



Northwest Regional  
Education Service District

## BOARD PACKET

# MATERIALES DE LA MESA DIRECTIVA

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December 15, 2020

15 de diciembre de 2020

6:00PM - 8:00PM

CONTACT/CONTACTO

Lauren Slyh O'Driscoll

lslyh@nwresd.org | 503-614-1401



Northwest Regional  
Education Service District

# PLEDGE OF ALLEGIANCE





## INDIGENOUS LAND ACKNOWLEDGEMENT

# THE LAND UPON WHICH WE STAND.

“WE WANT TO ACKNOWLEDGE THAT WE GATHER AS THE NORTHWEST REGIONAL ESD ON THE TRADITIONAL LANDS OF THE **ATFALATI** (TUALATIN/WAPATO LAKE), **NEKELIM** (NEHALEM), **SILETZ** AND **TILLAMOOK** PEOPLES, PAST AND PRESENT, AND HONOR WITH GRATITUDE THE LAND ITSELF AND THE PEOPLE WHO HAVE STEWARDED IT THROUGHOUT THE GENERATIONS.”

-ADAPTED FROM DELILAH FRIEDLER



# Northwest Regional Education Service District

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

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December 15, 2020

[Virtual Meeting: Register Here!](#)

5:30 PM	<p><b>EXECUTIVE SESSION:</b> ORS 192.660(2)(d) <i>To conduct deliberations with persons designated by the governing body to carry on labor negotiations.</i></p>	
<hr/>		
6:00 PM	<p>1. <b><u>CALL TO ORDER</u></b> Board: Renee Bruce, Karen Cunningham, Tony Erickson, Dave Hollandsworth, DaWayne Judd, Marilyn McGlasson, Lisa Poehlitz, Chris Riley, Ross Tomlin</p>	Chair Poehlitz
6:02 PM	<p>2. <b><u>PLEDGE OF ALLEGIANCE / LAND ACKNOWLEDGEMENT</u></b></p>	Chair Poehlitz
6:07 PM	<p>3. <b><u>AGENDA REVIEW/REVISION</u></b></p>	Chair Poehlitz
6:10 PM	<p>4. <b><u>SUPERINTENDENT REPORT</u></b></p>	Dan Goldman
6:30 PM	<p>5. <b><u>2020-2021 RECOGNITION AND GOOD NEWS</u></b> A. <a href="#">Jenny Pool Radway, Consejo Hispano</a> B. <a href="#">Crystal Greene, NWRESD Grants Manager</a></p>	Chair Poehlitz
6:40 PM	<p>6. <b><u>COMMUNICATIONS TO THE BOARD/PUBLIC COMMENT</u></b> <i>The Northwest Regional Education Service District Board of Directors appreciates community members sharing information during public comments. The Board requests comments be limited to three (3) minutes per speaker. Speakers will state their name and home address for the record. While the Board does not respond to public comment, following the meeting, the Chair, Vice Chair, and Superintendent will together determine the appropriate level of response. Speakers may offer objective criticism of district operations or programs, but the Board will not hear complaints concerning specific district personnel.</i></p>	Kelsey Cardwell
6:50 PM	<p>7. <b><u>CONSENT AGENDA</u></b> A. <a href="#">November Board Meeting Minutes</a> B. <a href="#">Personnel Action Report</a></p>	Lauren O'Driscoll Joseph Hernandez
6:52 PM	<p>8. <b><u>REPORTS AND DISCUSSIONS</u></b> A. <a href="#">Reopening Schools: COVID-19 Update</a> B. <a href="#">Administrative Reports</a></p>	Sarah Pope Chair Poehlitz
7:35 PM	<p>9. <b><u>ACTION ITEMS</u></b> A. <a href="#">December Financial Report</a> B. Policy Updates: <a href="#">All Students Belong: Policy ACB</a> - Second Reading C. <a href="#">Resolution 20-002: 2021-22 Local Service Plan Approval</a>  D. <a href="#">Board Equity Policy Advisory Committee: Appointments</a></p>	Tami Montague Joseph Hernandez Dan Goldman & Tami Montague  Sharif Liwaru
7:50 PM	<p>10. <b>GOOD OF THE ORDER</b></p>	Chair Poehlitz

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Next Meeting: January 19, 2021

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

1. A visitor wishing to make public comment may contact the Board Secretary by emailing [lslyh@nwresd.org](mailto:lslyh@nwresd.org) or using the Q&A feature in the Zoom Webinar prior to the start of the meeting. Please include your name and address in your message and the topic for which you would like to provide public comment.
2. Members of the public will be asked to speak under item 5. **COMMUNICATIONS TO THE BOARD/PUBLIC COMMENT**
3. After being recognized by the Board chair, the speaker will be transitioned into the virtual webinar as a panelist. Please identify yourself: **full name and address and state your purpose in addressing the Board.**
4. A group of visitors with a common purpose should designate a speaker for the group.
5. Comments or statements by members of the public are limited to 3 minutes and should be brief and concise unless otherwise authorized by the Chair.
6. Speakers may comment on a topic not on the published agenda, however, the Board - at its discretion - may require that the proposal, inquiry, or request be submitted in writing. The Board reserves the right to refer the matter to the administration for action or study and to report at a subsequent meeting.
7. When meetings are large or controversial, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda or non-agenda item, may do so at the discretion of the Board Chair. The Chair will determine the amount of time that will be allotted for each individual.
8. Speakers may offer objective criticism of district operations or programs but the Board will not hear complaints concerning specific district personnel. Complaints against individuals must be addressed by following the steps in Policy KL ("Public Complaints") and Procedure KL-AR ("Complaint Form").
9. These procedures will be published on the back of every Board meeting agenda.

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### **2020-21 NWRESD Board Goals**

1. Attend board meetings consistently and arrive prepared to discuss presented materials.
2. Ensure board/superintendent working agreements are known, practiced, and monitored.
3. Improve Board governance.
4. Learn more about regional programs using the ESD Equity Lens.



# Northwest Regional Education Service District

December 15, 2020

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: December Superintendent Report

EXPLANATION: Please find attached the Superintendent Report.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: December Superintendent Report

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



December 13, 2020

Another month of intensity has transpired regarding the pandemic and all its related decisions. Even so, I am immensely grateful for - and impressed by - our staff's compassion and efforts to engage children and families. Despite our many challenges, we have learned so much about family engagement and virtual therapy work. As we head into a strange-feeling holiday season, I want to share my deep appreciation for our NWRESD family with the Board.

### **Governor's Recommended Budget (GRB)**

As you know, the Governor is statutorily compelled to produce a recommended budget in the first week of December prior to a new biennium. This week, Governor Brown released her GRB. It's important you know what the impacts are, but remember the Legislature is not beholden to these recommendations, so a lot of work to do between now and the end of the session.

Gov. Brown touted this budget, titled "Oregon For All: Creating a Place Where Everyone Can Thrive," as the first in Oregon history that has deliberately focused on racism and inequity, citing the work of her [Racial Justice Council](#). The council's influence persists through the budget proposal, which specifically acknowledges the need to invest in Oregon's children, particularly children of color and marginalized student populations.

Broadly, the budget prioritizes investments in early learning and full distribution of Student Success Act dollars. For K-12, the major concern is the State School Fund. Brown said her proposed \$9.1 billion allocation is insufficient to meet school districts' needs and she hopes to receive more money from the federal government. The budget fully funds Student Investment Account and Ballot Measure 98 allocations, subsequently framing a reduced State School Fund in the context of prioritizing investment in these other accounts.

Here's a brief run-down of items of interest in the proposed budget:

- State School Fund - \$9.1B
  - 2019-21 SSF is \$9b - so not enough to cover increased costs.
- Technical Assistance Grant for ESDs from the Student Success Act - \$36.9m
- Measure 98 (High School Success) is reportedly "fully funded" - \$314m
- Student Investment Account for our districts is reportedly "fully funded" - \$778m
- Educator Advancement Council (EAC) - \$95.1M
  - \$30.7m for diversification of the workforce
  - \$14m for statewide anti-racism institute
  - \$50.4m for Regional Educator Network
    - An increase
- Capital Construction/Infrastructure at - \$331m

- \$118 million investment in broadband expansion statewide, with \$10.1 million of that for schools
- \$2.5m increase for Regional Programs: a chronically underfunded program, ODE had asked for an \$8m increase. This is highly problematic.
- EI/ECSE - \$299m
  - \$260m from General Fund
  - \$83.8 from the CAT/SSA
    - An increase
- Preschool Promise - \$167m
  - \$78.7m from General Fund
  - \$88.3m from CAT/SSA
    - An increase
- OPK (state-funded head start) - \$285.8 M
- Early Learning Hubs: Reduction of \$1.4m
  - We believe Hubs play a critical role in locally coordinating early learning programs. This reduction - if enacted - would likely lead to staffing reductions and (I believe) less impact as funding streams are less likely to be coordinated at the local level. We will need to advocate heavily for this program.
- LTCT - \$43.6m - no funding for additional sites/classrooms.
- Low-incidence Regional Programs - Small increase.

In summary, with a recommended 1.1% increase in the State School Fund, districts (and the ESD) will struggle to maintain current staffing and program levels as traditional roll-up costs surpass the \$9.1b proposed by the Governor. This is only the beginning of the process, but it is clear we must advocate for additional resources in the State School Fund, LTCT, Regional Programs and in Early Learning Hubs

### **COVID-19 Update**

First, I want to share high praise for the dedication and professionalism of our staff throughout the pandemic. Together, NWRESA has made so much progress in the ways we have been able to support each other and our students. I am extremely impressed with our educators' patience, flexibility and resiliency.

The Governor's statewide freeze and the county level data has dampened plans to increase limited in-person instruction (LIPI) across the region. As of today all of our counties are in the red or orange zones (extreme and transitional, respectively). This means that the majority of our districts are still providing K-12 distance learning as the primary instructional model. Some smaller, rural districts (Knappa, Jewell, Clatskanie...) are operating in-person models.

For the ESD, we will remain in distance learning while continuing with the exceptions discussed previously:

- Audiology services
- PT fittings
- Truancy



- Vision Clinics up to 4x/year
- Identifying individual students who need in-person evaluations

We will continue our pause on additional limited in person services in counties with COVID rates that put them in the red zone or orange zone and climbing. We are hopeful that Tillamook rates will decrease in the next few weeks and we can moderately expand face-to-face instruction at that time.

Importantly, vaccines are now being shipped to Oregon and beyond. There will be limited supply and educators will be included in the second wave of people to have access after health care and treatment center workers. There seems to be some light at the end of the tunnel.

### **New Website**

We have now gone live on our new webpage. This was a significant effort from our Communications team led by Kelsey Cardwell. We want to send a *HUGE* thank you to all the administrative assistants, program leads and others who have helped us take the next step toward providing more universally accessible information regardless of device (mobile, desktop, etc), language or ability. This improvement to our communications program has proven to be especially critical during this time of crisis. As proven by family surveys, empathy interviews and other feedback channels, our communities crave frequent, easy-to-understand communications. Our new website brings us closer to our goals of reciprocal, authentic communications with families and partners.

Lastly, I'm wishing you all a VERY safe and happy winter holiday season. I can't say I'll miss 2020, but our work here at the ESD - and my colleagues, including the board - have given me much joy in dark times. On to 2020!



Northwest Regional  
Education Service District

# **GOOD NEWS & RECOGNITION**



# Northwest Regional Education Service District

5825 NE Ray Circle Hillsboro,  
OR 97124-6436

December 7, 2020

To Jenny Pool Radway and the team at Consejo Hispano:

It is my pleasure to inform you that the Northwest Regional ESD Board of Directors would like to recognize you and your team during the "Recognition and Good News" segment of our December board meeting. Rosa Gilbert, Migrant Education Program Manager and Title III Consortium Manager, has outlined the partnership, for which we are so incredibly grateful:

*"Consejo Hispano has partnered with the Migrant Education Program and ELL team to address gaps in services to Latinx families in Clatsop and Tillamook counties. They've been key partners in funding, distribution, program development, and so forth for our new Bumble preschool program, Dia de los Muertos, Hispanic Heritage Month, parent and student informational meetings, COVID-19 grants, flu clinics, tutoring, emergency preparedness, and even more programs we have planned through early spring."*

**We respectfully request your attendance at our next board meeting at 6:00 p.m. on Tuesday, December 15, [scheduled to take place virtually](#).** We look forward to having the opportunity to personally thank you. Please RSVP to Lauren Slyh O'Driscoll, Board Secretary at 503-614-1401 or [lslyh@nwresd.k12.or.us](mailto:lslyh@nwresd.k12.or.us). She will be happy to answer any questions you have.

Sincerely,

Dan Goldman  
Superintendent

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■ CLATSOP COUNTY  
503-325-2862  
Fax: 503-325-1297  
3194 Marine Drive  
Astoria, OR 97103

■ COLUMBIA COUNTY  
503-366-4100  
Fax: 503-397-0796  
800 Port Avenue  
St. Helens, OR 97051

■ TILLAMOOK COUNTY  
503-842-8423  
Fax: 503-842-6272  
2515 3rd Street  
Tillamook, OR 97141

■ WASHINGTON COUNTY  
503-614-1428  
Fax: 503-614-1440  
5825 NE Ray Circle  
Hillsboro, OR 97124-6436



# Northwest Regional Education Service District

5825 NE Ray Circle Hillsboro,  
OR 97124-6436

December 8, 2020

To Crystal Greene:

It is my pleasure to inform you that the Northwest Regional ESD Board of Directors would like to recognize your exceptional work during the "Recognition and Good News" segment of our December board meeting. The [November Monthly Messenger](#) summarizes some of these recent accomplishments:

*"It was a record-breaking first quarter for our grants team. Since July 1, NWRES D has been awarded 21 grants worth more than \$6.4 million for partner districts or ESD-run programs."*

For your work to support the growth of Preschool Promise programs across the region, an expansion of the Hillsboro School District mentorship program, a deepening of Northwest Regional ESD's equity professional learning and sustaining of the 9th Grade Success Network - *thank you!*

**We respectfully request your attendance at our next board meeting at 6:00 p.m. on Tuesday, December 15, [scheduled to take place virtually](#).** We look forward to having the opportunity to personally thank you. Please RSVP to Lauren Slyh O'Driscoll, Board Secretary at 503-614-1401 or [lslyh@nwresd.k12.or.us](mailto:lslyh@nwresd.k12.or.us). She will be happy to answer any questions you have.

Sincerely,

Dan Goldman  
Superintendent

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2515 3rd Street  
Tillamook, OR 97141

■ WASHINGTON COUNTY  
503-614-1428  
Fax: 503-614-1440  
5825 NE Ray Circle  
Hillsboro, OR 97124-6436



Northwest Regional  
Education Service District

# CONSENT AGENDA



# Northwest Regional Education Service District

December 15, 2020

TO: Board of Directors

FR: Lauren Slyh O'Driscoll, Board Secretary

RE: November 2020 Meeting Minutes

EXPLANATION: Please find the attached November 2020 Regular Meeting Minutes. PRESENTER(S): Consent Agenda

SUPPLEMENTARY MATERIALS: November 2020 Regular Meeting Minutes

RECOMMENDATION: Approve as presented in the consent agenda.

PROPOSED MOTION: I move to approve the November 2020 minutes as presented/amended.



# Northwest Regional Education Service District

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

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**November 17, 2020  
Virtual Meeting**

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**6:00 PM**

**1. CALL TO ORDER**

Board: Renee Bruce, Karen Cunningham, Dave Hollandsworth, DaWayne Judd, Marilyn McGlasson, Lisa Poehlitz, Chris Riley

2. Chair Poehlitz called the board to order at 6:01 pm.

**3. PLEDGE OF ALLEGIANCE / LAND ACKNOWLEDGEMENT**

Director McGlasson led the board through the pledge. Chair Poehlitz asked Director Hollandsworth to read the land acknowledgement.

**4. AGENDA REVIEW/REVISION**

Chair Poehlitz entertained a motion by Director McGlasson to add Items 9B and 9C to the consent agenda. The motion was seconded by Director Riley and passed unanimously.

*Director Tomlin joined the meeting at 6:19pm.*

**5. SUPERINTENDENT REPORT**

Superintendent Goldman reviewed the report to the board and introduced new administrators.

**6. COMMUNICATIONS TO THE BOARD/PUBLIC COMMENT**

N/A

**7. 2020-2021 RECOGNITION AND GOOD NEWS**

A. [Front Desk Support Staff](#)

**8. CONSENT AGENDA**

A. [October Board Meeting Minutes](#)

B. [Personnel Action Report](#)

*Director Bruce noted the minutes do not include her name under attendance although she was present. The minutes have been corrected by Board Secretary O'Driscoll.*

Chair Poehlitz entertained a motion by Marilyn McGlasson to approve the consent agenda as amended. The motion was seconded by Director Riley and approved unanimously.

9.

**REPORTS AND DISCUSSIONS**

A. [All Students Belong: Policy ACB - First Reading](#)

No additional comments

B. COVID-19 Update: [New Statewide Metrics](#)

Superintendent Goldman and Deputy Superintendent Pope presented the board with the Covid-19 Response Updates.

C. [Administrative Reports](#)

No additional comments

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

CHRO Joseph Hernandez presented the board with an overview of proposed changes to this batch of policies.

C. [Administrative Reports](#)

*No additional comments.*

**10. ACTION ITEMS**

A. [November Financial Report](#)

CFO Montague presented the November Financial Report. Chair Poehlitz entertained a motion by Director Bruce to approve the financial report. The motion was seconded by Director Riley and passed unanimously.

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

CFO Montague presented the November Financial Report. Chair Poehlitz entertained a motion by Director Cunningham to approve the financial report. The motion was seconded by Director Riley and passed unanimously.

C. OSBA Elections:

— i. [Resolution to adopt the OSBA 2021-22 Legislative Priorities and Principles](#)

— ii. [Board of Directors Election - Position 15](#)

Moved to consent

**11. GOOD OF THE ORDER**

ReDirector Bruce shared she was impressed by the recent online CAFE convening, Director Riley provided comments about the OSBA Virtual Conference

**ADJOURN**

The meeting was adjourned at 7:11 pm.

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**PUBLIC PARTICIPATION IN BOARD MEETINGS**

1. A visitor may complete a 'Public Comment Card' and give it to the Board secretary at the Board table prior to the beginning of the meeting. After being recognized by the Board chair, the speaker will sit at the presenter's table and identify themselves with their full name and address and stating their purpose in addressing the Board.
2. A group of visitors with a common purpose should designate a speaker for the group.
3. Comments or statements by members of the public are limited to 3 minutes and should be brief and concise unless otherwise authorized by the Chair.
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7. These procedures will be published on the back of every Board meeting agenda.



December 9, 2020

To: Board of Directors

From: Joseph Hernandez – Chief Human Resources Officer

Re: Personnel Report

EXPLANATION: Please see attached personnel report prepared by Kathy Fernandez.

Presenter: Joseph J. Hernandez

Supplementary Materials: Personnel Report, additional comments to be provided to the board at the meeting on December 15, 2020.

Recommendation: N/A

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

# NW Regional Education Services District

## Human Resources Office

5825 NE Ray Circle • Hillsboro, Oregon 97124 • (503) 614-1486 • (503) 614-1409

November 10, 2020 – December 9, 2020

NEW HIRES			
NAME	POSITION	BUILDING	COMMENTS
Deirdre (Deedee) Harrington	Administrative Assistant (1.0 FTE)	Washington SC	Replacing Brenda Caldez
Melinda Denney	Early Childhood Education Specialist (1.0 FTE)	Beaverton ECC	Replacing Theron Post (transferred)
Lynsie Scharpf	Temporary Administrative Assistant (0.25 FTE – Limited Term)	Washington SC	New FTE – Limited Term
Jodi Lepla	Instructional Technology Specialist (1.0 FTE)	Washington SC	New FTE
Roza Pachciarz	Early Childhood Education Specialist (1.0 FTE)	Columbia Academy	Replacing Mithu Dasgupta (transferred)
Erika Johnson	Early Childhood Professional Development Specialist (1.0 FTE)	Washington SC	New FTE
Marlyn Kato	Physical Therapist (1.0 FTE)	Columbia SC	Position previously filled by contractor

RESIGNATIONS/RETIREMENTS			
NAME	POSITION	BUILDING	COMMENTS
Nancy Ford	Director – EI/ECSE (1.0 FTE)	Washington SC	Retiring effective June 30, 2021
Garrat Tayler	ORVED Teacher	Online Learning	Resignation effective October 11, 2020
Seth Bingham	ORVED Teacher	Online Learning	Resignation effective October 14, 2020
Michael Klausman	ORVED Teacher	Online Learning	Resignation effective October 10, 2020
Jordan Cox	Field Instructor (Limited Term/hourly)	NW Outdoor Science School	Resignation effective November 4, 2020
Chelsea Tumbarello	Speech Language Pathologist (1.0 FTE)	Clatsop SC	Resignation date February 2, 2021
Sandra Sinner	Administrative Assistant (Limited Term)	Washington SC	Separation date November 10, 2020

**EMPLOYEE TRANSFERS**

<b>NAME</b>	<b>FROM: BUILDING/POSITION</b>	<b>TO: BUILDING/POSITION</b>	<b>COMMENTS</b>
Theron Post	Beaverton ECC/ SPED Teacher (1.0 FTE)	Columbia Academy/ SPED Teacher (1.0 FTE)	New FTE
Raymond Johnson	Columbia Academy/ Instructional Assistant (0.85 FTE)	Cascade Academy/ Instructional Assistant (0.85 FTE)	Replacing William Alton
Mithu Dasgupta	Columbia SC/ Early Childhood Education Specialist (1.0 FTE)	Washington SC/ Early Childhood Education Specialist (1.0 FTE)	Replacing Sue Kirlin

**ADVERTISED VACANCIES (Information Only)**

<b>OPEN POSITION</b>	<b>BUILDING</b>	<b>STATUS</b>	<b>COMMENTS</b>
Assistant Director of HR (0.1 FTE)	Washington Service Center	12/02/2020 – Open until Filled	Replacement for Janine Weichbrodt (Mobley)
Administrative Specialist (0.1 FTE)	Knappa School District	10/27/2020 – Open until Filled	New FTE
Regional Improvement Network Coach (TOSA) (2 positions at 1.0 FTE each)	Washington Service Center	11/12/2020 – 12/04/2020	New FTE
Speech Language Pathologist (1.0 FTE)	Columbia SC	8/13/2020 – Open until filled	Ongoing recruitment
Physical Therapist (1.0 FTE)	Columbia SC	08/13/2020 – Open until filled	Ongoing recruitment
Occupational Therapist (1.0 FTE)	Multiple Locations	07/01/2020 – Open until filled	Ongoing recruitment
Teacher of the Visually Impaired (1.0 FTE)	Multiple Locations	07/01/2020 – Open until filled	Ongoing recruitment
Physical Therapist (1.0 FTE)	Multiple Locations	07/01/2020 – Open until filled	Ongoing recruitment
Registered Nurse (1.0 FTE)	Tigard Tualatin SD	11/06/2020 – Open until filled	Currently filled by contractor
Speech Language Pathologist (1.0 FTE)	Scappoose School District	10/01/2020 – Open until filled	New FTE
Registered Nurse (1.0 FTE)	Nestucca Valley SD	03/17/2020 – Open until filled	Ongoing recruitment



Northwest Regional  
Education Service District

# REPORTS & DISCUSSIONS



# Northwest Regional Education Service District

December 15, 2020

TO: Board of Directors

FR: Sarah Pope, Deputy Superintendent

RE: Reopening Schools and COVID-19 Update

EXPLANATION: This update will cover updates to the region's COVID-19 metrics, updates to NWRESD's planning for Limited In Person Instruction, as well as health and safety protocols.

PRESENTER(S): Sarah Pope, Deputy Superintendent  
Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: Reopening Schools and COVID-19 Update

RECOMMENDATION: N/A

PROPOSED MOTION: N/A

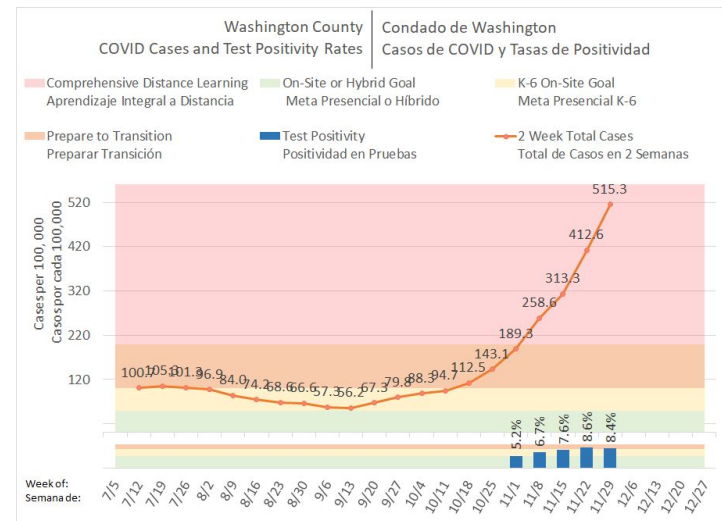
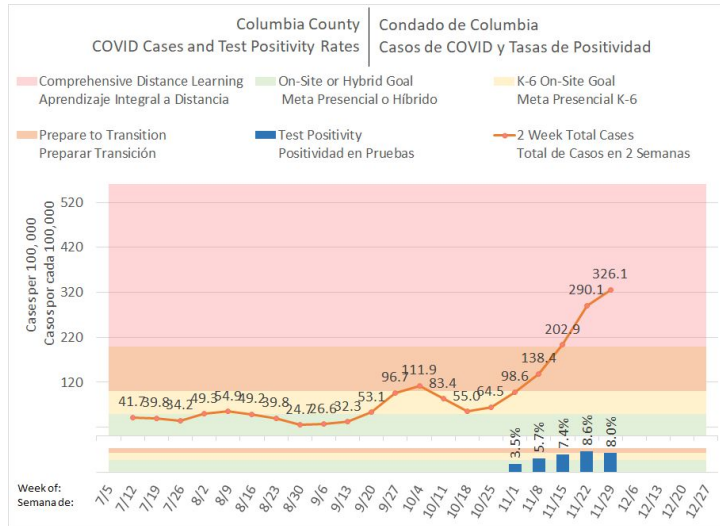
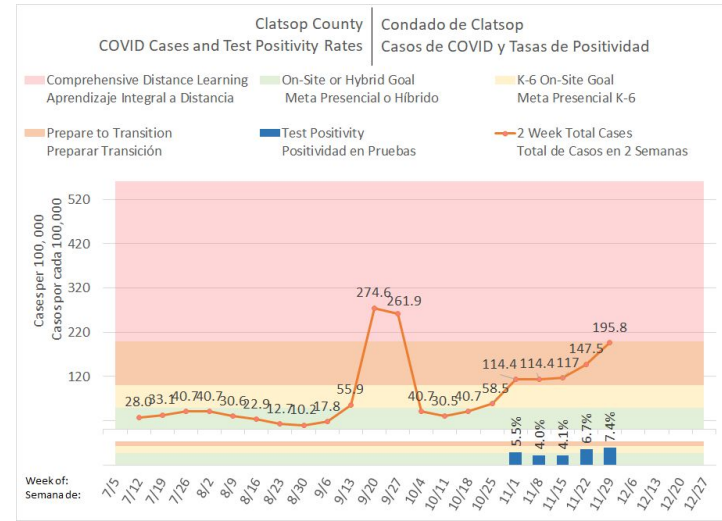
# Reopening Schools: COVID-19 Update

# **Community Spread: Decisions Concerning Face-to-Face Instruction**



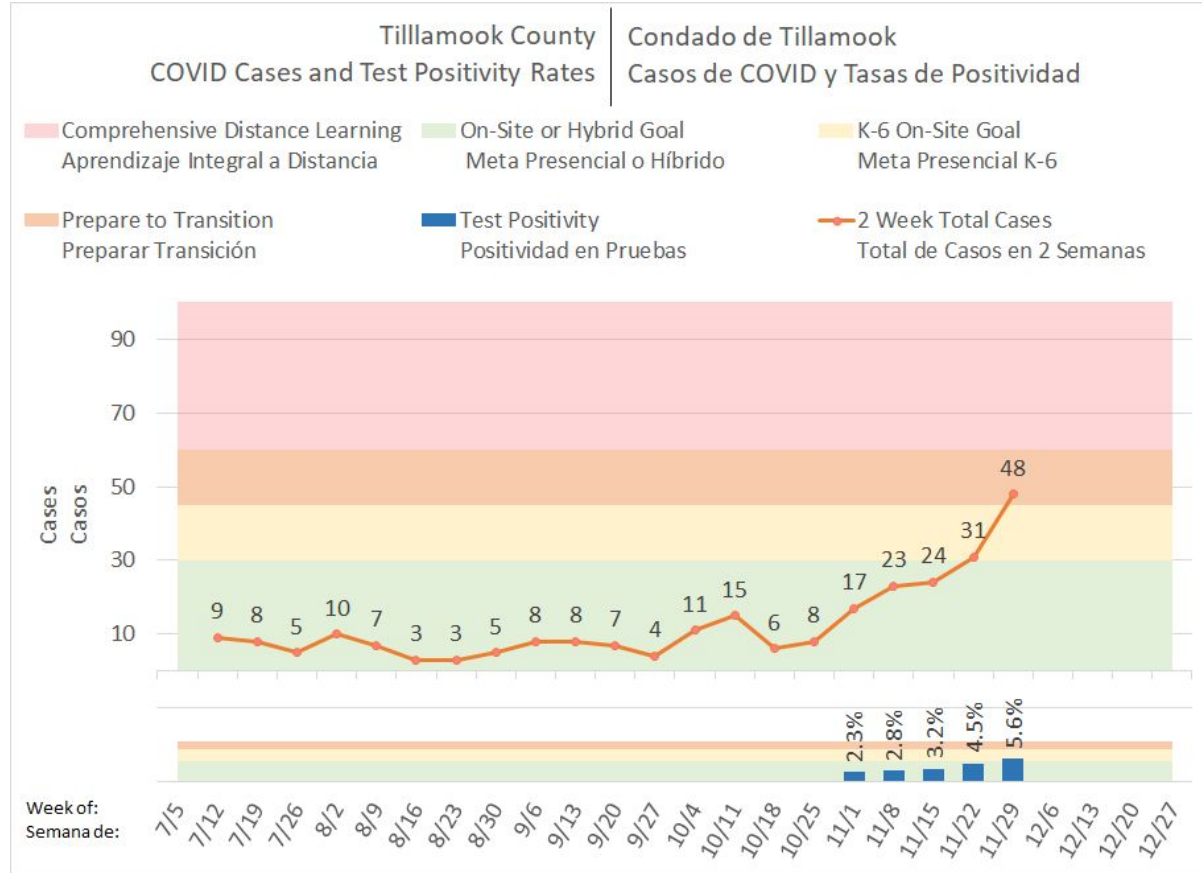
# County-by-County Approach

Clatsop, Columbia and Washington counties' metrics



# County-by-County Approach

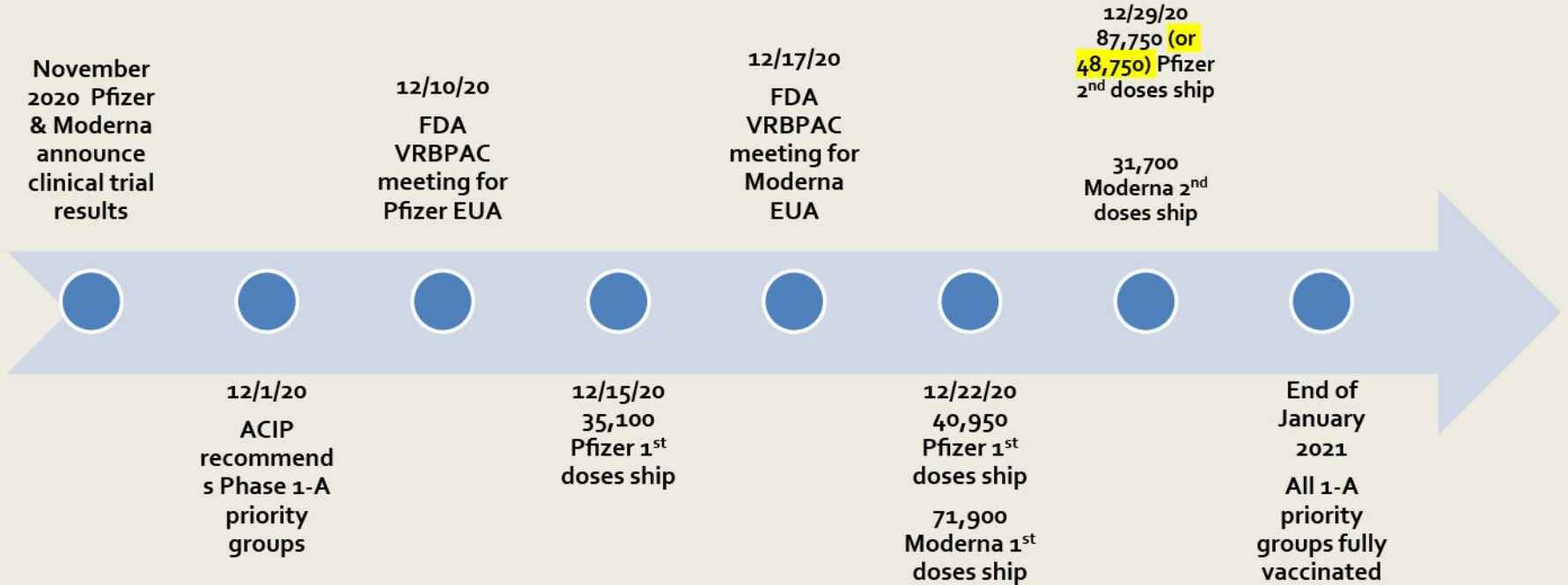
## Tillamook County Metrics



# Approved Regional In-person Services

- **Audiology services**
- **PT fittings**
- **Truancy**
- **Vision Clinics up to 4x/year**
- **Identifying individual students who need in-person evaluations**

# VACCINE TIMELINE



# FEDERAL & STATE PLAN

<b>PHASE 1</b> <i>Potentially Limited First Doses Available</i>	<b>PHASE 2</b> <i>Large Number of First and Second Doses Available</i>	<b>PHASE 3</b> <i>Continued First Dose and Second Dose Vaccinations</i>
<b>Who can get vaccinated</b> <b>Phase 1-A</b> <ul style="list-style-type: none"><li>• Paid and unpaid people serving in healthcare settings who have the potential for direct or indirect exposure to patients or infectious materials and are unable to work from home.</li></ul> <b>Phase 1-B</b> <ul style="list-style-type: none"><li>• Other essential workers</li><li>• People at higher risk of severe COVID-19 illness, including people 65 years of age and older</li></ul>	<b>Who can get vaccinated</b> <ul style="list-style-type: none"><li>• Remainder of Phase 1 populations</li><li>• Critical populations</li><li>• General population</li></ul>	<b>Who can get vaccinated</b> <ul style="list-style-type: none"><li>• Remainder of Phase 1 populations</li><li>• Critical populations</li><li>• General population</li></ul>
<b>Where to get vaccinated</b> Healthcare workplaces, sites specific to Phase 1 populations	<b>Where to get vaccinated</b> Sites specific to Phase 2 populations, hospitals, doctor's offices, clinical offices, pharmacies, public health clinics, mobile clinics	<b>Where to get vaccinated</b> Doctor's offices, clinical offices, pharmacies, private partners, public health sites

Educators are in Phase 1-B

## Essential Workers

- Teachers
- Food & Agriculture
- Utilities
- Police
- Firefighters
- Corrections officers
- Transportation

## Critical Populations

- Racial and ethnic minorities
- Tribal communities
- Incarcerated/detained
- Houseless communities
- Congregate settings
- Rural communities
- Intellectual/developmental/other disabilities
- Under/uninsured

# Reopening Schools Team Update

# Reopening Schools Team Update

- **LIPI**
- **Contact Tracing**
- **OSHA Requirements**
  - HVAC Update
  - Risk Assessment
- **PPE**



# Mask Protocol





# Additional PPE Required

- In the **isolation room** staff must wear a KN95 mask, face shield, gloves, and gown.
- **Truancy Officers** must wear a mask, eye protection, and gloves.
- KN95 masks are not required, but available to **educators offering in-person instruction**.

The background is a solid dark blue. In the top right corner, there are several overlapping geometric shapes: a dark blue triangle pointing down-left, a medium blue square, and a black square, all partially overlapping each other and the main background.

**Questions?**



Northwest Regional  
Education Service District

# ADMINISTRATIVE REPORTS



## COMMUNICATIONS BOARD REPORT

Prepared by Kelsey Cardwell

December 2020

### Website Redesign

Our new website will go live on Dec. 9, so it will have launched by the time the board meets. We will spend the first days addressing urgent issues: technical glitches, missing content preventing users from completing basic tasks, etc. If you see or hear of issues, we ask that those be sent to [communications@nwresd.k12.or.us](mailto:communications@nwresd.k12.or.us).

Next steps will include:

- Migrate more content from our satellite websites to the main site so we can sunset more satellite sites.
- Evaluate the usability of the new site and plan future improvements.

We are deeply grateful for the administrative assistants, program leads and others who have helped Northwest Regional ESD take this next, *HUGE*, step toward providing more universally accessible information regardless of device (mobile, desktop, etc), language or ability. This improvement to our communications has proven to be especially critical during a time of crisis response. As proven by family surveys, empathy interviews and other feedback channels, our communities crave frequent, easy-to-understand communications. This site will make it much easier and efficient to address those needs.

### Strategic Planning

Over the past few months, our team built the communications department action plan with a ton of support and input from the strategic plan delivery team and cabinet. This plan outlines the work we need to do in support of the strategic plan. Here is a quick overview of the communications goals in the action plan:

- 1) Design and Implement a Family Partnership Communication Framework (Strategy 5.2)**
  - a) Operate a website that meets Web Content Accessibility Guidelines (WCAG) 2.0.
  - b) Fully implement a communication system for communicating directly with key stakeholders and families served by EI/ECSE and SEL schools.
  - c) Research and outline the roadmap for completing a communication framework by 2025.
- 2) Annual budget documents demonstrate alignment of resources to strategic plan (Strategy/Metric 6.4.2)**
  - a) Redesign the annual report to school district leadership and their boards so it more clearly communicates our strategic priorities.

## **Newsletter and Recent Communications**

[Read the latest edition of our monthly newsletter](#) to school district leadership, school boards and other partners. We've included a subscription link in the newsletter body, so we encourage you to forward to partners that you think should receive these communications.



## **COLUMBIA COUNTY BOARD REPORT**

Prepared by Stacy Rager

December 2020

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The EI/ECSE Program in Col Co will be welcoming two new staff members this month! Marlyn Kato, Physical Therapist, and Roza Pachciarz, Early Childhood Teacher, will both be joining our team. Maryln is a bilingual provider in her first year of practice, having recently graduated from Pacific University. Roza has many years of early childhood teaching experience and was most recently a teacher at the Nike Child Development Center prior to its closure earlier this year; she is excited to begin pursuing her special education endorsement. We are looking forward to working with Roza and Marlyn!

The EI Teams in Clatsop, Tillamook, and Columbia Counties continue to work on building skills relative to using a Lead Interventionist model of service delivery for children under the age of three, while practicing and expanding goal writing skills. This month they learned how to reflect services on the IFSP when using this model, how to determine the best choice to be the lead provider, and had an opportunity to hear from more experienced providers in Washington County.

Staff observations for probationary staff are progressing, and the quality of the interactions with children and families continue to be inspiring. It is encouraging to see parents and grandparents learning from the modeling provided by our teachers during virtual learning sessions, in addition to the parent/ caregiver coaching that we are providing as well. Parent feedback has been positive and in many cases they remark on the amount of progress they are seeing in their children.

The Col Co Superintendents continue to partner with the Columbia County Health Department regarding the rapidly rising COVID-19 case rates to establish timelines for school reopening that ensure a safe return to in-person instruction. With rates well above the state's threshold for reopening, most anticipate a return to the building will not occur until after the upcoming winter break.

Respectfully submitted,

Stacy Rager



## **Early Intervention/Early Childhood Special Education December 2020**

### **Monthly Board Report**

For more information, please contact Nancy Ford, [nancyf@nwresd.k12.or.us](mailto:nancyf@nwresd.k12.or.us)

The Early Intervention/Early Childhood Special Education program is in the process of hiring four Instructional Coaches for the region. These are new positions for the program. The focus of the Instructional Coaches is on improving student achievement through building the capacity of EI/ECSE educators working with diverse groups of learners by:

- Supporting new staff in agency and special education procedures
- Building capacity of educators in implementation of best practices through a variety of delivery models
- Collaborating with families, community partners and outside agencies to provide training and support
- Promoting culturally responsive teaching strategies that address the needs of all learners

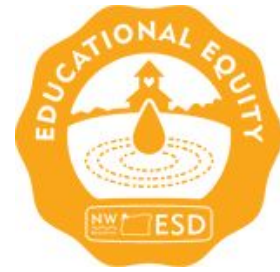
The Instructional Coach will assist educators by providing support around essential components of individualized education plans. Supports in this area include: paperwork documentation and compliance, evidence based instructional strategies, analysis of student data, and alignment of curriculum and methodologies with program identified improvement standards. In addition, the coaches will provide professional development through presentations and workshops, in-class observations and coaching, strategy modeling, reflection on practices, guidance on assessing student work and development of individualized educational plans. Collaboration and guidance will be provided by the EI/ECSE program administrators in assessing program needs and developing improvement plans. The coaches utilize a culturally responsive lens within their daily practice. This work will be completed in a variety of settings, including but not limited to homes, community programs, and classrooms.

The EI/ECSE program will provide support to the instructional coaches through professional development training related to this assignment. Instructional coaches will support the work of educators through analyzing implementation and student data. This is exciting as the program is implementing new initiatives including the STAR Online Learning System, Seesaw as a platform for family engagement and Project Impact as a parent training and coaching curriculum focusing on social communication development.

December 2020

# Equity and Family Partnerships Administrative Report

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## Introduction

The Office of Equity and Family Partnership's purpose is to deepen NWRES D's commitment to equity and antiracism.

## Strategic Plan

With the adoption of the 2020-2025 Strategic Plan, we have begun work on identifying tactics and steps to accomplish the strategies of the Strategic Plan goals.

## Regional Racial Equity Learning and Partnerships

Cascade Alliance For Equity (CAFE) is hosting individual or short series of professional development/learning during social distancing. Each CAFE session has had a music-themed connection. The December session, Remapping Power Relations in Teacher Development: Centering Community and Reimagining the Community, is themed Believe by Q-Tip. Dr. Conra Gist, a nationally recognized expert on effective recruitment strategies for diversifying the teacher workforce, led this. Gist discussed her research on how teacher education, as a discipline, can "grow" diverse community teachers by honestly examining and "remapping" systems of power and privilege in teacher education while fostering deep, sustainable, and mutually beneficial relationships within BIPOC communities.

## Equity Learning Teams

Through supportive collaboration, we are building the frameworks to support NWRES D staff in identifying and disrupting inequitable and disproportionate systems across our region through the development of intensive Equity Learning Teams at NWRES D schools, sites, and departments. These Equity Learning Teams will support continuing professional learning for all staff and inform policies, practices, and decision-making.

## Policy Advisory Committee

Three board members of the committee (D. Judd, K. Cunningham, R. Bruce) and three NWRES D staff on the committee (J. Hernandez, S. Liwaru, D. Goldman) reviewed candidates who are interested in joining them in conducting policy and procedural reviews as part of the Board Equity Policy Advisory Committee (BEPAC). The committee is structured to have a total membership of no less than seven and no more than ten members. There will be a minimum of two, but no more than three board members. The remaining members will be

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comprised of staff, community, and leaders within the region. The committee will recommend four individuals to serve on the BEPAC.

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

# SPECIAL STUDENT SERVICES

## Monthly Board Report

December 2020

*For more information, please contact Cathy Jensen, [cjensen@nwresd.k12.or.us](mailto:cjensen@nwresd.k12.or.us)*

**Diverse Educator Pathway:** The K-12 SLP Program has been successfully supporting and integrating Pacific University graduate students from the Diverse SLP Pathway program within the telepractice service model. This partnership has afforded SLPs and practicum students an opportunity to leverage creativity and technology tools to support engaging online learning experiences for district students. The current virtual learning environment has created new opportunities to place graduate students in rural areas.

**Online Assessments.** The SLP and School Psychology Programs have acquired and deployed technology equipment and software to support evaluations provided to districts from their remote work environments. Online assessments are being implemented successfully and district feedback has been positive regarding services across the region to support comprehensive distance learning.

**Professional Development.** Reyna Sigurdson, ASD Consultant in Tillamook and Clatsop counties, offered a two-day online workshop on the topic of ASD and girls. Over 100 participants logged in from every corner of the state of Oregon. The feedback was excellent and we will look into offering another session next year due to the great turnout.

Angie Harrington, Technical Support Assistant in Clatsop County, is preparing a workshop series to train providers on use of Boardmaker Online. It is a program used to make visual materials for students with ASD and other developmental disabilities.

After having to postpone twice due to COVID-19, the ESD have been able to reschedule our ADOS-2 Workshop for January 2021 in an online format. ADOS-2 is considered the "Gold Standard" of ASD assessment tools, and we are pleased the workshop is already full with a deep waitlist.

**Cascade/Pacific Academies.** At Cas/Pac, staff are meeting students in the community using a socially distanced "meet-and-greet" protocol. This protocol was developed for students who need face-to-face support to connect with their teachers and to engage with online learning. We are also working on student engagement through PLCs and have just purchased Nearpod as a tool for teachers to increase engagement.

**Columbia Academy.** The Columbia Academy team is preparing to offer Friday meet-and-greet appointments outside the school building for parents and students who are comfortable doing so. The meetings will be limited to 20 minutes and everyone is expected to wear a mask as well as maintain social distancing.



# Northwest Regional Education Service District

## TECHNOLOGY BOARD REPORT

Prepared by Stuart Long

### **Action Plan - Technology**

On November 18th, Technology presented its action plan to the Cabinet. The Action Plan focuses on two key areas for growing our work. The first and most important is the digital divide and the need to ensure the future ability of both NWRESD and student regionally to secure reliable, high speed internet. This year's work specifically focuses on making sure that we have the most updated map possible of students in need of connectivity. The second goal of the plan is internal collaboration with Fiscal to map and improve our internal process for issuing contracting statements of work to our clients. We received a tremendous amount of feedback and thoughtful input to the plan and our planned work. We are currently incorporating that feedback into our plan in what will become the final version. Our next step will begin to engage with the districts to align our plan with their efforts and then to roll out that work starting after the first of the year. Additionally, we have already scheduled our first meetings with fiscal to start mapping our process for SOW contracting and documenting areas for improvement in that work.

### **More Digital Divide Solutions**

Two of NWRESD's districts were tapped for possible participation in SpaceX's Starlink test program. This would serve 35-40 families in each district who are not currently able to connect to the Internet. Starlink is SpaceX's satellite based internet service and they are specifically looking to test in Oregon with a limited number of districts north of the 45th parallel. Working in conjunction with ODE, we have reached out to Gaston & Clatskanie School Districts and engaged with their leadership teams to see if they can meet the program requirements. ODE is working to review funding options and we expect this program to move forward soon. We are also examining the opportunities that exist in running private LTE based cellular services via the citizen broadband radio spectrum (CBRS) which is an open wireless range specifically reserved for providing internet connections via cellular technologies. We expect both of these technologies to be utilized to help address the fundamental challenges of closing the digital divide.

## **Newsletter and Recent Communications**

[Read the latest edition of our monthly newsletter](#) to school district leadership, school boards and other partners. We've included a subscription link in the newsletter body, so we encourage you to forward to partners that you think should receive these communications.



Northwest Regional  
Education Service District

# ACTION ITEMS



# Northwest Regional Education Service District

December, 2020

TO: Board of Directors

FR: Tami Montague, CFO

RE: Monthly Financial Update

EXPLANATION: Monthly Financial Summary report for period ending November 30, 2020.

PRESENTER(S): Tami Montague

SUPPLEMENTARY MATERIALS: Attached to this cover sheet:

Summary Financial Statements – November 30, 2020

RECOMMENDATION: N/A

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

## FY 2020-2021 NWRESD FINANCIAL SUMMARY

For the Period Ending November 30, 2020

GENERAL FUNDS (100-199)	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
<b>Beginning Fund Balance</b>	\$ 3,928,173	\$ 4,535,509	\$ -	\$ 4,535,509	\$ 4,940,842	\$ (405,333)
<b>REVENUES</b>						
Local Sources	10,668,928	10,589,362	4,978,402	15,567,764	16,069,400	(501,636)
Intermediate Sources	-	-	-	-	-	-
State Sources	18,010,327	18,960,006	19,171,291	38,131,297	38,006,000	125,297
Federal Sources	-	-	-	-	-	-
Other Sources	318,777	265,000	-	265,000	397,000	(132,000)
<b>TOTAL REVENUE</b>	<b>\$ 28,998,032</b>	<b>\$ 29,814,368</b>	<b>\$ 24,149,693</b>	<b>\$ 53,964,061</b>	<b>\$ 54,472,400</b>	<b>\$ (508,339)</b>
<b>EXPENDITURES</b>						
Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Services	3,482,014	2,874,250	4,882,814	7,757,064	8,345,952	588,888
Enterprise and Community Services	-	-	-	-	-	-
Facilities Acquisition and Construction	-	-	-	-	-	-
Other Uses	41,993,945	43,604,156	3,569,062	47,173,218	47,192,290	19,071
Contingencies	-	-	-	-	1,375,000	1,375,000
Unappropriated Ending Fund Balance	-	-	-	-	2,500,000	2,500,000
<b>TOTAL EXPENDITURES</b>	<b>\$ 45,475,959</b>	<b>\$ 46,478,406</b>	<b>\$ 8,451,877</b>	<b>\$ 54,930,282</b>	<b>\$ 59,413,242</b>	<b>\$ 4,482,959</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ (16,477,927)</b>	<b>\$ (16,664,038)</b>	<b>\$ 15,697,817</b>	<b>\$ (966,221)</b>	<b>\$ (4,940,842)</b>	<b>\$ 3,974,620</b>
<b>Projected Year End Fund Balance</b>				<b>\$ 3,569,288</b>	<b>6.61%</b>	<b>of Revenues</b>

ALL OTHER FUNDS (200-599)	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Fav / (Unfav)
<b>Beginning Fund Balance</b>	\$ 5,212,438	\$ 3,474,316	\$ -	\$ 3,474,316	\$ 1,948,968	\$ 1,525,348
<b>REVENUES</b>						
Local Sources	11,478,856	13,806,493	25,508,767	39,315,260	38,091,024	1,224,236
Intermediate Sources	-	-	-	-	-	-
State Sources	6,156,245	6,873,494	27,431,869	34,792,327	35,337,627	(545,300)
Federal Sources	1,599,676	2,014,725	7,078,083	8,943,657	9,048,657	(105,000)
Other Sources	3,290,425	3,569,639	5,930,125	6,849,984	7,004,056	(154,072)
<b>TOTAL REVENUE</b>	<b>\$ 22,525,203</b>	<b>\$ 26,264,351</b>	<b>\$ 67,398,904</b>	<b>\$ 89,901,228</b>	<b>\$ 89,481,364</b>	<b>\$ 5,877,391</b>
<b>EXPENDITURES</b>						
Instruction	\$ 14,226,162	\$ 13,147,437	\$ 32,716,262	\$ 45,863,699	\$ 47,991,914	\$ 2,128,215
Support Services	10,688,602	10,504,812	22,718,474	33,223,286	33,296,863	73,577
Enterprise and Community Services	591,759	356,877	1,121,493	1,478,369	1,714,493	236,123
Facilities Acquisition and Construction	3,590	-	31,283	31,283	200,000	168,717
Other Uses	1,355,522	2,469,081	5,377,550	7,846,631	8,227,063	380,432
Contingencies	-	-	-	-	-	-
Unappropriated Ending Fund Balance	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$ 26,865,634</b>	<b>\$ 26,478,208</b>	<b>\$ 60,965,061</b>	<b>\$ 88,443,268</b>	<b>\$ 91,430,332</b>	<b>\$ 2,987,064</b>
<b>SURPLUS / (DEFICIT)</b>	<b>\$ (4,340,431)</b>	<b>\$ (213,857)</b>	<b>\$ 6,433,844</b>	<b>\$ 1,457,960</b>	<b>\$ (1,948,968)</b>	
<b>Projected Year End Fund Balance</b>				<b>\$ 4,932,276</b>	<b>5.49%</b>	<b>of Revenues</b>

**NW Regional ESD  
Monthly Financial Report**

For Period Ending November 30, 2020

**Board of Directors' Expense Report**

Expenses:	Registration Meeting/Conf	Airfare	Mileage	Hotel	Meals	Legal/Audit	Dues/Fees	Other	Total
July-20									\$ -
August-20	\$60.00						\$3,520.00	\$6,112.00	\$9,692.00
September-20						\$6,076.00	\$1,500.00	\$238.91	\$7,814.91
October-20						\$9,504.17	\$24,375.00		\$33,879.17
November-20									\$0.00
December-20									\$0.00
January-21									\$0.00
February-21									\$0.00
March-21									\$0.00
April-21									\$0.00
May-21									\$0.00
June-21									\$0.00
<b>Total Expenses</b>	<b>\$60.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$15,580.17</b>	<b>\$29,395.00</b>	<b>\$6,350.91</b>	<b>\$51,386.08</b>

**Detailed Expense Report**

November 2020					
Vendor	Date	PO #	Amount	Type*	Description of Product / Service
			-		
			\$ -		



**NW Regional ESD  
Monthly Financial Report**

For Period Ending November 30, 2020

**Superintendent's Expense Report**

Expenses:	Registration Meeting/Conf	Airfare	Mileage & Parking	Hotel	Dues/Fees	Meals	Other	Total
July-20								0.00
August-20							1,949.96	1,949.96
September-20							3,049.30	3,049.30
October-20					878.18		4,680.00	5,558.18
November-20								0.00
December-20								0.00
January-21								0.00
February-21								0.00
March-21								0.00
April-21								0.00
May-21								0.00
June-21								0.00
<b>Total Expenses</b>	0.00	0.00	0.00	0.00	878.18	0.00	9,679.26	10,557.44

**Detailed Expense Report**

November 2020					
Vendor	Date	PO #	Amount	Type*	Description of Product / Service
			\$ -		



# Northwest Regional Education Service District

December 15, 2020

TO: Board of Directors

FR: Joseph J. Hernandez, Chief Human Resources Officer

RE: All Students Belong Policy & Bias Incident Complaint Procedure

EXPLANATION: Please see the attached All Students Belong Policy and Bias Incident Complaint Procedure. These have been reviewed by the Board Policy Committee and their recommendations have been incorporated. Additional comments can be provided to the board at the meeting on December 15, 2020.

PRESENTER(S): Joseph J. Hernandez

SUPPLEMENTARY MATERIALS: Please see attached policy and incident complaint procedure.

RECOMMENDATION: *Approve as presented*

PROPOSED MOTION: *I move the NWRESD Board of Directors to approve the Policy as presented/amended.*

Code: **ACB**  
Adopted:

## **All Students Belong**

Northwest Regional Education Service District is committed to equity and the success of each and every student. This commitment means we focus on attaining student outcomes that are not predicted by race, ethnicity, family economic status, mobility, language, country of origin, gender, gender expression, sexual orientation, disability, or zip code.

Equity in education ensures inclusion and centers on social justice. Equity is not used interchangeably with principles of equality. Equity goes beyond equality where students are not simply given the same thing, but instead receive what they need to succeed. Thus, fostering an environment in which each and every student has an opportunity to access and succeed in a high-quality educational experience.

Education is a core determinant factor in a student’s health, well-being, economic stability, civic involvement, and contribution to society. The creation of a more equitable and just society hinges on actualizing the principles of educational equity. In order to break the predictive link between student demographics and student achievement, the ESD will apply the principle of equity to all policies, programs, operations, and practices.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin <sup>{<sup>1</sup>}</sup>.

All visitors are entitled to participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin<sup>{<sup>2</sup>}</sup>.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag ,{ } and whose display:

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<sup>1</sup> {OAR 581-022-2312 does not include this list of classes for employees (only for students), but it can be added.}

<sup>2</sup> {OAR 581-022-2312 does not include this list of classes for visitors (only for students), but it can be added.}

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The ESD prohibits the use or display of any symbols of hate<sup>{3}</sup> on ESD or school <sup>{4}</sup> grounds or in any ESD- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

In responding to the use of any symbols of hate, the ESD will use non-disciplinary remedial action whenever appropriate.

The ESD prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of ESD facilities pursuant to a lease or license.

The ESD will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

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**Legal Reference(s):**

[ORS 659.850](#)  
[ORS 659.852](#)

[OAR 581-002-0005](#)  
[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969).  
*Dariano v. Morgan Hill Unified Sch. Dist.*, 767 F.3d 764 (9th Cir. 2014).  
*State v. Robertson*, 293 Or. 402 (1982).

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<sup>3</sup> {Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the ESD document why the ESD feels that the presence of these symbols will cause a “material and substantial interference with schoolwork or discipline” or collide “with the rights of other students to be secure and be let alone.” These reasons may include previous incidents, current conditions in the schools and other factors. }

<sup>4</sup> {Oregon Administrative Rule uses “school.”}

Code: **ACB-AR**  
Adopted:

## **Bias Incident Complaint Procedure**

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.<sup>1</sup>

Step 1<sup>{2}</sup>: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and without unreasonable delay report the incident to the supervisor.

Step 2: The supervisor or designee shall acknowledge receipt of the complaint, reduce the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.<sup>{3}</sup>

The supervisor or designee must consider whether the behavior implicates other ESD policies or civil rights laws, and if so, respond accordingly.

The supervisor or designee will make a decision within 10 working days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;

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<sup>1</sup> The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

<sup>2</sup> {These specific procedures are not required. The procedures must include all of the requirements listed in OAR 581-022-2312(6)(e). If making changes, we recommend working closely with legal counsel. }

<sup>3</sup> {ODE will be releasing additional guidance to support administrators in these situations. }

- The findings of the investigation and the final determination based on those findings; and
- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.<sup>4</sup>

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator or designee, the complainant or respondent may submit a written appeal to the superintendent within 10 working days after receipt of the administrator or designee’s response to the complaint.

The superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the administrator or designee’s decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

The superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within 10 working days of receipt of the superintendent or designee’s response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. A copy of the Board’s final decision shall be sent to the complainant in writing within 20 days of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the supervisor or designee, in which case Step 1 will be skipped. Complaints against a building or program administrator can be directed to the superintendent or designee and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the ESD, or a parent or guardian of a student attending a school operated by the ESD or is receiving services from the ESD or a person who resides in the ESD’s

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<sup>4</sup> Refer to policies GBL - Personnel Records, JOA - Directory Information and JOB - Personally Identifiable Information and ESD legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

service area, staff member, or a student who wishes to express a concern should discuss the matter with the school employee involved.

is not satisfied after exhausting local complaint procedures, the ESD fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal<sup>5</sup> the ESD's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.<sup>6</sup>

ESD administration will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the ESD by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

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<sup>5</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

<sup>6</sup> Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>



# Northwest Regional Education Service District

December 15, 2020

TO: Board of Directors

FR: Tami Montague, CFO

RE: Adopt 2021-22 Local Service Plan

EXPLANATION: ORS 334.175 requires an education service district board annually adopt a local service plan that meets the following goals:

1. Assist component school districts in meeting the requirements of state and federal law;
2. Improve student learning;
3. Enhance the quality of instruction provided to students;
4. Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
5. Maximize operational and fiscal efficiencies for component school districts.

The local service plan must include services in at least the following areas:

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;
  - a. Services designed to support component school districts in meeting the requirements of state and federal law;
  - b. Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;
  - c. Services designed to support and facilitate continuous school improvement planning;
  - d. Services designed to address schoolwide behavior and climate issues; and
  - e. Services designed to support career and technical education.
4. Administrative and support services for component school districts including registration of home schooled students.
5. Other services as required by state or federal law.

PRESENTER(S): Tami Montague

SUPPLEMENTARY MATERIALS: Presentation slides: Board Local Service Plan 2021-22



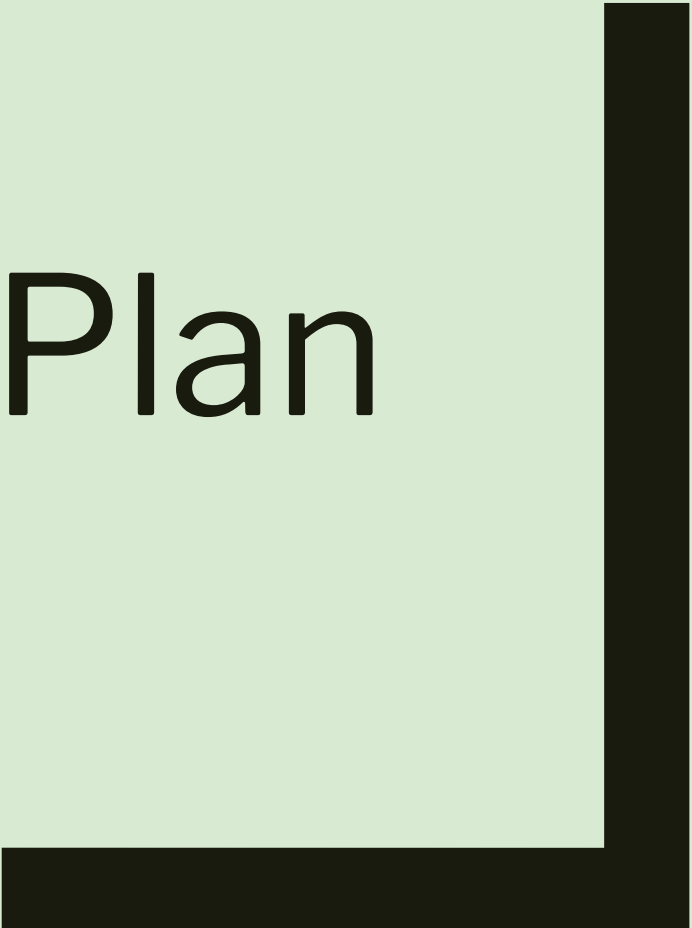
RECOMMENDATION: The administration recommends the Board of Directors adopt the 2021-22 Local Service Plan as presented.

PROPOSED MOTION: “BE IT RESOLVED, *the Board of Directors of the Northwest Regional ESD adopt the 2021-2022 Local Service Plan as presented.*”

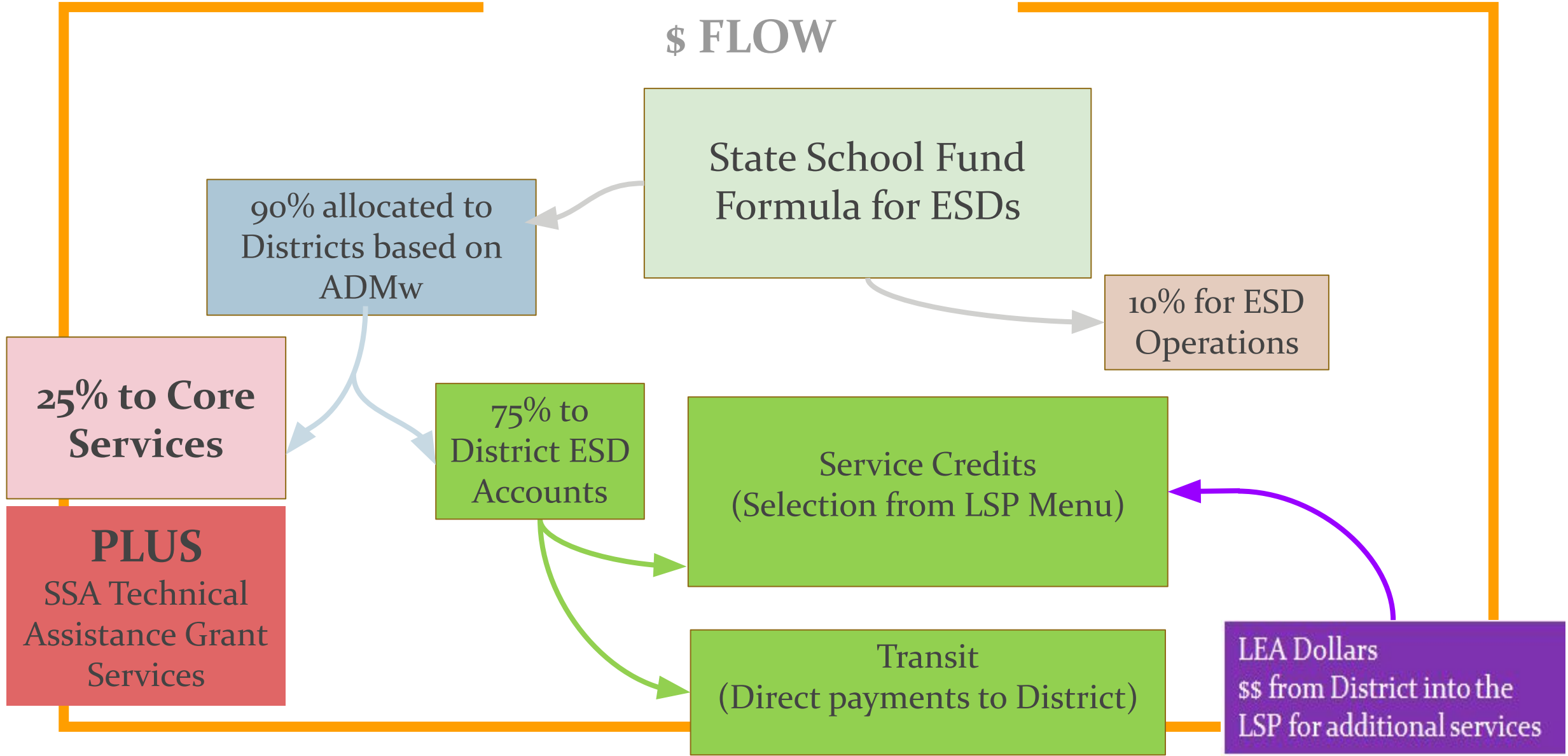


# Local Service Plan


December 2020



# LOCAL SERVICE PLAN \$ FLOW



# Timeline

- November 2020**  NWRESD & School District Superintendents agree on CORE Services and SSA Technical Assistance
- December 2020** NWRESD Board adopts Local Service Plan Services for 2021-22  
*Following adoption by the NWRESD Board, Local Service Plan shall be approved on or before March 1 by resolution of at least two-thirds of the eligible component school boards, which have a majority of the students enrolled in the NWRESD region. ORS 334.175*
- January 2021** NWRESD distributes Local Service Plan Services Menu and Resolution to component districts for their boards to approve
- February 2021** NWRESD and districts meet to discuss Cost of Services
- March 1, 2021** School Districts return LEA Board approved Resolutions by March 1  
If approved by Districts: NWRESD opens LSP Online for District selections
- April 15, 2021** School Districts finalize preliminary selections in LSP Online

# Projected NWRESD 2021-22 Local Service Plan~ CORE Services

## Summary and Assumptions: \$9 Billion?

- 1) Available revenue is projected based on 49% allocation in YR 1 of biennium
- 2) Flat to declining enrollment region-wide
- 3) Districts with declining enrollment between 2019-20 and 2020-21 “held harmless” and not further docked for projections
- 4) No additions to Core Services are proposed. All remaining \$\$ will flow to County Allocations
- 5) Increase (approx 2.5%) is projected for cost of technology services due to inflationary factors offset by PERS rate reduction
- 6) Increase (approx 2.5%) from \$4.67/ADMw to \$4.79/ADMw for Professional Development Strands

# Projected NWRESD 2021-2022 Local Service Plan: Budget Summary

		2021-22 SSF Estimated 49% of \$9b	2020-21 SSF Estimate 6.26.20	Variance
Estimated SSF Allocation as of 10.30.20	\$	48,955,613	\$ 50,797,998	(1,842,385)
ESD Operations @ 10%		4,895,561	5,079,800	(184,238)
<b>Local Service Plan @ 90%</b>		<b>44,060,052</b>	<b>45,718,198</b>	<b>(1,658,146)</b>
Beaverton (39.69%)		17,488,205	17,875,065	(386,860)
Hillsboro (19.98%)		8,801,769	9,202,378	(400,609)
<b>Amount Available for 18 Districts</b>		<b>17,770,078</b>	<b>18,640,755</b>	<b>(870,677)</b>
CORE Services - 25% of Plan		4,442,519	4,660,189	(217,669)
Service Credits - 75% of Plan	\$	13,327,558	\$ 13,980,566	(653,008)

## Projected NWRESD 2021-22 Local Service Plan: Core Services Budget

<u>Program</u>	<u>2020-21 Projected Budget</u>	<u>2021-22 Projected Budget</u>
<b>Instructional Services</b>		
Professional Development Strands BSD + HSD	343,050	355,011
Professional Development Strands CORE Dist	236,221	239,961
Regional Innovations Fund BSD + HSD	618,750	634,219
<b>Total Instructional Services</b>	<b>\$ 1,198,021</b>	<b>\$ 1,229,191</b>
<b>Technology</b>		
Network Services	339,827	348,323
Help Desk	115,763	118,658
Application Support/Development	528,234	541,440
Technical Engineering Coop	440,447	451,458
Student Information System	844,497	865,609
Library Services	168,979	173,204
<b>Total Technology Services</b>	<b>2,437,748</b>	<b>2,498,691</b>
<b>Miscellaneous Services</b>		
<b>Miscellaneous</b>		
Home School	15,000	15,000
Emergency Closure Network	10,500	10,500
County Allocations	1,699,798	1,678,367
<b>Total Miscellaneous Services</b>	<b>1,725,298</b>	<b>1,703,867</b>
<b>Total Core Services</b>	<b>\$ 5,361,067</b>	<b>\$ 5,431,749</b>

25% of 90% SSF to Core Services =  
\$4,442,519

## Core Services Plan

2021-22 2.5%

State School Fund 25%	\$4,442,519
Beaverton SD	639,749
Hillsboro SD	349,481
<b>Total CORE</b>	<b>\$5,431,749</b>

# LSP CORE INCLUDES

- Technology
  - Network Services
  - Help Desk
  - Application Support/Development
    - OR SpEd, Home School, Truancy Application, Restraint & Seclusion, App Development
  - Technical Engineering Coop
  - Information Systems
    - Synergy, Edupoint, Forecast5
  - Library Services



# LSP CORE INCLUDES

- ▣ Instructional Services
  - ▣ Professional Development Strands
  - ▣ Regional Innovations
- ▣ Miscellaneous Services
  - ▣ Home School
  - ▣ Emergency Closure Network
- ▣ County Allocations

## Projected NWRESD 2020-21 Local Service Plan: County Allocations

Total Available for Allocation	\$ 1,678,367
Base per County = \$ 125,000 x 4	500,000
Available by ADMw	1,178,367

County	District	Resolution Plan ADMw w/ Growth	County Base	Allocation Outside of Base	Total 2021-22 Allocation Per County	Total 2020-21 Allocation Per County	Increase
Clatsop	Astoria	2,205.7					
	Jewell	311.5					
	Knappa	669.0					
	Seaside	1,981.0					
	Warrenton-Hammond	1,247.7					
	<b>Total Clatsop County</b>	<b>6,414.9</b>	<b>\$ 125,000</b>	<b>\$ 150,789</b>	<b>\$ 275,789</b>	<b>\$ 278,460</b>	<b>\$ (2,671)</b>
Columbia	Clatskanie	946.2					
	Rainier	1,057.1					
	Scappoose	2,798.8					
	St. Helens	3,348.4					
	Vernonia	817.6					
	<b>Total Columbia County</b>	<b>8,967.9</b>	<b>125,000</b>	<b>210,801</b>	<b>335,801</b>	<b>340,387</b>	<b>(4,586)</b>
Tillamook	Neah-Kah-Nie	1,041.8					
	Nestucca Valley	693.9					
	Tillamook	2,690.1					
	<b>Total Tillamook County</b>	<b>4,425.9</b>	<b>125,000</b>	<b>104,034</b>	<b>229,034</b>	<b>230,695</b>	<b>(1,661)</b>
Washington	Banks	1,318.6					
	Forest Grove	7,539.3					
	Gaston	748.1					
	Sherwood	5,991.3					
	Tigard-Tualatin	14,724.4					
	<b>Total Washington County</b>	<b>30,321.6</b>	<b>125,000</b>	<b>712,743</b>	<b>837,743</b>	<b>850,256</b>	<b>(12,513)</b>
<b>TOTAL</b>		<b>50,130.3</b>	<b>\$ 500,000</b>	<b>\$ 1,178,367</b>	<b>\$ 1,678,367</b>	<b>\$ 1,699,798</b>	<b>\$ (21,431)</b>

# Projected NWRESD 2021-2022 Local Service Plan~ Service Credits

County	District	ODE Report	ODE Report	Growth	Local Service Plan ADMw w/ Growth	% of Total	Estimated 2021-22 Service Credit Allocation	Amount per ADMw	SSF 6.26.20	Variance
		5/3/2020 2018-19 Ex. ADMw	4/28/2020 2019-20 Ex. ADMw						2020-21 Service Credit Allocation	
Clatsop	Astoria	2,205.66	2,200.71	(4.9)	2,205.66	4.40%	\$ 586,393	\$ 265.86	\$ 613,998	\$ (27,605)
	Jewell	295.86	303.70	7.8	311.54	0.62%	82,826	265.86	83,070	(244)
	Knappa	665.63	667.33	1.7	669.03	1.33%	177,867	265.86	185,622	(7,755)
	Seaside	1,980.96	1,953.86	(27.1)	1,980.96	3.95%	526,655	265.86	557,454	(30,799)
	Warrenton-Hammond	1,247.68	1,246.75	(0.9)	1,247.68	2.49%	331,706	265.86	348,043	(16,337)
Columbia	Clatskanie	946.17	929.50	(16.7)	946.17	1.89%	251,547	265.86	268,810	(17,263)
	Rainier	1,045.99	1,051.52	5.5	1,057.05	2.11%	281,026	265.86	293,349	(12,323)
	Scappoose	2,798.76	2,772.79	(26.0)	2,798.76	5.58%	744,074	265.86	785,034	(40,960)
	St. Helens	3,348.35	3,263.82	(84.5)	3,348.35	6.68%	890,187	265.86	951,295	(61,108)
	Vernonia	757.79	787.70	29.9	817.61	1.63%	217,369	265.86	211,291	6,078
Tillamook	Neah-Kah-Nie	1,030.66	1,036.24	5.6	1,041.82	2.08%	276,977	265.86	288,464	(11,487)
	Nestucca Valley	684.65	689.28	4.6	693.91	1.38%	184,482	265.86	193,385	(8,903)
	Tillamook	2,655.26	2,672.69	17.4	2,690.12	5.37%	715,191	265.86	749,758	(34,567)
Washington	Banks	1,278.68	1,298.63	20.0	1,318.58	2.63%	350,556	265.86	359,240	(8,684)
	Forest Grove	7,497.75	7,518.51	20.8	7,539.27	15.04%	2,004,379	265.86	2,088,817	(84,438)
	Gaston	748.12	714.62	(33.5)	748.12	1.49%	198,894	265.86	211,841	(12,947)
	Sherwood	5,991.30	5,931.18	(60.1)	5,991.30	11.95%	1,592,838	265.86	1,661,713	(68,875)
	Tigard-Tualatin	14,669.17	14,696.76	27.6	14,724.35	29.37%	3,914,593	265.86	4,129,385	(214,792)
	TOTAL	49,848.44	49,735.59	(112.9)	50,130.28	100.00%	\$ 13,327,560		\$ 13,980,569	\$ (653,009)

# LSP Options MENU

- Available by Contract or Service Credit Use
  - Staffing Services
  - Special Student Services
  - Technology Support Services
  - Instruction and School Services
  - Other Services (District Defined)
- Transit is always allowed
- Menu items are adopted by NWRESB Board in December then forwarded to District Boards as resolution action item before March 1.

# LSP Services Staffing

ASL Assistant	2	Physical Therapist	15
ASL Educational Interpreter	2	Registered Nurses & Contracted Nursing	6
ASL Teacher	1	Aug Comm/Assistive Technology Specialist	14
Certified Occupational Therapy Assistants	3	Autism Spectrum Disorder Teacher	9
Educational/Instructional Assistants	3	DD/ED Teachers	2
Licensed Physical Therapy Assistants	1	Itinerant Teacher of the Deaf	11
Speech Language Pathologist Assistant (SLPA)	6	School Psychologist	14
Audiologist (Hearing Evaluations)	7	Speech Language Pathologist	14
Audiologist (Hearing Screenings)	2	Teachers of the Visually Impaired	3
Behavioral Support Consultation	1	ASD Tier 1 Evaluation	1
Braillist	5	ASD Tier 2 Evaluation	1
Occupational Therapist	16	ASD Tier 3 Evaluation	1

# LSP Services Special Student

Comprehensive Health Screening Age 3-6: Tillamook County	0	EI/ECSE Evaluations	20
Deaf and Hard of Hearing Classrooms	4	EI/ECSE Transportation	1
Cascade Academy	6	Pre-School Multiphasic Exams / Tillamook County	0
Columbia Lower Elementary Classroom	2	FM Rentals	12
Columbia Upper Elementary Classroom	2	Translators	6
Levi Anderson Learning Center	5	Workforce Alliance	0
Lifeworks Day Treatment Program (children & adolescents)	6	YTP - Youth Transition Program (Clatsop County Only)	5
Pacific Academy	5		

# LSP Services Tech Support

ENO Membership	0	Synergy/Additional Synergy Applications	9
Home School Application	2	Infinite Visions Hosting with Tyler Technologies Support	19
ORSpEd	2	Network Connectivity	2
Restraint & Seclusion	1	Network Management	0
Technical Engineering Cooperative	2	Learn360 Streaming Video	9
Truancy Application	1	Destiny Library Services	2
CRIS	20	Public School Works	13
District Level Technology Purchasing	9	Regional Data Warehouse	15
District Level Technology Support	12	Substitute Employees Management Services	8

# LSP Services Instructional

CEC / Cascade Education Corps	1	Outdoor School ( 4-Days / 3-Nights) - Spring	2
Educational Equity (Training and Coaching) Services	0	Outdoor School ( 5-Days / 4-Nights) - Fall	0
English Language Learner Program Services	0	Outdoor School ( 5-Days / 4-Nights) - Spring	1
Fire Science Program	1	Outdoor School (3-Days/2-Nights) - Fall	1
GED Services	0	Outdoor School (3-Days/2-Nights) - Spring	3
Migrant Education Program Services	0	Professional Development Services	20
NW Promise Membership	14	Regional Innovations	20
NW Promise Tuition	1	Ion MTSS Software	7
Camp Westwind Surcharge	1	Truancy Officers' / Attendance	8
Outdoor School ( 4-Days / 3-Nights) - Fall	3	Willamette Promise	2



# LSP Services

## Other

Business Services	9	Diverse Educators Pathway Program	5
Medicaid Technical Guidance - 1. Provider Enrollment Package	1	Other Service (see note for details)	12
Medicaid Technical Guidance - 2. Additional Consultation Package	1	TEC Membership Dues	1
Missing Equipment	1	Workshops/Trainings	3
Transits/Distribution of Funds	5		

# NEW LSP SSA INCLUDES

- SSA Plan as Required by HB 3427 sec 25\*
  - Preliminary estimate @ \$1.7 million
- Regional professional development networks for educators focused on:
  - mental and behavioral health;
  - preK-3 reading;
  - instructional coaching;
  - education technology.
- Research & evaluation support to develop and train educators to use a research-based MTSS system
- Community engagement and Communications support
- Equity/Culturally Sustaining Practices PD/Coaching

## Action Item

*“BE IT RESOLVED, the Board of Directors of the Northwest Regional ESD approves the 2021-2022 Local Service Plan as presented.”*



THANK YOU



# Northwest Regional Education Service District

## RESOLUTION NO. 20-002

**A RESOLUTION OF THE BOARD OF DIRECTORS OF THE NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT IN CLATSOP, COLUMBIA, TILLAMOOK, AND WASHINGTON COUNTIES, OREGON AUTHORIZING THE APPROVAL OF THE 2021-22 LOCAL SERVICE PLAN**

**BE IT RESOLVED**, the Northwest Regional Education Service District Board of Directors approves the proposed 2021-22 Local Service Plan in compliance with OSD 334.175.

This Resolution is effective immediately upon adoption this 15th day of December, 2020.

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

**ATTEST:**

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



# Northwest Regional Education Service District

December 15, 2020

TO: Board of Directors

FR: S. Liwaru, Director of Equity and Family Partnerships

RE: Board Equity Policy Advisory Committee Appointments

## EXPLANATION:

The Board Equity Policy Advisory Committee (BEPAC) met on December 3 to review applications for the additional 3-4 open seats on the committee. The committee unanimously recommends the following individuals for appointment by the NWRESD Board of Directors:

1. Adriana Caron
2. Marsha Pack
3. Carmen Restrepo
4. Mariana Zaragoza

PRESENTER(S): S. Liwaru, Director of Equity and Family Partnerships

## SUPPLEMENTARY MATERIALS:

RECOMMENDATION: Recommendation to approve the BEPAC appointments as presented.

PROPOSED MOTION: I move to approve the BEPAC appointments as presented.

Name	Organization	Share why you want to serve on this Equity Policy Advisory Committee and what you envision for NWRESD institutional equity and antiracism?	Please describe your own background and life experiences that you believe prepare you to serve the needs of diverse learners and move forward our work with antiracism.
Carmen Restrepo	Cajon Valley Union School District	<p>I am passionate about educational equity and believe all people deserve equal access to opportunities, resources and social justice. It is time to take action and repair the disparity within our nation. Being a part of the Equity Policy Advisory Committee provides me an opportunity to be a part of the change. I want to serve on the Equity Policy Advisory Committee, so I can help research and establish best practices and resources for anti-racism, diversity, equity, and inclusion for every district and community NWRESD serves. I want to help review current policies and assist with establishing guidelines for staff recruitment, retention and promotions through an equity lens. As a member of the Equity Policy Advisory Committee I can do my part in making change by ensuring equal access, opportunity and justice for every individual regardless of ethnicity, or race.</p> <p>I envision NWRESD creating model policies and practices that demonstrate social justice and equity at the highest level. I see NWRESD demonstrating success through its hiring practices, employee engagement, retention, and promotion practices. I see school districts served by NWRESD modeling antiracism with active district engagement, education, and inclusion practices at every level and across all stakeholders. I see NWRESD building</p>	<p>I am a first generation American with parents of Italian and Columbian descent. As a 5th grader, my family moved to Bogota, Columbia where I spent a year as a second language learner in a classroom. My experience as a newcomer in a foreign country gave me first hand experience surrounding equal access in the educational system. I have been in education for over twenty years and served in <b>many teacher and administrative roles</b> for the Cajon Valley Union School District. I also taught courses in the Education Department for the University of California, San Diego, University of San Diego, and San Diego Christian College. I recently moved to Tigard, Oregon and I am currently working remotely for Cajon Valley as a <b>principal on special assignment</b> for their World of Work program. As an educational leader, I have had the opportunity to work with students of all ethnic backgrounds and races. I have worked with diverse student populations in both Title I and non-Title I schools. As a school principal, I have experience working with diverse stakeholder groups in gathering feedback, setting goals, establishing consensus, and creating organizational change. I believe my background provides a strong foundation for being a part of the NWRESD Equity Policy Advisory Committee. I hope you will consider me for this amazing opportunity to serve my community.</p>
Marsha Pack	Clatsop Community College	<p>I am the <b>coordinator for the Alliance for Equity in Education</b> which strives for equity through access to education by facilitating collaboration and providing support to the Lower Columbia/Pacific Region to create a safe, equitable, and inclusive learning community where all members are empowered to reach their full potential.</p> <p>These collaborations have included NWRESD which are beneficial due to our shared population served and shared vision of equity and antiracism. I think serving on the Equity Policy Advisory Committee would strengthen this collaboration by connecting NWRESD with a network of equity-minded educators and community members in Clatsop County to share resources and support each other's work.</p> <p>I envision our school districts being a place where all students belong and are empowered to be their own advocates.</p>	<p>I completed my teacher training through the Teacher Education Program (TEP) at UCLA. This program focused primarily on bringing social justice into the classroom and this has been a theme of my career ever since.</p> <p>My first position was as a music teacher for LAUSD at a school with a population that was 95% Latinx and/or on the free or reduced lunch program. I developed a culturally relevant curriculum including a mariachi class that led to an inclusive and successful music program.</p> <p>I then worked with English learners for a year with English Program in Korea (EPIK) followed by a year as a volunteer coordinator with Holt Ilisan, a school and residence for disabled children and adults. My next year was spent teaching special education at a school for autism in Australia before returning to my home state of Oregon. Here I have substitute taught for local school districts in Clatsop County before starting my current position with Clatsop Community College.</p> <p>On a personal level, I am biracial and the daughter, sister, and wife of immigrants. I have had many privileges but am working to become more aware of this and am ok with being called out about it. I feel these diverse experiences and local knowledge motivate me to serve our diverse</p>
Adriana Caron	Consejo Hispano	<p>I want to serve on this committee because I am a <b>member of a smaller rural community</b>. I have experienced discrimination and unfairness in this community. I want to be a part of the work that goes into educating the leaders and teachers in the communities we serve to be more curious and open to addressing racism and discrimination. I envision discussions, workshops and many different methods to educate our communities teachers and youth leaders.</p>	<p>I am a <b>Latina, Cherokee, Norwegian Oregonian</b> and have lived in the PNW, Southern California, Guanajuato, MX and I am back to the Oregon Coast now. I was raised in the US, visiting my family in Guanajuato every summer until high school. My mother and I lived in Guanajuato for one year when I was in third grade, but that was the longest I got to live in Mexico. I was the oddball when living in Mexico, because I spoke little Spanish and when I got back to the US I felt more compelled to learn. My father took me to pow wows in Portland and Eugene when I was 8 to 12 years old. I remember being nervous and embarrassed dancing in the circle and a man my Dads age was stepping on the back of my moccasins trying to get me to lighten up. I was so excited about that experience, but I remember some weird comments and looks when sharing it at school. Later, I made many friends in high school that did not speak English and I fell in love! I realized how they were ignored and mistreated. I am white-passing and this is a big part of my identity that I resented until I entered my twenties. I have been called "the little dark girl" by contractors I was designing door for when working in the Millworks department at Home Depot here locally and had very mixed feelings of anger and pride. I want diverse youth to feel empowered and safe. I want adults that teach, train or lead to</p>

Name	Organization	Share why you want to serve on this Equity Policy Advisory Committee and what you envision for NWRESD institutional equity and antiracism?	Please describe your own background and life experiences that you believe prepare you to serve the needs of diverse learners and move forward our work with antiracism.
Mariana Zaragoza	Regional Educator Network Coordinator	<p>Serving on the Equity Policy Advisory Committee directly aligns with my work as the <b>Regional Educator Network coordinator</b>. The vision is to create the conditions to better serve our entire NWR community. We do this by utilizing the power we have to directly change the racist policies created and reinforced within the educational system. I am interested in serving on this committee because my strengths lie in system building and effecting change at a larger scale. I currently work with 20 school districts, many of which operate under racist policies that govern their decisions. My experience with system building is that we are often siloed when we should be aligning our work. NWRESD has the opportunity to model how an organization makes transformative changes to its policies to better serve the community as a whole, and vice versa. I see my role as being the connector between the Equity Policy Advisory Committee and districts who are committed or beginning their anti-racist journey by pointing to policy as one of the many steps to being antiracist.</p>	<p>As a first-generation rural Chicana, my experience in the K-12 education did not acknowledge my experience. This influenced my decision to become an agent of change and social justice advocate in the field of education. Now in my 8th year in education, my journey has taken me from a career at the University of Texas at San Antonio as an instructor in the Department Bicultural Bilingual Education, to the Oregon K-12 system, and finally, to the Northwest Regional Education Service District as the Regional Educator Network Coordinator and Washington County Diverse Educator Pathway Supervisor.</p> <p>During my time in higher education, I dedicated time to supporting pre-service educators as an instructor teaching foundational courses in identity development, social justice advocacy, and community-based learning centered on lived experience. As a service to my department, I co-created the Mexican American Social Studies Teachers' Academy in which I coached educators as they designed a culturally sustaining curriculum focused on the history and experience of people of color in Texas. In my Oregon K-12 background, I have worn many hats including English Language Development, Equity, and Family and Community Coordinator at Tigard High School. Informing her educational service is a Bachelor's degree in International Relations and Global Studies with an emphasis in Latina/o America from the University of Wyoming, a triple Masters in Education, Ethnic Studies, and Women, Gender, and Sexuality Studies from Oregon State University, and a Doctorate of Philosophy in Culture, Literacy, and Language from the University of Texas at San Antonio.</p> <p>My current work is focused on improving professional support for Oregon's public BIPOC educators. As the Northwest Regional Educator Network Coordinator, I oversee a coordinating body that centers BIPOC teacher and community voice, engages in a networked continuous improvement process, and equitably distributes funds to better support BIPOC teachers from</p>





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