

Early Intervention and Early Childhood Special Education



Parent Handbook

Revised January 2026

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Our mission as the Northwest Regional Education Service District

In partnership with the communities we serve, Northwest Regional ESD improves student learning by providing equitable access to high-quality services and support."

Program Overview

The Early Intervention/Early Childhood Special Education (EI/ECSE) program enhances services to our four-county region with comprehensive birth to kindergarten age services and programs for young children with disabilities, as well as their families. The EI/ECSE program cooperates with the Oregon Department of Education and component school districts to see that children and families can access exemplary evaluation, classroom, and home-based services. We provide these services throughout Washington, Clatsop, Columbia, and Tillamook counties.



Northwest Regional ESD

EI/ECSE Program
3030 NE Aloclek Dr
Hillsboro, OR 97124
503-614-1689

<http://www.nwresdeiecse.org/>

Clatsop Service Center

EI/ECSE
785 Alameda Ave.
Astoria, OR 97103
503-325-2862

Columbia Service Center

EI/ECSE
800 Port Avenue
St. Helens, OR 97051
503-366-4100

Tillamook Service Center

EI/ECSE
2515 3rd Street
Tillamook, OR 97141
503-842-8423

antkwak Service Center

EI/ECSE
3030 NE Aloclek Dr
Hillsboro OR 97124
503-614-1689

General Information

The Early Intervention (EI)/Early Childhood Special Education (ECSE) program serves eligible children with developmental delays and disabilities from birth to kindergarten age. Services are individualized based on the child's development (EI) in their natural environment or educational (ECSE) needs in the least restrictive environment. The primary purpose of the programs is to support the child to engage and participate as independently as possible.

We believe that the growth and development of a child is maximized in a setting that is supportive of their individual efforts and abilities. In addition, we partner with parents as the experts in knowing their child's needs and well being. Early Intervention and Early Childhood Special Education services build upon the strengths and priorities of the individual family.

Parent Involvement & Communication

Parents are valuable members of the team and we encourage your participation. Together, we will develop a service plan that meets the needs of your child and family. We are also available whenever you have any questions or concerns. Please feel free to call your service coordinator at any time to discuss progress or share information about your child. If you still have questions after talking with the service coordinator, please call your child's coordinator.

A copy of the Procedural Safeguards Notice, Parent Rights for EI (0 to 2 years) and ECSE (3 to 5 years) is provided to all families at least annually. If you would like an additional copy of your Procedural Safeguards Notice, or have questions about any of its contents, please contact your child's service coordinator.

NWRESD Mission

In partnership with the communities we serve, Northwest Regional Education Service District improves student learning by providing equitable access to high-quality services and support.

NWRESD Values

Student Success: Improving student outcomes is the core of our work. We believe all students can fulfill their potential. Our programs, services, and supports provide districts and families with high-quality learning opportunities to realize this belief.

Partnership: We work in partnership with families, districts, and other educational providers to increase impact and leverage resources. We provide seamless learning opportunities and transitions for all students from birth to 21.

Equity: We are committed to equitable outcomes for the diverse communities we serve. We strive to eliminate achievement gaps for students and provide equitable access to services for our partner districts, regardless of size and geography. We are committed to antiracism. [Read more about what it means to be an antiracist organization.](#)

Innovative Service: We offer specialized services to students, families, and districts through skilled and responsive providers who are committed to excellence. Our innovative service delivery allows us to maximize resources for partner districts and preserve their local budgets, while providing the highest-quality services.

NWRESD Shared Vision of Inclusion

NWRESD:

- ❖ Celebrates diversity of all forms and in all facets of society
- ❖ Sets high expectations for every child to reach his or her full potential
- ❖ Views inclusion as a shared societal responsibility and a top priority
- ❖ Demonstrates a commitment to inclusion through policy changes and appropriate resource allocation
- ❖ Partners with families and early childhood educators to ensure a full spectrum of placement options

Positive Behavior Support Structures

ESD classroom core beliefs around social-emotional development and behavior:

We believe children do well if and when they can.

We believe behavior is a form of communication.

We believe in teaching, not punishing (All children have the potential to develop and learn pro-social behaviors with adult support and with teaching opportunities).

We believe all children need to feel they belong.

We believe positive, responsive relationships are foundational to learning and belonging.



NWRESD EI/ECSE staff receive training and support in implementing Pyramid Model practices. The early childhood Pyramid Model includes nationally recognized, research-based positive practices for supporting the social-emotional development of all children.

We promote the social-emotional pyramid model practices with the ideals of:

- A Prevention Focus on Decreasing Challenging Behaviors:
 - Prioritizing strong relationships between staff, children, and families, creating and maintaining environments that are caring, understandable, and predictable.
 - Systematically teaching children how to interact, manage their emotions, and problem-solve.
 - Having a consistent team approach (including parent involvement) to addressing persistent challenging behavior.
- Commitment to Equity, Inclusion, and Belonging
- Trauma-Informed
- Anti-Biased Practice
- Data-Informed decision making

For more information on the Pyramid model and for a wealth of resources for supporting young children in their social-emotional development, visit:

<https://challengingbehavior.org/>

Behavior Response Strategies

ECSE staff receive annual training on de-escalation and behavioral response strategies. When children engage in challenging behaviors, our staff are trained to respond with problem-solving support, positive guidance, and implement strategies to de-escalate a child's emotional state.

Seclusion (leaving a child alone in a room without an adult) is never an option we consider in early childhood.

The use of restraint is a safety response utilized as a last resort when risk is high. A restraint is "the restriction of a student's actions or movements by holding the student or using pressure or other means."

Restraint is only used: When the student's behavior "imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others" AND ONLY IF "Less restrictive interventions would not be effective." Senate Bill 963 Restraint and Seclusion Law 7/1/19.

If a restraint does take place, staff must:

- By the end of the same day, inform the parent/caregiver verbally or electronically with brief details.
- Complete a Restraint Incident Report as soon as possible and provide a copy to the parents (within 24 hours).
- The building administration and the school psychologist will be informed that the restraint took place.
- A team debrief and planning meeting will take place within two business days of the restraint, which parents are invited to attend. Parents/caregivers will receive a copy of the notes from the debrief meeting, which outlines the social-behavioral strategies staff plan to use moving forward, aimed to decrease the likelihood of the need to implement restraint in the future.

Local Interagency Coordinator Council

The Local Interagency Coordinator Council (LICC) is a group of parents, educators and community partners concerned with the quality and provision of EI and ECSE services to children in each county. The group provides advice and guidance to the EI/ECSE programs, and members are available to hear your comments, concerns, and suggestions. The LICC provides a venue for public and private agencies serving children with special children to come together and benefit from cooperation and communication.

The LICC is seeking new representatives who want to make each county's special education system the best it can be. Meetings are open to the public with parents of children being served in EI/ECSE especially invited to attend and participate. Meeting dates vary by county. You are welcome even if you cannot make the commitment to join us on a regular basis. Come and tell us what is on your mind. For more information contact the representative for your county.

(ELAC) Early Learning Advisory Council

Washington County: 503-614-1430

(ECG) Early Childhood Group

Clatsop County: 503-325-2862

(ECG) Early Childhood Group

Columbia County: 503-366-4100

Tillamook Great Beginnings

Tillamook County: 503-815-4449

Attendance

Consistent attendance is very important to the success of your child in the EI/ECSE program. However, if your child is going to be absent due to illness or family obligations, please contact your service coordinator and your local transportation service provider. Site and transportation phone numbers are located on the Parent Resources page.

Dress

Dress and grooming are an important part of a student's growing self-concept and can help or hinder their ability to learn. Students should be dressed in clean, comfortable clothing that is appropriate for the weather and that will allow them to participate in all aspects of their class schedule. A typical day might include painting and outside play. We suggest closed-toed shoes, coats, mittens, hats in the winter, and clothing that allows freedom of movement. These are just a few things to consider when dressing your child for their active day at school. Many of the children have allergies and sensitivities to fragrances; therefore, we ask that **all children and adults refrain from wearing fragrances to school.**

Sunscreen

House Bill 3041 directs school districts to allow the outdoor use by students of sun protective clothing, including hats; the application of and use by students of nonprescription sunscreen.

A school district may allow school personnel to assist students in applying nonprescription sunscreen, but may not require school personnel to assist students in applying nonprescription sunscreen. School personnel may not be held liable in a criminal action or for civil damages for the application of nonprescription sunscreen.

Emergency Drills

All students and staff will participate in emergency drills throughout the year.

These drills include fire, severe weather, security, and lockdowns. Please be advised that during a drill, people may be unable to leave or enter the building until the office signals the drill has ended. When the alarm/announcement sounds, students will be directed to follow their teacher's instructions in a quiet, orderly manner. Visitors will be expected to do the same. Staff at other sites will follow the policy and procedure of the building in which they are located. If you have further questions regarding emergency drills, please contact your service provider.

Accident / Injury at School

In case of accidental injury at school or on a field trip, we will immediately attempt to contact the parent/guardian or the emergency contact. In the event of a serious injury, and only if the parent cannot be reached, the child's physician will be contacted. Your child may be taken to the nearest medical facility for care.

Please be sure your service coordinator has current emergency contact information for your child.

Illness Guidelines

We use [symptom-based exclusion guidelines](#) to ensure our schools and programs are safe and healthy for all students and staff. If a student has any of the symptoms in the chart below, they should not attend our schools or programs.

If your child becomes ill at school, you will be contacted to pick up your child. If we are unable to reach you, staff will contact the person listed on your child's emergency form to pick up your child. It is critical that the emergency contact information be kept updated.







If you have a home visit scheduled and your child or anyone in the family is sick, please call and reschedule the home visit.



Please keep students with symptoms out of school if:

PLEASE KEEP STUDENTS WITH SYMPTOMS OUT OF SCHOOL

This list is school instructions, not medical advice. Please contact your health care provider with health concerns.

SYMPTOMS OF ILLNESS	THE STUDENT MAY RETURN AFTER... *The list below tells the shortest time to stay home. A student may need to stay home longer for some illnesses.
 Fever: temperature of 100.4°F (38°C) or greater	*Fever-free for 24 hours without taking fever-reducing medicine AND per guidance for primary COVID-19 symptoms.
 New cough illness	* Symptoms improving for 24 hours (no cough or cough is well-controlled) AND per guidance for primary COVID-19 symptoms.
 New difficulty breathing	* Symptoms improving for 24 hours (breathing comfortably) AND per guidance for primary COVID-19 symptoms. Urgent medical care may be needed.
 Diarrhea: 3 loose or watery stools in a day OR not able to control bowel movements	*Symptom-free for 48 hours OR with orders from doctor to school nurse.
 Vomiting: one or more episode that is unexplained	*Symptom-free for 48 hours OR with orders from doctor to school nurse.
 Headache with stiff neck and fever	*Symptom-free OR with orders from doctor to school nurse. Follow fever instructions above. Urgent medical care may be needed.
Skin rash or open sores	*Symptom free , which means rash is gone OR sores are dry or can be completely covered by a bandage OR with orders from doctor to school nurse.
Red eyes with colored drainage	*Symptom-free , which means redness and drainage are gone OR with orders from doctor to school nurse.
Jaundice: new yellow color in eyes or skin	*After the school has orders from doctor or local public health authority to school nurse.
Acting differently without a reason: unusually sleepy, grumpy, or confused.	*Symptom-free , which means return to normal behavior OR with orders from doctor to school nurse.
Major health event , like an illness lasting 2 or more weeks OR a hospital stay, OR health condition requires more care than school staff can safely provide.	*After the school has orders from doctor to school nurse AND after measures are in place for the student's safety. Please work with school staff to address special health-care needs so the student may attend safely.



Head Lice

Board Policy:

[JHCCF - Pediculosis \(Head Lice\)](#)

Head lice is a common condition and is not associated with lack of cleanliness. While lice are a nuisance, they are not dangerous. Please take care to check your child's head for lice on a regular basis.

Educate your child on these preventative methods:

- Head lice are mostly spread by direct head-to-head contact. Lice do not jump or fly.
- Avoid head-to-head contact during play and other activities at home, school, and elsewhere such as sports activities, playground, slumber parties, camp.
- Less often, lice are spread via objects that have been in contact with a person with head lice, such as hats, scarves, hair ribbons, combs, brushes, stuffed animals or bedding.
- Do not share these personal items.
- Pets do not get lice.

What to Look for:

- Itching/scratching of head, especially at the back of the head and neck.
- Nits on the hair, close to the scalp. These are usually pearly-gray or brown in color and are tightly attached to the hair shaft.
- Dandruff is easily removed, whereas nits cannot be brushed or swept away.

What to Do If You Find Lice

- Treat your child with lice treatment recommended by your healthcare provider or pharmacist. Follow all instructions carefully.
- Seat child in a well-lit area, check the hair in small sections looking for lice and nits.
- Work to remove nits by using a nit comb and/or pulling them off the hair shaft with fingernails and dispose of in a sealed plastic bag.
- Check heads of household members. Treat if live lice are found.
- Daily head checks are recommended for the next 2 weeks.
- Wash your child's towels, bedsheets and recently worn clothing in hot water and dryer.
- Clean combs and brushes used by the child by soaking them in water at least 130°F, for 5–10 minutes.
- Place non-washable items, such as stuffed toys in a sealed plastic bag for 2 weeks. Hatched nits/lice cannot survive more than 2 days without a human host.
- Vacuum furniture, rugs, floors, and the vehicles where the child has been.

Note: Spending excessive time and money on house cleaning activities is not necessary to avoid re-infestation by lice or nits. Do not use fumigant sprays; they can be toxic if inhaled or absorbed through skin.

Children with head lice will not be excluded from attending school.

The school would appreciate notification if your child gets head lice. All information is completely confidential. Please contact your child's school office or school nurse if you have additional questions or concerns.

Medication

Northwest Regional ESD's Board Policy states that all requests for the District to administer medication to a student must be made by the parent/guardian in writing. Requests must include the written instructions of the physician for the administration of a prescription medication to a student or written instruction of the parent for a nonprescription medication.

Please Note: All medications must be in the original container. An EI/ECSE staff nurse will contact you with questions regarding your child's medication.

Immunizations

The Oregon Immunization Law requires that all children entering public classrooms have verification of current immunizations. Services cannot take place at the site (classroom, parent coaching on site, play/toddler groups, etc) if immunizations are not up to date. For those children who are not in compliance with the immunization law, parents will be notified regarding the immunizations needed.

Child Abuse Reporting Policy

All EI/ECSE staff members are mandatory reporters. If an EI/ECSE staff person suspects that a child has been sexually, physically, or emotionally abused or neglected, Oregon state law requires that the suspected abuse be reported to Child Welfare. Parents may also contact Child Welfare directly to seek assistance or to report possible abuse of their child. Oregon's central child abuse reporting number:
1-855-503-SAFE (7233)

Transportation

Local school districts provide transportation when needed for a child to access EI or ECSE programs.

- District Transportation coordinators have requested that your child be at the designated stop ready for pick up at least 10 minutes before their scheduled times. This will allow for any changes in the route due to additions, deletions, or traffic conditions. The bus will only wait one minute past your scheduled time.
- Please have your child at the designated pick-up location when the bus arrives. (City and County ordinances prohibit the buses from using the horn to alert you of their arrival.)
- If your child is going to be absent: Please call your local transportation center **at least one hour prior to pick-up time**. The transportation and site phone numbers are located in the Parent Resources section.
- During drop-off, an authorized adult must be at the stop to receive the child. If an authorized adult is not at the designated drop-off spot, every effort will be made to contact the parent. If an adult is not available, the bus will return the child to school, and the parent will be required to pick up the child. Please provide the EI/ECSE program with current contact information, including alternate phone numbers and drop-off locations.

Please notify your service coordinator of any anticipated changes as soon as possible so that transportation services are not interrupted. The transportation department may take up to 10 working days to make a change.

Transportation may be cancelled due to multiple absences without reporting.

CHILD RESTRAINT LAW: Child passengers must be restrained in approved child safety seats until they weigh forty pounds. Infants must ride rear-facing until they reach both two years of age AND twenty pounds, and must be in rear-facing seats.

BOOSTER SEAT LAW: Children over forty pounds must use boosters to 4'9" tall unless they have reached age eight.

School Delay/Cancellation

EI/ECSE Classroom Programs

The EI/ECSE classroom programs follow the closure practices of the district in which they are located. Please sign up for alerts about school closures at [FlashAlert](#). You may also get information about closures from local radio/television stations.

If your child attends a school in one district and you live in another, listen carefully to the radio/television announcements **to see if the district in which you reside is open to providing transportation.**

If you hear that a particular school district has a late start for school, then there will be no EI/ECSE classes held that morning. On those late start days, the EI/ECSE classes will be held for classes beginning at 12:00 or later.

When a district has a late start, transportation runs as follows:

- Morning classes are cancelled
- Afternoon classes are open, and transportation runs as normal

For families living in high-elevation or outlying areas, the school district may switch to snow routes or cancel transportation for your area.

If you decide not to send your child to school due to inclement weather in your area, but the district has not cancelled transportation, please notify the transportation department and the site. If you have questions regarding transportation, please contact your site.

Occasionally, there are emergency early dismissals after the children have arrived at school. In those instances, the EI/ECSE classrooms follow the closure practices of the district in which they are located, as explained above. If it becomes necessary to close the EI/ECSE classroom because the school district is closing, then you will be notified as soon as possible. Transportation by the local school district will most likely be provided. If not, you will need to arrange to pick your child up from school.

Services provided in community preschool or child care

If your child receives EI/ECSE services in a community preschool or child care, and that particular program is closed or the district in which the program is located is closed, then EI/ECSE services will not be provided.

If the district or community preschool or day care is on an emergency late start, these services may or may not be provided.

Services provided in the home

If your child receives EI/ECSE services in your home and the district in which you reside is closed, your child will not receive services that day. If the district is on an emergency late start, these services may or may not be provided.

For families living in higher elevations or outlying areas, home visits may need to be rescheduled during inclement weather. Your service coordinator will contact you in these circumstances.

For closure information, register for Flash Alert [FlashAlert](#) or consult your local TV or radio news stations.

Should there be numerous delays or closure days, the EI/ECSE program will consider whether to make up days. Families will be contacted regarding scheduled make-up days.

Family Visits to EI/ECSE Classroom

All Early Intervention/Early Childhood Special Education programs encourage visitors while being respectful of student and family privacy. To ensure confidentiality and minimize disruptions, we ask that visitors follow these guidelines:

1. Visitors should make an appointment through the coordinator or site principal at least one day prior to the visit.
2. The number of visitors and the length of observation may be limited.
3. Visitors will be asked to sign in upon arrival, and guidelines will be reviewed during an initial visit.
4. Staff will briefly talk with you if they are available and not serving children. However, they are unable to answer questions or talk about other children in the program because of confidentiality laws.
5. For non-family members, please have them contact the coordinator.



Parent Volunteers

All EI/ECSE programs welcome parents, families, and community members as volunteers. Opportunities include volunteering in an EI/ECSE classroom, preparing materials, helping with events (e.g., fundraising or picnics), and serving on committees. Volunteers must follow these procedures.

- [Complete a Volunteer Application](#)
 - Go to: [Prearranged Internship/Student Practicum/Observations/Volunteer](#)
 - A background check is required.
 - Work with Site Staff or program administrator to schedule volunteer duties and times.

If interested in volunteer opportunities, please contact the site administrator. Thank you for your interest.

“The destiny of humankind is not decided by one person or one nation. It is a shared journey.”

– Nelson Mandela

ANNUAL NOTICE TO PARENTS OF CHILDREN IN EARLY INTERVENTION (EI) AND EARLY CHILDHOOD SPECIAL EDUCATION (ECSE) PROGRAMS ABOUT CHILDREN'S EDUCATION RECORDS

Looking at Records

You have the right to view your child's education records. Ask your child's teacher, service coordinator or program administrator if you want to look at the records. Please refer to your copy of Procedural Safeguards Notice for further information about access to your child's education records.

<https://www.oregon.gov/ode/rules-and-policies/Pages/Procedural-Safeguards.aspx>

Alternatively, you can email recordsrequest@nwresd.k12.or.us and request a copy of your child's records.

Disclosure of Records

Your written consent is needed to disclose personally identifiable information contained in your child's education records, except where EI/ECSE policy permits disclosure without your consent. Your consent is not needed to disclose education records to another public education program, such as Head Start or your local school district, when that program has requested records and your child seeks to or is enrolled in or otherwise receives services from that program. The term "receives services from" includes, but is not limited to, an evaluation or reevaluation for the purposes of determining whether a child has a disability. Transportation is also considered a service.

Disclosure of Directory Information

This EI/ECSE program considers the following information to be directory information: student's name, address, telephone number and date of birth. You have the right to refuse the disclosure of directory information about your child. To refuse, you must return the enclosed refusal form (see page 23) at any point during your child's enrollment in this EI/ ECSE program.

Retention of Records

The EI/ECSE program will retain your child's education records for five years after the end of the student's participation in the EI/ECSE program. If there is no outstanding request to review your child's education records, they will be destroyed following the five-year period.

Records Policy

You can get a copy of your child's EI/ECSE records policy by emailing:
recordsrequest@nwresd.k12.or.us

You also have the right to obtain a list of the types and locations of records maintained by the EI/ECSE program, and the name of the person designated by the program to be responsible for keeping and releasing records.

Correcting Records

You can request that your child's records be corrected if you think the records are inaccurate, misleading, or otherwise violate your child or family's privacy rights. This request must be submitted in writing to your child's service coordinator.

Filing a Complaint

You can file a complaint with the [U.S. Department of Education](https://www.ed.gov/) concerning any alleged failure by this program to comply with the Family Educational Rights and Privacy Act (FERPA).

Complaints can be directed to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Videotaping and Photograph Guidelines

Photographs or videotapes of children are often used to demonstrate class routines and develop picture schedules. Photos and first names may also be sent home with the other children in your child's class. This is done to help children learn their classmates' names. These materials are for instructional purposes and used only in the classroom/center, among classroom/center staff and students.

We will ask you for your signed permission if we would like to photograph or videotape a child for a special project or for any use outside of your child's classroom. You may refuse consent if you do not wish your child's image to be included.

[Student Photo Sharing Opt-Out Form](#)



Refusal of Media Access and/or Refusal of Release of Directory Information

Complete online form ([Form Link](#))

OR Complete form below and return to:

NW Regional ESD
Attn. EI/ECSE Dept.
3030 NE Aloclek Dr
Hillsboro. OR 97124

- I do NOT want my child to be videotaped, photographed or interviewed by the media.

- I do NOT want my child's name, address and date of birth to be included in the directory information.

Note: Even if you refuse the release of directory information, the program will forward educational records to another program, such as Head Start or your local school district, when that program has requested records and your child seeks or intends to enroll, or is enrolled in, or receives services from that program.

Name of Child (please print)

Date of Birth

Name of Parent or Guardian

Date

Special Education (EI/ECSE) Program & Sites

NW Regional ESD
Early Intervention & Early Childhood
3030 NE Aloclek Dr, Hillsboro, OR 97124
www.nwresd.k12.or.us

Executive Director of Early Learning

Stacy Rager srager@nwresd.k12.or.us

Director of Early Learning

Jennifer Vanderschuere jvanderschuere@nwresd.k12.or.us

EI/ECSE Coordinators

Karen Shepherd, antkwak (Head Start) kshepherd@nwresd.k12.or.us
Karen Dalbey, antkwak, Referral/Eval (Washington Co.) kdalbey@nwresd.k12.or.us
Rikkie Schley, antkwak & Beaverton, EI rschley@nwresd.k12.or.us
Tracy Zell, Beaverton tzell@nwresd.k12.or.us

Service Center EI/ECSE Principals

Jessie Padilla (Columbia Co) jpadilla@nwresd.k12.or.us
Jeremy Catt (Clatsop Co) jcatt@nwresd.k12.or.us
David Goodell (Tillamook Co) dgoodell@nwresd.k12.or.us

Early Childhood Education Center Principals

Colleen Nolan cnoland@nwresd.k12.or.us
Liane Chappell lchappell@nwresd.k12.or.us
Scott Ryan sryan@nwresd.k12.or.us

Columbia, Clatsop, Tillamook Co Service Centers

Columbia Service Center

EI/ECSE

800 Port Avenue

St. Helens, OR 97051

503-366-4100

County Coordinator: Jessie Padilla

Clatsop Service Center

EI/ECSE

785 Alameda Ave.

Astoria, OR 97103

Phone: 503-325-2862

County Coordinator: Jeremy Catt

Tillamook Service Center

EI/ECSE

2515 3rd Street

Tillamook, OR 97141

503-842-8423

County Coordinator: David Goodell

Washington County Early Learning Centers

Beaverton Early Childhood Center

9560 SW Nimbus
Beaverton, OR 97008
Phone: 503-614-1720
Spanish: 503-614-1408
Fax: 503-614-1721
Principal: Scott Ryan
ECSE Coordinator: Tracy Zell
EI Coordinator: Rikkie Schley

antkwak Early Learning Center

3030 NE Aloclek Dr
Hillsboro, OR 97124
Phone: 503-213-1700
Spanish: 503-213-1713
Fax: 503-648-4310
Principal: Liane Chappell
ECSE Coordinator: Tracy Zell
EI Coordinator: Rikkie Schley

Tualatin Early Childhood Center

19500 SW 90th Court
Tualatin, OR 97062
Phone: 503-614-1790
Spanish: 503-614-3175
Fax: 503-614-1791
Principal: Colleen Nolan