



Northwest Regional  
Education Service District

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

General Session - Sesion general

February 13, 2024 - 13 de febrero de 2024  
5:30 pm

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

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

February 13, 2024 | 4:30 pm | virtual



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4:30 PM	<b><u>EXECUTIVE SESSION</u></b> <a href="#">Executive Session Statement</a> <b><u>1. CALL TO ORDER</u></b>  <a href="#">192.660(2)(d)</a> To conduct deliberations with persons you have designated to carry on labor negotiations. <b>AND</b> <a href="#">192.660(2)(h)</a> 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. Invite Erin	Chair Dougherty
5:25 PM	<b><u>2. ADJOURN</u></b>	Chair Dougherty
<hr/>		
5:30 PM	<b><u>GENERAL SESSION</u></b> <a href="#">Virtual Meeting Registration Link</a> <b><u>1. CALL TO ORDER</u></b>	Chair Dougherty
5:32 PM	<b><u>2. PLEDGE OF ALLEGIANCE / LAND ACKNOWLEDGEMENT</u></b>	Directors Riley & Stephens Chair Dougherty
5:35 PM	<b><u>3. AGENDA REVIEW/REVISION</u></b>	Chair Dougherty
5:36 PM	<b><u>4. SUPERINTENDENT REPORT</u></b> A. <a href="#">February Superintendent Report</a>	Dan Goldman
5:50 PM	<b><u>5. RECOGNITION AND GOOD NEWS</u></b> A. <a href="#">NWRESD Human Resources Award - Equity &amp; Diversity in Hiring</a>	Kelsey Soltysiak
6:00 PM	<b><u>6. PUBLIC COMMENT</u></b> The Northwest Regional Education Service District Board of Directors appreciates community members sharing information during public comments. <u>Members of the community wishing to address the Board must complete a <a href="#">Public Comment Request</a> prior to the beginning of the board meeting.</u> The Board requests comments be limited to three (3) minutes per speaker. Speakers will state their name and home address for the record. While the Board does not respond to public comment, following the meeting the Chair, Vice Chair, and Superintendent will together determine the appropriate level of response. Speakers may offer objective criticism of district operations or programs, but the Board will not hear complaints concerning specific district personnel.	Valerie White
6:10 PM	<b><u>7. CONSENT AGENDA</u></b> A. <a href="#">Approve January 2024 Board Meeting Minutes</a> B. <a href="#">Approve January 2024 Personnel Reports</a> C. <a href="#">Approve BVIS Fund Grant</a>	Chair Dougherty Valerie White Debbie Simons Cathy Jensen
6:15 PM	<b><u>8. REPORTS AND DISCUSSION</u></b> A. <a href="#">Inclusion in Early Learning</a> B. <a href="#">Small District Instructional Support</a>  C. <a href="#">Administrative Reports</a>	Stacy Rager Megan McCarter & John Peplinski Dan Goldman
6:45 PM	<b><u>9. ACTION ITEMS</u></b> A. <a href="#">Approve February 2024 Financial Report</a> B. <a href="#">Approve Resolution #24-002 - Women's History Month</a> C. <a href="#">Approve Appointment Process &amp; Higher Ed Vacancy Declaration</a> D. <a href="#">Appoint OAESD Officers Council Chair Elect Vote</a>	Jordan Ely SZ Liwaru Valerie White Valerie White
6:25 PM	<b><u>10. BOARD MEMBER COMMENTS</u></b>	Chair Dougherty
6:30 PM	<b><u>11. ADJOURN</u></b>	Chair Dougherty

### **PUBLIC PARTICIPATION IN BOARD MEETINGS**

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



PLEDGE OF ALLEGIANCE



# THE LAND UPON WHICH WE STAND.



## INDIGENOUS LAND ACKNOWLEDGEMENT

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

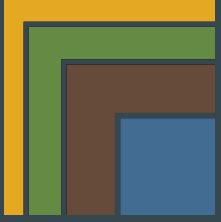
*-Adapted from Delilah Friedler*

# RECONOCIMIENTO DE TIERRAS INDÍGENAS



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

*-Adaptado de Delilah Friedler*



# **SUPERINTENDENT'S REPORT**

## Superintendent Office Report

February 2024

### LOCAL SERVICE PLAN

We continue to work through our 20 component school boards in gaining approval for our Local Service Plan (LSP). So far, all board's have voted affirmatively with additional presentations scheduled with boards across the four counties. A special thank you to Stacy Rager and Matt Doyle for presenting in Rainier as I had a conflict that couldn't be resolved and to Director Tymchuk for joining me at the Beaverton meeting.

As a reminder the LSP must be approved by  $\frac{2}{3}$  of our component districts (14) and those representing more than  $\frac{1}{2}$  of the region's students. Importantly, if the plan does not get approved, we would not be able to draw down State School Fund resources for the 2024-25 school year. Effectively, this would shut down all of our services connected to the State School Fund. For example, we would not be able to perform many of the K-12 special education services (e.g., Speech Pathology, School Psychology, etc.), and would have no means to meet payroll for a large portion of our staff. Clearly, these are high stakes discussions with our partners. Thank you in advance to our NWRESD board members for their work to engage school boards in this critical decision.

### EI/ECSE FUNDING

Last week the legislature received their quarterly economic forecast. Again, the forecast was favorable with the corporate activity, personal income and property taxes trending positively. The numbers are good news for Governor Kotek and Legislative Democrats who express a desire to make significant investments in affordable housing, mental health and addiction services, and programs to address the homeless crisis in our state. It will also likely ensure that an additional \$22 million will be invested in EI/ECSE.

As shared multiple times with the Board, the severity of the 15% budget cut in conjunction with the compensation needs being expressed by our staff, the additional \$22m being proposed by the legislature is simply not enough to sustain the current programming levels for EI/ECSE. Again, we need approximately \$377m statewide to balance our early learning budget without program reductions. The addition of \$22m would bring the state EI/ECSE funding to \$351m, or \$26m shy of what is needed.

With a projected 2024-25 shortfall upwards of approximately \$5m, we are beginning the unfortunate and painful process of preparing for a likely reduction in force. At the same time, especially within the context of such a rosy economic forecast, we will absolutely continue to advocate for the funding necessary to maintain our current program and staff.

## **NEGOTIATIONS UPDATE**

The NWEA and ESD teams last worked through the state mediator on January 22. The evening ended without an agreement. On February 6, the ESD received a counter proposal from NWEA that, at the time of writing this report, we have not had the opportunity to fully evaluate. As communicated to NWEA, the ESD simply cannot bring more resources to bear without exasperating and deepening staff reductions and further eroding critical services to children.

Our licensed staff are absolutely critical to the progress and well-being of our students and deserve to be professionally compensated. The NWRESD's Board of Directors have offered a truly competitive financial package that will catapult compensation beyond the majority of districts we serve.

The Administration remains hopeful that we can conclude this negotiation, get people compensated, and move forward together in service to children and families.

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## **UPCOMING NWRESD-LED EVENTS**

### **Dr. Anita Archer Early Literacy Professional Development for Teachers**

**Date:** February 12 and March 12 from 9 am to 4 pm (must attend both sessions)

**Location:** Northwest Regional ESD - Washington Service Center - Lewis & Clark (Rm 315, 316)

The intended audience for this workshop is K-5 classroom teachers, literacy specialists, special education teachers, and instructional coaches. Anita L. Archer, PhD, is an educational consultant to school districts on explicit instruction, the design and delivery of instruction, behavior management, and literacy instruction. She has taught elementary and middle school students and is the recipient of 10 awards honoring her excellence in teaching and contributions to the field of education. Dr. Archer is nationally known for her professional development activities, having presented in every state over the course of her 40-year career. Dr. Archer is coauthor, with Dr. Mary Gleason, of numerous curriculum materials addressing reading, writing, and study skills. [Learn more and register.](#)



## Dr. Anita Archer Early Literacy PD for Administrators and Instructional Coaches

**Date:** February 13 and March 13 from 9 am to 4 pm (must attend both sessions)

**Location:** Northwest Regional ESD - Washington Service Center - Lewis & Clark (Rm 315, 316)

Dr. Anita Archer will be providing two day-long trainings for administrators and instructional coaches in K-5 settings. She will share information about explicit instruction tied to the Science of Reading and provide training on walkthrough observation tools administrators and leadership teams can use while supporting teachers in the area of literacy instruction. The intended audience for this workshop is K-5 administrators and coaches with observation responsibilities.

## ASIST: Applied Suicide Intervention Skills Training

**Date:** February 22 to February 23 from 8 am to 4 pm (must attend both days)

**Location:** Northwest Regional ESD - Washington Service Center

ASIST is an in-depth, two-day workshop that prepares individuals to provide suicide first aid intervention using LivingWorks' evidence-based Pathway for Assisting Life (PAL) model. It teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. It is recommended that each school building have at least two people that are ASIST trained (larger buildings would benefit from having more people trained).

Recommended participants include school administrators, counselors, social workers, deans of students, mental health specialists, behavior specialists, special education educators, wellness room support staff, and others in student support roles.

## Section 504: In-Depth Overview (Location: Hillsboro)

**Date:** February 29 from 8:30 am to 12 pm

**Location:** Northwest Regional ESD - Washington Service Center

Target Audience: 504 coordinators, 504 case managers, district & building administrators, student services directors, school counselors, & school nurses. Covers Section 504, disability civil rights, and district obligations set forth by the Rehabilitation Act and the US DOE's Office for Civil Rights. Using case scenarios, this training targets core concepts including nondiscrimination; identification, evaluation, and placement; the role of the 504 coordinator/case manager; engaging the 504 team, and the newly signed law on abbreviated school day program placements for students with disabilities (SB 819).

## SEL State Standards Collaborative

**Date:** February 29 and April 2 from 9 am to 3:30 pm

**Location:** Northwest Regional ESD - Washington Service Center

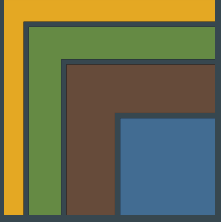
These two SEL collaboratives will gather, support, and provide collaborative planning time for educators who want to learn more about Oregon's new Transformative Social and Emotional Learning Framework & Standards, or will be responsible for implementing or supporting SEL in their schools or districts.

## ORTIi 2024 Annual Spring Conference Registration - April 4 and 5

**Date:** April 4 and 5

**Location:** The Graduate Hotel in Eugene Oregon

At this year's conference, we focus on Oregon's Commitment to Literacy for ALL, with a keynote presentation from Dr. Elsa Cárdenas-Hagan, author of Literacy Foundations for English Learners, endnote from Dr. Anita Archer, author of Explicit Instruction, and a special state-of-the-state presentation from the Oregon Department of Education.



# RECOGNITION & GOOD NEWS

5825 NE Ray Circle Hillsboro,  
OR 97124-6436

Feb. 5, 2024

To Marina Alvarez, Yolanda Coleman, Catherine Dalbey, Grace Fasching, Kathy Fernandez, Isabell Gomez-Rios, Melinda Halverson, Carol Helfer, Maria Navarro Ambriz, Michelle Odell, Lysie Scharpf, Debbie Simons and Kelly Thayer:

It is my pleasure to inform you that our board of directors plans to recognize you at its upcoming regular board meeting, scheduled to take place at 5 p.m. on Feb. 13 over Zoom.

Yolanda Coleman, NWRESD talent acquisition and retention administrator shared the following:

“Our human resources team recently received a Diversity Spirit Achievement Award from the Diversity Recruiters Network and City Career Fair during a Diversity Employment Day event held on Jan. 24 in Portland, Oregon. Other recipients included Goodwill Industries of the Columbia Willamette and OnPoint Community Credit Union.

This recognition honors the work we are doing to be regional partners and equity justice leaders, which means we are walking the talk and addressing issues as they arise in real-time with staff and students. Diversity is bigger than just us or any of our respective cities. As educators and education leaders, we have to teach our students how to be world leaders. That means creating safe spaces for them. Once we do that, they will be able to learn.”



*Pictured from left: Grace Fasching, Kathy Fernandez, Isabell Gomez-Rios, Catherine Dalbey, Debbie Simons, Yolanda Coleman, Melinda Halverson and Lysie Scharpf. Not pictured: Marina Alvarez, Carol Helfer, Maria Navarro Ambriz, Michelle Odell and Kelly Thayer*

Debbie Simons, NWRESD chief human resources officer shared: “This award means we are making strides in having an inclusive environment for everyone. This award is about aspiring to make every person who comes to the ESD feel welcomed with open arms. It was an exciting surprise to be recognized.”

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

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

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

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





# Northwest Regional Education Service District

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

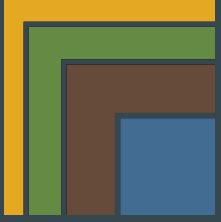
- What does this award mean to your team?
- Can you share more about how NWRES D's human resources team supports diversity and inclusion in the classroom?
- What is the best thing about working in human resources?
- How is your team working to diversify the educator workforce?

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

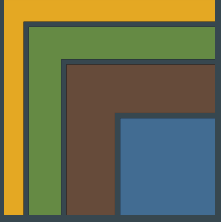
Sincerely,

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

Dan Goldman  
Superintendent



# **PUBLIC COMMENT**



# CONSENT AGENDA



# Northwest Regional Education Service District

February 13 , 2024

TO: NWRESD Board of Directors

FR: Valerie White, NWRESD Board Secretary

RE: January 2024 Board General Session Minutes

## EXPLANATION:

Please find your January 2024 Board Minutes attached below, prepared by Valerie White, Board Secretary.

PRESENTER(S):

Valerie White, NWRESD Board Secretary

SUPPLEMENTARY MATERIALS:

[January 2024 NWRESD General Session Minutes](#)

RECOMMENDATION:

To approve the January 2024 NWRESD General Session Minutes as presented in the consent agenda.

PROPOSED MOTION:

"I move to approve January 2024 NWRESD General Session Minutes as presented in the consent agenda."



# Meeting Minutes of the NWRESD Board of Directors

January 9, 2024 | 4:30 pm | Virtual



## **EXECUTIVE SESSION**

CALL TO ORDER - Chair Dougherty called the Executive Session to order at 4:32 pm

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

**Staff in Attendance:** Dan Goldman, Debbie Simons, Stuart Long, Valerie White

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

ADJOURN - Chair Dougherty adjourned the Executive Session at 5:01 pm

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## **GENERAL SESSION**

CALL TO ORDER - Chair Dougherty called the general session to order at 5:04 pm

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

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

PLEDGE OF ALLEGIANCE / LAND ACKNOWLEDGEMENT

Vice Chair Wolf led the board in the pledge of allegiance and Director Tomlin provided the land acknowledgement.

AGENDA REVIEW/REVISION

None

SUPERINTENDENT REPORT

Superintendent Goldman began by wishing the board and all attendees a Happy New Year and acknowledged the contributions made by NWRESD staff, component districts, community and post-secondary partners as well as our board, to our agency and the children & families in our communities.

**Board Recognition Month** - As January is School Board Recognition Month, Dan made special mention of our board members' individual contributions to the board and our agency as a whole.

**Local Service Plan** - Dan briefly noted that the 2024-25 Local Service Plan has been shared with our component districts and only a handful of presentations have been requested. Superintendent Goldman stated that the

**EI/ECSE Funding & Cash Flow** - NWRESD has finally received the EI/ECSE state contract funding and, although it was 15% lower than expected, receiving this takes the weight off of the agency's reserves to fund these programs. Additionally, Dan spoke proudly about the visit by a few of our local state representatives, alongside NWRESD staff and board members, to our Beaverton Early Childhood Center earlier that same day and the request he made for a funding correction request of \$22 million, as well as further funding needed to meet the ODE's \$377 original funding estimate to prevent cuts to programs and services for our states most vulnerable student populations. Director Tymchuk was invited to comment and she noted how compelling the family testimonials and presentation of the financial situation that most ESDs in the state are in, had been.

**Artificial Intelligence** - Superintendent Goldman went on to discuss the impact AI (artificial intelligence) will have on education and a new partnership our tech team has begun with other metro area ESD technology staff to ensure we are at the forefront of managing AI within our districts.

**Cascade Alliance for Equity (CAFE)** - Dan also noted the NWRESD's renewed partnership with those same metro area ESDs in revisiting our CAFE equity event model in late May of 2024 with a student voice focused, student led training.

**Licensed Negotiations Update** - Finally, Superintendent Goldman discussed licensed contract negotiations, where we are in the mediation process and where we stand in the negotiation process. Chair Dougherty called for comments from the board, however, there were none.

RECOGNITION AND GOOD NEWS

Kelsey Soltysiak, Communications Director, highlighted the contributions of our volunteer board members to our agency, our component districts and the families and students served in our region. Board members have been sent a 'care package' of NWRESD swag and thank you cards from our administrators. Chair Dougherty also acknowledged the time and efforts made by each board member on behalf of students in Oregon.

PUBLIC COMMENT

Chair Dougherty read the Public Participation in Board Meetings guidelines. Joann Stillman introduced themselves, reported their home address and addressed the board for approximately 3.5 minutes. Vanessa Hernandez introduced themselves, reported their home address and addressed the board for nearly 4 minutes.

## CONSENT AGENDA

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

## REPORTS AND DISCUSSION

***Equity Learning Teams Update*** - Katie Jones, EFP Equity Coach, gave an update of the NWRESD department ELT programs and the equity challenges these teams are working through. As the school year has progressed, some teams have shifted focus and/or restructured to better meet the needs of their members and the work of their department. Katie highlighted some of the work ELT teams are doing. Chair Dougherty asked if there are ways in which ESDs and districts are being communicated this information. Katie responded, letting the board know that our ELTs are largely internal to NWRESD, but that co-design with districts is being considered. Internally, the EFP team is making use of our new intranet to get messaging to our internal staff.

***Diverse Educator Pathways & Grow Your Own Updates*** - Debbie Simons, CHRO updated the board with a high level overview of current DEP & GYO vision and initiatives. Yolanda Coleman, Talent Acquisition & Retention Administrator, continued with more details about where these programs are now, where they are growing and the new staff which have come on board (or will be coming on board soon) to increase support to our rural districts as well as to liaise with our higher education partners. Yolanda went on to discuss training opportunities coming up in the spring where DEP connectors will learn about professional problem solving, supervisor communications and how to support students. Collaborations with additional community colleges and universities are also in the works. The team is currently recruiting for our third cohort in our collaboration with Western Oregon University. Debbie Simons, CHRO, discussed the workforce challenges which education is currently facing and the partnerships being made by our agency as well as the barriers our GYO program is attempting to mitigate for staff identified as students for this pathway. Chair Dougherty thanked Debbie & Yolanda for their work and discussed his history of advocating for this initiative in assisting future teachers in the beginnings of their journey. Director Tymchuk asked a number of questions around how NWRESD is working with districts in our region and throughout the state on the DEP/GYO initiatives to which CHRO Simons responded that we have, and continue to, work to support districts with their own GYO work. Superintendent Goldman noted that many of the programs in local districts have been started and supported by NWRESD staff for several years. Many districts had been attempting to work this program individually and have had a difficult time to get traction and are now being supported by NWRESD staff work.

***Administrative Reports*** - Superintendent Goldman noted that the instructional services department has been active in supporting districts with the state's new early literacy initiative grant work. Our staff assisted many of our districts in ensuring that they were able to complete grant applications and district superintendents are grateful for the help as they would not be able to complete them on their own.

## ACTION ITEMS

***Resolution #24-001 - Black History Month*** - Director of Equity and Family Partnerships, SZ Liwaru, read Resolution #24-001 - Black History Month. Afterward, he noted the resources included at the end of this resolution and invited all board meeting attendees to learn more from those links. Further, Liwaru noted the links included for educators to share with their students. Finally, he mentioned additional community partnerships which have been included in this year's resolution. Chair Dougherty entertained a motion by Director Stephens to adopt Resolution #24-001 - Black History Month as presented. The motion was seconded by Director Erickson and approved unanimously.

***January 2024 Financial Report*** - CFO, Jordan Ely, reviewed the January 2024 Financial Report, noting a correction to general fund other uses variance. His plan is to bring the issue to the budget committee in the spring, however, will discuss and decide with Superintendent Goldman if this should be brought to the board and/or budget committee prior to that scheduled budget committee meeting. Director Tymchuk thanked CFO Ely and Superintendent Goldman for their advocacy with the state of Oregon to ensure funding was secured. Chair Dougherty entertained a motion by Director Erickson to accept the financial report as presented. The motion was seconded by Director Riley and approved unanimously.

***BOARD MEMBER COMMENTS*** - Director Tymchuk again shared her observations of what a dedicated and hard working staff NWRESD has and how grateful families are for NWRESD services. She encouraged board members to visit BECC and other sites if they need a reminder of why they are a board member. Speaking directly to any NWRESD staff listening that they have been heard and the board is working toward appropriate funding from government entities.

Superintendent Goldman made an announcement, on behalf of Ross Tomlin, that he will be stepping down from the NWRESD board effective February 12, one day prior to our February board meeting, in the case that we would need him for a special session. Chair Dougherty acknowledged Becky's observation that NWRESD services change the lives of children and families in our region.

**ADJOURN** Chair Dougherty adjourned the meeting at 6:35 p.m.



# Northwest Regional Education Service District

February 5, 2024

TO: Board of Directors

FR: Debbie Simons – Chief Human Resources Officer

RE: January 2024 Personnel Report

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

PRESENTER(S):

Debbie Simons, Chief Human Resources Officer

SUPPLEMENTARY MATERIALS:

[January 2024 Personnel Report](#)

RECOMMENDATION:

To approve the January 2024 Personnel Report as presented.

PROPOSED MOTION:

"I move to approve the January 2024 Personnel Report as presented."

**Northwest Regional Education Service District**  
**PERSONNEL REPORT**  
**January 2, 2024 – February 5, 2024**

**New Hires**

<b>Name</b>	<b>Position</b>	<b>Department</b>	<b>Building</b>	<b>New Hire/ Transfer</b>	<b>Tentative Start Date</b>
Hope Johnson	Instructional Assistant	Social Emotional Learning Schools	Cascade Academy	Current contractor becoming direct hire	02/05/2024
Eric Ramirez	Evaluation Specialist	Special Student Services	Scappoose School District	Current Intern becoming new hire	01/22/2024
Kimberly Roberts	Teacher of Visually Impaired	Special Student Services	Washington Service Center	New Hire	01/29/2024
Bailey Weikel-Feekes	Assessment & Data Information Specialist 3	Instructional Services	Washington Service Center	New Hire	02/06/2024



## Resignations, Retirements & Separations

Name	Position	Department/ Location	Last Day of Employment	Details/Comments
Carli Tedford	Occupational Therapist	Special Student Services – St. Helens School District	January 31, 2024	Resignation
Shawnte Hines	Professional Learning Coach	Instructional Services– Washington Service Center	February 16, 2024	Resignation
Micaela Quintana	Speech Language Pathologist	Early Learning – Hillsboro Early Childhood Center	January 19, 2024	Resignation
Kathryn Hendrix	Instructional Assistant	Early Learning – Tualatin Early Childhood Center	January 5, 2024	Resignation
Jackie Bergerson	ASD Consultant	Special Student Services – Clatsop Service Center	March 22, 2024	Resignation
Natalie Nelson	Speech Language Pathologist	Special Student Services – Tigard Tualatin School District	February 8, 2024	Resignation
Noelle WarrenNies	Instructional Assistant	Early Learning – Beaverton Early Childhood Center	January 31, 2024	Resignation

## Currently Advertised Vacancies

\*\*Currently Advertised Vacancies is a snapshot in time for jobs that are currently posted as of 2.5.24.\*\*

Open Position	Category	Department	Original Post Date	Comments
School Psychologist – Clatskanie School District	Licensed	Social Emotional Learning Schools	09/01/2023	1.0 FTE – Resignation, currently filled by contractor
ASD Consultant – St. Helens School District	Licensed	Special Student Services	10/03/2023	1.0 FTE - Resignation
Teacher of Visually Impaired	Licensed	Special Student Services	10/18/2023	2.0 FTE – Transfer & Filled be contractor
Instructional Assistant – Columbia Service Center	Classified	Early Learning	11/01/2023	0.9375 – New Position
ASL Interpreter	Classified	Special Student Services	12/22/2023	0.8125 - Resignation
Physical Therapist – Tillamook/Columbia/Clatsop Counties	Licensed	Special Student Services	01/03/2024	1.0 – Previously Unfilled
Occupational Therapist – St. Helens School District	Licensed	Special Student Services	01/02/2024	1.0 FTE -Resignation
Instructional Assistant – Columbia Academy	Classified	Social Emotional Learning Schools	01/5/2023	0.85 FTE – Transfer
School Psychologist - Evaluation Team	Licensed	Early Learning	01/22/2024	1.0 FTE – Transfer – hiring for 24/25 SY
ASD Consultant – Clatsop Service Center	Licensed	Special Student Services	01/23/2024	1.0 FTE -Resignation
Instructional Assistant – Hillsboro Early Childhood Center – 2 positions available	Classified	Early Learning	01/31/2024	0.9375 – Transfer
School Psychologist – Seaside School District	Licensed	Special Student Services	02/01/2024	1.0 FTE - Retirement

Instructional Assistant – Columbia Service Center	Classified	Early Learning	02/01/2024	0.9375 – Resignation
Speech Language Pathology Assistant	Licensed	Special Student Services	02/01/2024	1.0 FTE -Resignation

## Currently Advertised Vacancies – Northwest Outdoor Science School

\*\*Currently Advertised Vacancies is a snapshot in time for jobs that are currently posted as of 2.5.24.\*\*

<b>Open Position</b>	<b>Category</b>	<b>Department</b>	<b>Original Post Date</b>	<b>Comments</b>
Registered Nurse – Spring 2024 Session	Limited Term	NOSS	11/07/2023	3 open positions
License Practical Nurse – Spring 2024 Session	Limited Term	NOSS	11/07/2023	3 open positions



# Northwest Regional Education Service District

February 13, 2024

TO: Board of Directors

FR: Cathy Jensen, Executive Director K-12 Special Education

RE: BVIS Amendment No. 2 to Intergovernmental Grant Agreement #15334

**EXPLANATION:**

Blind and Visually Impaired Student (“BVIS”) fund was established in 2009 by Oregon Legislature to assist school-aged students (ages birth to 21 years old) who are blind or visually impaired in receiving appropriate resources and services, including educational services, in the communities where the students reside. NWRES D manages the BVIS fund on behalf of the Oregon Department of Education per agreement outlined in IGA No. 15334. The attached agreement is the second amendment since IGA No. 15334 was first executed in 2021.

PRESENTER(S):

Cathy Jensen

SUPPLEMENTARY MATERIALS:

[BVIS Amendment No. 2 of IGA No. 15334](#)

RECOMMENDATION:

To approve the attached BVIS IGA #15334 A-2 Grant as presented.

PROPOSED MOTION:

“I move to approve the attached BVIS IGA #15334 A-2 Grant as presented.”

## Reinstatement and Amendment No. 2 to Grant No. 15334

This is Reinstatement and Amendment No. 2 to Grant No. 15334, effective **July 1, 2021** (as amended from time to time, the “Grant”), between the State of Oregon, acting by and through its **Department of Education** (“Agency”) and **Northwest Regional Education Service District** (“Grantee”) each a “Party” and together, the “Parties”. Upon receipt of all required approvals and execution by both Parties, this Reinstatement and Amendment shall be effective on July 1, 2023 (“Amendment Effective Date”).

### RECITALS

- Grant 15334 expired on June 30, 2023 and the Parties now desire to reinstate the Grant in its entirety and amend the Grant provided herein.
- The Parties acknowledge and agree the Agency has not made any payment for activities performed after June 30, 2023.
- The purpose of this Reinstatement and Amendment is to extend the expiration date, change the Grant Manager for the Agency, increase Grants Funds, and amend Exhibit A, The Project.

The Grant is amended as follows (new language is indicated by underlining and bold and deleted language is indicated by [brackets] and ~~strikethrough~~):

1. Section 3 of the Grant is amended as follows:

#### SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of July 1, 2021 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on June 30, 2025[2023].

2. Section 4 of the Grant is amended as follows:

#### SECTION 4: GRANT MANAGERS

Georgeann Hartly[~~Linda Brown~~], SASE Regional EPS  
255 Capitol St NE; Salem, OR 97310  
[~~Salem, OR 97310~~]  
971-208-0424[~~503.947.3875~~] | georgeann.harty@ode.oregon.gov  
[~~Linda.Brown@state.or.us~~]

3. Section 6 of the Grant is amended as follows:

#### SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to \$3,263,234.00[\$1,631,617.00] (“Grant Funds”) for the Project. Agency will pay the Grant Funds from monies available through its General Fund (“Funding Source”).

4. Exhibit A: The Project as provided in Amendment 1 to this Grant is deleted in its entirety and replaced with Exhibit A: The Project - Revised and incorporated herein.

Except as expressly amended above, all other terms and conditions of the Grant are still in full force and effect. Grantee certifies that the representations, warranties and certifications contained in the Grant are true and correct as of the Amendment Effective Date and with the same effect as though made at the time of this Amendment.

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS AMENDMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Amendment electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Amendment, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

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

**STATE OF OREGON acting by and through its Department of Education**

\_\_\_\_\_  
Sonja Svenson, Sr. Contracts Officer

\_\_\_\_\_  
Date

**Northwest Regional Education Service District**

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Federal Tax ID Number

**Approved for Legal Sufficiency in accordance with ORS 291.047**

\_\_\_\_\_  
Kevin Gleim, Assistant Attorney General  
Oregon Department of Justice

\_\_\_\_\_  
Via email December 29, 2023  
Date



# **EXHIBIT A**

## **THE PROJECT - REVISED**

### **SECTION I. BACKGROUND AND GOALS**

The Blind and Visually Impaired Student Fund (“BVIS”) was established in the State Treasury, separate and distinct from the General Fund. Money in the BVIS fund is continuously appropriated to the Agency for the purposes of:

- Assisting students who are blind or visually impaired in receiving appropriate resources and services, including educational services, in the communities where the students reside or in other settings identified in individualized education programs for students;
- Supplementing funds available to Regional Inclusive Services authorized under ORS 343.236 (1)(a)(A) and (C) to ensure access to the expanded core curriculum for students who are blind or visually impaired;
- Coordinating professional development of persons who provide educational services to students who are blind or visually impaired;
- Providing technical assistance for the purpose of providing educational services to students who are blind or visually impaired; and
- Coordinating activities for the benefit of students who are blind or visually impaired.

### **SECTION II. PROJECT ACTIVITIES/REQUIREMENTS**

For the duration of the Performance Period. Grantee shall:

1. Determine eligibility for Services for school-aged students (ages birth to 21 years old) in accordance with the following provisions:
  - a. No school-aged student will receive Services without a written referral or request from a local school district. If the referral is from an outside agency, written approval must be obtained from the resident school district. Per ORS 343.221, the resident district, not the Regional Inclusive Services area, has the ultimate responsibility to provide special education and related services.
  - b. Consider all pertinent information when determining whether the student is eligible for Services. The cost of providing Services is not to be used as a basis for determining student eligibility; however, Services to local school districts delivered by Grantee, or subcontractor, may be determined according to the available resources provided through this Grant.
2. Provide, or caused to be provided through Agency-approved subcontractors, statewide BVIS Services to students with vision impairments or blindness. The purpose of these Services is to assist local school districts in the education of these students, although primary responsibility for education of these students remains with the school district(s). The extent and level of payment for these Services is dependent upon funding available through this Grant. For subcontracted services:

- a. If the Grantee subcontracts out all or a substantial part of the Grant requirements to a subcontractor, prior to entering into an agreement Agency must review and approve the subcontractor and all forms of the agreement utilized by the Grantee; and
  - b. Agency must review and approve the completed and signed agreement with any such subcontractor.
3. Perform all BVIS Services under this Grant in compliance with all applicable federal, State of Oregon, and local laws, statutes, regulations and ordinances pertaining to the Services and the education of individuals with disabilities, including but not limited to the Individuals with Disabilities Education Act (“IDEA 2004”) and related administrative rules adopted by the Oregon State Board of Education or the Agency.
4. Ensure the required Services are available during the Performance Period of the Grant.
5. Appoint a Services Coordinator who, as a part or whole of their function, will act as an agent of the Grantee, and shall perform the following activities:
  - a. Act as liaison of the Grantee to the Agency for communication on Regional Inclusive Services matters.
  - b. Submit written reports as requested by Agency.
  - c. Attend meetings of the Agency’s Regional Inclusive Services Management Team, and other activities as requested by the Agency.
  - d. Disseminate information to and maintain communication with district personnel, Regional Inclusive Services staff, and families of students.
  - e. Provide overall coordination of the BVIS statewide Services, including subcontracted Services.
6. Provide consultation and technical assistance to teachers, therapists, administrators and parents of students.
7. Assist the Agency in responding to requests for information regarding evidence-based practices in serving students.
8. Act as a liaison between educational teams and community health providers, hospitals, and organizations serving children and students, birth to age 21, with blindness/visual impairments who have an Individualized Education Program (“IEP”), or an Individualized Family Service Plan (“IFSP”).
9. Develop and distribute technical assistance documents on topics related to the needs of children and students birth to age 21.
10. Acquire and disseminate evidence-based practices relevant to special education and related services for students.
11. Determine professional development training needs of Regional Inclusive Services, Local Education Agency (“LEA”), and Early Intervention/Early Childhood Special Education (“EI/ECSE”) personnel serving students and provide recommendations to Agency.
12. Facilitate professional development training at State and Regional levels to appropriate staff to:
  - a. Assist students and children birth to age 21 in receiving appropriate resources and services, including educational services, in the communities where the students either reside, or are placed to receive services;

- b. Supplement funds available to regional programs authorized under ORS 343.236 (1)(a)(A) and (C) to ensure access to the expanded core curriculum for students and children birth to age 21;
  - c. Coordinate professional development of persons who provide educational services to students and children birth to age 21;
  - d. Provide technical assistance for the purpose of providing educational services to students and children birth to age 21; and
  - e. Coordinate activities for the benefit of students and children birth to age 21.
13. Provide assurances to the Agency a written policy has been developed and enforced to provide safe vehicles and drivers for students and children birth to age 21 who are transported in private vehicles provided by the Grantee or caused to be provided by the Grantee.

**Schedule of Requirements**

<b>Tasks/Activities</b>	<b>Grant Requirements</b>	<b>Due Dates</b>
Hold BVIS Advisory Committee Meetings	Provide attendance and notes from meetings to Agency Grant Manager.	9-30-2023; 12-31-23; 3-31-2024; 6-30-2024  9-30-2024; 12-3-2024; 3-31-2025; 6-30-2025
Create and submit a Project Budget	2023-2025 BVIS Biennium Budget	9-30-2023 or within 30 days of Execution Date
Monitor use of Grant Funds	Quarterly Financial Expenditure Summary	Within 30 days of the end of each quarter beginning October 31, 2023 for the period July 1 to September 30, 2024.
Establish a Service Plan	2023-2025 Service Plan	9-30-23 or within 30 days of Execution Date.
Establish a Grant Review and Approval Process	Documentation of Review and Approval Process provided to Agency Grant Manager.	9-30-2023 or within 30 days of Execution Date
Report on BVIS Services activities	Annual Summary of all BVIS Services activities	6-30-2024  6-30-2025
Report Indirect Rate	2023-2024 Indirect Cost Rate Certification  2024-2025 Indirect Cost Rate Certification	9-30-2023  9-30-2024

### **SECTION III. SUBCONTRACTS**

Grantee shall:

1. In addition to the provisions of Section II (1), require that subcontractors meet all applicable requirements for Services as described in this Grant and include requirements for reporting, fiscal accountability, budgeting and approved expenditures including direct services and indirect expenses, and program evaluation.
2. Establish and implement a system to monitor provisions of all subcontracts and the subcontractor's compliance therewith, to ensure coordination of their regional activities.
3. Require that all subcontractors comply with all state or federal laws, administrative rules, regulations or guidelines applicable to the Services, and provide that violation thereof may result in termination of the subcontract and pursuit of all available remedies by Grantee.
4. Employ staff who must at all times have the appropriate certifications, classifications or licenses appropriate for their profession. Documentation of certification and licenses must be provided to Agency upon request.

If a subcontractor is found to be out of compliance with or in violation of any state or federal laws, administrative rules, regulations or guidelines, and fails to correct the identified deficiencies as directed by Grantee, this failure constitutes a material breach of the covenants and obligations of this Grant through incorporation of the required provisions. In accordance with the respective subcontract, Grantee may terminate the subcontract and pursue any remedies pursuant to the subcontract, including those described in Section 18 of this Grant, which Grantee shall incorporate into such subcontract.

### **SECTION IV. STAFFING**

Grantee shall:

1. For the purposes of fulfilling Grant requirements, employ staff who must at all times have the appropriate certifications, classifications or licenses appropriate for their profession. Documentation of certification and licenses must be provided to Agency upon request.
2. Ensure qualified supervision and technical assistance is provided to Regional Inclusive Services program staff who are qualified in the areas of blindness and visual impairments.

### **SECTION V. REPORTING REQUIREMENTS**

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be provided to Agency within 30 days of the Executed Date, if not already provided to Agency despite the lack of an executed Grant. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

Agency reserves the right to perform on-site audits of financial, statistical and all other records relating to this Grant. This right includes the right to review all expenditures under this Grant and any subcontracts, as well as Services provided by Grantee to individual students under the Regional Inclusive Services program. Grantee agrees to cooperate with any such audits, and make available all documents required by Agency to conduct such audits.

Grantee shall:

1. In addition to any other reporting requirements contained in this Grant, report to the Agency as requested by the Director of Regional Inclusive Services and other authorized officials. Such reporting may include:
  - a. Regular updated data for students who are blind or visually impaired and early intervention census data;
  - b. BVIS Program expenditure information, including expenditure reports as required in Exhibit A, Section VI;
  - c. Information, as requested by the Agency, for the purpose of developing the annual grant; and
  - b. Any information or data, as requested by Agency, to assist Agency in legislative reporting, including reporting to the Oregon Emergency Board.
2. Provide assurances to the Agency that an Agency-approved survey of Project activities by education administrators, including superintendents, principals, special education directors, teachers, and parents of students receiving services shall occur annually. A summary of the evaluation data must be submitted to the Agency on or before June 30 of each school year that falls within the Grant term.
3. Upon request from Agency, Grantee shall provide any additional information or further detail.

## **SECTION VI. DISBURSEMENT PROVISIONS**

Agency will disburse the Grant Funds for Project activities described in Exhibit A upon receipt and approval of Grantee's request for disbursement.

Agency shall disburse Grant Funds to Grantee each quarter as reimbursement for Grantee's expenses as set forth below, upon receiving Grantee's invoice for the prior quarter and approving the amounts requested by Grantee as Allowable Costs of the Project. Agency may, in its discretion, adjust the amount paid for subsequent quarters based on Grantee's invoice and quarterly expenditure report.

Grantee shall prepare and submit to Agency with Grantee's first quarterly invoice and with the first invoice for each year in which Project activities are performed, a detailed budget for the Project that must be approved by Agency (the "Budget").

Agency is not obligated to disburse the Maximum Grant Amount if Grantee does not perform all of the Project activities associated with the Budget. In no event will Agency disburse more than the stated Grant Amount. If the Allowable Costs of the Project increase and additional moneys are needed to carry out the Project, the parties may increase the Grant Amount by entering into an amendment to this Agreement signed by all parties and for which all necessary State of Oregon approvals have been obtained. Under no circumstances will Agency pay for any Project activities performed after expiration of this Agreement, unless the parties have entered into a fully executed amendment to extend the end date of this Agreement.

To be processed for payment, Grantee's request invoice must include the following minimal information:

- Request date;
- Period covered by request;
- Agency's Grant Agreement number (**#15334**);

- Amount being requested; and
- A description of the Project activities completed during the request period.

In addition to any other reports or documentation required to be submitted to Agency, Grantee shall submit a written expenditure report to Agency each quarter on an Agency-prescribed form:

1. Submit quarterly expenditure reports to Agency during the Performance Period, no later than 45 calendar days after the end of each quarterly period set forth in the table below.
2. Each quarterly expenditure report must describe all Project activities performed with particularity, by whom it was performed, and must itemize and explain all expenses.
3. Each quarterly expenditure report must also include the total amount of Grant Funds requested by Grantee during this Agreement term up through the date of the report.

Grantee must send its requests for disbursement via email to Agency’s Grant Manager identified in **Section 4** of the Agreement.

**SECTION VII. DISBURSEMENT SCHEDULE**

Agency shall pay Grantee as described in the following table, contingent upon Grantee's submission of detailed invoices to Agency, and contingent upon Grantee's submission of the required documents to Agency as specified in the following table:

1. For the Grant Performance Period, July 1, 2021 to June 30, 2023:

<b>Date</b>	<b>Amount</b>	<b>Type of Report Due with Invoice</b>
October 20, 2021	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (July - Sept) Expenditure Report</li> <li>• 21-22 FY Indirect Cost Rate Certification</li> <li>• Local subcontract agreements (if any)</li> <li>• Budget for 21-22</li> </ul>
January 20, 2022	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (Oct - Dec) Expenditure Report</li> </ul>
April 20, 2022	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (Jan - March) Expenditure Report</li> </ul>
July 20, 2022	Actual Expenses	<ul style="list-style-type: none"> <li>• 22-23 FY Indirect Cost Rate Certification</li> <li>• Previous quarter's (April-June) Expenditure Report</li> <li>• Budget for 22-23</li> </ul>
October 20, 2022	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (July-Sept) Expenditure Report</li> </ul>
January 20, 2023	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (Oct - Dec) Expenditure Report</li> </ul>
April 20, 2023	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (Jan-March) Expenditure Report</li> </ul>
June 30, 2023	Actual Expenses	<ul style="list-style-type: none"> <li>• Final Expenditure Report for 21-23 Biennium</li> </ul>

2. For the Grant Performance Period July 1, 2023 to June 30, 2025:

Date	Amount	Type of Report Due with Invoice
October 20, 2023;	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (July - Sept) Expenditure Report</li> <li>• 2023-2024 FY Indirect Cost Rate Certification</li> <li>• Local subcontract agreements (if any)</li> <li>• Budget for 2023-2024</li> </ul>
January 20, 2024	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (Oct - Dec) Expenditure Report</li> </ul>
April 20, 2024	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (Jan - March) Expenditure Report</li> </ul>
July 20, 2024	Actual Expenses	<ul style="list-style-type: none"> <li>• 2024-2025 FY Indirect Cost Rate Certification</li> <li>• Previous quarter's (April-June) Expenditure Report</li> <li>• Budget for 2024-2025</li> </ul>
October 20, 2024	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (July-Sept) Expenditure Report</li> </ul>
January 20, 2025	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (Oct - Dec) Expenditure Report</li> </ul>
April 20, 2025	Actual Expenses	<ul style="list-style-type: none"> <li>• Previous quarter's (Jan-March) Expenditure Report</li> </ul>
June 30, 2025	Actual Expenses	<ul style="list-style-type: none"> <li>• Final Expenditure Report for 21-23 Biennium</li> </ul>

**Indirect/Administrative Costs**

Grantee may be reimbursed for indirect or administrative costs, as a percentage of the Grant Funds disbursed under this Grant, in an amount that does not exceed the Agency-negotiated rate for the grant Performance Period. The rates described in this paragraph override any other verbal or written rate(s) provided by Agency, including in any notice of awards provided by Agency’s Electronic Grants Management System (“EGMS”).

**PART VIII: ACCESSIBILITY**

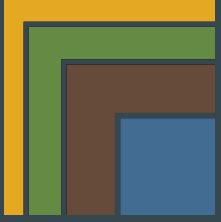
**Worldwide Web Accessibility.** If, as part of the Project, Grantee develops data or information that will be displayed or accessed through an Agency public website or world-wide web application (the “Content”), Grantee must comply with Section 508 of the Rehabilitation Act of 1973 (29 U.S.C. 794d),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

- The Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0;
- The World Wide Web Consortium’s (W3C’s) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA for web content, including as each is updated (Mandatory Standard);



- The web accessibility evaluation tool (WAVE), found at: <http://wave.webaim.org/extension/>
- Content to be posted on the web must be checked and made compliant using the tool available at <https://www.webaccessibility.com/>
- PDF files must comply with: <http://webaim.org/techniques/acrobat/>
- Word files must comply with: <http://webaim.org/techniques/word/>
- PPT files must comply with: <http://webaim.org/techniques/powerpoint/>
- Excel files must comply with: <https://webaim.org/techniques/excel/>

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



# REPORTS & DISCUSSION



# Northwest Regional Education Service District

February 13, 2024

TO: Board of Directors

FR: Stacy Rager, Executive Director of Early Learning

RE: Inclusion in Early Learning

**EXPLANATION:**

This presentation will review the gains the Early Learning Department has made in expanding inclusion opportunities for children in the region and how pending budget cuts will impact inclusion in the EI/ECSE Program.

PRESENTER(S):

Stacy Rager, Executive Director of Early Learning

SUPPLEMENTARY MATERIALS:

[Inclusion in Early Learning Presentation](#)

RECOMMENDATION:

N/A

PROPOSED MOTION:

N/A

# Inclusion in Early Learning

February 13, 2024

*Presented by Stacy Rager, Executive Director of Early Learning*

# Strategic Plan Strategy 4.1

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

- **By October 2024, the percent of incoming BIPOC Kindergarteners who have attended preschool will increase from 43.1% to 45%.**
- **By October 2024, the percent of incoming Kindergarteners with disabilities who have attended preschool will increase from an average of 61% to 75%**
- **By June 2024, the number of programs "committed to quality" or star-rated by Oregon SPARK in Clatsop, Columbia and Tillamook Counties will increase to 48 from 43 in June 2023 .**

# Strategic Plan Strategy 5.5

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

- **By June 2024, the number of active childcare slots in licensed centers in Tillamook, Clatsop and Columbia counties will increase from 1515 in June 2023 to 1600**

# CCR&R Grants

- Inclusion Specialist position being added
- Planning grant to support infant and early childhood mental health needs



# EI/ECSE Adequate Service Levels

<b>Early Intervention</b>	<b>Adequate Service Level</b>
Services for infants & toddlers (typically home based)	EI Service at least 1x per week
<b>Early Childhood Special Education</b>	<b>Adequate Service Level</b>
Low need: Delayed in 1-2 areas of development	ECSE Service at least 1x per week
Moderate need: Delayed in 3-4 areas of development	Preschool 12 hours or 3x per week ECSE Service at least 1x per week Family Teaching Activity 1x per month
High need: Delayed in most or all areas of development	Preschool 15 hours or 3x per week Related or equivalent service at least 1x per week Family Teaching Activity 1x per month

# EI/ECSE Inclusion Expansion

- **Braided funded preschool with district and community partners**
  - School districts, Tualatin Hills Park & Rec District, Mustard Seed Preschool, etc.
  - Set amount of funds or tuition payments to guarantee enrollment for children with disabilities
- **Gov't funded preschool (Head Start & Preschool Promise)**
- **LEAP classroom pilot**
  - 5 classrooms
- **Expanding the Early Childhood Special Education classroom models & including typical peers**
  - Grown-ups & Me, Friends & Me, Better Together
- **Increasing the frequency of community consultations for children enrolled in community preschool programs**
- **Including community partners in our Multi-tiered Systems of Support work**

# Approaching Adequate EI/ECSE Service Levels

## A Four-Year Comparison

Early Intervention (Birth - 2 years)	Percent of Infants/Toddlers Receiving Adequate Service Levels			
	2020	2021	2022	2023
All eligible infants and toddlers	40%	57%	66%	68%

Early Childhood Special Education (3-5 years)	Percent of Children Receiving Adequate Service Levels			
	2020	2021	2022	2023
Low Need: Delay in 1-2 areas	61%	76%	76%	80%
Moderate: Delay in 2-3 areas	24%	37%	47%	55%
High: Delay in most or all areas	3%	13%	15%	20%

# EI/ECSE Funding Shortfall

## By the Numbers - NWRESD Snapshot

Biennium	Total	Change
2017-19	\$39,325,194	
2019-21	\$51,523,904	\$12,198,710
2021-23	\$65,156,715	\$13,632,811
2023-25 LAB*	\$58,818,192	-\$6,338,523
2023-25 +\$22 m**	\$62,998,192	-\$2,158,523
2023-25 +48 m***	\$67,938,192	\$2,781,477

\* Legislatively approved budget

\*\* Projected funding if the legislature allocates an additional \$22 million during the 2024 legislative session. This deficit does not include the licensed salary increases currently being negotiated.

\*\*\* To meet adequate service levels, the Oregon Department of Education estimated the cost to be \$377 (2022 Policy Option Package).

# EI/ECSE Budget Impacts

- Inclusion costs more to implement and support (requires more staff)
- Staffing costs make up approximately 85% of the EI/ECSE budget
- EI/ECSE grant does not allow for carryover funds

## EI/ECSE Next Steps

- Obtaining program staff input to gather change ideas
- Cross-section team review to make recommendations
- EI/ECSE Leadership will review recommendations and propose changes through the budget process.



Northwest Regional  
Education Service District



# Northwest Regional Education Service District

February 13, 2024

TO: Board of Directors  
FR: Megan McCarter, Chief Academic Officer  
RE: Small District Instructional Support

## EXPLANATION:

The purpose of this presentation is to update the board on NWRESD's instructional supports for Small Districts. NWRESD receives additional funding from the state through Integrated Guidance to support small districts with grant writing and reporting. Additionally, we are focused on ensuring our small districts receive effective and meaningful support to achieve their strategic initiatives.

PRESENTER(S):	Megan McCarter, Chief Academic Officer John Peplinski, Executive Director of Instruction
SUPPLEMENTARY MATERIALS:	<a href="#">Small District Instructional Support Presentation</a>
RECOMMENDATION:	N/A
PROPOSED MOTION:	N/A



# SMALL DISTRICT INSTRUCTIONAL SUPPORT



## **NWRESD Board Meeting**

February 13 2024

Megan McCarter, Interim Chief Academic Officer  
John Peplinski, Executive Director of Instruction



# Small District Support

**Instructional Support**  
**Grant and Reporting Support**

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Banks SD 13

Clatskanie SD 6J

Gaston SD 511J

Jewell SD 8

Knappa SD 4

Neah-Kah-Nie SD 56

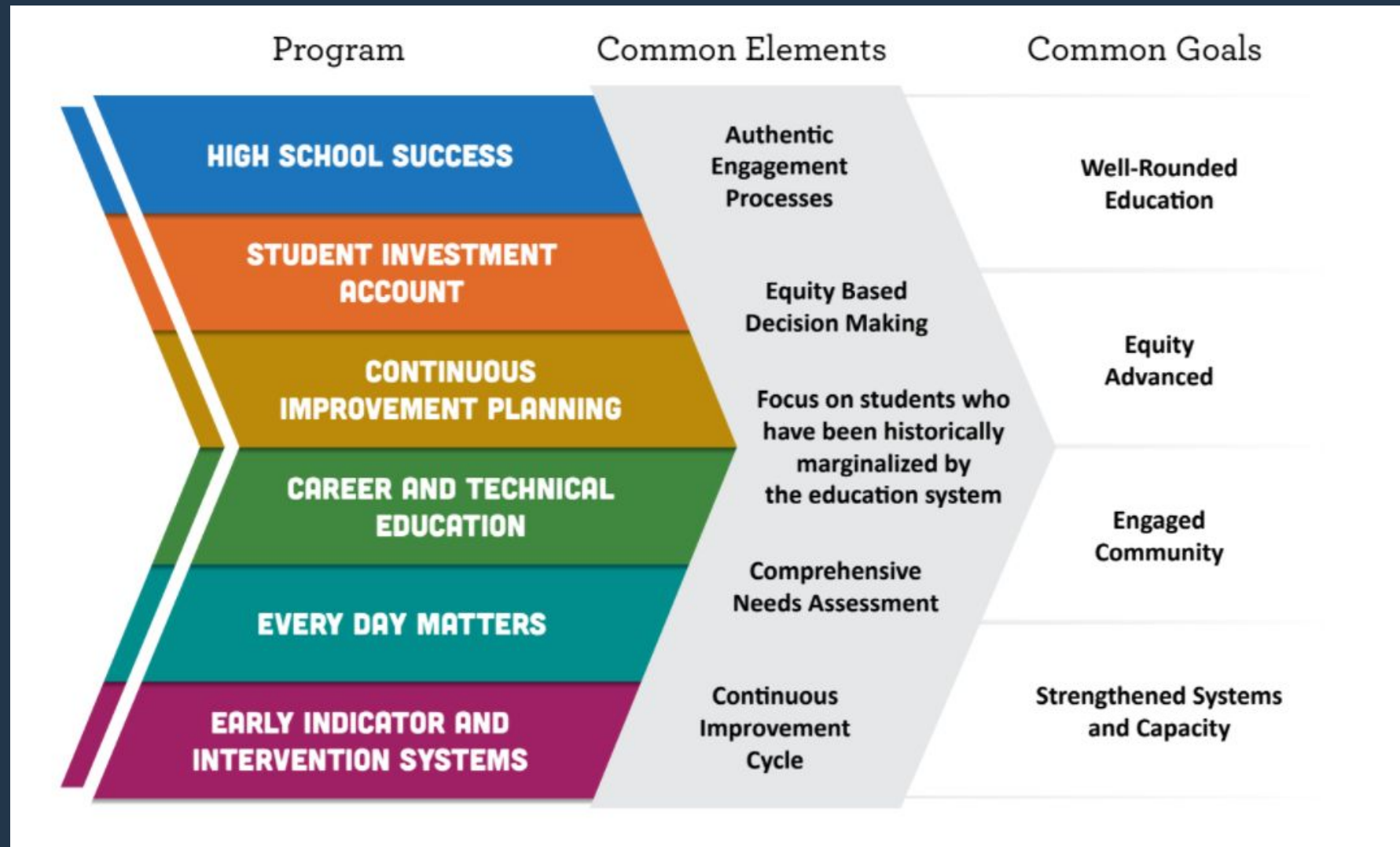
Nestucca Valley SD 101J

Rainier SD 13

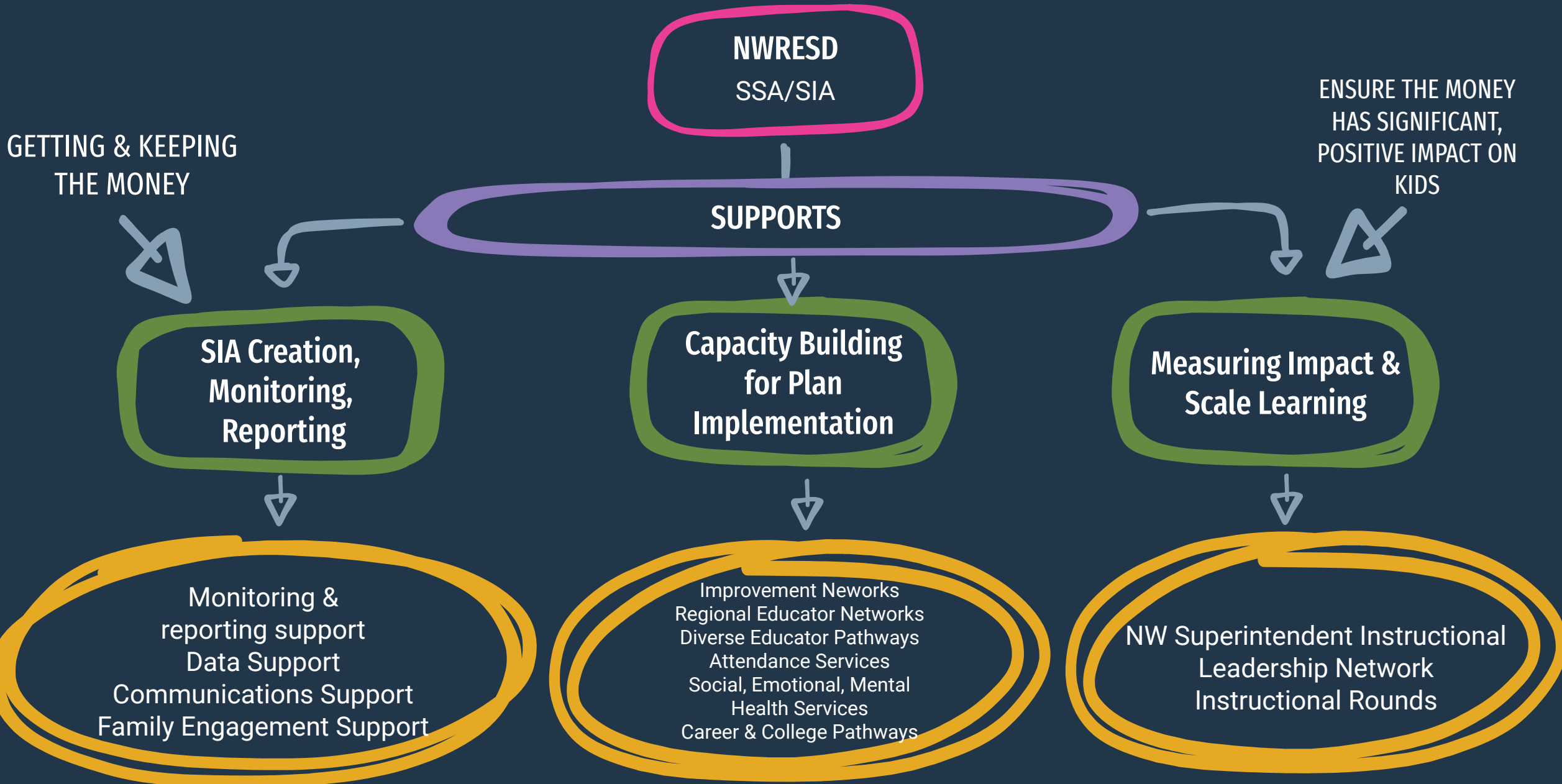
Vernonia SD 47J

Warrenton-Hammond SD 30

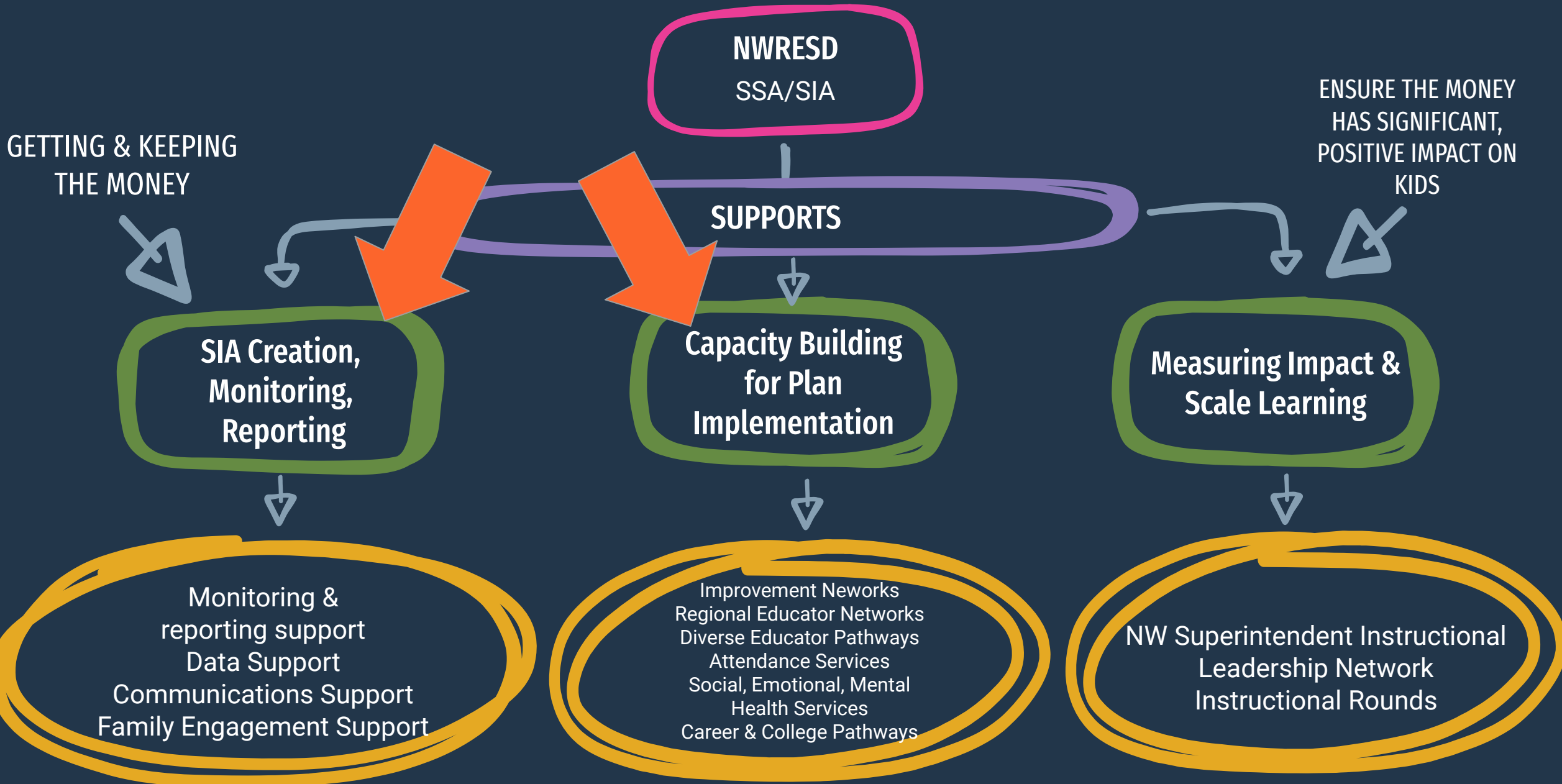
# Integrated Guidance



# INTEGRATED SERVICES FROM NWRES D



# INTEGRATED SERVICES FROM NWRES D



# What do these supports look like?

## **Technical Assistance on Grant Writing and Reporting:**

- Small districts are able to access our grant writing services to support their applications and reports for 109 Oregon Department of Education (ODE) grants

## **Implementation Support:**

- Small districts are able to engage in our Instructional Services Programs that span across 4 key areas of support



# Technical Assistance on Grant Writing & Reporting

Funding provided from ODE has been allocated for districts to utilize toward grant writing and reporting support for non-competitive grants.

Districts can access these funds and supports through our Grant Development Team.

## Small & Rural Grant Support

The NWRESD Grants Team is committed to offering additional support for small and rural districts to assist the completion of ODE's monthly required submission and reporting. District's may utilize a set level of support per year based on their reverse ADMw.

ODE  
Required  
Monthly  
Submission &  
Reporting



### At-a-Glance Summary



**Assistance with the 109 ODE grants throughout the year**

An informational sheet with the year's deadlines for qualifying grants will be shared with you soon.



**Bucket of money allocated for assistance by ADMw**

Districts may access contractor help for this process based on reverse ADMw. This cap does not apply to other grant support requests such as competitive and one-time grants from other funders. Contractor rate is \$85/hour.



**30 day in advance timeline for support**

Districts must fill out a Small/Rural grant request form at least 30 days before a submission deadline to receive support.



### Assistance Allocations

District	Allocation
Banks	\$ 15,701.48
Clatskanie	\$ 16,094.91
Gaston	\$ 16,593.42
Jewell	\$ 17,230.78
Knappa	\$ 16,646.26
Neah-Kah-Nie	\$ 16,158.22
Nestucca Valley	\$ 16,513.45
Rainier	\$ 15,909.50
Seaside	\$ 14,480.53
Vernonia	\$ 16,397.12
Warrenton-Hammond	\$ 15,624.33



### Categories of Support

for required ODE submissions

- **Applying for New Funding**
  - Small/Rural Districts can request writing services for new applications within the ODE-required school district submissions.
- **Renewal Applications**
  - Small/Rural Districts can request writing services for renewal applications within the ODE-required school district submissions.
- **Reporting**
  - **End of Year/Final Reports**
    - Small/Rural Districts can request writing services for narrative-based end of year and final reports within the ODE-required school district submissions.
  - **Data-Driven Monthly Reports**
    - Small/Rural Districts can request data assistance services for data-driven monthly reports required by ODE.



### Upcoming Dates

a full listing of this years applicable dates coming soon

[Full ODE Calendar](#)

### How to Request Help

[Fill Out the Small/Rural Request Form](#)

More Information  
[www.nwresd.org/grants](http://www.nwresd.org/grants)  
[hshelton@nwresd.k12.or.us](mailto:hshelton@nwresd.k12.or.us)



SCAN ME



## ODE Non-Competitive Grants Support

- **Completed 7 grants for Early Literacy Success Grants and Stronger Connections**
  - Total Funding Applied for: \$2.01M



# NWRESD Instructional Services Framework

Teaching & Learning

Early Literacy Supports  
Oregon Response to Instruction  
& Intervention  
Instructional Coaching Network  
STEM

Culture & Climate

School Culture & Climate  
Attendance Services  
School Safety & Prevention  
Outdoor School



Career & College

Career and College Readiness  
CTE Support  
Dual Credit: Willamette Promise  
9th Grade Success Network

Systems Support

Regional Educator Network  
Multi-Tiered Systems of Support  
Coaching  
Migrant Education Program  
English Language Learner Supports

# 100%

Of small districts participate in at least 1 program within each of our  
4 areas for support!

Instructional Services Program	Teaching & Learning				
	Oregon Response to Instruction & Intervention	Instructional Coaching Network	Northwest Regional Outdoor Science School	Early Literacy Supports	Science Technology Engineering & Math
	ORTII	ICN	NOSS	ELS	STEM
Banks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clatskanie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gaston	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jewell	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knappa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Neah Kah Nie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nestucca Valley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rainier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vernonia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Warrenton Hammond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Instructional Services Program	Culture & Climate		
	School Culture & Climate	Attendance Services	School Safety & Prevention Services
	SCC	ATT	SSPS
	Banks	<input type="checkbox"/>	<input type="checkbox"/>
Clatskanie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gaston	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Jewell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Knappa	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Neah Kah Nie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nestucca Valley	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rainier	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Vernonia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Warrenton Hammond	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Instructional Services Program	Career & College		
	Willamette Promise (Dual Credit)	9th Grade Success Network	Career & College Readiness
	WP	9GS	CCR
Banks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Clatskanie	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Gaston	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Jewell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knappa	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Neah Kah Nie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nestucca Valley	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Rainier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vernonia	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Warrenton Hammond	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Instructional Services Program	Systems Support					
	Northwest Regional Educator Network	Multi-tiered Systems of Support Coaching	Integrated Guidance Supports	Migrant Education Program	English Language Learner Supports	Oregon Virtual Education Network
	REN	MtSS	IG	MEP	ELL	ORVED
Banks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Clatskanie	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gaston	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jewell	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knappa	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Neah Kah Nie	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nestucca Valley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rainier	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Vernonia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Warrenton Hammond	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



## Current Participation

**Currently 10 of 10 small districts are accessing our Technical Assistance and Instructional Implementation Supports**



# BOARD REPORT | INSTRUCTIONAL SERVICES

## SUBJECT - SCC

This past month the School Culture & Climate, School Safety & Prevention, and SEL Professional Learning teams hosted our second annual School Safety and Mental Health Summit. Over 200 attended across all counties in our region; included school staff in a variety of roles, law enforcement, juvenile probation officers, public health agency staff, ODE, OHA, and community mental health providers.

Over 20 different session options were covered with content areas such as:

- Stress response behavior in early childhood
- Culturally responsive family engagement
- Disability-related safety concerns & discipline
- Trauma-informed emergency drills
- Social media & mental health
- Collaborative partnerships between schools & community providers

As well as a keynote presentation from: Michael Essien, an education leader with more than 3 decades of experience as a classroom teacher & administrator.

After the summit 97% of participants reported learning something relevant to their work that they'll use in their practice moving forward and 99% of participants reported that incorporating what they learned into practice would lead to improved outcomes for those they served.



## SUBJECT - MEP

The MEP team has been working diligently on planning upcoming family engagement events that cover a variety of topics. We have been working together with the Parent Advisory Council (PAC) in Clatsop and Tillamook counties to plan upcoming family engagement events including the General Parent Meeting, Dia del Nino (the celebration of children's day), and the Region 6 End of Year Convening. These events allow us to gather the community and provide learning opportunities for parents, while simultaneously providing learning opportunities to the students in math, science, literacy, art, and graduation preparation. We listen to the communities to hear what their needs and concerns are and with that we try

to provide them with the resources, education, or materials to make that possible. Along with the events that our team plans we also invite our parents to participate in conferences. We have had an amazing amount of responses to attend the upcoming conferences: Oregon Association of Comprehensive Education (OACE) and the National Association of State Directors of Migrant Education (NASDME).



February 2024

# Administrative Report

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

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

## Anti-Racist Training

The Office of Equity and Family Partnerships hosted an Antiracism centered professional development workshop on December 6th and 7th. This duplicated session was held in person for NWRESD staff. Those in attendance explored how to be engaged with and supported in seeking understanding of how racial ideology is manufactured and how it impacts the lived experiences of people we serve daily. The session produced rich conversations and by request follow up sessions are planned and scheduled for this spring semester.

## Dreaming Against the Odds: Finding Freedom in Constraints

Participants from four of NWRESD's Equity Learning Team's and an additional 2 ELT facilitators attended the December 14th webinar hosted by National Equity Project. Participants were introduced to the key concepts and frameworks of complexity thinking, learned about different types of constraints in complex, living systems and how they can be used to support the practice of freedom dreaming, and engaged in "constraint mapping" to find ways to take action that disrupts oppressive patterns and make shifts towards increased equity in their specific contexts.

**Regional Racial Equity Learning and Partnerships** - Develop authentic, reciprocal, and inclusive partnerships with our diverse students, families, and community partners

## Cascade Alliance for Equity (CAFE)

NWRESD is hosting a student-centered CAFE Summit May 29, 2024 with a focus on quality and culturally responsive learning. The request for proposals has been put out to the education and youth community and proposal reviews are in process. This summit will bring together local student equity leaders, educators and community partners to hear student perspective and insight on topics ranging from teaching methods, curriculums, student family supports, and policies. Student groups from our partner districts will be sharing their own work, showcasing their wins and addressing the challenges they want us to tackle by working hand-in-hand with the adults in the room. In this way, the students are the undisputed experts and consultants.

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Submitted by:

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



## Special Student Services Board Report

Cathy Jensen, Executive Director, K-12 Special Education  
February 2024

### Spotlight on: Columbia and Cascade/Pacific (CasPac) Academies

It's been a busy year at our Social Emotional Learning Schools. Here are some of the highlights:

#### **Holiday Baskets Project:**

CasPac partnered with Jesuit High School, a private Catholic school, to deliver holiday baskets to ten of their families. Jesuit and CasPac students raised funds and collected donations of food, toys, books, and other items for the baskets. They also volunteered to help pack and deliver them. What a great collaboration and a joy for our families who

#### **Food Pantry:**

CasPac has been collecting donations on an ongoing basis and delivering food bi-weekly to eight of their families. The food pantry provides food for the families who struggle with food insecurity or have limited access to grocery stores. The food pantry also helps students to learn about healthy eating habits and budgeting skills.

#### **Career Classes:**

CasPac has been collaborating and hosting weekly guest speakers to talk to older students about career and job opportunities. The guest speakers include professionals from various fields, such as engineering, health care, education. Some students attended a career-related field trip to Genentech to learn about STEM, robotics, biomedicine, and other fields.

#### **Driver Permit Study Group:**

CasPac has a driver permit study group in participation with the Transition Network Facilitator. The study group helps the students who are interested in getting their driver's license to prepare for the written test by covering the rules of the road, traffic signs, and safety tips.

#### **Graduations and Transitions:**

CasPac celebrated the graduation of three students (one from Pacific, two from Cascade) at the end of the first semester. At the beginning of the second semester, a Cascade student who had been with the school for two years successfully transitioned to attending his comprehensive Beaverton high school. CasPac also witnessed the growth of their first CasPac Intensive student, who demonstrated so much improvement in her skills that she started to attend the less restrictive Pacific Academy classes. Two of our Columbia students are preparing to exit the elementary program and transition to attending their neighborhood schools.



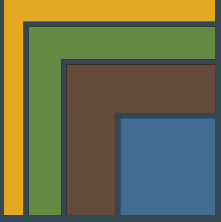
Prepared by Stacy Rager, Executive Director of Early Learning  
February 2024

Nicole Zeitoun, an ECES (Teacher) at Tualatin Early Childhood Center (TECC), received a grant that will allow her to host monthly dinner meetings with TECC early childhood education specialists and community partners to establish and deepen connections with each other. Nicole will align this gathering and connection with Liberatory Design. Specifically, the group will focus on 3 Liberatory Design Mindsets: Build Relational Trust, Focus on Human Values and Seek Liberatory Collaboration. As a group, they will set goals and create opportunities for professional development. Nicole hopes this will be an opportunity of learning and growth for all who participate. The group will engage in discussions about supporting specific children, brainstorm problems of practice, develop and align common goals and identify training needs. Nicole believes that being able to share a meal and engage in meaningful conversations outside of the busy flow of the classroom will allow for deeper connections between TECC staff and their community partners. “We want to show appreciation to the time and effort community teachers give continually to support the students who receive services from NWRESD” stated Nicole. “Our community partners have a great deal of knowledge and experience to share. It will be so valuable to bring this collective together to continue to improve our relationships, better understand the ever changing needs and be more collaborative.”

In related news, The Child Care Resource and Referral team is excited to announce expansion of the team to include a new position. The position will work closely with the state team at Inclusive Partners and will support inclusive practices across the three county region. We are still in the throes of waiting for our contract, developing job descriptions and understanding the possibilities of the position. We are very excited to have this be part of the services that we offer to child care and early learning programs. We see this as a crucial part of supporting professionals to be successful, when the suspension and expulsion ban goes into effect, at keeping children in their programs and helping them to thrive.

The midyear stocktake process completed by Cabinet in January was encouraging. The Early Learning Department is on track to meet all goals set for the 23-24 school year.

This is a testament to the quality of work being done by our teams, in spite of significant budget challenges for the EI/ECSE department. Our goals further the work of inclusive preschool access for BIPOC children and children with disabilities, with a focus on continued growth for children transitioning to Kindergarten with social emotional learning needs. The EI/ECSE Evaluation team is taking specific steps to improve the quality of our culturally responsive evaluations in collaboration with our school district partners and our school-aged services team. The HUB staff are refining the coordinated enrollment process for our partners and continuing the work of parent education in the community. The CCRR team is supporting our community partners to expand high-quality preschool offerings in our smaller counties. I am exceedingly proud of the work that the department has engaged in this year and look forward to finishing the year strong.



# **ACTION ITEMS**





February 13, 2024

TO: Board of Directors

FR: Jordan Ely, CFO

RE: February 2024 Financial Report as of January 31, 2024

## EXPLANATION:

### **Introduction**

This report provides an overview of the fiscal health of NW Regional Educational Service District (ESD) for the period ended January 31, 2024. With the exception of adjusting revenue and expense projections downward in the special revenue fund, few changes have occurred since the last report..

The purpose of the report is to provide the board with a summary and an analysis of the district's financial activities by fund classification, highlighting key trends, revenues, expenditures, and fund balances. Projections are becoming more reliable, but the special revenue fund continues to be a challenging fund to forecast.

As a reminder, expenditure projections are expected to improve significantly after all employee groups have settled contracts. Revenue projections have seen material improvement as some grant agreements and contracts have been received. Property taxes collected in November and December have also yielded reliable baselines for local tax projections. However, analysis of historical regression is still relied upon for several of the projections provided.

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

### **General Fund**

The general fund has not seen material changes in real or anticipated performance since the last report. The blurb from that report is included below for reference.

The main change in the general fund is that increased expenditure projections for transfers of service credits are now included to offer a clearer understanding of the impact of increased State School Fund (SSF) revenue. The fund is projected to operate at a deficit for the current fiscal year but rebound in the next year, due to the 49%/51% split used by ODE for distributing SSF payments throughout the two years of the biennium.

### **Special Revenue Fund**

Other than changes to the forecasts for both revenues and expenses, January also saw little change for the special revenue fund. The adjustments made to those forecasts are based on indications from the legislature about funding for grants, as well as a reflection of the spending plan changes made by the managers of affected grants. The forecasts are not considered stable, at this point, and are therefore not reliable. However, we are gaining a clear enough picture to warrant adjustment.

### **Debt Service Fund**

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

### **Capital Projects Fund**

The Capital Projects Fund is used for construction, renovation, and major equipment purchases. There remains very little activity in this fund, as planning is still underway. The project is expected to go to bid in March.



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

### **Enterprise Fund**

Enterprise Funds are used when NW Regional ESD operates revenue-generating services; for example, Cascade Technology Alliance or business management services. Similar to the special revenue fund, this fund experiences delayed revenue, but the delays are normal and expected. The performance of this fund has not changed materially since the January report.

### **Trust & Agency Fund**

Trust & Agency funds are those held by the ESD on behalf of other parties. The ESD does not control these funds, but instead serves in a custodial capacity. This fund has also not experienced material changes in performance since the last report. Staff will process interfund transfers closer to the end of the year to cover activities in this fund.

### **Conclusion**

To conclude, the ESD’s ability to satisfy its current and long term liabilities remains strong, and grant reimbursement claims have begun. Staff no longer have concerns about cash flow for this fiscal year, despite the disappointing overall funding levels for our early learning programs.

PRESENTER(S):

Jordan Ely

SUPPLEMENTARY MATERIALS:

[February 2024 Financial Report](#)

RECOMMENDATION:

To approve the February 2024 financial report as presented.

PROPOSED MOTION:

“I move to approve the February 2024 financial report as presented.”

# NW REGIONAL ESD MONTHLY FINANCIAL REPORT

For the Period Ended January 31, 2023

GENERAL FUND	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
<b>Beginning Fund Balance</b>	\$ 6,291,285	\$ 7,225,213	\$ -	\$ 7,225,213	\$ 6,979,639	\$ 245,574
<b>REVENUES</b>						
Local Sources	\$ 16,105,546	\$ 15,334,558	\$ 4,747,065	\$ 20,081,623	\$ 20,648,229	\$ (566,606)
Intermediate Sources	\$ 4,429	\$ 2,662	\$ -	\$ 2,662	\$ -	\$ 2,662
State Sources	\$ 23,185,202	\$ 24,554,396	\$ 17,433,815	\$ 41,988,211	\$ 41,052,805	\$ 935,406
Federal Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ 36,610	\$ 388,390	\$ 425,000	\$ 425,000	\$ -
<b>TOTAL REVENUE</b>	<b>\$ 39,295,177</b>	<b>\$ 39,928,226</b>	<b>\$ 22,569,269</b>	<b>\$ 62,497,495</b>	<b>\$ 62,126,034</b>	<b>\$ 371,461</b>
<b>EXPENDITURES</b>						
Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Services	\$ 5,605,677	\$ 6,045,241	\$ 4,189,748	\$ 10,234,989	\$ 12,265,319	\$ 2,030,330
Enterprise and Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	\$ 125,776	\$ 1,901,689	\$ 51,316,112	\$ 53,217,801	\$ 50,556,886	\$ (2,660,915)
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ 700,000	\$ 700,000
<b>TOTAL EXPENDITURES</b>	<b>\$ 5,731,453</b>	<b>\$ 7,946,930</b>	<b>\$ 55,505,860</b>	<b>\$ 63,452,790</b>	<b>\$ 63,522,205</b>	<b>\$ 69,415</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ 33,563,724</b>	<b>\$ 31,981,296</b>		<b>\$ (955,295)</b>		
<b>Period End Fund Balance</b>	<b>\$ 39,855,009</b>	<b>\$ 39,206,509</b>				
<b>Projected Year End Fund Balance</b>				<b>\$ 6,269,918</b>		
<b>SPECIAL REVENUE FUND</b>						
<b>Beginning Fund Balance</b>	\$ 13,618,716	\$ 21,299,061	\$ -	\$ 21,299,061	\$ 9,256,392	\$ 12,042,669
<b>REVENUES</b>						
Local Sources	\$ 12,566,778	\$ 14,285,205	\$ 27,983,077	\$ 42,268,282	\$ 41,694,061	\$ 574,221
Intermediate Sources	\$ -	\$ 1,400	\$ -	\$ 1,400	\$ -	\$ 1,400
State Sources	\$ 18,479,782	\$ 668,883	\$ 39,532,865	\$ 40,201,748	\$ 52,009,612	\$ (11,807,864)
Federal Sources	\$ 6,140,983	\$ 1,630,988	\$ 8,448,332	\$ 10,079,320	\$ 18,298,422	\$ (8,219,102)
Other Sources	\$ 3,558,518	\$ 1,731,478	\$ 1,612,146	\$ 3,343,624	\$ 3,343,624	\$ -
<b>TOTAL REVENUE</b>	<b>\$ 40,746,062</b>	<b>\$ 18,317,954</b>	<b>\$ 77,576,420</b>	<b>\$ 95,894,374</b>	<b>\$ 115,345,719</b>	<b>\$ (19,451,345)</b>
<b>EXPENDITURES</b>						
Instruction	\$ 27,252,085	\$ 28,682,640	\$ 35,666,634	\$ 64,349,274	\$ 70,807,394	\$ 6,458,120
Support Services	\$ 15,631,569	\$ 14,276,230	\$ 22,260,275	\$ 36,536,505	\$ 41,768,359	\$ 5,231,854
Enterprise and Community Services	\$ 1,067,735	\$ 1,134,824	\$ 1,341,666	\$ 2,476,490	\$ 2,732,053	\$ 255,563
Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	\$ 816,266	\$ 1,153,443	\$ 4,042,377	\$ 5,195,820	\$ 9,294,305	\$ 4,098,485
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ 44,767,654</b>	<b>\$ 45,247,137</b>	<b>\$ 63,310,952</b>	<b>\$ 108,558,089</b>	<b>\$ 124,602,111</b>	<b>\$ 16,044,022</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ (4,021,592)</b>	<b>\$ (26,929,183)</b>		<b>\$ (12,663,715)</b>		
<b>Period End Fund Balance</b>	<b>\$ 9,597,124</b>	<b>\$ (5,630,122)</b>				
<b>Projected Year End Fund Balance</b>				<b>\$ 8,635,346</b>		

# NW REGIONAL ESD MONTHLY FINANCIAL REPORT

For the Period Ended January 31, 2023

DEBT SERVICE FUND	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
<b>Beginning Fund Balance</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>REVENUES</b>						
Local Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Intermediate Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ -	\$ 1,750,000	\$ 1,750,000	\$ 1,750,000	\$ -
<b>TOTAL REVENUE</b>	\$ -	\$ -	\$ 1,750,000	\$ 1,750,000	\$ 1,750,000	\$ -
<b>EXPENDITURES</b>						
Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Enterprise and Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	\$ -	\$ -	\$ 1,312,500	\$ 1,312,500	\$ 1,750,000	\$ 437,500
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ -	\$ -	\$ 1,312,500	\$ 1,312,500	\$ 1,750,000	\$ 437,500
<b>SURPLUS / (DEFICIT)</b>	\$ -	\$ -		\$ 437,500		
<b>Period End Fund Balance</b>	\$ -	\$ -				
<b>Projected Year End Fund Balance</b>				\$ 437,500		
CAPITAL PROJECTS FUND	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
<b>Beginning Fund Balance</b>	\$ 2,209,287	\$ 11,793,837	\$ -	\$ 11,793,837	\$ 2,070,150	\$ 9,723,687
<b>REVENUES</b>						
Local Sources	\$ -	\$ 24	\$ 49,976	\$ 50,000	\$ 50,000	\$ -
Intermediate Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Sources	\$ -	\$ (237,552)	\$ 1,237,552	\$ 1,000,000	\$ -	\$ 1,000,000
Other Sources	\$ -	\$ -	\$ 268,850	\$ 268,850	\$ 15,388,850	\$ (15,120,000)
<b>TOTAL REVENUE</b>	\$ -	\$ (237,528)	\$ 1,556,378	\$ 1,318,850	\$ 15,438,850	\$ (14,120,000)
<b>EXPENDITURES</b>						
Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Services	\$ -	\$ -	\$ 270,833	\$ 270,833	\$ 650,000	\$ 379,167
Enterprise and Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Acquisition and Construction	\$ -	\$ 631,636	\$ 1,067,742	\$ 1,699,378	\$ 16,314,500	\$ 14,615,122
Other Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ 544,500	\$ 544,500
<b>TOTAL EXPENDITURES</b>	\$ -	\$ 631,636	\$ 1,338,575	\$ 1,970,211	\$ 17,509,000	\$ 15,538,789
<b>SURPLUS / (DEFICIT)</b>	\$ -	\$ (869,164)		\$ (651,361)		
<b>Period End Fund Balance</b>	\$ 2,209,287	\$ 10,924,673				
<b>Projected Year End Fund Balance</b>				\$ 11,142,476		

# NW REGIONAL ESD MONTHLY FINANCIAL REPORT

For the Period Ended January 31, 2023

ENTERPRISE FUND	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
<b>Beginning Fund Balance</b>	\$ 1,386,420	\$ 1,309,076	\$ -	\$ 1,309,076	\$ 1,704,094	\$ (395,018)
<b>REVENUES</b>						
Local Sources	\$ 4,137,220	\$ 3,793,426	\$ 2,149,423	\$ 5,942,849	\$ 5,394,222	\$ 548,627
Intermediate Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	\$ 32,745	\$ -	\$ 239,787	\$ 239,787	\$ 295,000	\$ (55,213)
Federal Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources	\$ 1,412,420	\$ 52,000	\$ 2,747,587	\$ 2,799,587	\$ 2,799,587	\$ -
<b>TOTAL REVENUE</b>	<b>\$ 5,582,386</b>	<b>\$ 3,845,426</b>	<b>\$ 5,136,797</b>	<b>\$ 8,982,223</b>	<b>\$ 8,488,809</b>	<b>\$ 493,414</b>
<b>EXPENDITURES</b>						
Instruction	\$ 84,836	\$ 163,113	\$ 193,719	\$ 356,832	\$ 328,503	\$ (28,329)
Support Services	\$ 5,870,951	\$ 6,239,973	\$ 3,273,733	\$ 9,513,706	\$ 9,864,400	\$ 350,694
Enterprise and Community Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ 5,955,787</b>	<b>\$ 6,403,086</b>	<b>\$ 3,467,452</b>	<b>\$ 9,870,538</b>	<b>\$ 10,192,903</b>	<b>\$ 322,365</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ (373,402)</b>	<b>\$ (2,557,660)</b>		<b>\$ (888,315)</b>		
<b>Period End Fund Balance</b>	<b>\$ 1,013,018</b>	<b>\$ (1,248,584)</b>				
<b>Projected Year End Fund Balance</b>				<b>\$ 420,761</b>		
<b>TRUST &amp; AGENCY FUND</b>						
<b>Beginning Fund Balance</b>	\$ 12,286,975	\$ 8,408,285	\$ -	\$ 8,408,285	\$ 9,007,234	\$ (598,949)
<b>REVENUES</b>						
Local Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Intermediate Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	\$ 500	\$ 500	\$ (500)	\$ -	\$ -	\$ -
Federal Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ -	\$ 44,546,941	\$ 44,546,941	\$ 44,546,941	\$ -
<b>TOTAL REVENUE</b>	<b>\$ 500</b>	<b>\$ 500</b>	<b>\$ 44,546,441</b>	<b>\$ 44,546,941</b>	<b>\$ 44,546,941</b>	<b>\$ -</b>
<b>EXPENDITURES</b>						
Instruction	\$ 5,120,423	\$ 5,549,008	\$ 9,130,599	\$ 14,679,607	\$ 16,290,493	\$ 1,610,886
Support Services	\$ 4,925,049	\$ 5,656,757	\$ 4,259,986	\$ 9,916,743	\$ 8,957,231	\$ (959,512)
Enterprise and Community Services	\$ 4,610	\$ -	\$ 51,939	\$ 51,939	\$ 124,653	\$ 72,714
Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	\$ 12,443,130	\$ 9,926,442	\$ 9,806,050	\$ 19,732,492	\$ 28,181,798	\$ 8,449,306
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ 22,493,213</b>	<b>\$ 21,132,207</b>	<b>\$ 23,248,574</b>	<b>\$ 44,380,781</b>	<b>\$ 53,554,175</b>	<b>\$ 9,173,394</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ (22,492,713)</b>	<b>\$ (21,131,707)</b>		<b>\$ 166,160</b>		
<b>Period End Fund Balance</b>	<b>\$ (10,205,738)</b>	<b>\$ (12,723,422)</b>				
<b>Projected Year End Fund Balance</b>				<b>\$ 8,574,445</b>		

# NW REGIONAL ESD MONTHLY FINANCIAL REPORT

For the Period Ended January 31, 2023

ALL FUNDS	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
<b>Beginning Fund Balance</b>	\$ 35,792,683	\$ 50,035,472	\$ -	\$ 50,035,472	\$ 29,017,509	\$ 21,017,963
<b>REVENUES</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local Sources	\$ 32,809,544	\$ 33,413,213	\$ 34,929,541	\$ 68,342,754	\$ 67,786,512	\$ 556,242
Intermediate Sources	\$ 4,429	\$ 4,062	\$ -	\$ 4,062	\$ -	\$ 4,062
State Sources	\$ 41,698,229	\$ 25,223,779	\$ 57,205,967	\$ 82,429,746	\$ 93,357,417	\$ (10,927,671)
Federal Sources	\$ 6,140,983	\$ 1,393,436	\$ 9,685,884	\$ 11,079,320	\$ 18,298,422	\$ (7,219,102)
Other Sources	\$ 4,970,939	\$ 1,820,088	\$ 51,313,914	\$ 53,134,002	\$ 68,254,002	\$ (15,120,000)
<b>TOTAL REVENUE</b>	<b>\$ 85,624,124</b>	<b>\$ 61,854,578</b>	<b>\$ 153,135,305</b>	<b>\$ 214,989,883</b>	<b>\$ 247,696,353</b>	<b>\$ (32,706,470)</b>
<b>EXPENDITURES</b>						
Instruction	\$ 32,457,344	\$ 34,394,761	\$ 44,990,952	\$ 79,385,713	\$ 87,426,390	\$ 8,040,677
Support Services	\$ 32,033,246	\$ 32,218,201	\$ 34,254,575	\$ 66,472,776	\$ 73,505,309	\$ 7,032,533
Enterprise and Community Services	\$ 1,072,345	\$ 1,134,824	\$ 1,393,605	\$ 2,528,429	\$ 2,856,706	\$ 328,277
Facilities Acquisition and Construction	\$ -	\$ 631,636	\$ 1,067,742	\$ 1,699,378	\$ 16,314,500	\$ 14,615,122
Other Uses	\$ 13,385,172	\$ 12,981,574	\$ 66,477,039	\$ 79,458,613	\$ 89,782,989	\$ 10,324,376
Contingencies	\$ -	\$ -	\$ -	\$ -	\$ 1,244,500	\$ 1,244,500
<b>TOTAL EXPENDITURES</b>	<b>\$ 78,948,107</b>	<b>\$ 81,360,996</b>	<b>\$ 148,183,913</b>	<b>\$ 229,544,909</b>	<b>\$ 271,130,394</b>	<b>\$ 41,585,485</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ 6,676,017</b>	<b>\$ (19,506,418)</b>		<b>\$ (14,555,026)</b>		
<b>Period End Fund Balance</b>	<b>\$ 42,468,700</b>	<b>\$ 30,529,054</b>				
<b>Projected Year End Fund Balance</b>				<b>\$ 35,480,446</b>		



# Northwest Regional Education Service District

February 13, 2024

TO: Board of Directors

FR: Sharif Liwaru, Director of Equity and Family Partnerships

RE: Resolution #24-002: Women's History Month

## EXPLANATION:

At this February meeting, in anticipation of Women's History Month of 2024, board members will have the opportunity to approve Resolution #24-002 and declare recognition of March 2024 as "Women's History Month" for Northwest Regional Education Service District.

PRESENTER(S):	Inger McDowell Hartye, Equity Specialist
SUPPLEMENTARY MATERIALS:	<a href="#">Resolution #24-002</a>
RECOMMENDATION:	To Approve Resolution #24-002: Women's History Month as presented.
PROPOSED MOTION:	"I move that the NWRESD approve Resolution #24-002 as presented."



# Northwest Regional Education Service District

## RESOLUTION NO. 24-002

**THIS RESOLUTION OF THE BOARD OF DIRECTORS OF THE NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT IN CLATSOP, COLUMBIA, TILLAMOOK, AND WASHINGTON COUNTIES, OREGON RECOGNIZES MARCH 1ST TO MARCH 31ST 2024 AS “WOMEN’S HISTORY MONTH” CELEBRATING THE CONTRIBUTIONS, ACHIEVEMENTS, AND HISTORY OF WOMEN.**

### **Honoring Women’s Contributions: National Women’s History Month**

In 1987, March was designated as National Women's History Month by Congress and is commemorated annually with a Presidential Proclamation. This recognizes the exceptional accomplishments of women in the United States. President Carter initially declared the week of March 8, 1980, National Women's History Week, but it has since evolved into a month-long celebration. Every year, we celebrate the remarkable contributions and influence of American women both locally and globally.

### **The Slow Yet Steady Progression of Women's Rights in the United States**

For centuries, significant forces have hindered women's progress in every aspect of life - from gender equity and pay to politics, legal affairs, and education. However, despite these obstacles, America can boast a rich history of courageous women and girls who defied the odds. They marched for justice, broke down countless barriers, and remained optimistic and brave in the face of adversity.

### **Women: The Guiding Light in Challenging Times**

Despite the difficulties we are currently facing, women across the country are shining examples in every field, from bravely serving in our military and first responder fields, educating young minds in K-12 districts, colleges, and universities, being heroes on the front lines of our healthcare system, and leading us in companies, community organizations, and elected roles. They work tirelessly to ensure that our communities continue to thrive. However, it is unfortunate that women, especially those of color, encounter increased barriers that threaten the safety and welfare of families, jeopardizing the country's economic advancement as a whole.

### **Honoring the Contributions of Women of Color and the Black Suffragists**

All too frequently, the stories of women's bravery, sacrifices, and contributions have been overlooked and undervalued. We must recognize the historical traumas and injustices that women of color have endured, particularly the Black suffragists whose advocacy has gone unrecognized for far too long. These remarkable women courageously fought against racism and discrimination, all while striving for equal access to the ballot box. Their efforts were instrumental in securing fundamental human and civil rights for all women, regardless of race, gender identity, or socioeconomic status.

At the Northwest Regional Education Service District board, we acknowledge the unrelenting determination, hard work, and perseverance that women of color, low-income women, and lesbian, bi-sexual, transgender, queer-identifying women and women with disabilities must demonstrate to be seen and heard. We know that these additional efforts stem from systemic and institutional injustices, and we are committed to working towards a more equitable future for all women in our country.

**Recognizing Women in Leadership Roles at Northwest Regional Education Service District**

Northwest Regional Education Service District boasts 608 women in educational and professional leadership roles (which is 81.9% of our total employee population), as well as five women on the current Board of Directors. As Women's History Month comes around, it's crucial to appreciate the achievements of these women and others who have helped steer our schools through crisis, the nation out of a pandemic, and whose contributions have too often been overlooked.

NOW, THEREFORE BE IT RESOLVED BY THE MEMBERS OF THE NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT BOARD OF DIRECTORS:

That the Northwest Regional Education Service District:

- (1) recognizes the month of March 2024 as “Women’s History Month”; and
- (2) calls upon us to actively observe this month with appropriate activities, programs, ceremonies, and action ; and
- 3) urges us to recognize and celebrate the diverse voices of women, as well as their valuable contributions to society. Additionally, we should support their cause to achieve the same basic human rights as men. This includes advocating for paid family leave, increasing access to child care, and ensuring pay equity and affordable healthcare.

This Resolution is effective immediately upon adoption this 13th day of February 2024  
NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT, CLATSOP, COLUMBIA,  
TILLAMOOK, AND WASHINGTON COUNTIES, OREGON

By: \_\_\_\_\_  
Chair

**ATTEST:**

By: \_\_\_\_\_  
Superintendent



## Resources

<https://womenshistorymonth.gov/exhibits-and-collections/>

<https://www.pay-equity.org/>

<https://www.womenshistory.org/social-studies-standards>

<https://www.aclu.org/issues/womens-rights>

<https://www.history.com/topics/holidays/womens-history-month#why-do-we-celebrate-women-s-history-month>

<https://nmwa.org/support/advocacy/get-facts/>

[https://www.hepg.org/her-home/issues/harvard-educational-review-volume-67-issue-4/article/the-history-of-women-in-education\\_202](https://www.hepg.org/her-home/issues/harvard-educational-review-volume-67-issue-4/article/the-history-of-women-in-education_202)

<https://nationalwomenshistoryalliance.org/womens-history-month/sample-proclamation/>

<https://sos.oregon.gov/archives/exhibits/suffrage/Pages/default.aspx>

<https://nationalwomenshistoryalliance.org/womens-history-month/womens-history-month-history/>

<https://nmaahc.si.edu/explore/stories/five-you-should-know-african-american-suffragists>

<https://www.history.com/news/black-suffragists-19th-amendment>

## Books

[She Persisted by Chelsea Clinton](#)

[I AM Malala](#)

[I Dissent Ruth Bader Ginsburg](#)

[Fearless Flights of Hazel Ying](#)



# Northwest Regional Education Service District

February 13, 2024

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: Declaration of Board Vacancy & Development of Appointment Procedures

## EXPLANATION:

NWRESD Board Member, Ross Tomlin, has announced their resignation from the HIGHER EDUCATION appointed position within the NWRESD Board of Directors as of February 12, 2024.

### As per board policy BBC:

*Board members can resign the office effective at a future date. If the resignation is effective at a future date, the resignation is binding unless withdrawn in writing by the end of the third business day after the resignation is made. The Board will announce the resignation and declare the vacancy at a Board meeting.*

### As per board policy BBE:

*Any vacancy on the Board of an appointed member from any position designated by letter shall be filled through appointment by the zoned Board members from among persons qualified for that position. **Appointment procedures will be developed by the NWRESD Board in an open meeting.** The term of office of the person appointed to fill a vacancy will be the time remaining in the vacated Board position.*

In this agenda item, the Board will have the opportunity to

- Declare a vacancy for the HIGHER EDUCATION appointed position from March 12, 2023 to June 30, 2025; and
- Approve the attached process and timeline, developed by administration, for filling the vacancy.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: [Resignation Letter](#)  
[Sample Application](#)  
[Appointed Position Vacancy Timeline](#)  
[Policy BBC: Board Member Resignation](#)  
[Policy BBE: Vacancies on the Board](#)

RECOMMENDATION: The administration recommends the board declare a vacancy and direct the administration to develop a process and timeline for filling the vacancy.

PROPOSED MOTION: "I move to accept Director Tomlin's resignation and declare a vacancy in the HIGHER EDUCATION Position as of DATE, 2024 and direct the administration to develop a process and timeline for filling the vacancy."



OFFICE OF THE PRESIDENT | ROSS TOMLIN, Ed.D.

February 5, 2024

Dan Goldman, Superintendent  
Northwest Regional ESD

Dear Dan,

I will be retiring from my position as President of Tillamook Bay Community College on Friday, February 9, 2024. I am aware that my NWRESB Board position is based on being employed in Higher Education within the NWRESB district. Therefore, I am resigning my board position effective February 9.

It has been a true pleasure and honor to serve on the NWRESB Board of Directors for the past seven years. I have learned so much about ESDs and how much they support school districts, along with the amazing services they provide to the schools and all of the students in their early childhood programs. You all do amazing work at the ESD and under your leadership, the NWRESB has thrived and grown.





I wish you all the best of luck moving forward and know that you can reach out to me anytime if there is ever anything I can do to help you or the ESD.

Sincerely,

A handwritten signature in black ink that reads "Ross Tomlin". The signature is fluid and cursive, with the first name "Ross" and last name "Tomlin" clearly distinguishable.

Ross Tomlin, Ed.D.  
President

# Board of Directors Application

Font Size:   [Share & Bookmark](#)  [Feedback](#)  [Print](#)

Northwest Regional Education Service District is seeking candidates to complete the current term of our higher education appointed position. The deadline to apply is Feb. 27, 2024, at 11:59 p.m.

The five elected members of the NWRESD board will interview candidates and vote to appoint the higher education position at the March 12 NWRESD board meeting. The newly elected board member will take office immediately upon appointment.

For additional information, please [reference board policy BBBA on board member qualifications](#).

Questions? Email Board Secretary Valerie White at [vwhite@nwresd.k12.or.us](mailto:vwhite@nwresd.k12.or.us).

**\* Full Name**

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<small>Title</small>	<small>First Name</small>	<small>M.I.</small>	<small>Last Name</small>	<small>Suffix</small>

**\* Phone**

<input type="text" value="( ) - -"/>	ext. <input type="text"/>
--------------------------------------	---------------------------

**\* Email**

**\* Which position are you applying for?**

**\* Which school district boundary area do you reside in?**

**\* I currently reside within the boundaries of NWRESD and have for one (1) full year prior to this application.**

- Yes
- No

**\* I am a registered voter within the boundaries of NWRESD.**

- Yes
- No

**\* I will support the Constitution and laws of the United States and of the State of Oregon.**

- Yes
- No

**\* Please check below to confirm you are not an employee of NWRESD.**

- I am not an employee of NWRESD

**\* Please tell us about any employment or volunteer information relevant to this position.**

1500 Character limit

1500 characters

**\* Please share your educational background.**

1000 Character limit

1000 characters

**\* Please share why you would like to be elected to the NWRESD Board of Directors.**

2000 Character limit

2000 characters

**Anything else you would like to add?**


1000 Character limit

1000 characters

---

To receive a copy of your submission, please fill out your email address below and submit.

**Email Address**

I'm not a robot   
reCAPTCHA  
Privacy - Terms

[Review](#)

## BOARD VACANCY TIMELINE

Appointed Position: Higher Ed

**JANUARY 9, 2024**

Director Tomlin announces resignation from NWRES D Board.

**FEBRUARY 13, 2024**

Vacancy declared at Board General Session. Board to determine procedures for filling vacancy.

**FEBRUARY 14, 2024**

Application materials posted online and submitted to papers of record.

**FEBRUARY 27, 2024**

Application closes at the end of the day.

**MARCH 7, 2024**

Application materials provided to the board for the Board Special Session.

**MARCH 12, 2024**

Board Special Session prior to Board General Session for interviews, deliberation and appointment.

# Northwest Regional Education Service District

Code: **BBC**  
Adopted: 5/17/07  
Revised/Readopted: 4/18/17  
Orig. Code(s): BBC

## Board Member Resignation

The Board believes that any citizen who files and seeks election or appointment to the Board should do so with full knowledge of and appreciation for the investment in time, effort and dedication expected of all Board members, and that the citizen's intent is to serve a full term of office.

When a member decides to terminate service, the Board requests earliest possible notification of intent to resign so the Board may plan for the continuity of Board business. Resignations must be made in writing. Board members can resign the office effective at a future date. If the resignation is effective at a future date, the resignation is binding unless withdrawn in writing by the end of the third business day after the resignation is made.

The Board will announce the resignation and declare the vacancy at a Board meeting.

The Board will determine the procedures to be used in filling the vacancy. The Board may begin a replacement process and select a successor prior to the effective date of resignation. However, the actual appointment shall not be made before the resignation date.

END OF POLICY

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### Legal Reference(s):

[ORS 236.320](#)

[ORS 236.325](#)

[ORS 334.095](#)

### Cross Reference(s):

BBE - Vacancies on the Board

# Northwest Regional Education Service District

Code: **BBE**  
Adopted: 5/17/07  
Revised/Readopted: 4/18/17;  
8/9/22  
Orig. Code(s): BBE

## Vacancies on the Board

Vacancies occurring in elected or appointed board positions will be filled either through Board appointment or through election by the boards of the component districts in the manner described below. The Board appointee must be a legally registered voter and a resident within the Northwest Regional Education Service District (NWRESD) for one year immediately preceding the election or appointment.

In the event of multiple vacancies, the position vacated first will be filled first.

Upon appointment or election the newly appointed or elected Board member(s) will take office at the next board meeting following the appointment.

If the offices of a majority of Board members are vacant at the same time, the State Board of Education shall appoint persons to fill the vacancies occurring in appointed board positions from among persons qualified for those positions, if any, or from among other persons who are qualified to serve. The State Board of Education shall oversee the election by component school district boards within the position zones in which the vacancy occurred to fill vacancies occurring in elected positions from among qualified individuals from within those zones.

### Numbered Zone Positions

Any vacancy on the Board of an elected member from any numbered zone position shall be filled through election by the component district boards from within that zone from among the qualified members in that numbered position's zone. Qualified and interested persons will be allowed to submit applications to a component board or the NWRESD Board. Each component district in the zone of vacancy shall have one vote. The term of office of the person elected to fill a vacancy will be the time remaining in the vacated Board position.

### Appointed Positions (Positions A, B, C and D)

Any vacancy on the Board of an appointed member from any position designated by letter shall be filled through appointment by the zoned Board members from among persons qualified for that position. Appointment procedures will be developed by the NWRESD Board in an open meeting. The term of office of the person appointed to fill a vacancy will be the time remaining in the vacated Board position.

### END OF POLICY

### Legal Reference(s):

- [ORS 249.865 - 249.877](#)
- [ORS 255.245](#)
- [ORS 255.335](#)
- [ORS 334.090](#)
- [ORS 334.095](#)

### Policy Cross Reference(s):

[BBBA - Board Member Qualifications](#)

[BBC - Board Member Resignation](#)

[BBD - Board Member Removal from Office](#)





# Northwest Regional Education Service District

February 13, 2024

TO: Board of Directors

FR: Valerie White, Board Secretary

RE: OAESD Officer Council Elections for 2023-24 Chair-Elect

## EXPLANATION:

**February** - Local Boards will cast their votes for Chair-Elect. Results will be turned in to the OAESD Executive Director no later than February 29, 2024 (extended from January 31, 2024).

**July** - New officers will begin in the role. They may shadow at Legislative Committee meetings and Officer Council meetings during the spring of 2024.

PRESENTER(S):

Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS:

[Chair-Elect Bios](#)

[OAESD Chair-Elect Ballot](#)

RECOMMENDATION:

N/A

PROPOSED MOTION:

"I move that the NWRESD Board of Directors nominates (nominee name) for the 2024 OAESD Officer Council Chair-Elect."

**Name:** (Qurat) Anna Ali

**Email:** anna.ali@wesd.org

**Board Roles:** I am currently serving as Chair in my 2<sup>nd</sup> term on the Willamette ESD Board of Directors for Zone 4 in the Salem-Keizer District (ending 6/30/27). I have previously served as Vice-Chair.

**OAESD Roles:** I serve as a representative on the OAESD Governance Council and as a member of the OAESD Legislative Committee. Additionally, I have served on the OAESD Equity and Racial Justice Steering Committee and was a member of the Task Force group.

**Current & Previous Occupation(s):**

- Executive Assistant, Information Technology, Oregon State Lottery – 2016-current
- Player Services Specialist, Player Services, Oregon State Lottery – 2015-2016
- Customer Service Representative, Hotline Call Center, Oregon State Lottery – 2014-2015
- Operations Supervisor / Multichannel Sales Supervisor, Best Buy – 2008-2014

**Educational Background:**

- Currently enrolled – Public Policy Undergraduate Major program, Oregon State University
- 2020 – Associate of Arts Transfer Degree, Chemeketa Community College

**Other Relevant Experience, Memberships, etc.:** ProSci Certified Change Management Practitioner; Corporate Social Responsibility – Sustainability Committee; Cloud Financial Management; Charitable Fund Drive Committee; Project Management Essentials Certified; IT Governance Training (ITIL 4 Foundation).

**About Me:** I have been serving on the board for over four years and have been a representative to OAESD for over three. In that time, I have learned so much about how ESDs operate, the vast and varied needs of students and families throughout Oregon, and the challenges and opportunities that we must meet in order to deliver the services our communities deserve. I have watched as OAESD has transformed and grown to match the unique conditions and obligations of its members, and I appreciate being involved in that work. I would be honored to serve as Chair-Elect to continue making a difference for our ESDs!

**Name:** David Dunsdon

**Email:** david.dunsdon@lblesd.k12.or.us

**Board Roles:** Director Dunsdon has served six terms on LBL's Board of Directors, three terms on Lincoln County School Board of Directors, and on numerous state, regional, and local organizations, boards and commissions.

**Educational Background:** Mr. Dunsdon has a Bachelor of Arts degree in Psychology from University of the Pacific; A Master's in Business Administration in Accounting from Central Michigan University; and has completed post graduate work in education at Oregon State University.

**About Me:** Director Dunsdon is an experienced advocate of education at all levels.....early learning, K-12, and higher education. Mr. Dunsdon brings to LBL skills in school finance, accounting, governance, law, policy and long range planning. An Oregonian born in Corvallis, Mr. Dunsdon is a retired university instructor, now enjoying life on the Oregon Coast in Newport

# Ballot for Election of OAESD Chair-Elect

**Due February 29, 2024**

**Information:** Anna Ali and David Dunsdon have been officially nominated for the OAESD Chair-Elect position. Please see their bios below for more information:

**Name:** (Qurat) Anna Ali

**Email:** anna.ali@wesd.org

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An Oregonian born in Corvallis, Mr. Dunsdon is a retired university instructor, now enjoying life on the Oregon Coast in Newport

vwhite@nwresd.k12.or.us [Switch account](#)



Not shared

\* Indicates required question



ESD Name \*

Your answer

Please cast your Board's vote for Chair-Elect of the Officer Council below. \*

Anna Ali

David Dunsdon

Other (Write-In)

Your answer

Typed Signature of Board Secretary OR Board Chair \*

Your answer

Submit

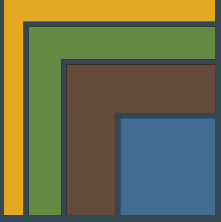
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# **BOARD COMMENTS**



Northwest Regional  
Education Service District

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

General Session - Sesion general

February 13, 2024 - 13 de febrero de 2024

5:30 pm

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