



Northwest Regional  
Education Service District

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

Work Session - Sesion de trabajo  
July 31, 2024 - 31 de julio de 2024  
10:00 am

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

# Welcome to this Meeting of the NWRESD Board of Directors

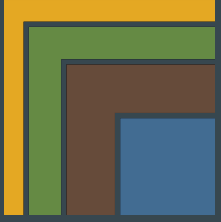
July 31, 2024 | 10 am | Headlands Coastal Lodge, Pacific City



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10:00 AM	1.	<b><u>WORK SESSION</u></b> CALL TO ORDER	Chair Dougherty
10:02 AM	2.	WELCOME   CONNECTING	Dan Goldman
10:40 AM	3.	<a href="#">BOARD WORKING AGREEMENTS</a>	Dan Goldman & Jordan Ely
11:10 AM	4.	<a href="#">ESD 101</a> : HISTORY, MISSION, FUNDING, ORGANIZATION	Dan Goldman, Jordan Ely & Debbie Simons
12:15 PM	5.	-LUNCH-	
12:45 PM	6.	<a href="#">TAKING STOCK</a> : STRATEGIC PLAN PROGRESS	Dan Goldman & Brian Bain
1:15 PM	7.	<a href="#">ANNUAL BOARD GOALS</a>	Dan Goldman
1:25 PM	8.	<a href="#">BOARD COMMITTEES</a>	Dan Goldman
1:30 PM	9.	<a href="#">ANNUAL SUPERINTENDENT GOALS</a>	Dan Goldman
1:50 PM	10.	<a href="#">BOARD PRESENTATION SCHEDULE</a>	Dan Goldman
2:00 PM	11.	ADJOURN	Chair Dougherty

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**CONNECTING**



# Northwest Regional Education Service District

July 31, 2024

TO: Board of Directors  
FR: Dan Goldman  
RE: Connecting: Core Values

## EXPLANATION:

Knowing and acting on core values is essential to being a resilient educator and leader – and resilience is key to managing the continuous challenges that any educational leader faces.

Board members will engage in clarifying their own core values, understanding the core values of other board members and discuss how to strengthen the board's collective efforts to lead in an educational institution.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: [How Core Values Foster Resilience in Educators](#)  
[List of Possible Core Values](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



# Connecting: Core Values

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# Exploring Our Core Values

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Knowing and acting on core values is essential to being a resilient educator and leader — and resilience is key to managing the continuous challenges that any educational leader faces.

# WHY ARE CORE VALUES IMPORTANT

Take 5 minutes to read Elena Aguilar's article [\*How Core Values Foster Resilience in Educators.\*](#)

Discuss the following questions with your elbow partner (3 minutes):

- Why is it important as a leader to know YOUR own core values?
- Why will it help strengthen us as a team to know each other's Core Values?

# Example Core Values





# Who I am as a LEADER: Dan Goldman

## Tenacity

Never give up on people

Improving complex systems is a marathon, not a sprint

Work Hard - Play Hard

## Growth Mindset

Everyone can learn & grow

Kids (and adults) will rise to our expectations

When we say we can, we often do; when we say we can't, we often won't

## Equity

Every child gets what they need to succeed

Those farthest from opportunity deserve access to engaging, rigorous and relevant educational experiences

## Relational

Embrace interconnectedness

Seek connection

Make meaning with - not for - others

## Integrity

Following through

Commitment to honesty

Being direct and kind

# CREATION OF YOUR OWN CORE VALUES

## Identifying Your Core Values

1. Read through list of possible Core Values and circle about 10 which you feel are most salient for you
2. Now cross off five of those, leaving you with the 5 that are most important to you
3. Widdle further if it helps you get even more clear (to a minimum of 3)... these are most likely your Core Values

**Remember you can also make your own core values not on the list. FINALIZE with 3-5 CVs.**



# Our Team's Core Values

What do we value as leaders?

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Add your leadership core values here

## Debrief: Leadership Core Values

1. Notice the feelings that come up when you read your short list. How does your energy shift?
2. How might seeing/understanding other board member's Core Values help you think about being an effective member of the team?
3. How might understanding one's core values translate into effective board governance, behavior and relationships?

# How Core Values Foster Resilience in Educators

By Elena Aguilar

Knowing and acting on core values is essential to being a resilient educator—and resilience is key to managing the continuous challenges that any educator faces. Before I introduce an activity to help you identify your values, let's define core values and their value.

## What Are Core Values?

Our *core values* are deeply held personal codes that reflect our ethics. They are often enduring beliefs that can be traced back to our families of origin or religious traditions. Examples of values include compassion, responsibility, hard work, justice, and community. Sometimes we use the terms *values* and *beliefs* interchangeably; they are aspects of the same idea.

Core values can change over time. You may have had different values as a young adult. Values are essentially beliefs, and beliefs are strongly held opinions. It's useful to remember that beliefs can change—our own beliefs, as well as those of others. For some, values may remain the same for many years, and that's okay too.

## What Role Do Core Values Play?

Our values orient, drive, and anchor us. We experience *integrity* when we act in alignment with them. When our actions are not aligned with our values, it doesn't feel good. We might say to ourselves, *This behavior isn't me*, which can indicate that our actions don't reflect a core value. When an inner voice says something like that, listen closely. Interestingly, psycho-neuroimmunologists find that our immune systems are strengthened or depleted by the degree of integrity with which we live our lives. When we act in ways that are out of alignment with our values, we physically don't feel good. This is why, when you are asked to do something you don't believe in, you might say, "It makes me feel sick to my stomach to have to do this," because your body literally feels unwell.

Research has found that core values play a key role in how educators build personal resilience. Resilient school leaders say that the process of "privately clarifying, publicly articulating, and consciously acting on" core values is a great source of strength in helping them face adversity and emerge stronger than before (Patterson and Kelleher, *Resilient School Leaders*. 2005, p. 51). Your values can be a source of strength when you're aware of them. I know you have them, even if you're not crystal clear right now on what they are. We can also forget what our values are and find ourselves operating on autopilot, sometimes not in alignment with our values. This is why we need time to reflect on who we are and what we value, and also to talk with others about our values.

## How Do I Know What My Core Values Are?

Here's a process to identify your core values:

1. Download **Core Values.pdf** and read through them.
2. Circle the ten values that are most important to you.
3. Narrow that list of 10 down to five—the five that are most important to you.
4. Then narrow that down to three. These are your top three core values.

Do this annually to see if there's a change in your core values. Some people's values change over time—sometimes in response to the context they're in or life events.

Another way to recognize your core values is to notice when you feel especially triggered by someone else's behavior or something that happens. For example, if you highly value responsibility, then you might feel especially upset if someone doesn't take responsibility for their actions. We can also get clarity on our values when they are tested. If you highly value joy, then working in a school where there's a lot of negativity can make you more aware of your value. If someone violates one of your core values, sometimes you can recognize your value even more clearly.

## Reflecting on Core Values

Here are some prompts to help you reflect on your core values:

- Which of your core values feels easiest to uphold? Which feels hardest?
- If you had only one top value, which would that be? Why? How are your other values related to this top core value?
- Recall a time when you embodied or acted on a core value. You may have made a decision based on a core value. What happened? What made it possible, or even easy, for you to act on that value?
- Recall a time when your own actions violated one of your core values—when you didn't uphold a core value or made a decision that conflicted with a core value. What happened? When did you realize you were acting in opposition to a core value?
- Can you identify a time when your core values felt like they conflicted with each other? Perhaps you had to make a decision, but felt pulled between two options because of your core values. What happened?
- Recall a time when one of your core values was tested by other people at work. What happened? How did that experience help you understand your values better?

## Using Core Values for Personal and Community Development

Post your values where you can see them. In the morning, set an intention to act on a specific core value. Think about what it would look like for you to act in alignment with that value.

Where might there be opportunities during the day to do so? At the end of the day, reflect on how you upheld your value. When did it feel easy to do so? When were you challenged? In the moments when you were challenged, was there another core value that you might have been unconsciously trying to uphold?

When you don't feel good about something that happened—someone says or does something that upsets you—see if there might be a connection with a core value. Perhaps one of these felt unappreciated or violated. Perhaps you violated your own core value.

Identifying and reflecting on your core values is an invaluable way to cultivate your resilience, and feel more effective and joyful in your work. Our core values help us remember who we are in the midst of so much busyness and so many decisions to make. Our core values can feel like an anchor or moral compass; we can feel grounded and affirmed by connecting with them.

The process of identifying core values and reflecting on them is useful to do with others. It's always the first activity I do when I'm coaching a new person—it helps me quickly understand who they want to be in the world. It's also powerful for groups to do together—for a team or a staff or any group that's convening and wants a meaningful way to connect to each other. If you're facilitating this activity with a group, make sure people have a chance to share the stories behind their values. We need to be cautious about assuming that others hold the same meaning for a value. For example, I've heard very different explanations around what the values "Family" and "Faith" mean to people. By providing time to share stories about values, people build understanding and empathy for each other.

Of the thousands of activities I have facilitated with educators, exploring core values is just about always the most appreciated of all. Conversations are rich and meaningful. The room buzzes with engagement and connection. And I always walk away with a deeper understanding of what it means to be human, to be an educator, and to be in community with others.

**I'd love to hear your experiences** using this activity and the impact it's had on you—whether you've done this individually or with a group. Please comment below or send me an email ([elena@brightmorningteam.com](mailto:elena@brightmorningteam.com)) with your story!

**Values** *The following list of values applies to work and personal life. This is not an exhaustive list—you're welcome to add your own*

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Acceptance	Effectiveness	Imagination	Recognition
Achievement	Efficiency	Independence	Reflection
Adventure	Equality	Influence	Religion
Affection	Equity	Initiative	Respect
Altruism	Excellence	Integrity	Responsibility
Ambition	Excitement	Intuition	Results
Appreciation	Expertise	Interdependence	Reputation
Arts	Fame	Joy	Risk Taking
Authenticity	Fairness	Justice	Romance
Authority	Faith	Kindness	Self Expression
Autonomy	Family	Knowledge	Self-Respect
Balance	Flexibility	Leadership	Service
Beauty	Focus	Loyalty	Sharing
Belonging	Forgiveness	Making a Difference	Solitude
Caring	Freedom	Meaningful Work	Spirituality
Celebration	Friendship	Mindfulness	Success
Challenge	Fun	Nature	Support
Choice	Goals	Nurturing	Team Work
Collaboration	Gratitude	Order	Time
Commitment	Growth	Passion	Tolerance
Community	Happiness	Peace	Togetherness
Communication	Health	Personal Growth	Tradition
Compassion	Helping Others	Perseverance	Travel
Connection	High Expectations	Personal Development	Trust
Contribution	Honesty	Pleasure	Truth
Cooperation	Hope	Positive Attitude	Unity
Creativity	Humility	Pride	Variety
Democracy	Humor	Productivity	Zest

**Elena Aguilar**

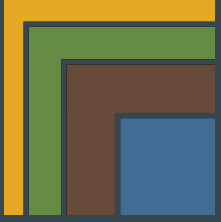


*every conversation counts*

[www.elenaaguilar.com](http://www.elenaaguilar.com)

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# **BOARD WORKING AGREEMENTS**



# Northwest Regional Education Service District

July 31, 2024

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

## EXPLANATION:

Each year, the Board reviews its working agreements in an effort to continuously improve. In this session, the Board will review, discuss and revise the following documents that will guide its governance work for the 2024-25 school year:

- School Board/Superintendent Roles and Responsibilities
- Board-Superintendent Operating Agreements
- Agreements for Board Meetings, Work Sessions, and Executive Sessions
- Interim Board Letter & Governing Body Questionnaire

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: [Board Roles and Responsibilities](#)  
[Board-Superintendent Operating Agreements](#)  
[Agreements for Board Meetings, Work Sessions, and Executive Sessions](#)  
[Interim Board Letter 2024 & Governing Body Questionnaire](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



# BOARD WORKING AGREEMENTS



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

### General Board Meeting & Work Session Agendas

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

### Before Meetings

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

### Norms for Public Meetings

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



## NWRESD Board-Superintendent Roles & Responsibilities

### 1. Board Roles & Responsibilities

- ESD Board Defined
  - ESD board members, although locally elected and appointed, are really state officials, co-equal with the legislature. They are designated by school law to administer the school system in their district.
  - Effective boards concentrate their time and energy on determining what the service district should accomplish, as well as enacting/revising policies to carry out these goals.
- Primary Responsibilities
  - **Planning** – The Board of Directors will engage in strategic planning. This is a basic responsibility to the public electorate.
  - **Setting Policy** – The central responsibility of a board, both in theory and in law, is to be the policy-forming body. Policy means actions of the Board that set written goals and objectives for the ESD and parameters for actions.
  - **Evaluating Results** – The Board will evaluate the results of planning. Evaluation "completes the loop" and, in fact, inevitably leads to more planning. Evaluation occurs all the time, both formally and informally. As a group, the Board is not an administrative body; neither should it be a stamp for professional educators.
  - **Hire/Evaluate the Superintendent** – The selection, review and retention of a competent executive is one of the Board's most important functions.
  - **Listen to and Represent the community** in its entirety.
- Additional Duties
  - Enact rules and regulations governing the operation of the ESD
  - Enact rules and regulations governing student and employee behavior
  - Adopt the budget and levy taxes
  - Confirm ESD compliance with state and federal regulations
  - Confirm the construction, equipping, furnishing and maintenance of ESD facilities and other capital resources
  - Determine the compensation of employees
  - Confirm operable student transportation systems as needed



## Board-Superintendent Operating Agreements

### Purpose

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

### Information Requests

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

### Personnel Issues

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

### Communication With Staff/Community

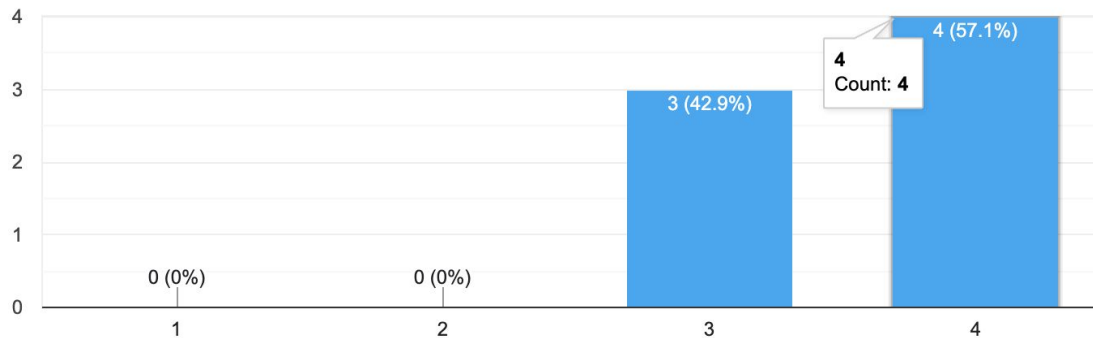
- Board members are encouraged to visit programs and school sites. Such visits should be planned in advance with the Superintendent. When board members visit schools as a parent or volunteer, they will sign in at the office and ask for a visitor badge.
- Board members shall not direct staff members' work. All requests for staff work will go through the Superintendent.
- In talking with staff, board members will be sensitive to any open-ended, informal questions that may be viewed as "fishing expeditions."

# Survey Results

GOAL 4 - Please rate the Board's collective progress towards this goal: [Ensure board/superintendent working agreements are known, practiced and monitored.](#)

 Copy

7 responses



Please review our [board agreements](#). Do you have any suggestions or areas of focus for discussion for July 31?

4 responses

I believe the agreements are good.

Not at this time

Attendance of in-person board meeting

Board agreements continue to be clear.

# Governing Body Audit Questionnaire

- Intended to give governing body and opportunity to express concerns and/or demonstrate knowledge
- Cannot be prepared by staff
- Staff cannot see responses
- Okay to write “no comments”
- Not required to submit

# Governing Body Audit Questionnaire

- Do you know of or suspect any fraud in your organization? If so, please describe your knowledge and concerns.
- Have you received any communications from employees, former employees, volunteers, grantors, contributors, regulators, or others alleging fraud or misconduct?
- How do you communicate to the staff that fraudulent and unethical behavior will not be tolerated?
- Are you aware of any pending or threatened litigation?

# Governing Body Audit Questionnaire

- Do you regularly receive financial/operating reports from staff?
  - a. How often?
  - b. Do you review these reports?
  - c. What information do you find most useful in these reports?
  - d. What monitoring do you do to assure yourself that information given to you by your staff does not make things look better or worse than they really are?
- Is there anything else we need to know to properly plan this audit? Is there any area you are concerned about where you would like us to focus?

# Governing Body Audit Questionnaire

## RELATED PARTY TRANSACTIONS

- Have you or any related party of yours had any material interest, direct or indirect, in any of the following transactions or pending transactions since beginning of the year under audit to which the entity was, or is to be, a party?
- Have you or any related party of yours been indebted to or had a receivable from the entity at any time since the beginning of the year under audit? Please exclude amounts due for ordinary travel and expense advances.





# Human Resources: Administrator Comp

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## NWRESD Board-Superintendent Roles & Responsibilities

### 1. Board Roles & Responsibilities

#### a. ESD Board Defined

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

#### b. Primary Responsibilities

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

#### c. Additional Duties

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

## **2. Collective Authority of the Board**

- The Board's authority comes from the power of the majority
- A single board member has no authority to make decisions or take any actions
- The majority of the board can take action on any agenda item (properly identified as an "action item" prior to taking action)
- The Board, by majority vote, hires the Superintendent; the other licensed staff members (including administrators) are recommended to the school board by the Superintendent and must be approved or denied through formal Board action
- Any licensed staff, other than the Superintendent, comes to the board for dismissal as a recommendation from the Superintendent. The Board takes action and then the collective bargaining agreement and state laws are followed regarding appeals, etc.
- Discipline of any employee, including appeals (other than that of the Superintendent), will be handled by the Superintendent according to state law, district policy and the collective bargaining agreement
- The Board handles complaints concerning the Superintendent in accordance with ESD policy (BBF, KL, and/or GBM) and contract agreements with relevant employee groups
- The Board handles appeals about administrative action regarding student disciplinary issues

## **3. Individual Board Members**

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

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

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

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

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



## **Board-Superintendent Operating Agreements**

### **Purpose**

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

### **Information Requests**

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

### **Personnel Issues**

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

### **Communication With Staff/Community**

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

### **Speaking with One Voice**

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

### **Superintendent/Board Relations**

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

### **Accountability**

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

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

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

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### **Before Meetings**

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  - If requested, a printed copy shall be made available.
- Board members will contact the Superintendent prior to meetings with any questions on agenda items.
  - When an individual board member asks the Superintendent substantive questions about an agenda item, the response will be shared with all board members.

### **Norms for Public Meetings**

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

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

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

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

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

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

Uphold the confidentiality requirement of Board Meeting Executive Sessions.

### **Public Comment**

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

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

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

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

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

### **EXECUTIVE SESSIONS**

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

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

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

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

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

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

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

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





**PAULY, ROGERS, AND Co., P.C.**  
12700 SW 72<sup>nd</sup> Ave. ♦ Tigard, OR 97223  
(503) 620-2632 ♦ (503) 684-7523 FAX  
[www.paulyrogersandcocpas.com](http://www.paulyrogersandcocpas.com)

July 2, 2024

To the Board of Directors,  
Northwest Regional Education Service District  
Washington County, Oregon

We are engaged to audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Northwest Regional Education Service District for the year ended June 30, 2024. Professional standards require that we provide you with the following information related to our audit.

Since a two-way dialogue can provide valuable information for the audit process, we have included with this letter a questionnaire for you to complete. We also encourage you to contact us with any questions you may have about the audit process, anything in this letter, or other areas of concern.

Our Responsibility under U.S. Generally Accepted Auditing Standards

As stated in our engagement letter, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

We have been engaged to report on the supplementary information, which accompanies the financial statements but is not RSI. Our responsibility for this supplementary information, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement. As part of our audit we will consider the system of internal control of the entity. Such considerations will be solely for the purpose of determining our audit procedures and not to provide any assurance concerning such system of internal control. We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Planned Scope, Timing of the Audit, Significant Risks and Other

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit will include obtaining an understanding of the entity and its environment, including system of internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit. However, some matters could be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any system of internal control related matters that are required to be communicated under professional standards.

Group audit information, if applicable.....

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Risk of management override of controls – during the audit, we review for any signs of management override of controls in all of our testing. There are specific tests in the general audit programs that address the risk of management override of controls.
- Segregation of duties – we noted lack of segregation of duties in some areas of the finance office. Management is responsible for the design and implementation of internal compensating controls to address the risk of lack of segregation of duties.

Roy Rogers is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

Management Representations

Professional standards require that we obtain certain representations from management before we issue our audit report. We will provide you with a copy of the signed management representation letter near the end of the audit process, if you request them.

Additional Requirements

The standards require that the auditors document the adequacy of two-way communication with the governing body. In the wake of well-publicized audit failures and emerging best practices in corporate governance, expectations have increased for auditors to communicate openly and candidly with those charged with governance regarding significant findings and issues related to the audit. We will communicate significant findings from the audit in writing when we believe that oral communication would not be adequate. Additional communications will come from us after we have issued our audit reports.

Request for information from Governing Body

In connection with an audit of your financial statements, please furnish answers to the questions on the enclosed “Governing Body Questionnaire” form, and return the questionnaire directly us, Pauly Rogers and Co., P.C., 12700 S.W. 72nd Avenue, Tigard, Oregon, 97223, or send the completed questionnaire to the email address below. The questionnaire is designed to obtain information in conjunction with the audit of Northwest Regional Education Service District for the year ended June 30, 2024 in accordance with Professional Standards. **If we do not receive a response from you, we will assume that you have no issues to report to us. Also, if you submitted a questionnaire to us and other items come to your attention please feel free to send us another questionnaire back before we finish our audit.**

Thank you for your involvement and for completing the questionnaire. We believe audit standards will continue to expand and create additional requirements in years to come.

This information is intended solely for the use of the governing body and management and is not intended to be, and should not be, used by anyone other than these specified parties.

Brian Thompson  
Pauly, Rogers and Co., P.C.  
12700 SW 72<sup>nd</sup> Ave.  
Tigard, Oregon 97223  
BrianT@rascpas.com



6. Is there anything else we need to know to properly plan this audit? Is there any area you are concerned about where you would like us to focus?

The following questions relate to Related Parties. *If the answer to any question below is "yes," please explain in the space provided.*

Related parties include members of the governing body, administrative officials; immediate families of administrative officials, and members of the governing body; and affiliated governmental units not included in the financial statements, such as a metropolitan water and sewer system.

7. Have you or any related party of yours had any material interest, direct or indirect, in any of the following or pending transactions since you began operations to which the entity was, or is to be, a party?

Yes                      No

Sale, purchase, exchange, or leasing of property?

Receiving or furnishings of goods, services, or facilities?

Transfer of receipt of income or assets?

Maintenance of bank balances as compensating balances for the benefit of another?

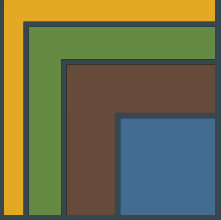
Other transactions?

8. Have you or any related party of yours been indebted to or had a receivable from the entity at any time since you began operations? Please exclude amounts due for ordinary travel and expense advances.

Yes                      No

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date



# ESD 101



# Northwest Regional Education Service District

July 31, 2024

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: ESD 101 Mission, Vision, Values, Funding and Organization

## EXPLANATION:

In this session, the Board will work through a number of core documents with the goal of better understand how 1) ESDs fit into the fabric of Oregon K12 Education; 2) how the NWRESD arranges it's available resources to address component school district and other partner needs; and, 3) how administrators are organized to lead teams towards implementing the 2020-26 Strategic Plan.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: See Slide Deck

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



# ESD 101

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# What's an ESD?

- ORS 334.005: 2001:
  - *“The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level”*

# What's an ESD?

- “Education Service Agencies” - ESA
- 45 States (all except Delaware, Nevada, Oklahoma, Tennessee and Maine)

# Education Service Agencies - ESA

- ESD – Education Service District (Oregon\*, Washington)
- ESA - Education Service Agency (Arizona)
- County Unit (California)
- BOCES – Board of Cooperative Educ. Services (New York)
- CESA – Cooperative Education Service Agency (Wisconsin)
- ESU - Education Service Unit (Nebraska)
- IU - Intermediate Unit (Pennsylvania)

# Education Service Agencies – ESA

## State Funded

State Funding is uncommon. State's with a significant amount of state funding:

- Iowa
- Michigan
- Indiana
- Ohio
- Oregon

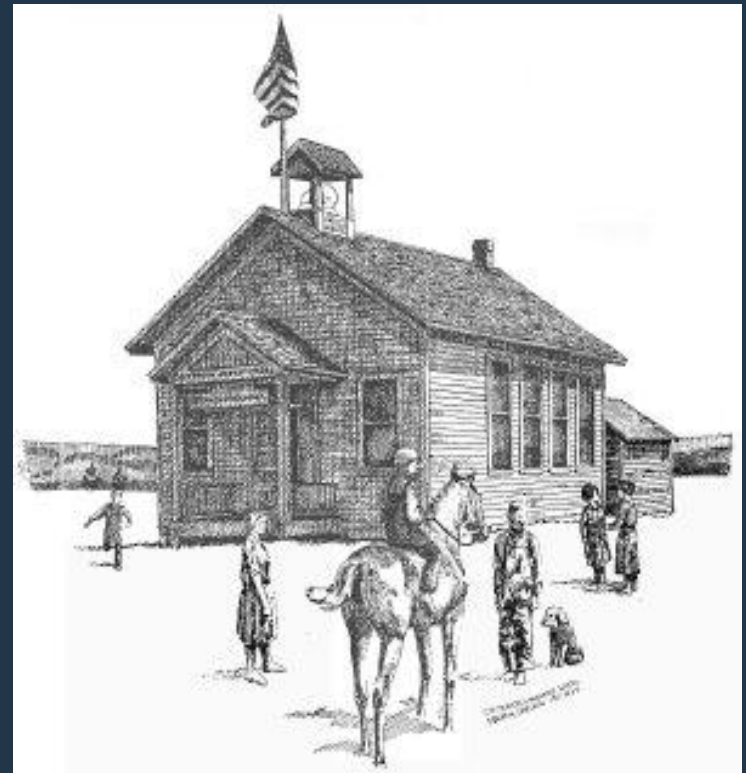
# Oregon Constitution - Nov. 9, 1857

System of common schools. The Legislative Assembly shall provide by law for the establishment of a uniform, and general system of Common schools.

# History of Regional Services in Oregon

1862-1957

Elected County School Superintendent: In charge of local district boundaries, curriculum, textbooks, facilities, teachers and distribution of funds.



# County History in Northwestern Oregon

- 1843 – Washington County established from Twality District
- 1844 – Clatsop County established from Twality District
- 1853 – Tillamook County established from Yamhill and Clatsop
- 1854 – Columbia County established from Washington

# 1957 – Oregon School Reorganization Act (HB 163)

- Expanded the authority to levy a school district tax in order to equalize local school district operating costs across the county to include all districts in the county
- County School Superintendent appointed instead of elected



# 1963 – Senate Bill 409

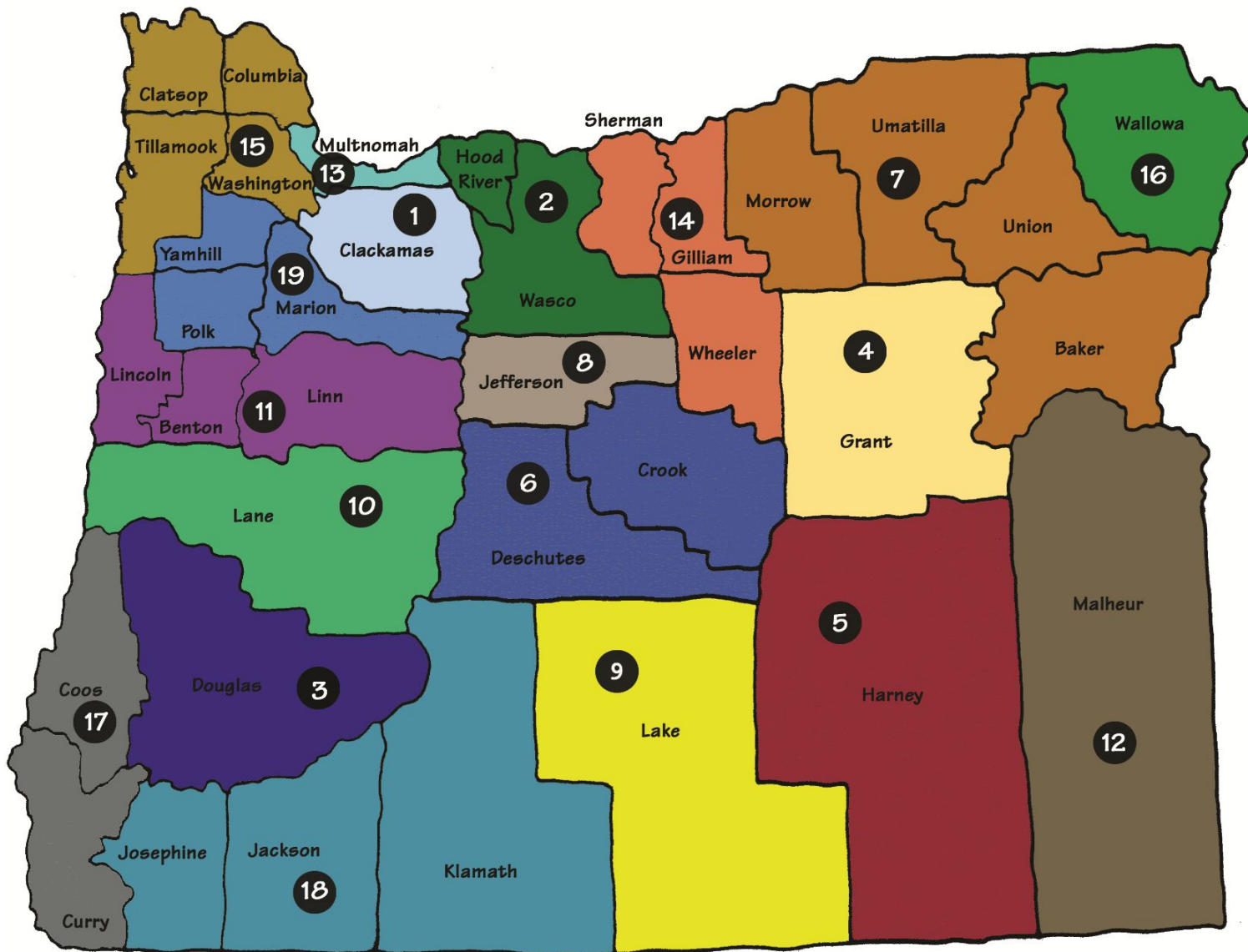
- Replaced Office of County School Superintendent with Intermediate Education Districts.
- 30 Intermediate Education Districts and 6 County Units
- ...”to provide maximum excellence in education and as nearly equal educational opportunities for all the children of this state as is feasible under local control.”
  - Central purchasing, Library, Curriculum materials, Special teachers and services.

# 1977

- Name changed to “education service districts” (ESDs)

# 1993 – ESD Reorganization Act (SB262)

- Consolidation of ESDs from 29 (and 6 remaining County Units) into 21 ESDs
  - Now 19
- Northwest Regional ESD established July 1, 1995



# 2024-25 ESD Estimated Weighted Enrollment (ADMw)

1. Northwest Regional: 115,316
2. Multnomah: 104,142
3. Willamette: 98,211
4. Clackamas: 66,172
5. Southern Oregon: 58,855
6. Lane: 51,495
7. Linn-Benton-Lincoln: 42,014
8. High Desert: 32,920

## ESD Boards of Directors\*

- 7 or 9 members
- Elected from Zones
- Zones “nearly equal” in census population
- Zones along school district lines
- Each county shall have a member
- 1 or 2 may be “at-large”

\*Except Pilot Governance

# 2005 – Pilot Governance

*High Desert, NW Regional and Willamette ESDs*

- 5 board members selected by component districts
- 4 appointed: at-large; post-secondary; social services; business

# Oregon ESD Funding

- *2001 - 5% of State School Fund (SSF)*
- *2005 - 4.75% of SSF*
- *2011 - 4.5% of SSF*



# ESD Funding - SSF

- Equalized across the state – approximately \$496 per student (2022)
- 90% of total local and SSF revenue must be spent on district services or sent to districts in lieu of services

# 2005 – Local Service Plans (HB 3184)

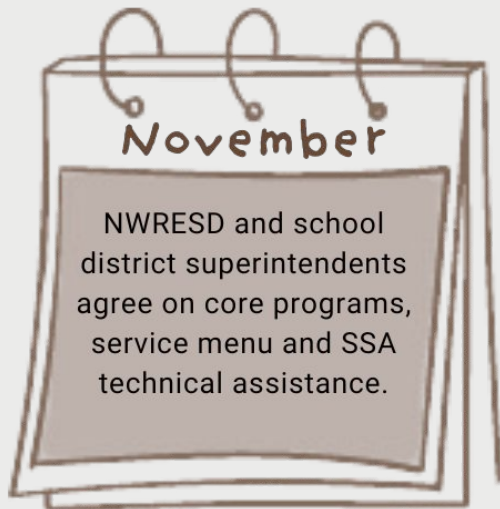
- An ESD shall provide regionalized core services to component school districts.
- The goals of these services are to:
  - a. Assist component school districts in meeting the requirements of state and federal law;
  - b. Improve student learning;
  - c. Enhance the quality of instruction provided to students;
  - d. Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
  - e. Maximize operational and fiscal efficiencies for component school districts.

# Local Service Plans must include

1. Programs for children with special needs;
2. Technology support for component school districts and the individual technology plans of those districts;
3. School improvement services for component school districts;
4. Administrative and support services for component school districts; and,
5. Registration of children being taught by private teachers, parents, or legal guardians (home-schooled students).

# Local Service Plans

- Developed collaboratively with local districts
- Adopted by ESD Board
- Be approved by resolution of two-thirds of the local district school boards having at least a majority of students within the ESD



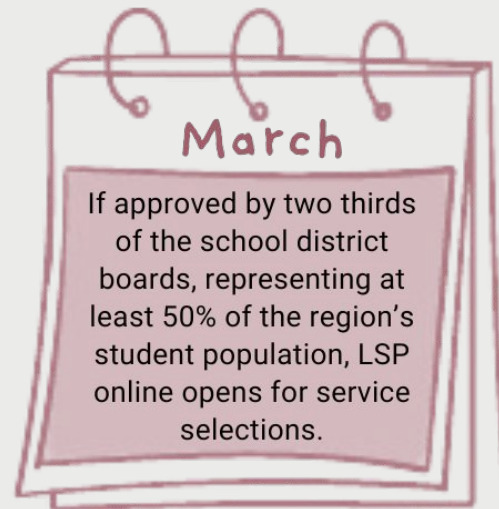
**November**

NWRESD and school district superintendents agree on core programs, service menu and SSA technical assistance.



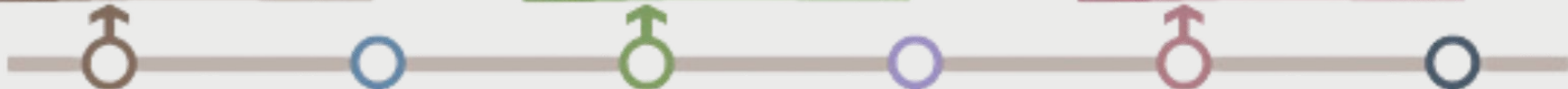
**January**

NWRESD distributes local service plan and resolution to component districts for their boards to approve.



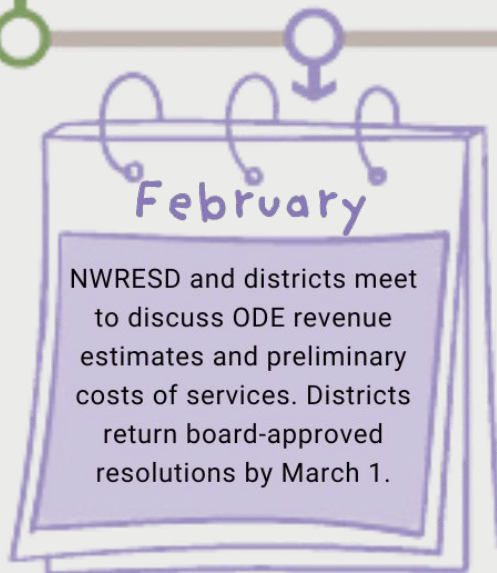
**March**

If approved by two thirds of the school district boards, representing at least 50% of the region's student population, LSP online opens for service selections.



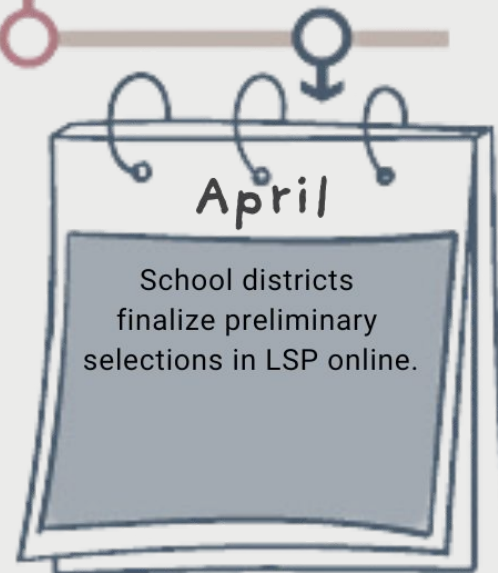
**December**

NWRESD board adopts local service plan services for 2023-24.



**February**

NWRESD and districts meet to discuss ODE revenue estimates and preliminary costs of services. Districts return board-approved resolutions by March 1.



**April**

School districts finalize preliminary selections in LSP online.

90% of the SSF formula for education service districts is allocated to school districts

10% of SSF formula for ESDs funds operations

75% of school district allocations go to individual school district accounts

25% of school district allocations are spent on core services, i.e. share services





Recent graduate Hannah Preauf is unequivocal about the positive impact Pacific Academy has had on her life. "This school was really a turning point for me," she says. Hannah volunteered to participate in the Care and Connection event held on Aug. 28. She met with students and answered their questions ahead of the first day of school. Photo by Tracey Goldner.

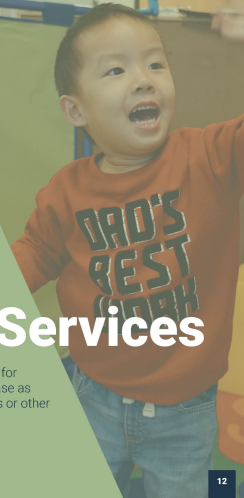


## Core Services

Core services are first approved by component school district superintendents and then by component school district boards. These services are available to all school districts and represent 25% of the local service plan allocations for school districts.



A preschooler participates in circle time during a Friends and Me Playgroup hosted by NWRES's Beaverton Early Childhood Center. The playgroups give students who are neurodivergent – meaning they have autism, attention hyperactivity disorder or other related conditions – the opportunity to participate in a school-like environment. Photo by Tracey Goldner.



## Menu Services

Menu services are available for individual districts to purchase as needed using service credits or other funding sources.



From left: Lori Cohen, an instructional coaching expert, and Samiya Matsuik, NWRESO instructional coach, present about the importance of celebrating successes even when things seem hard at the year-end Instructional Coaching Network event. More than 70 instructional coaches gathered at NWRESO's Washington Service Center for a day of training and collaboration. Photo by Tracey Goldner.



## Student Success Act/Integrated Guidance Technical Assistance Plan

The Student Success Act plan, as required by HB 3427 Section 25, defines our role to support districts make progress toward the goals of the Student Success Act.

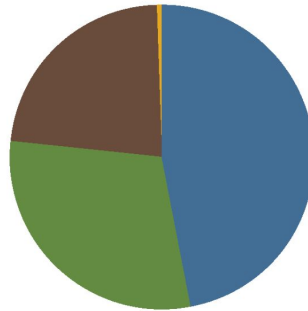
2024-25 Estimates

## Core Services

These estimates are based on a \$10.2 billion State School Fund. Estimates for Beaverton and Hillsboro are based on a 4% rollup.

**Core Services:** \$5,425,601

- Technology: \$3,083,724
- County Allocations: \$2,264,461
- Instruction: \$1,482,859
- Miscellaneous: \$27,634



**Beaverton and Hillsboro School Districts:**

- Regional Innovations: \$920,765
- Professional Development: \$512,312



**Total Core Services:** \$6,858,678

## County Allocations



Clatsop County

\$379,323



Columbia County

\$457,273



Tillamook County

\$314,562



Washington County

\$1,113,302

2024-25 Estimates


## Service Credits

These estimates are based on a \$10.2 billion State School Fund.




**Clatsop County**  
**Total - \$2,125,801**

- Astoria - \$726,666
- Jewell - \$96,998
- Knappa - \$228,705
- Seaside - \$649,509
- Warrenton Hammond - \$423,923



**Columbia County**  
**Total - \$2,936,799**

- Clatskanie - \$320,309
- Rainier - \$340,020
- Scappoose - \$890,769
- St. Helens - \$1,115,156
- Vernonia - \$270,545



**Tillamook County**  
**Total - \$1,452,019**

- Neah-Kah-Nie - \$325,053
- Nestucca Valley - \$258,769
- Tillamook - \$868,197



**Washington County**  
**Total - \$9,762,184**

- Banks - \$450,182
- Forest Grove - \$2,471,104
- Gaston - \$227,849
- Sherwood - \$1,909,727
- Tigard-Tualatin - \$4,703,322

**Total**  
**\$16,276,803**



# 2019 – Student Success Act

*\$42.8 million to ESDs based on ADMw for 2023-25 with a minimum of \$428,000 per ESD*

ESDs shall:

- *Support districts in plan development*
- *Support districts in meeting performance growth targets (coaching)*
- *Develop a regional plan based on district needs and targets*
- *Coordinate technical assistance to school districts with ODE*

# Major Revenue Categories by Type

<b>State School Fund*</b>	<b>\$58,538,251</b>
<b>External Services:</b>	<b>\$37,893,626</b>
<b>State Grants:</b>	<b>\$22,994,561</b>
<b>State Contracts:</b>	<b>\$19,960,120</b>
<b>Federal Grants:</b>	<b>\$15,252,313</b>
<b>Tuition:</b>	<b>\$8,050,000</b>
<b>Other Reimbursement Grants:</b>	<b>\$7,179,491</b>
<b>Fees Charged to Grants:</b>	<b>\$3,259,263</b>
<b>Internal Services:</b>	<b>\$2,196,658</b>
<b>All Other Local Sources:</b>	<b>\$1,654,745</b>

\*State School Fund figure includes state and local resources used in the formula

# NWRESD Funding: Significant Special Revenue Programs

## *Estimated 2024-25 Revenue*

- *Student Success Act Technical Assistance (SSA): \$5,013,073*
- *Regional Educator Network (REN): \$2,908,190*
- *Early Intervention/EC Special Education (EI/ECSE): \$31,760,373*
- *Regional Inclusive Services (RIS): \$8,423,228*
- *Childcare Resource & Referral (CCR&R): \$1,567,003*
- *Early Learning Hub: \$901,911*
- *School Safety & Prevention: \$659,307*
- *Total for special revenues listed: **\$51,233,085***
- *Total for all other special revenues: **\$50,567,797***

**Total Special Revenues: \$101,800,882**

# Enterprise Funds

Cascade Technology Alliance: \$6,153,025

Business Services: \$870,232

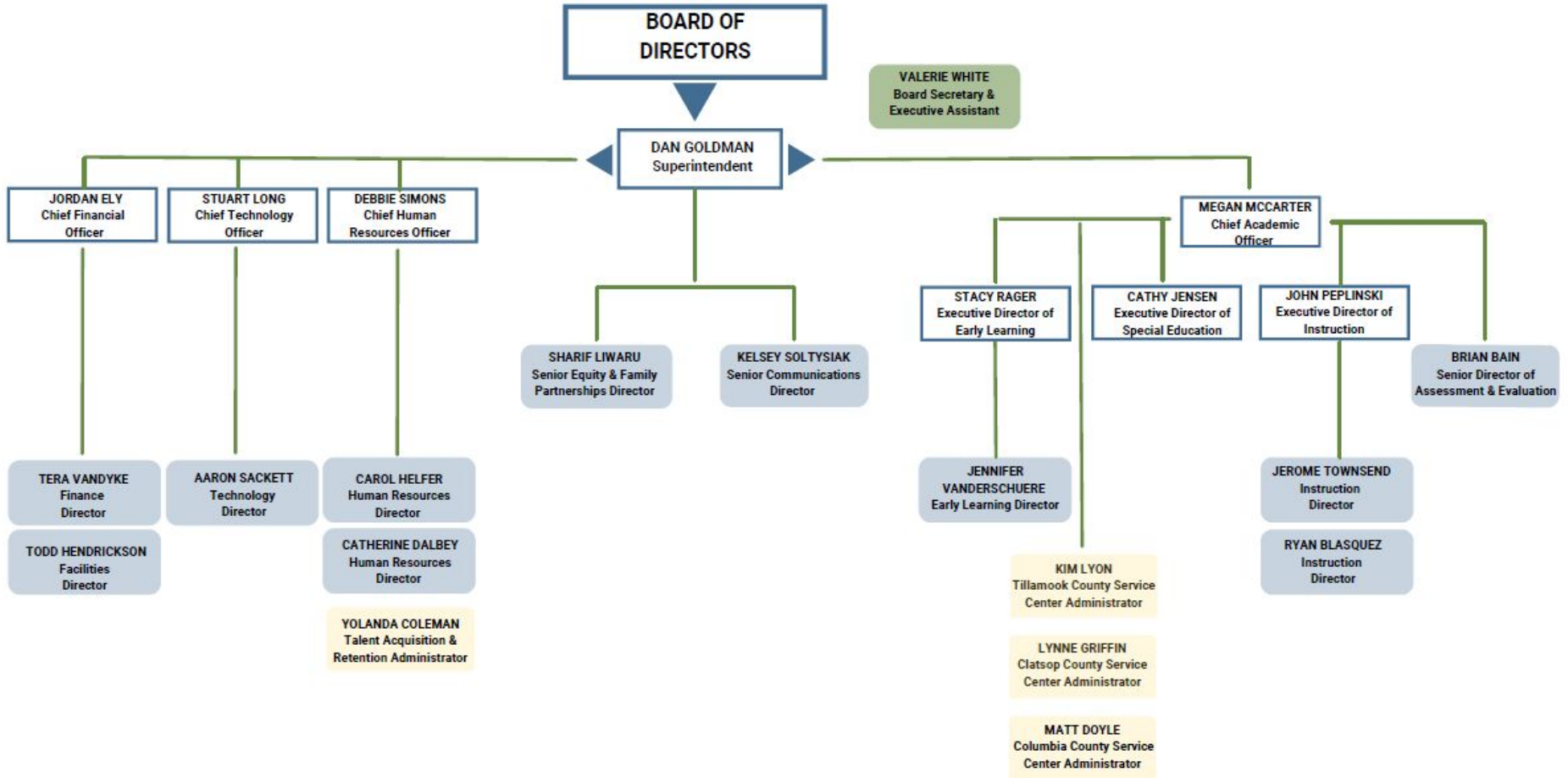
Human Resources: \$275,000

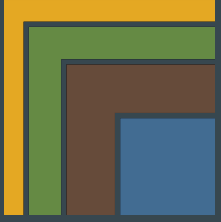
All other enterprise: \$620,000

**Total Enterprise Funds: \$7,918,257**



# Northwest Regional Education Service District





# TAKING STOCK



# Northwest Regional Education Service District

July 31, 2024

TO: NWRESD Board of Directors

FR: Brian Bain, Senior Director of Assessment & Evaluation

RE: Taking Stock: Strategic Plan Progress

**EXPLANATION:**

This presentation will illustrate how the department action plan process moves the work of the Northwest Regional ESDs Strategic Plan forward. It'll make explicit the alignment between department work and the strategic plan as well as the structures for continuous improvement.

PRESENTER(S): Brian Bain, Senior Director of Assessment & Evaluation

SUPPLEMENTARY MATERIALS: [Strategic Plan - Revised](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A

# 2020 to 2026 Strategic Plan

[nwresd.org/about/strategic-plan](http://nwresd.org/about/strategic-plan)







# Strategic Plan Revision: Strategies

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- Revised last school year.
- Incorporates feedback from:
  - Administrators
  - All Staff
  - Staff Affinity Group
  - Cabinet
  - Area Superintendents
  - School District IG Community Feedback
- Extends Plan to 2025-26

Staff Goals

Leader Goals

Action Plans

Strategies

Theory of Action:  
Collective Commitments

Vision




# Read the Full Strategic Plan

Northwest Regional Education Service District

ABOUT DEPARTMENTS AND PROGRAMS SERVICES TRAINING AND RESOURCES

## 1. Cultivate antiracism, multiculturalism, and diverse racial perspectives in program design, continuous improvement, and decision-making



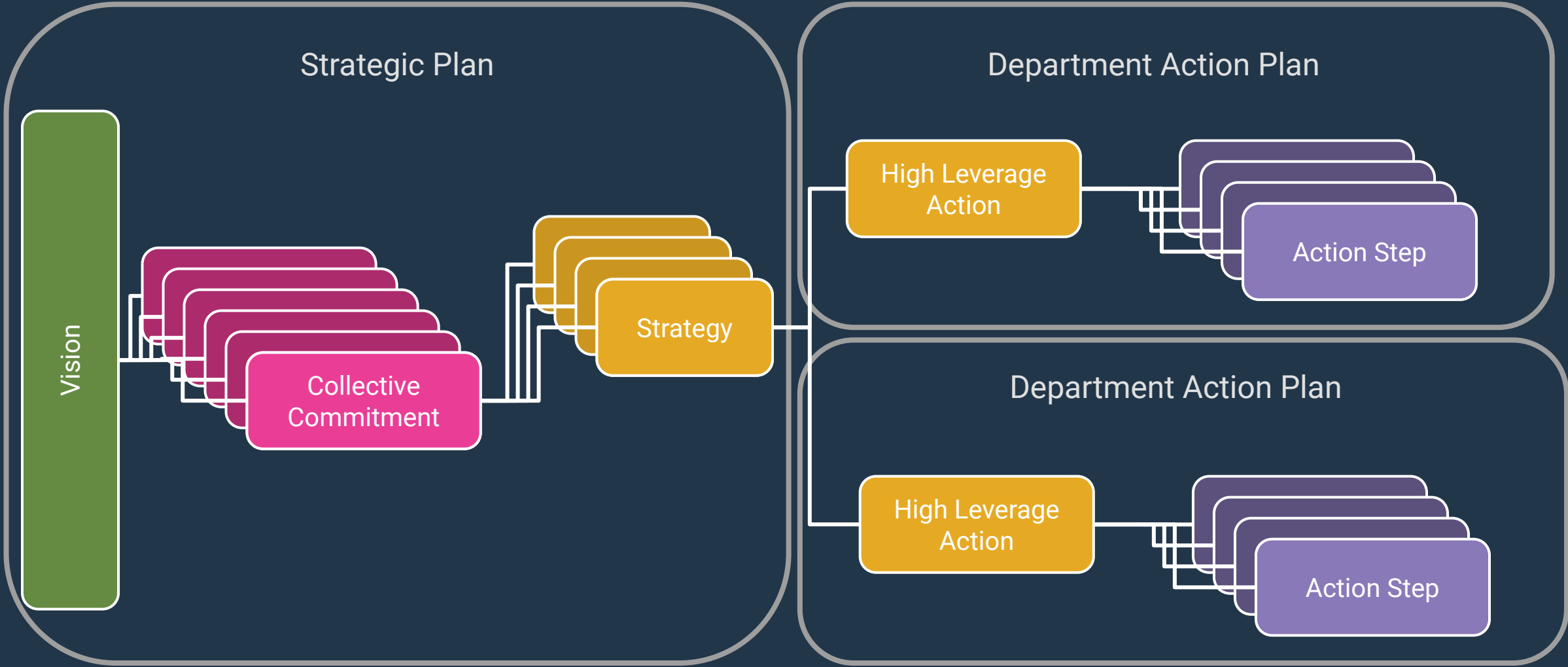
- Strategy 1.1:** Establish and sustain agency-wide Equity Learning Teams to support continued learning and action toward improving access and outcomes for historically marginalized students.
- Strategy 1.2:** New NWRESD staff receive meaningful equity professional development as a part of comprehensive onboarding.
- Strategy 1.3:** The Office of Equity and Family Partnerships will provide equity learning opportunities to support all NWRESD staff and our component district educators in becoming inclusive of historically marginalized groups.
- Strategy 1.4:** Form and sustain a racially diverse Equity Policy Advisory Committee to conduct policy reviews toward improving access and dismantling systemic racism.
- Strategy 1.5:** Expand employment pathways to ensure the region benefits from the strengths and assets of a racially diverse workforce.
- Strategy 1.6:** Improve NWRESD and regional practices for hiring, retention, and advancement of a diverse workforce.

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

## 3. Establish high expectations for achievement and personal growth for each student

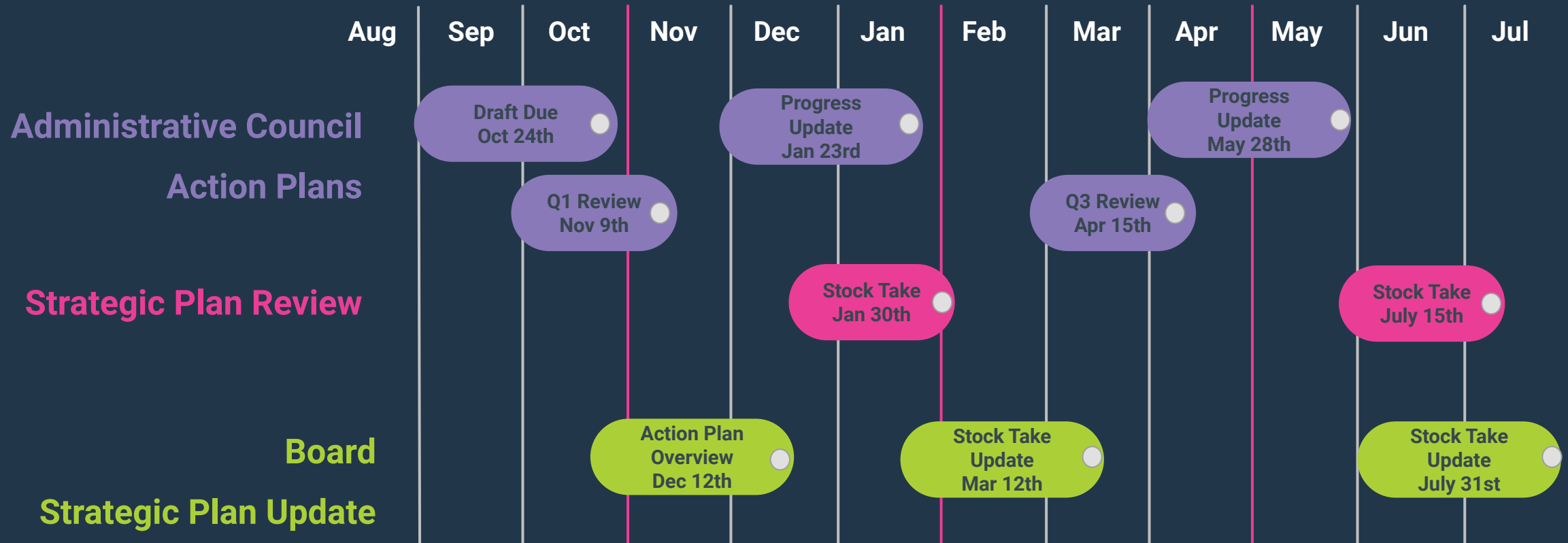
<https://www.nwresd.org/about/strategic-plan>

# From Vision to Action



# Strategic and Action Plan Key Dates

2023-24



# Assessment Framework



## KEY QUESTIONS

RED

GREEN

<p><b>QUALITY OF PLANNING</b></p> <p> </p>	<ul style="list-style-type: none"> <li>• Have we designated a goal leader and point people responsible for successful implementation?</li> <li>• Does the plan include details such as timing, key milestones, and resource allocation?</li> <li>• Does the plan estimate how much each strategy will impact the goal?</li> <li>• Has the equity lens been applied throughout the process?</li> </ul>	<ul style="list-style-type: none"> <li>• We have no clear accountability for this goal.</li> <li>• Plan does not assign specific timelines or milestones; resource decisions are made independently.</li> <li>• Existing plan falls short: No connection between strategies and the goal; Does not reflect current reality; too many/few people responsible for success.</li> </ul>	<ul style="list-style-type: none"> <li>• We follow a plan that shows how our strategies will help us to achieve our goal.</li> <li>• Resources are aligned to the plan.</li> <li>• Milestones and measures provide a clear basis for monitoring and accountability.</li> <li>• Goal has a leader and team that drive ongoing work, monitor progress, and adapt.</li> </ul>
<p><b>CAPACITY TO DRIVE PROGRESS</b></p> <p> </p>	<ul style="list-style-type: none"> <li>• Have we specified the roles that everyone—both internal and external—need to play for strategies to impact the goal?</li> <li>• How willing/able are they to play their roles?</li> <li>• Have we built additional capacity where needed?</li> </ul>	<ul style="list-style-type: none"> <li>• It is unclear who needs to do what for our strategies to have impact.</li> <li>• We do not have a clear sense of what it takes to reach partners.</li> <li>• Engagement with partners is sporadic and unintentional.</li> <li>• Teams are working on strategies not aligned to the plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Point people identified at every level to implement strategies</li> <li>• Teams are aligned with the work and have sufficient capacity.</li> <li>• Teams are coordinated and working on strategies identified in the plan.</li> </ul>
<p><b>EVIDENCE OF PROGRESS</b></p> <p> </p>	<ul style="list-style-type: none"> <li>• What evidence do we have that show our strategies are working as intended? Or will have an impact on the goal?</li> <li>• What do the latest data say about our progress?</li> </ul>	<ul style="list-style-type: none"> <li>• We do not consistently monitor progress on our goal.</li> <li>• We do not measure consistently across teams.</li> <li>• To the extent we have evidence, the data are stagnant or moving in the wrong direction.</li> </ul>	<ul style="list-style-type: none"> <li>• We collect and review relevant evidence as soon as it is available and we measure consistently across teams.</li> <li>• Data leads to course correction.</li> <li>• Data for metrics, indicators, and outcomes are improving.</li> </ul>

USING THE QUESTIONS AND RUBRIC ABOVE AS A GUIDE, HOW LIKELY ARE WE TO MEET THE GOAL?



**HIGHLY PROBLEMATIC**  
Requires urgent and decisive action



**PROBLEMATIC**  
Requires substantial attention



**MIXED**  
Some good, some requires attention



**GOOD**  
Requires refinement

# Strategic Plan Progress - Stock Take - July 2024

Collective Commitment	Planning	Capacity	Evidence	Overall Likelihood of Success
1. Cultivate anti-racism, multiculturalism, and diverse racial perspectives in program design, continuous improvement, and decision-making		↓	↓	↓
2. Create culturally sustaining learning environments that ensure each student is safe, known, and connected				
3. Establish high expectations for the achievement and personal growth of each student	↑			
4. Utilize culturally sustaining, research-based practices for designing and delivering instruction	↑	↓		
5. Develop authentic, reciprocal, and inclusive partnerships with our diverse students, families, and community partners	↑	↑	↑	↑
6. Seek, organize, and allocate resources toward achieving these commitments				



**HIGHLY PROBLEMATIC**  
Requires urgent and decisive action



**PROBLEMATIC**  
Requires substantial attention



**MIXED**  
Some good, some requires attention



**GOOD**  
Requires refinement

# Overall Likelihood of Success - Change Over Time

	2021-22	2022-23	2023-24
Collective Commitment	Q4	Q4	Q4
1: Cultivate anti-racism, multicultur...	2	3	3
2: Create culturally sustaining lear...	2	1	4
3: Establish high expectations for t...	3	3	3
4: Utilize culturally sustaining, rese...	2	1	3
5: Develop authentic, reciprocal, an...	2	3	4
6: Seek, organize, and allocate res...	4	3	4





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

Strategies are primarily about creating data driven processes to support students and improve school systems and environments.

We have strong overall planning and alignment. Most goals in this strategy on track and resources well-allocated.

**DRAFT Culture & Climate MTSS Implementation Rubric**  
(adapted from Oregon RTII: Basic MTSS)

**Attendance MTSS Implementation Rubric**  
NWRESD Attendance Services  
(adapted from Oregon RTII: Basic MTSS-Reading Implementation Rubric)

School: \_\_\_\_\_ Date: \_\_\_\_\_

**How to complete this rubric:** For the 2024-2025 school year, contact NWRESD Attendance Services team. We are currently piloting this rubric and need to calibrate the data with school teams. With your team, read each rubric item & choose the score that best describes your current status. Please note that a high score on this rubric is not meant to indicate full and complete implementation of MTSS, rather a high score suggests that the basic features of MTSS are in place. In order for your system to meet the current and ongoing needs of your students, it needs to be continually examined and refined.

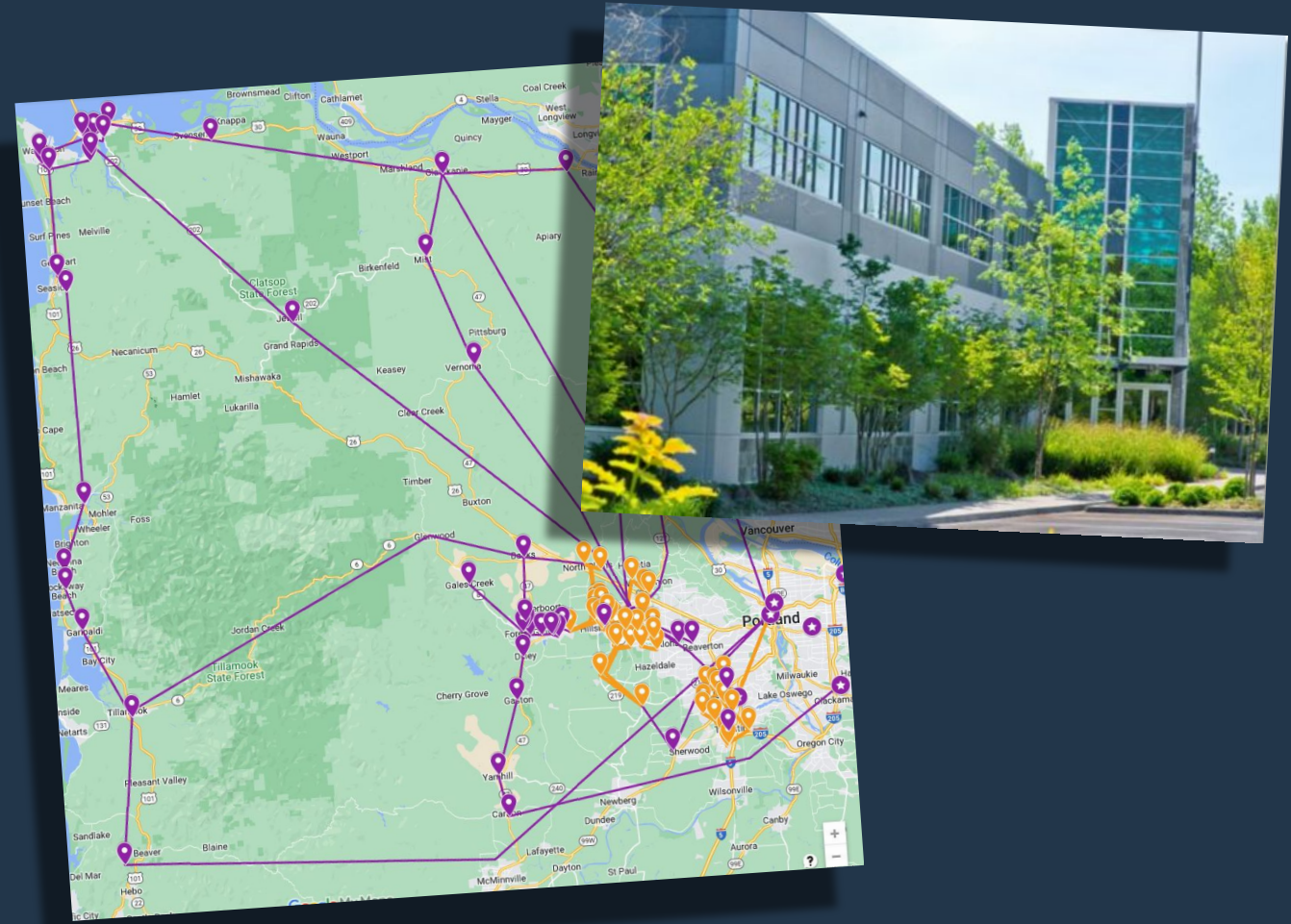
	0 - NOT IN PLACE	1 - PARTIALLY IN PLACE	2 - MOSTLY IN PLACE	3 - COMPLETELY IN PLACE
<b>INFRASTRUCTURE, CAPACITY, &amp; POLICIES: LEADERSHIP</b>				
1	Leadership Team develops an attendance action plan and/or SIP goal for the year based on multiple data sources (e.g. student attendance data, attendance programming implementation data, staff & family feedback data) AND reviews & refines action plan at least yearly.			0 1 2 3
2	Student attendance data disaggregated by race, disability, program enrollment is regularly examined, and yearly action plan/SIP goal explicitly addresses disproportionality in the data.			0 1 2 3
3	Leadership Team meets at least monthly to review implementation outcomes and/or progress of the Tier I attendance programming during the first year of implementation.			0 1 2 3
4	Leadership Team defines and adopts a clear attendance policy while also adhering to state and district requirements (ex., parent notifications, discipline policy, staff expectations of taking accurate attendance, etc).			0 1 2 3
<b>TIER I - INSTRUCTION/PROCEDURES</b>				
5	Teachers consistently greet students as they enter the classroom, make positive phone calls home, provide classroom lessons on the importance of attendance, and welcome students back positively after absences and tardies. All school staff receive training on how these behaviors contribute to increased attendance.			0 1 2 3
6	Tier I team organizes school wide celebrations, attendance initiatives & campaigns along with a schedule of multimodal communications for parents is created (impact of attendance, what is "too sick" for school, info about school's attendance program and process/policy, contact info, etc).			0 1 2 3
<b>Leadership Composite Score:</b>				

Instructional Services Team MTSS Implementation Rubrics

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

Strategies center around budgets, operations, and district satisfaction with our services

Clear and effective planning with leadership actively driving the work and resources properly allocated. Evidence shows that strategies are mostly on track, though some areas, such as engaging districts, and measuring their satisfaction, with job alike need further refinement. Overall, the commitment is progressing well with solid plans and effective execution in place to achieve success.



# Quality of Planning

Planning has generally been a strength across the six collective commitments. In most areas, detailed plans are in place with clear leadership and well-aligned resources. Teams are effectively driving the work forward, and adjustments are being made as needed. Overall, the planning processes are robust, with significant progress in aligning strategies to goals and ensuring accountability.



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

Strategies center around equity trainings, board policies and hiring and retention practices.

Strong demonstrated progress in areas like equity training and overall leadership. While there is good work happening, changes in DEP staff and challenges in HR data collection require focused attention. Enhancing data quality and refining metrics will be essential for meeting goals effectively.



**OFFICE OF EQUITY & FAMILY PARTNERSHIPS**

**EQUITY LEARNING OPPORTUNITIES**  
All trainings at Washington Service Center unless noted otherwise

- STORY CIRCLE TRAINING**  
The toolkit for an effective story circle is equipped with engaging prompts and intentional reflections. Learn how to connect with parents, students, and community for meaningful engagement.  
October 19th 9:30a-2:30p
- LIBERATORY DESIGN 101**  
Introductory overview of Liberatory Design. This session provides participants with definitions and practices reflecting on the mindsets and modes, and how they can be used in daily work to move our work forward in equity.  
February 7th 3:00p-5:00pm (Virtual)
- IMPECCABLE ALLY WORKSHOP SERIES**  
Understand the blindspot moments that hinder us from building sustainable cross-racial relationships. This 3-part training series will give clarity to the ally and guide us on a clear path to establishing trust and making an impact.  
October 11th  
October 18th  
October 25th 5:00p-6:30p
- MASTERING CRUCIAL CONVERSATIONS**  
Unveil the art of effective...  
challenging scenarios...  
series, da...

**WAKE UP, EVERYBODY**

Northwest Regional Cascade Alliance for Equity (CAFE)

**SUMMIT**

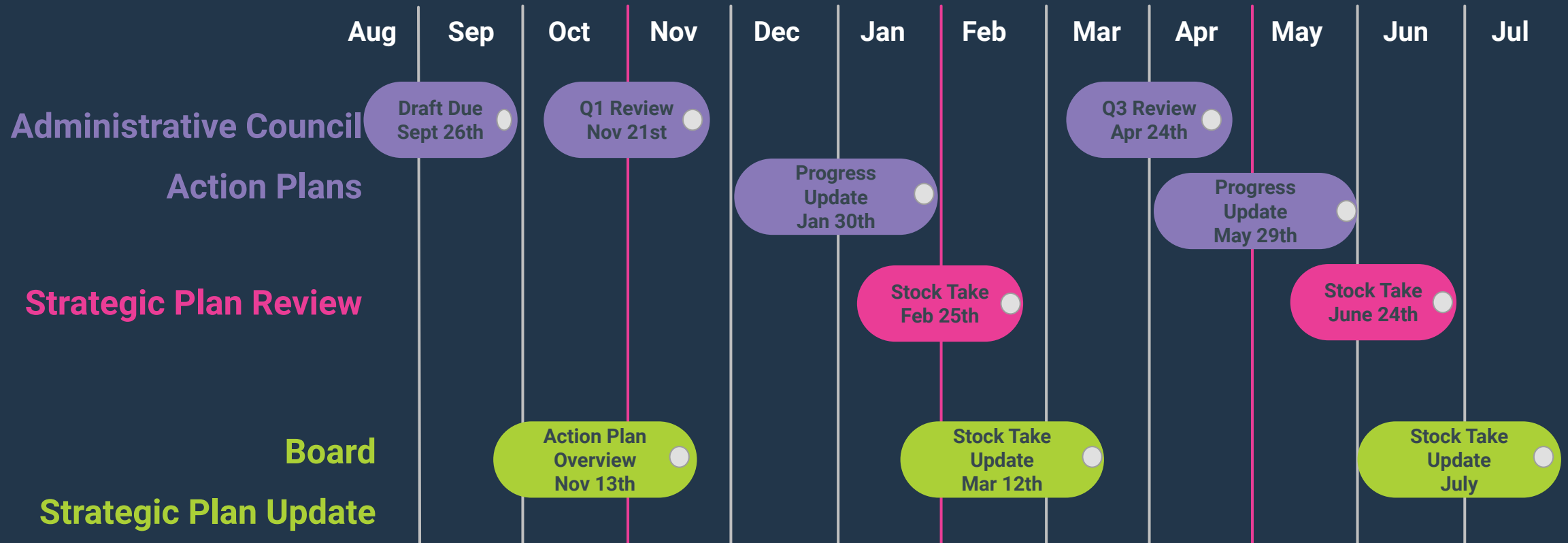


# Evidence of Progress

Across all six collective commitments, evidence of progress shows a mix of strengths and challenges. Data processes have improved with some commitments showing solid progress with clear evidence and effective data use. While some areas are demonstrating positive trends, many still require better data quality and more consistent tracking to fully validate progress and address gaps.

# Strategic and Action Plan Key Dates

2024-25





# On-going Updates

Watch for on-going updates throughout the year in the form of board reports on projects tied to the Strategic Plan

**\* Board "Reports and Discussion" items are to be 10 min or less \***

July 31, 2024 - Headlands Coastal Lodge, Pacific City	
Work Session	Presenter(s)
What Makes a Great Team	Dan Goldman & S. Liwaru
ESD 101	Dan Goldman
Taking Stock: Strategic Plan Progress	Dan Goldman & Brian Bain
Board Goals	Dan Goldman
Board Committees	Dan Goldman
Superintendent Goals	Dan Goldman
Board Presentation Schedule	Dan Goldman
Board Working Agreements	Dan Goldman
<b>General Session</b>	
Action: Migrant Summer School Resolution	John Peplinski

September 11, 2024 - Forest Grove School District Offices	
Topic	Presenter(s)
Regional Educator Pathway Program	Strategic Plan Alignment
Hillsboro Early Learning Facility Project	Strategy 1.5
Equity Learning Opportunities	Strategy 6.3
	Strategy 1.3
	Yolanda Coleman
	Jordan
	Liwaru

October 9, 2024 - OMIC Training Center at PCC Columbia County	
Topic	Presenter(s)
Columbia Social Emotional Learning School	Strategic Plan Alignment
School Safety & Prevention Services	Strategy 6.1
Attendance Services	Strategy 2.5
	Strategy 2.2
	Cathy Jensen & Chad Waldman
	Ryan Blasquez & Neha
	Ryan Blasquez

# Strategic Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

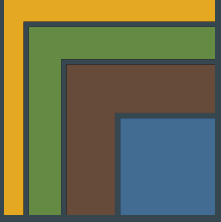
**Strategy 6.1:** Services to component school districts are responsive and utilized.

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

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

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

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



# **ANNUAL BOARD GOALS**





# Northwest Regional Education Service District

July 31, 2024

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: NWRESD Annual Board Goals

## EXPLANATION:

Each year, the Board will collaborate towards setting relevant improvement goals for the coming academic year. In this session, the Board will discuss progress made on prior year goals and collaborate towards setting goals for the 2024-25 school year.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: See Slide Deck

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



# BOARD GOALS

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# Objectives

- Review 2023-24 Outcomes
- Discuss Potential 2024-25 Board Goals

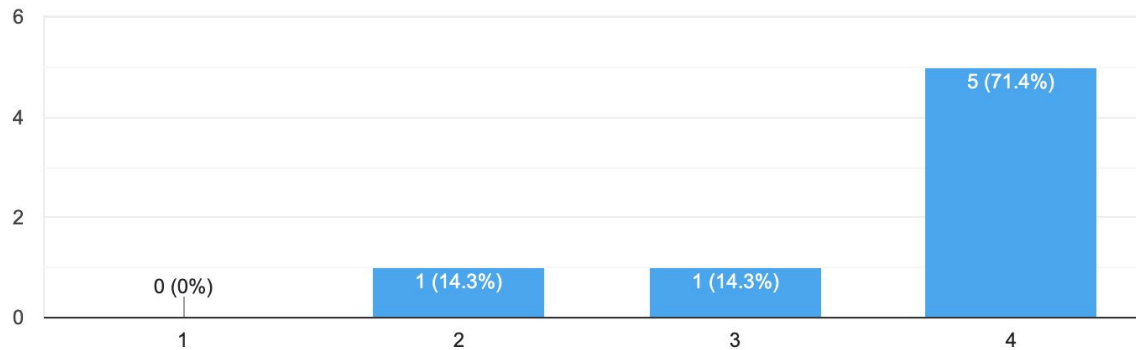
## NWRESD Annual Board Goals - Review & Proposed


Board Goals	2023-24 Review	Evidence
<b>Goal One</b>	Each board member will engage on ESD board committees, OAESD and/or OSBA work group	<b>MET:</b> 100% of Board Members participated in 1 or more of 8 ESD committees and/or regional/statewide work groups
<b>Goal Two</b>	Ensure regular Strategic Plan monitoring	<b>MET:</b> Board Members were updated on Strategic Plan progress in July, December and March.
<b>Goal Three</b>	Maintain a minimum of 90% attendance rate at board meetings and arrive prepared to discuss board materials.	<b>NOT MET:</b> 89.14% Attendance Rate for 2023-24
<b>Goal Four</b>	Ensure board/superintendent working agreements are known, practiced and monitored.	Discussion scheduled for July Work Session

# Board Self-Assessment

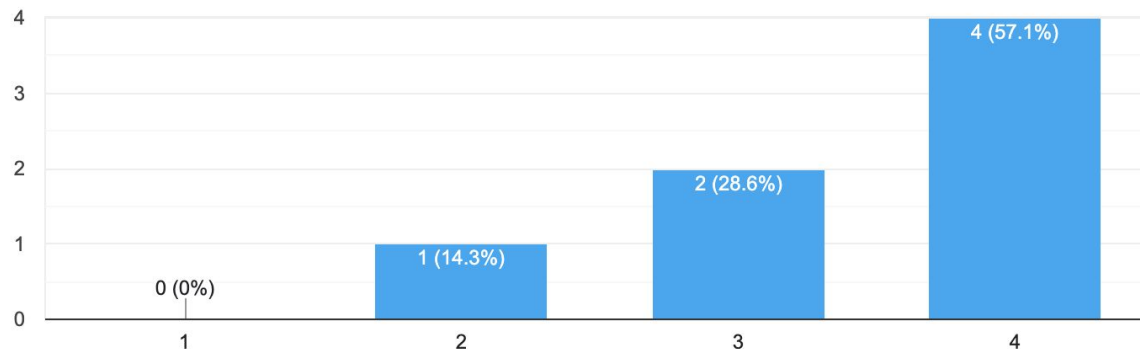
GOAL 1 - Please rank your individual progress towards this goal: [Each board member will engage on ESD board committees, OAESD and/or OSBA work group.](#)  Copy

7 responses




GOAL 2 - Please rate the Board's collective progress towards this goal: [Ensure regular Strategic Plan monitoring.](#)  Copy

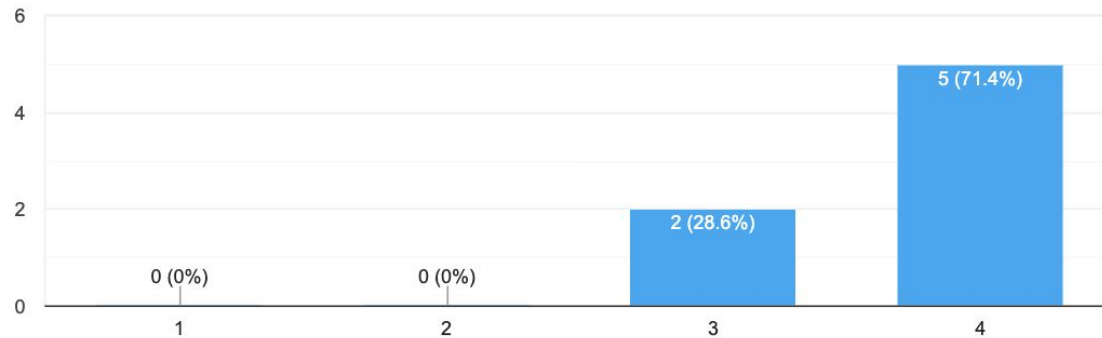
7 responses




# Board Self-Assessment

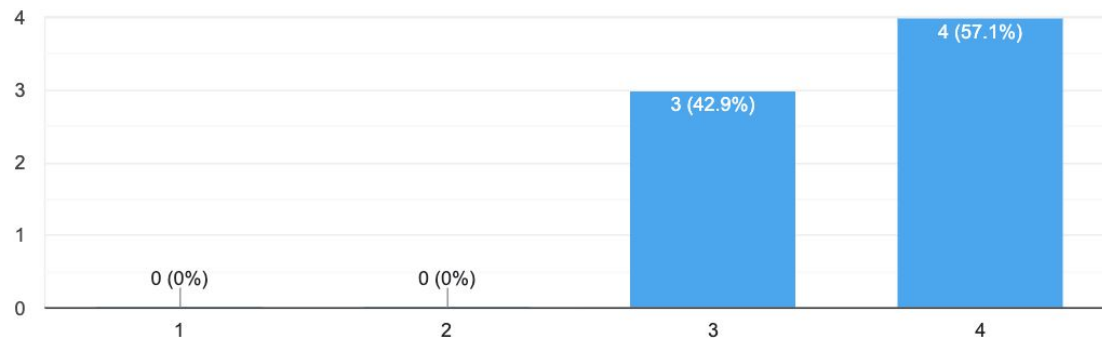
GOAL 3 - Please rank your individual progress towards this goal: [Maintain a minimum of 90% attendance rate at board meetings and arrive prepared to discuss board materials.](#)  Copy

7 responses



GOAL 4 - Please rate the Board's collective progress towards this goal: [Ensure board/superintendent working agreements are known, practiced and monitored.](#)  Copy

7 responses



# Board Self-Assessment

Do you have any suggestions for 2024-25 Board Goals (maintain, possible revisions, or new focus areas)?

3 responses

Overall, I think the four goals are a strong overarching plan for the board. We talk about board engagement from a learning perspective, but I listed some ideas for discussion:

1. Any advocacy/support needed to adequately fund Early Learning and Regional Inclusive Services
2. Targeted learning (could be reports) around our services included technological changes (AI, etc.)

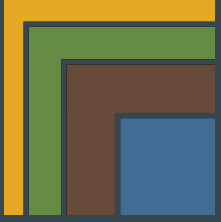
A goal about building a working relationship with legislators.

Not at this time

## NWRESD Annual Board Goals - Review & Proposed

Board Goals	2024-25 Proposed	Evidence
Goal One	Each board member will engage on ESD board committees, OAESD and/or OSBA work group	
Goal Two	Ensure regular Strategic Plan implementation	
Goal Three	Maintain a minimum of 90% attendance rate at board meetings and arrive prepared to discuss board materials.	
Goal Four	Ensure board/superintendent working agreements are known, practiced and monitored.	
Board Goals	2023-24 Review	Evidence
Goal One	Each board member will engage on ESD board committees, OAESD and/or OSBA work group	<b>MET:</b> 100% of Board Members participated in 1 or more of 8 ESD committees and/or regional/statewide work groups
Goal Two	Ensure regular Strategic Plan monitoring	<b>MET:</b> Board Members were updated on Strategic Plan progress in July, December and March.
Goal Three	Maintain a minimum of 90% attendance rate at board meetings and arrive prepared to discuss board materials.	<b>NOT MET:</b> 89.14% Attendance Rate for 2023-24
Goal Four	Ensure board/superintendent working agreements are known, practiced and monitored.	Discussion scheduled for July Work Session





# **BOARD COMMITTEES**



# Northwest Regional Education Service District

July 31, 2024

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: 2024-25 NWRESD Board Committees

**EXPLANATION:**

Each year, the Board will identify various board committees and members will express individual preferences for committee assignments.

In alignment with Section 4 of the “Board-Superintendent Roles & Responsibilities,” the Board Chair will make final committee assignments.

PRESENTER(S):	Dan Goldman, Superintendent
SUPPLEMENTARY MATERIALS:	See Slide Deck
RECOMMENDATION:	N/A
PROPOSED MOTION:	N/A



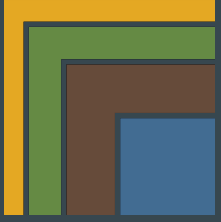
# BOARD COMMITTEES

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# DRAFT ASSIGNMENTS

Board Committees	Draft 2024-25 <a href="#">link</a>	2023-24 Members	2022-23 Members
<b>Audit / RFP Committee</b> Lead Staff: Jordan Ely, CFO	Maureen Wolf	Ross Tomlin	Ernest Stephens
	Ernest Stephens	Tony Erickson	Doug Dougherty
	Paul Jarrell	Yadira Martinez	Ross Tomlin
<b>Board Equity Policy Advisory Committee (BEPAC)</b> Lead Staff: Liwaru, EFP Director & Debbie Simons, Chief HR Officer	Dorian Russell	Tony Erickson	Yadira Martinez
	Ernest Stephens	Ernest Stephens	Diane Wilkinson
	Miriam Meneses-Rios	Miriam Meneses-Rios	Ernest Stephens
<b>Facility Naming Committee</b> Lead Staff: Kelsey Cardwell, Senior Director Communications	Dorian Russell	---	---
<b>Bond Project Oversight</b> Lead Staff: Jordan Ely, CFO	Doug Dougherty	Yadira Martinez	---
	Christine Riley	Chris Riley	---
	Paul Jarrell		---
<b>Superintendent Evaluation</b> Lead Staff: Valerie White, Board Secretary	Chair:	Chair: Doug Dougherty	Chair: Ross Tomlin
	Vice Chair:	Vice Chair: Maureen Wolf	Vice: Doug Dougherty
	Past Chair: Doug Dougherty	Past Chair: Ross Tomlin	Past Chair: Tony Erickson
	Christine Riley	Becky Tymchuk	Maureen Wolf
<b>NWRES Foundation Representative</b>	Christine Riley	Chris Riley	Chris Riley
<b>OAESD: Governance Council Representative</b>	Doug Dougherty	Doug Dougherty	Doug Dougherty
<b>OAESD: Legislative Council Representative</b>	Maureen Wolf	Maureen Wolf	Maureen Wolf



# **ANNUAL SUPERINTENDENT GOALS**



# Northwest Regional Education Service District

July 31, 2024

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

**EXPLANATION:**

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

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: [2023-24 Superintendent Goals Dashboard](#)  
[2024-25 Draft Superintendent Goals 2023](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



# SUPERINTENDENT GOALS

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# REFLECTION ON 2023-24

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<b>Goal Area 1</b>	<b>NWRESD school district's are supported, engaged, and receive excellent service</b>	
<b>Goal One</b>	Ensure ESD services to component school districts are responsive and utilized as measured by annual superintendent and district leader survey (Strategy 6.1).	Met
<b>Goal Two</b>	Ensure that at least 90% of component school district boards approve the LSP by March 1, 2024 (Strategy 6.1).	Met
<b>Goal Three</b>	Ensure that 50% of component school districts are participating in the ESD's Early Literacy professional development series (Strategy 3.1).	Met
<b>Goal Four</b>	Ensure all component school districts under 2000 ADMw benefit from the ESD Integrated Guidance Technical Assistance Team to relieve administrative requirements for state grants and contracts (Strategy 6.1).	Met
<b>Goal Area 2</b>	<b>Elevate equity, anti-racism, and community/family partnership efforts</b>	
<b>Goal Five</b>	Embed new racial equity standards within the professional evaluation system and train staff and administrators to effectively leverage them for instructional improvement (Strat Plan 3.4).	Met
<b>Goal Six</b>	Ensure Equity Learning Teams are actively engaged in liberatory design practices towards improving outcomes for historically marginalized learners (Strat Plan 1.1).	Met
<b>Goal Area 3</b>	<b>Recruit, support and retain talented and diverse staff</b>	
<b>Goal Seven</b>	Ensure all new NWRESD staff members receive equity-focused professional development within their first 90 days of employment as a part of required onboarding (Strat Plan 1.2).	Not Met
<b>Goal Eight</b>	Expand employment pathways to ensure the region benefits from the strengths and assets of a racially diverse workforce (Strat Plan 1.5).	Met
<b>Goal Nine</b>	Develop leadership skills of new ESD administrators via a comprehensive New Administrator Academy focused on supervision & evaluation, instructional and anti-racist leadership, systems management, and creating positive climate and culture (Strat Plan 1.6).	Met





# Proposed

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## Five Goal Areas

1. Increase student growth and success
2. Services to component school districts are responsive and utilized
3. Elevate equity, anti-racism, and community/family partnerships
4. Recruit, support and retain talented and diverse staff
5. Improve the ESD's financial position and ensure resources are aligned to strategic priorities.

## Nineteen Metrics



Northwest Regional  
Education Service District

## 2024-25 Superintendent Goals

Dan Goldman

### OVERVIEW & PURPOSE

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

#### Goal 1: Increase student growth and success

1. Increase regional attendance rates from 66.8% to 73%.
2. Increase regional attendance rates for Latinx students from 56.1% to 65%.
3. Increase regional 3rd grade literacy rates on Oregon's state assessment from 44.7% to 51%.
4. Increase regional 3rd grade literacy rates for Latinx students on Oregon's state assessment from 21% to 34%.

#### Goal 2: Services to component school districts are responsive and utilized

5. 90% of component school district boards will approve the Local Service Plan. (Strategy 6.1).
6. 90% of school district superintendents will report satisfaction with NWRESD services via customer service survey. (Strategy 6.1).
7. 75% of component school districts will participate in the ESD's Early Literacy professional development series (Strategy 3.1).

<b>Goal Area 1</b>	<b>NWRESD school district's are supported, engaged, and receive excellent service</b>	
<b>Goal One</b>	Ensure ESD services to component school districts are responsive and utilized as measured by annual superintendent and district leader survey (Strategy 6.1).	Met
<b>Goal Two</b>	Ensure that at least 90% of component school district boards approve the LSP by March 1, 2024 (Strategy 6.1).	Met
<b>Goal Three</b>	Ensure that 50% of component school districts are participating in the ESD's Early Literacy professional development series (Strategy 3.1).	Met
<b>Goal Four</b>	Ensure all component school districts under 2000 ADMw benefit from the ESD Integrated Guidance Technical Assistance Team to relieve administrative requirements for state grants and contracts (Strategy 6.1).	Met
<b>Goal Area 2</b>	<b>Elevate equity, anti-racism, and community/family partnership efforts</b>	
<b>Goal Five</b>	Embed new racial equity standards within the professional evaluation system and train staff and administrators to effectively leverage them for instructional improvement (Strat Plan 3.4).	Met
<b>Goal Six</b>	Ensure Equity Learning Teams are actively engaged in liberatory design practices towards improving outcomes for historically marginalized learners (Strat Plan 1.1).	Met
<b>Goal Area 3</b>	<b>Recruit, support and retain talented and diverse staff</b>	
<b>Goal Seven</b>	Ensure all new NWRESD staff members receive equity-focused professional development within their first 90 days of employment as a part of required onboarding (Strat Plan 1.2).	Not Met
<b>Goal Eight</b>	Expand employment pathways to ensure the region benefits from the strengths and assets of a racially diverse workforce (Strat Plan 1.5).	Met
<b>Goal Nine</b>	Develop leadership skills of new ESD administrators via a comprehensive New Administrator Academy focused on supervision & evaluation, instructional and anti-racist leadership, systems management, and creating positive climate and culture (Strat Plan 1.6).	Met
<b>Goal Area 4</b>	<b>Make demonstrable progress in aligning region-wide academic and operational efforts to the Board-adopted strategic plan.</b>	
<b>Goal Ten</b>	Ensure Department and Site-Level Action Plans are highly aligned to Strategic Plan priorities (Strat Plan 5.1).	Met

<b>Goal Eleven</b>	Report interim and summative progress to the Board (twice-annually) indicating progress towards fulfilling the promise of the Strategic Plan.	Met
<b>Goal Twelve</b>	Develop leadership skills of new ESD administrators via a comprehensive New Administrator Academy focused on supervision & evaluation, instructional and anti-racist leadership, systems management, and creating positive climate and culture (Strat Plan 1.6).	Met
<b>Goal Area 5</b>	<b>Sustain the ESD's solid financial position and ensure resources are aligned to strategic priorities.</b>	
<b>Goal Thirteen</b>	Ensure the Hillsboro Early Learning Center (Aloclek) project progresses on time and within budget.	Met
<b>Goal Fourteen</b>	Evaluate the physical capacity of our current K-12 SEL school facilities to meet the needs of component districts.	Met
<b>Goal Fifteen</b>	Produce a proposed budget that maintains a minimum of 10% operating revenue in reserves, net of the beginning fund balance (Strat Plan 6.5).	Not Met
<b>Goal Sixteen</b>	Produce a proposed budget plan that clearly aligns resources to Strategic Plan priorities (Strat Plan 6.2).	Met
<b>Goal Seventeen</b>	Improve security in online educational environments across the region (Strategy 6.4).	Met

# 2024-25 Superintendent Goals

Dan Goldman

## OVERVIEW & PURPOSE

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

### Goal 1: Increase student growth and success

1. Increase regional attendance rates from 66.8% to 73%.
2. Increase regional attendance rates for Latinx students from 56.1% to 65%.
3. Increase regional 3rd grade literacy rates on Oregon's state assessment from 44.7% to 51%.
4. Increase regional 3rd grade literacy rates for Latinx students on Oregon's state assessment from 21% to 34%.

### Goal 2: Services to component school districts are responsive and utilized

5. 90% of component school district boards will approve the Local Service Plan. (Strategy 6.1).
6. 90% of school district superintendents will report satisfaction with NWRESD services via customer service survey. (Strategy 6.1).
7. 75% of component school districts will participate in the ESD's Early Literacy professional development series (Strategy 3.1).
8. 50% of component school districts will participate in the ESD's Attendance professional development series (Strategy 2.2).
9. 60% of Columbia County School Districts will have students enrolled at the new Columbia County SEL School program.

### **Goal 3: Elevate equity, anti-racism, and community/family partnerships**

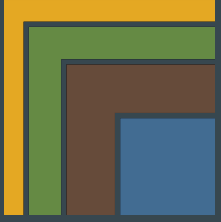
10. 90% of new employees will have completed equity onboarding training within their first 90 days of employment (Strat Plan 1.2).
11. 50% of NWRESD employees will participate in two or more formal equity learning opportunities (Strategy 1.3).
12. 90% of component school districts under 2000 ADMw will engage with the NWRESD Integrated Guidance Technical Assistance Team to engage their diverse communities and relieve administrative burden for state grant and contract applications and reporting (Strategy 6.1).

### **Goal 4: Recruit, support and retain talented and diverse staff**

13. 50% of component districts will participate in the new NWRESD Mentoring Program that supports novice teacher growth, retention, and student success (Strategy 3.1).
14. 50% of component districts will participate in the new NWRESD Aspiring Administrator program (Strat Plan 1.6).
15. Develop improved equity-centered hiring procedures and train all hiring managers to utilize them with fidelity (Strat Plan 1.6).

### **Goal 5: The Superintendent will improve the ESD's financial position and ensure resources are aligned to strategic priorities.**

16. Produce a proposed budget that increases operating revenue in reserves, net of the beginning fund balance, from 8% to 9%. (Strat Plan 6.5)
17. Obtain "Adequate Funding Levels" for EI/ECSE as determined by ODE's Policy Option Package through the legislative process.
18. Ensure the Hillsboro Early Learning Center (Aloclek) project progresses on time and within budget. (Strat Plan 4.1)
19. 60% of percent of school districts in the NWRESD region will have received a full cybersecurity review including student facing networks (Strategy 6.4).



# **BOARD PRESENTATION SCHEDULE**



# Northwest Regional Education Service District

July 31, 2024

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: 2024-25 NWRESD Board Presentation Schedule

**EXPLANATION:**

To ensure a primary focus on strategic priorities in board meetings & to provide the administration a predictable roadmap for board interaction, presentations to the Board of Directors will be mapped out for the 2024-25 school year.

In this session, the Board will review and provide formative feedback to the Superintendent's draft recommendation of presentation topics.

Unforeseen events may dictate changes in scheduled presentations.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: [2024-25 Board Presentation Schedule](#)

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



# BOARD PRESENTATION CALENDAR

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# PROPOSED 2024-25



Northwest Regional  
Education Service District

## 2024-25 NWRESD Board of Directors Presentation Schedule

Purpose: To ensure a primary focus on strategic priorities in board meetings & to provide the administration a predictable roadmap for board interaction, presentations to the Board of Directors will be mapped out for the 2024-25 school year. Unforeseen events may dictate changes in scheduled presentations.

**\* Board "Reports and Discussion" items are to be 10 min or less \***

July 31, 2024 - Headlands Coastal Lodge, Pacific City	
Topic	Presenter(s)
<b>Work Session</b>	
What Makes a Great Team	Dan Goldman & S. Liwaru
ESD 101	Dan Goldman
Taking Stock: Strategic Plan Progress	Dan Goldman & Brian Bain
Board Goals	Dan Goldman
Board Committees	Dan Goldman
Superintendent Goals	Dan Goldman
Board Presentation Schedule	Dan Goldman
Board Working Agreements	Dan Goldman
<b>General Session</b>	
Action: Migrant Summer School Resolution	John Peplinski

September 11, 2024 - Forest Grove School District Offices		
Topic	Strategic Plan Alignment	Presenter(s)
Regional Educator Pathway Program	Strategy 1.5	Yolanda Coleman
Hillsboro Early Learning Facility Project	Strategy 6.3	Jordan
Equity Learning Opportunities	Strategy 1.3	Liwaru

October 9, 2024 - OMIC Training Center at PCC Columbia County		
Topic	Strategic Plan Alignment	Presenter(s)
Columbia Social Emotional Learning School	Strategy 6.1	Cathy Jensen & Chad Waldman
School Safety & Prevention Services	Strategy 2.5	Ryan Blasquez & Neha
Attendance Services	Strategy 2.2	Ryan Blasquez



# Board Feedback

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Do you have any requests for presentation topics throughout the upcoming year at future board meetings?

3 responses

As noted above - AI or other ed-related hot topics that address specifically the work of the NWRES D. It's always interesting to learn about technological advances that assist with early intervention or the services provided to our component districts.

With NWES D being so large, presentations of current programs or new programs is helpful in order to continue understanding their benefits(i.e. Equity and Inclusion, literacy programs, educational pathways, etc.)

Board meetings agenda/format/protocols. Location of board meetings.



# Northwest Regional Education Service District

## 2024-25 NWRESD Board of Directors Presentation Schedule

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July 31, 2024 - Headlands Coastal Lodge, Pacific City	
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Board Presentation Schedule	Dan Goldman
Board Working Agreements	Dan Goldman
<b>General Session</b>	
Migrant Summer School	John Peplinski

September 11, 2024 - Forest Grove School District Offices		
Topic	Strategic Plan Alignment	Presenter(s)
Regional Educator Pathway Program	Strategy 1.5	Yolanda Coleman
Hillsboro Early Learning Facility Project	Strategy 6.3	Jordan Ely
Equity Learning Opportunities	Strategy 1.3	S. Liwaru

October 9, 2024 - OMIC Training Center at PCC Columbia County		
Topic	Strategic Plan Alignment	Presenter(s)
Columbia Social Emotional Learning School	Strategy 6.1	Cathy Jensen & Chad Waldman
Career Connected Learning	Strategy 3.2	John Peplinski
Attendance Services	Strategy 2.2	Ryan Blasquez

**November 13, 2024 - Tillamook Service Center**

Topic	Strategic Plan Alignment	Presenter(s)
EI/ECSE Program Design Update	Strategy 4.1	Stacy Rager
Local Service Plan	Strategy 6.1	Dan Goldman & Jordan Ely
Action Plans	Strategy 5.1, 5.2	Brian Bain

**December 11, 2024 - VIRTUAL**

Topic	Strategic Plan Alignment	Presenter(s)
New Employee Orientation/Onboarding	Strategy 1.2	Debbie Simons & S. Liwaru
Liability and Risk Coverage	Collective Commitment 6	Debbie, Jordan and Geoff Sinclair (Brown & Brown)
Hillsboro Early Learning Facility Project	Strategy 6.3	Jordan Ely

**January 8, 2025 - VIRTUAL**

Topic	Strategic Plan Alignment	Presenter(s)
ORTii	Strategy 2.2, 2.3, 4.2	Ryan Blasquez
Early Learning Evaluation Team	Strategy 4.2	Karen Dalbey
Regional Legislative Priorities	Strategy 6.2, 6.5	Kelsey Soltysiak

**February 12, 2025 - VIRTUAL**

Topic	Strategic Plan Alignment	Presenter(s)
NWRESD Regional Mentoring Program	Strategy 1.5	Yolanda Coleman, Naheed Brown & Jerome Townsend
Regional Career-Tech Education Programming	Strategy 3.2	John Peplinski
Artificial Intelligence in Education	Strategy 6.4	Megan McCarter, John Peplinski & Stuart Long

**March 12, 2025 - VIRTUAL**

Topic	Strategic Plan Alignment	Presenter(s)
Mid-Year Strategic Plan Stocktake	Strategy 6.2	Brian Bain
REN Update	Strategy 4.3	John Peplinski, Jerome Townsend & Julie Swanson
Hillsboro Early Learning Facility Project Update	Strategy 6.3	Jordan Ely

**April 9, 2025 - Clatsop County (TBD)**

Topic	Strategic Plan Alignment	Presenter(s)
Transformative SEL	Strategy 2.1	Cathy Jensen
School Safety & Prevention Services	Strategy 2.5	Ryan Blasquez & Neha Hertzog
All Things CTA	Strategy 6.4	Stuart Long

May 14, 2025 - Hillsboro Early Learning Facility (Aloclek)

Topic	Strategic Plan Alignment	Presenter(s)
Career & College Services	Strategy 6.2, 6.5	John Peplinski
Outdoor School	Strategy 3.2	Akari Jensen & John Peplinski

June 11, 2024 - Washington Service Center

Topic	Strategic Plan Alignment	Presenter(s)
Budget Hearing	Strategy 6.2, 6.5	Jordan Ely & Dan Goldman
Regional Literacy Supports	Strategy 2.2	Ryan Blasquez
Integrated Guidance Update	Strategy 3.1, 6.1	Megan McCarter



Northwest Regional  
Education Service District

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

Work Session - Sesion de trabajo  
July 31, 2024 - 31 de julio de 2024  
10:00 am

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