



Northwest Regional  
Education Service District

**BOARD PACKET**  
**MATERIALES DE LA MESA**  
**DIRECTIVA**

Work Session - Sesion de Trabajo

July 18, 2023 - 18 de julio de 2023

10 am

Questions?  
Contact [vwhite@nwresd.org](mailto:vwhite@nwresd.org)



# Northwest Regional Education Service District

Welcome to this Public Meeting of the  
NWRESD Board of Directors  
Work Session

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July 18, 2023

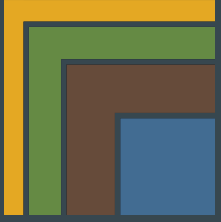
10:00 AM

Seaside High School Library

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10:00 AM	1.	CALL TO ORDER	Vice Chair Dougherty
10:03 AM	2.	WELCOME   CONNECTING THROUGH STORY CIRCLES	S. Liwaru & Dan Goldman
11:00 AM	3.	<a href="#">STRATEGIC PLAN REVISION THROUGH 2026</a>	David Williams & Dan Goldman
11:45 AM		-LUNCH BREAK-	
12:15 PM	4.	<a href="#">ANNUAL BOARD GOALS</a>	Dan Goldman
12:30 PM	5.	<a href="#">BOARD WORKING AGREEMENTS</a>	Dan Goldman
12:45 PM	6.	<a href="#">ANNUAL SUPERINTENDENT GOALS</a>	Dan Goldman
1:00 PM	7.	<a href="#">BOARD COMMITTEES</a>	Dan Goldman
1:15 PM	8.	<a href="#">BOARD PRESENTATION SCHEDULE</a>	Dan Goldman
1:30 PM	9.	<a href="#">NWRESD ORGANIZATION</a>	Dan Goldman
1:45 PM	10	ADJOURN	Chair Erickson

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# Story Circles

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**Liwaru & Dan**

# Activity: Story Circles

Purpose:

1. Learn about a powerful practice for elevating often marginalized voices.
2. Through the Story Circle activity, we will learn more about what drives us as members of the NWRESB Board.



# Story Circles - What are they?

A story circle creates a space where people feel free to tell stories drawn from their own lives that connect to the circle's particular theme.



# Student Reflection



# Check In

What's one thing that brings you energy and joy?

# Prompt #1

Talk about a time when you don't know how you would have survived or accomplished something, or beat the odds, had it not been for (a person, a place, a thing, an animal, a song, etc.).

# Prompt #2

How did you come to the decision to pursue a board role in education?

# Prompt #3

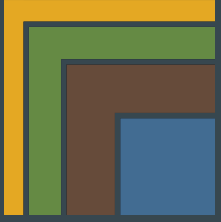
What do you find most rewarding about being a board member?

# After This I feel

Inspired by/to ...

Motivated by/to ...

Intrigued by/to ...



# Strategic Plan Revision

...

**David & Dan**





# Northwest Regional Education Service District

July 18, 2023

TO: Board of Directors

FR: David Williams, Chief of Staff

RE: Strategic Plan Revision

EXPLANATION: Throughout 2022-2023 board engagement was undertaken with the goal of revising the existing NWRESD Strategic Plan. Originally adopted in 2020 prior to the start of the COVID-19 pandemic, the fundamental shifts in public education drove a need for a review of the plan. Leadership recommends retaining the existing collective commitments as a firm foundation for building out key strategies and deliverables. During the 2022-23 school year, staff at all levels of the organization were asked for feedback on the prior plan as well as multiple draft versions for review. Expertise about community needs that was gained during the Integrated Guidance process was utilized to inform community interest. And component school district superintendents and leadership staff were asked for feedback on the prior plan as well as a near complete revision draft.

PRESENTER(S): David Williams

SUPPLEMENTARY MATERIALS: 1) [Strategic Plan Revision Slide Deck](#)  
2) [Working draft of strategic plan revisions](#)  
3) [Proposed Revised Milestones](#)  
4) [DRAFT Annual Metrics](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



Northwest Regional  
Education Service District

## Strategic Plan

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

**Strategy 1.1:** Establish and sustain agency-wide Equity Learning Teams to support continued learning and action towards improving access and outcomes for historically marginalized students.

**Strategy 1.2:** New NWRESD staff receive meaningful equity professional development as a part of comprehensive onboarding.

**Strategy 1.3:** The Office of Equity and Family Partnerships will provide equity learning opportunities to support all NWRESD staff and our component district educators in becoming inclusive of historically marginalized groups.

**Strategy 1.4:** Form and sustain a racially diverse Equity Policy Advisory Committee to conduct policy reviews towards improving access and dismantling systemic racism.

**Strategy 1.5** Expand employment pathways to ensure the region benefits from the strengths and assets of a racially diverse workforce.

**Strategy 1.6:** Improve NWRESD and regional practices for hiring, retention, and advancement of a diverse workforce.

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

**Strategy 2.1:** NWRESD Early Learning and Social-Emotional Learning Schools implement robust Multi-Tiered Systems of Support (MTSS).

**Strategy 2.2:** NWRESD professional learning services support component school districts to implement robust Multi-Tiered Systems of Support (MTSS).

**Strategy 2.3:** Develop regional data systems to support data-based teaming to identify, intervene, monitor, and adjust instruction and interventions.

**Strategy 2.4:** NWRESD schools have reliable and demonstrated systems for emergency response and reunification.

## Collective Commitment #3: Establish high expectations for achievement and personal growth for each student

**Strategy 3.1:** Provide regional professional development services towards increasing inclusionary practices, student engagement, and academic outcomes.

**Strategy 3.2:** Expand career-technical, college credit, and experiential learning opportunities for historically marginalized students.

**Strategy 3.3:** Refine and implement a meaningful, growth-oriented professional evaluation system for all staff.

**Strategy 3.4:** Embed racial equity performance expectations within the professional evaluation systems for all staff.

**Strategy 3.5:** Improve telepractice models for delivering specialized services to children experiencing disabilities.

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

**Strategy 4.1:** Expand access to inclusive early learning settings for historically marginalized students.

**Strategy 4.2:** NWRESD practitioners ensure evaluation practices are culturally sustaining and evidence-based.

**Strategy 4.3:** NWRESD professional learning services support component school districts to establish culturally sustaining learning environments that are intellectually, emotionally, and socially safe.

**Strategy 4.4:** Implement professional learning communities (PLCs) within NWRESD schools.

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

**Strategy 5.1:** Develop department and school Action Plans in partnership with our racially diverse community.

**Strategy 5.2:** All Action Plans include family engagement strategies.

**Strategy 5.3:** Design and implement a community engagement toolkit to assist districts in strengthening partnerships with diverse families and communities.

**Strategy 5.4:** NWRESD provides ongoing technical assistance to districts to continuously engage historically marginalized groups.

**Strategy 5.5:** Establish NWRESD as the premier regional cross-sector convenor to improve access, equity, and inclusivity in the communities we serve.

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

**Strategy 6.1:** Services to component school districts are responsive and utilized.

**Strategy 6.2:** NWRESD resources are aligned to the Strategic Plan.

**Strategy 6.3:** Increase early learning facility capacity to expand inclusive services.

**Strategy 6.4:** Improve connectivity and security in online educational and work environments across the region.

**Strategy 6.5:** Ensure NWRESD budget provides prudent reserves to meet unexpected emergencies and statewide funding shortfalls.

## Northwest Regional ESD Strategic Plan Milestones

<b>Outstanding Attendance</b>									
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>All students</b>	83.0%	82.0%		77.8%	68.8%				
<i>Goal</i>							70.9%	72.9%	75.0%
<b>Latinx</b>	78.5%	76.4%		67.2%	58.3%				
<i>Goal</i>							60.5%	62.8%	65.0%
<b>Black/African American</b>	82.9%	82.8%		75.9%	68.7%				
<i>Goal</i>							70.8%	72.9%	75.0%
<b>American Indian/Alaska Native</b>	74.8%	75.4%		67.6%	52.2%				
<i>Goal</i>							54.8%	57.4%	60.0%
<b>Pacific Islander/Native Hawaiian</b>	69.1%	69.5%		53.0%	46.9%				
<i>Goal</i>							49.6%	52.3%	55.0%
<b>Students with Disabilities</b>	75.7%	74.6%		68.9%	60.7%				
<i>Goal</i>							63.2%	65.6%	68.0%

<b>3rd Grade Reading</b>									
Achieving a 3 or 4 on Smarter Balanced ELA	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>All students</b>	53.6%	51.8%			44.1%				
<i>Goal</i>							47.7%	51.4%	55.0%
<b>Latinx</b>	29.7%	28.7%			21.3%				
<i>Goal</i>							24.9%	28.4%	32.0%
<b>Black/African American</b>	39.4%	37.2%			33.8%				
<i>Goal</i>							37.5%	41.3%	45.0%
<b>American Indian/Alaska Native</b>	59.3%				33.3%				
<i>Goal</i>							37.2%	41.1%	45.0%
<b>Pacific Islander/Native Hawaiian</b>	31.9%	31.1%			23.4%				
<i>Goal</i>							27.3%	31.1%	35.0%
<b>Students with Disabilities</b>	29.4%	28.0%			22.2%				
<i>Goal</i>							25.5%	28.7%	32.0%

<b>9th Grade on Track</b>									
6 or more credits before 10th grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>All students</b>	86.6%	88.7%		79.0%	88.1%				
<i>Goal</i>							88.6%	89.1%	90.0%
<b>Latinx</b>	76.1%	82.6%		69.1%	81.9%				
<i>Goal</i>							84.5%	87.0%	90.0%
<b>Black/African American</b>	81.2%	83.2%		76.6%	86.1%				
<i>Goal</i>							88.6%	91.2%	90.0%
<b>American Indian/Alaska Native</b>	92.3%	85.2%		80.0%	76.0%				
<i>Goal</i>							78.6%	81.1%	84.0%
<b>Pacific Islander/Native Hawaiian</b>	80.7%	81.8%		67.4%	73.0%				
<i>Goal</i>							75.6%	78.1%	81.0%
<b>Students with Disabilities</b>	71.2%	74.4%		66.6%	79.6%				
<i>Goal</i>							82.2%	84.7%	87.0%

## Northwest Regional ESD Strategic Plan Milestones

<b>On Time Graduation</b>									
4 year cohort	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>All students</b>	85.5%	86.2%	87.8%	85.5%	86.9%				
<i>Goal</i>							91.3%	92.8%	94.0%
<b>Latinx</b>	78.7%	78.4%	81.2%	78.3%	80.5%				
<i>Goal</i>							84.7%	86.8%	89.0%
<b>Black/African American</b>	80.4%	69.5%	90.6%	89.2%	86.8%				
<i>Goal</i>							85.5%	86.8%	88.0%
<b>American Indian/Alaska Native</b>	73.0%	43.5%	84.6%		81.5%				
<i>Goal</i>							76.6%	79.6%	83.0%
<b>Pacific Islander/Native Hawaiian</b>	79.3%	83.3%	77.8%	86.3%	84.3%				
<i>Goal</i>							84.4%	86.8%	89.0%
<b>Students with Disabilities</b>	67.8%	62.4%	69.8%	68.1%	69.8%				
<i>Goal</i>							71.3%	72.9%	75.0%
<b>Career Ready</b>									
CTE Concentrators (1+ credits in a single program)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>All students</b>	34.5%	39.2%	45.4%	43.5%					
<i>Goal</i>							45.8%	48.1%	50.0%
<b>Latinx</b>	29.0%	34.4%	36.6%	37.8%					
<i>Goal</i>							40.1%	42.4%	45.0%
<b>Black/African American</b>	30.6%	32.3%	35.1%	37.2%					
<i>Goal</i>							39.5%	41.8%	45.0%
<b>American Indian/Alaska Native</b>	22.6%	29.8%	29.1%	28.6%					
<i>Goal</i>							31.0%	33.3%	36.0%
<b>Pacific Islander/Native Hawaiian</b>	21.6%	27.5%	34.2%	30.7%					
<i>Goal</i>							33.1%	35.4%	38.0%
<b>Students with Disabilities</b>	21.7%	27.5%	39.8%	30.0%					
<i>Goal</i>							32.3%	34.6%	37.0%
<b>College Ready</b>									
HS Students Taking Dual Credit Courses	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>All students</b>	27.1%	26.8%	19.0%	30.0%					
<i>Goal</i>							33.3%	36.7%	40.0%
<b>Latinx</b>	15.0%	14.0%	11.0%	8.0%					
<i>Goal</i>							12.0%	16.0%	20.0%
<b>Black/African American</b>	13.0%	14.0%	14.0%	9.0%					
<i>Goal</i>							12.7%	16.3%	20.0%
<b>American Indian/Alaska Native</b>	12.0%	16.0%	13.0%	12.0%					
<i>Goal</i>							16.3%	20.7%	25.0%
<b>Pacific Islander/Native Hawaiian</b>	11.0%	11.0%	11.0%	7.0%					
<i>Goal</i>							11.3%	15.7%	20.0%
<b>Students with Disabilities</b>	11.0%	10.0%	9.0%	6.0%					
<i>Goal</i>							9.0%	12.0%	15.0%

**NWRESD Strategic Plan Metric Development**  
**Draft 7/12/2023**

<b>Strategy</b>	<b>Department</b>	<b>Measurement</b>
Strategy 1.1: Establish and sustain agency-wide Equity Learning Teams to support continued learning and action towards improving access and outcomes for historically marginalized students.	Equity and Family Partnerships	<p><b>ELT Equity Challenges</b></p> <p>By June 2024, xx% of Equity Learning Teams will have reviewed and addressed at least one equity challenge in the NWRESD organization as shown by Meeting Agendas.</p>
Strategy 1.2: New NWRESD staff receive meaningful equity professional development as a part of comprehensive onboarding.	Human Resources	<p><b>Onboarding Participation</b></p> <p>By June 2024, xx% of new staff will have completed a comprehensive onboarding program, with a focus on meaningful equity, as measured by staff sign in.</p>
		<p><b>Onboarding Quality</b></p> <p>By June 2024, xx% of staff that have completed onboarding will score yy% or higher on a basic equity learning assessment.</p>
Strategy 1.3: The Office of Equity and Family Partnerships will provide equity learning opportunities to support all NWRESD staff and our component district educators in becoming inclusive of historically marginalized groups.	Equity and Family Partnerships	<p><b>NWRESD Equity Learning</b></p> <p>By June 2024, the percent of NWRESD staff who have participated in Equity Learning Opportunities will increase from xx% to yy% as measured by sign ins to events.</p>
		<p><b>Equity Learning Opportunities</b></p> <p>By June 2024, number of Equity Learning Opportunities offered to districts and partners will increase from xx to yy, as measured by events coordinated on NWRESD calendar.</p>
Strategy 1.4: Form and sustain a racially diverse Equity Policy Advisory Committee to conduct policy reviews towards improving access and dismantling systemic racism.	Equity and Family Partnerships	<p><b>New Board Policies</b></p> <p>By June 2024, xx% of all new OSBA Board Policies will be reviewed</p>
		<p><b>Review Board Policies</b></p> <p>By June 2024, xx% of Board Policies adopted more than 3 years prior will be reviewed.</p>
Strategy 1.5 Expand employment pathways to ensure the region benefits from the strengths and assets of a racially diverse workforce.	Human Resources	<p><b>Teacher Demographics - State Reported</b></p> <p>By June 2024, the percentage of teachers in the region who identify as a person of color will increase from xx% to yy%</p>
		<p><b>DEP Participation</b></p> <p>By June 2024, the number of Diverse Educator Pathway participants will increase by 10 in each of the four counties in the region.</p>
		<p><b>DEP Persistence</b></p> <p>By June 2024, the percent of DEP participants who continue with the program will increase from xx% to yy%</p>
Strategy 1.6: Improve NWRESD and regional practices for hiring, retention, and advancement of a diverse workforce.	Human Resources	<p><b>Staff Demographics</b></p> <p>By June 2024, the percentage of staff who identify as a person of color will increase from 19.29% to yy%</p>
		<p><b>Hiring</b></p> <p>By June 2024, the percentage of new hires who identify as a person of color will increase from 24.8% (23.89%, 22.75%) to yy%</p>
		<p><b>Retention</b></p> <p>By June 2024, the percentage of all staff who were hired 3 years prior and are still employed will increase from 74.28% to yy%</p>
		<p><b>Advancement</b></p> <p>By June 2024, the percentage of administrators who identify as a person of color will increase from 17.86% to yy%</p>



**NWRESD Strategic Plan Metric Development**  
**Draft 7/12/2023**

<b>Strategy</b>	<b>Department</b>	<b>Measurement</b>
Strategy 2.1: NWRESD Early Learning and Social-Emotional Learning Schools implement robust Multi-Tiered Systems of Support (MTSS).	Early Learning K-12 Special Education	<b>SEL School MTSS Implementation</b> By June 2024, a rubric for MTSS Fidelity which includes observation and document review will be selected and piloted at NWRESD SEL Schools to gather baseline data.
		<b>EI/ECSE MTSS Rollout</b> By June 2024, EI/ECSE will expand the # of practioners using MTSS from xx% to yy%.
		<b>EI/ECSE Student Outcomes</b> By June 2024, the percent of EI/ECSE students who improve functioning to a level nearer to their same age peers will increase from xx% to yy% as measured by AEPS data.
		<b>SEL School Student Outcomes</b> By June 2024, percent of NWRESD K-12 students meeting growth targets on the NWEA MAP will increase from xx% to yy%
Strategy 2.2: NWRESD professional learning services support component school districts to implement robust Multi-Tiered Systems of Support (MTSS).	<b>Instructional Services Team</b>	<b>PL Networks MTSS Implementation</b> By June 2024, NWRESD IST Services will develop guidance and rubrics for using data to inform instruction and behavioral supports.
Strategy 2.3: Develop regional data systems to support data-based teaming to identify, intervene, monitor, and adjust instruction and interventions.	Research/MTSS	<b>MTSS Implementation</b> By June 2024, xx% of school teams in regional districts are meeting 70% of the requirements of an MTSS Fidelity measure which includes observation and document review.
Strategy 2.4: NWRESD schools have reliable and demonstrated systems for emergency response and reunification.	Fiscal/Facilities	<b>Emergency Response Plans</b> By June 2024, xx% of NWRESD schools will have Emergency Response plans designed in conjunction with emergency responders
		<b>Drills</b> By June 2024, xx% of NWRESD schools will have conducted yy emergency drills with emergency responders (fire, earthquake, lockdown, lockout, etc...)
		<b>Reunification</b> By June 2024 xx% of NWRESD schools will have reunification plans in place
		<b>Emergency Response Training</b> By October 2023, xx% of NWRESD staff will receive training on emergency response protocols

**NWRESD Strategic Plan Metric Development**  
**Draft 7/12/2023**

<b>Strategy</b>	<b>Department</b>	<b>Measurement</b>
Strategy 3.1: Provide regional professional development services towards increasing inclusionary practices, student engagement, and academic outcomes.	Instructional Services Team	<p><b>Instructional Services Implementation Rubrics</b></p> <p>By June 2024, each IST Team will have an implementation rubric of observable practices related to their program and that rubric will be used with participating educators to establish baseline and growth data</p>
Strategy 3.2: Expand career-technical, college credit, and experiential learning opportunities for historically marginalized students.	Instructional Services Team	<p><b>CTE Equity</b></p> <p>By June 2024, the gap between BIPOC CTE enrollment and regional BIPOC enrollment will decrease from xx percentage points to yy.</p>
		<p><b>Dual Credit Equity</b></p> <p>By June 2024, the gap between BIPOC Dual Credit enrollment and regional BIPOC enrollment will decrease from xx percentage points to yy.</p>
		<p><b>Outdoor School Equity</b></p> <p>See NOSS Equity Audit or Rubric</p> <p>By June 2024, the gap between BIPOC Outdoor School Registrations regional BIPOC enrollment and will decrease from xx percentage points to yy.</p>
Strategy 3.3: Refine and implement a meaningful, growth-oriented professional evaluation system for all staff.	Human Resources	<p><b>Evaluation Training</b></p> <p>By June 2024, all staff will be trained on the evaluation rubric</p>
		<p>By June 2024, All staff will receive evaluation handbook</p>
Strategy 3.4: Embed racial equity performance expectations within the professional evaluation systems for all staff. NO CHANGE	Human Resources	<p><b>Evaluation Equity Standard</b></p> <p>By June 2024, an explicit equity performance standard will be include in all staff evaluation matrices.</p>
Strategy 3.5: Improve telepractice models for delivering specialized services to children experiencing disabilities.	K-12 Special Education	<p><b>Telepractice</b></p> <p>By June 2024, a rubric for best practices in telepractice services will be developed and piloted to establish a baseline</p>

**NWRESD Strategic Plan Metric Development**  
**Draft 7/12/2023**

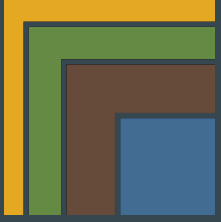
Strategy	Department	Measurement
<p>Strategy 4.1: Expand access to inclusive early learning settings for historically marginalized students.</p>	<p>Early Learning</p>	<p><b>Preschool Access</b></p> <p>By June 2024, the percent of incoming Kindergarteners who have attended licensed and regulated preschool will increase from xx% to yy%</p> <p><b>Licensed and Regulated Preschools</b></p> <p>By June 2024, the number of licensed and regulated preschools in the region will increase from xx to yy</p> <p><b>Quality Preschool Programs</b></p> <p>By June 2024, the number of programs committed to quality or star-rated by Oregon Spark will increase to 285 from 275 in March 2023</p> <p><b>Inclusive Settings</b></p> <p>By June 2024, the percent of birth to 5 year old children eligible for ECSE supports who are served in inclusive preschool settings will increase from xx% to yy%, as indicated by the Federal Placement Code</p>
<p>Strategy 4.2: NWRESD practitioners ensure evaluation practices are adaptive to account for differences in students' cultural identities.</p>	<p>Early Learning K-12 Special Education</p>	<p><b>Cultural Responsive Evaluation Practices</b></p> <p>By June 2024 a guidelines and a rubric for writing evaluation reports which include information and consideration of students' cultural identities will be developed and piloted.</p>
<p>Strategy 4.3: Develop and implement a framework for culturally sustaining instruction that prepares students for rigor and independent learning.</p>	<p>Academic Programs Instructional Services Early Learning</p>	<p><b>Culturally Sustaining Instruction Framework</b></p> <p>By June 2024, an interdepartmental team (EFP, IST, SPED, EI/ECSE) will establish a framework for Culturally Responsive / Sustaining Practices with a rubric of observable instructional practices and that rubric will be piloted to gather baseline data.</p>
<p>Strategy 4.4: Implement professional learning communities (PLCs) within NWRESD schools.</p>	<p>Academic Programs Early Learning K-12 Special Education</p>	<p><b>PLC Implementation</b></p> <p>By June 2024, xx% of NWRESD PLC teams will rate their implementation as Deepening in 5 out of 7 of the areas of the Team Self Assessment Rubric.</p>

**NWRESD Strategic Plan Metric Development  
Draft 7/12/2023**

<b>Strategy</b>	<b>Department</b>	<b>Measurement</b>
Strategy 5.1: Develop department and school Action Plans in partnership with our racially diverse community.	Superintendent's Office	<p><b>Co-Develop Action Plans</b></p> <p>By June 2024, the percent of NWRESD action plans which which meet the community involvement expectation on the action plan rubric will increase from xx% to yy%</p>
Strategy 5.2: All Action Plans have embedded family engagement strategies.	Superintendent's Office	<p><b>Family Engagement</b></p> <p>By June 2024, the percent of NWRESD schools, sites and programs engaging with families at the "Involve" level of the state's Level's of Community Engagement (pdf pg 9), will increase from xx% to yy%</p>
Strategy 5.3: Design and implement a community engagement toolkit to assist districts in strengthening partnerships with families and communities.	Instructional Services Team	<p><b>Community Partnership Toolkit</b></p> <p>By June 2024, the percent of districts in the region who report they have met with their school communities using strategies described in the Community Partnership Toolkit will increase from xx% to yy%.</p>
Strategy 5.4: NWRESD provides ongoing technical assistance to districts to continuously engage historically marginalized groups.	Instructional Services Team	<p><b>Regional Districts Community Engagement</b></p> <p>By June 2024, the percent of districts in the region who have engaged with families at the "Involve" level of the state's Levels of Community Engagement (pdf pg 9) will increase from xx% to yy%</p>
Strategy 5.5: Establish NWRESD as the premier regional cross-sector convener to improve access, equity, and inclusivity in the communities we serve.	Instructional Services Team Early Learning	<b>Early Learning Hub Partners</b>
		<b>Child Care Resource and Referral Partners</b>
		<b>STEM Hub Partners</b>
		By June 2024, the number of partners providing experiential STEM opportunities to our students, will increase from xx to yy
		<b>Dual Credit Partners</b>
		By June 2024, the number of post-secondary partners providing college credit opportunities to students in the region will increase from xx to yy
<b>Industry Partners</b>		
By June 2024, the number of industry partners providing internships to students in the region will increase from xx to yy		
<b>Diverse Educator Pathways Partners</b>		
By June 2024, the number of university partners providing teacher training opportunities to students and staff in the region will increase from xx to yy		

**NWRESD Strategic Plan Metric Development**  
**Draft 7/12/2023**

<b>Strategy</b>	<b>Department</b>	<b>Measurement</b>
Strategy 6.1: Services to component school districts are responsive and utilized.	Operations Academic Programs Fiscal	<b>Responsive</b> The NWRESD provides services that align to the top 5 district priorities and the top 3 priorities of rural (GEER) districts
		<b>District Survey - Regional Supts and Directors Satisfaction</b> By June 2024, xx% of Superintendents, Directors of Special Education, Curriculum, Technology, Human Resources, Communications and Equity will report high levels of overall satisfaction rate with NWRESD on the annual District Satisfaction Survey.
		<b>District Survey - Satisfaction with Choice</b> By June 2024, the percent of districts who indicate they are satisfied with the choice of NWRESD services on an annual District Satisfaction Survey will increase from xx% to yy%
Strategy 6.2: NWRESD resources are aligned to the Strategic Plan.	Fiscal	<b>Budget Alignment</b> By June 2024, the percent of program budgets that meet the requirement of alignment to the strategic plan will increase from xx% to yy%, when reviewed by the Budget Review Committee
		<b>Fund Allocation</b> By June 2024, the percent of funds in program budget presentations which are directly allocated to strategic plan strategies will increase from xx% to yy%
Strategy 6.3: Increase early learning facility capacity to expand inclusive services.	Fiscal/Facilities	<b>Early Childhood Center Completion</b> By July 2024, the purchase, design, and construction of the new Hillsboro Early Learning Center will be complete.
Strategy 6.4: Improve connectivity and security in online educational and work environments across the region.	Tech	<b>Internet Connectivity</b> By June 2024, the percent of schools in the region meeting connectivity and redundancy minimums will increase from xx% to yy%
		<b>Cyber Security</b> By June 2024, 50% of percent of school districts in the NWRESD region will have received a full cybersecurity review.
Strategy 6.5: Ensure NWRESD budget provides prudent reserves to meet unexpected emergencies and statewide funding shortfalls.	Fiscal	<b>Ending Fund Balance</b> By June 2024, NRWESD will maintain xx% of operating revenue in reserves, net of the beginning fund balance



# BOARD GOALS



# Northwest Regional Education Service District

July 18, 2023

TO: Board of Directors  
FR: Dan Goldman, Superintendent  
RE: NWRESD Annual Board Goals

EXPLANATION: Each year, the Board will collaborate towards setting relevant improvement goals for the coming academic year. In this session, the Board will discuss progress made on prior year goals and collaborate towards setting goals for the 2023-24 school year.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: [2023-24 Proposed Board Goals](#)

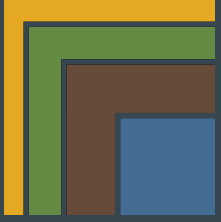
RECOMMENDATION: N/A

PROPOSED MOTION: N/A

## NWRESD Annual Board Goals - Review & Proposed

Board Goals	Proposed 2023-24	Evidence
Goal One	Each board member will engage on ESD board committees, OAESD and/or OSBA work group	
Goal Two	Ensure regular monitoring Strategic Plan implementation	
Goal Three	Maintain a minimum of 90% attendance rate at board meetings and arrive prepared to discuss board materials.	
Goal Four	Ensure board/superintendent working agreements are known, practiced and monitored.	
Board Goals	2022-23	Evidence
Goal One	Every board member will engage on ESD board committees and/or learning activities via OSBA membership	Met: 100% of Board Members participated in 1 or more of 8 ESD committees and/or regional/statewide work groups
Goal Two	Ensure board/superintendent working agreements are known, practiced and monitored.	Discussion scheduled for August Work Session
Goal Three	Schedule regular public updates on strategic plan progress & provide formative feedback to Superintendent on future direction	MET: Board Meeting Discussions in July, September, February, & June
Goal Four	Maintain a minimum of 90% attendance rate at board meetings and arrive prepared to discuss board materials.	MET: 97% Attendance Rate for 2022-23





# **BOARD WORKING AGREEMENTS**



# Northwest Regional Education Service District

July 18, 2023

TO: Board of Directors  
FR: Dan Goldman, Superintendent  
RE: Board-Superintendent Working Agreements

EXPLANATION: Each year, the Board reviews its working agreements in an effort to continuously improve. In this session, the Board will review, discuss and provide feedback towards revising the following documents that will guide its governance work for the 2023-24 school year:

- School Board/Superintendent Roles and Responsibilities
- Board-Superintendent Operating Agreements
- Agreements for Board Meetings, Work Sessions, and Executive Sessions

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: [Board Roles and Responsibilities](#)  
[Board-Supt Operating Agreements](#)  
[Agreements for General Sessions, Work Sessions, Executive Sessions](#)  
Board-Superintendent Working Agreements Deck

RECOMMENDATION: N/A

PROPOSED MOTION: N/A

## NWRESD Board-Superintendent Roles & Responsibilities

### 1. Board Roles & Responsibilities

#### a. ESD Board Defined

- ESD board members, although locally elected and appointed, are really state officials, co-partners with the legislature. They are designated by school law to administer the school system in each district.
- Effective boards concentrate their time and energy on determining what the service district should accomplish, as well as enacting/revising policies to carry out these goals.

#### b. Primary Responsibilities

- **Planning** – The Board of Directors will engage in strategic planning. This is a basic responsibility to the public electorate.
- **Setting Policy** – The central responsibility of a board, both in theory and in law, is to be the policy-forming body. Policy means actions of the Board that set written goals and objectives for the ESD and parameters for actions.
- **Evaluating Results** – The Board will evaluate the results of planning. Evaluation “completes the loop” and, in fact, inevitably leads to more planning. Evaluation occurs all the time, both formally and informally. As a group, the Board is not an administrative body; neither should it be a “rubber stamp” for professional educators.
- **Hire/Evaluate the Superintendent** – The selection, review and retention of a competent chief executive is one of the Board's most important functions.
- **Listen to and Represent** the community in its entirety.

#### c. Additional Duties

- Enact rules and regulations governing the operation of the ESD
- Enact rules and regulations governing student and employee behavior
- Adopt the budget and levy taxes
- Confirm ESD compliance with state and federal regulations
- Confirm the construction, equipping, furnishing and maintenance of ESD facilities and other capital resources
- Determine the compensation of employees
- Confirm operable student transportation systems as needed
- Confirm the provision of food services for students as needed
- Acquire and manage real estate for ESD purposes
- Do other things necessary to carry out the duties and responsibilities assigned to ESD boards by the State of Oregon

### 2. Collective Authority of the Board

- The Board's authority comes from the power of the majority
- A single board member has no authority to make decisions or take any actions

- The majority of the board can take action on any agenda item (properly identified as an “action item” prior to taking action)
- The Board, by majority vote, hires the Superintendent; the other licensed staff members (including administrators) are recommended to the school board by the Superintendent and must be approved or denied through formal Board action
- Any licensed staff, other than the Superintendent, comes to the board for dismissal as a recommendation from the Superintendent. The Board takes action and then the collective bargaining agreement and state laws are followed regarding appeals, etc.
- Discipline of any employee, including appeals (other than that of the Superintendent), will be handled by the Superintendent according to state law, district policy and the collective bargaining agreement
- The Board handles complaints concerning the Superintendent in accordance with ESD policy (BBF, KL, and/or GBM) and contract agreements with relevant employee groups
- The Board handles appeals about administrative action regarding student disciplinary issues

### **3. Individual Board Members**

- No singular authority. Same as any other citizen.
- When visiting, should let the school, program, or facility know if they are there as a board member, parent or community member. If visiting as a board member, a courtesy call to the Superintendent prior to the visit is appropriate.
- Will call the Superintendent or Board Chair with ideas, solutions, concerns that they would like considered for Board discussion or action.
- Email between board members is subject to public meeting laws and public records requests. The Board will not conduct deliberations over email.
  - “Reply All’s” that include a quorum of Board Members is never appropriate.

### **4. Authority of the Board Chair**

- Singularly speaks - or will assign one other Board Member or Superintendent to speak - on behalf of the Board to the media with regard to Board policy and decisions.
- Makes certain that new board members are oriented to Board processes.
- Makes certain the Board follows its own “Operating Agreements.” If these agreements are violated, it is the responsibility of the Board Chair to hold the member(s) accountable.
- Works together with the Superintendent and Vice-Chair to develop efficient agendas with input from other Board members and the Superintendent, and encourages the knowledgeable participation, thoughtful discussion, and effective decision-making on the part of the Board as a whole.
- Facilitates board meetings in a collaborative, focused and timely manner.
- Assigns board members to working committees.

### **5. Role of the Superintendent**

- Is the Chief Executive of the ESD.
- Runs the daily operations of the ESD.
- Carries out policies established by the Board.
- Makes certain staff and programs are aligned to carry out the established mission/vision of the ESD.
- Makes certain staff and programs are aligned to maximize student achievement and social development.
- Provides recommendations to the Board regarding all licensed hires/terminations.
- With other administrators, handles all staff complaints and complaints regarding staff (with the exception of complaints against the Superintendent).

## Board-Superintendent Operating Agreements

### Purpose

The Board of Directors is the educational policy-making body for Northwest Regional Education Service District. To effectively meet the ESD's goals and challenges, the ESD Board and Superintendent must function together as a leadership team. To ensure collective commitment among team members, effective group agreements must be in place. The following are the group agreements for this leadership team.

### Information Requests

- Individual board member requests for information will be directed only to the Superintendent. The Superintendent will respond to general questions and inquiries.
- The Superintendent will determine how to proceed with board member requests that require staff work.
  - If a request requires a large amount of staff work, the request may be discussed with the Board Chair and potentially added to a board agenda for the entire Board to determine if it is a good use of staff time.

### Personnel Issues

- Board members recognize that they have one employee, the Superintendent.
- Board members recognize that they individually do not direct the staff. They direct the Superintendent as a full Board, and the Superintendent directs the ESD staff members.
- When board members have concerns, they will follow the chain of command and go through the Superintendent.
  - Board members will not make their own investigations.

### Communication With Staff/Community

- Board members are encouraged to visit programs and school sites. Such visits should be planned in advance with the Superintendent. When board members visit schools as a parent or volunteer, they will sign in at the office and ask for a visitor badge.
- Board members shall not direct staff members' work. All requests for staff work will go through the Superintendent.
- In talking with staff, board members will be sensitive to any open-ended, informal questions that might be viewed as "fishing expeditions."
  - The Board's job is not to go fishing, it's to manage the riverbeds and fish ladders: *Don't take a fishing rod, while walking alongside the creek.*
- Prior to utilizing social media, board members will strive to recognize how others may perceive their online presence across the communities they serve.

### **Speaking with One Voice**

- Board members will voice their concerns about any agenda items, or about processes and procedures, during a public meeting before the final vote is taken.
- Board members will publicly support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
- Board members will show respect for all, including fellow board members, staff and the community.
- Only the Board Chair speaks, or will assign one board member or the Superintendent to speak, on behalf of the Board to the media with regard to ESD affairs.
- The Superintendent (or designee) is expected to communicate with the media and notify the Board when responses pertain to board work.

### **Superintendent/Board Relations**

- The Superintendent will communicate with the Board in a timely manner about issues of concern to the ESD. Board members will give feedback to the Superintendent if they feel adjustments are needed.
- Board Chair and Vice Chair will meet regularly and consistently with the Superintendent to plan Board meeting agendas and strategize on how to address key issues.
- Board Chair and Vice Chair and the Superintendent will together determine timelines to make certain that all members of the Board are made aware of responses to public comment at meetings and/or media requests.
- The Superintendent and Board members will be open to feedback and respond respectfully.
- The Superintendent will provide the Board with a regular report on ESD progress and matters of importance.

### **Accountability**

- It is the role of the entire Board to hold one another to these working agreements. Board members will remind one another in a respectful manner when a member is violating an agreement.
  - If necessary, the Chair or Vice Chair will initiate a 1:1 conversation with the Board member(s) who do not adhere to these agreements.
- The Board and Superintendent will review, revise and recommit to these agreements annually.

## **Agreements for Board Meetings, Work Sessions, and Executive Sessions**

### **General Board Meeting & Work Session Agendas**

- The Board Chair, Vice Chair and Superintendent will set the board agenda.
- Individual board members may request that items be added to the agenda by contacting the Superintendent or Board Chair or discussing their desire in public session.
- Items will not be added to the current agenda by individual board members unless the majority of the present board members vote to approve the addition at the meeting.
- The Board and Superintendent will seek to include multiple perspectives on agenda items of key concern for the community in order to provide for balanced conversation.

### **Before Meetings**

- Board members will come prepared for the meeting by having read all packet materials.
  - If additional materials are provided during the meeting, the Board will take time to review them before voting.
- Board members will always abstain from conducting Board business or decision-making outside of public board meetings or executive sessions.
- The board packet will normally be e-mailed to board members by the Thursday before regularly scheduled board meetings. The Board will be notified if there is a delay.
  - If requested, a printed copy shall be made available.
- Board members will contact the Superintendent prior to meetings with any questions on agenda items.
  - When an individual board member asks the Superintendent substantive questions about an agenda item, the response will be shared with all board members.

### **Norms for Public Meetings**

- The Board and Superintendent will strive to have no surprises at board meetings
- Each board member has an opportunity to be heard
- Come prepared having read the information provided
- Stay engaged
- Discussions between members of the Board will serve as a model for positive and constructive public dialogue
- Honor the right of individual members to express opposing viewpoints and vote their convictions
- Seek consensus
- Regardless of one's vote, support the decision of the majority
- Respect and maintain executive session confidentiality

### **Procedural Safeguards for Board Meetings**

The Superintendent will act as parliamentarian at board meetings to help ensure each motion is clear and there is no missing or misunderstood information.

The Board will not vote on agenda items not listed as "Action Items," unless it is considered an emergency. In emergency situations, Board Policy will be followed.

When at all practicable, members of the public will be given an opportunity in public session to express opinions prior to the board taking a vote.

Board members will strive to show respect at board meetings and refrain from surprising or embarrassing other board members, administrators, staff members or the audience.

Uphold the confidentiality requirement of Board Meeting Executive Sessions.

### **Public Comment**

- We are committed to providing an opportunity for NWRESD citizens to make public comment.
- Public comment will be scheduled at regular Board Meetings with a time limit of three minutes per speaker unless explicitly adjusted for a particular meeting by the Chair.
- Public comment should be just that, and NOT a discussion with the Board.
  - The Board will not answer questions on the spot or engage with the public, but could refer questions to the administration or board chair for answer at a later time.
- The Board should clearly state that they will not hear complaints against individuals in public, and that all complaints must go through the chain of command as spelled out in Policy KL ("Public Complaints") and Procedure KL-AR ("Complaint Form"). This statement shall be made in writing on the agenda, or by the board chair as an announcement at the beginning of the public comment session. For example:

*"The Northwest Regional Education Service District Board of Directors requests comments be limited to three (3) minutes per speaker. Speakers will state their name and home address for the record. The Board appreciates community members sharing information during public comments. While the Board does not respond to public comment, following the meeting, the Chair, Vice Chair, and Superintendent will together determine the appropriate level response. Speakers may offer objective criticism of district operations or programs but the Board will not hear complaints concerning specific ESD personnel."*

- The Board will limit the public's participation to the public comment section of the agenda. There should not be cross-discussion between the Board and the public during other agenda items.
- All public comment should be directed respectfully to the Board through the Chair. Comments should not be directed at any individual board member.
- The Board will clearly explain the 'rules' for public comment in writing on the meeting agenda and verbally by the chair at the start of the public comment section of the meeting. Example:

*"The Board appreciates community members sharing information during public comments. The Board will listen, but not comment on information we hear from the audience. However, following the meeting, the chair, vice chair and superintendent will together determine if the superintendent shall respond in a public way, a private way or if the issue will be added to future board meeting or work session agendas."*



- Groups will be encouraged to appoint a spokesperson so the same issue is not repeated.
- Each public speaker will identify themselves by name and address, and will submit a form with basic contact information to the Board Secretary before they are recognized to speak.

### **EXECUTIVE SESSIONS**

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action, except for specific instances pertaining to student matters. Executive sessions may be held during regular, special or emergency meetings for any reason permitted by law.

Content discussed in executive sessions is confidential. Members of the media may attend executive sessions, except in specific instances (Board Policy BDC).

The Board may be called to meet in executive session or decide to go into executive session at any time during a regular, special or emergency meeting to discuss certain matters. By Oregon law, the chair may call a Board into executive session without a vote of the Board.

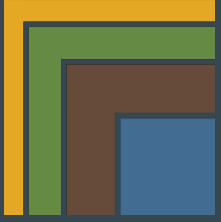
Whenever an executive session is called, the presiding officer must identify the section and subsection of ORS 192.660 (listed reasons) or 332.061 (expulsion or medical records of a minor student) that authorize the executive session's purpose.

### **Purposes for which executive session may be called:**

- To consider the employment of a public officer, employee, staff member or individual agent. ORS 192.660(2)(a)
- To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting. ORS 192.660(2)(b)
- To conduct deliberations with persons designated to carry on labor negotiations. ORS 192.660(2)(d)
- To conduct deliberations to negotiate real property transactions. ORS 192.660(2)(e)
- To consider records exempt by law from public inspection. ORS 192.660(2)(f)
- To consult with counsel concerning current or possible litigation. ORS 192.660(2)(h)
- To review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing. ORS 192.660(2)(i)
- Conduct a hearing on the expulsion of a student or to review a student's confidential medical records. ORS 332.061(1)

### **Boards may never meet in executive session to conduct the following business:**

- Fill a vacancy in an elective office
- Fill a vacancy on any public committee, commission or other advisory group
- Consider general employment policies
- Discuss an employee's performance, unless that employee has been notified and has been given the option of having the discussion held in public
- Hire the superintendent or any other employee if the vacancy has not been advertised, hiring procedures have not been adopted by the board, and there has been no opportunity for public input about the hiring



# Superintendent Goals

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**2023-2024**



# Northwest Regional Education Service District

July 18, 2023

TO: Board of Directors  
FR: Dan Goldman, Superintendent  
RE: Superintendent Goals

## EXPLANATION:

Each summer, the Superintendent and Board will collaborate towards setting actionable, relevant and measurable Superintendent goals for the coming academic year. Progress towards the approved goals will be utilized by the Board as a component of the annual evaluation of the Superintendent.

In its last evaluation of the Superintendent, the Board commended the Superintendent in the following areas:

- The rapid expansion of early learning throughout the region;
- The technical assistance provided to component school districts;
- The strong, continued work and accomplishments in equity;
- The commitment to high values and ethics, as well as strong leadership of your team and the organization; and
- The focus on the budget and legislation that impacts education, growing program offerings in districts, effective communication and staff empowerment.

The Board also communicated its desire for the Superintendent to:

- Continue pursuing equitable solutions among the Regional Superintendent Council, especially engaging smaller districts and those with recent leadership changes; and,
- Continue to focus on your work/life balance.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: [2023-24 Draft Superintendent Goals](#)  
[2022-23 Superintendent Reflection](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



# Northwest Regional Education Service District

## 2023-24 Superintendent Goals

*Dan Goldman*

### OVERVIEW & PURPOSE

Each summer, the Superintendent and Board will collaborate towards setting actionable, relevant and measurable Superintendent goals for the coming academic year. Progress towards the following goals will be utilized by the Board as a component of the annual evaluation of the Superintendent.

The Board has communicated its desire for the Superintendent to 1) continue pursuing equitable solutions among the Superintendents' Council, especially engaging smaller districts and those with recent leadership changes; and 2) continue to focus on work/life balance.

### Goal 1: NWESD school district's are supported, engaged, and receive excellent service

The Superintendent will:

1. Ensure ESD services to component school districts are responsive and utilized as measured by annual [superintendent and district leader survey](#) (Strategy 6.1).
2. Ensure that at least 90% of component school district boards approve the LSP by March 1, 2024 (Strategy 6.1).
3. Ensure that 50% of component school districts are participating in the ESD's Early Literacy professional development series (Strategy 3.1).
4. Ensure all component school districts under 2000 ADMw benefit from the ESD Integrated Guidance Technical Assistance Team to relieve administrative requirements for state grants and contracts (Strategy 6.1).

### Goal 2: Elevate equity, anti-racism, and community/family partnership efforts

The Superintendent will:

5. Embed new racial equity standards within the professional evaluation system and train staff and administrators to effectively leverage them for instructional improvement (Strat Plan 3.4).
6. Ensure Equity Learning Teams are actively engaged in liberatory design practices towards improving outcomes for historically marginalized learners (Strat Plan 1.1).

### **Goal 3: Recruit, support and retain talented and diverse staff**

The Superintendent will:

7. Ensure all new NWRESD staff members receive equity-focused professional development within their first 90 days of employment as a part of required onboarding (Strat Plan 1.2).
8. Expand employment pathways to ensure the region benefits from the strengths and assets of a racially diverse workforce (Strat Plan 1.5)
9. Develop leadership skills of new ESD administrators via a comprehensive New Administrator Academy focused on supervision & evaluation, instructional and anti-racist leadership, systems management, and creating positive climate and culture (Strat Plan 1.6).

### **Goal 4: Make demonstrable progress in aligning region-wide academic and operational efforts to the Board-adopted strategic plan.**

The Superintendent will:

10. Ensure Department and Site-Level Action Plans are highly aligned to Strategic Plan priorities (Strat Plan 5.1)
11. Report interim and summative progress to the Board (twice-annually) indicating progress towards fulfilling the promise of the Strategic Plan.

### **Goal 5: Sustain the ESD's solid financial position and ensure resources are aligned to strategic priorities.**

The Superintendent will:

12. Ensure the Hillsboro Early Learning Center (Aloclek) project progresses on time and within budget.
13. Evaluate the physical capacity of our current K-12 SEL school facilities to meet the needs of component districts.
14. Produce a proposed budget that maintains a minimum of 10% operating revenue in reserves, net of the beginning fund balance (Strat Plan 6.5).
15. Produce a proposed budget plan that clearly aligns resources to Strategic Plan priorities (Strat Plan 6.2).
16. Improve security in online educational environments across the region (Strategy 6.4).



# Northwest Regional Education Service District

## Superintendent Reflection: 2022-23 Goals

*Dan Goldman*

### OVERVIEW & PURPOSE

Annually, by May 1 of each fiscal year, the NWRESD Board will provide an evaluation of the performance of the Superintendent, expressing recommendations and observations on how such performance may be improved. The Superintendent will be evaluated on job performance and the goals and objectives established pursuant to Section 7 of the Superintendent Contract.

The Board approved the following superintendent goals in September 2022. Performance on the superintendent goals are to be utilized by the Board as a component of the annual evaluation of the Superintendent. Superintendent reflection on progress is provided below.

I am extremely proud of my administrative colleagues and the NWRESD staff who work hard to improve and provide excellent services to our students, their families, our districts and partners.

### Goal 1: Recruit and retain talented and diverse staff

The Superintendent will:

1. Assure that all new NWRESD staff members receive meaningful, equity-oriented professional development in their first 90 days of employment as a part of required onboarding (Strat Plan 1.2).
  - **MET**
    - Historically, onboarding for new employees occurred once/year in August via a “New Employee Orientation” (NEO). In recent years, as the ESD has experienced significant growth, increasing numbers of new employees have been hired after the school year had begun, leaving agency onboarding and orientation tasks to the frontline administrator. This has led to a large variance in onboarding experiences for our newest staff.
    - This year, NEO has been held every two weeks in August through October and once/month thereafter.
    - Each session begins with “VISION & STRATEGIC PRIORITIES” and “COMMITMENT TO EQUITY” [Agenda Here](#)

- 231 new staff have attended the extended equity onboarding training between 9/21/22 and 2/17/23.
2. Establish a comprehensive training series for administrators via a monthly New Administrator Academy focused on supervision & evaluation, instructional leadership, systems management and building positive climate and culture (Strat Plan 6.1).
- **MET**
    - Historically, the Administrative Council (AdCo) had met once/month for 3-hours as a full body. Agenda topics were developed in the weeks prior. New administrators did not receive additional or targeted training relevant to beginning leaders.
    - A [scope and sequence](#) for administrator professional learning was developed in consultation with my cabinet team in August 2022, including a monthly “New Administrator Academy” required of all probationary administrators (1-3 years).
    - To date, we have addressed the following topics with new administrators:
      - Goal Setting & Evaluation Planning with Supervisees
      - Purchasing & Requisitions
      - Budget Management
      - Position control & managing changes to personnel assignments
      - Effective performance observations
      - Supporting struggling employees
      - Understanding the LSP & managing district relations
      - Contracting services
      - Coaching conversations with classified and licensed staff
      - Data privacy & cybersecurity
      - Budget development
      - Managing confidential Information
      - Staffing plans & Recruiting/Hiring
      - Best practices for recruitment, retention and promotion of a diverse workforce
    - Remaining 2022-23 topics include:
      - EOY Goals / Summative
      - Staff assignment changes
      - Accelerating growth for classified staff via the evaluation process
      - Fiscal: EOY practices / Close-out

## Goal 2: The Superintendent will make demonstrable progress towards fulfilling the organizational goals in the Board-adopted strategic plan

The Superintendent will:

3. Engage NWRESD's diverse stakeholders in developing recommendations to the Board for revisions to the Strategic Plan strategies and metrics. Regularly report on the process and progress to the board with recommendations in Spring 2023.
  - **ON TRACK TO MEET**
    - David Williams and I have presented the following [Slide Deck](#) and collected feedback with multiple groups: District Superintendents, Cabinet, AdCo, NWRESD Racial Affinity Group, & Board.
    - After a first round of revisions from feedback from these groups, a [revised draft](#) is scheduled for final feedback in April with district superintendents, AdCo, cabinet, our BIPOC affinity team, and two agency-wide (virtual) workshops.
    - The Board will be presented a first reading in May with possible adoption scheduled for June.
4. Implement and report on Department and Site-Level Action Plan progress demonstrating the breadth and depth of organizational action to fulfill current Strategic Plan commitments (Strat Plan 5.1)
  - **MET**
    - Each division at the ESD (Early Learning, Instruction, Special Education, Human Resources, Technology, Equity, Communications, Finance) and multiple subdivisions (e.g., Levi Anderson, 9th Grade On Track Team, Beaverton Early Childhood Center, etc.) completed a team-developed Action Plan using student achievement data, participation data and/or client satisfaction data. Action plan goals are directly connected to Strategic Plan strategies and metrics.
    - Administrators have been supported to develop, evaluate and adapt these plans on a monthly basis in AdCo meetings.
    - Artifacts:
      - [Action Plan kick-off meeting in August AdCo](#)
      - Example: [Instruction Dept Action Plan](#)
      - Example: [Technology Dept Action Plan](#)
5. Report interim and summative progress to the Board (twice-annually) indicating progress towards Key Milestones and Metrics in the Strategic Plan.

- **ON TRACK TO MEET**



- First reported in [Summer Board Work Session](#)
- Inter-departmental Stocktake Team scheduled to meet on April 28
- 2nd StockTake presentation to the Board scheduled for June 2023

### Goal 3: The Superintendent will elevate equity, anti-racism, and community/family partnership efforts

The Superintendent will:

6. Embed new racial equity standards within the licensed professional evaluation system and train staff and administrators to effectively leverage them for instructional improvement (Strat Plan 6.2).

- **NOT MET**

- CHRO Debbie Simons led a cross departmental team of licensed educators to review and revise the professional evaluation system: [summary Slide Deck](#).
  - However, the committee fell short of designing and embedding a specific, measurable performance standard within the evaluation tools. This work will continue into 2023-24.

7. Refine and implement a meaningful, growth-oriented professional evaluation system for licensed staff (Strat Plan 6.3).

- **MET**

- The team led by Simons added specific performance rubrics for the following employee groups:
  - Occupational Therapists
  - Physical Therapists
  - Registered Nurses
  - Speech-Language Pathologists
  - Teacher of the Deaf and Hard of Hearing
  - Audiologist
  - Teacher of the Visually Impaired/Orientation & Mobility Specialist
    - a. Rubric Data [here](#)

8. Engage at least 15 department/site-level teams to participate in a comprehensive, year-long equity professional learning series (Strat Plan 1.1).

- **MET**

- 19 distinct ELTs have received 5 days of professional development

via the National Equity Project.

- [“Overview” Tab](#) has team’s identified

#### Goal 4: The Superintendent will ensure that school district’s are supported, engaged, and receive excellent service

The Superintendent will:

9. Assure that at least 90% of school districts approve the LSP/Annual Report by January 2022.

- **MET**

- 95% of NWRES D Districts Approved

- [LSP Presentation](#)

10. Assure that at least 80% of school districts utilize NWRES D Instructional Services for ODE’s required Integrated Guidance grant submission.

- **MET**

- We are currently at 100% - all districts (even Warrenton-Hammond!) have been supported by NWRES D’s Integrated Guidance Team

- Artifacts:

- [IG Support Options](#)
- [22-23 Integrated Guidance Resources for Districts](#)
- [District-NWRES D Technical Assistance Alignment Sheets](#)

11. Assure that every school district is participating in at least one instructional services program (e.g., 9th Grade Success, MTSS, ORRTI, Early Literacy, Instructional Coaching, Regional Educator, School Culture and Climate, etc.) (Strat Plan 3.2, 3.3, 3.4).

- **MET**

- 100% of districts participate in at least one instructional services program

- [Tracker](#)

#### Goal 5: The Superintendent will sustain the ESD’s solid financial position and ensure resources are aligned to strategic priorities.

The Superintendent will:

12. Produce a proposed budget that maintains a minimum of 8% operating revenue in reserves, net of the beginning fund balance (Strat Plan 6.5).

- **ON TRACK TO MEET**

- February Estimate = 9.96% EFB ([March Finance Report - page 98 of Board Materials](#))

13. Produce a proposed budget plan that clearly aligns resources to Strategic Plan priorities (Strat Plan 6.4).

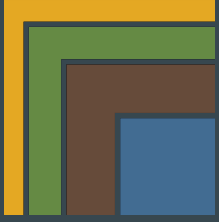
- **MET**

- All budget managers were led through a [budget planning process](#) that requires alignment to our strategic plan, to our equity lens, and to department action plans using a common [Budget Presentation Template](#) (in addition to detailed budget spreadsheets. From each department's work, we will provide the Budget Committee a detailed report on budget changes and how they align to the Board's strategic vision.

14. Produce an LSP/Annual Report that clearly communicates the agency's commitment to educational equity and anti-racism (Strat Plan - Collective Commitment 1).

- **MET**

- [LSP Document](#)
  - [A Recap: District Service Profiles](#)



# **BOARD PRESENTATION SCHEDULE**



# Northwest Regional Education Service District

July 18, 2023

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: 2023-24 NWRESD Board Presentation Schedule

EXPLANATION: To ensure a primary focus on strategic priorities in board meetings & to provide the administration a predictable roadmap for board interaction, presentations to the Board of Directors will be mapped out for the 2023-24 school year. In this session, the Board will review and provide formative feedback to the Superintendent's draft recommendation of presentation topics.

Unforeseen events may dictate changes in scheduled presentations.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: [2023-24 Board Presentation Schedule](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



## DRAFT 2023-24 NWRESD Board of Directors Presentation Schedule

Purpose: To ensure a primary focus on strategic priorities in board meetings & to provide the administration a predictable roadmap for board interaction, presentations to the Board of Directors will be mapped out for the 2023-24 school year. Unforeseen events may dictate changes in scheduled presentations.

July 2023	
Topic	Presenter(s)
<b>Work Session</b>	
Story Circles	Liwaru & Dan Goldman
Strat Plan Revision	David Williams & Dan Goldman
Board Working Agreements	Dan Goldman
Board Goals	Dan Goldman
Superintendent Goals	Dan Goldman
Board Committees	Dan Goldman
Program Presentations	Dan Goldman
Agency Organization	Dan Goldman
<b>General Session</b>	
OAESD ED Report	Amber Eaton
2020-26 Revised Strategic Plan Adoption	David Williams & Dan Goldman

September 2023		
Topic	Strategic Plan Alignment	Presenter(s)
Hillsboro Early Learning Facility Project	Strategy 6.3	Todd & Dale Kuykendall (Wenaha)
Regional Early Literacy Program	Strategy 3.1	Ryan & John
Liability and Risk Coverage	N/A - audit requirement	Jordan and Geoff Sinclair (Brown & Brown)

October 2023		
Topic	Strategic Plan Alignment	Presenter(s)
College/Career Readiness Services	Strategy 3.2	Jerome & John
New Employee Orientation/Onboarding	Strategy 1.2, 6.2	Debbie & Liwaru
Junior Achievement	Strategy 3.2	Jerome & John

November 2023		
Topic	Strategic Plan Alignment	Presenter(s)
Contract K12 Special Education Services	Strategy 3.5, 4.2, 5.5, 6.1	Cathy
Enterprise Resource Planning (ERP) Services	Strategy 6.1	Stuart & Jordan
Local Service Plan	Strategy 6.1	Dan & Jordan

December 2023		
Topic	Strategic Plan Alignment	Presenter(s)
Action Plans	Strategy 5.1, 5.2	Brian
Hillsboro Early Learning Facility Project	Strategy 6.3	Todd & Dale Kuykendall
Adoption: LSP	Strategy 6.1, 6.2	Jordan & Dan

January 2024		
Topic	Strategic Plan Alignment	Presenter(s)
Equity Learning Teams	Strategy 1.1	Katie & Liwaru
Small District Integrated Guidance Support	Strategy 2.2, 2.3, 2.4, 3.1, 3.5, 6.1	Megan, Rosa & John
Regional MTSS	Strategy 2.1, 2.2, 2.3	Ryan, Lindsey and Brian

February 2024		
Topic	Strategic Plan Alignment	Presenter(s)
Diverse Educator Pathways	Strategy 1.5	Debbie & Yolanda
Inclusion in Early Learning	Strategy 4.1	Megan & Stacy
Outdoor School	Strategy 3.2	Akari & John

March 2024		
Topic	Strategic Plan Alignment	Presenter(s)
STEM Hub	Strategy 3.2	Jerome & John
Hillsboro Early Learning Facility Project	Strategy 6.3	Todd & Dale Kuykendall
Mid-Year Strategic Plan Stocktake	Strategy 6.2	Brian Bain

April 2024		
Topic	Strategic Plan Alignment	Presenter(s)
Dual Credit Program Report	Strategy 3.2	Jerome & John

Emergency Response Systems	Strategy 2.5	Todd & Neha
AI in Education		John & Stuart

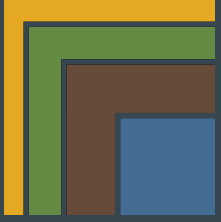
May 2024

Topic	Strategic Plan Alignment	Presenter(s)
Budget Committee Meeting	Strategy 6.2, 6.5	Jordan & Dan
Hillsboro Early Learning Facility Project	Strategy 6.3	Todd & Dale Kuykendall
Cybersecurity	Strategy 6.4	Stuart

June 2024

Topic	Strategic Plan Alignment	Presenter(s)
Budget Hearing	Strategy 6.2, 6.5	Jordan & Dan
End of Year Strategic Plan Stocktake	Strategy 6.2	Brian Bain
Regional Early Literacy Program	Strategy 3.1	Ryan





# NWRES ORGANIZATION



# Northwest Regional Education Service District

July 18, 2023

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: 2023-24 NWRESD Organizational Chart

EXPLANATION: Each year, the Board will be provided organizational information from the Superintendent concerning reporting relationships, supervisory responsibilities and chains of command within the agency.

In 2023-24, to address the significant growth in the organization over the last four years, the attached Organizational Chart includes: 1) increased Human Resources director-level leadership reorganized between Early Learning and School-aged Programs; 2) increased Early Learning leadership to address rapid expansion of programs and personnel; 3) Service Center Administrators will be supervised by the Chief Academic Officer to increase strategic work across the region.

PRESENTER(S): Dan Goldman, Superintendent

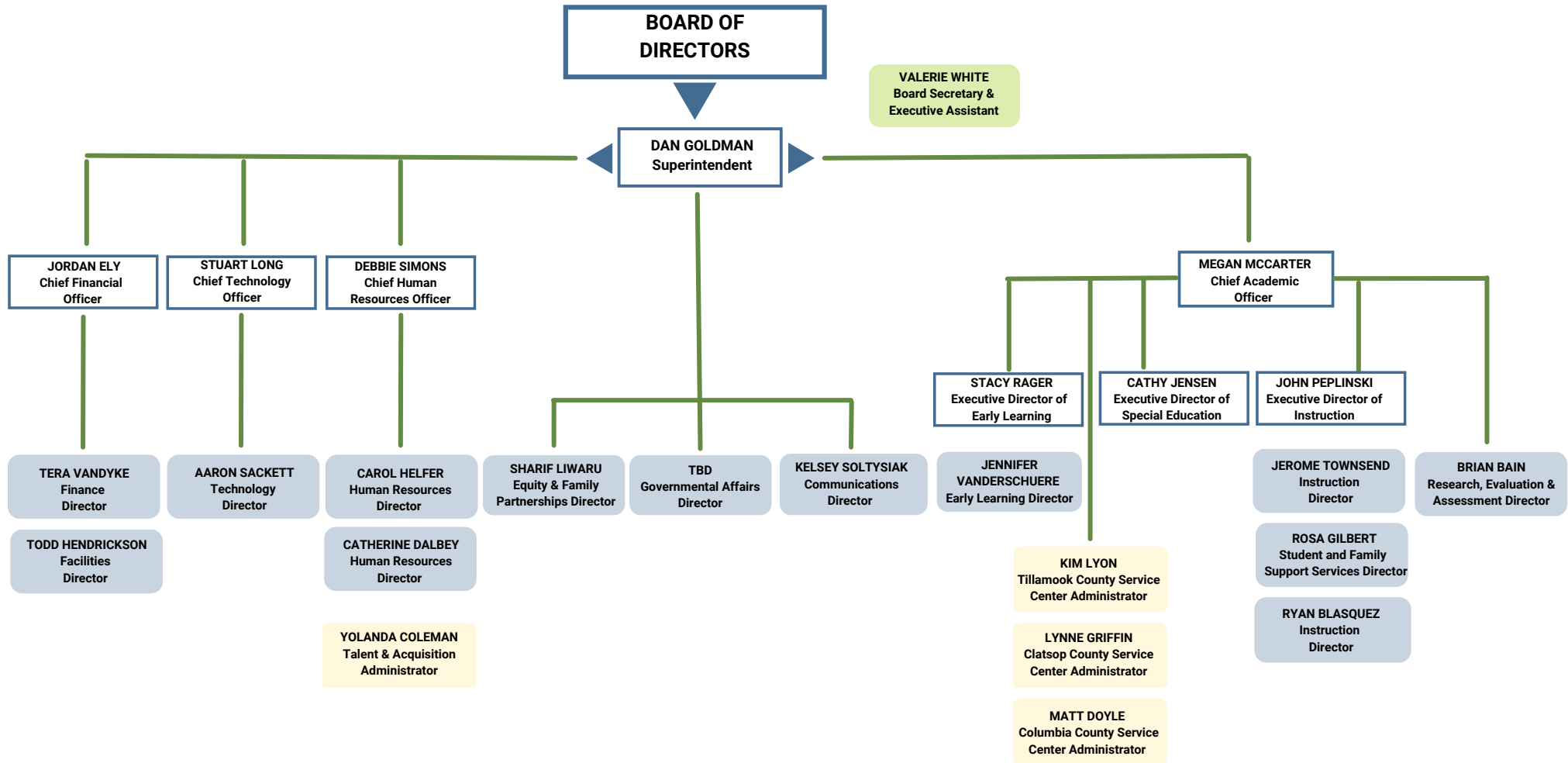
SUPPLEMENTARY MATERIALS: [2023-24 NWRESD Org Chart](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



# Northwest Regional Education Service District





Northwest Regional  
Education Service District

# **END OF PACKET** **FIN DEL PAQUETE**

Work Session - Sesion de Trabajo

July 18, 2023 - 18 de julio de 2023

10 am

Questions?  
Contact [vwhite@nwresd.org](mailto:vwhite@nwresd.org)