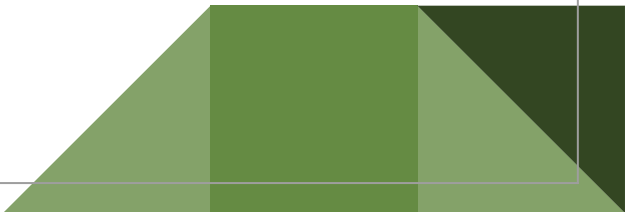
What is an Enterprise Resource Planning (ERP)

ERP is a term for software that runs and coordinates core business processes:

Fiscal:

- General Ledger
- Accounting
- Budgeting
- Accounts Payable (purchasing)
- Accounts Receivable (invoicing)
- Fixed Assets (inventory)
- Reporting
- Payroll
- Position Control (position budgeting)
- And more...

Human Resources:

- Employee Demographics
 - Payroll
 - Position Control (position budgeting)
 - Employee Self-Service
 - Teacher Contracts
 - Benefits Management
 - And more...
- 

Who is Tyler Technologies

- Public company, listed on the S&P 500
- Over 40 acquisitions of public sector software & service providers since 1998.

In Oregon

- School ERP Pro - Used in over 120 school districts (out of 197)
- Munis ERP - Salem-Keizer PS, & dozens of counties & municipalities
- Versatrans - School busing software in dozens of districts
- Odyssey - All county & state courts
- And much, much more...

School ERP Pro @ NWRES D

- **One of our essential technology & fiscal services for districts**
 - Using the software since the mid-2000's
- **Used by 19 of 20 NWRES D districts**
- **CTA also serves an additional 12 districts including all of Multnomah Co. districts except PPS & Corbett**

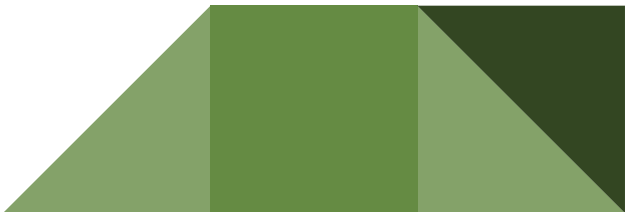
Current School ERP Pro delivery mode:

- **Hosted & maintained by CTA staff**
 - **Supported by Tyler Technologies staff**
- 

Changes at Tyler

- Moving all clients to hosted in Tyler Cloud
- New features being added to Tyler Cloud only
- Comes with significant increased costs for districts

Conversations with Tyler

- In active conversation with Tyler since Fall 2022
 - Contract “addendum” & dollar value
 - No timeline for us to change
- 

The why...

- **Change is coming in the next few years**
 - Tyler cloud or another ERP
- **Changing an ERP at a K12 is a huge impact & investment**
 - Payroll
 - Vendor payments
 - Revenue management
 - Budgeting
- **Impacts NWRESA and our districts**
- **Multi-year effort**



What's next...

- **Staying in the course for FY 2023-24 and likely FY2024-25**
 - No hurry to change - we want a well managed process
 - **Activating the new Dashboard product @ NWRESD**
 - User experience is similar to Tyler Cloud
 - Rollout occurring this year to district
 - **Getting input on Tyler's proposal and purchasing law**
 - May or may not trigger a formal RFP process
 - **Regularly updating business & tech managers at job alike meetings**
 - **Update the board as things progress**
- 

Thank you



Northwest Regional Education Service District

November 14, 2023

TO: Board of Directors
FR: Cathy Jensen, Executive Director K-12 Education
RE: Contracted Special Education and Nursing Services 2023

EXPLANATION: The attached board presentation provides an overview of NWRESD's Contracted Special Student Services with a focus on Registered Nursing.

PRESENTER(S): Cathy Jensen, Damon Lorenz

SUPPLEMENTARY MATERIALS: [Contracted Special Education and Nursing Services 2023](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A

Contracted Special Student Services

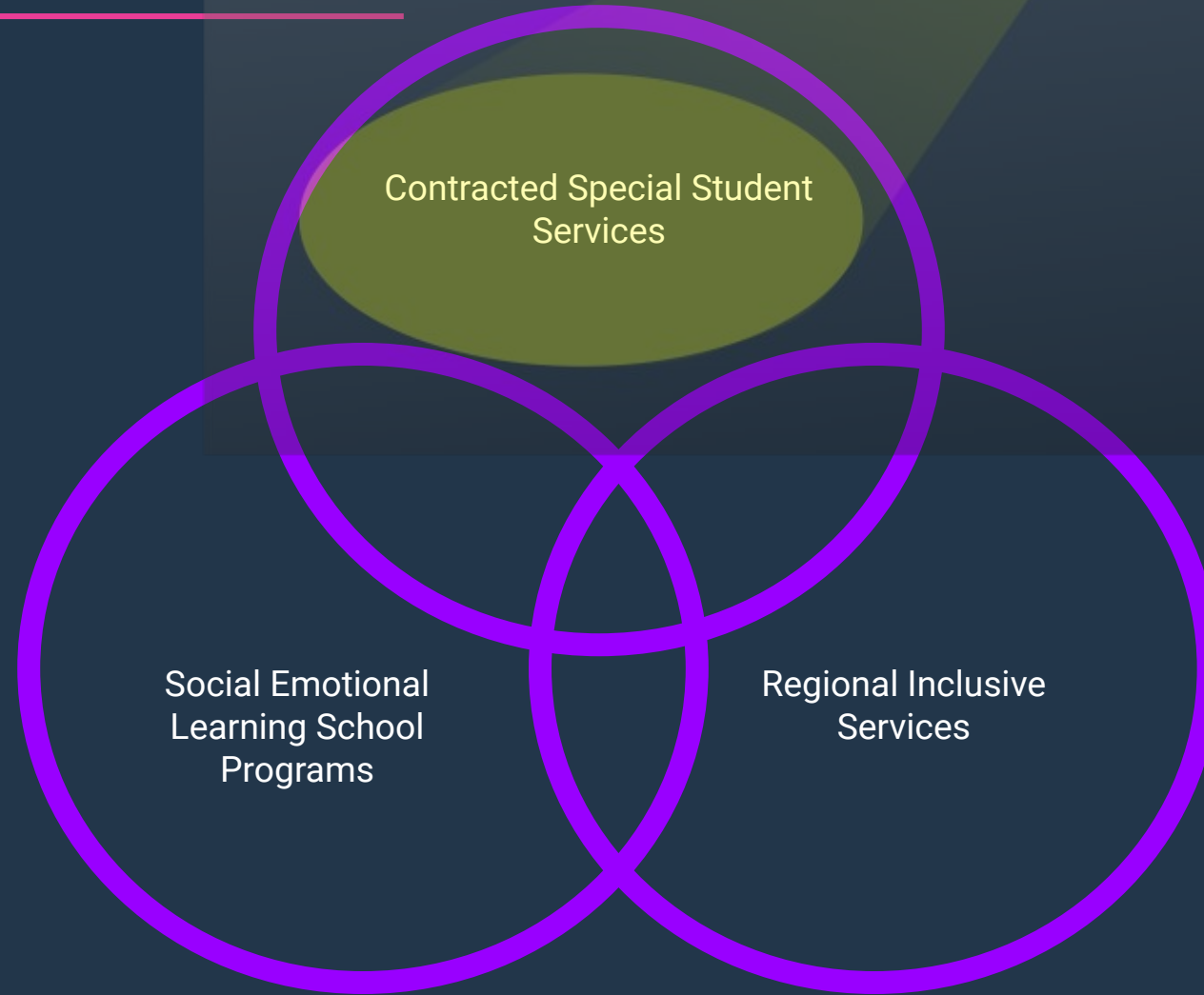
Spotlight on: Nursing Services



Board Presentation
November, 14 2023



NWRESD School Age Special Education Services



Contracted Special Student Services

Our districts contract with us for a range of special education services and equipment:

- Audiological Evaluations
- Augmentative Communication / Assistive Technology Services
- Autism Evaluations
- Behavior Consultation
- Braille Transcription
- Section 504 Services
- Specialized Equipment



An elementary student uses a stander.

Contracted Special Student Services

Our districts also purchase staffing services, which provides them with high skilled personnel to serve in their district full or part time:

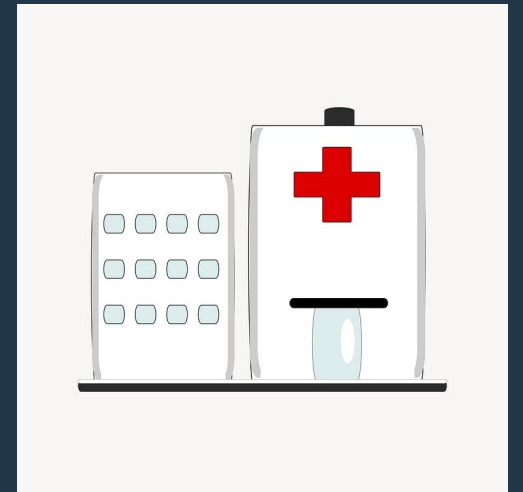
- American Sign Language Assistants, Interpreters and Teachers
- Autism Specialists
- Behavior Specialists
- Occupational Therapists, Occupational Therapy Assistants
- Physical Therapists, Physical Therapy Assistants
- Registered Nurses
- School Psychologists
- Speech Language Pathologists, Speech Language Pathology Assistants

Spotlight on Registered Nursing

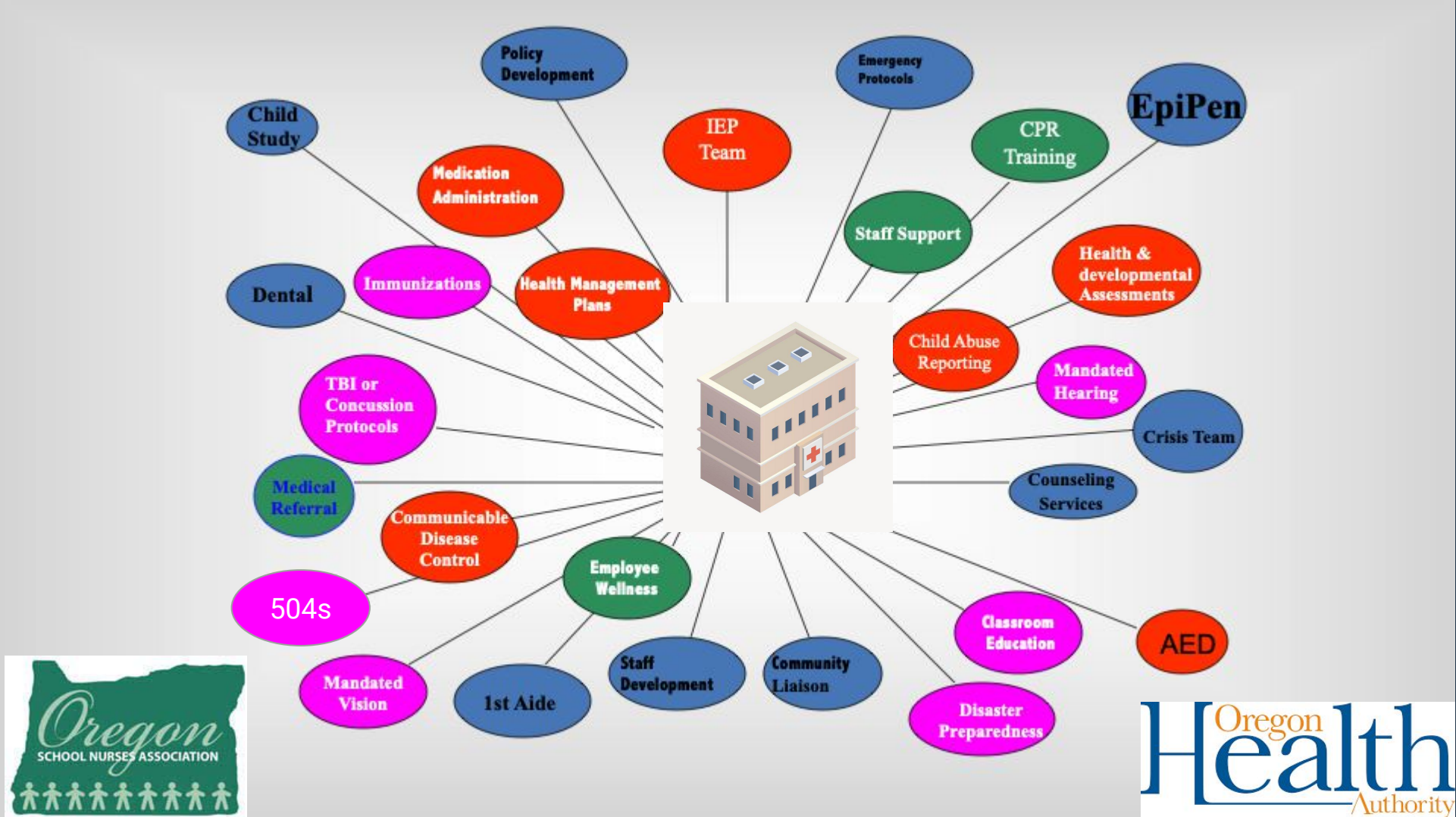
- NWRESA has 11 school nurses supporting 7 school districts & our Social Emotional Learning (SEL) Schools
- All of our nurses are supporting districts as a District Registered Nurse (RN)
- Our RNs work with staff to ensure students with health conditions are safe and have access to their education
- Several RNs also serve on regional, state and national committees (Traumatic Brain Injury team, Oregon School Nursing Association, National Association of School Nurses)

Current Projects

- Recently purchased a Spot Vision Screener to increase screening options for our rural and metro districts
- Annual COVID & Flu Shot clinic for employees, students, and families
- Vaccine Exclusion Practices
- Updating Nursing Delegation practices



Role of the District Registered Nurse



District RN Video

RNs Trey Parker, Len Hamilton,
and Jon Tannler talk about their
work.

The logo for NWRESD District Registered Nurses is centered on a dark gray rectangular background. The text "NWRESD" is in a large, bold, white sans-serif font. Below it, "District Registered Nurses" is written in a smaller, white sans-serif font.

NWRESD

District Registered Nurses

Thank you!



Cathy Jensen
Executive Director
K-12 Special Education
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Damon Lorenz
Special Education Coordinator
dlorenz@nwresd.org



Northwest Regional Education Service District

November 14, 2023

TO: NWRESD Board of Directors
FR: Jordan Ely, Chief Financial Officer
RE: Local Service Plan Review

EXPLANATION: District Superintendents were presented the 2024-25 Local Service Plan at the Regional Superintendent meeting on November 2, 2023. This evening, we will be providing an overview of the proposed plan, which we will be asking the Board to consider for approval at their December Board meeting.

PRESENTER(S):	Dan Goldman, Superintendent Jordan Ely, CFO
SUPPLEMENTARY MATERIALS:	2024-25 Local Service Plan w/ Financial Summary Sheets
RECOMMENDATION:	N/A
PROPOSED MOTION:	N/A



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.

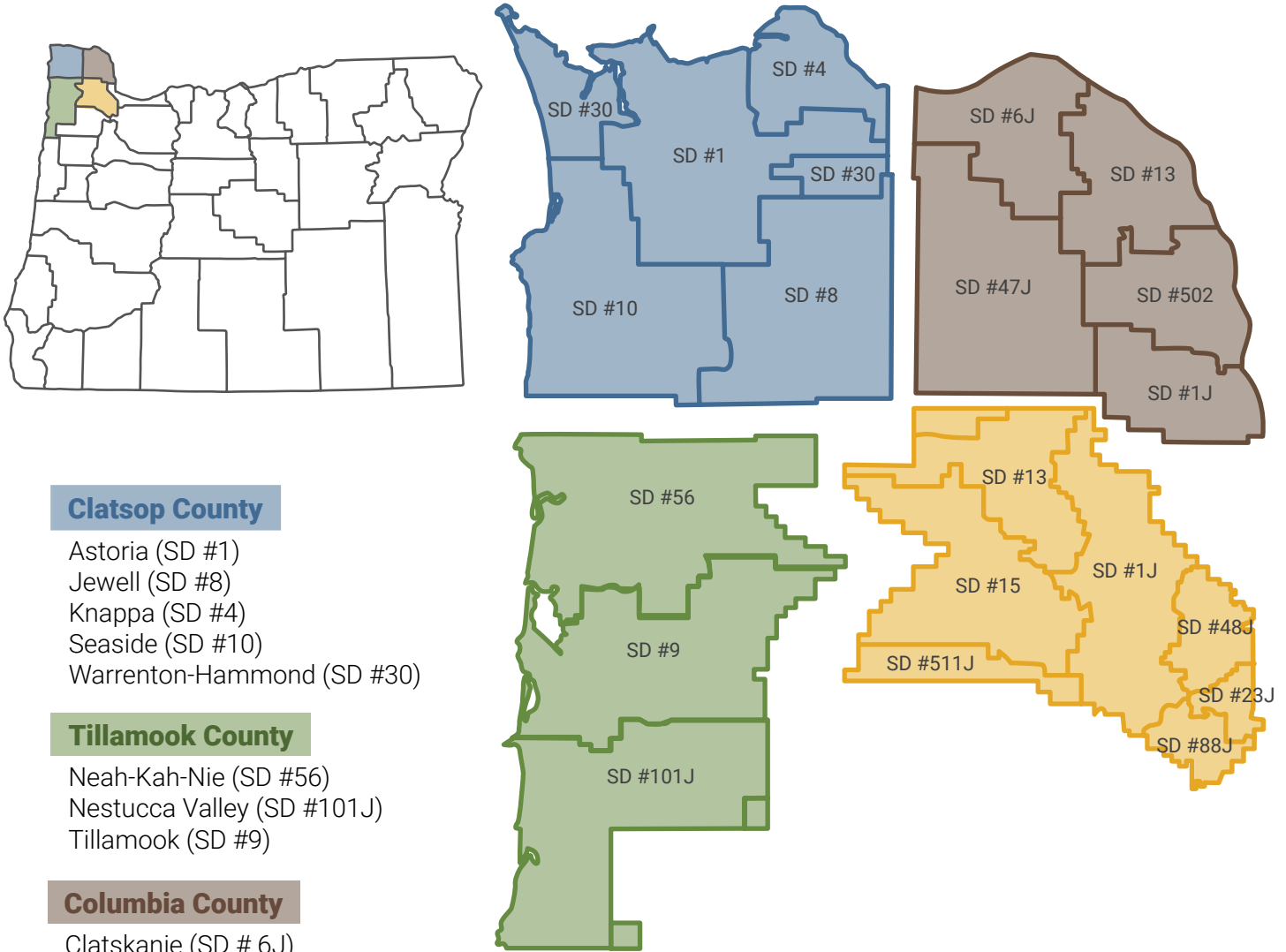
It must be approved by at least two thirds of our partner school district boards, representing at least 50% of the total number of students enrolled in our service area.



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



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Kim Lyon

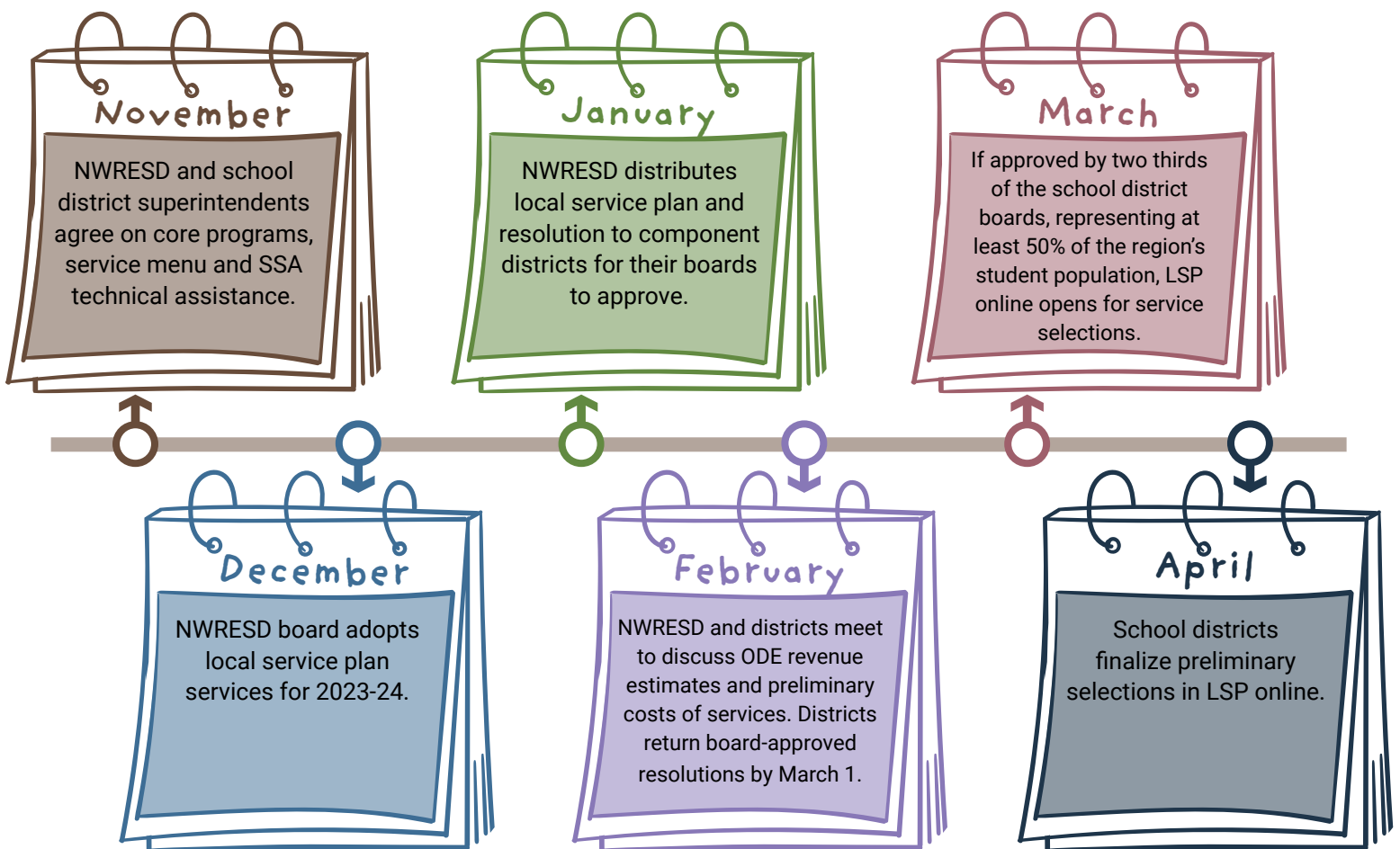
Tillamook Service Center
Administrator

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.

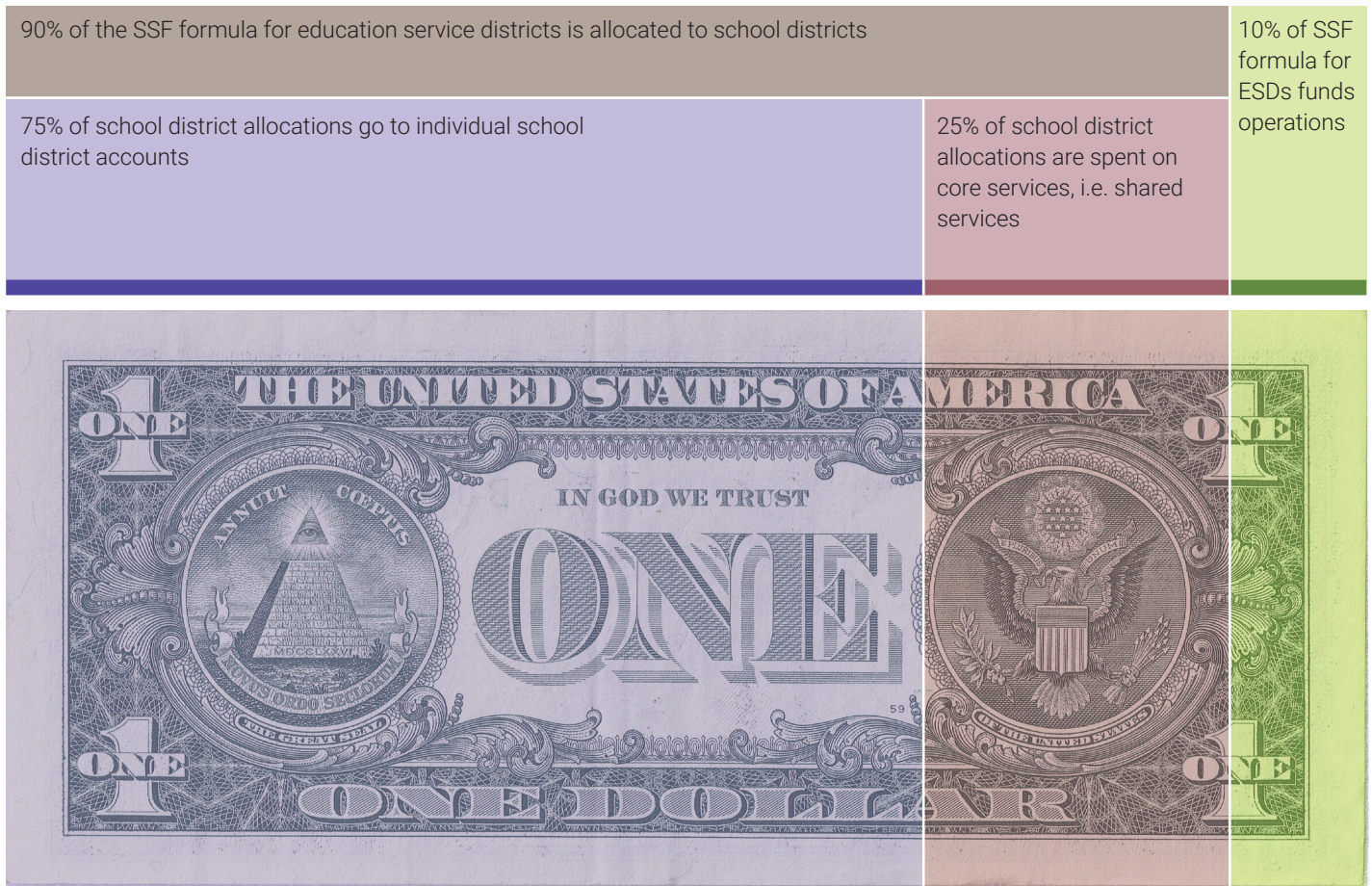
The state and local revenues within the SSF formula provide more than 80% of general operating dollars to school districts and education service districts statewide. For NWRES D specifically, the SSF formula accounts for roughly 22% of our total budgeted resources.

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

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

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

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





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 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.





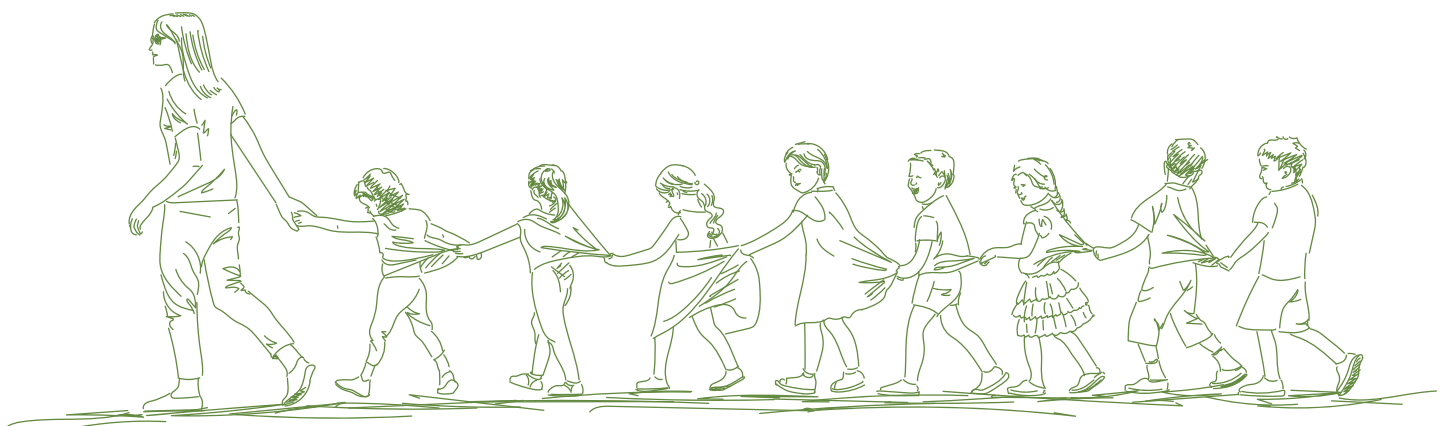
Early Learning

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

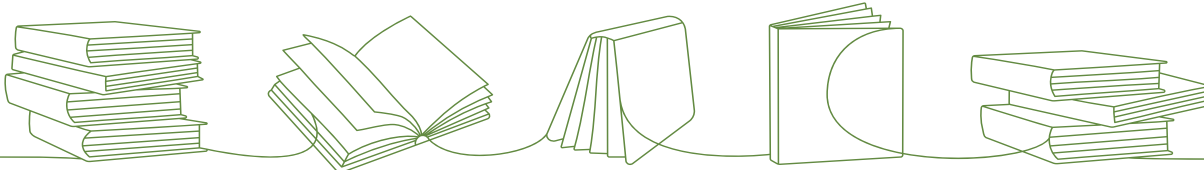
Cascade Education Corps is an experiential education program for Tigard-Tualatin School District students that aims to provide underserved youth with the knowledge, skills, resources and confidence to be lifelong environmental stewards. Students spend time in the field working on restoration projects.

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

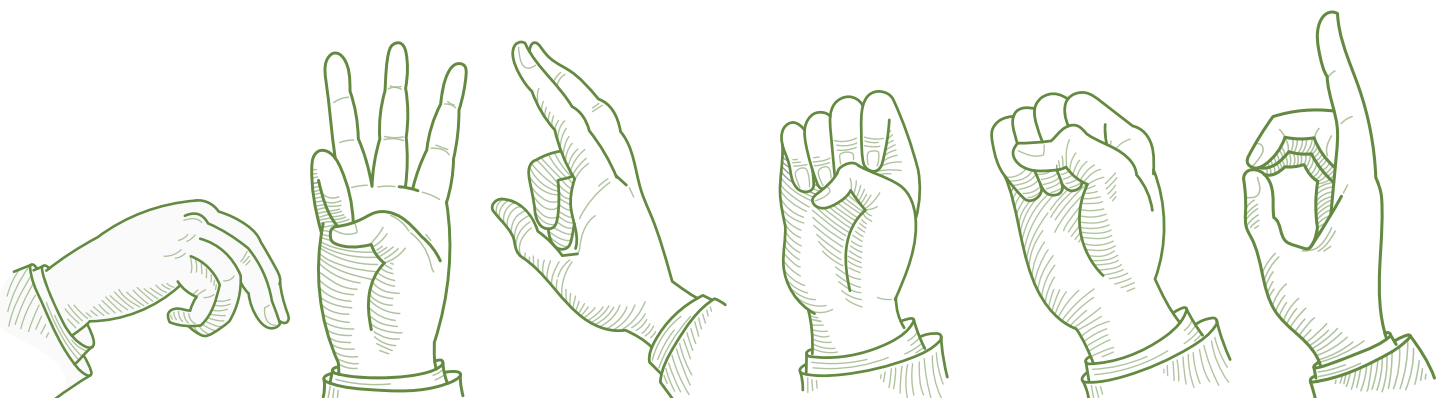
or behavior support plan, classroom and program support, coaching, data analysis, multi-tiered systems of support (MTSS) consultation, and other technical assistance.

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.

Canvas Learning Management System

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

Criminal Background Check System

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

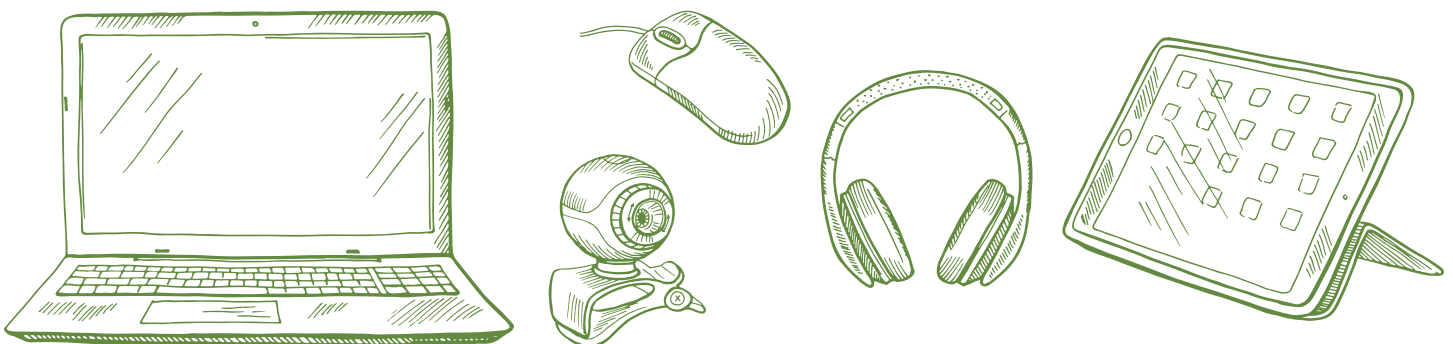
rate. With a per use charge, CRIS allows us to conduct background checks via web interface on volunteers, new hires, coaches, substitutes, teachers and staff. The CRIS database includes access to a nationwide database of over 1,000 registries and 300 million records on criminal activities.

District Level Technology Purchasing

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

Help Desk

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





Learning360 Streaming Video

We contract with Infobase to provide Learn360, a 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, NWRESA 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 NWRESA'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 (ARO) 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. NWRES D’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.*

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
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/courier-schedule)

Deaf and Hard-of-Hearing Services

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



Diverse Educator Pathways

Research shows academic and social emotional benefits for students who have access to educators who mirror their racial, cultural and linguistic identities. Yet, there is a severe shortage of linguistically and racially diverse educator talent in our state. To address this critical gap, 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

NWRESA's technology team hosts workshops and training opportunities for educators who want to learn more about educational technology tools. Opportunities are posted to nwresd.org on the technology page.

Migrant Education Program (MEP)

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

Northwest Outdoor Science School

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

Northwest Parenting

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

Northwest Regional Educator Network

The Northwest Regional Educator Network (REN) is one of 10 networks across Oregon tasked with determining how to 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 NWRESA 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.

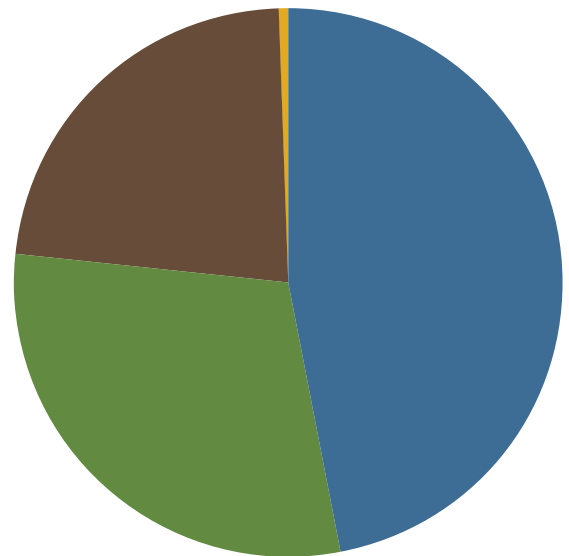
Core Services: \$5,425,601

- 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



Northwest Regional Education Service District

November 14, 2023

TO: Board of Directors

FR: Debbie Simons; Chief Human Resources Officer

RE: First Reading of Policies EFA: Local Wellness Program

EXPLANATION:

House Bill 3199 (2023) revised physical education requirements for upper elementary grades from 225 minutes down to “an average of 150 minutes during each school week, as calculated over the duration of the school year.” As was with previous law, grade 6 students must meet standards in the school where they are taught, i.e., if taught in the same school as grade 5 and below, each student must “participate in physical education for the entire school year for at least 150 minutes during each school week”.

PRESENTER(S):

Debbie Simons, Chief Human Resources Officer

SUPPLEMENTARY MATERIALS:

[Current Policy EFA: Local Wellness Program](#)

[Proposed Policy EFA: Local Wellness Program](#)

RECOMMENDATION:

N/A

PROPOSED MOTION:

N/A

EFA - Local Wellness Program

Code: EFA

Adopted: 11/8/2022

The ESD is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive ESD nutrition program consistent with state and federal requirements for ESDs sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at ESD schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The ESD shall manage and coordinate the implementation of this local wellness policy.

The Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day.
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and
5. Establishing specific goals for nutrition promotion and education, physical activity[, physical education] and other school-based activities that promote student wellness.

The Board designates the ESD principal(s) to be responsible for ensuring each school meets the goals outlined and complies with this policy.

Record Keeping

The ESD will retain the following records to document compliance with the local wellness policy requirements at the ESD's administrative offices:

1. The written local wellness policy;

2. Documentation to demonstrate the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the ESD uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. Documentation of the ESD's most recent assessment on the implementation of the local wellness policy;

Notification of Policy

The ESD will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the ESD website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy. The ESD will publicize the name and contact information of the ESD or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the ESD's website and in ESD communications.

Triennial Progress Assessments

At least once every three years, the ESD will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the ESD are in compliance with the policy;
2. The extent to which the ESD's policy compares to model local school wellness policy; and
3. A description of the progress made in attaining the goals of the ESD's policy.

The ESD will publish the triennial progress report on the ESD website when available. The ESD will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy)

The ESD will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The ESD will communicate information about opportunities. The ESD will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Nutrition education is provided throughout the student's school years as part of the ESD's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
2. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Teachers will receive curriculum-specific training;
4. Parents and families are encouraged through school communications to send healthy snacks/ meals and reusable water bottles with their student to school;
5. Families and community organizations are involved, to the extent practicable, in nutrition education;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
7. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;
2. Nutrition promotion materials are sent home with students, published on the ESD website, and distributed at parent-teacher conferences;
3. Families are invited to attend exhibitions of student nutrition projects or health fairs;
4. Physical activity is a planned part of all school-community events.

School Meals

Schools within the ESD may participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE), which may include the NSLP the SBP, Fresh Fruit & Vegetable Program (FFVP), After School Snack Program (ASSP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs or others. The ESD also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

The school's available meal program(s) operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – ESD Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The ESD will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The ESD controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed Smart Snacks Standards.¹ These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus [will meet or exceed] [are encouraged to meet] the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. This information will be conveyed to staff and parents.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the principal for approval before starting.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

The ESD (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The ESD will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. Staff encourages and provides support for parental involvement in their children's physical education;
2. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
3. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
4. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
5. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
6. Physical activity is a planned part of all school-community events;
7. Materials promoting physical activity are sent home with students and published on the ESD website.

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the ESD.

Other Activities that Promote Student Wellness

The ESD will integrate wellness activities throughout the entire school environment. The ESD will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The ESD will provide the following activities and encourage the following practices which promote local wellness:

1. Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. Nonfood-related fund raisers;
5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;

7. Monthly/Weekly school walks;
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
9. Use of alternates to food as rewards in the classroom;
10. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;

Employee Wellness

The ESD encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The ESD's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The ESD will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The ESD's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The ESD encourages participation from all employees. “Employees” are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the ESD (i.e., employee wellness committee);
2. ESD personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”² means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

^{1, 2} Oregon Department of Education, [Oregon Smart Snacks Standards](#)

END OF POLICY

Legal Reference(s):

- [ORS 327.537](#)
- [ORS 329.496](#)
- [ORS 329.531](#)
- [ORS 334.125](#)

- ORS 336.423
- OAR 581-051-051-0100
- OAR 581-051-051-0305
- OAR 581-051-051-0306
- OAR 581-051-051-0310
- OAR 581-051-051-0400
- Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. § 1758b (2018).
- National School Lunch Program, 7 C.F.R. Part 210 (2022).
- School Breakfast Program, 7 C.F.R. Part 220 (2022).

Northwest Regional ESD

Code: EFA
Adopted: 4/18/17
Revised/Readopted: 11/8/22

Local Wellness Program

The ESD is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive ESD nutrition program consistent with state and federal requirements for ESDs sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at ESD schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The ESD shall manage and coordinate the implementation of this local wellness policy.

The Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and
5. Establishing specific goals for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

The Board designates the ESD principal(s) to be responsible for ensuring each school meets the goals outlined and complies with this policy.

Record Keeping

The ESD will retain the following records to document compliance with the local wellness policy requirements at the ESD's administrative offices:

1. The written local wellness policy;
2. Documentation to demonstrate the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the ESD uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
6. Documentation of the ESD's most recent assessment on the implementation of the local wellness policy;
7. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Notification of Policy

The ESD will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the ESD website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy. The ESD will publicize the name and contact information of the ESD or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the ESD's website and in ESD communications.

Triennial Progress Assessments

At least once every three years, the ESD will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the ESD are in compliance with the policy;
2. The extent to which the ESD's policy compares to model local school wellness policy; and
3. A description of the progress made in attaining the goals of the ESD's policy.

The ESD will publish the triennial progress report on the ESD website when available. The ESD will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy)

The ESD will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The ESD will communicate

information about opportunities. The ESD will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Nutrition education is provided throughout the student's school years as part of the ESD's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
2. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Teachers will receive curriculum-specific training;
4. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;
5. Families and community organizations are involved, to the extent practicable, in nutrition education;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
7. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

- ~~1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;~~
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

3. Nutrition program resources, including promotion materials are sent home with students, published on the ESD website, and distributed at parent-teacher conferences;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Physical activity is a planned part of all school-community events.

School Meals

Schools within the ESD participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE) which may include the NSLP, the SBP, Fresh Fruit & Vegetable Program (FFVP), After School Snack Program (ASSP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or others. The ESD also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab ‘n’ Go Breakfast.

The school’s available meal program(s) operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – ESD Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The ESD will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The ESD controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus ~~[will meet or exceed]~~ [are strongly encouraged to meet] the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. This information will be conveyed to staff and parents.

Fund Raising

¹ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fundraisers on the school campus during the school day. Such requests to conduct a fundraiser will be submitted to the principal for approval before starting.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

The ESD (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The ESD will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

- ~~1. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;~~
2. Staff encourages and provides support for parental involvement in their children's physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. ^{2} Every public school student in ~~{pre-}~~kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade ~~{5}~~~~{6}~~ shall participate for a least 150 minutes during each school week, and students in grades ~~{6}~~~~{7}~~ through 8 for at least an average of 150 minutes during each school week, as calculated over the duration of a school year;

² {ESDs are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the ESD operates K-5 elementary schools, select "5" in the first bracket and "6" in the second bracket. If the ESD operates K-6 elementary schools, select "6" in the first bracket and "7" in the second bracket.}

6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
8. ³At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;
9. Physical activity is a planned part of all school-community events;
10. Materials promoting physical activity are sent home with students and published on the ESD website.

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the ESD.

Other Activities that Promote Student Wellness

The ESD will integrate wellness activities throughout the entire school environment. The ESD will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The ESD will provide the following activities and encourage the following practices which promote local wellness:

1. Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. Nonfood-related fund raisers;
5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;
7. Monthly/Weekly school walks;
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;

³ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

9. Use of alternates to food as rewards in the classroom;
10. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
- ~~13. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).~~

Employee Wellness

The ESD encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The ESD's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The ESD will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The ESD's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The ESD encourages participation from all employees. “Employees” are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the ESD (i.e., employee wellness committee);
2. ESD personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).

DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”⁴ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

Legal Reference(s):

⁴ Oregon Department of Education, [Oregon Smart Snacks](#)

[ORS 327.531](#)
[ORS 327.537](#)
[ORS 329.496](#)
[ORS 332.125](#)

[ORS 336.423](#)
[OAR 581-051-051-0100](#)
[OAR 581-051-051-0305](#)

[OAR 581-051-051-0306](#)
[OAR 581-051-051-0310](#)
[OAR 581-051-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).
[House Bill 3199](#) (2023).

BOARD REPORT | INSTRUCTIONAL SERVICES

9th Grade Success Network Highlights

The 9th Grade Success (9GS) network is off to another busy start this year with convenings, coaching, conference presentations, continued team learning, and collaboration.

The 9GS Adult Network convenings and coaching sessions engage over 100 educators from around the region. This school year has already included two in-person convenings at the Washington Service Center with a focus on learning through continuous improvement and designing for equity alongside students.

Our Student Network is larger than ever and includes over 55 high school students who are united in the aim of student powered improvement. Our student network continues to be nationally recognized, and we had the opportunity to present at the COSA Equity Summit this fall, and will present at the 2024 Carnegie Summit in San Diego this spring alongside our colleagues in the work, NYC Outward Bound.



We continue to learn together with colleagues from around the country as members of the Sandbox Fellowship, led by our friends at High Tech High and Improvement Collective, and through our continued relationship with the Center for Public Research and Development at Columbia University. These learning opportunities continue to serve as a source of inspiration and integration of innovative practice, and as a space for us to spotlight the work we are doing in the Northwest Region of Oregon on a larger stage.

The next big 9GS network event is Dec 5, where we will bring our student and adult networks together in person for the first time since the pandemic for community building and collaboration!



Early Literacy Supports Series & Grant Applications

This fall NWRESA has been actively supporting district teams as they prepare for grant applications after the Oregon Legislature approved the allocation of \$90 million dollars for Early Literacy work across the state in the Spring. With the application set to go live on December 1, 2023 both the Early Literacy Support (ELS) team and our agency's Grant Developer are providing technical assistance as districts report where they align with the State's literacy vision and where they need to adjust practice.

In addition to supporting district grant applications, the ELS Team has launched a four part series focused on Pre-K through grade 5 Literacy for instructors, literacy coaches and specialists, school instructional leadership team members, and school administrators. More than 50 educators attended the first session this October, with attendees digging into research regarding the science of teaching phonological awareness and decoding as well as practical application activities that they can implement in their schools.



The next training opportunity will take place on January 18th at the Washington Service Center. Attendance at the first session is not required to attend subsequent sessions and educators are encouraged to attend as many as they are able.



**Prepared by Stacy Rager, Executive Director of Early Learning
November 2023**

I am sad to report that our program lost a valued staff member earlier this week with the passing of Robin Lindsey, an administrative assistant at the Hillsboro Early Childhood Center. Robin had been with our agency for over 28 years and she was an integral part of the heart and spirit of the HECC team—her absence will be felt by any who knew and loved her. During this difficult time, I was appreciative of our agency’s flight team, led by Neha Hertzog with help from Megan Snow, who quickly coordinated and staffed a comfort room at HECC for those needing a place of solace and support during the workday. Additionally, I was appreciative of Tracey Goldner in our communications department for crafting the lovely tribute to Robin and ensuring that the message was sent in a timely manner to both staff and parents. Being a part of a team is never appreciated as much as it is during a time of crisis, and I am thankful for all of the helpers who have walked alongside our program during this difficult time.

I’m pleased to announce that Abbey Lutskovsky will be our new Northwest Early Learning Hub coordinator. Abbey was an internal candidate who started with our agency on the Evaluation Intake team before transferring to the Hillsboro Early Child Center to work as a teacher. She has committed herself to a career focused on supporting young children and families and is deeply committed to our agency’s equity work and improving equitable access to high-quality early learning. She brings a broad background of experience in the field of early learning and care and will be an excellent addition to the early learning department in this new capacity. Abbey began her work as the hub coordinator on Oct. 30.

Some of the EI/ECSE teams have hosted (or are hosting) open house nights. Clatsop Service Center kicked things off on October 26 with an open house of their new location with books and game provided by the NW Parenting hub. The following week their Equity Learning Team hosted a parent story circle event that went they, they are excited to host another story circle later this year. Beaverton Early Childhood Center hosted a fall harvest celebration on Nov 2 that had a great parent turnout. Attendees enjoyed a variety of activities and participated in a “passport” activity to make connections with friends. Hillsboro ECC is holding their fall festival on Nov 13 from 5-7 PM, and Tualatin ECC has theirs scheduled for Nov 15 from 5-6:30—please feel free to drop by an event near you!

For the CCRR, the focus has been on grant awards. In 2021 a small group of leaders began meeting to strategize around the challenges of child care that are faced by families in Clatsop county. The group received funds from the county and other local businesses - including

Providence Seaside Hospital and Columbia Memorial Hospital to stand up a grant program that was aimed at strengthening child care businesses, making sure they had the funds to provide competitive compensation and also be accessible to families. The work of this group has now officially transitioned to sit within the CCRR and has just released its second grant round. Seven programs in the county are receiving \$145,300 to expand infant and toddler care and access to families through scholarships. The advisory has committed to releasing a second round of grants in early 2024. It is great for our department and agency to support and further the work of quality childcare in the community in this manner.



Special Student Services Board Report

Cathy Jensen, Executive Director, K-12 Special Education
November 2023

Spotlight on: NWRESA's Autism Spectrum Disorder (ASD) and School Psychology Teams

The ASD and School Psychology Teams are involved in many activities to support the students and programs within the region.

In the spirit of Liberatory Design, the ASD and School Psychology teams joined together to conduct a cross-disciplinary book study in collaboration with the Motor Team. Participants have selected from the following options:

- *Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges* by Mona Delahooke
- *The Teacher's Instruction to Pathological Demand Avoidance: Essential Strategies for the Classroom*
- *The Interceptive Mind: How to Become Your Most Effective Self by Improving Your Interoception and Microbiome* by Dr. Nihan Altinsoy Marun
- *Troublemakers: Lessons in Freedom from Young Children at School* by Carly Shalaby, or *What Happened to You?*
- *Conversations on Trauma, Resilience, and Healing* by Oprah Winfrey & Bruce Perry.

Their first sessions were on October 18th in which they planned out their reading schedule, dates for future meetings, and identified facilitators for each session.

The ASD Team is pleased to be bringing back a professional development series designed to go deeping into topics relating to evaluations for ASD eligibility. The first two sessions have wrapped up that covered the overall evaluation process. The going deeper series will begin November and will continue through May with monthly sessions available to anyone in our region as well as licensed Oregon educators. Topics include:

- ASD Behavior Rating Tools - CARS-2 & SRS-2
- ASD Observations - Tips, Tricks, Timesavers. Adding Observations into Reports.
- ASD Criteria Interpretation in the 7 Domains
- ASD Evaluation Report Writing Strategies and Considerations
- ASD & Girls Workshop
- ADOS-2 (tentative)
- Tricky Meetings and Meeting Efficiencies for ASD Evaluation Meetings

Coordinator, Tina Meier-Nowell, and ASD Consultant Reyna Sigurdson, will co-present.

November 2023

Administrative Report

The Office of Equity and Family Partnerships' purpose is to deepen NWRESD's commitment to and accomplishment of equity and antiracism.

Professional Development Support - Cultivate anti-racism, multiculturalism, and diverse racial perspectives in program design, continuous improvement, and decision-making

The Impeccable Ally

The Office of Equity and Family Partnerships hosted a three-part training titled *The Impeccable Ally* on October 11th, 18th, and 25th. *The Impeccable Ally* is focused on refining the practice of racial allyship. The series was led by Youuniversal Professional Development Equity Consulting founder, Emmanuel Williams, and helps participants unearth bias, understand impression management habits, thwart discourse that disconnects, and implement best practices for building trust as they fortify cross-racial communication and relationships.

The series was open to all NWRESD staff and all educators who work for any of the 20 component school districts in Clatsop, Columbia, Tillamook or Washington counties. This workshop was first hosted in April of 2023 and offered again this fall in response to staff requests.

Early Intervention/Early Childhood Special Education: Liberatory Design 101

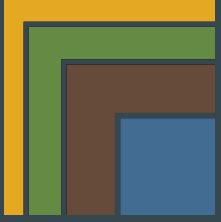
Equity and Family Partnerships facilitated an introductory overview of Liberatory Design for NWRESD staff in the EI/ECSE department during their October 12th Inservice. This session provided participants with definitions and practice reflecting on Liberatory Design's "mindsets and modes", and how they can be used in daily practice to move our work forward in equity. A slightly extended version of this training was offered at the All-Staff Inservice in August. Participants who attended the October session were primarily staff members who attended alternative professional development offerings in August. A total of 52 participants attended the Fall session.

Story Circles

The Office of Equity and Family Partnerships convened a Story Circle Training with facilitator, author and storyteller, Rose McGee from Minnesota Humanities Center on October 19th at the Washington Service Center. The training series was designed to offer a deeper dive into the Community Toolkit strategies designed by ESD staff to support component districts with community engagement implementation under Integrated Guidance. The training was in-person 6 hour training attended by over 20 personnel from the ESD. Story Circles have emerged as a practice used by many of our Equity Learning Teams to further our relationships and center the voices of our students and families.

Submitted by:

Katie Jones, Equity Coach, [Equity and Family Partnerships](#) on behalf of the team.



ACTION ITEMS



November 14, 2023

TO: Board of Directors

FR: Jordan Ely, CFO

RE: November 2023 Financial Report as of October 31, 2023

EXPLANATION:

Introduction

This report provides an overview of the fiscal health of NW Regional Educational Service District (ESD) for the period ended October 31, 2023. Much of the information in this written report is unchanged from the previous report, as the updated numbers have not created any cause for changing projections.

The purpose of the report is to provide the board with a summary and an analysis of the district's financial activities by fund classification, highlighting key trends, revenues, expenditures, and fund balances. While projections are also included, the reliability of data this early in the fiscal year is tenuous, at best.

As a reminder, expenditure projections are expected to improve significantly after all employee groups have settled contracts. Revenue projections will see material improvement once all award letters and grant agreements are received. Property taxes collected in November and December also yield reliable baselines for local tax projections. Until all of these variables achieve a level of reliability, projections depend exclusively on analysis of historical regression, which is limited by its inability to control for year-to-year variations.

2022-23 numbers are still being audited, so beginning fund balance information and prior year-to-date comparison figures are subject to change.

General Fund

Beginning balance was nearly \$300 thousand higher than projected during budget development. Revenue-to-date is also favorable relative to expectations, primarily due to increased state school fund support. While the increased support is reflected in the revenue projections, 90% of the revenue is earmarked for districts which will *not* be reflected in the expenditure projections until staff can engage with districts to understand where to send those resources.

Staff will bring a budget transfer resolution to the Board when there is more clarity surrounding that issue. At this time, however, the fund balance growth reflected in this report is only temporary in nature.

Special Revenue Fund

Special Revenue Funds account for restricted revenues designated for specific purposes, such as grants and special programs. Consistent with prior years, there is a lag of revenue, compared with expenditures. This is the result of the reimbursement nature of the majority of grants. Concern is not warranted, as the ESD will be able to claim reimbursement, and the revenue will eventually match the expenditures. However, this does highlight the importance of maintaining a healthy cash position in order to manage delayed or lagging revenues.

It is also important to note that while cash flow is sufficient to satisfy our current liabilities, this statement should not be interpreted to mean that the overall funding position is strong. Significant cuts were made to programs, specifically EI/ECSE, in order to balance the budget to anticipated funding levels for this year. Superintendent Goldman and other staff are continuing to work with

representatives at the Oregon Department of Education to secure additional funding to return the program to prior service levels.

The budgeted beginning fund balance was \$9,256,392, but the actual beginning fund balance was \$21,208,831, after a reimbursement from ODE for the prior fiscal year was received in the current fiscal year. Year-to-date, expenses have totaled \$23,843,925, while revenues have totaled \$4,764,410.

Debt Service Fund

The Debt Service Fund covers principal and interest payments on the district's long-term debts. The fund is new this year and has not yet seen any activity.

Capital Projects Fund

The Capital Projects Fund is used for construction, renovation, and major equipment purchases. Beginning fund balance was \$11,793,837. Year-to-date revenues were \$24, and expenditures were \$140,255. The primary activities in this fund will be related to renovating the Aloclek building acquired at the end of last year.

During the budget process, it was not clear whether the loan for this project would close prior to June 30, so the revenues were budgeted in the "other sources" category, rather than as fund balance and the full cost of the building was also appropriated. However, the loan and the sale of the property both closed prior to year end, leaving the revenue and the expense side of this fund much lower than the budgeted amounts.

Enterprise Fund

Enterprise Funds are used when NW Regional ESD operates revenue-generating services; for example, Cascade Technology Alliance or business management services. The beginning fund balance was \$1,309,076. Revenues-to-date were \$217,647. Expenditures-to-date were \$4,648,732. The majority of these expenses were related to the software we host for districts. The costs for this software and for hosting will be billed to districts. Similar to the special revenue fund, this creates delayed revenue, but the delays are normal and expected, and they do not give rise to concern.

Trust & Agency Fund

Trust & Agency funds are those held by the ESD on behalf of other parties. The ESD does not control these funds, but instead serves in a custodial capacity. The beginning fund balance of the Trust & Agency fund was \$8,408,285. Revenues received were \$500, and expenditures have totaled \$2,904,047. ASD and EI evaluations continue to make up the majority of expenditures-to-date.

Conclusion

To conclude, the ESD's ability to satisfy its current and long term liabilities remains strong, despite the persistent delays to grant agreement execution at the state level. Staff will continue closely monitoring that situation, but operations will not be impacted by cash flow issues for several months, and there is not currently any reason to believe the grant agreements will be that far out. Staff will keep the Board apprised of any new information coming out of Salem, regarding this issue. All other funds are performing as expected.

PRESENTER(S):

Jordan Ely

SUPPLEMENTARY MATERIALS:

[November Financial Report](#)

RECOMMENDATION:

To approve the November 2023 financial report as presented.

PROPOSED MOTION:

"I move to approve the November 2023 financial report as presented."

NW REGIONAL ESD MONTHLY FINANCIAL REPORT

For the Period Ending October 31, 2023

GENERAL FUND	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$ 6,291,285	\$ 7,222,077		\$ 7,222,077	\$ 6,979,639	\$ 292,438
REVENUES						
Local Sources	\$ 731,174	\$ 606,297	\$ 20,440,642	\$ 20,686,239	\$ 20,648,229	\$ 38,010
Intermediate Sources	\$ 2,051	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	\$ 16,516,820	\$ 17,438,001	\$ 27,906,664	\$ 41,857,902	\$ 41,052,805	\$ 805,097
Federal Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ -	\$ 475,000	\$ 425,000	\$ 425,000	\$ -
TOTAL REVENUE	\$ 17,250,045	\$ 18,044,298	\$ 48,822,306	\$ 62,969,141	\$ 62,126,034	\$ 843,107
EXPENDITURES						
Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Services	\$ 3,491,864	\$ 3,689,110	\$ 8,917,691	\$ 11,838,529	\$ 12,265,319	\$ 426,790
Enterprise and Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	\$ -	\$ -	\$ 50,556,886	\$ 50,556,886	\$ 50,556,886	\$ -
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ 700,000	\$ 700,000
TOTAL EXPENDITURES	\$ 3,491,864	\$ 3,689,110	\$ 59,474,577	\$ 62,395,415	\$ 63,522,205	\$ 1,126,790
SURPLUS / (DEFICIT)	\$ 13,758,181	\$ 14,355,188		\$ 573,726		
Period End Fund Balance	\$ 20,049,466	\$ 21,577,265				
Projected Year End Fund Balance				\$ 7,795,803		
SPECIAL REVENUE FUND						
Beginning Fund Balance	\$ 13,618,716	\$ 21,208,831	\$ -	\$ 21,208,831	\$ 9,256,392	\$ 11,952,439
REVENUES						
Local Sources	\$ 2,873,062	\$ 4,379,280	\$ 37,889,002	\$ 42,268,282	\$ 41,694,061	\$ 574,221
Intermediate Sources	\$ -	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ 1,400
State Sources	\$ 8,296,628	\$ 383,596	\$ 49,818,152	\$ 50,201,748	\$ 52,009,612	\$ (1,807,864)
Federal Sources	\$ 1,467,106	\$ 133	\$ 16,079,187	\$ 16,079,320	\$ 18,298,422	\$ (2,219,102)
Other Sources	\$ -	\$ -	\$ 3,343,624	\$ 3,343,624	\$ 3,343,624	\$ -
TOTAL REVENUE	\$ 12,636,796	\$ 4,764,410	\$ 107,129,964	\$ 111,894,374	\$ 115,345,719	\$ (3,451,345)
EXPENDITURES						
Instruction	\$ 13,465,587	\$ 15,019,534	\$ 54,178,406	\$ 69,197,940	\$ 70,807,394	\$ 1,609,454
Support Services	\$ 7,940,899	\$ 7,086,363	\$ 33,012,063	\$ 40,098,426	\$ 41,768,359	\$ 1,669,933
Enterprise and Community Services	\$ 625,305	\$ 605,826	\$ 2,050,963	\$ 2,656,789	\$ 2,732,053	\$ 75,264
Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	\$ 619,461	\$ 1,132,202	\$ 8,199,218	\$ 9,331,420	\$ 9,294,305	\$ (37,115)
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 22,651,252	\$ 23,843,925	\$ 97,440,650	\$ 121,284,575	\$ 124,602,111	\$ 3,317,536
SURPLUS / (DEFICIT)	\$ (10,014,456)	\$ (19,079,515)		\$ (9,390,201)		
Period End Fund Balance	\$ 3,604,260	\$ 2,129,316				
Projected Year End Fund Balance				\$ 11,818,630		

NW REGIONAL ESD MONTHLY FINANCIAL REPORT

For the Period Ending September 30, 2023

NW REGIONAL ESD MONTHLY FINANCIAL REPORT							
For the Period Ending September 30, 2023							
DEBT SERVICE FUND	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)	
Beginning Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
REVENUES							
Local Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Intermediate Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ -	\$ 1,750,000	\$ 1,750,000	\$ 1,750,000	\$ -	\$ -
TOTAL REVENUE	\$ -	\$ -	\$ 1,750,000	\$ 1,750,000	\$ 1,750,000	\$ -	\$ -
EXPENDITURES							
Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Enterprise and Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	\$ -	\$ -	\$ 1,312,500	\$ 1,312,500	\$ 1,750,000	\$ -	\$ 437,500
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ -	\$ -	\$ 1,312,500	\$ 1,312,500	\$ 1,750,000	\$ -	\$ 437,500
SURPLUS / (DEFICIT)	\$ -	\$ -	\$ 437,500				
Period End Fund Balance	\$ -	\$ -		\$ 437,500			
Projected Year End Fund Balance				\$ 437,500			
CAPITAL PROJECTS FUND	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)	
Beginning Fund Balance	\$ 2,209,287	\$ 11,793,837	\$ -	\$ 11,793,837	\$ 2,070,150	\$ 9,723,687	\$ 9,723,687
REVENUES							
Local Sources	\$ -	\$ 24	\$ 49,976	\$ 50,000	\$ 50,000	\$ -	\$ -
Intermediate Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ -	\$ 268,850	\$ 268,850	\$ 15,388,850	\$ -	\$ (15,120,000)
TOTAL REVENUE	\$ -	\$ 24	\$ 318,826	\$ 318,850	\$ 15,438,850	\$ -	\$ (15,120,000)
EXPENDITURES							
Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Services	\$ -	\$ -	\$ 487,500	\$ 487,500	\$ 650,000	\$ -	\$ 162,500
Enterprise and Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Acquisition and Construction	\$ -	\$ 140,255	\$ 6,176,195	\$ 6,316,450	\$ 16,314,500	\$ -	\$ 9,998,050
Other Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ 544,500	\$ -	\$ 544,500
TOTAL EXPENDITURES	\$ -	\$ 140,255	\$ 6,663,695	\$ 6,803,950	\$ 17,509,000	\$ -	\$ 10,705,050
SURPLUS / (DEFICIT)	\$ -	\$ (140,231)	\$ (6,485,100)				
Period End Fund Balance	\$ 2,209,287	\$ 11,653,606		\$ 5,308,737			
Projected Year End Fund Balance				\$ 5,308,737			

NW REGIONAL ESD MONTHLY FINANCIAL REPORT

For the Period Ending September 30, 2023

ENTERPRISE FUND	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$ 1,386,420	\$ 1,309,076	\$ -	\$ 1,309,076	\$ 1,704,094	\$ (395,018)
REVENUES						
Local Sources	\$ 243,847	\$ 165,647	\$ 5,228,575	\$ 5,394,222	\$ 5,394,222	\$ -
Intermediate Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	\$ -	\$ -	\$ 295,000	\$ 295,000	\$ 295,000	\$ -
Federal Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources	\$ 26,000	\$ 52,000	\$ 2,747,587	\$ 2,799,587	\$ 2,799,587	\$ -
TOTAL REVENUE	\$ 269,847	\$ 217,647	\$ 8,271,162	\$ 8,488,809	\$ 8,488,809	\$ -
EXPENDITURES						
Instruction	\$ 49,988	\$ 108,154	\$ 217,161	\$ 325,315	\$ 328,503	\$ 3,188
Support Services	\$ 4,368,630	\$ 4,540,578	\$ 5,323,738	\$ 9,864,316	\$ 9,864,400	\$ 84
Enterprise and Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 4,418,618	\$ 4,648,732	\$ 5,540,899	\$ 10,189,631	\$ 10,192,903	\$ 3,272
SURPLUS / (DEFICIT)	\$ (4,148,771)	\$ (4,431,085)		\$ (1,700,822)		
Period End Fund Balance	\$ (2,762,351)	\$ (3,122,009)				
Projected Year End Fund Balance				\$ (391,746)		
TRUST & AGENCY FUND						
Beginning Fund Balance	\$ 12,286,975	\$ 8,408,285	\$ -	\$ 8,408,285	\$ 9,007,234	\$ (598,949)
REVENUES						
Local Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Intermediate Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	\$ 500	\$ 500	\$ (500)	\$ -	\$ -	\$ -
Federal Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ -	\$ 44,546,941	\$ 44,546,941	\$ 44,546,941	\$ -
TOTAL REVENUE	\$ 500	\$ 500	\$ 44,546,441	\$ 44,546,941	\$ 44,546,941	\$ -
EXPENDITURES						
Instruction	\$ 490,796	\$ 1,863,834	\$ 14,215,351	\$ 16,079,185	\$ 16,290,493	\$ 211,308
Support Services	\$ 289,544	\$ 997,997	\$ 7,431,698	\$ 8,429,694	\$ 8,957,231	\$ 527,537
Enterprise and Community Services	\$ 4,610	\$ -	\$ 93,490	\$ 93,490	\$ 124,653	\$ 31,163
Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	\$ 7,110,684	\$ 42,217	\$ 26,171,108	\$ 26,213,324	\$ 28,181,798	\$ 1,968,474
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 7,895,634	\$ 2,904,047	\$ 47,911,646	\$ 50,815,693	\$ 53,554,175	\$ 2,738,482
SURPLUS / (DEFICIT)	\$ (7,895,134)	\$ (2,903,547)		\$ (6,268,752)		
Period End Fund Balance	\$ 4,391,841	\$ 5,504,738				
Projected Year End Fund Balance				\$ 2,139,533		

NW REGIONAL ESD MONTHLY FINANCIAL REPORT

For the Period Ending September 30, 2023

ALL FUNDS	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$ 35,792,683	\$ 49,942,106	\$ -	\$ 49,942,106	\$ 29,017,509	\$ 20,974,597
REVENUES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local Sources	\$ 3,848,083	\$ 5,151,248	\$ 63,608,194	\$ 68,398,743	\$ 67,786,512	\$ 612,231
Intermediate Sources	\$ 2,051	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ 1,400
State Sources	\$ 24,813,948	\$ 17,822,097	\$ 78,019,316	\$ 92,354,650	\$ 93,357,417	\$ (1,002,767)
Federal Sources	\$ 1,467,106	\$ 133	\$ 16,079,187	\$ 16,079,320	\$ 18,298,422	\$ (2,219,102)
Other Sources	\$ 26,000	\$ 52,000	\$ 53,132,002	\$ 53,134,002	\$ 68,254,002	\$ (15,120,000)
TOTAL REVENUE	\$ 30,157,188	\$ 23,026,879	\$ 210,838,699	\$ 229,968,115	\$ 247,696,353	\$ (17,728,238)
EXPENDITURES						
Instruction	\$ 14,006,371	\$ 16,991,522	\$ 68,610,918	\$ 85,602,440	\$ 87,426,390	\$ 1,823,950
Support Services	\$ 16,090,937	\$ 16,314,048	\$ 55,172,689	\$ 70,718,465	\$ 73,505,309	\$ 2,786,844
Enterprise and Community Services	\$ 629,915	\$ 605,826	\$ 2,144,453	\$ 2,750,279	\$ 2,856,706	\$ 106,427
Facilities Acquisition and Construction	\$ -	\$ 140,255	\$ 6,176,195	\$ 6,316,450	\$ 16,314,500	\$ 9,998,050
Other Uses	\$ 7,730,145	\$ 1,174,419	\$ 86,239,712	\$ 87,414,130	\$ 89,782,989	\$ 2,368,859
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ 1,244,500	\$ 1,244,500
TOTAL EXPENDITURES	\$ 38,457,368	\$ 35,226,069	\$ 218,343,967	\$ 252,801,764	\$ 271,130,394	\$ 18,328,630
SURPLUS / (DEFICIT)	\$ (8,300,180)	\$ (12,199,190)		\$ (22,833,649)		
Period End Fund Balance	\$ 27,492,503	\$ 37,742,916				
Projected Year End Fund Balance				\$ 27,108,457		



Northwest Regional Education Service District

November 14, 2023

TO: Board of Directors

FR: Valerie White, Board Secretary

RE: Oregon School Board Association Elections

EXPLANATION:

The Oregon School Boards Association is organized as one general state association with up to 23 regionally elected representatives established across 14 geographic regions to support member participation and representation. All election information is available at the OSBA Election Center. For your reference, OSBA has posted this list of the currently open positions with the incumbents, as well as the 2023 elections calendar.

In odd-numbered years, member boards elect regional representatives for even-numbered positions on the OSBA Board of Directors and all members of the Legislative Policy Committee.

The following positions are presented for board action:

- Board Position 14 (North Coast Region): Gregory Kintz
- Board Position 16 (Washington Region): Tristan Irvine
- Legislative Policy Committee Position 14 (North Coast Region): Sondra Gomez
- Legislative Policy Committee Position 16 (Washington Region): Becky Tymchuk

After board action, the selected candidates will be submitted to OSBA by the board secretary.

PRESENTER(S): Superintendent Dan Goldman
SUPPLEMENTARY MATERIALS: [Nomination Forms & Candidate Questionnaires, Elections Calendar](#)
RECOMMENDATION: N/A
PROPOSED MOTION: I move to endorse the following candidates:

- Board Position 14: _____
- Board Position 16: _____
- LPC Position 14: _____
- LPC Position 16: _____

NOMINATION FORM OSBA BOARD OF DIRECTORS REGIONAL MEMBER

Date: 09/14/2023

TO: Sami Al-Abdrabbuh, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 29, 2023**

Return this form and all candidate information forms to the OSBA office by email at OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Sami Al-Abdrabbuh:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the North Coast Region, Position # 14.

BOARD CANDIDATE INFORMATION

Name: Greg Kintz
District/ESD/Community College: Vernonia School District
Address: 54240 Nehalem Hwy. S.
City: Vernonia Oregon ZIP: 97064
E-mail: gkintz@vernoniak12.org Phone: 503 987 2784

This nomination was approved by official action of our board of directors at a duly called meeting on 09/14/2023
(date)



(Board Chair signature)

Board Chair name: Scott Rickard
District: Vernonia School District
Address: 1201 Texas Avenue
City, State, Zip: Vernonia, OR 97064

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Gregory P. Kintz

Date: September 5th, 2023

Address: 54240 Nehalem Hwy. S.

City/Zip: Vernonia, OR 97064

Business phone: _____

Residence phone: _____

Cell phone: 503-987-2784

E-mail: kintzgreg415@gmail.com

District/ESD/CC: Vernonia SD 47J

Term expires: 2027 Years on board: 16

Region: NorthCoast

Insert your high-resolution digital photo (head shot):
1) Open this PDF in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

Position #: 14

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Gregory Kintz

September 5th, 2023

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.
To serve public school, education service district and community college Boards through legislative advocacy and leadership training: to provide services in critical areas of policy, financial, legal, safety and employee management and to support locally elected school Boards in the effort to provide education excellence.
2. What do you want to accomplish by serving on the OSBA board of directors?
To be an integral part of State wide efforts to promote education in as many forms and in as many ways as possible.
To be an advocate for the issues that are sometimes unique to our Region. To literally be a part of solutions and not a part of problems.
3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.
Over 40 years of combined Boardmanship including local, regional and state wide Boards, committees and workgroups.
I participated in the NCLB waivers workgroup #2 (SB 290) which proposed the methods and practices instrumental in crafting the rubrics used to standardize the current teacher evaluations for Oregon.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?
 - A. Supporting local school districts as they deal with Post Covid-19 issues specifically regarding: finding and retaining personnel, regaining stability in education and school safety concerns.
 - B. Legislative advocacy on behalf of our 197 Public School Districts specifically in areas of accountability, diversity, inclusion, equity and more.

5. What do you see as the two most challenging issues faced by your region?
 - A. Attendance, community engagement, and a return to assessments to properly evaluate college or career readiness.
 - B. Mental health issues related to the current state of our world Post Covid-19.

6. What is your plan for communicating with boards in your region?

Maintaining e-mail contact. Continuation of updates from OSBA and NSBA events attended. Attendance at the Regional meeting and networking. Currently working toward a list of Board Meetings for all Boards in the Region in an effort to attend either in-person or virtually as often as possible.

Please continue to the next section.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Vernonia 47J School Board of Directors: Vice Chair, Chair Vernonia 47J Committees: Negotiations, Budget, Safety, Policy Review and Achievement Compact Advisory Committees, Washington Grade School Site Council, Principal Selection Committee, TAG and Board Scholarship Selection Committee. Vernonia Education Foundation (President)

Other education board positions held/dates:

OSBA Board of Directors, Legislative Policy Committee, Governance Committee, Liaison to Advocates for Student Trust Lands (ASTL), Advocacy Teams to U.S. Capital Oregon Department of Education - Next Generation NCLB Waivers Workgroup #2
NWRFSO Budget Committee

Occupation (Include at least the past five years):

Employers:

Locating, Inc. Damage Prevention Specialist Tech II

Dates:

Retired 2022

Schools attended (Include official name of school, where and when):

High school: Forest Grove HS Forest Grove, OR

College: Portland Community College Portland, OR Associate of Science

Degrees earned:

Education honors and/or awards:

2012 Co-Citizen of the Year for the City of Vernonia (as School Board Member- Vernonia SD 47J)

President's List 4.0 student 2010 Fall Term PCC Rock Creek

Other applicable training or education:

13 Leadership Modules, 8 Leadership Medals, Certified Instructor, Camp Commander, Advanced, National and District Training Camps (Royal Rangers), Graduate of Cohort III and Community Collaborations (The Ford Family Foundation's Leadership Training) Graduate of OSBA Leadership Institute Platinum Level Sexual Harassment Crisis Response and Recovery

Activities, other state and local community services:

Vernonia Community Garden Project, Vernonia Wellness Project, Chalkboard (CLASS) Project, Vernonia Education Foundation, President and Director, Participated in Oregon Solutions, Outdoor School Instructor, Participated in Salmon Watch and ODFW smolt fin clipping

Hobbies/special interests:

Travel and camping, wood carving, recycling, wood cutting, magnet fishing

Business/professional/civic group memberships; offices held and dates:

Oregon Business Council Networking, Vernonia Christian Church

Additional comments:

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

**NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER**

Date: September 25, 2023

TO: Sami Al-Abdrabbuh, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 29, 2023**

Return this form and all candidate information forms to the OSBA office by email at OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301

Dear Sami Al-Abdrabbuh:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Washington Region, Position # 16.

BOARD CANDIDATE INFORMATION

Name: Tristan Irvin
District/ESD/Community College: Tigard-Tualatin School District 23J
Address: 6960 SW Sandburg St.
City: Tigard Oregon ZIP: 97223
E-mail: boardmember.Irvin@ttsd.k12.or.us Phone: 503-431-4000

This nomination was approved by official action of our board of directors at a duly called meeting on September 25, 2023.
(date)



(Board Vice Chair signature)

Board Vice Chair name: David Jaimes
District: Tigard-Tualatin School District 23J
Address: 6960 SW Sandburg St.
City, State, Zip: Tigard, OR 97223

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____

Insert your high-resolution digital photo (head shot):
1) Open this PDF in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?

5. What do you see as the two most challenging issues faced by your region?

6. What is your plan for communicating with boards in your region?

Please continue to the next section.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

1. Describe in your own words the mission and goals of OSBA.

OSBA works to support, advocate, and partner with local school boards in order to improve equitable outcomes for all students and improve student success. OSBA strives to do this by creating and implementing a financial strategic plan in order to create a financially stable organization; continuing to create and develop deep relationships with board and superintendents, and investing in the training and mentoring of new board members which will positively affect the overall health of public school boards in Oregon.

2. What do you want to accomplish by serving on the OSBA board of directors?

Having worked to create and advocate for equity focused practices and policies in my home district (TTSD), I would love to continue that work and make it the rule, rather than the exception, across the state. Additionally, I would like to be part of communicating best-practices, legislative updates, and other pertinent information to new and seasoned board members with the mission of the OSBA and the core value that "every child can learn" at the forefront.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

I believe that as a leader, two of the most important skills I bring are: the ability to seek out and elevate voices and perspectives that may not always be given the space to be heard; and I love collaborating with colleagues about creative solutions and thinking outside the box. And while it's not necessarily a skill, I do think having a good sense of humor never hurts!

For the last several years, we have had one student representative from each high school on the board. This is a position that allows students to give their perspective on the issues and concerns that they, and their peers, are seeing and experiencing. Each year we have had an increasing number of high school applicants and so, with the mission and core value of elevating voices in mind, last year I recommended expanding our student representatives to two students per school, and this year we increased it again to three per school!

4. What do you see as the two most challenging issues faced by OSBA?

I think one (forever) challenge is state school funding (and particularly the numbers they use for their calculations - such as using outdated numbers, rather than current figures that are part of real-time collective bargaining, etc.). Another challenge is the vast difference in equity work happening in school districts across the state. This is a crucial, and ongoing, conversation and it is critical that we advocate for boards to work towards alignment in this area.

5. What do you see as the two most challenging issues faced by your region?

Honestly, I believe that we share the same issues as I mentioned above. With regards to equity, we have seen a lot of push-back from some of our constituents when it comes to equity work. It requires patience, educating, and re-calibrating, but I am hopeful when I see many districts (like TTSD) committed to the work. School funding continues to be a trickle-down issue -- what we are seeing regionally is a continued need for SEL and mental health supports, special education personnel, and ability to compensate our teachers for the tremendous work that they do.

6. What is your plan for communicating with boards in your region?

I plan on contacting former OSBA board members from my region to gain an understanding of what worked, and what didn't, relative to communication during their tenure. I would hope to contact regional board chairs via email or phone to introduce myself and see what communication methods they prefer.

Work or service performed for OSBA or local district (include committee name and if you were chair):

School Board Director (Chair) - TTSD
Student Success Act Committee - TTSD
SIA Budget Committee - TTSD
Licensed Bargaining Committee - TTSD
Long Range Facilities Planning Committee - TTSD
Bond Oversight Committee - TTSD
2024 Bond Planning Committee - TTSD
Boundary Committee - TTSD
Strategic Plan Committee (co-chair) - TTSD
Curriculum Committee - TTSD
SEL & Public Health Committee - TTSD

NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date September 21, 2023

TO: Sami Al-Abdrabbuh, OSBA President-Elect
Oregon School Boards Association 1201 Court
St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

**Nominations are due by 5 pm,
September 29, 2023.**

Return this form and all candidate information
forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

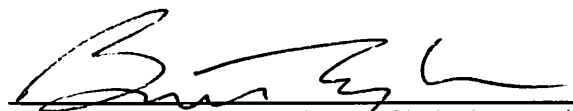
Dear Sami Al-Abdrabbuh:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the North Coast Region, Position # 14.

LPC CANDIDATE INFORMATION

Name: Sondra Gomez
District/ESD/Community College: Seaside School District 10
Address: 718 4th Avenue
City: Seaside Oregon ZIP: 97138
E-mail: sgomez@seasidek12.org Phone: 503-440-8886

This nomination was approved by official action of our board of directors at a duly called meeting on
September 19, 2023
(date)


(Board Chair signature)

Board Chair name: Brian Taylor
District: Seaside School District 10
Address: 2600 Spruce Drive, Suite 100
City, State, Zip: Seaside, OR 97138

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Sondra Gomez

Date: 9/27/23

Address: 718 4th Ave

City/Zip: Seaside, 97138

Business phone: _____

Residence phone: _____

Cell phone: 503)440-8886

E-mail: sgomez@seasidek12.org

District/ESD/CC: Seaside

Term expires: 2027 Years on board: 4

Region: Zone 5

Insert your high-resolution digital photo (head shot):
1) Open this doc in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

Position #: 1

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Sondra Gomez
Name

9/28/23
Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
Support our regions needs and concerns. Continue to learn more about legislative processes.
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
Just completed my first term on the Seaside school board, elected to serve another four years. I have served as an art advisor for after school programs, Aspire mentor, and school site council member. Three years of expereince in management.
3. What do you see as the two most challenging legislative issues faced by OSBA?
Funding and historically racist and bias practices.
4. What do you see as the two most challenging legislative issues faced by your region?
Staff retention
5. What is your plan for communicating with boards in your region about legislative issues?
My plan is to support them with the form of communication that best fits their needs and that I am able to provide most consistently.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Policy Committee
Community Stakeholder Relations Committee

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Self-employed; seamstress/ creative design

Dates:

2018-Present

AmeriCorps; Campus Compact of Oregon & Oregon
Trio Association

Sep, 2023- Aug, 2024

Schools attended (Include official name of school, where and when):

High school: Alvord High School: Riverside, CA

College: AIU: 2022, CSUSB:2010, PCC: Current

Degrees earned: BFA, BA

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Painting, sewing, crafting, drawing, concerts, travel, family.

Business/professional/civic group memberships; offices held and dates:

Additional comments:

It would be an honor to continue to support OSBA and my region in this capacity.

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date [9/14/2023](#)

TO: Sami Al-Abdrabbuh, OSBA President-Elect
Oregon School Boards Association 1201 Court
St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: [OSBAelections\(g\).osba.org](mailto:OSBAelections(g).osba.org)

**Nominations are due by 5 pm,
September 29, 2023.**

Return this form and all candidate
information forms to the OSBA office by
email at [OSBAelections\(3\)osba.org](mailto:OSBAelections(3)osba.org), or mail
to Oregon School Boards Association, 1201
Court St. NE, #400, Salem, OR 97301

Dear Sami Al-Abdrabbuh:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Region [Washington](#), Position # [16 Board](#)

LPC CANDIDATE INFORMATION

Name: [Becky Tymchuk](#)

District/ESD/Community College: [Northwest Regional Education Service District](#)

Address: [5825 NE Ray Circle](#) City: [Hillsboro](#) Oregon ZIP: [97124](#)

E-mail: btymchuk@nwresd.k12.or.us Phone: [503.614.1401](#)

**This nomination was approved by official action of our board of directors at a duly called meeting on
[9/12/2023](#).**

Douglas C. Dougherty

[Douglas C. Dougherty \(Sep 15, 2023 09:49 PDT\)](#)

(Board Chair signature)

Board Chair name: [Doug Dougherty](#)

District: [Northwest Regional Education Service District](#)

Address: [5825 NE Ray Circle](#)

City, State, Zip: [Hillsboro, Oregon 97124](#)

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____



Position #: _____

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Becky Tymchuk

Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301
Deadline: September 29, 2023, 5 p.m.

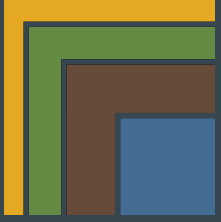
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

2023 OSBA Elections Calendar
Adopted by the Board January 20, 2023

Nomination and election of regional members of the OSBA board of directors holding even-numbered positions and <u>all</u> LPC representatives		
August 21, 2023		Notice of position vacancies, candidate information packets, and official nomination forms shall be distributed to all incumbent directors and boards in eligible regions.
August 21, 2023, through September 29, 2023		A school board nominating one or more of its regional board members to the OSBA board of directors and/or LPC must do so by formal resolution of the board and timely submission of the nomination forms to the office of the OSBA. Nominations are closed after this date.
No later than October 13, 2023		Official ballots are distributed to member boards in each region 30 days prior to the date of the election, but no later than October 13.
No earlier than November 1, 2023		Member boards are asked to vote on the candidate(s) of their choice for their region no earlier than November 1, 2023, following the conclusion of all OSBA Fall Regional Meetings.
November 15, 2023, through December 15, 2023		Submission of votes to OSBA. Each member board in the appropriate region shall have one vote in the regional elections for members of the OSBA board of directors and LPC. The person receiving a majority of the votes cast for any position on the OSBA board of directors and LPC shall be elected.
As soon as possible		In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes cast shall be declared elected.
January 1, 2024		Newly elected officers and regional members of the OSBA board of directors and LPC officially take office.

OSBA Resolution Election		
No later than September 29, 2023		All resolutions to be submitted to the membership for a vote must be received at the OSBA offices.
No later than October 13, 2023		Resolution details, along with an official ballot, will be sent to the membership.
November 15, 2023, through December 15, 2023		Each member board in the state shall vote in the general election on resolutions, bylaws amendments, and Legislative Policies and Priorities (even-numbered years only) using the weighted voting system outlined in the bylaws.

OSBA Officer Elections		
September 22-24, 2023, or no later than October 31, 2023		The currently seated OSBA board of directors meets to elect officers. Candidates receiving a majority of the votes cast for any officer position on the OSBA board shall be elected.



BOARD COMMENTS



Northwest Regional
Education Service District

END OF PACKET
FIN DEL PAQUETE

General Session - Sesion general

November 14, 2023 - 14 de noviembre de 2023

5:00 pm

Questions?
Contact vwhite@nwresd.org