



Northwest Regional
Education Service District

BOARD PACKET

MATERIALES DE LA MESA DIRECTIVA

REGULAR MEETING

EXECUTIVE SESSION TO FOLLOW

APRIL 12, 2022

12 DE ABRIL DE 2022

6:00 - 8:00 PM

CONTACT/CONTACTO

Lauren Slyh O'Driscoll

lslyh@nwresd.org | 503-614-1401



Northwest Regional Education Service District

Welcome to this Public Meeting of the
NWRESD Board of Directors

April 12, 2022

Regular Meeting and Executive Session
[Virtual Meeting Registration Link](#)

In-Person Location: NWRESD Washington Service Center

6:00 PM	<p><u>1. CALL TO ORDER</u> <i>Board: Karen Cunningham, Doug Dougherty, Tony Erickson, Lisa Poehlitz, Chris Riley, Ernest Stephens, Ross Tomlin, Diane Wilkinson, Maureen Wolf</i></p>	Chair Erickson
6:01 PM	<p><u>2. PLEDGE/LAND ACKNOWLEDGEMENT</u></p>	Chair Erickson
6:04 PM	<p><u>3. REVIEW/REVISE AGENDA</u></p>	Chair Erickson
6:05 PM	<p><u>4. SUPERINTENDENT REPORT</u> A. April 2022 Superintendent-Board Report</p>	Dan Goldman
6:25 PM	<p><u>5. PUBLIC COMMENT</u> <i>The Northwest Regional Education Service District Board of Directors appreciates community members sharing information during public comments. Members of the community wishing to address the Board will complete a Public Comment Card prior to the beginning of the board meeting. 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.</i></p>	Chair Erickson
6:30 PM	<p><u>6. RECOGNITION AND GOOD NEWS</u> A. Super Star Subs</p>	Kelsey Cardwell and Debbie Simons
6:40 PM	<p><u>7. CONSENT AGENDA</u> A. Approve March Meeting Minutes B. Approve April Personnel Report C. Approve Policy Updates presented March 2022</p>	Lauren O'Driscoll Debbie Simons Debbie Simons
6:43 PM	<p><u>8. REPORTS & DISCUSSION</u> A. Broadband, Cybersecurity & Instructional Technology Report B. Student Investment Account Learning Collaborative C. Policy Updates - First Reading D. Administrative Reports</p>	Stuart Long Megan McCarter Debbie Simons Dan Goldman

6:55 PM

9. ACTION ITEMS

- A. [Approve February 2022 Financial Report](#)
- B. [Approve Resolution for Licensed Appreciation Week: May 2-6, 2022](#)
- C. [Approve University of Washington Contract](#)
- D. [OAESD Officer Council Nominations](#)

Lori Baker
 Dan Goldman
 Johnna Timmes
 Dan Goldman

7:00 PM

10. BOARD MEMBER COMMENTS

Chair Erickson

7:05 PM

11. ADJOURN

Chair Erickson

The Executive Session will begin after a short recess.

NWRESD Board of Directors
April 12, 2022 Executive Session:
[ORS 192.660\(2\)\(d\)](#) and [ORS 192.660\(2\)\(a\)](#) and [ORS 192.660\(2\)\(h\)](#)

1. CALL TO ORDER

Chair Erickson

Board: Karen Cunningham, Doug Dougherty, Tony Erickson, Lisa Poehlitz, Chris Riley, Ernest Stephens, Ross Tomlin, Diane Wilkinson, Maureen Wolf

Staff: Dan Goldman, Debbie Simons, Lori Baker, Sarah Pope, Lauren Slyh O'Driscoll

2. 192.660(2)(h): *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;*

192.660(2)(d): *To conduct deliberations with persons designated by the governing body to carry on labor negotiations;*

192.660(2)(a): *To consider the employment of a public officer, staff member, or individual agent.*

3. ADJOURN



PUBLIC PARTICIPATION IN BOARD MEETINGS

1. A speaker may complete a Public Comment Card and give it to the Board Secretary prior to the beginning of the meeting when held in-person. 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 stating their purpose in addressing the Board.
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3. A group of visitors with a common purpose should designate a speaker for the group.
4. Comments or statements by members of the public are limited to 3 minutes and should be brief and concise unless otherwise authorized by the Chair.
5. 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 the administration for action or study and to report at a subsequent meeting.
6. Speakers may offer objective criticism of district operations or programs but 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. The Board appreciates community members sharing information during public comments. The Board will listen, but not comment, on information heard. Following the meeting, the chair, vice chair and superintendent will together determine the response.
8. These procedures will be published on the back of every Board meeting agenda.

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

HOW TO READ THE LAND ACKNOWLEDGEMENT

Chinook (pronounced "chi-nook")

"The Chinook Indian Nation is made up of the five western-most Chinookan speaking tribes at the mouth of the Columbia River. Our nearly 70-year-old constitution codifies who we are and identifies our five constituent tribes – the Clatsop and Cathlamet (Kathlamet) of present-day Oregon and the Lower Chinook, Wahkiakum (Waukikum) and Willapa (Weelappa) of what is now Washington State." [Read more here](#)

Clatskanie (pronounced "klat-skan-eye")

"The Clatskanie (Athabaskans) were heavily affected by epidemics in the late 1700s-early 1800s. Survivors had merged with other tribes by the 1850s." [Read more here](#)

Clatsop-Nahalem (pronounced "'klat-sup" - "na-hay-lem")

"The Clatsop-Nehalem (Chinookan-Tillamookan) people share a strong attachment to our homeland on the northern Oregon coast, a strong interest in maintaining the vitality of our unique culture, and a strong commitment to the well-being of our elders, our children and our children's children." [Read more here](#)

Kalapuya (pronounced “cal-uh-poo-yuh”).

"The Kalapuyans originally occupied over a million acres in the Willamette and the Umpqua valleys. They have lived here for over 14,000 years and have endured enormous changes to their traditional life-ways during the past 200 years. The tribes and bands in the Tualatin valley were the Tualatin Kalapuyans. Historical documents also called these people Tualaty or Atfalati (pronounced “at-fall-uh-tee”). Today, the Kalapuyan descendants are important historical figures in the restoration of the tribe and leaders and contributors in the success of the Confederated Tribes of the Grand Ronde Community of Oregon." [Read more here](#)

Siletz (pronounced "sill-etz") and Tillamook (pronounced "til-lam-ook").

"The Confederated Tribes of Siletz Indians are the most diverse confederation of Tribes and Bands on a single reservation in the United States. Our ancestors spoke 10 completely different languages, each of which had multiple dialects. Our ancestors brought with them deep connections to more than 20 million acres of ancestral territory combined, including all of Western Oregon from the summit of the Cascade mountains to the Pacific and extending into what's now SW Washington State and northern California."

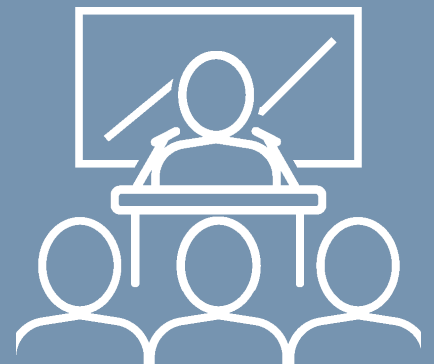
[Read more here](#)



Northwest Regional
Education Service District

SUPERINTENDENT REPORT

Informe del Superintendente





Northwest Regional Education Service District

Superintendent Office Report

April 2022 Board Report

Teacher/Licensed Appreciation Week

Just before the May Board meeting, we will be celebrating all our licensed staff members during National Teacher Appreciation Week. I want to start my comments by expressing sincere gratitude - and great pride in - our professional educators.

In normal times, it's easy to talk about the incredible dedication of our teachers and specialists, but the last two-and-a-half years have been anything but "normal." Not only have our NWRESD educators been *incredibly* flexible and hard working throughout the pandemic, they continue to make such a meaningful impact with children and families. Our communities have been through so much - and every step of the way our staff have met our students and community members where they are and moved mountains to help. I know I speak for the entire administration in expressing how extremely fortunate we are to work alongside such dedicated individuals!

I know the Board will take action tonight to officially declare its appreciation for our licensed employees. And, on behalf of our entire administrative team - a huge thank you to our staff!

New Legislation Updates

Two of the most significant funding bills from this past legislative session were [HB 5202](#) and [HB 4030](#).

With HB 5202, the Legislature renewed its 2020-21 commitment to summer learning programs by investing \$150 million for the summer of 2022. The funding prioritizes academic learning, enrichment activities, and social-emotional and mental health services for students from kindergarten through grade twelve. As a reminder, \$50 million in Summer Community Activity Grants will flow through Oregon Education Service Districts to CBOs, nonprofits and other government agencies (such as Park and Recreation). The other \$100m will be allocated directly to school districts, but requires a 25% local match.

In HB 4030, \$100m is identified for districts and ESDs to use for recruitment and retention efforts, and to reimburse substitute teachers and instructional assistants for training costs they incur through January 2024.

Unfortunately, we are still awaiting the rule-making process from ODE for both of these significant spending bills. As summer is nearly upon us, our districts and community partners are getting anxious about standing up meaningful summer programming.

Budget Development

Our administrative team is busy putting the finishing touches on our 2022/23 budget proposal. Incredibly, our budget plan includes an approximate 18% increase in our staffing levels for next year. This is primarily the result of truly significant legislative investments in early learning, SSA technical assistance, and a number of special education grants in tandem with difficulties being able to hire all of our plan positions in the current budget year. This means we will be carrying forward close to 40 unfilled positions from 2021/22, in addition to approximately 140 new FTE in the proposed budget (the vast, vast majority in EI/ECSE). Obviously, with a fairly dire state-wide and local workforce shortage, recruitment will continue to be an all-hands-on-deck affair. So, while our budget will be based on our true program needs, we will be simultaneously preparing a plan B that includes more aggressive capital improvement work (with grant resources that allow for it).

A cross department team led by our recruitment and retention manager, Victor Cato, attended the Oregon Educator Recruitment Fair in Portland. This is the premier educator recruitment event in Oregon. One take away was the small number of candidates in attendance; I was even more struck by the lack of special educators in the job market. Regardless, we did have a number of successful hires from the day and I was very proud of our team's efforts.

While this is a significant and truly exciting opportunity for our programs and for the children and families we serve, this extreme level of expansion can put quite a strain on a system already stretched thin over the course of the last two years. One of our greatest challenges related to this expansion - besides recruitment during a national workforce shortage) is that our operation/general fund is far from keeping pace with the expansion of all of these grant programs. I realize I am starting to sound like a broken record, but unless the State School Fund is resourced adequately by the Legislature, we will continue to have a difficult time maintaining adequate operational structures - HR, finance, communications, equity and facilities - around all of these fast-growing contract programs.

Oregon Response to Instruction (ORTI)

In more state contract news: in 2006, Tigard-Tualatin SD received a state contract (later called "[Oregon Response to Intervention](#)") to assist other school districts in developing and implementing "Response to Intervention" (RTI) systems. While working intensely with the University of Oregon for a number of years, TTSD's integrated RTI and Positive Behavior Support (PBIS) program (known in TTSD as "Effective Behavior and Intervention Support" (EBIS)) became a statewide model for implementing effective literacy and positive behavior systems. The district received statewide acclaim for their reading and behavioral outcomes, especially for students of color and students with disabilities, resulting in ODE funding TTSD to provide technical assistance to districts across the state. TTSD was eventually recognized in 2012 as

one of ten school districts in the nation that had radically improved results for all students and for those in special education:

<http://www.movingyournumbers.org/feature-stories/tigard-tualatin-school-district-or>.

The ORTI state contract has supported a truly exceptional team of educators who have been highly successful over the years in assisting well over 100 school districts across the state in implementing the same features used with great success in Tigard-Tualatin. For a number of reasons, TTSD has notified the state that they are not interested in maintaining this contract moving forward.

I am excited to report that, after a number of months of discussion with project staff, our Instruction Department leadership and ODE leadership, we were notified that we will be awarded this statewide contract. As the Board knows from prior meetings, helping regional educators implement best practices in reading, social-emotional learning, and data-driven teaming is a big focus for us within the Student Success Act. Our team sees the benefit of bringing this contract program on to multiply our impact across the region - and across the state.

Competitive Grants Update

Speaking of grants, it was a busy 3rd quarter of grant writing for Crystal Greene. [2021-22 3rd Quarter Grants Report](#). As the Board knows, Crystal works through our Regional Innovations program.

From January through March, NWRES D:

- Applied for 15 grants totalling \$1,807,865 in requested funds for the ESD and our partner districts
- We were awarded 9 grants totalling \$995,796 (Note: due to grant award timelines, we are still awaiting award decisions for many of the grants applied for this quarter).

Many of the recent awards brought significant resources to a number of our school districts to expand or launch new career-related learning programs:

- Vernonia SD: Funds to build a pole barn to expand their forestry program.
- Tillamook SD: Funds for improvements to their welding lab.
- Nestucca Valley SD: Funds to launch a hospitality and tourism program and the high school with the purchase of a food truck.
- St Helens SD-led consortium: Funds for a regional application for safety training videos for construction equipment

So far this fiscal year, we have brought in \$7,972,096 in grant funds to support educational programming across our region through Crystal's efforts.

COVID Update

Like all things COVID, the situation evolved pretty dramatically in March. Oregon's case count hit pre-Omicron levels, and we are on track to hit pre-Delta levels this coming month. At NWRES D

our cases also dropped dramatically. In addition, the CDC and OHA's updated guidance went into effect on March 12.

Effective March 12, 2022, the State of Oregon paused contact tracing and quarantine for the general population, including K-12 settings. We continue to work closely with our four county public health authorities, the Oregon Department of Education and the Oregon Early Learning Division to ensure our students, families and staff remain safe and healthy during the coronavirus pandemic.

Note that the following guidance applies to NWRES D-run sites. We also provide educational services at sites operated by other providers (e.g. LifeWorks Northwest, school districts, various Head Start sites, and other community preschools). At those sites, we will follow the guidance of the primary service provider.

Updated Health and Safety Protocols

- Face coverings: As of March 14, face masks are now optional in most NWRES D settings. [Read about our current protocols and where masks are still required.](#)
- Home visits: As of March 1, some in-person home visits have resumed. However, Early Intervention staff should continue to wear masks inside at all times and outside during outdoor home visits if they cannot maintain 6 feet of physical distance. And starting April 11 the rest of our home visits will start up again.
- Testing: For students in kindergarten and above who develop symptoms of illness while at one of our facilities, we can provide free COVID-19 testing with parental consent. We are also providing staff who are experiencing symptoms outside of work with testing options to help them return to the classroom.

Isolation Protocols

People who test positive for COVID-19 or develop COVID symptoms must isolate for at least five days. Individuals must wear a well-fitting mask around others at school/work for five additional days (days six through day 10) after the end of the five-day isolation period.

Facilities Challenges

Regarding operationally supporting our programs: unfortunately, the last few weeks have brought significant facilities challenges in a number of our leased buildings. Most recently, we had to cancel school for one day at both Levi Anderson Learning Center and at Columbia, Pacific and Cascade Academies due to significant infrastructure issues. At Levi, one of the furnace motors caught on fire on a Sunday night causing an unexpected Monday morning school closure; at CASPAC/Columbia we've experienced a myriad of issues including backed up pipes, HVAC malfunctions, and roof leaks; and at our service center in Seaside, the furnace has been inconsistently working (at best). Accordingly, we have proposed an increase in our facility operations funds in the 2022-23 Proposed Budget; however, these are quite significant issues that will take more significant long-term facility planning to address.

Zone 3 Board Opening

The window for applications to fill Lisa's board seat on July 1 has now closed and the Hillsboro School Board is aiming to appoint a new NWRESD board member this month. One candidate, Yadira Martinez, has submitted her application. Ms. Martinez is concurrently stepping off of Hillsboro School District's board. [Here's a short article about her resignation.](#)

I am hopeful that our Board will meet Ms. Martinez this spring at which time we will administer the Oath of Office.

OSBA Summer Conference

The 2022 [OSBA Summer Board Conference](#) will be held in person at the Riverhouse on the Deschutes in Bend, Oregon July 8-10. With her impending transition, it is very important that you *notify Lauren ASAP* if you'd like to attend so she can register you.

Lauren's Last Board Meeting

As the Board is aware, our highly esteemed colleague Lauren Slyh O'Driscoll has accepted a position with the Oregon Judicial Department as an analyst and equity trainer. Throughout her seven years with us, Lauren has been a positive, committed leader in the organization. Lauren has often connected us to one another, helped to smooth out misunderstandings, been a stalwart champion for anti-racist practices, and an active problem solver - often going above and beyond. So many of us - and especially me - have benefited from her creativity and equity in our education spaces and communities at large.

As I shared with our staff, I am extremely proud of Lauren. Her passion for learning, for justice, and for positive relationships will undoubtedly serve her well in her next professional endeavor. Please join me in congratulating her!



Northwest Regional
Education Service District

RECOGNITION & GOOD NEWS

Reconocimientos y Buenas Nuevas





Northwest Regional Education Service District

April 12, 2022

TO: Board of Directors

FR: Kelsey Cardwell, Communications Director

RE: NWRES D 2021-2022 Super Star Subs

EXPLANATION:

At the April 12, 2022 meeting, the Board will have an opportunity to recognize some of NWRES D's Super Star Substitutes. The following six individuals have filled a combined total of 426 substitute positions so far this year!

- Rebekah White
- John Saltveit
- Gwyn Blanton
- Dhanalakshmi Karthikeyan
- Donna Leahy
- Jamie Holt

PRESENTER(S): Kelsey Cardwell, Communications Director and Debbie Simons, CHRO

SUPPLEMENTARY MATERIALS: Attached recognition letter.

RECOMMENDATION: N/A

PROPOSED MOTION: N/A

Apr 4, 2022

Greetings:

It is an honor to inform you that the Northwest Regional ESD Board of Directors would like to recognize you as a member of our super star substitute team.

The Board respectfully requests your attendance at our next board meeting at 6:00 p.m. on Tuesday, April 12, 2022 at [5825 NE Ray Circle, Hillsboro, OR 97124](https://www.nwresd.k12.or.us/5825-NE-Ray-Circle-Hillsboro-OR-97124) ([there is also an option to attend virtually if you cannot come in-person](#)). Our board looks forward to the opportunity to personally thank you for more than 60 jobs worked!

Our board will also appreciate the opportunity to learn more about your experience as a substitute with us. They may ask you questions like:

- What is your favorite experience from working as a substitute?
- Are there any memorable students or educators you're grateful to have come across during your experience?
- How did you first learn about substitute work?
- What advice might you give to those considering becoming a sub?
- Do you have any suggestions for how we can improve the substitute experience?

You will be compensated for two hours, though we are only asking for your attendance through the "[Recognition and Good News](#)" agenda item. Please RSVP to Lauren Slyh O'Driscoll, Board Secretary at lslyh@nwresd.k12.or.us who will be happy to answer any questions you have.

Sincerely,



Dan Goldman
Superintendent



Northwest Regional
Education Service District

CONSENT AGENDA

Aprobación de la Agenda





Northwest Regional Education Service District

April 12, 2022

TO: Board of Directors

FR: Lauren Slyh O'Driscoll, Board Secretary

RE: March 2022 Meeting Minutes

EXPLANATION: Please find the attached March 2022 Regular and Executive Session Meeting Minutes.

PRESENTER(S): Consent Agenda

SUPPLEMENTARY MATERIALS: March 8, 2022 Meeting Minutes

RECOMMENDATION: Approve as presented in the consent agenda.

PROPOSED MOTION: I move to approve the minutes as presented/amended.



Northwest Regional Education Service District

**Welcome to this Public Meeting of the
NWRESD Board of Directors**

March 8, 2022

Regular Meeting and Executive Session

1. CALL TO ORDER

Chair Erickson called the board to order at 6:03 pm.

Board: Karen Cunningham, Doug Dougherty, Tony Erickson, Lisa Poehlitz, Chris Riley, Ernest Stephens, Ross Tomlin, Diane Wilkinson, Maureen Wolf

2. PLEDGE/LAND ACKNOWLEDGEMENT

Chair Erickson provided the pledge and Land Acknowledgement.

3. REVIEW/REVISE AGENDA

N/A

4. SUPERINTENDENT REPORT

A. [March 2022 Superintendent-Board Report](#)

Superintendent Goldman provided an update to the board, linked above.

5. PUBLIC COMMENT

The Northwest Regional Education Service District Board of Directors appreciates community members sharing information during public comments. Members of the community wishing to address the Board will complete a [Public Comment Card](#) prior to the beginning of the board meeting. 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.

6. RECOGNITION AND GOOD NEWS

A. [Classified Staff Appreciation Week 2022](#)

7. CONSENT AGENDA

- A. [February Meeting Minutes](#)
- B. [March Personnel Report](#)
- C. [Contract Approval: Licensed](#)
- D. [Contract Approval: Admin](#)
- E. [Policy Updates presented February 2022](#)

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

8. REPORTS & DISCUSSION

A. [Senate Bill 732](#)

S. Liwaru presented the board with Senate Bill 732 Updates and answered questions from the board. Board members thanked Liwaru for his leadership in EDI with school districts.

B. [Policy Updates - First Reading](#)

CHRO Simons presented the board with one(1) revised policy. This policy will be considered next month for adoption as part of the consent agenda.

C. [Administrative Reports](#)

Chair Erickson thanked the administration for the reports. Director Cunningham commented on how much these reports have improved over previous years. Superintendent Goldman recognized administrators' efforts to make these reports informative and engaging.

9. ACTION ITEMS

A. [Approve 2022-2023 Board Calendar](#)

The board discussed in-person and hybrid options for board meetings in 2022-2023. Chair Erickson entertained a motion by Director Poehlitz to approve the board calendar dates, and defer final locations as dates become closer. The motion was seconded by Director Tomlin and approved unanimously.

B. [Approve January 2022 Financial Report](#)

CFO Baker presented the January 2022 Financial Report. Chair Erickson entertained a motion by Director Poehlitz to approve the report as presented. The motion was seconded by Director Riley and approved unanimously.

10. BOARD MEMBER COMMENTS

Director Riley commented on the Foundation Gala and was happy to say they have raised over \$20,000 so far this year.

11. ADJOURN

The regular meeting was adjourned at 7:08 pm.



**NWRESD Board of Directors
Executive Session**

**NWRESD Board of Directors
March 8, 2022 Executive Session:
[ORS 192.660\(2\)\(d\)](#) and [ORS 192.660\(2\)\(a\)](#)**

1. CALL TO ORDER

Chair Erickson called the executive session to order at 7:13 pm.

Board: Karen Cunningham, Doug Dougherty, Tony Erickson, Lisa Poehlitz, Chris Riley, Ernest Stephens, Ross Tomlin, Diane Wilkinson, Maureen Wolf

Staff: Dan Goldman, Debbie Simons, Lori Baker

2. 192.660(2)(d): *To conduct deliberations with persons designated by the governing body to carry on labor negotiations.*

-AND-

192.660(2)(a): *To consider the employment of a public officer, staff member, or individual agent.*

3. ADJOURN

The executive session was adjourned at 8:23 pm.

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3. A group of visitors with a common purpose should designate a speaker for the group.
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Northwest Regional Education Service District

April 12, 2022

To: Board of Directors

From: Debbie Simons – Chief Human Resources Officer

Re: Personnel Report

EXPLANATION: Please see attached personnel report prepared by
Lynsie Scharpf, Human Resources Support Specialist

Presenter: Debbie Simons, Chief Human Resources Officer

Supplementary
Materials: Personnel Report

Recommendation: N/A

Proposed Motion: Move to accept the personnel report as presented in the
consent agenda.

**NW Regional Education Services District
PERSONNEL REPORT
February 24, 2022 – April 4, 2022**

New Hires

Name	Position	Department	Building	New Hire/ Transfer	Tentative Start Date
Jennifer Coffey	Speech Language Pathologist (limited term)	Early Learning	Washington Service Center	Re-Hire (limited term through 6.30.22)	3/7/2022
Scott Unrein	Instructional Assistant	Early Learning	Hillsboro Early Childhood Center	New Hire	3/14/2022
Yesenia Rivera-Rodriguez	Bilingual Instructional Assistant	Early Learning	Beaverton Early Childhood Center	New Hire	3/14/2022
Kassidy Moore	School Psych Intern 22/23 SY	Special Student Services	Tigard Tualatin School District	Intern	22/23 SY
Holly Turner	Speech Language Pathologist	Early Learning	Beaverton Early Childhood Center	Re-Hire	4/25/2022
Michelle Nolasco	Admin Assistant Site Based	Early Learning	Hillsboro Early Childhood Center	Transfer	4/4/2022
Tiara Freeman	Instructional Assistant	Social Emotional Learning Schools	Lifeworks/Day Treatment	Transfer	3/28/2022
Sheyanne Farr-Baenziger	Speech Language Pathologist	Early Learning	Beaverton Early Childhood Center	New Hire	4/6/2022
Margaret Shuler	Admin Assistant Site Based	Early Learning	Beaverton Early Childhood Center	New Hire	4/4/2022
Carissa Raleigh	Early Childhood Education Specialist	Early Learning	Beaverton Early Childhood Center	New Hire	5/9/2022
Aaron Monteith	SPED Teacher	Social Emotional Learning Schools	Pacific Academy	New Hire	3/28/2022
Jessica Parrish	Speech Language Pathologist	Early Learning	Hillsboro Early Childhood Center	New Hire	4/18/2022
Rhonda Azari	Instructional Assistant	Social Emotional Learning Schools	Pacific Academy	New Hire	4/4/2022
Jana Swedo	School Psychologist (temp/hourly)	Special Student Services	TBD	Re-Hire	7/1/2022

Outdoor School Spring Session Re-hires

Name	Position	Department	New Hire/ Transfer	Tentative Start Date
Justine Jennings	Field Trip Instructor	Instructional Services/Outdoor School	Returning Staff from past season(s)	3/15/2022
Alexandra Stephens	Field Trip Instructor	Instructional Services/Outdoor School	Returning Staff from past season(s)	4/1/2022

Outdoor School Spring Session – New Hires

Name	Position	Department	New Hire/ Transfer	Tentative Start Date
Sevrin Bailey	Field Trip Instructor	Instructional Services/Outdoor School	New Hire	3/4/2022
Olivia Hathaway	Field Trip Instructor	Instructional Services/Outdoor School	New Hire	3/28/2022
Hallie Roberts	Field Trip Instructor	Instructional Services/Outdoor School	New Hire	4/4/2022

Resignations, Retirements & Separations

Name	Position	Department	Last Day of Employment	Details/Comments
Madeline Holte	Occupational Therapist	Early Learning	March 18, 2022	Resignation
Alison Rodriguez	Instructional Assistant	Early Learning	March 17, 2022	Resignation
Brittany Ranasinghe	School Psychologist	Special Student Services	June 30, 2022	Resignation
Emily Wakefield	Instructional Coach	Early Learning	June 30, 2022	Resignation
Rick Walstrom	Director of Facilities	Administration	June 30, 2022	Retire
Lauren Slyh O'Driscoll	Executive Assistant to Superintendent	Administration	April 15, 2022	Resignation
Joyce Balint	School Psychologist	Special Student Services	June 30, 2022	Retire
Kim Meacham	Eval/Intake Admin Spec	Early Learning	July 8, 2022	Retire
Jana Swedo**	School Psychologist		June 30, 2022	Retire

**Will be rehired as temp for 22/23 School Year starting 7/1/22

Currently Advertised Vacancies

Open Position	Category	Department	Post Date	Comments
Licensed Practical Nurse –Hillsboro School District	Classified	Special Student Services/Nursing	11/2/2021	1.0 FTE -5 positions available
Bilingual Instructional Assistant – Clatsop Service Center	Classified	Early Learning	11/22/2021	Resignation - 0.85 FTE
Bilingual Instructional Assistant – Community Action Head Start – WA County	Classified	Early Learning	12/10/2021	New 0.85 FTE
Spanish Interpreter/Translator HECC	Classified	Early Learning	12/8/2021	New 1.0 FTE
Teacher of the Visually Impaired – Washington Service Center **repost from August 2021	Licensed	Special Student Services	1/3/2022	New -1.0 FTE **post to remain open while filled by contactor
Instructional Coach	Licensed	Early Learning	12/7/2021	New – 1.0 FTE *reopened on 2.15.22
Registered Nurse - Hillsboro School District - 2 positions	Licensed	Special Student Services	1/10/2022	New – 1.0 FTE
Early Childhood Professional Development Support Specialist - Clatsop Service Center	Classified	Early Learning	1/18/2022	1.0 FTE- previously vacant position
Instructional Assistant – BECC	Classified	Early Learning	2/3/2022	Resignation - 0.85 FTE
Preschool Promise Quality Coach - Tillamook Service Center	Classified	Early Learning	1/21/2022	New – 1.0 FTE
Instructional Assistant – TECC	Classified	Early Learning	2/1/2022	Resignation - 0.85 FTE
Speech Language Pathologist - AAC	Licensed	Early Learning	1/24/2022	New – 1.0 FTE
Physical Therapist – Tillamook County	Licensed	Special Student Services	2/8/2022	0.40 FTE – replaces contractor
Instructional Assistant – Columbia Academy	Classified	Social Emotional Learning Schools	2/23/2022	Resignation - 0.85 FTE
Accounting Support Specialist - Medicaid	Classified	Fiscal Services	3/7/2022	New – 1.0 FTE
Occupational Therapist - HECC	Licensed	Early Learning	3/9/2022	Resignation – 1.0 FTE
REN Data Measurement Coach	Classified	Instructional Services	3/18/2022	New – 1.0 FTE
Instructional Assistant – HECC – 2 Positions available	Classified	Early Learning	3/16/2022	Resignation - 0.85 FTE

Speech Language Pathologist - 22/23 SY- Location unknown still	Licensed	Special Student Services	3/17/2022	1.0 FTE 22/23 SY posting
BVI Instructional Assistant - BVI - WSC	Classified	Special Student Services	3/18/2022	New – 1.0 FTE
Physical Therapist – Hillsboro – 22/23 SY	Licensed	Special Student Services	3/17/2022	1.0 FTE- replaces staff who transferred to early learning for 22/23 SY
Occupational Therapist- Columbia County inc. St. Helens, Clatskanie, & Scappoose 22/23 SY	Licensed	Special Student Services	3/18/2022	1.0 FTE 22/23 SY posting
Occupational Therapist - Washington County	Licensed	Special Student Services	3/18/2022	1.0 FTE 22/23 SY posting
Occupational Therapist- Columbia County inc. St. Helens, Clatskanie, & Scappoose	Licensed	Special Student Services	3/18/2022	1.0 FTE 22/23 SY posting
Occupational Therapist - Tillamook County inc. Nestucca & Neah-Kah-Nie	Licensed	Special Student Services	3/18/2022	1.0 FTE 22/23 SY posting
Occupational Therapist - Clatsop County Inc. Knappa, Astoria, Seaside	Licensed	Special Student Services	3/18/2022	1.0 FTE 22/23 SY posting
Physical Therapist Assistant – Hillsboro – 22/23 SY	Classified	Special Student Services	3/23/2022	1.0 FTE 22/23 SY posting
Director of Instructional Services – 3 positions available	Admin	Instructional Services	3/23/2022	New – 1.0 FTE – 22/23 SY
Administrative Specialist - WSC **INTERNAL POSTING ONLY**	Classified	Early Learning	3/23/2022	1.0 FTE- employee retiring
Outdoor School Principal	Admin	Instructional Services	3/31/2022	Separation– 1.0 FTE
Senior Accountant-Fiscal Services	Classified	Fiscal Services	3/30/2022	New – 1.0 FTE
Career & College Pathways Program Coordinator	Admin	Instructional Services	3/31/2022	Resignation – 1.0 FTE
Executive Assistant to Superintendent	Confidential	Administration	3/31/2022	Resignation – 1.0 FTE
Facilities Manager	Admin	Fiscal Services	3/31/2022	1.0 FTE- employee retiring
Senior Business Analyst	Confidential	Fiscal Services	4/1/2022	New – 1.0 FTE
Physical Therapist Assistant - Tillamook/Clatsop	Classified	Special Student Services	4/1/2022	New- 0.50-1.0 FTE
Assistant Finance Director	Admin	Fiscal Services	4/1/2022	New 1.0 FTE
School Psychologist - Seaside School District	Licensed	Special Student Services	4/1/2022	1.0 FTE- employee retiring
Occupational Therapist - HECC	Licensed	Early Learning	4/3/2022	1.0 FTE – 22/23 SY

Currently Advertised Vacancies is a snapshot in time for jobs that are currently posted as of 4.4.22.

Advertised Vacancies – Limited Term Positions

Open Position	Category	Department	Post Date	Comments
Outdoor School Field Trip Instructor	Classified	Instructional Services	12/22/2021	Seasonal through June 3, 2022



Northwest Regional Education Service District

April 12, 2022

TO: Board of Directors
FR: Debbie Simons, Chief Human Resources Officer
RE: Second Reading of Board Policies

EXPLANATION:

[Policy GBDA - Mother Friendly Workplace - Existing](#)

It is recommended that the ESD repeal current Board policy GBDA and adopt the new highly recommended model policy.

[Policy GBDA - Mother Friendly Workplace](#)

After consulting with the Bureau of Labor and Industries (BOLI) and review of Oregon Revised Statute 653.077(10)(b) OSBA revised policy language to better align with law, which may include making a list available of designated location(s) at each ESD facility where a mother may express milk. OSBA is providing a new model Board policy GBDA that reflects highly recommended policy language pursuant to Oregon law. The language in OSBA's new highly recommended model policy for ESDs represents law the ESD must follow but is not required to be in policy for ESDs.

PRESENTER(S): Debbie Simons, CHRO

SUPPLEMENTARY MATERIALS:

[Policy GBDA - Mother Friendly Workplace](#)

[Policy GBDA - Mother Friendly Workplace - Existing](#)

RECOMMENDATION: Approve in Consent Agenda

PROPOSED MOTION: I move to approve the policies as presented/amended.

Northwest Regional ESD

Code: GBDA

Adopted: 6/22/13

Revised/Readopted: 4/12/2022; 6/20/17

Orig. Code(s): GBDA

Code: **GBDA**

Adopted:

Mother Friendly Workplace *

The ESD recognizes that a normal and important role for mothers is to have the option and ability to express milk or breast-feed in the workplace. Employees must give notice of intent to express milk or breast-feed. Unless otherwise agreed upon by the ESD and the employee, the ESD shall provide the employee a 30-minute rest period to express milk or breast-feed during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the ESD.

The ESD will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee's work area, where an employee can express milk or breast-feed in private, concealed from view and without intrusion by other employees or the public. "Close proximity" means within walking distance from the employee's work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee's work area, the ESD may not include the time taken to travel to and from the location as part of the break period.

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The ESD must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

This policy and the list of designated locations is published in the employee handbook. The list of designated locations is available upon request in the ESD's central office and the central office of each facility.

This policy only applies to employees who are expressing milk or breast-feeding for children 18 months of age or younger.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 334.125](#)

[ORS 653.077](#)

[ORS 653.256](#)

[OAR 839-020-0051](#)



Northwest Regional
Education Service District

REPORTS & PRESENTATIONS

Informes y Presentaciones





Northwest Regional Education Service District

April 12, 2021

TO: Board of Directors

FR: Megan McCarter

RE: Student Success Act Community Engagement Collaborative

EXPLANATION: The materials included are for a board presentation update on the Student Success Act (SSA) Community Engagement Collaborative opportunities that NWRESD is providing to districts in our region. These opportunities include support in preparing for ongoing, authentic community engagement to be used for continuous improvement planning. These sessions have been focused on the Community Engagement Toolkit Spectrum, asset mapping, and promising practices in elevating youth and family voice.

PRESENTER(S): Megan McCarter

SUPPLEMENTARY MATERIALS: [April: SSA Community Engagement Board Update Slide Deck](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A

Student Success Act (SSA) Community Engagement Collaboratives



NWRESD Board Meeting

April 12, 2022

Megan McCarter, Ed.D

Executive Director of Instructional Services



Student Success Act:

580,690 Students



197 Districts

1,334 Schools

127 Charter Schools

19 Education Service Districts

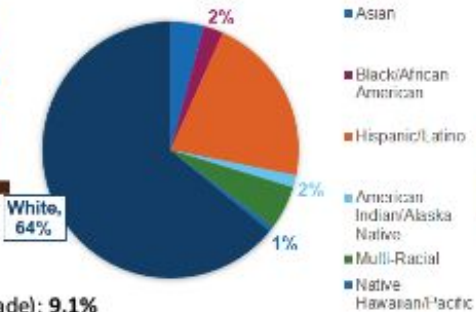
31,409 Teachers

Staff of Color

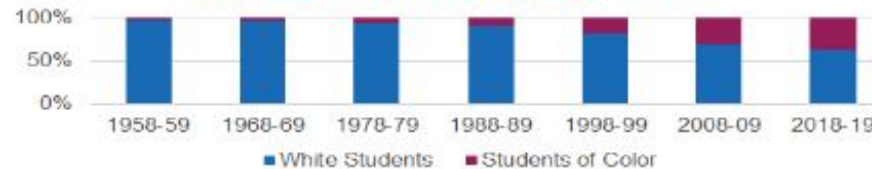
- 10.4% Teachers
- 11.4% Administrators
- 15.3% Counselors
- 19.7% Educational Assistants



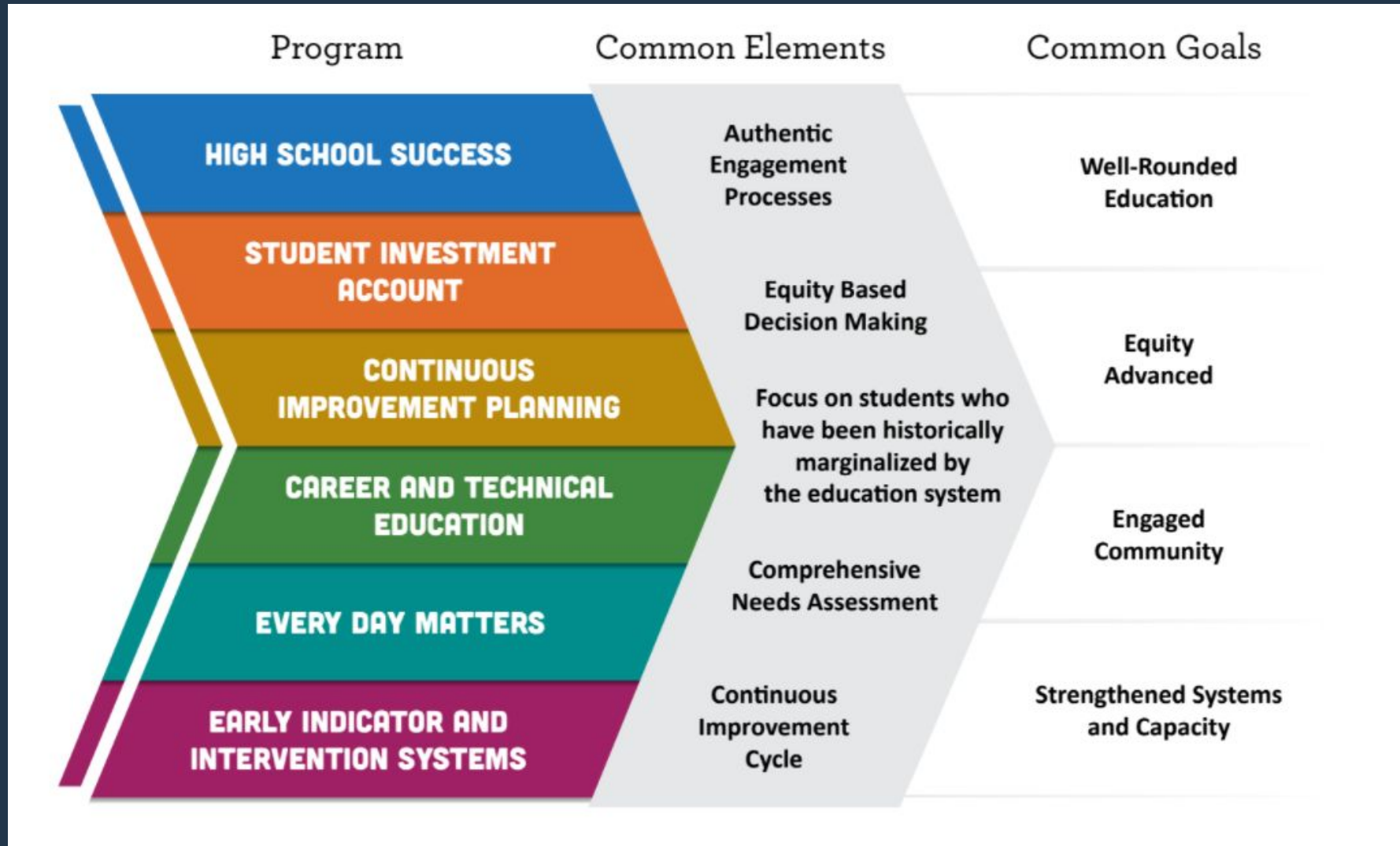
- Economically Disadvantaged: **52.1%**
- Ever English Learners: **18.3%**
- Homeless: **3.8%** Lesbian/Gay (11th grade): **9.1%**
- Mobile Students: **12.0%**
- Students with Disabilities: **13.6%**



Rapidly Diversifying Population

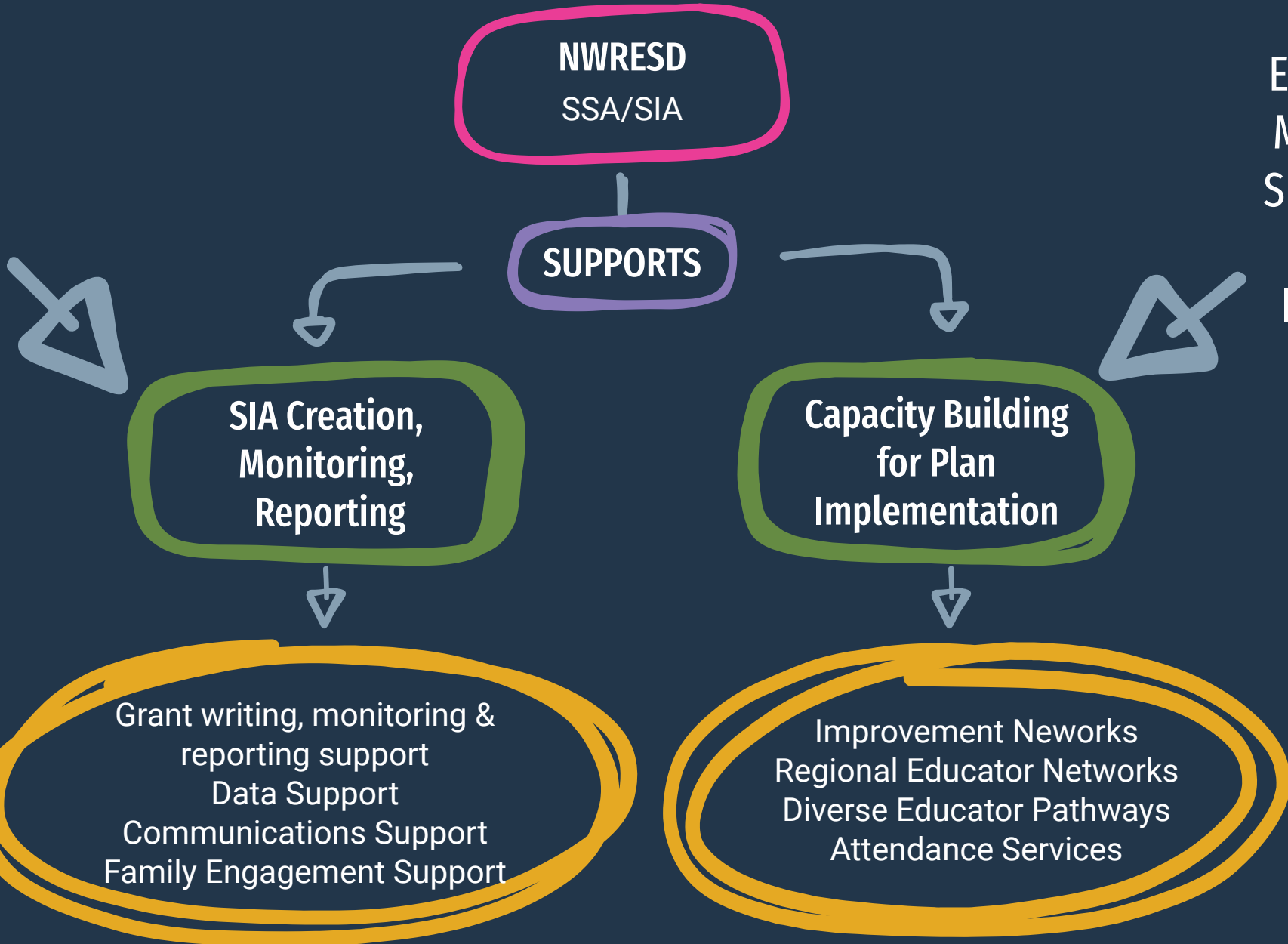


Integrated Guidance



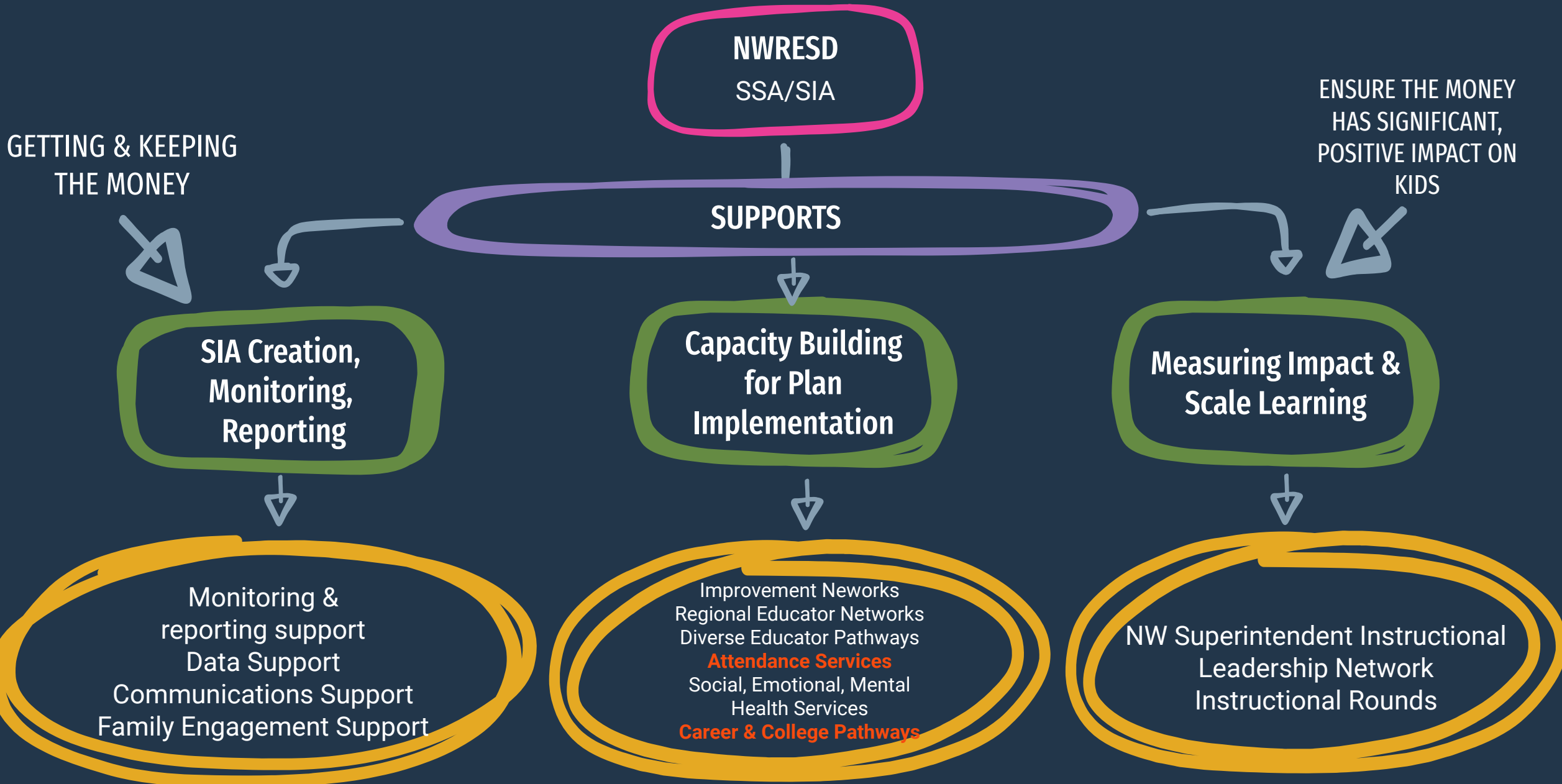
SSA/SIA SERVICES FROM NWRESD

GETTING &
KEEPING
THE MONEY



ENSURE THE
MONEY HAS
SIGNIFICANT,
POSITIVE
IMPACT ON
KIDS

INTEGRATED SERVICES FROM NWRES D



Early Literacy Network
Intervene NOW to get your 3rd graders reading on-grade level

9th Grade Success Network
9th Grade on-track predicts high school

School Culture & Climate Network
Focused on creating and sustaining welcoming and inclusive school environments

Instructional Coaching Network
Increasing teacher capacity directly impacts

REN & DEP
Recruiting diverse staff and creating the conditions to retain them

Attendance Services
Supporting connection between schools and families. Addressing barriers to attendance.

MtSS Systems
ION software and support to monitor student progress, make data-based decisions and design interventions

Social, Emotional, Mental Health Services
Supporting students and staff through wellness, resilience, and mental wellbeing.

Career & College Pathways
CCP is currently being developed with stakeholders from your district.

1

2

3

4

5

6

7

8

9



Early Literacy Network

Intervene NOW to get your 3rd graders reading on-grade level

1

9th Grade Success Network

9th Grade on-track predicts high school graduation rate

2

School Culture & Climate Network

Focused on creating and sustaining welcoming and inclusive school environments

3

Instructional Coaching Network

Increasing teacher capacity directly impacts

4

REN & DEP

Recruiting diverse staff and creating the conditions to retain them

5

Attendance Services

Supporting connection between schools and families. Addressing barriers to attendance.

6

MtSS Systems

ION software and support to monitor student progress, make data-based decisions and design interventions

7

Social, Emotional, Mental Health Services

Supporting students and staff through wellness, resilience, and mental wellbeing.

8

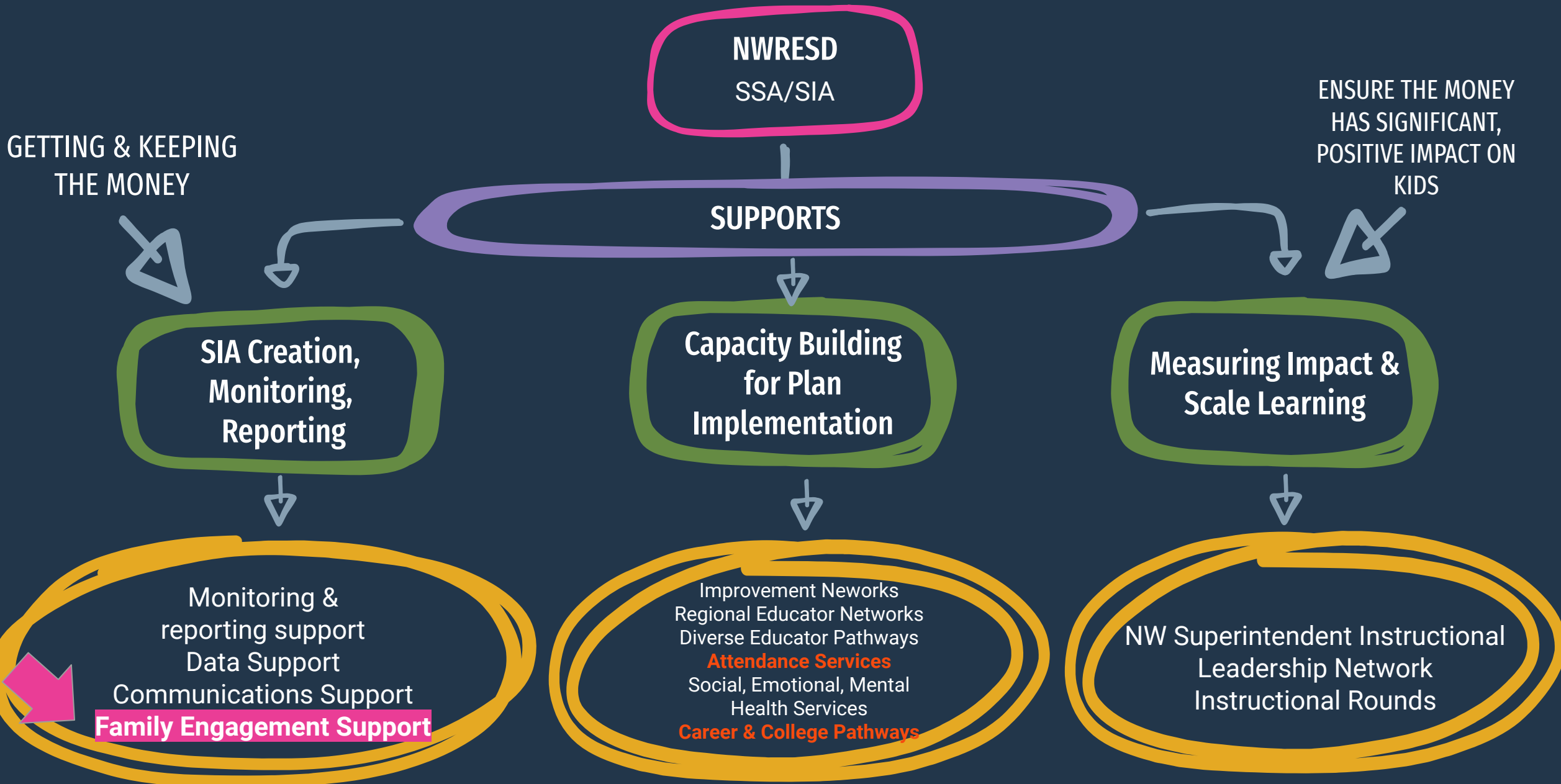
Career & College Pathways

CCP is currently being developed with stakeholders from your district.

9



INTEGRATED SERVICES FROM NWRESD



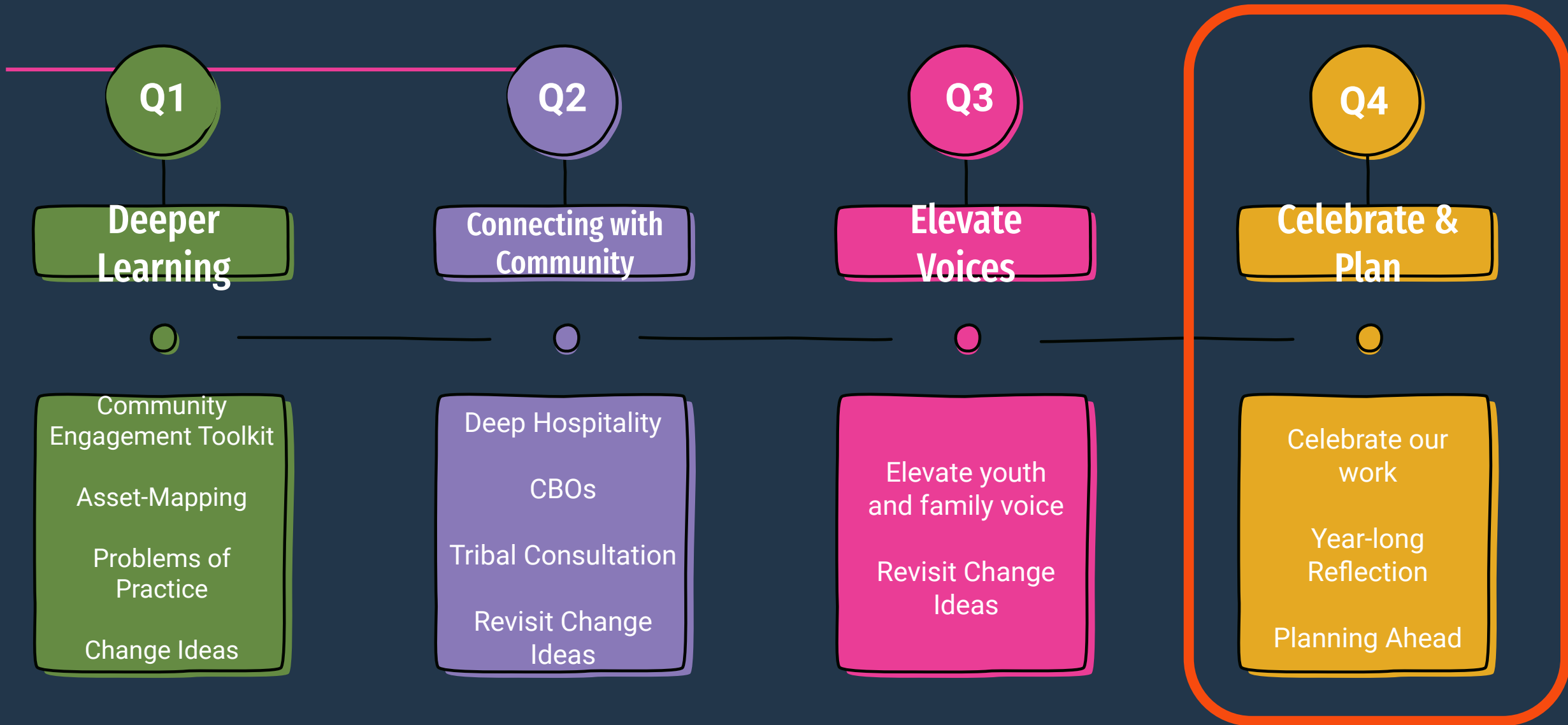


QUARTERLY COLLABORATIVE MEETINGS





QUARTERLY COLLABORATIVE MEETINGS



ESD SSA/SIA Support Team



Brian Bain

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Research,
Assessment, and
Evaluation

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Director of Equity and
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**Megan
McCarter**

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Instructional Services

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**Inger McDowell-
Hartye**

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Specialist

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Community Engagement Toolkit-Spectrum

LEVELS OF COMMUNITY ENGAGEMENT





Asset-Mapping Activity

Mapping Activity

Latinx

Black

Pacific
Islander

ELL

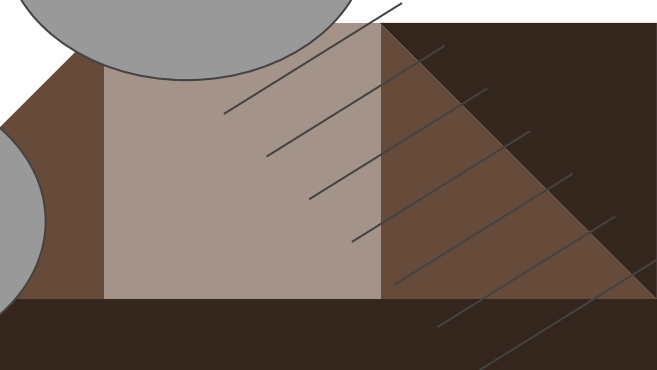
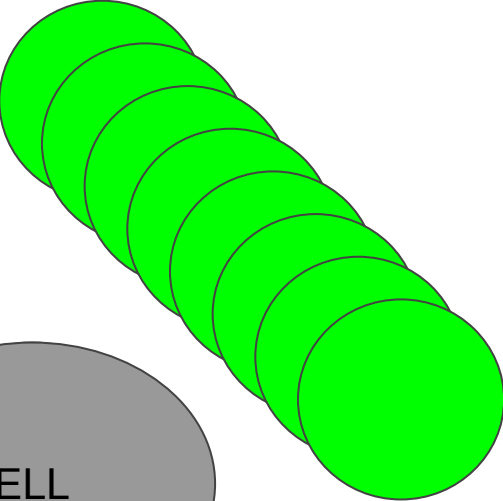
Indigenous

SPED

Foster

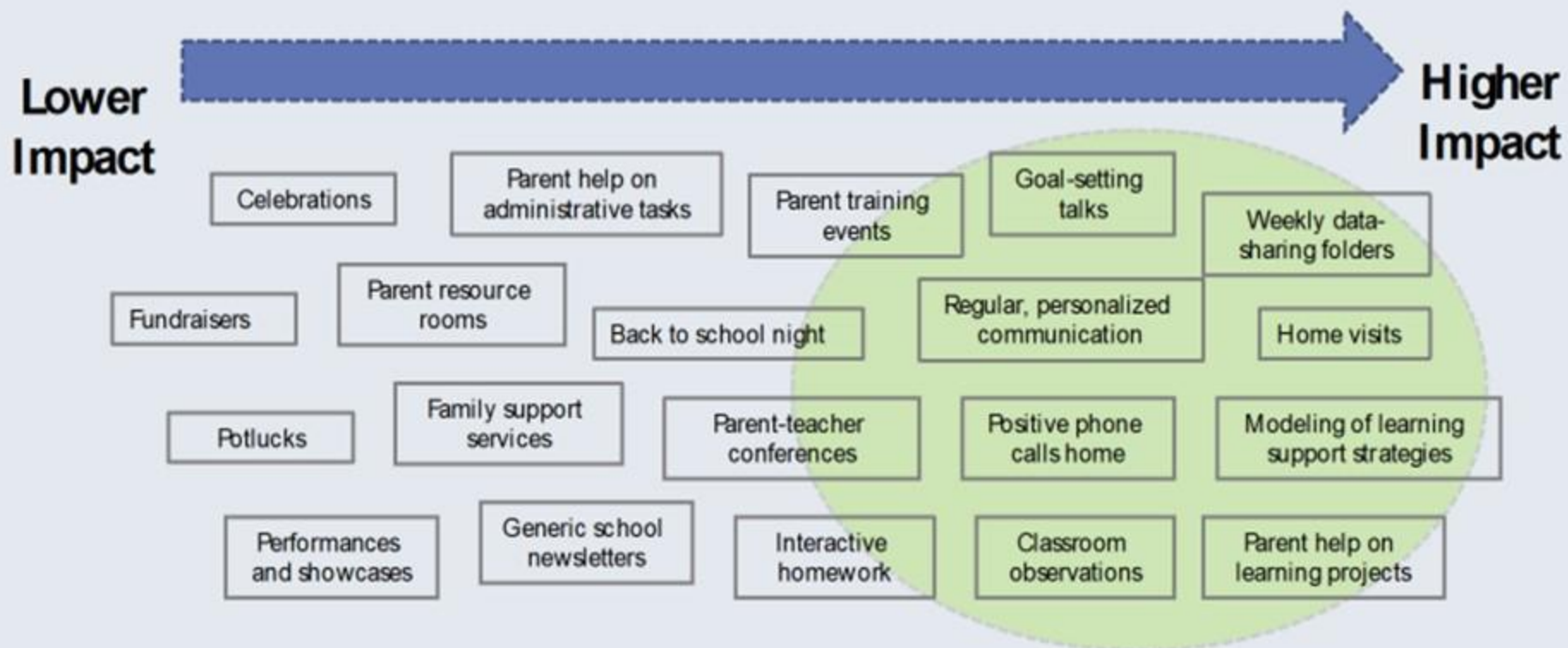
Homeless

Navigating
Poverty



Impact of Family Engagement Strategies On Student Learning

USDOE Framework: Family Engagement Should Be Relational, Build Capacity Of Families And Staff, And Be Linked to Learning





Promising Practices:

Elevating Youth and Family
Voice

Story Circles

Empathy
Interviews

Current Participation

We are working with 31 schools across 6 district through our SSA Community Engagement Collaboratives:

- Beaverton
- Scappoose
- Sherwood
- St. Helens
- Tigard-Tualatin
- Tillamook



April 12, 2022

TO: Board of Directors
FR: Debbie Simons, Chief Human Resources Officer
RE: First Reading of Board Policies

EXPLANATION:

[Policy DJC - Bidding Requirements](#)

Senate Bill 420, passed in the 2021 legislative session, created a provision in the public improvements bidding requirements in ORS 279C. The provision defines a “community benefit project” and the requirements for a public improvement to be a community benefit project.

[Policy DJCA - Personal Services Contracts](#)

With the updates in DJC; this policy is updated to reflect the process for awarding personal services contracts.

[Policy DJCB - Lease Agreements](#)

As noted above, this policy is updated to reflect the practice of selecting and entering into lease agreements.

[Policy DH - Loss Coverage](#)

Policy DH, previously titled Bonded Employees and Officers, has been updated to Loss Coverage and language revised to reflect current terms and practices.

[Policy DN - Disposal of Property](#)

Policy DN is updated to reflect current thresholds for disposal and updates to practices.

The above policies have been reviewed by Lori Baker, NWRESD Chief Financial Officer.

PRESENTER(S): Debbie Simons, CHRO

SUPPLEMENTARY MATERIALS:

[Policy DJC - Bidding Requirements](#)

[Policy DJCA - Personal Services Contracts](#)

[Policy DJCB - Lease Agreements](#)

[Policy DH - Loss Coverage](#)

[Policy DN - Disposal of Property](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A

Northwest Regional ESD

Code: DJC
Adopted: 2/21/2017
Readopted: x/xx/2022

Bidding Requirements

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. All public contracts for goods or services, personal or consulting services, or construction services shall be based upon competitive bids or proposals except:

- Contracts between contracting agencies or between contracting agencies and the federal government;
- Insurance, instructional, legal and financial services contracts as provided for under state law;
- Contracts for the procurement or distribution of textbooks;
- Energy savings performance contracts;
- Contracts made with qualified nonprofit agencies providing employment opportunities for disabled individuals;
- Public improvement contracts exempted by the Local Contract Review Board (LCRB) upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings and other substantial benefits to the contracting agency
- Special procurements exempted by the Board upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings to the ESD;
- Emergency contracts; or
- Any other public contract specifically exempted from the code by another provision or law.

The Board serves as the Local Contract Review Board (LCRB) for the ESD. All public contracts shall be invited in accordance with applicable competitive procurement provisions of the Oregon Revised Statutes and the adopted public contracting rules.

The Board, acting as LCRB, has adopted as its public contracting rules ORS chapter 279A, B and C and the Attorney General's Model Public Contract Rules, OAR Chapter 137, Division 46 (General Provisions Related to Cooperative Procurement), Division 47 (Public Procurements for Goods or Services), Division 48 (Consultant Selection: Architectural, Engineering and Land Surveying Services and Related Services Contracts) and Division 49 (General Provisions Related to Public Contracts for Construction Services), subject to the exceptions provided in this document.

The ESD shall procure the construction manager/ general contractor services in accordance with model rules the Attorney General adopts under Oregon Revised Statute (ORS) 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 through 249 in effect at the time this policy is adopted.

The Board may make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the ESD and made available on request.

The ESD shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065(6)(b), to determine whether any modifications need to be made to ESD rules to ensure compliance with statutory changes. Modifications will be made only following review by the ESD's legal counsel. New rules, as necessary, shall be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

The Board, acting as LCRB, may enact a resolution that authorizes the ESD to designate a public improvement as a community benefit contract per the requirements included in ORS 279.300 to 279C.470.

Public contracts, if awarded, will be awarded to the lowest, responsive and responsible bidder or the best, responsive and responsible proposer consistent with solicitation document provisions. The Board may reject in whole or in part, any bid or proposal not in compliance with all prescribed procedures and requirements and may reject for good cause any bid or proposal upon a written finding that it is in the public interest to do so. Such findings shall conform with criteria as specified by the *Oregon Attorney General's Public Contracts Manual*.

Opportunity will be provided to all responsible suppliers to do business with the ESD.

Procurement for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

Records of bids, proposals and specifications will be kept in the ESD administration office and will conform with Oregon Revised Statutes and applicable records retention provisions of the *Oregon Attorney General's Public Contracts Manual*.

END OF POLICY

Legal Reference(s):

[ORS 279A](#), [279B](#) and [279C](#)
[OAR Chapter 125](#), Divisions 246-249, OAR Chapter 137, Divisions 46-49

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

Northwest Regional ESD

Code: DJCA

Adopted: 2/21/2017

Readopted: x/xx/2022

Personal Services Contracts

The ESD may enter into personal services contracts with qualified professionals as provided by Oregon Revised Statute (ORS) 279A.055. Personal services contracts, as used in this policy, includes those services that require specialized technical, creative, professional or communication skills or talents, unique and specialized knowledge, or the exercise of discretionary judgment, and for which the quality of the service depends on attributes that are unique to the service provider. The ESD may enter into a personal services contract with a current employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based upon contract amount and shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts for personal services in excess of \$150,000 shall require prior Board approval. The superintendent will develop administrative regulations as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 279A](#), [279B](#) and [279C](#)

ORS 334.125

ORS 670.600

OAR 459-010-0030

INTERNAL REVENUE SERVICE, PUBLICATION 1779: INDEPENDENT CONTRACTOR OR EMPLOYEE (Rev. 3-2012)

Northwest Regional ESD

Code: DJCB

Adopted: 3/11/2010

Revised: 2/21/2017; x/xx/2022

Lease Agreements

In accordance with Oregon Revised Statute (ORS) 334.125 (6)(a) the Board may locate, buy, accept by gift or lease such land, buildings, and facilities as may be required for ESD purposes. When the ESD needs facilities or equipment for agency programs, the board designates the superintendent as responsible for determining the most efficient procurement means for obtaining those facilities or equipment.

Leases authorized by this section may be for a term of up to 30 years and include lease-purchase agreements by which the ESD may acquire ownership of the leased property.

The Board authorizes the superintendent to execute equipment leases that carry an annual cost less than \$25,000. The superintendent will inform the Board of all leases that have been executed via the appropriate administrative report.

The Board must authorize any lease that exceeds an annual cost of \$25,000, or is a multi-year facilities lease, or is a lease-purchase agreement for real property. The superintendent will develop and implement lease procurement procedures to implement this policy.

END OF POLICY

Legal References:

ORS Chapters 279A, 279B, 279C

OAR Chapter 125, Divisions 246-249

Northwest Regional ESD

Code: DH
Adopted: x/xx/2022

Loss Coverage

The Board and designated ESD employees are responsible to safeguard the ESD against loss regarding funds, fees, cash collections and inventory. The Board shall designate the ESD employees responsible as custodians of such items. The Board will review coverage levels on an annual basis.

The ESD shall purchase bond coverage or equivalent crime coverage in an amount determined by the Board, in consultation with the ESD's agent of record. The ESD will pay the cost of such coverage.

END OF POLICY

Legal Reference(s):

[ORS 328.441](#)
[ORS 334.125\(7\)](#)

[ORS 332.525](#)

[OAR 581-024-0240](#)

Northwest Regional ESD

Code: DN

Adopted: 6/17/10

Revised/Readopted: 2/21/17

The superintendent may dispose of all obsolete, surplus, unwanted, and/or excessively damaged equipment and supplies owned by the Northwest Regional Education Service District (NWRES D) in accordance with the following procedures:

1. With approval of the superintendent, items estimated by the appropriate administrator to have a value of less than \$50,000 may be sold at prices estimated to be the market values of the items, be donated to appropriate charitable or educational agencies, or disposed of as scrap or junk. All sales/donations/disposal will be recorded by item, price and buyer/recipient/disposition;
2. The Board may authorize the superintendent to dispose of property or materials estimated by the appropriate administrator to be greater than \$50,000 in any appropriate manner.

If ESD property was purchased with state, federal or private grant funds, disposal of the property shall be made as outlined in the grant or by the state or federal regulations.

END OF POLICY

Legal Reference(s):

- [ORS 279B.055](#)
- [ORS Chapters 279A, 279B and 279C](#)
- [ORS 334.125](#)
- EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e).

Cross Reference(s):

- [DID - Property Inventories](#)



Northwest Regional
Education Service District

ADMINISTRATIVE REPORTS

**Informes
Administrativos**





The Early Learning Digest

Staff News from Executive Director Johnna Timmes

Early Learning Board Report
Prepared by Johnna N. Timmes
April 2022

First Annual Town Hall Meeting

Johnna will be leading the Early Learning Departments first annual Town Hall meeting this month. April 13, 2022 staff is invited to this optional event to hear about next steps in our journey to continue to provide high quality early learning special services to children and families. A second opportunity to hear about the future will be available to all interested families, partners and staff on April 20, 2022. Please share the [registration link](#) and join the conversation.

Columbia County Update

Kindergarten transition “at-a-glance” meetings have taken place with all school districts in Columbia County. These meetings help the districts plan for incoming kinder students with special education needs to ensure a smooth transition between the ECSE program and kindergarten services.

The Col Co Equity Learning Team has enjoyed the equity learning provided by the National Equity Project. Our local team has been delving into issues of inequity in special education and working together to share the learnings with the staff during the monthly staff meetings. The feedback regarding this group journey regarding the move toward anti-racism has been overwhelmingly positive.

Washington County Updates

Early Intervention - The EI teams were excited to be able to offer home visits to a limited number of families and will be equally excited to further expand home visits on April 11th. Seeing families at our sites in the last few months has proven to be highly effective and families have appreciated the option, but there “is no place like home.” Thank you to the Reopening Schools group for their support and hard work.

Staff working on evaluation teams and EI providers across the Regional will be participating in a joint training on April 8th at the WSC. An ECSE teacher has graciously offered to share her skills and knowledge about using the new Battelle Developmental Inventory - 3. It will be the first in-person training EI/ECSE has offered in two years. While the logistics are proving to be challenging, staff are looking forward to seeing each other in-person while gaining new skills and information.

The EI/ECSE program was able to support several EI staff in participating in the ADOS training being offered by Regional programs next week. EI providers evaluate children just before their

third birthday and learning about the ADOS will further improve the efficacy and reliability of those evaluations.

Instructional Coaches

The Instructional Coach (IC) team was busy in March, working through 45 active SIT cases (33 in Washington County and 12 in the outer counties). To date, 57 of the 102 total SIT cases have been successfully resolved. The IC led professional development team has prepared a survey for community providers to see what successes and challenges they have experienced with inclusion this year. The survey allows for requests for PD to offer targeted support to preschools and child care providers this summer and through next school year to better serve our shared students and families. The IC team has prepared and led several training opportunities for both ESD staff and community providers including SMART goal workshops, IA trainings, mini-modules on wait time and avoiding prompt dependence. The team was able to meet in person for the first time at BECC on 3/28! They spent the day drafting plans for the next school year to plan for an increase in the IC team's FTE and to ensure all EI/ECSE staff members receive continued support, professional development, and coaching!

Northwest Early Learning Hub

In partnership with local Tillamook Leaders, NW Early Learning Hub staff are supporting the development of a Relief Nursery in Tillamook County. The Relief Nursery model is built on providing comprehensive, whole-family services that include a therapeutic classroom, home visiting, parenting education, and connection to additional supportive services in the community. In February 2022, Oregon Association of Relief Nurseries unanimously approved the Tillamook letter of intent and included funding for the Tillamook County Relief Nursery project in their 2023 legislative agenda. Community organizations, including OURTillamook, City of Tillamook, Tides of Change, CARE, Inc., and Tillamook Family Counseling Center, have already expressed interest in partnering with us to provide wrap-around, comprehensive services to Tillamook families. In addition to state funding, Hub staff is supporting local leaders with applying for private grants to support the first years of start up and implementation of a relief nursery.

Hub staff have been working hard to update various tools to support a new recruitment season for publicly funded preschools in our hub region. These tools include a new family friendly online application format for applying for preschool, an updated free preschool website to provide more family friendly information on free preschool opportunities in the region, and updated joint recruitment flyers to utilize in the community. The new application and final edits for the website and recruitment flyers will be completed and ready for launch by April 1st. This work is in partnership with Head Start, School Districts, and Preschool Promise Partners. As we move into April, we will work with our partners to identify joint recruitment opportunities including in person events.

Mini-grants

14 partners submitted proposals to receive \$1,500 to support families with social-emotional and basic needs. Many of the grants include the need to provide diapers, wipes, safety supplies, cleaning items, toilet paper, gas cards, nutrition and food needs, in addition to screen-free activities that support family, learning, and developmental skills.

Kinder Transitions

Do you know a child that will be 5 by September 1st? Kinder registration is open and schools are holding kinder registration events in April and May. Additionally, 8 school districts have applied to deliver Kindercamp to entering kindergarteners who have not had access to preschool and need additional support with routines, social emotional and classroom skills.

Northwest Parenting

NW Parenting will now be sending out quarterly Newsletters! Stay up to date with our upcoming workshops and evidence based parenting support. Sign up [HERE](#)

Mini-grants

13 partners submitted proposals to receive \$2,000 to help deliver parenting education opportunities. The opportunities include art and sensory play groups, financial literacy, Ready! For Kindergarten, Gemini Systems subscriptions, summer take home kits, Spanish computer literacy, parent book/support group, and topic specific workshops.

Exciting workshops coming this Spring:

- The 5 R's of a Happy Home
- Taller de Participación Familiar / Family Engagement Workshops
- Self Care Workshop
- An Introduction to Problem Gambling Prevention
- Criando a sus hijos con placer

Evidence based parenting support classes:

- Nurturing Parenting
- Active Parenting of Teens
- Abriendo Puertas! Taller virtual - SPANISH
- Familias en Acción
- Parenting In Addiction and Recovery

Check out the [calendar](#) for more events!

2022 Oregon Parenting Educators Conference

This May 2nd-4th we will have the opportunity to attend the annual Oregon Parenting Educators Conference. Thanks to the Hallie E. Ford Center for Healthy Children and Families and the Oregon Parenting Education Collaborative (OPEC) Over 400 educators and family support professionals from across the United States will be participating.

The annual Oregon Parenting Educators Conference is an opportunity to learn new strategies and perspectives, engage in the relevant research, and delve deep into the issues impacting families today. Those who attend become part of a life-long support network of professionals who are dedicated to serving children and families.

For more information or registration Please visit their [website](#).

April 2022

Equity and Family Partnerships

Administrative Report

Introduction

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

Strategic Plan

We are developing and implementing tactics and steps to accomplish the strategies of the Strategic Plan goals.

Professional Development Support

Equity Learning Teams- Cultivate anti-racism, multiculturalism, and diverse racial perspectives in program design, continuous improvement, and decision-making

Our Equity Learning Teams (ELTs) have 4 meetings left for the year and through our partnership with the National Equity Project and the Office of Equity and Family Partnerships our staff continues to advance our equity initiatives and deepen our equity learning within our school communities. Additionally, Leads at our 12 sites are focused on using the Liberatory Design mindsets with staff both through individual PD and at monthly staff meetings to embed strategies into the daily practices of our work and to recognize challenges and take the appropriate action in our leadership to find solutions.

Regional Racial Equity Learning and Partnerships

Community Engagement - Develop authentic, reciprocal, and inclusive partnerships with our diverse students, families, and community partners

Our Office of Equity and Family Partnership hosted our first NW Regional ESD Community-based Organization (CBO) meeting last week in an effort to deepen our relationships with organizations working across our regions with families. We had five culturally-specific organizations represented and the Community Engagement Coordinator for Washington County in attendance. Our plan is to continue quarterly meetings with this group and to expand our work to reach other organizations to ensure component districts have partnerships that can support school-based initiatives.

Submitted by:
Sharif Liwaru, Director, Equity and Family Partnerships
sliwaru2@nwresd.k12.or.us

April 2022 Fiscal Report

Regional Business Officials Meeting:

NWRESD business officials attended the OASBO Region 5 meeting in March, which provided updates on state funding. NWRESD facilitated a guest speaker presentation to the group, with a presentation about Equity in Procurement. The business officials meetings for the remainder of the school year have been scheduled, and include a variety of guest speakers providing updates on finance related topics. We also host bi-weekly meetings with our smaller districts, to provide a forum to discuss issues and provide support in fiscal processes.

Budget Update:

The Fiscal team is continuing to focus on our department goals in support of the Strategic Goal Collective Commitment 6.4 and 6.5 related to budget control. Budget development continued in March, with the Fiscal team working to consolidate information from departments for the proposed budget. The proposed budget document will be presented to the Budget Committee for approval on May 10th.

New Budget Committee members attended Budget Committee Orientation on March 16th. At the orientation, members learned about local budgeting in Oregon, our budget process and district finance.

Audit Season:

Audit season has begun for the upcoming June 2022 fiscal year end, and auditors have completed their interim work at Nestucca, Sauvie Island, Jewell, and the ESD. The Audit Committee meets on April 7th, to review the results of interim audit procedures at the ESD. The auditors will be returning to complete the annual audit in September.

Medicaid Billing:

Our Medicaid Billing team has completed an analysis of student enrollment in Medicaid for calendar year 2021. For the ESD counties (Clatsop, Columbia, Tillamook and Washington), 53.4% of students were Medicaid eligible, which is an increase of 7.1% for the year.

For more information, please contact Lori Baker, lobaker@nwresd.k12.or.us

BOARD REPORT | INSTRUCTIONAL SERVICES



Northwest Regional
Education Service District

ALEJANDRA LOPEZ RECOGNIZED BY NATIONAL MIGRANT EDUCATION LEADERS

Alejandra Lopez, a high school senior from Astoria, has been recognized by the National Association of State Board of Directors of Migrant Education to receive the 2022 Albert Lee Wright Jr Competitive Scholarship. Alejandra will be featured at the National Migrant Education Conference April 7-10 in San Antonio, Texas. In addition, Alejandra and her family will be recognized by the Oregon Department of Education with a luncheon to celebrate her achievement. The conference will feature "The Migrant Spirit" documentary created by NWRESA, and Alejandra will present a 10-minute speech to over 1,100 enthusiastic Migrant Education educators and advocates. Rosa Gilbert and the Migrant Education program have been integral in supporting Alejandra throughout her educational journey and are excited to accompany her to the conference to accept her scholarship.

JUNIOR ACHIEVEMENT & BIZTOWN LAUNCH ON WESTSIDE



NWRESA is partnering with Junior Achievement to secure and launch a westside location of their flagship programs, JA BizTown and JA Finance Park. Currently, the closest location for our region is in SE Portland. A westside location will ensure equitable access and opportunity region-wide for this worthwhile educational experience.

Junior Achievement has identified a Hillsboro location and is in the early stages of seeking large capital donations. A public campaign is slated to launch later in the spring for small business donations and sponsorship opportunities. NWRESA's Career and College Readiness program will serve as the intermediary and contact for district engagement. Districts will have the option to purchase the JA experience through the LSP in the 2023-2024 school year.

Information on Programming:

[JA BizTown](#) provides 4th through 6th grade students with an opportunity to interact within a simulated economy and take on the challenge of managing organizations. Students not only discover the intricacies of jobs and being members of the community, but also discover the abundance of opportunities available within their cities. [Program Brief](#)

[JA Finance Park](#), provides high school students with critical skills related to budgeting, money management, and living within one's means. The program blends teacher-led curriculum with a culminating simulation day. [Program Brief](#)

PROMISING PRACTICE IN 9th GRADE SUCCESS NETWORK

NWRESA's 9th Grade Success (9GS) team continues to provide invaluable support to schools across our region. This school year, the 9GS team has hosted 4 virtual convenings with 32 high schools and over 150 educators at each session. In addition, they have provided over 100 paired coaching sessions to increase cross-regional learning. School teams have also been meeting monthly to deepen their work and focus on school-based implementation. At the end of each term, our 9GS team provides each school team with data to analyze. Promising practices in the 9GS network include setting aside at least 1 hour 2 times per month for school teams to meet. These teams should be comprised of an administrator, a team lead, a counselor, a graduation coach, and a 9th grade teacher. During these meetings, promising practices include using a student success protocol and regularly analyzing updated student level data.

So far this year, 93% of participants have said the professional learning provided by the network will lead to improved outcomes for historically marginalized students and 90% have said they can start using this information within the next two weeks. Schools participating in the 9GS network this year have seen a 4.6% decrease in students in the network receiving a failing or incomplete grade as compared to last year.

In addition to our work with educators, the 9GS team has facilitated a Student Network that works alongside teacher teams analyzing data and coming up with change ideas. Our Student Network has suggested that students need to feel more connected to school in order to help them engage in class and enjoy learning. The students have suggested testing the following change ideas in order to increase the feeling of connectedness:

- Teacher office hours without appointment
- Ten minute brain break with yoga mats and breathing
- Connection clubs after school
- Regular use of icebreaker questions to make classrooms more welcoming

Although the Gates Grant is ending, NWRESA and our 20 component districts will continue to fund and sustain the 9th Grade Success work.

DIVERSE EDUCATOR PATHWAYS & STEM COLLABORATION

Within the past year, the Northwest STEM Hub and Diverse Educator Pathways program have discussed strategies for aligning our youth workforce development programs and leveraging the network of industry and community partners engaged in the regional Works paid internship program to create and fund specific opportunities for students participating in the Diverse Educator Pathways program.

For the summer of 2022, our teams are collaborating together on creating internship opportunities for the DEP candidates with trusted local community partners in Tillamook County who will provide robust learning experiences for our future educators. The NW STEM Hub team is working with the DEP team to identify internship hosts; provide best practice, anti-racist guidance for the hosts; and leverage current grant funding to provide stipends for the DEP interns.

This is only the beginning for collaborations between the Diverse Educator Pathways program and the STEM Hub. As both programs continue to expand and grow our networks, we are optimistic about engaging community partners throughout the region to support paid education and work experiences for our DEP participants.

SPECIAL STUDENT SERVICES

Monthly Board Report

April 2022

Cathy Jensen, Executive Director K-12 Special Education

cjensen@nwresd.k12.or.us

Service Delivery

The NWRESD **Audiology program** is hard at work, making sure that students who have a hearing loss are being monitored and are also wearing the most effective hearing devices in order to access instruction within the classroom. With spring comes a large number of high school seniors wanting to get a final audiogram done and new hearing aids purchased so they are ready for college and/or work in their chosen field.

The **Motor Services** team at NWRESD has grown during the 2021-22 school year and continues to expand as districts rely on Occupational and Physical therapy services to support learners to fully access their educational programs. The motor team has engaged in significant work this year in understanding service level needs through a comprehensive workload analysis and has also laid the groundwork for further work on our equity initiatives aligned with the strategic plan. Recruitment and retention of highly qualified staff are an ongoing focus as we partner with local universities to host students.

Like Motor Services, **NWRESD's Nursing Department** has grown significantly this year, an indicator of the value that our districts place on these services. School nurses have not only kept up with changing COVID protocols and been frontline responders in their school communities, but they have also created testing systems and worked with district leaders on masking protocol decisions. Our newest nurse, who serves as a COVID liaison for NWRESD staff and works closely with our Social Emotional Learning (SEL) schools, recently completed a series of training sessions for all K-12 Itinerant and Schools department staff on updated COVID protocols based on the newest Ready Schools Safe Learners guidance from Oregon Department of Education and Oregon Health Authority.

The **School Psychology** Team has recently purchased an updated testing kit to support the evaluation of Spanish-speaking students. This assessment supports school teams in understanding students' listening, speaking, reading, and writing abilities in determining their language dominance and proficiency. It can also help evaluators in understanding if a student's learning deficits are solely language related. Jana Swedo, a team member who is certified bilingual in Spanish, has become familiar with this assessment and will be administering it at the Scappoose School District.

Professional Learning

The Autism Spectrum Disorder (ASD) Team has offered training to 185 school staff members during the month of March on the topics of evidence-based practices, sensory processing, and the Edmark curriculum. In addition, the team members who have been involved in the Instructional Coaching cohort have completed another section of their Instructional Playbook on the topic of prompting, an evidence-based practice.

The Statewide Autism Professional Learning Team (PLT), which Tina Meier-Nowell chairs, was contacted by the state of Ohio to ask for permission to use much of the Technical Assistance Paper (TAP) that was developed to assist with ASD evaluations. They have been looking to develop more guidance for their state's evaluators and felt our document was the best they could find on the subject! In addition, at the PLT's most recent meeting, we have started the conversation of updating the TAP to include additional guidance based on feedback received, as well as revisiting the language used in reference to students with ASD to reflect trends on how to refer to those on the autism spectrum.

School Program Updates

Columbia Academy welcomed a new student, who recently celebrated his birthday. They made a little photo booth with props and took some cute pictures.



Columbia Academy students at play.





Northwest Regional Education Service District

TECHNOLOGY BOARD REPORT

Prepared by Stuart Long

Infrastructure Team Project Management Overhaul

The Infrastructure Technology team is tasked with supporting a wide range of needs from both internal and external clients at the core of CTA's network and server systems. These needs can include anything from a simple change in a system to multi-week or multi-month implementations of new technology environments including coordination with multiple other technology teams, school districts, and ESD departments. The pandemic only amplified the requests the team received as new technologies were rapidly put in place to address remote learning and remote work. The end result in 2021 was a lengthy (70+) project list that included backlogged work prior to COVID.

Beginning in the summer and fall of 2021 Jessa Reinhardt, the IT Project Delivery Coordinator, worked with Technology staff and management to design a process to better organize and track project work and free staff to complete work in a more organized manner. This included:

- Quarterly project cycles with priorities set by both staff and management input
- Internal project intake to escalate tickets from a help request to a project status
- Scheduled meeting free & offline project time each week for staff
- Bi-weekly check-ins with staff to help address issues and blocks
- Electronic tracking of project goals and overall status

The new process was implemented during the late Fall/Winter of 2021 and with some minor adjustments has now been used successfully two consecutive quarters. The infrastructure team has now closed out 20 of its highest priority projects and are queuing up the next round of projects for the Spring quarter. These projects represent work in addition to their usual load of day-to-day troubleshooting. These facts combined with the team driven input of this process make this milestone all the more meaningful. My thanks to them all!



Northwest Regional
Education Service District

ACTION ITEMS

Acciones





Northwest Regional
Education Service District

FINANCIAL REPORT

Informe Financiero





Northwest Regional Education Service District

March 28, 2022

TO: Board of Directors

FR: Lori Baker, CFO

RE: Monthly Financial Update

EXPLANATION: Financial Summary report for period ending February 28, 2022

PRESENTER(S): Lori Baker, CFO

SUPPLEMENTARY MATERIALS: Attached to this cover sheet:
Summary Financial Statements – February 28, 2022

RECOMMENDATION: N/A

PROPOSED MOTION: I move to accept the monthly financial report as presented.



Northwest Regional Education Service District

Financial Report as of February 28, 2022

The NWRESD Financial Summary as of February 28, 2022, is organized by fund and function with projected budget variances for the current fiscal year and includes actual financial results for the previous two years. For 2021-22, the report includes the adopted budget, year-to-date actual results, projected revenue and encumbered expenditures for the remainder of the fiscal year, forecasted results for the full fiscal year (which represents the actuals to date plus the projections and encumbrances for the remainder of the year), and the anticipated variance to budget.

General Funds

Total Operating Revenues. For 2021-22, total operating revenue is \$43,852,993 as of February 28, and represents 80.0% of the current budget of \$54,786,161. The total forecasted 2021-22 operating revenue is projected to be \$54,598,117, which is a negative variance of \$188,044. These projections are based upon historical trends and other known information as of the date of this report.

Property Taxes and Timber Revenue: As of February 28, \$13,326,645 of property taxes and timber revenues have been received. This year-to-date revenue reflects the initial collections on current year property taxes and receipts of prior year taxes. Current year property taxes are due in November, and the majority of collections occur annually in November and December. NWRESD has a permanent rate 0.1538 per \$1,000 of assessed value. Receipt of state timber fees are expected in the fourth quarter of the fiscal year. For the year, property tax revenues are forecast to be \$100,000 higher than budget, which impacts the anticipated variance in State School Fund revenues noted below.

State School Fund: The first eight installments of the state school fund revenues (SSF) have been received, and total \$28,079,686. ODE updated estimates in March 2022, and estimates include updates to anticipated property tax revenues, which result in NWRESD receiving less SSF than budgeted. The SSF calculation reflects both state support and the revenues that districts receive from property taxes. In total, forecast state formula revenues (property tax, timber and SSF) align with budget.

Other Local Sources: Other local sources include fees charged to grants, services provided to other funds, interest earnings and other miscellaneous revenues. Other local sources are projected to be less than budget for 2021-22, due to lower than anticipated grant overhead receipts for the fiscal year.

Total Operating Expenditures. For 2021-22, total operating expenditures are \$51,629,099 through February 28, and represent 93.1% of the current budget of \$55,453,161. Total forecasted 2021-22 operating expenditures are projected to be \$54,590,027, which is a positive variance of \$863,134. These projections include actual expenditures through February 28 plus encumbrances.

Other Uses: Other uses includes transfers to other funds, which is primarily transfers to the Agency Funds for Local Service Plan support of component school districts.

General Fund Balance. The beginning fund balance is the audited amount of \$5,537,875, which is higher than budget by \$1,250,875. The forecast ending fund balance of \$5,501,423, is 9.1% of forecast revenue, and exceeds the Board policy amount of 8% by 1.1%.

All Other Funds

Other funds are comprised of Special Revenue Funds (200s) which include Federal and State grant programs, Capital Project Funds (400s) which are used to replace, repair or acquire facilities or capital equipment, and the Enterprise Funds (500s) which are intended to provide goods and services to students or the general public on a continuing basis, and are financed or recovered primarily through user charges.

Operating Revenues. For 2021-22, total operating revenue is \$46,948,065 as of February 28, and represents 47.6% of the current budget of \$98,465,580. The total forecasted 2021-22 operating revenue is projected to be \$84,518,065, which is a negative variance of \$13,947,515. Of the negative variance, \$1,000,000 reflects other sources budget for property sale projected to occur in 2021-22. The property sale was completed in fiscal year 2020-21. Negative variances are also anticipated in federal and state sources, due primarily to the timing of spending of grant funds. These funds are anticipated to carryforward for spending in the upcoming fiscal year. The projections are based upon historical trends and other known information as of the date of this report, and will continue to be updated as we obtain more information related to grant awards through the year.

Operating Expenditures. For 2021-22, total operating expenditures are \$50,917,036 through February 28, and represents 49.4% of the current budget of \$103,009,806. Total forecasted 2021-22 operating expenditures are projected to be \$84,517,036, which is a positive variance of \$18,492,770. These projections include actual expenditures through February 28 plus encumbrances, and are reflective of the timing of spending of grant funds noted in Operating Revenues above.

FY 2021-2022 NWRESD FINANCIAL SUMMARY

For the Period Ending February 28, 2022

GENERAL FUNDS (100-199)	2019-20 Audited Actuals	2020-21 Audited Actuals	Adopted Budget	2021-22 YTD Actuals through Current Month	Add: Rev Projections/Exp Encumbrances	Forecasted through 6/30/2022	Variance Fav / (Unfav)
RESOURCES							
Operating Revenues							
State School Fund Formula:							
Property Taxes/Timber	\$ 12,997,873	\$ 13,625,341	\$ 13,450,000	\$ 13,326,645	\$ 223,355	\$ 13,550,000	\$ 100,000
SSF	36,249,998	37,730,704	37,589,661	28,079,686	9,406,769	37,486,455	(103,206)
Other Local Sources	3,154,763	3,014,149	3,151,500	1,996,872	950,000	2,946,872	(204,628)
Intermediate Sources	5,160	26,203	-	4,790	15,000	19,790	19,790
Other State Sources	-	248,000	-	-	-	-	-
Other Sources	236,176	282,947	595,000	445,000	150,000	595,000	-
Total Operating Revenues	\$ 52,643,970	\$ 54,927,344	\$ 54,786,161	\$ 43,852,993	\$ 10,745,124	\$ 54,598,117	\$ (188,044)
Beginning Fund Balance	3,928,173	4,535,509	4,287,000	5,537,875	-	5,537,875	1,250,875
TOTAL RESOURCES	\$ 56,572,143	\$ 59,462,853	\$ 59,073,161	\$ 49,390,868	\$ 10,745,124	\$ 60,135,992	\$ 1,062,831
REQUIREMENTS							
Operating Expenditures							
Support Services	\$ 7,849,318	\$ 6,852,566	\$ 8,140,211	\$ 5,243,879	\$ 2,235,928	\$ 7,479,807	\$ 660,404
Other Uses	44,187,316	47,072,412	47,312,950	46,385,220	725,000	47,110,220	202,730
Total Operating Expenditures	\$ 52,036,634	\$ 53,924,978	\$ 55,453,161	\$ 51,629,099	\$ 2,960,928	\$ 54,590,027	\$ 863,134
Contingencies	-	-	620,000	-	-	-	620,000
Unappropriated Ending Fund Balance	-	-	3,000,000	-	-	-	3,000,000
TOTAL REQUIREMENTS	52,036,634	53,924,978	\$ 59,073,161	\$ 51,629,099	\$ 2,960,928	\$ 54,590,027	\$ 4,483,134
Ending Fund Balance	\$ 4,535,509	\$ 5,537,875				\$ 5,545,965	
Ending Fund Balance % of revenue	8.02%	9.31%				9.22%	

FY 2021-2022 NWRESD FINANCIAL SUMMARY

For the Period Ending February 28, 2022

ALL OTHER FUNDS (200-599)	2019-20 Audited Actuals	2020-21 Audited Actuals	Adopted Budget	2021-22 YTD Actuals through Current Month	Add: Rev Projections/Exp Encumbrances	Forecasted through 6/30/2022	Variance Fav / (Unfav)
RESOURCES							
Operating Revenues							
Local Sources	\$ 32,517,478	\$ 40,228,959	\$ 36,955,646	\$ 20,732,368	\$ 16,220,000	\$ 36,952,368	\$ (3,278)
Intermediate Sources	-	22,000	-	-		-	-
State Sources	27,691,760	32,571,680	38,291,593	13,982,572	17,000,000	30,982,572	(7,309,021)
Federal Sources	7,372,071	8,834,547	15,053,433	5,499,818	4,000,000	9,499,818	(5,553,615)
Other Sources	4,480,175	8,128,855	8,164,908	6,733,307	350,000	7,083,307	(1,081,601)
Total Operating Revenues	\$ 72,061,484	\$ 89,786,041	\$ 98,465,580	\$ 46,948,065	\$ 37,570,000	\$ 84,518,065	\$ (13,947,515)
Beginning Fund Balance	5,212,437	3,476,032	5,779,226	13,246,447	-	13,246,447	7,467,221
TOTAL RESOURCES	\$ 77,273,921	\$ 93,262,073	\$ 104,244,806	\$ 60,194,512	\$ 37,570,000	\$ 97,764,512	\$ (6,480,294)
REQUIREMENTS							
Operating Expenditures							
Instruction	\$ 40,806,278	\$ 42,172,209	\$ 53,786,875	\$ 25,948,150	\$ 19,000,000	\$ 44,948,150	\$ 8,838,725
Support Services	26,352,087	29,838,080	39,501,353	20,666,059	12,000,000	32,666,059	6,835,294
Enterprise and Community Services	2,119,105	1,563,512	2,032,290	880,214	600,000	1,480,214	552,076
Facilities Acquisition and Construction	25,276	42,224	200,000	-	-	-	200,000
Other Uses	4,495,143	6,399,601	7,489,289	3,422,613	2,000,000	5,422,613	2,066,676
Total Operating Expenditures	\$ 73,797,889	\$ 80,015,626	\$ 103,009,806	\$ 50,917,036	\$ 33,600,000	\$ 84,517,036	\$ 18,492,770
Contingencies	-	-	240,000	-	-	-	240,000
Unappropriated Ending Fund Balance	-	-	995,000	-	-	-	995,000
TOTAL REQUIREMENTS	73,797,889	80,015,626	\$ 104,244,806	\$ 50,917,036	\$ 33,600,000	\$ 84,517,036	\$ 19,727,770
Ending Fund Balance	\$ 3,476,032	\$ 13,246,447				\$ 13,247,476	



Northwest Regional Education Service District

April 12, 2022

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: Resolution 21-003: Licensed Appreciation Week 2022

EXPLANATION:

At the April meeting, in anticipation of Licensed Appreciation Week 2022, board members will have the opportunity to approve Resolution 21-003 and declare May 2-6, 2022 a time to recognize our licensed educators.

The National PTA writes, "Teachers continue to show up every day from the time our children get off the school bus to the time they're back home safely in our arms. While there have been many challenges along the way, educators across America are committed to ensuring our children have the tools they need to reach their full potential."

The Administration requests that our Board of Directors take action to formally recognize and appreciate our truly exceptional licensed staff.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: Resolution 21-003

RECOMMENDATION: Approve Resolution 21-003 as presented.

PROPOSED MOTION: I move that the NWRESD approve Resolution 21-003 as presented.



Northwest Regional Education Service District

RESOLUTION NO. 21-003

A RESOLUTION OF THE BOARD OF DIRECTORS OF THE NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT IN CLATSOP, COLUMBIA, TILLAMOOK, AND WASHINGTON COUNTIES, OREGON PROCLAIMING MAY 2-6, 2022 LICENSED EMPLOYEE APPRECIATION WEEK

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE, BE IT RESOLVED that the NWRESD Board of Directors proclaims May 2-6, 2022 to be LICENSED EMPLOYEE APPRECIATION WEEK; and

BE IT FURTHER RESOLVED that the NWRESD Board of Directors strongly encourages all members of our community to join in personally expressing appreciation to our teachers for their dedication and devotion to their work.

This Resolution is effective immediately upon adoption this 12th day of April, 2022.

By: _____

Tony Erickson, 2021-22 Board Chair

ATTEST:

By: _____

Dan Goldman, Superintendent



Northwest Regional Education Service District

April 12, 2022

TO: Board of Directors

FR: Johnna N. Timmes, Executive Director of Early Learning

RE: Approval of Early Learning Contracts for 2022 - 2023

EXPLANATION: The Early Intervention/Early Childhood Special Education program implemented a model shift to include more students in natural environments to learn alongside their typically developing peers. This is the first year of the program redesign, and our assessment has shown that partnering with the proposed contractors is the next crucial step in achieving program success. The Haring Center will complete a comprehensive program audit that will include:

- Document review
- Leadership, Staff, Family and Community Partner empathy interviews
- Instructional observations
- Data analysis
- Program recommendations

PRESENTER(S): Johnna N. Timmes

SUPPLEMENTARY MATERIALS: 2022-23 Contract Materials

RECOMMENDATION: The administration recommends approval.

PROPOSED MOTION: I move to approve the contract as presented.



**Northwest Regional Education Service District
Form for Propriety/Sole Source Acquisition**

Form 62

This Completed Form must be included with each requisition/contract that provides for proprietary/sole source acquisition of goods or services. Answer at least one of the following three items.

Requisition/Contract Number:	UW Haring Center	Total Amount of Purchase/Contract:	\$196,200.00
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1. Unique Features: Specify the unique features or characteristics of the goods or services that are requested:

All content is developed by the Haring Center, including supports and resources related to the Inclusionary Practices Project, a partnership between the Haring Center and OSPI aimed at increasing inclusion and improving the LRE data in all Washington schools. This includes practices such as Universal Design for Learning, Co-teaching, flexible grouping, differentiation, family and community partnerships, etc. – all parts of the proposal shared with NWRESD.

2. Special Needs: Briefly explain why the unique specifications restrict the requisition to one manufacturer or provider:

The Haring Center is the sole provider of professional development related to the goals outlined in the contract between the Professional Development and Training Team and Northwest Regional Education Service District.

3. Other Sources: State the reason or reasons why competing goods or services are not satisfactory, e.g., a justification for the proprietary/sole source acquisition:

The Haring Center team is uniquely able to be an effective partner in this work, as demonstrated by our national influence and impact during the 2020-2021 school year, where we trained over 13,000 educators in inclusionary and equitable practices. Furthermore, Haring Center researchers were also key personnel in the development of the Practice Based Coaching framework (ECKLC, 2015), and evidence based coaching approach and another part of the activities outlined in this proposal.

I certify that the above statements are true and correct, to the best of my knowledge. I also certify that neither I nor my family members will gain or receive any additional benefit because I have recommended that this acquisition to be obtained solely from a designated vendor or contractor.

Submitted By (Signature of Individual Requesting the Proprietary/Sole Source Acquisition):	Date
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<i>Valerie Lane-White</i>	3.24.22
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Signature of Director	Date
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For additional information, refer to Section ORS 279.017 (2) (C) & (D), the Oregon Attorney General's Model Public Rates Manual, and NWRESD Board Policies DJC through DJG.

DO NOT WRITE BELOW THIS LINE FOR OFFICE USE ONLY

Signature of Chief Financial Officer	Date
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College of Education

March 17, 2022

Northwest Regional Education Service District
5825 NE Ray Cir
Hillsboro, OR 97124

To Whom It May Concern:

This letter is to confirm that the Haring Center is the sole provider of professional development related to the goals outlined in the contract between the Professional Development and Training Team and Northwest Regional Education Service District (NWRESD).

Much of the current contract between is grounded in content developed by the Haring Center, including supports and resources related to the Inclusionary Practices Project, a partnership between the Haring Center and OSPI aimed at increasing inclusion and improving the LRE data in all Washington schools. This includes practices such as Universal Design for Learning, Co-teaching, flexible grouping, differentiation, family and community partnerships, etc. – all parts of the proposal shared with NWRES. The Haring Center team is uniquely able to be an effective partner in this work, as demonstrated by our national influence and impact during the 2020-2021 school year, where we trained over 13,000 educators in inclusionary and equitable practices. Furthermore, Haring Center researchers were also key personnel in the development of the Practice Based Coaching framework (ECKLC, 2015), and evidence based coaching approach and another part of the activities outlined in this proposal.

We look forward to a continued partnership with NWRESD and continuing to advance the district's goals related to inclusion and equity.

Please contact us with further questions.

Sincerely,

Ariane Gauvreau, Ph D, BCBA-D
Senior Director
Professional Development and Training



This interagency Training Agreement (“Agreement”) is made as of the last day of signature or the first day of training classes, whichever is earlier (the “Effective Date”) by and between the Haring Center of the University of Washington, a public institution of higher education and agency of the State of Washington having administrative offices at 222 Miller Hall, Seattle, WA 98195 (“HC”) and Northwest Regional Education Service District (“the Client”), having administrative offices at 5825 NE Ray Circle, Hillsboro, OR 97124, each individually a “Party” and together the “Parties.” HC and the Client agree as follows:

Background

- 1.1. HC develops and delivers high-quality educational programs and training services to national and international audiences in a variety of fields.
- 1.2. The Client desires to obtain professional development from HC for the Client’s employees in Haring Center – Training and Coaching as specified in Exhibit A (the “Program”).

2. HC Program

2.1 Description. Under the terms defined herein, HC will provide the Program as outlined in Exhibit A. Exhibit A may be altered to meet specific needs of the Client. Written amendment will be required when services rendered exceed deliverable total and upon mutual agreement of the Parties.

3. HC Obligations

3.1 HC Program Administrator. The HC Partner Manager for all issues related to HC’s role in the development and delivery of the Program under this Agreement will be:

Name: Ariane Gauvreau
Address: University of Washington, College of Education
Box 357925, Seattle, WA 98195
Telephone: 206-669-2420
Email: ariane@uw.edu

Additional Contact: Alison Winfield, avw@uw.edu

3.2 HC Instructors. The HC will provide the Instructors who are approved by the UW College of Education. Under this Agreement, the UW’s instructors are not a Client’s employee and the UW employee is not eligible for the Client’s employee benefits, including but not limited to, pension, medical insurance, life insurance, vacation or sick leave benefit’s, or worker’s compensation. In case of illness or other emergency of an HC Instructor, the classes will be rescheduled, or another HC Instructor will be chosen by mutual agreement of the Parties.

3.3 HC Academic Unit Approval. The Program content and Instructors are approved by the UW College of Education.

3.4 Location/Facilities. All classes for the Program will be held at locations/facilities provided by the Client. HC shall have the use of these locations/facilities, at no cost to HC, for the HC’s delivery of the Program.

3.5 Seminar Handouts. HC will provide handouts and materials for each session.

3.6 Sessions, Instruction Hours, and Dates. The days and times for activities in Exhibit A will be agreed upon by the Parties.

3.7 Pluralism. UW provides equal opportunity in education without regard to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or a Vietnam era veteran in accordance with UW policy and applicable federal and state statutes and regulations.

3.8. Travel. All travel costs are included in the fees in Exhibit B.

4. Client obligations

4.1 Client Program Administrator. The Client Program Administrator responsible for all issues related to the Client's role in the development and delivery of the Program under this agreement will be:

Name: Johnna Timmes
Address: 5825 NE Ray Circle, Hillsboro, OR 97124
Email: jtimmes@nwresd.k12.or.us

4.2 Participant Recruitment. The Client shall recruit Participants for the Program from the Client's organization, and the Client shall inform prospective Participants of the Program's requirements.

4.3 Recruitment, Marketing, and Coordination Costs. The Client shall be responsible for any costs associated with the Client's recruitment of Participants, marketing, and coordination of the Program.

4.4. Disability Accommodations. In compliance with the *Americans with Disability Act of 1990*, the Client agrees to arrange for special accommodations upon request to qualified individuals with disabilities participating in the Program. HC shall not be responsible for any costs resulting from this compliance.

5. Financial Considerations

5.1 Payment. The Client shall pay the HC the fees listed in Exhibit B.

6. Intellectual Property

6.1 Ownership and Control. The HC owns or controls all intellectual property related to the Program. Videotaping or audio taping of the seminar sessions is prohibited without the prior written permission of the HC, the Instructor and the Client.

6.2 No Transfer of Ownership. The Parties shall not, by performance under this Agreement, obtain any ownership interest in copyright, trademark rights or any other proprietary rights or information of the other Party, its officers, inventors, employees, students or agents.

7. Representation and Risk

7.1 Right to Enter Agreement. Each Party represents that it has the right to accept its respective obligations as set forth in this Agreement.

7.2 No Third-Party Obligations. Each Party represents, to the best of its knowledge, that it is under no obligation to any third party which could interfere with its own ability to enter into or perform its obligations under this agreement.

7.3 Independent Contractors. The Parties are independent contractors. Nothing in this Agreement shall be deemed to create any association, partnership, joint venture, employment relationship, or agency relationship between the Client and the HC with respect to the HC Program or otherwise.

7.4 Indemnification. The Parties agree to defend, indemnify, and hold each other harmless from and against any loss, claim, or damage arising from the negligent acts or omission of their respective officers, employees, students or agents in the performance of their duties this Agreement. This indemnification clause shall survive the expiration or termination of this Agreement.

8. Term and Termination

8.1 Term. The Term of this agreement shall commence on the Effective Date and shall continue until 9/1/2022 unless sooner terminated in accordance with the provisions set forth in this Agreement.

8.2 Commitment. The Parties mutually agree to commit the required resources to the successful completion of this Program and not to cancel the Program midstream except in an extreme and unforeseeable circumstance preventing either Party from completing its respective obligations outlined in the Agreement. For the best interest of the Participants, neither Party will consider postponing segments of the Program.

8.3 Termination for Cause. If for any reason, one Party (the “Responsible Party”) does not fulfill in a timely and proper manner its obligations under this Agreement, or violates any of the terms or conditions herein, the other Party (the “Aggrieved Party”) shall give the Responsible Party written notice of such failure or violation. The Responsible Party shall be given the opportunity to correct the violation or failure with fifteen (15) working days. If the violation or failure is not corrected, this Agreement may be terminated immediately by written notice of the Aggrieved Party to the other.

8.4 Termination by the HC. The HC reserves the right to terminate this Agreement at any time upon notice the Client, if the HC is unable to begin or complete the Program for any reason; and in the event of such voluntary termination by the HC, the HC will not charge the Client a cancellation fee. If the HC terminates this Agreement for cause in accordance with Section 8.3, then the Client shall owe the Total Fee for deliverables to the HC and the HC shall make no refunds to the Client.

8.5 Termination by the Client for Trainings.

- a. If cancelled prior to 30 days of the scheduled date(s) of service then Client will have no obligation to pay for the day(s) of service including the daily rate, project management and overhead.
- b. If cancelled between 14-30 days of the scheduled date(s) of service then Client will be obligated to pay for 50% of the cost of the day(s) of service including the daily rate, project management and overhead.
- c. If cancelled within 14 days of the scheduled date(s) of service then DISTRICT will be obligated to pay for 100% of the cost of the day(s) of service including the daily rate, project management and overhead.

9. General

9.1 Governing Law and Venue. This Agreement shall be construed in accordance with, and its performance shall be governed by, the laws of the State of Washington without giving effect to Washington’s conflict of laws provisions. The Parties accept the venue and jurisdiction of the Federal District Court of Western Washington, Seattle, or the King County Superior Court.

9.2 Severability. If any provision of this Agreement will be held to be invalid, illegal or unenforceable, the validity, legality, enforceability of the remaining provisions shall not be in any way affected or impaired thereby.

9.3 Waiver of Breach. No omission or delay of either Party hereto in requiring due and punctual fulfillment of the obligations of the other Party hereto shall be deemed to constitute a waiver by such Party of its rights to require such due and punctual fulfillment, or of any other of its remedies hereunder.

9.4 Amendments. No amendment or modification hereof shall be valid or binding upon the Parties unless it is made in writing, cites this Agreement, and is signed by duly authorized representatives of the Parties.

9.5 Exhibits. The Parties agree and acknowledge that all Exhibits referred to in this Agreement are incorporated in this Agreement by reference.

9.6 Assignment. This Agreement and the rights and benefits covered by each Party upon the other Party hereunder may not be assigned, delegated, or transferred by either Party.

9.7 Force Majeure. In the event either Party hereto is prevented from or delayed in the performance of any of its obligations hereunder by reason of acts of God, war, strikes, riots, storms, fires, or any other cause whatsoever beyond the reasonable control of the non-performing Party, the non-performing Party shall be excused from the performance of any such obligation to the extent and during the period of such prevention or delay. Lack of funds shall not be considered a force majeure event.

9.8 Headings. The headings of the several sections of this Agreement are inserted for convenience and reference only, and are not intended to be part of, or to affect the meaning or interpretation of, this Agreement.

9.9 Entire Understanding. This Agreement embodies the entire understanding of the Parties and supersedes all previous communications, representations, or understandings, either written or oral, between the Parties relating to the subject matter of this Agreement.

9.10 Conflict Resolution. In the event of a dispute between the Parties relating to the terms and conditions of this Agreement or the performance of the Parties hereunder, the Parties shall first attempt to resolve the dispute by initiating a discussion in good faith between the contacts listed in Section 10. In the event the Parties are unable to resolve any such dispute within fifteen (15) business days (or other such time period to which both Parties may mutually agree in writing), then each Party may take such action as it deems appropriate in its sole discretion.

10. Notices

10.1 Delivery and Addresses. Any notice or other communication required or permitted to be given by either Party shall be deemed to have been properly given and delivered, if delivered in writing to the respective addresses set forth above, or to such other address as either party shall designate by written notice given to the other Party, on the dates as follows: (i) two business days after being sent by registered or certified mail, return receipt requested, postage prepaid, (ii) one business day after being sent via reputable nationwide overnight courier service, guaranteeing next business day delivery, (iii) three business days after deposit in the United States Postal Service if sent by first class mail, properly addressed; or (iv) immediately after being sent by email and confirmed by prompt delivery of the hardcopy original.

IN WITENSS WHEREOF, the HC and the Client have executed this Agreement, by their respective duly authorized officers, on the dates listed below.

<p>Signature of the HC:</p> <p>By: _____</p> <p>Ariane Gauvreau Haring Center, Senior Director of Professional Development and Training University of Washington, College of Education</p> <p>Date: _____</p>	<p>Signature of the Client:</p> <p>By: _____</p> <p>Name: Johnna Timmes Title: Executive Director of Early Learning Organization: Northwest Regional Education Service District</p> <p>Date: _____</p>
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EXHIBIT A: PROGRAM AND SCHEDULE

A.1 Description: Haring Center – Professional Development

- Activity 1 Document Review:
- Policies & Procedures
 - Organizational Chart & Organizational Model
 - Program and Program Delivery Descriptions
 - Job Descriptions (Special Educators, IAs, etc.)
- Activity 2 Interviews with up to 25 people including:
- Superintendent
 - Deputy Superintendent
 - 11 Leadership Team Members
 - 11 Hubs Contacts
- Activity 3 Listening Sessions:
- 3 for EI / ECSE teachers
 - 3 for Instructional Assistants
 - 3 for Related Services (SLP/OTs, School Psychologists)
 - 1 for Instructional Coaches
- Activity 4 Survey Development for survey shared with all staff
- Activity 5 Observations of 10 sites for up to 2 full days depending on size of site
- Activity 6 Data Analysis:
- Synthesize Data
 - Transcribe interviews
 - Analysis of detailed field notes
 - Survey responses analysis
 - Assess guiding questions and answers
 - Identify strengths, pain points, barriers to change and hopes for the future vision
 - Identify themes, consistent messages and notable exceptions (across locations, roles, etc.)
- Activity 7 Development of a final report with recommendations:
- Findings
 - Themes, consistency & notable exceptions
 - Recommendations
 - Scope & Sequence of how NWRESD can implement recommendations
 - How the Haring Center can support with implementation
- Activity 8 Bi-weekly meetings with Johnna Timmes

EXHIBIT B: FEES

B.1 Fees Paid. The Client will pay the HC based on the number of hours of work performed (direct contact hours, preparation, follow-up, travel, etc.) each month.

TOTAL DELIVERABLES (not to exceed)	
Haring Center - Professional Development	
<hr/>	
Services plus Travel	\$ 196,200.00

B.2 Payment and Payment Terms. The HC will send invoices for the services provided in Exhibit A.1 to the Client Program Administrator listed in Section 4.1. The invoice payment is due to the HC within thirty (30) days of the Invoice Date.

B.3 Cancellation and Refunds. For the avoidance of doubt, the HC shall make no refunds to the Client for the withdrawal of individual Participants, or if fewer than the maximum number of Participants attend the Program, or if the Client cancels individual sessions, or if the Client cancels the Program or terminates this Agreement on or after the Program Start Date (i.e. the day of the first session.) If the Client cancels the Program or terminates this Agreement prior to the Program Start Date, then the Client shall owe the HC a Cancellation Fee of Ten Percent (10%) of the Total Fixed-Cost Program Fee, and the HC shall return to the Client any prepayment that the HC received for the Program, less the Cancellation Fee. The HC shall make no refunds except in accordance with this Section B.3 and Section 8.4.

B.4. Disability Accommodations. If requested in writing by the Client with sufficient advanced notice to the HC, or otherwise required by law, the HC will provide reasonable accommodations, entirely at the expense of the Client, for Participants with disabilities who will be attending the Program. The Client agrees to pay any costs associated with such accommodations, which will be billed the Client as a direct expense, due and payable on the day invoiced and to be received by the HC within thirty (30) days.

B.5 Payment Method and Address. All payments to the HC required under this Agreement shall cite this Agreement, and shall be made in U.S. dollars by check, money order, or wire transfer to the “University of Washington” and delivered to:

For checks or money orders:
University of Washington Haring Center
Box 357925
Seattle, WA 98195-7925
Attn: Fiscal Department

STATEMENT OF WORK (SOW) E
Pursuant to Expenditure Services Agreement
Between UW Haring Center ("Contractor")
and Northwest Regional Education Service District ("NWRES D")

Date: 3/11/22

Contractor Representative: Alison Winfield

Email Address: avw@uw.edu

Contractor Signing Authority: Ariane Gauvreau

Email Address: ariane@uw.edu

Contractor Remit Address: UW-Haring Center, Box 357925, Seattle, WA 98195-7925

Start Date: 4/15/22

End Date: 9/1/22

SOW Title: Inclusive Program Evaluation-Haring Center

Contractor shall perform the following work: Gather information on the current state of Early Learning in the NWRES D, identify recommended changes and approach to changes that will enable NWRES D to have:

- One consistent framework for all providers, as they support programs in implementing inclusionary practices within all settings
- Areas and topics for future professional development, as NWRES D plans to build capacity to support children in the least restrictive environment across their region
- Collaboration structures for work with community-based programs

A Program Review with NWRES D, to include the following components: **1.** Document review, **2.** Interviews with administrative staff, **3.** Listening Sessions for licensed and classified staff, **4.** Survey development, **5.** Site observations, **6.** Data analysis, **7.** Final recommendation report and **8.** Biweekly meetings with Johnna Timmes.

Performance Location: Hybrid- virtual and on site at various NWRES D locations

Other Agreements: Either party named above has the right to terminate this agreement by giving at least 30 days' notice, in writing, to the other party. Email notification is accepted as notice given. The School Medical (SM) provider that utilizes a contractor to provide health services may only bill Oregon Health Authority or the Division of Medical Assistance Program (Division) for health services when the school medical (SM) provider and the contracted provider have previously agreed the contractor will not also bill for the same service, in accordance with: OAR 410-133-0180 Stat. Auth.: ORS 413.042 Stats. Implemented: ORS 414.065 Client represents and warrants that (i)Client has the power and authority to enter into this Agreement; and (ii)No software or content provided by Client shall Inva de or Violate any right of privacy, personal or proprietary right, or other common law statutory right.

Service Pricing: 951 hours x \$200/hr = \$190,200.00 + estimated travel \$6000.00 = 196,200.00

Maximum total payment under this contract: NOT TO EXCEED \$196,200.00

Renewal Terms: This contract may be renewed on the following basis: Not Applicable

COVID-19 Vaccine Attestation: As a contractor who provides, or who may provide service at or for a school-based program per PH 39-2021. As such, the district needs assurance that you are following the order and obtaining and retaining required proof of vaccination or qualified exception documents for any staff you engage to provide service at school sites or in the presence of students. OHA requires such records to be available for their inspection and retained not less than two (2) years

Service Agreement: Contractor represents and warrants that (i)Contractor has the power and authority to enter into this Agreement; (ii)No software or content provided by Contractor shall invade or violate any right of privacy, personal or proprietary right, or other common law statutory right; and (iii) Contractor has read and agrees to the terms and conditions of the [Expenditure Service Agreement 2021-26](#) at [Fiscal Services](#).

Payment Terms: NWRES D will pay contractor upon successful completion of work and upon receipt of invoice unless indicated here: Monthly invoicing. NWRES D shall have the right to withhold payments due to Contractors as are necessary in the NWRES D's sole opinion to protect the ESD from any loss, damage, or claim which may result from Contractor's failure to perform in accordance with the terms of the contract or failure to make proper payments to suppliers or subcontractors.

Northwest Regional ESD	Contracting Agency	Northwest Regional ESD
Name Johnna Timmes	Name Ariane Gauvreau	Name Dan Goldman
Title Executive Director of Early Learning	Title Senior Director Professional Development and Training	Title Superintendent
Date	Date	Date
Signed	Signed	Signed

Departmental Budget Information Use		
Account code 204.1260.0389. 300.320.000	\$190,200.00	Item/Service CONTRACT SERVICES
Account code 204.1260.0340. 300.320.000	\$6000.00	Item/Service TRAVEL EXPENSES
Comments: created 3/11/22 by VW		

Haring Center and Northwest Regional Education Service District

Northwest Regional Education Service District (NWRES D) would like to partner with the Haring Center for Inclusive Education for a Program Evaluation. A Program Evaluation will enable NWRES D to identify areas of growth and professional development needs as leadership develops a long term plan for inclusive and equitable practices across all early learning settings serving children birth – five.

The Haring Center provides professional development and support for schools and organizations who provide inclusive and equitable education to learners, families, and communities. We seek to partner with schools and agencies to create sustainable systems and implement evidence-based practices that meet the needs of all learners and support all educators. The Haring Center’s professional development staff have expertise in supporting learners with and without disabilities birth - transition, with backgrounds in early intervention, special, and general education.

Partnership Goals

Gather information on the current state of Early Learning in the NWRES D, identify recommended changes and approach to changes that will enable NWRES D to have:

- One consistent framework for all providers, as they support programs in implementing inclusionary practices within all settings
- Areas and topics for future professional development, as NWRES D plans to build capacity to support children in the least restrictive environment across their region
- Collaboration structures for work with community-based programs
- A Program Review with the Haring Center includes the following components, described in the table below:

Contract Start & Ends Date: 04/15/2022 – 9/1/2022



Activity	Description
Activity 1	Document Review <ul style="list-style-type: none"> • Policies & Procedures • Organizational Chart & Organizational Model • Program and Program Delivery Descriptions • Job Descriptions (Special Educators, IAs, etc.)
Activity 2	Interviews with up to 25 people including: <ul style="list-style-type: none"> • Superintendent • Deputy Superintendent • 11 Leadership Team Members • 11 Hubs Contacts
Activity 3	Listening Sessions: <ul style="list-style-type: none"> • 3 for EI / ECSE teachers • 3 for Instructional Assistants • 3 for Related Services (SLP/OTs, School Psychologists) • 1 for Instructional Coaches
Activity 4	Survey Development for survey shared with all staff
Activity 5	Observations of 10 sites for up to 2 full days depending on size of site
Activity 6	Data Analysis <ul style="list-style-type: none"> • Synthesize Data: <ul style="list-style-type: none"> ○ Transcribe interviews ○ Analysis of detailed field notes ○ Survey responses analysis • Assess guiding questions and answers • Identify strengths, pain points, barriers to change and hopes for the future vision • Identify themes, consistent messages and notable exceptions (across locations, roles, etc.)
Activity 7	Development of a final report with recommendations: <ul style="list-style-type: none"> • Findings <ul style="list-style-type: none"> ○ Themes, consistency & notable exceptions • Recommendations • Scope & Sequence of how NWRESD can implement recommendations • How the Haring Center can support with implementation

Activity 8	Bi-weekly meetings with Johnna Timmes
Total Cost:	<p>\$190,200 + Travel Costs</p> <p>The proposed activities above total 951 hours of work at a rate of \$200/hour. Please note the Haring Center only bills for hours used. The Haring Center bills for preparation, coaching & consultation, follow-up, supervision and travel.</p> <p>All travel costs for observations will be covered by NWRES D. This includes:</p> <ul style="list-style-type: none"> • Airfare or Mileage • Rental Car • Hotel • Per Diem of \$96/day <p>This proposal is based on Haring Center’s current understanding of this work, and we may share additional recommendations related to this proposal as our team begins to gather data. We reserve the right to share amendments to this proposal.</p>

Key Contacts

Contacts	Name	Email Address
Northwest Regional Education Service District	Johnna Timmes	jtimmes@nwresd.k12.or.us
Haring Center, Contract Contact	Alison Winfield	avw@uw.edu
Haring Center, Fiscal Contact	Choong Kim	Chk@uw.edu



Northwest Regional Education Service District

October 12, 2022

TO: Board of Directors

FR: Lauren Slyh O'Driscoll, Board Secretary

RE: OAESD Officer Council Nominations 2022-2023: Chair-Elect

EXPLANATION:

At the March 9th meeting, the OAESD Governance Council moved to reopen the **OAESD Officers Council Nomination and Election process for the Chair-Elect** as there were not enough votes submitted during the first process and timeline. Between now and April 28th, OAESD will be collecting chair-elect nominations.

The Officer Council consists of the Chair, Chair-Elect, and Past Chair of the OAESD Board and President, President-Elect, and Past President of the OAESD Superintendents' Council. The term of office for the officers shall be one year in each role, and the Chair-Elect succeeds the Chair. Past practice has been for each ESD Board to have the opportunity to nominate a candidate for the position of Chair-Elect.

Local Boards may nominate eligible members of their own or other ESD boards for Chair-Elect. In May, the Board will cast their votes for Chair-Elect.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: OAESD Officer Council Nominations Materials

RECOMMENDATION: No action is required by the board. If a member would like to make a nomination for Chair-Elect, a sample motion is outlined below.

PROPOSED MOTION: I move that the NWRESD Board of Directors nominates [Director Name] for the 2022-2023 OAESD Officer Council.

OAESD Officer Council - Nominations 2022-23

General Description: The Officer Council consists of the officers of OAESD. These are the Chair, Chair-Elect, and Past Chair of the OAESD Board and President, President-Elect, and Past President of the OAESD Superintendents' Council. The term of office for the officers shall be one year in each role. The Chair-Elect and President-Elect succeed the Chair and President, respectively. Past practice has been for each ESD Board to have the opportunity to nominate a candidate for the position of Chair-Elect and for each member ESD superintendent to have the opportunity to nominate a candidate for President-Elect.

The nomination and election timeline for 2022 will be as follows:

This means **nominations need to be made at your Board meeting between now and April 28th and then submitted to OAESD.**

March - April – Local Boards may nominate eligible members of their own or other ESD boards for Chair-Elect. Superintendents may nominate themselves or other ESD superintendents for President-Elect. **Nominations will be turned in to OAESD no later than April 28.**

May - Local Boards will cast their votes for Chair-Elect. Superintendents will cast their votes for President-Elect. **Results will be turned in to the OAESD no later than May 31.**

June 2nd – The results of the election(s) will be announced at the OAESD Superintendent Council Meeting on June 2nd.

Bylaw Language Pertaining to the Officer Council: *The Officers Council is charged with implementing the purposes of OAESD, including but not limited to:*

- 1) *Creating a job description, recruiting, interviewing and hiring of the Executive Director to administer the effective implementation of the purposes of OAESD.*
- 2) *Entering into and administering the employment contract for the Executive Director.*
- 3) *Conducting an annual review of the Executive Director and report the results of the review to the Governance Council. The Past-President shall facilitate such annual review.*
- 4) *Dismissal or non-renewal of the contract for the Executive Director.*
- 5) *Interviewing and hiring of the Director of Government Relations.*
- 6) *Entering into and administering the employment contract for the OAESD Director of Government Relations.*
- 7) *Conducting an annual review of the Director of Government Relations. The Past-President shall facilitate such annual review.*
- 8) *Dismissal or non-renewal of the Director of Government Relations.*
- 9) *Advising the Executive Director in contracting with member ESDs for fiscal, website and executive secretary services, and other administrative services necessary to carry out the functions of OAESD.*
- 10) *Advising the Executive Director in developing an annual work plan, including communication strategies, for OAESD to provide priorities for the Association.*
- 11) *Advising the Executive Director in creating an annual schedule of meetings and other events.*
- 12) *Advising the Executive Director in creating a proposed annual budget for OAESD*
- 13) *Advising the Executive Director in planning Association conferences and workshops.*
- 14) *Advising the Executive Director in developing agendas, call, publicize, chair and arrange for minutes to be taken for all official OAESD meetings of the OAESD Governance Council.*
- 15) *The President-Elect shall serve as Chair of the Legislative Committee.*
- 16) *The Chair-Elect shall serve as OAESD Representative to the Ex-Officio position on the OSBA Board of Directors.*

2022-23 OAESD Officer Council - Nomination Form

Position: Chair-Elect: _____; **President-Elect:** _____

Name of Nominee: _____

ESD: _____

Nominated by: _____

Date: _____

The Nominee has been informed of this nomination and has agreed to serve if elected:

Yes _____; **No** _____



Northwest Regional
Education Service District

END OF BOARD PACKET

**Fin del paquete
de la Reunión**