



Northwest Regional
Education Service District

BOARD PACKET

MATERIALES DE LA MESA DIRECTIVA

March 9, 2021

9 de marzo de 2021

6:00PM - 8:00PM

CONTACT/CONTACTO

Lauren Slyh O'Driscoll

lslyh@nwresd.org | 503-614-1401



Northwest Regional Education Service District

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

March 9, 2021

[Virtual Meeting: Register Here](#)

5:30 PM	<p>EXECUTIVE SESSION: ORS 192.660(2)(d)</p> <p>To conduct deliberations with persons designated by the governing body to carry on labor negotiations.</p> <p>-AND-</p> <p><i>ORS 192.660(2)(h) To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed;</i></p>	Chair Poehlitz
<hr/>		
6:00 PM	<p>1. <u>CALL TO ORDER</u></p> <p>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. <u>PLEDGE OF ALLEGIANCE / LAND ACKNOWLEDGEMENT</u></p>	Chair Poehlitz
6:04 PM	<p>3. <u>AGENDA REVIEW/REVISION</u></p>	Chair Poehlitz
6:05 PM	<p>4. <u>SUPERINTENDENT REPORT</u></p>	Dan Goldman
6:20 PM	<p>5. <u>2020-2021 RECOGNITION AND GOOD NEWS</u></p> <p>A. The Sincere Gaines Family Trust</p>	Kelsey Cardwell
6:30 PM	<p>6. <u>COMMUNICATIONS TO THE BOARD/PUBLIC COMMENT</u></p> <p><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>	Chair Poehlitz
6:32 PM	<p>7. <u>CONSENT AGENDA</u></p> <p>A. Approval of February Board Meeting Minutes</p> <p>B. Approval of Personnel Action Report</p>	Lauren O’Driscoll Joseph Hernandez
6:40 PM	<p>8. <u>REPORTS AND DISCUSSIONS</u></p> <p>A. NWRESD Action Plans and Delivery Team Update</p> <p>B. Reopening Schools and Vaccine Updates</p>	Kendra Hughes and Stuart Long Sarah Pope

C. [Administrative Reports](#)

Dan Goldman

7:00 PM

9. **ACTION ITEMS**

A. [2021-22 Contract Renewals](#)

Joseph Hernandez

B. [Approval of OSEA MOA: Hybrid](#)

C. [Approval of NWEA MOA: Comprehensive Distance Learning](#)

D. [Approval of March Financial Report](#)

Tami Montague

7:25 PM

10. **GOOD OF THE ORDER**

Chair Poehlitz

7:30 PM

11. **ADJOURN**

Chair Poehlitz

Next Meeting: April 20, 2021

PUBLIC PARTICIPATION IN BOARD MEETINGS

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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.
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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.
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9. These procedures will be published on the back of every Board meeting agenda.

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

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

March 9, 2021

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: March Superintendent Report

EXPLANATION: Please find attached the Superintendent Report.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: March Superintendent Report

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



Superintendent Office Report

March 9, 2021

Classified Appreciation

I'll start this report with a big thank you to Chair Poehlitz and Vice Chair Erickson for joining our classified appreciation efforts last week. Joseph Hernandez and Victor Cato organized a fun week full of virtual activities of gratitude for our truly dedicated classified staff in keeping with the resolution approved by the Board last month. The activities were well-received and I think our staff know how much we care about and appreciate them for all they do to support children and families across the region.

Revenue Forecast

Regarding last week's release of the March 2021 Economic and Revenue Forecast, the news was generally positive and there have been no major negative impacts on Oregon's revenue outlook in the 2019-21 or 2021-23 bienniums. My response to the forecast was "phew."

Here are a few key takeaways:

Current Budget:

Revenues for the 19-21 biennium were up across the board slightly compared to numbers released in November: Net General Fund and Lottery Resources are up \$642.7 million. This is good news in terms of closing out the current two-year budget cycle and all but assures there will be no budgetary impacts on schools during the 2020-21 school year. Funding for the State School Fund (SSF), Measure 98, and SSA will not be reduced based on these projections. And the growth in revenue bolsters state reserves to deal with any unexpected shortfalls.

2021-23 Biennium:

Today's forecast shows a modest decrease in General Fund and Lottery resources of \$75.3 million since the December forecast. At the close of the 19-21 biennium, the state is now projected to have \$3.094 billion in reserve funds available (General Fund, Education Stability Fund, and Rainy Day Fund). This is equivalent to 14.1% of the state's General Fund revenue. This is down slightly from the December Forecast.

Despite the stabilization of the 19-21 budget and significant state reserves, the state is still facing a budget deficit in the 21-23 biennium in the range of \$2 billion. However, this projected deficit *assumes no reserves are tapped* and no potential future federal aid. Obviously, there will



be a lot of pressure on the Legislature to include the use of some reserves if federal relief is not robust.

Corporate Activity Tax and Student Success Act:

The Corporate Activity Tax, which funds the Student Success Act, is projected to gross over \$2.292 billion during the 21-23 biennium. This is up \$55.9 million from the September Forecast. Our rough estimate is that this would equate to a \$800 million Student Investment Account (SIA) over the next two years, or about \$400 million per year. By comparison, districts are receiving \$150 million in the 20-21 school year. We also expect that ESDs will receive at least \$37.9 million to support our SSA technical assistance programs. We are pushing for just over \$40 million.

Personal and Corporate Kickers:

A personal kicker of \$570.5 million is projected for 2021-23. A corporate kicker (which is dedicated to K-12 education) of \$419.7 million is projected for 2021-23.

Key Takeaways from the Oregon Office of Economic Analysis Presentation:

- *“Economy proving more resilient as well. Income excluding direct federal aid has returned to pre-pandemic levels.”*
- *“Lower income households continue to struggle.”*
- *“Growth stalled over the winter as expected, but the state is set for rapid improvement.”*
- *“To date, revenue losses in the current recession pale in comparison to Oregon’s recent experiences.”*
- *“Job losses over the past year match the worst of the Great Recession yet revenue declines are much less severe.”*

Many of the Families We Serve Are Still Struggling With Economic Uncertainty:

Despite the good news today, if one digs deeper into the forecast, the results of income inequality are clear and you can see that the negative economic impacts are disproportionately affecting people of color and low-income Oregonians who are struggling in this economy – which means many of the families and students we serve in our schools are hurting.

Budget Planning

We are yet to see an education budget materialize from the legislature. Our best information to date regarding the State School Fund (SSF) - what our districts rely on to maintain the majority of their programming and what constitutes the vast majority of our operations budget - is still based on the Governor’s Recommended Budget (GRB). Unfortunately - like last year - our Budget Committee (and those across Oregon’s school systems) will likely be approving budget plans for the following year without the accurate information required. As such, I expect the Board will likely be voting on changes to the budget plan after our budget committee meets.



Legislative Advocacy

Our legislative liaison, Ozzie Rose, has been tracking the session with a keen eye towards potential legislation that would impact the ESD operationally, our programming efforts, and our school districts. Thousands of bills have been submitted and, with the Capital closed to the public, advocacy is even more challenging than usual. Thus far, we have provided testimony on multiple bills: 1) opposing the expansion of online charter schools (HB 2195, HB 2023, HB 2716, SB 240, SB 518, SB 657), 2) advocating with the Higher Education Coordinating Commission to maintain funding for dual credit opportunities for high school students (bringing down costs for families), and 3) opposing an effort ([HB 2868](#)) to require all college credit be awarded only by faculty with advanced degrees in the subject area (effectively limiting the ability of master level K-12 teachers to award college credit, subsequently increasing barriers to college credit for high school students). Another bill of immediate interest is SB 53, which calls for a two year study and an increase of funding for the state Regional Inclusive Services contract, which we have to serve students with low incidence, high intensity disabilities.

Local Service Plan Approval by Component Districts

As of this report, we have received the necessary votes for approval of the 2021-22 Local Service Plan. Over the last three weeks we visited with the Hillsboro, Astoria, Knappa and Seaside School Boards - all who unanimously approved our plan.

As you know, it has been a significant goal of mine that we lead for racial equity as an organization - and that everything we communicate demonstrates our stated values: equity, student success, partnership and innovation. Kelsey Cardwell and Tracey Goldner, along with feedback from our Equity & Family Partnership Office, revamped our Annual Report and our accompanying LSP with this goal at the forefront. Here are three comments I received from Hillsboro board members:

- “The Report is outstanding and I appreciate the effort put into it by the NWESD Team. Thank you
- I especially appreciate embracing the term antiracism. It is clear our ESD is a true partner in closing opportunity gaps for kids and families. Thank you again
- Loved the staff spotlights and quotes... really made the report come alive. I paid particular attention to what they were saying... very impactful

Covid-19 Vaccination Coordination

We are rapidly getting educators in our region through the vaccination effort in our four counties. In our three more rural counties, our coordination and convening of with local health



departments and school districts have been central to the effort. Here's [a letter](#) the superintendents submitted to the local paper in Clatsop.

In Washington County, we are very close to affording all early learning and K-12 educators with the opportunity for the vaccine. Sarah Pope and I meet twice weekly with the hospital COO's and Sarah coordinates district leads on the communication and scheduling effort. It's been fulfilling work as we are seeing a light in the tunnel for getting schools reopened.

Reopening Schools Planning

We are in deliberations with our unions on plans to reopen our schools. As we shared in the last board meeting our goal is to provide significantly more face-to-face instruction each week (with a longer range goal of beginning hybrid instruction after educators have had the opportunity for a second dose of the vaccine). We will address progress towards consistent and regular face-to-face instruction later in the board meeting with the goal of starting hybrid-level instruction at the beginning of the 4th quarter of the school year.

Changes in Equity & Family Partnership Department

When Marisol Jimenez retired at the end of 2019-20, schools and ESDs were bracing for large reductions in funding. Sharif Liwaru was leading the CAFE effort between the three metro area ESDs, and Clackamas ESD was communicating that they would not financially support his position in 2020-21. In response, we increased Liwaru's time with NWRESA by .4 FTE (what he had been assigned by Clackamas) for a total of .6 FTE (split with MESD). This was a good short term solution, but not adequate for the work we are pursuing in the next few years. We need to return to a full time Equity & Family Partner Director for the ESD.

I am pleased that Liwaru will be joining the NWRESA team full time next year - a significant addition for our agency. In addition, with SSA funding approved by our districts and the Regional Educator Network (REN) grant project you heard about at our last Board Meeting, we will be recommending adding two additional Equity Professional Learning staff in next year's budget as well to work both internally with our Equity Learning Teams and externally with our component school districts. In terms of "head counts" for this critical work, we will have increased our equity-specific staff from 1.0 FTE in 2018-19 to 4.25 FTE in 2021-22.



Northwest Regional
Education Service District

GOOD NEWS & RECOGNITION



5825 NE Ray Circle Hillsboro,
OR 97124-6436

March 1, 2021

To Miriam Sincere of the Sincere Gaines Family Trust:

It is my pleasure to inform you that the Northwest Regional ESD Board of Directors would like to recognize you at their upcoming regular meeting for your contributions to our Early Learning/Early Childhood Special Education program:

“Liam Swafford is a child who received EI/ECSE services at the Tualatin Early Childhood Center (TECC) from 2010 to 2013. Liam’s family has generously expressed gratitude through years of financial contributions. The Sincere Gaines Family Trust provides annual donations to the EI/ECSE Program of approximately \$5,000 per year. These funds have been critical for so many program improvements: safety upgrades such as telephones with intercom capability and locking door handles for classrooms; gym equipment for both the inside gym and outside; library books; photo posters of children served in the program; dinners at the conclusion of the school year; and curriculum materials. These resources support a safer, more welcoming school environment, a better partnership with families, and enhanced learning opportunities that otherwise would not have been available. The EI/ECSE program is extremely thankful for your generosity.” - Lori Kellogg, Principal

The board would appreciate the opportunity to learn more about this partnership and your contributions to the program. They may ask questions like:

- What about our services stood out to you in the years EI/ECSE served your family directly? What was most memorable or most meaningful to you?
- What compelled you to continue your relationship and support of the program?
- Who from EI/ECSE do you remember making a difference for Liam and your family?

We respectfully request your attendance at our next board meeting at 6:00 p.m. on Tuesday, March 9, [scheduled to take place virtually](#). Please RSVP to Lauren Slyh O’Driscoll, Board Secretary at 503-614-1401 or lslyh@nwresd.k12.or.us. She will be happy to answer any questions you have.

Sincerely,

A blue ink handwritten signature that appears to read "Dan Goldman".

Dan Goldman
Superintendent

■ 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

CONSENT AGENDA



Northwest Regional Education Service District

March 9, 2021

TO: Board of Directors

FR: Lauren Slyh O'Driscoll, Board Secretary

RE: February 2021 Meeting Minutes

EXPLANATION: Please find the attached January 2021 Regular Meeting Minutes.

PRESENTER(S): Consent Agenda

SUPPLEMENTARY MATERIALS: February 2021 Regular Meeting Minutes

RECOMMENDATION: Approve as presented in the consent agenda.

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

**NWRESD Board of Directors
Regular Meeting Minutes**

**February 16, 2021
Virtual Meeting**

CALL TO ORDER

1. Chair Poehlitz called the board to order at 6:31 pm.

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

PLEDGE OF ALLEGIANCE / LAND ACKNOWLEDGEMENT

2. Director Erickson led the board through the pledge. Director Bruce read the land acknowledgement.

AGENDA REVIEW/REVISION

3. The Superintendent provided the board with an updated version of the Personnel Report.

SUPERINTENDENT REPORT

4. Superintendent Goldman reviewed the report to the board. He thanked Deputy Superintendent Pope for her leadership with community partners over the last several weeks, coordinating thousands of educators through the vaccination process. Additionally, he thanked service center administrators and union leaders for their partnership as the ESD prepares to provide hybrid learning for students.

2020-2021 RECOGNITION AND GOOD NEWS

5. A. [Washington County Vaccine Support Team](#)

From Kelsey Cardwell, Comms Director:

The pandemic has delivered a lot of uncertainty and unknowns, and that was especially the case when our hospital partners and OHA launched a scheduling tool to move 50,000 Metro area educators through the vaccination process very quickly.

Deputy Superintendent Sarah Pope recruited nine members of our staff to help our staff through the process. This crew had almost no information, no opportunity to see the tool ahead of its launch, yet they skillfully helped our staff troubleshoot problems, get answers and get scheduled. They were, and still are, on phones, email and in a virtual Google Room all day long, chatting back and forth to help solve problems together.

Since not everyone could be here tonight, I am going to name them all: Abby Lutskovsky, Carolyn Quinn, Janet Bucio, Kate Resch, Kathy Fernandez, Patricia Burros, Paul Thompson, Sabine Eaton, and Vicky Schroeder.

- B. [Classified Staff Appreciation Week March 2021](#)

From Kelsey Cardwell, Comms Director:

We've invited representatives from our Classified Association, Tami, Tammee, Maureen and Margaret, to join us for this recognition.

Our HR team has scheduled several virtual lounge events to take place where classified employees can congregate and be pampered with door prizes, virtual coffee breaks, and

virtual luncheons. The week's theme is, in quotes "You are our superpower," because in fact, our classified staff, with their diverse talents and job roles, are so important to the core of who we are and what we do.

COMMUNICATIONS TO THE BOARD/PUBLIC COMMENT

N/A

6.

CONSENT AGENDA

A. Approval of [January Board Meeting Minutes](#)

7. B. Approval of [Personnel Action Report](#)

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

REPORTS AND DISCUSSIONS

A. [Update on Reopening Plans and Vaccine Coordination](#)

8.

B. [Regional Educator Network Update](#)

Dr. Mariana Zaragoza provided an update to the board.

C. [Administrative Reports](#)

N/A

ACTION ITEMS

A. [Approval of Resolution Declaring Classified Appreciation Week](#)

9. Chair Poehlitz entertained a motion by Director Tomlin to approve the resolution. The motion was seconded by Director Riley and approved unanimously.

B. [Approval of Annual Audit](#)

Chair Poehlitz entertained a motion by Director Tomlin to approve the annual audit and expressed gratitude to the fiscal team for their exceptional work. The motion was seconded by Director Cunningham and approved unanimously.

C. [Approval of January Financial Report](#)

Chair Poehlitz entertained a motion by Director Tomlin to approve the financial report. The motion was seconded by Director Riley and approved unanimously.

D. [OAESD Officer's Council Elections](#)

Chair Poehlitz entertained a motion by Director Riley to support . The motion was seconded by Director Erickson and approved unanimously.

GOOD OF THE ORDER

N/A

10. **ADJOURN**

The meeting was adjourned at 7:50 pm.

11.

Next Meeting: March 9, 2021

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Northwest Regional Education Service District

March 2, 2021

To: Board of Directors

From: Joseph Hernandez – Chief Human Resources Officer

Re: Personnel Report

EXPLANATION: Please see attached personnel report prepared by Carolyn Ann Quinn

Presenter: Joseph J. Hernandez

Supplementary

Materials: Personnel Report, additional comments provided to the board at March 2, 2021 meeting.

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

Personnel Report

February 10, 2021 – March 2, 2021

NEW HIRES				
NAME	POSITION	DEPARTMENT	BUILDING	COMMENTS
Weaver, Laura	EI/ECSE Site Based Administrative Assist (1.0 FTE)	EI/ECSE	Columbia	Replacement for Valerie Lane-White
Feltmeier, Morgan	Instructional Coach (1.0 FTE)	EI/ECSE	Beaverton Early Childhood Center	Replacement for Rikkie Schley, who accepted an Instructional Coach position
Gomez, Rhonda	Early Childhood Education Specialist (1.0 FTE)	EI/ECSE	Beaverton Early Childhood Center	Replacement for Kathryn Vsetecka

RESIGNATIONS/RETIREMENTS				
NAME	POSITION	DEPARTMENT	BUILDING	COMMENTS
Howell, Joyce	SLP (1.0 FTE)	EI/ECSE	Beaverton Early Childhood Center	Resignation as of 04/06/21
Gomez, Rhonda	Instructional Assist (1.0 FTE)	EI/ECSE	Tualatin Early Childhood Center	Hired to replace Kathryn Vsetescka 03/05/21
Linz, Rodney	Fire Science Teacher	Department of Schools	Liberty HS	01/01/21
Joseph Voydat	Early Childhood Ed. Specialist (1.0 FTE)	EI/ECSE	Beaverton Early Childhood Center	Resignation as of 06/16/21

ADVERTISED VACANCIES (information only)					
OPEN POSTION	CATEGORY	DEPARTMENT	BUILDING	STATUS	COMMENTS
Executive Director of Early Learning (1.0 FTE)	Administrative	EI/ECSE	Washington SC	Posted 2/19/2021 Open until filled	Replaces Retiring Nancy Ford
Blind Visually Impaired (BVIS) Tech Specialist (1.0 FTE)	Licensed	Special Student Services: Related Services	Washington SC	Posted 12/17/20 Open until filled	Replacing Jenna Beresheim
Bilingual (Spanish) Instructional Assistant (.85 FTE)	Classified	EI/ECSE	Clatsop SC	Posted 2/9/2021 Open until filled	New FTE created by Elizabeth Friedman
Bilingual (Spanish) Instructional Assistant (.85 FTE)	Classified	EI/ECSE	Columbia SC	Reopened 02/09/21. Open until filled	New FTE created by Stacy Rager

ADVERTISED VACANCIES (information only -- continued)

Administrative Assist (1.0 FTE)	Classified	EI/ECSE	Washington SC	Posted 2/26/2021 Open until filled	Replacing Valerie Lane-White
Speech Language Pathologist (1.0 FTE)	Licensed	EI/ECSE	Washington SC	Posted 2/26/2021 Open until filled	Filling in for Katie Cope who is on personal leave
Administrative Specialist (0.1 FTE)	Classified	Related Services	Knappa School District	Open until filled	New FTE
Early Childhood Education Specialist (1.0 FTE)	Licensed	EI/ECSE	Beaverton ECC	Closing Date 02/10/2021	Replacement for Anne Shoepe
Professional Learning Coach/TOSA (1.0 FTE)	Licensed	Instructional Services	Washington SC	Closing Date 02/24/2021	New FTE
Speech Language Pathologist (1.0 FTE)	Licensed	EI/ECSE	Columbia SC	Open until filled	Ongoing recruitment
Registered Nurse (1.0 FTE)	Licensed	Related Services	Tigard-Tualatin School District	Open until filled	Currently filled by contractor
Physical Therapist (1.0 FTE)	Licensed	Related Services	Multiple locations	Open until filled	Ongoing recruitment
Occupational Therapist (1.0 FTE)	Licensed	Related Services	Multiple locations	Open until filled	Ongoing recruitment
School Based Administrative Assistant (1.0 FTE)	Classified	EI/ECSE	Columbia Academy	Closing Date 02/12/2021	Replacement for Valerie Lane-White
Speech Language Pathologist (1.0 FTE)	Licensed	Special Student Services	Washington SC	Open until filled	
Speech Language Pathologist (1.0 FTE)	Licensed	Special Student Services	Beaverton ECC	Open until filled	Filled by Morgan Feltmeier; but keeping open
Speech Language Pathologist (1.0 FTE)	Licensed	Special Student Services	Scappoose SD	Open until filled	
Teacher of Visually Impaired (1.0 FTE)	Licensed	Special Student Services	Multiple locations	Open until filled	Ongoing recruitment
ASL Interpreter (0.8125)	Classified	Related Services	Sherwood SD	Open until filled	New FTE



Northwest Regional
Education Service District

REPORTS & DISCUSSIONS



Northwest Regional Education Service District

March 9, 2021

TO: Board of Directors

FR: Sarah Pope, Deputy Superintendent

RE: NWRESD Department Strategic Action Plans

EXPLANATION: In our updated Strategic Plan process, the NWRESD Delivery Team works with each department team to center equity when building Action Plans, refining team goals, and tracking progress towards outcomes in the ESDency Strategic Plan. This presentation will update the NWRESD Board of Directors on the process to date, give an example of a recently design departmental plan, and next steps for outcome monitoring and deeper implementation in 2021-22.

PRESENTERS: Kendra Hughes, Stuart Long, and Sarah Pope

SUPPLEMENTARY MATERIALS: Attached

RECOMMENDATION: N/A

PROPOSED MOTION: N/A

NWRESD Action Plans and Delivery Team Update

**Kendra Hughes
Stuart Long
Sarah Pope**

Advancing Equity in Department Action Plans

NWRESD Delivery Team

Delivery Team Members

- **Kendra Hughes**, Early Learning Network Lead
- **Brain Bain**, Director of Research, Assessment, and Evaluation
- **Sabine Eaton**, Administrative Specialist Instructional Services
- **Tara Cooper**, Post Secondary Pathways Director
- **Yashica Island**, Professional Development Specialist - Equity
- **Wylie Wan**, Education Research and Data Specialist

Delivery Team Objectives

- **Create and implement a process for the development and submission of Department [Action Plans](#) which emphasize the ESD Strategic Plan goals and metric**
- **Identify opportunities for internal collaboration and resource sharing**
- **Provide departments with coaching and initial feedback on their plans.**
 - Deepening the work in equity and community engagement
 - Developing appropriate metrics and data baselines for goals

Process

- **Action Plan draft submitted to Delivery Team**
- **Designated Delivery Team members review and discuss areas needing clarification and specific feedback.**
- **Those DT members then meet with the Action Plan lead to provide feedback and answer questions.**
- **Action Plan lead finalizes draft and submits it to Cabinet, in addition to providing them with an Action Plan presentation.**
- **Action Plan lead receives feedback from Cabinet.**
- **Departments provide updates in the spring and end of the school year.**

ANY
Questions?

Technology Action Plan Highlights

with Stuart Long



Technology

2020-2021 Action Plan

Department Lead: Stuart Long

NWRESD Mission:

In partnership with the communities we serve, Northwest Regional Education Service District improves student learning by providing equitable access to high-quality services and support.

NWRESD Values:

Student Success, Partnership, Equity and Innovative Service

Department's Strategic Plan Collective Commitments:

(For example- 1) Create culturally sustaining learning environments that ensure each student is safe, known, and connected; 2.5.1 and 2.5.2)

Equity Lens Questions:

Reflect on these questions for each Action Plan goal.

- Do proposed actions improve, worsen, or make no change to existing disparities? How do you validate your assessment?
- How are you collecting data on race, ethnicity, and native language?
- Disaggregated, how are students/families/staff/stakeholders advantaged and disadvantaged by this action? How do you validate your assessment?
- Whose voices are at the table? How have you intentionally involved stakeholders who are also members of the communities affected by your decision. with whom do you need to follow-up for more information or a different perspective?
- Are there any NWRESD programs or departments you could collaborate with for this goal and high leverage action?
- Which community partners or culturally specific community-based organizations could you collaborate with for this goal and high leverage action?
- Based on your answers to these equity questions, what do you not yet know? With whom do you need to follow-up for more information or a different perspective?
- How is the equity work of your team supporting the personal equity work being done by each team member?

STEP 1: GOALS & HIGH LEVERAGE ACTIONS

<p>Goal 1: Expand regional internet connectivity for students and ensure all NWRESD students and staff are connected at least to the FCC defined (25Mb) level for broadband at a minimum with no data caps and ideally better. The goal does not preclude the use of hotspots but wired connections to homes are the priority. NOTE: This goal does not include other technology needs such as laptops or tablets.</p>	<p>By June of 2021. . .</p> <p>Develop an accurate map of needs by district and encompass other demographic data on students including race, ethnicity, free/reduced status, and affordability of service.</p>	<p>Baseline Data:</p> <p>Unreliable or scattered</p>
<p>Identify a High Leverage Action (data driven and or based on promising practices)</p> <p>Setting the questions, the methodologies, etc so that the districts leverage pre-built, regional data collection tools and help with reaching out to a broader range of parents/guardians/families including those from underrepresented populations, those with restricted access to technology, and those with concerns about connecting directly with a government agency.</p> <p>This will also include collaboration with other ESDs, the State of Oregon (ODE), Regional & County Government, Col-Pac Economic Development District, LinkOregon, and private & public Internet providers to establish partnerships for advocacy, data collection, data sharing, and then eventually Internet delivery.</p>		
<p>How has applying an equity lens impacted your decision-making and planning for this high leverage action?</p> <p>Working in conjunction with the districts we serve, we need to communicate directly to families without home internet connectivity, using multiple communication channels. We will need to reach out to families that possibly do not want to respond to a government agency. We will need to increase communication frequency above what has been typically done for surveying families regarding connectivity. We will also need to do this in the family’s native language so translation services will be necessary. To expand our outreach efforts we will need work through or alongside community partners and many are listed above. However our work also has to deliberately connect to regional and district equity programs as well. We will have to work to find resources through our Equity & Inclusion and Migrant Education programs at the ESD but also work with district based staff such as Title I & McKinney-Vento coordinators, district equity coordinators, & district counselors. We will be asking these programs more for their input and connections. When engaged with district teams we will need to build a small coalition of technology, instruction, equity, & administration staff. This will allow us to locally focus our work based on district need and input. We will also need to consult with the data team for input and assistance to improve accuracy in collection & analysis.</p> <p>I wanted to note some opportunities that I see regarding this plan to reconstruct our work and really align to deliver on our equity goals:</p> <p>ESD Funding - There has been no funding set aside to accomplish this goal or to pay for travel, surveys, or dedicated staff. All staff time working on this goal are doing so as a priority but in addition to other job responsibilities. In an effort to support our goals and deliver this work with fidelity we should hire a dedicated staff member to focus on this goal who has experience working with providers. This will give us the most</p>		

opportunity to re-align work that has traditionally been based on economic models to one based on community need and correcting historical marginalization. While a dedicated position will give us the best chance of success we will also look to maximize the use of existing staffing to expand funding where possible including consulting with the internal grant writing resources, continuing ongoing advocacy efforts, and reexamining the Technology LSP so that it is being targeted at the most critical connectivity issues and effectively delivering for districts.

Districts - As districts resume prioritizing in-person instruction there will need to be a deep conversation about regional equity aligned to this work. This is especially true as currently there are no ongoing state or federal funding sources available to all districts to pay for student connections. Lacking such a deep commitment there is a chance that the perceived need for family based broadband internet connection and corresponding willingness to partner on solutions will diminish once classes return to buildings. This is especially if the only funding source available to districts are their general fund dollars and/or if districts are subject to budget reductions in coming years.

Internet Providers - Similarly there will need to be engagement with internet providers around the region as partners in delivering solutions. This conversation will have to be community based and deeply engaged with school district, governmental, and business leaders. Having even one provider refuse to assist due to costs or other factors may significantly limit our ability to accomplish this goal with fidelity.

NWRES D Strategic Plan Connection (which strategic plan goal(s) does this work most closely align to?)

2.5.1: 100% internet connectivity for NWRES D students and staff by 2025

2.5.2: 91.2% to 100% by 2025 in internet connectivity for students in the NWRES D region

Implementation Steps (What are the concrete steps needed for your high leverage action and achieving this goal?)	Person/Teams Responsible	Evidence of Success (What data/evidence/artifacts will you use to demonstrate success?)
Analyze existing data	ESD Technology Leadership	Establish effective strategies for data collection to correct for gaps in existing data.
Collect & review spring 2020 & fall 2020 data and collaborate with willing providers to collect maps of access boundaries.	ESD & District Technology Leadership	Establish data “baseline” of students with/without access.
Issue new survey in Spring 2021 to collect data.	ESD & District Technology Leadership	
Data analysis and (hopefully) mapping	ESD & District Technology Leadership	Data that represents a significantly more accurate picture of those students still lacking the internet and will serve as the basis for 2021-2022 Action Plan.

Strategic Timeline:

Year 1 - Data Collection & Analyzation, disaggregate by race, ethnicity, free/reduced meals status, primary language and other demographic factors. Use the ESD students & staff as a test run for the survey and mapping, update survey and adjust based on outcomes.

Year 2-3 - Distributing data to districts, CBOs, and other organizations to begin collaboration to identify internet providers. Work with all involved to identify families where the barriers may be due to race or poverty. Prioritize connectivity work to address those families first. Resurvey annually.

Year 4-5 - Distributing data to districts and deepening collaboration to solve for remaining families where the barriers are not due to race or poverty. Resurvey annually.

Notes on collaboration needed with other departments:

- District leadership & communications
- NWRESD Data Team
- NWRESD Communications & Translation
- NWRESD Migrant Program
- NWRESD Equity Team
- NWRESD Grant Team (Instruction)

Direction: Add rows to this table as needed.

<p>Goal 2:</p> <p>Streamline the process of Operations - Mapping data flow and procedures: Improving Statement of Work (SOW) and Master Service Agreement (MSA)</p>	<p>By June of 2021. . .</p> <p>...we will have set up an improved SOW/MSA process for implementation in Technology and as a model for other departments.</p>	<p>Baseline Data:</p> <p>We currently issue over 300 SOWs and over 100 MSAs most require both Director review and Superintendents signature.</p>
<p>Identify a High Leverage Action (data driven and or based on promising practices)</p> <p>The setup of a new SOW & MSA process and document that protects the ESD, protects the district, defines costs & services, and meets fiscal requirements.</p>		
<p>How has applying an equity lens impacted your decision-making and planning for this high leverage action?</p> <p>This is an operational level issue that arose out of the continuous improvement work of operational departments to drive improvements. As such it does not have immediate ties to the anti-racist work in the strategic plan. However from an equity perspective; smaller districts, which frequently use more ESD services, are disproportionately impacted by large, duplicative bureaucratic processes than their larger district counterparts due to their smaller staffing size and staff in charge of multiple workflows. It will be critical to review these documents with district business staff and possibly a selection of outside partners both prior to and during the work for feedback and input to make them easier to understand. One possible solution may be an one-page summary in plain english (non legal) similar to documents that were added to mortgage paperwork to help explain the documents.</p>		
<p>Strategic Plan Connection (which strategic plan goal(s) does this work most closely align to?)</p> <p>This work is connected to our continuous improvement efforts that lay outside of the strategic plan but still represent critical work that will be completed this year to improve ESD operational efficiency.</p>		
<p>Implementation Steps (What are the concrete steps needed for your high leverage action and achieving this goal?)</p>	<p>Person/Teams Responsible</p>	<p>Evidence of Success (What data/evidence/artifacts will you use to demonstrate success?)</p>
<p>Identify process requirements</p>	<p>Stuart Long/Polly Grant</p>	<p>Documented requirements for MSA's & SOW's that meet the need for Fiscal & Technology Departments.</p>
<p>Edit, review, request feedback on new SOW/MSA documents & process to meet requirements</p>	<p>Stuart Long/Polly Grant/Jessa Reinhardt</p>	<p>A final draft of MSA/SOW documents and processes for review & approval at our monthly operations meeting.</p>
<p>After approval, communicate & implement new processes & documents with managers & staff.</p>	<p>Technology Managers Polly Grant/Jessa Reihardt</p>	<p>A revised MSA & SOW process for FY2021-22.</p>

Notes on collaboration needed with other departments:

This work will require partnership from Fiscal Services.

This work will require input from district and partners.

Direction: Add rows to this table as needed.

Copy and add as many Goal Tables as needed

STEP 2: PROFESSIONAL DEVELOPMENT

List training and professional learning needed for implementation of the high leverage actions listed.

Proposed Date of PD	Topic/Agenda <i>(align to equity-centered goals/strategies listed above)</i>	Outcomes <i>(what should staff know, understand or be able to do as a result of the meeting/PD?)</i>	Person(s) Responsible	Notes
NA				



Northwest Regional Education Service District

March 9, 2021

TO: Board of Directors

FR: Sarah Pope, Deputy Superintendent

RE: Reopening Plans and Vaccine Updates

EXPLANATION: At our upcoming board meeting we will review updates to NWRESD Reopening Plans, as well as the latest information on region-wide vaccine rollouts.

PRESENTER(S): Sarah Pope and Dan Goldman

SUPPLEMENTARY MATERIALS: Attached to this cover sheet:

DECK: NWRESD Reopening Plans and Vaccine Updates: March 2021

RECOMMENDATION: N/A

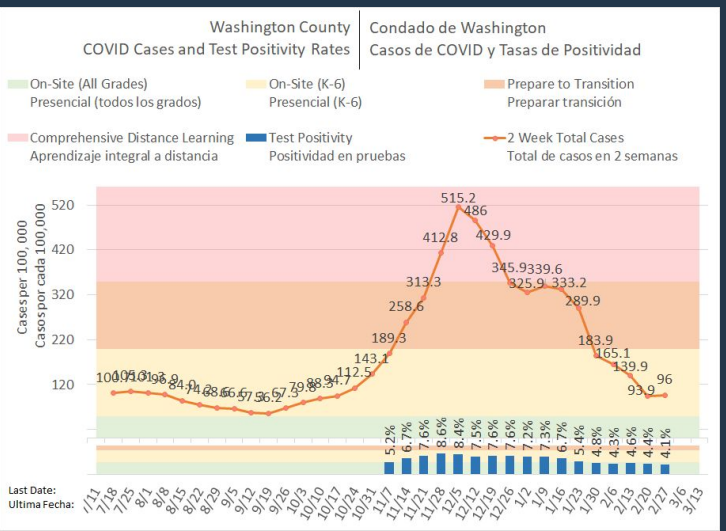
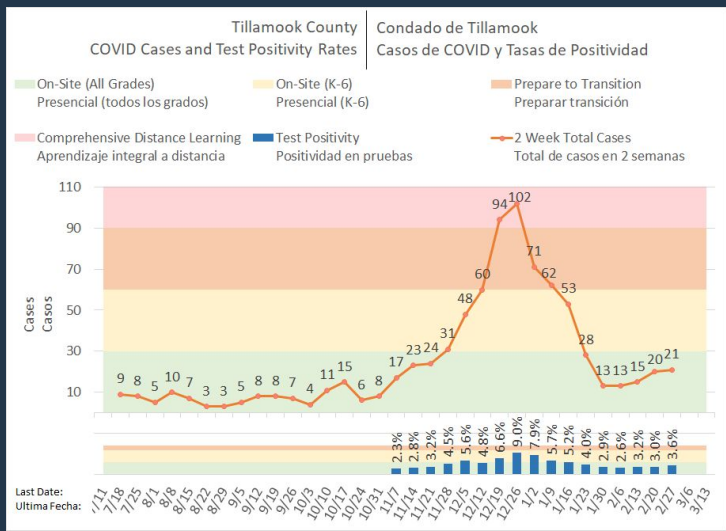
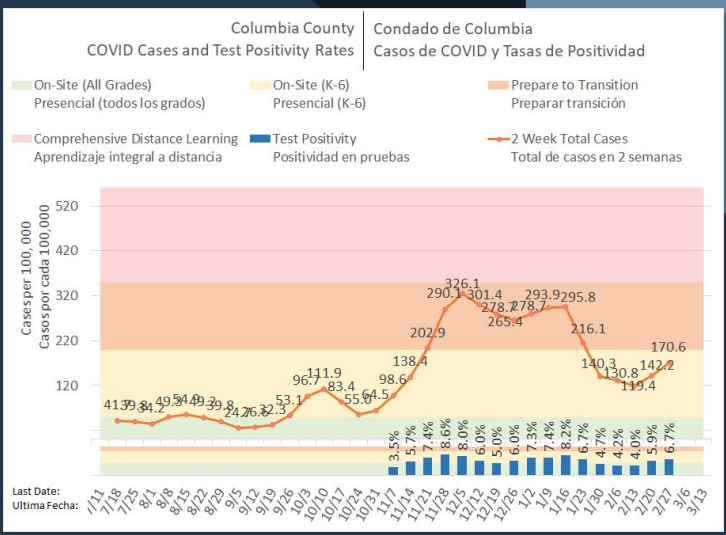
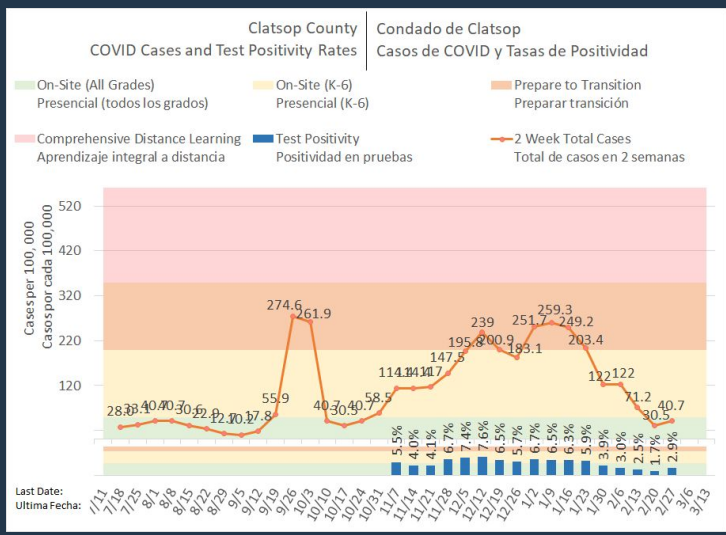
PROPOSED MOTION: N/A

NWRESD Reopening Plans and Vaccine Updates

March 2021 Board Meeting | Deputy Superintendent Pope

Agenda

- **Metrics Update**
- **Vaccination Update**
- **NWRESD's Reopening Plans**



Vaccines

Educator Vaccines Wrapping Up

- Columbia, Clatsop and Tillamook Counties finished 2nd shot appointments for educators by the week of March 1st
- Tri-counties' last educator wave finished scheduling 1st shot appointments the week of March 1st
 - Wave 4: Teachers and support staff 9-12, coaches, active substitutes, and other student-facing district staff

NWRESD's Reopening Plan

NWRESD Reopening Plan

- Limited in person services approved: PT fittings, audiology exams, evaluations, vision screenings, and consultation services
- To date, limited in person instruction approved for 70 students:
 - SEL schools started Feb 19
 - EI/ECSE started March 1
- Itinerant staff will start following district's instructional model March 29
- Working on agreements with both unions for return to hybrid
- Goal: 4th quarter start hybrid (targeting April 5)

THANK YOU!

Help fight community spread!

- 1. Wear a face covering**
- 2. Keep 6+ feet of distance from others**
- 3. Wash your hands frequently**
- 4. Stay home when you are sick**



Northwest Regional
Education Service District

ADMINISTRATIVE REPORTS



COMMUNICATIONS BOARD REPORT

Prepared by Kelsey Cardwell

March 2021

Website

We continue to build out and make improvements to the new website, including:

- An expanded board section with [resolutions](#) and [committees](#)
- The ability to [sign up to receive job alerts](#) on the careers page
- A [Spanish translation of the strategic plan](#)

Newsletters and Recent Communications

- The [March Monthly Messenger](#) highlighted Child Care Resource and Referral's footprint, our new Parenting Hub program, among other stories.
- This month, we are also helping [Regional Inclusive Services, formerly Regional Programs, announce their name change and collect input into future investments.](#)

Social Media

- If you're not already following us on social media, check out our [Instagram](#), [Facebook](#), [Twitter](#), [LinkedIn](#) and [Youtube](#). Our new website has greatly improved our ability to create news content, so you will see a lot more action on these pages from here on out. See this week's [video thank you to our classified staff](#), in the words of students, families and colleagues.

SPECIAL STUDENT SERVICES
Early intervention/Early Childhood Special Education
March 2021

Monthly Board Report

For more information, please contact Nancy Ford, nancyf@nwresd.k12.or.us

The Early Intervention/Early Childhood Program for the past year has been redesigning the service delivery model for children three to five enrolled in the program. As the program moves forward Early Childhood Special Education services initially will be offered where the child is (his/her natural environments) at initial eligibility, such as home, child care, Head Start, District preschool, Community preschool, Parks and Recreation classes, etc.

- Services will start with home visits and consultations in inclusive settings, when applicable. Those visits and consultations will involve:
 - Further assessment of the child's needs within his/her natural environments,
 - A better understanding of the family and other caregiver's priorities,
 - Introduction of universal and initial-level interventions,
 - Response to intervention observation data collected.

If a child's needs require additional services a specific process of observation, documentation, analysis, and team interpretation will ensure smooth and efficient movement between tiers.

Three guiding questions teams will ask before considering a higher level of services or supports.

- Can we better serve this child through increased family coaching and additional parent education?
- What additional supports can we offer in the current natural environment(s)?
- What partnerships can we access or create to better serve or support the child and family in the natural environment.

Approximately 10% of ECSE students will require an intensive level of service.

- All intensive classroom options will be referred to as **SAIL (Social Academic Intensive Learning)**.
 - **SAIL - STAR (level I and II)** - The STAR curriculum will be implemented to a high level of fidelity in these classrooms.
 - **SAIL - Functional routines** - The focus in these classrooms will be individualized learning within classroom routines and embedding instruction in all interactions and play.
 - Typical peer models will participate in both classroom options.
- There will be an increase number of children receiving services in SAIL-STAR and SAIL - Routines

Other potential intensive services

- Full and on-going Instructional Assistant support in inclusive settings to ensure health and safety or when ASL assistant is needed.
 - Functional behavior plans.
 - Intense focused articulation

What The New Service Design will Accomplish:

- Honor a child's right to be educated with their typical peers.
- Maximize learning opportunities (opportunities to practice) especially in natural/inclusive environments.
- Offer a highly individualized system of services/supports.
- Increase intensive learning opportunities.
- A model that focuses on independence and an assumption of student and family competence.

- Provide a systematic method for assessing and implementing strategies and supports in direct response to student progress in a timely manner.
- Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children.
- Offer consistent and varied parent education/coaching to build parental confidence and competence.
- Improve service coordinator continuity to assist in relationship building.
- Improve access to community resources through expanded partnerships.
- Create a professional development system to support EI and ECSE and community early childhood educators.



COLUMBIA COUNTY BOARD REPORT

Prepared by Stacy Rager

MARCH 2020

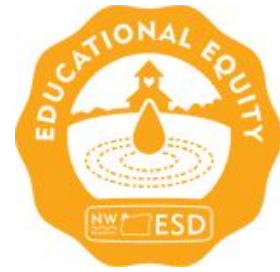
The Columbia County ECSE Program staff have been very busy preparing to offer Limited IN PERSON (YAY!) Instruction. There was quite a scramble to get both of the classrooms ready to receive students. Last fall in Clatskanie the district had to move our classroom from the elementary school to the high school, and due to the pandemic, the items were simply deposited in the classroom at the high school--unpacking had to commence! The staff worked diligently to make it ready to receive students and we hope to have two children attend starting the week of 3/1. In St. Helens, rather than open our room at Lewis & Clark Elementary, we will provide LIPI services at the Port St. portable, so the staff worked together to get that room ready as well. It felt really amazing and fun to have staff back on site and working together. We even held a training in the boardroom with 7 people all in the same space! (All adhering to the health and safety protocols, of course!) We anticipate the arrival of two children for LIPI in St. Helens.

The EI team continues to expand skills with ongoing professional development in the Lead Intervention model. In addition to the training received by Robin McWilliam in Routines-Based Interviewing, the team meets collaboratively with other providers in Clatsop and Tillamook county to work through questions and practices related to this shift, and the Columbia County EI team meets weekly for collaboration time. The work that they are doing in this area ensures that families have one primary point of contact for their child's services, which builds relationships and improves outcomes for the family over time.

On the school-aged side of things, the elementary school-aged staff assigned to the St. Helens School District are preparing for hybrid instruction. The district's phased roll-out means that staff will return gradually depending on the age-group that they serve. We were pleased to have reached an agreement with the union to allow for an early return to the building for this group of team members.

March 2021

Equity and Family Partnerships Administrative Report



Introduction

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

Strategic Plan

We are developing and implementing tactics and steps to accomplish the strategies of the Strategic Plan goals. Our office is represented on the NWRESD Delivery Team to support the embedded equity work of each of the departments.

Regional Racial Equity Learning and Partnerships

Work as an integral part of the Cascade Alliance For Equity (CAFE) has allowed us the opportunity to share strategies to support component districts and lead in antiracism work. Our CAFE directive team has set a clarifying Theory of Action and is poised to solidify strategies that will impact the region. Included in this strategy are a potential collaborative regional equity commission and two strong equity series in spring. This series of professional development/learning events will be held virtually during social distancing.

Policy Committee

With the formation of a diverse Board Equity Policy Advisory Committee to conduct policy reviews to eliminate practices that perpetuate inequities and systemic racism, we have our full committee together and began meeting in March. This committee will review key policies that will come before the board.

Knowledge to Action

Our administrative team is participating in an 8-week professional development course as learners to address antiracism. This course is designed for those who recognize their genuine concern and ambition to solve the race problem doesn't match the level of historical knowledge needed to do so. This course is designed to eradicate and alleviate the feeling of helplessness when it comes to thinking, speaking, and acting in a counter-racist manner.

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



INSTRUCTIONAL SERVICES BOARD REPORT

Prepared by Johnna N. Timmes

March 2021

Outdoor School

Outdoor School staff are busy working on multiple tasks in order to begin working with students on March 8th. We'll be hosting students from sixteen districts for 3 day (18 hour) and 4 day (24 hour) distance learning experiences. Approximately one-third of each student's experience will occur during synchronous online sessions with our staff leading activities and the other two-thirds of the experience will be asynchronous with students completing lessons and activities on their own. Around twenty of our former seasonal employees will be joining upwards of 30 new hires to fill our recently created Outdoor School @ Home Instructor position. The first round of staff training will take place March 1st-5th. Each Instructor will work remotely, leading groups of 10 to 15 students through their online Outdoor School experience. We expect to schedule schools into the first or second week of June and serve as many as 10,000 students this spring!

Research, Assessment, and Evaluation

Oregon State Assessment Windows Changed

On February 22nd the US Department of Education issued a [Dear Colleague Letter](#) which emphasizes the importance of state testing this school year and the public reporting of results. The letter also presents options for waiving school ratings, modifications to test length and administration requirements, and recognizes that states may need additional flexibility due to individual circumstances. Expect further guidance from ODE. While awaiting clarification, the Oregon test windows have been modified. The current dates are:

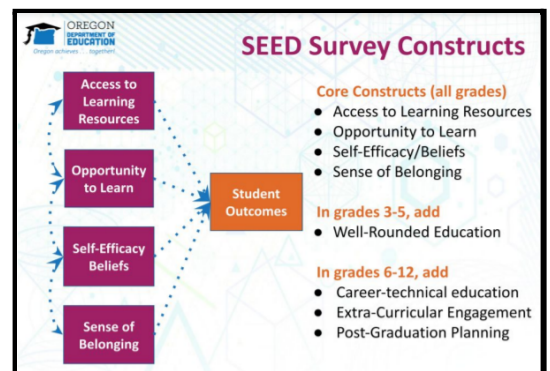
ELA, Math and Science: **April 15th - June 11th**

ELPA Summative: **February 9th - April 30th**

ELPA Screener available after Summative closes

SEED Survey - Student Educational Equity Development Survey

ODE will be piloting a new [Student Educational Equity Development Survey \(SEEDS\)](#) this spring, during the OSAS window. This year, participation will be optional and results will only be reported at the state level. In future years, the survey will be required and administered alongside the OSAS summative assessments. Please see the graphic for the constructs to be surveyed and reported.



Professional Learning

The Professional Learning Team spent February engaging educators across the region to continue to support students in virtual learning and with some shifting to hybrid/Limited in Person/in person instruction. Some highlights from our programs follow. As a team, we also engaged in our own coaching for equity learning through The Leadership Academy.

Reimagining Schools Series (RISS)

- In February, the Reimagining Schools Series (RISS) focused on Empathy Data and System Mapping strategies to support educators in their work to better understand and meet the needs of students during Comprehensive Distance Learning and transitions to Hybrid and Limited In-Person Instruction. Looking ahead to March, the RISS Design Team will pause introducing new professional learning content and instead shift to providing responsive coaching support. RISS Design Team members will continue to host scheduled office hours for drop-in collaboration, and they are publishing contact information and areas of experience to encourage educators to reach out directly for coaching support and professional learning needs.

9th Grade Success

- The 9th Grade Success Network convened on 2/17 with a focus on reviewing Q2 data and diving into grading for equity work. Most teams were able to join, despite winter weather conditions and with schools focused on limited in person, hybrid and/or live virtual instruction. Earlier in the month, we facilitated a powerful administrator cross-network session focused on equitable scheduling led by Amber Fields, Director of Secondary & High School Success (M98) at Tigard-Tualatin School District. We look forward to supporting high schools with making shifts in grading and scheduling with a focus on centering students who are most often furthest from justice in our school systems.

School Safety and Prevention

- February has been about connection and relationship building with districts in all four counties. County wide, we are continuing to support the work of the Columbia and Clatsop Resilience and Trauma Informed Community Network as a member of the steering committee which aims to connect schools and community partners to support students with mental health needs and services. We are also participating in a new learning series provided by Trauma Informed Oregon. Our team for this learning opportunity includes educators and leaders from both Vernonia and Clatskanie school districts. We are also continuing to meet with staff from various districts to consult on their Suicide Prevention Plans as well as updates to student handbooks that include resources of support for all students to access. Looking forward to March, the focus will be continued support and consultation as well as open door work sessions for school staff and leaders.



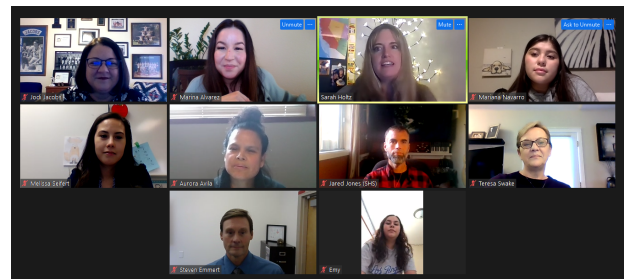
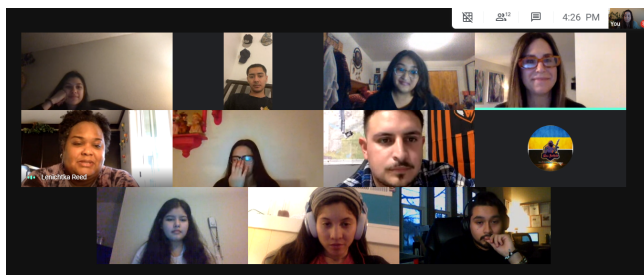
Diverse Educator Pathways

- The DEP collaborated with our school district partners to host individual “community gatherings” for each district and their participants. The goal of these gatherings was to provide more community-building opportunities for our participants to foster relationships with current educators of color at their district and connect with HR personnel.



This came after feedback from our participants, indicating they wanted something where they could more genuinely connect with folks at their home district to provide additional emotional support. During our events, educators shared their experiences and personal pathways to teacher licensure; offered their time for mentorship and guidance; and participants shared the reality and barriers of their path to

licensure during COVID times. As we continue to navigate our lives without the opportunity to gather in-person, our community gatherings have been able provide an opportunity for connection and support for all our participants.



Migrant Education

Family Engagement

Our Tillamook family engagement specialist, Andrea Gonzalez, has been making calls to families to share resources and events. They also hosted a region-wide event focused on supporting parents with skills and information about social emotional development and managing stress, kindergarten readiness and the types of support offered by MEP. Emphasis was placed on parents of younger students (age 3-6) Over 50 families attended and we received excellent parent feedback on the post event surveys. The next event will be in March and will focus on graduation; being led by our graduation specialist. The demand for emergency food supplies and masks has remained consistent for our MEP families; as exposure and subsequent quarantines have resulted in food insecurity. We’ve also begun a community assessment (Tillamook county) targeting Latina/o/e community members

and partners. MEP is collaborating with Rinehart Clinic, Consejo Hispano and the Oregon Food Bank to compensate the first 50 participants with grocery gift cards. Data from this community assessment will also be shared with the aforementioned partners as we continue to collaborate with them to develop and provide services to the community.

School Readiness

Our preschool specialist, Sandra, has continued to host remote Bumble Preschool on Tuesday and Thursday mornings. Sandra has also been working on creating and delivering literacy and preschool activities, as well as following up with families. Sandra was delivering the kits along with a YouTube guidance for families. Families are sending to the specialist pictures and videos of the activities done at home with their preschoolers. She is also planning a new series of activities designed for 3-year-old children.

We held the first 2021 virtual event for parents with the participation of the entire Region 6. The goal of our team was to connect with parents and discuss three topics:

1. How does the migrant program promote the academic success of our children?
2. How do we prepare our children to be ready for kindergarten?
3. A special guest: Dr. Yari Paredes, Pediatric Neurologist from Mexico for Zoom, spoke to us about the topic: Behaviors and emotions in children.

Recruiting

Our recruiter, Eredi Pintor has seen a change in recruitment during the last year. Recruitment has looked different this year primarily due to families moving less due to COVID-19. Fortunately we continue to grow another important aspect of recruitment; our ongoing connection and relationships with school districts. Looking at Clatskanie specifically, we were able to provide hotspots to families in the area. This outreach also helped us double our families in the area because they heard the good work we were doing. So far this school year we've added 65 new and re-eligible families to the program.

Special Projects

Erika Cepeda, who is new to our team, has been working in collaboration with Consejo Hispano during the 4th session of the workshop "Tod@s Conectad@s". Participants receive a Chromebook after successful completion of the 16 week series of courses designed in Spanish and intended to build skills with email, basic computer use, ways to support their children with distance learning. Currently there are three cohorts of 20 participants and this month so much interest exists that - we have a waiting list for the next cohort which will begin in 2 weeks. We have had great attendance, and our Latina participants are excited about this project. Something we want to celebrate is that all the participants have email accounts now! They have been sending emails every week to practice and get familiar with GMAIL. For the next couple of classes the participants will be learning the options they can access using Google Drive.

Erika has also been working to hire tutors for the Migrant Program students. At this time we have 10 candidates for tutoring positions and we are about to begin the process of selection. Students will receive 1:1 tutoring for approximately 90 minutes weekly. We hope to have the hiring process and professional development for new tutors complete - and begin tutoring services by mid-March.

STEM/Career & Technical Education

The Northwest STEM Hub is continuing to collaborate with partners throughout the state to build a regional community of educators who are leaders in the area of STEM education and NGSS. Upcoming events and additional resources can be found [here](#). We would love to add educators to our regional cohort! In addition, the Northwest STEM Hub has several focused areas of programming for the remainder of the biennium: early learning STEM materials and training for families, expanding after school out of school STEM programming for enrichment, and expanding digital literacy and computer science programs.

Early Learning

Below are the upcoming spring NW parenting classes that are occurring in Clatsop, Columbia and Tillamook counties. All classes are evidence based and currently happening virtually. Please share with staff and families. Flyers can be shared from facebook.com/NorthwestParenting

- **Active Parenting** (ages 5-12)
 - In this series parents and caregivers will learn practical parenting tips, healthy discipline methods, and information on how to develop positive qualities in children.
 - Wednesdays, March 31st through May 12th, from 6:00-7:30pm
 - **Abriendo Puertas** (ages 0-6)
 - Offered only in Spanish for parents and caretakers to strengthen their leadership, knowledge and support systems including building strong foundations for their children in reading, math, technology, health and more.
 - Thursdays, April 1 through June 3 from 6-7pm
 - **Nurturing Parenting**
 - Can increase family trust, bonding and relationships. The group is facilitated by a mental health therapist and is designed to be a self-reflective, process group. Group objectives: Build positive, nurturing parenting skills; Promote effective discipline strategies; Explore creative, insightful parenting solutions
 - Mondays, April 5 through May 24, 1-3pm
 - **Active Parenting of Teens** (for parents of teens)
 - Provides you the guidance and support to turn the challenges of raising a teenager into opportunities for growth. You'll learn: Methods of respectful discipline; Skills for clear, honest communication; Concrete strategies to prevent risky behavior; How to be an encouraging parent; Plus insight into important issues such as teens online, bullying, and depression.
 - Wednesdays, May 26 through June 30, from 5:30 - 7:30pm
-

Northwest Promise

The Career and College Pathways team is busy supporting dual credit college courses in our high schools through our Northwest Promise program. In this past fall term alone, our program served over 246 students and helped them earn 935 college credits. NW Promise, in partnership with our school districts, saved students and families approximately **\$191,413.00 in college tuition**.

We are also excited to roll out Oregon Employability Skills or OES curriculum to high school teachers in the region. OES is training and curriculum geared to help students build and strengthen the "soft skills" required to navigate employment and career growth. Teachers in participating schools are eligible to take OES online training at no charge this year. To date we have helped several schools adopt and align this curriculum to meet their unique goals. Through a Washington County CARES grant, we had the curriculum translated into Spanish to improve equitable access to this vital content and skills training for students.



HUMAN RESOURCES BOARD REPORT

Prepared by Joseph Hernandez
March 2021

Strategic plan updates:

With the adoption of the recent strategic plan for the next five years (2020-2025), HR has been tasked with many elements that will aid in moving towards equitable practices within our agency. Notably, we are tasked with diversifying the recruitment process through strategic goal 1.4. This work is critical and will be rolled out in various ways through partnerships and collaboration. Examples include:

Collaboration with NREN:

The Northwest Regional Educator Network and NWRESD conducted its second regional pilot change idea connected to transforming Human Resources Practices. Serilda Summers-McGee from Workplace Change and Joseph J. Hernandez, Chief Human Resources Officer at NWRESD, led a session on Thursday, Feb. 25, for many human resources professionals and educators from our region. Topics included: leadership development, performance management, communication, culture change challenges and perception.

All of these elements were discussed with an equity lens in mind in hopes that we can begin to transform how human resources work and create meaningful disruption. The overarching goal of these sessions is to help districts recruit and retain Black, Indigenous and People of Color (BIPOC) educators and staff.

Other HR News:

I wanted to share an update on the Assistant Director of Human Resources role. We have identified our finalist and I am happy to announce that Carol Helfer from Hillsboro School District will begin her employment with us on March 15, 2021.

Additional highlights around HR's equity work at NWRESD: [Recruiting & Hiring with an Equity Lens - Google Slides](#) (request access if interested in viewing these slides).

SPECIAL STUDENT SERVICES

Monthly Board Report

March 2021

For more information, please contact Cathy Jensen, cjensen@nwresd.k12.or.us

The big news for our school age programs is that the last month has accelerated a transition to in-person services:

Itinerant Special Educators: In many ways, this school year mirrors the transition that occurred one year ago in which educators returned to work after spring break under a new educational model. Over the past year NWRESD itinerant staff have worked diligently to support students and families in distance learning, leading the way to serve students through innovative telepractice.

On March 15, NWRESD Special Educators assigned to component districts will complete health and safety training needed to return to their worksites. They will then have time to plan, schedule, and prepare materials to be ready to serve students fully in-person in line with district service delivery models by March 29, reversing the transition that occurred in 2020.

Most itinerant educators have already been providing in-person services such as evaluations, equipment fittings, and consultations. Initial reports from our staff are that they have been energized and renewed by the opportunities to see their student faces in person.

SEL School Programs began providing Limited In-Person Instruction (LIPI) at our sites on February 19, with a primary goal of supporting social emotional learning and strengthening educator and student connections. The initial groups of students who attended were excited to be back in their classrooms and are looking forward to more students joining. Meanwhile, school programs have also been planning for a transition back to hybrid or fully in-person instruction. The strong start in LIPI has laid the foundation needed for staff and students to take the next step. Regardless of the modality of instruction, our SEL School Program educators have increased their instructional skills significantly with support from NWRESD's Instructional Services department, employing new technological skills and centering anti-racist pedagogy.

Student Learning & Growth: In the midst of transitions, NWRESD leaders brought their teams together last month to share progress on their Student Learning and Growth Goals. It was inspiring to hear about the work they are doing to support our strategic plan with goals promoting wellness and racial equity, as well as the innovation that has occurred to support students in comprehensive distance learning (CDL). Administrators also met with all of the probationary staff for their summative evaluation meetings. Tina Meier-Nowell, ASD and School Psychology Team Coordinator, noted that her probationary staff have demonstrated exceptional professional skills. Each one of them has taken on additional leadership roles at their sites, with three of the five in equity leader positions in the districts they are assigned to.



Northwest Regional Education Service District

TECHNOLOGY BOARD REPORT

Prepared by Stuart Long

Technology in the Classroom

The Technology Department led and participated in two meetings in the past month to engage districts in a conversation about the future of learning and the use of technology to expand the reach of schools into new models. Stuart Long presented the NWRESD Superintendent's Meeting in February and discussed with the Superintendents their hopes for the future of technology in learning. Their feedback included interest in improving connectivity options, maintaining the use of online learning tools such as Canvas to supplement the learning of kids in classrooms, and expanding dedicated district based online schooling options available to families. Additionally, Corin Wyatt and Stuart Long attended a Washington County meeting on new Instructional models hosted by Laura Kanter-Fellows from Instructional Services. Our goal was to further understand how technology can act in support of the new directions being taken by Curriculum and Instructional leaders in post-COVID times. We were tremendously excited about the common themes emerging from those conversations and engaging in the work to connect students and families to learning in new ways through technology.

Connectivity

This past week the Federal Communication Commission (FCC) passed the Emergency Broadband Benefit program which will provide a discount of up to \$50 per month towards eligible houses (\$75 per month for Tribal households!). In addition families can receive a one time \$100 award towards the purchase of a computer or laptop. Eligible families include students who are receiving free & reduced lunch benefits, students who are currently receiving a Pell Grant, those currently enrolled in the FCC lifeline program, or those who can document a substantial reduction in income in the past year. NWRESD has been signed up as an outreach partner so we will be informed when the FCC initiates the enrollment process which is expected in the coming weeks. We are so excited that the FCC is taking more proactive steps to address the inequities experienced by students and families who are on the wrong side of the digital divide. We continue to monitor other Federal efforts to expand access and availability to Internet connectivity.



Northwest Regional
Education Service District

ACTION ITEMS



Northwest Regional Education Service District

March 9, 2021

TO: Board of Directors

FR: Joseph J. Hernandez, Chief Human Resources Officer

RE: Approve renewals/extensions and non-extensions of temporary, probationary, and contract teachers and administrators.

EXPLANATION: Please see the attached renewals/extensions and non-extensions list. This has been reviewed by the NWRESD leadership. Additional comments can be provided to the board at the meeting on March 9, 2021.

PRESENTER(S): Joseph J. Hernandez

SUPPLEMENTARY MATERIALS: Please see attached renewal/non renewal list

RECOMMENDATION: *Approve as presented*

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



NORTHWEST REGIONAL ESD

March 9, 2021

**APPROVE RENEWALS/EXTENSIONS AND NON-EXTENSIONS OF TEMPORARY, PROBATIONARY,
AND CONTRACT TEACHERS AND ADMINISTRATORS**

Resolved, that the Board of Directors accept the Superintendent's recommendation for the renewal of probationary teachers and administrators and for the issuance of contracts to contract teachers and administrators.

1. Current **First-Year Probationary Teachers and Administrators** being recommended for one-year contracts July 1, 2021 to June 30, 2022 to **Second Year Probationary status**:

Teachers

BEELER, KATELYNN
BERESHEIM, JENNA
CHUNG, CHARLES K
HAROON, MINDY
HERNANDEZ, LUISA

HUTCHINGS, AMANDA E
SATTER RAUBUCH, BRENDA L
TRONCO, ANN
WALDRAM, JASON W
WARANCH, ABIGAIL Z

Administrators

BOWERS, BETHANY J
JOHNSON, JENNIFER L

2. Current **First-Year Probationary Teachers and Administrators** being non-renewed:
N/A

3. Current **Second-Year Probationary Teachers and Administrators** being recommended for one-year contracts July 1, 2021 to June 30, 2022 to **Third-Year Probationary status**:

Teachers

BARRETO, ELENA
BIBO, CASSIDY A
EWING, DRAKE
FRANKLIN, LESLIE C
JONES, TANYA MARIE
KIRNAK, ALLYN
LORENZ, DAMON J
PERINI, VANESSA R

POST, THERON D
RECCHIA, EMILY ELIZABETH
REYNOLDS, OLIVIA J
RYAN, SCOTT
SCOTT, VALERIE A
VANDERHOFF, KAITLYN
WATTMAN-TURNER, MEGAN R
WILSON, KATHERINE M

Administrators

BROWN, NAHEED
ISLAND, YASHICA J

WYATT, CORIN M
ZARAGOZA, MARIANA

4. Current **Second-Year Probationary Teachers and Administrators** being non-renewed:
N/A

5. Current **Third-Year Probationary Teachers** being recommended for two-year contracts for July 1, 2021 to June 30, 2023, to **Contract Teacher status:**

BUTZ-MACAULAY, KRISTA	JOHNSON, MARIE S
COMPTON, MICHELLE	JOHNSON, SHERI A
COX, JESSICA	MARTINET, MADISON
DICKEY, SEAN WILLIAM	MARTOS, CARISSA M
ESTERLY, OLIVIA	MENG, HAO
FISHBACK, ANGELA	REGIER, LISA M
FONDER, MELISSA	ROGERS, KARA T
GARLOCK, JENNIFER L	RUTLEDGE, MALLORY
HANSON, GAIL	WADE, LAURA R
HATCHEL, NICOLAS JIMENEZ	WEEKS, TINA ANN
HERNANDEZ, VANESSA L	WHITTEN, BRIAN D
HOSTETTER, ABIGAIL G	

6. Current **Third-Year Probationary Teachers** being non-renewed:
N/A

7. Current **Third-Year Probationary Administrators** being recommended for three-year contracts July 1, 2021 to June 30, 2024, to **Contract Administrator status:**

BOTCHEOS, HEATHER E	WALKER, SARAH R
CHAPPELL, LIANE	

8. Current **Third-Year Probationary Administrators** being non-renewed:
N/A

9. Current **Contract Teachers** being recommended for two-year contracts July 1, 2021 to June 30, 2023:

ANDERSON, LAURA L	CROWLEY, KAREN S
ANDRE, KATHLEEN C	CUPPLES, MEREDITH N
ANDREWS, SARAH C	DASGUPTA, MITHU
AUNGIER, JOHN H	DAVIS, HEATHER
BALINT, JOYCE L	DAVIS, SARAH M
BARNES, JAMES H	DINNEEN, SARA
BERGERSON, JACKIE L	DOLEN, RONALD
BISPHAM, LESLIE P	DONALDSON, JENNIFER
BROWN, KATHLEEN	DORRY, MARY
BUCHCO, LISA A	DOWLEN, ANGELA M
CHRISTENSEN, LAURA S	DURKEE, JUDY S
COLES, JOSHUA M	DUTZ, LISA Z
COMBE, LAURA LYNN	DVORAK, ERIN
CREEL, EMILY J	ECK, KARA

EDMONDS, LAUREN T
EUBANKS, LEE ANN
FRIDAY, KRISTINA M
GAMBOA, GINGER
GARCIA, JILLYNN
GERING, JEANNE
HALL, TIFFANY
HANCOCK, BRENDA K
HILL, DEBORAH M
JACKSON, KRISTA MARIE
JAMES, KAREN M
JOHNSON, TODD C
JOLLY, PATRICIA D
KLAUSMAN, MICHAEL
KREUZER, MELISSA
LAMB, JOY
LARKIN, TERESA
LEADER, HEATHER
LEONETTI, JENNIFER A
LISSMAN, JESSICA
LOWING, SARA A
LUTH, SANDI
MARCHANT, PEGGY
MCCLURE, CONNER
MCCLURE, REBECCA
MCCUTCHEN, MICHAWN
MCGRANAHAN, SYDNEY
MEDLIN, KIMBERLY
MEEUWSEN, ANDREA K
MILES, TIMOTHY D
MILLER, FELICIA
MOORE, PATRICIA A
MOREHOUSE, ANA MARIA E
MULQUEENEY, KATHLEEN
NOLAN, COLLEEN MARIE
O'DONNELL, JENNIFER
OHARROW, MOLLY E
OSBORNE, SCOTT H
PEELER, STACIE

PENNER, KEVIN J
PITCHER, JULIA K
PROSSER, TIMOTHY F
RADCLIFFE, MARAYA L
REYNOLDS, JEROME
ROBERTSON, JANET R
RYAN AHMED, SARAH M
RYAN, STEVEN M
SABETTINI, DEBORAH M
SANDERS, JULIE L
SANDERSON, ERIN
SCHILLING, THOMAS
SCHIMMELPFENNIG, SUSAN
SCHMOLL, BREE
SCHUDER, JONNA
SCHULER, RICHARD R
SCOTT, KRISTIN L
SHOEPE, ANNE
SHUMAKER, MARGARET A
SIGURDSON, REYNA D
SPOFFORD, BENJAMIN
SPRAGUE, MARK E
STANDISH, CAITLIN
STARR, CARLA MOODY
STEADMAN, CATHERINE E
STEVENS, AMY C
STOUT, RHIANNON
TALBOT, JASON
TURNER, CATHERINE
ULSCHMID, JOLEA
UMBENHOWER, TIM B
UPHAM, LESLEY
VARGO, MEERA
WALLACE, LISA
WHITMAN, DAVID L
WILSON, ANNA
YOUNG, ELSA
ZELL, TRACY A

10. Current Contract Teachers being non-renewed:
N/A

11. Current **Contract Administrators** being recommended for three-year contracts July 1, 2021 to June 30, 2024:

BATES, LISA D

FREUND, PEGGY

FRIEDMAN, ELIZABETH R

HARRISON, LAUREL E

IVERSEN, RENAE M

LYON, KIMBERLY

MEIER-NOWELL, CHRISTINA M

OLIVA, ANA LIA

OLSON SAWYER, CARA

RAGER, STACY L

SHEPHERD, KAREN S

12. Current **Contract Administrators** being **non-renewed/non-extended**:

N/A

13. Temporary Teachers/Administrators employed on a 2020-2021 contract, expiring June 30, 2021:

Teachers

DENNEY, MELINDA

JOHNSON, CORY

KUST, NATHAN J

LILLEGARD, TOM

MCBRIDE, MICHAEL R

PACHCIARZ, ROZA

POOR, NICOLE

RANASINGHE, BRITTANY M

STADELMAN, HEATHER A

SWEDO, JANA

WAKEFIELD, EMILY D

Administrators

DALBEY, KAREN L

KELLOGG, LORETTA M



Northwest Regional Education Service District

March 9, 2021

TO: Board of Directors

FR: Joseph J. Hernandez, Chief Human Resources Officer

RE: OSEA Hybrid MOA

EXPLANATION: Please see the attached OSEA Hybrid MOA. This has been reviewed by the NWRESD leadership and OSEA leadership. Additional comments can be provided to the board at the meeting on March 9, 2021.

PRESENTER(S): Joseph J. Hernandez

SUPPLEMENTARY MATERIALS: Please see attached OSEA Hybrid MOA

RECOMMENDATION: *Approve as presented*

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

Memorandum of Agreement

Between

NWRESD and OSEA

for Hybrid or Ongoing Face-to-Face Instruction During the COVID-19 Crisis

The Northwest Regional Education Service District (the “District”) and the Oregon School Employees Association, Chapter 101 (the “Association”) hereby agree to the following Memorandum of Agreement (MOA) for the purpose of setting forth the terms and conditions regarding the delivery of Hybrid or an ongoing, face-to-face model of instruction. In accordance with Governor Kate Brown’s emergency orders and Oregon Department of Education (ODE) guidance under Ready Schools Safe Learners (RSSL) - or the Early Learning Division’s Health and Safety Guidelines for Child Care and Early Education Operating During COVID-19 (ELD) for early learning settings - the District and the Association hereby agree to the following in order to assure the safety and well-being of all students, families, and staff:

The District and the Association agree the following conditions shall apply:

1. **Metrics:** The parties recognize that on January 19, 2021, the ODE made advisory the case rate and test positivity metrics for determining when/if the District could transition to a Hybrid or an ongoing, face-to-face model of instruction, or when they must transition back to Comprehensive Distance Learning. While the metrics are now advisory, the parties agree that the District’s decisions regarding changes in instruction models will nonetheless be determined consistent with the metrics established in the RSSL guidance.
2. **Vaccinations:** The parties agree that it is in the mutual interests of the District, the Association, the students, and the community that District staff who are willing and able to receive the vaccination do so as soon as possible. The parties recognize that the recommended protocols for the currently available vaccinations call for two doses of the vaccine. The District agrees that no staff member will be required to return to Hybrid or an ongoing, face-to-face model of instruction until such time as they have had the opportunity to receive a second dose of the COVID-19 vaccine. The District will only provide hybrid or ongoing face-to-face instruction after employees have had access to the vaccine. Nothing in this paragraph prevents the District from introducing LIPI or transitioning to Hybrid instruction utilizing staff who are willing to work with one or fewer doses of vaccine.
3. **Testing:** Under a hybrid or ongoing face-to-face instruction model, in NWRESD facilities, the District will make readily available BinaxNOW COVID-19 testing for the age-levels for which it is recommended. For staff working in component school district or partner facilities, the District will ensure its partners follow RSSL guidelines and make readily available BinaxNOW COVID-19 testing for the age-

levels and circumstances for which it is required; specifically, “If a K-12 school is operating an On-Site or Hybrid Instructional Model but is located in a county that does not meet the RSSL general metrics (Section 0b), the school must participate in this program to provide on-campus access to testing.”

4. Air Quality: The District will ensure that each worksite meets the Oregon Occupational Safety and Health (OSHA) safe workplace ventilation conditions: optimization of outside air to the extent the system can do so when operating as designed; air filters are maintained and replaced as scheduled to ensure the proper function of the ventilation system; and, all intake ports that provide outside air are cleaned, maintained and remain clear of any debris that may affect the function and performance of the ventilation system. The District will strive to identify and implement other means by which air quality can be improved such as the purchase and use of portable dry fogger systems to reduce viruses and mold.
5. Transition:
 - a. The District will notify staff in the event of a change in assignment from remote to on-site work. Prior to implementation of any face-to-face service model, there will be a minimum notification period of ten (10) calendar days and an additional two (2) days of preparation time, training, and practice on blueprints. This excludes staff who are necessary to train on blueprints. During this transition period, the District will ensure that Hybrid blueprints are fully developed and aligned with all RSSL guidelines.
 - b. This transition to face-to-face instruction (or consistently embedding itinerant staff back into districts) will occur when directed after two conditions are met:
 - i. The county metrics align with the Governor’s recommended RSSL metrics.
 - ii. Staff have had the opportunity to receive a full course of vaccine (currently two doses).
 - c. Itinerant staff - or those working in partner school districts - will follow the assigned school district's instructional model and work rules under the following conditions:
 - i. Staff have had the opportunity to be fully vaccinated
 - ii. Staff are provided 10-days notice
 - iii. The assigned district is following the RSSL advisory metrics
 - iv. RSSL guidance is in place and staff are trained
6. Personal Protective Equipment and Supplies: The District will provide sanitizer in every workspace and approved face coverings for every student and staff under both Hybrid or an ongoing, face-to-face services.

- a. Sufficient quantities of sanitizer shall be available at all times and in close range to all identified instructional areas to permit regular sanitizing of hands and surfaces.
 - b. Face coverings Masks will be of types recommended by the US Center for Disease Control (CDC)¹, and will be of sufficient quantity so that the wearers will be able to replace their face coverings as frequently as necessary to maintain effectiveness.
 - c. The proper wearing of face coverings will be required of all staff and students, except as otherwise recommended by the CDC.² Staff will be trained on the proper wearing of face coverings. Individuals for whom masks are not appropriate will be provided other effective face coverings, if at all possible.
 - d. Where more than one cohort of students receives on-site services on a given day, there shall be sufficient time between cohorts to afford effective cleaning/disinfection of the worksite.
7. Social Distancing, Cohort Limitations: The rules regarding Social Distancing and Cohort limitations, as set forth in the Oregon Department of Education document “Ready Schools – Safe Learners” dated January 19, 2021 will be strictly enforced. Early Learning settings will adhere to ELD guidelines. Procedures will be established and communicated to Association bargaining unit employees which will provide for anonymous reporting of concerns and responses to those concerns. Notwithstanding the confidential nature of these reports, the Association will be advised of such reports as well as actions taken.
8. ADA Accommodations/High-Risk Situations:
- a. If an employee’s assignment requires in-person attendance, and they have a disability as defined by disability discrimination laws (including those at increased risk as identified by the CDC, the District will consider requests for remote work by using the same interactive process that the District would utilize for a request for reasonable accommodation under the American with Disabilities Act. That is, the employee will provide documentation to the Chief Human Resources Officer of the need to continue working remotely and the District would then consider whether there are possible reasonable accommodations that could be made. The

1 <https://www.cdc.gov/coronavirus/2019-ncov/more/masking-science-sars-cov2.html>

2 <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#feasibility-adaptations>

District retains the final discretion whether a remote work request will be granted, subject to the requirements of law.

- b. Employees who live with family members (as defined in Article 13.2 C.) who are at increased risk for severe illness, as identified by the CDC³, and documented in the same manner as described in section 9.a. of this MOA, may request assignment of tasks which will limit their risk of exposure, which the district will consider in good faith. In extraordinary circumstances, the District will consider requests for assignment adjustments for employees who have a reason not encompassed under “family members.”
9. Paid Leave – Quarantine & Isolation: In the event an employee is ordered to quarantine by the District, the Local Health Authority, or their healthcare provider, the following will apply:
- a. Employees who are not ill may be assigned duties consistent with their quarantine status.
 - b. The employee shall utilize paid sick leave. In the event that an employee would deplete their available sick leave to less than 10 remaining sick days, the District will make available an additional ten (10) days paid leave.
 - c. Upon the exhaustion of such leave, if the employee qualifies, the employee may take unpaid leave and apply for benefits under the Oregon COVID-19 Temporary Paid Leave Program⁴.
 - d. The employee may at any time choose to take unpaid leave for the duration of the quarantine period.
 - e. In no case shall the District’s normal insurance contributions for the employee be reduced during any leave from work due to an ordered quarantine or isolation due to COVID-19.
10. Child Care – Staff Providing Services Under Hybrid Model: The District will provide the Association with information concerning resources for staff needing childcare services through the weekly agency-wide Monday Memo.

³ https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-increased-risk.html

⁴ https://www.oregon.gov/dcbs/covid-pl/pages/index.aspx?utm_source=DCBS&utm_medium=egov_redirect&utm_campaign=https%3A%2F%2Fwww.oregon.gov%2F covidpaidleave

11. Information Provided to Association: The District will provide to the Association within ten days of the signing of this MOA the following:

- a. Links to or copies of all current Operational Blueprints for each workplace in which District staff represented by the Association work.
- b. The identity of the single point-person designated at each NWRES D facility to establish, implement, support and enforce all RSSL/ELD health and safety protocols, including face coverings and physical distancing requirements, consistent with the guidance from ODE and other guidance from OHA. Staff working in partner school district facilities will report concerns to their immediate supervisor or via the anonymous reporting of concerns procedure identified in Section 7.
- c. Any amendments/revision to the above documents within 10 days after adoption of those amendments/revisions.

12. Modifications to Memorandum: The District and the Association understand that this Memorandum does not address all the potential issues that may arise in the 2020-21 school year. Either the District or the Association may request a meeting to resolve any unaddressed issues and issues that arise.

13. Duration: This memorandum shall continue until the COVID-19 crisis is resolved as indicated by RSSL guidance unless specifically agreed upon by both parties.

For the Oregon School Employees
Service Association, Chapter 101

For Northwest Regional Education
District

Date

Date



Northwest Regional Education Service District

March 9, 2021

TO: Board of Directors

FR: Joseph J. Hernandez, Chief Human Resources Officer

RE: NWEA Comprehensive Distance Learning (CDL) MOA

EXPLANATION: Please see the attached NWEA Comprehensive Distance Learning (CDL) MOA. This has been reviewed by the NWRESD leadership and NWEA leadership. Additional comments can be provided to the board at the meeting on March 9, 2021.

PRESENTER(S): Joseph J. Hernandez

SUPPLEMENTARY MATERIALS: Please see attached NWEA CDL MOA

RECOMMENDATION: *Approve as presented*

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

Memorandum of Agreement
Between
NWRESD and NWEA

February 25, 2021

Comprehensive Distance Learning Instruction During the COVID-19 Crisis

The Northwest Regional Education Service District (District) and the Northwest Education Association (NWEA) hereby agree to the following Memorandum of Agreement (MOA) for the purpose of setting forth the terms and conditions regarding the potential delivery of Comprehensive Distance Learning (CDL), including Limited In-Person Instruction (LIPI). In accordance with Governor Kate Brown's emergency orders and Oregon Department of Education (ODE) guidance under Ready Schools/Safe Learners (RSSL) - or the Early Learning Division's Health and Safety Guidelines for Child Care and Early Education Operating During COVID-19 (ELD) for early learning settings - the District and NWEA hereby agree to the following in order to assure the safety and well-being of all students, families, and staff:

1. Metrics: The parties recognize that on January 19, 2021, the ODE made advisory the case rate and test positivity metrics for determining when/if the District could transition to a Hybrid or an On-Site model of instruction, or when they must transition back to Comprehensive Distance Learning. While the metrics are now advisory, the parties agree that the District's decisions regarding changes in instruction models will nonetheless be determined consistent with the metrics established in the RSSL guidance:
2. Air Quality: The District will ensure that each worksite meets the Oregon Occupational Safety and Health (OSHA) safe workplace ventilation conditions: optimization of outside air to the extent the system can do so when operating as designed; air filters are maintained and replaced as scheduled to ensure the proper function of the ventilation system; and, all intake ports that provide outside air are cleaned, maintained and remain clear of any debris that may affect the function and performance of the ventilation system. The District will strive to identify and implement other means by which air quality can be improved such as the purchase and use of portable dry fogger systems to reduce viruses and mold. In workspaces that do not have access to outside air being drawn in, or where the current filtration system is not drawing adequate levels of outside air, the District will either relocate the employee to a workspace that meets OSHA guidelines or provide a HEPA-grade air purifier for the workspace employees are stationed in. If relocated, the employee will be compensated at their daily rate one (1) additional day beyond the preparation time identified in Section 3 below.
3. Transition: The District will notify staff in the event of a change in assignment to work on-site.

- a. Transition to LIPI: When staff are first identified for LIPI, they will have 10 working days notification prior to working directly with children. Additionally, staff identified for LIPI will attend three (3) full days of on site training and preparation time to go over protocols without students in the building without students in the building before LIPI services start.
 - b. Transition to Hybrid: There will be a minimum preparation period of ten working days prior to transition to any Hybrid service model. During this transition period, the District will ensure that Hybrid blueprints are fully implemented. Staff will be provided sufficient dedicated work time to prepare their physical workspaces for on-site services.
4. Personal Protective Equipment and Supplies: The District will provide sanitizer and approved face coverings for every student and staff under both LIPI and Hybrid services.
 - a. Sufficient quantities of sanitizer shall be available at all times and in close range to all identified instructional areas to permit regular sanitizing of hands and surfaces.
 - b. Face coverings will be of types recommended by the US Center for Disease Control (CDC)¹, and will be of sufficient quantity so that the wearers will be able to replace their face coverings as frequently as necessary to maintain effectiveness.
 - c. The proper wearing of face coverings will be required of all staff and students, except as otherwise recommended by the CDC.² Staff will be trained on the proper wearing of face coverings. Individuals for whom masks are not appropriate will be provided other effective face coverings, if at all possible.
5. Social Distancing, Cohort Limitations: The rules regarding Social Distancing and Cohort limitations, as set forth in the Oregon Department of Education document “Ready Schools – Safe Learners” dated January 19, 2021 will be strictly enforced. Early Learning settings will adhere to ELD guidelines. Procedures will be established and communicated to Association bargaining unit employees which will provide for anonymous reporting of concerns and responses to those concerns. Notwithstanding the confidential nature of these reports, the Association will be advised of such reports as well as actions taken.

¹ https://www.cdc.gov/Thank_virus/2019-ncov/more/masking-science-sars-cov2.html

² <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#feasibility-adaptations>

6. Work Schedules, Workloads, and Preparation Time: The District will ensure the following:
 - a. Preparation time as defined in Article 6.A. of the CBA will be provided for all licensed staff in a space which is safe, regularly cleaned/disinfected, and otherwise free from interruption.
 - b. Where more than one cohort of students receives on-site services on a given day, there shall be sufficient time between cohorts to afford effective cleaning/disinfection of the worksite. Students will not have meals/snack on-site, except as may be required by a student's IFSP, IEP, or 504 Plan.
7. ADA Accommodations/High-Risk Situations:
 - a. If an employee's assignment requires in-person attendance, and they have a disability as defined by disability discrimination laws (including those at increased risk as identified by the CDC) , the District will consider requests for remote work by using the same interactive process that the District would utilize for a request for reasonable accommodation under the American with Disabilities Act. That is, the employee will provide documentation to the Chief Human Resources Officer of the need to continue working remotely and the District would then consider whether there are possible reasonable accommodations that could be made. The District retains the final discretion whether a remote work request will be granted, subject to the requirements of law.
 - b. Employees who live with family members (as defined in Article 8.B.1.a.-e. of the CBA) who are at increased risk for severe illness, as identified by the CDC³, and documented in the same manner as described in section 7.a. of this MOA may request assignment of tasks which will limit their risk of exposure which the District will consider in good faith. The District will work collaboratively towards potential adjustments when situations fall outside of the parameters as defined as "family members" when appropriate and on a case-by-case basis. The parties will take up any disputes over this on an expedited basis with the objective of finding work assignments which meet the District's needs in the manner safest to the employee. The parties recognize that the ultimate assignment decision will be made by the District.
8. Paid Leave – Quarantine & Isolation: In the event an employee is ordered to quarantine by the District, the Local Health Authority, or their healthcare provider, the following will apply:

³ https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-increased-risk.html

- a. Employees who are not ill may be assigned duties consistent with their quarantine status.
 - b. The employee shall utilize paid sick leave. In the event that an employee would deplete their available sick leave to less than 10 remaining sick days, the District will make available an additional ten (10) days paid leave.
 - c. Upon the exhaustion of such leave, if the employee qualifies, the employee may take unpaid leave and apply for benefits under the Oregon COVID-19 Temporary Paid Leave Program⁴.
 - d. The employee may at any time choose to take unpaid leave for the duration of the quarantine period.
 - e. In no case shall the District's normal insurance contributions for the employee be reduced during any leave from work due to an ordered quarantine or isolation due to COVID-19.
9. Child Care – Staff Providing Services Under LIPI: The District will provide the Association with information concerning resources for staff needing childcare services through the weekly agency-wide Monday Memo.
10. Information Provided to Association: The District will provide to the Association within ten days of the signing of this MOA the following:
- a. A copy of all current Operational Blueprints for each workplace in which District staff represented by the Association work.
 - b. A copy of the risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g)⁵ for each workplace in which District staff represented by the Association work.
 - c. A copy of the written Communicable Disease Management Plan which specifically addresses the prevention of the spread of COVID-19 in all workplaces in which District staff represented by the Association work.
 - d. The identity of the single point-person designated at each worksite to establish, implement, support and enforce all RSSL/ELD health and safety protocols, including face coverings and physical distancing requirements, consistent with the guidance from ODE and other guidance from OHA.

⁴ https://www.oregon.gov/dcbs/covid-pl/pages/index.aspx?utm_source=DCBS&utm_medium=egov_redirect&utm_campaign=https%3A%2F%2Fwww.oregon.gov%2F covidpaidleave

⁵ <https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=274961>

- e. Any amendments/revision to the above documents within 10 days after adoption of those amendments/revisions.
11. Modifications to Memorandum: The District and the Association understand that this Memorandum does not address all the potential issues that may arise in the 2020-21 school year. Either the District or the Association may request a meeting to resolve any unaddressed issues and issues that arise. The District and the Association agree to collaboratively review this Memorandum during the COVID-19 pandemic response no later than May 1, 2021.
 12. Duration: This memorandum shall terminate on June 30, 2021 unless specifically agreed upon by both parties.



Northwest Regional Education Service District

March 9, 2021

TO: Board of Directors

FR: Tami Montague, CFO

RE: Monthly Financial Update

EXPLANATION: Monthly Financial Summary report for period ending February 29, 2021.

PRESENTER(S): Tami Montague

SUPPLEMENTARY MATERIALS: Attached to this cover sheet:

Summary Financial Statements – February 29, 2021

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 February 29, 2021

GENERAL FUNDS (100-199)	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
Beginning Fund Balance	\$ 3,928,173	\$ 4,535,509	\$ -	\$ 4,535,509	\$ 4,940,842	\$ (405,333)
REVENUES						
Local Sources	13,774,662	14,118,544	2,256,768	16,375,311	16,069,400	305,911
Intermediate Sources	-	-	-	-	-	-
State Sources	27,133,694	28,355,960	9,682,575	38,038,535	38,006,000	32,535
Federal Sources	-	-	-	-	-	-
Other Sources	318,777	265,000	-	265,000	397,000	(132,000)
TOTAL REVENUE	\$ 41,227,133	\$ 42,739,503	\$ 11,939,343	\$ 54,678,846	\$ 54,472,400	\$ 206,446
EXPENDITURES						
Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Services	5,455,774	4,608,049	3,346,136	7,954,185	8,345,952	391,767
Enterprise and Community Services	-	-	-	-	-	-
Facilities Acquisition and Construction	-	-	-	-	-	-
Other Uses	42,040,320	46,254,093	519,847	46,773,940	47,192,290	418,349
Contingencies	-	-	-	-	1,375,000	1,375,000
Unappropriated Ending Fund Balance	-	-	-	-	2,500,000	2,500,000
TOTAL EXPENDITURES	\$ 47,496,094	\$ 50,862,142	\$ 3,865,983	\$ 54,728,125	\$ 59,413,242	\$ 4,685,116
SURPLUS / (DEFICIT)	\$ (6,268,962)	\$ (8,122,639)	\$ 8,073,360	\$ (49,279)	\$ (4,940,842)	
Projected Year End Fund Balance				\$ 4,486,229	8.20%	of Revenues

ALL OTHER FUNDS (200-599)	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Fav / (Unfav)
Beginning Fund Balance	\$ 5,212,438	\$ 3,474,316	\$ -	\$ 3,474,316	\$ 1,948,968	\$ 1,525,348
REVENUES						
Local Sources	21,426,512	24,186,096	13,953,436	38,139,532	38,108,524	31,008
Intermediate Sources	-	-	-	-	-	-
State Sources	13,306,294	13,721,420	20,974,942	34,696,361	35,337,627	(641,266)
Federal Sources	3,671,107	3,929,222	4,975,296	8,904,518	9,045,657	(141,139)
Other Sources	3,311,268	6,859,387	80,723	6,940,110	7,004,056	(63,946)
TOTAL REVENUE	\$ 41,715,181	\$ 48,696,124	\$ 39,984,397	\$ 88,680,521	\$ 89,495,864	\$ (815,342)
EXPENDITURES						
Instruction	\$ 24,698,789	\$ 23,674,148	\$ 21,763,777	\$ 45,437,924	\$ 47,991,914	\$ 2,553,989
Support Services	16,916,784	17,159,518	15,947,596	33,107,113	33,296,863	189,750
Enterprise and Community Services	1,252,476	749,004	633,755	1,382,759	1,714,493	331,734
Facilities Acquisition and Construction	10,978	26,087	338	26,425	200,000	173,575
Other Uses	3,606,176	4,300,635	3,687,044	7,987,679	8,227,063	239,384
Contingencies	-	-	-	-	-	-
Unappropriated Ending Fund Balance	-	-	-	-	-	-
TOTAL EXPENDITURES	\$ 46,485,202	\$ 45,909,391	\$ 42,032,510	\$ 87,941,900	\$ 91,430,332	\$ 3,488,432
SURPLUS / (DEFICIT)	\$ (4,770,021)	\$ 2,786,734	\$ (2,048,113)	\$ 738,621	\$ (1,934,468)	
Projected Year End Fund Balance				\$ 4,212,937	4.75%	of Revenues

**NW Regional ESD
Monthly Financial Report**

For Period Ending February 29, 2021

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						\$5,460.50	\$60.00	\$45.95	\$5,566.45
December-20							\$960.00	\$159.28	\$1,119.28
January-21						\$26,714.00	\$7,367.50	\$935.70	\$35,017.20
February-21	\$120.00					\$5,180.00		\$60.00	\$5,360.00
March-21									\$0.00
April-21									\$0.00
May-21									\$0.00
June-21									\$0.00
Total Expenses	\$180.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52,934.67	\$37,782.50	\$7,551.84	\$98,449.01

Detailed Expense Report

February 2020

Vendor	Date	PO #	Amount	Type*	Description of Product / Service
BANK OF AMERICA	2/10/2021	210966	\$ 60.00	Purchase Order	tgoldner-AWESOME GAPPS INC-Awesome Table Computer
OREGON SCHOOL BOARDS ASSN	2/12/2021	210713	20.00	Purchase Order	Administrative Professionals Workshop - LSO
OREGON SCHOOL BOARDS ASSN	2/12/2021	210713	50.00	Purchase Order	OSBA Annual Convention - Lisa Poehlitz
OREGON SCHOOL BOARDS ASSN	2/12/2021	210713	50.00	Purchase Order	OSBA Annual Conference - Chris Riley
MILLER NASH WIENER HAGER & CARLSON LLP	2/19/2021	210213	3,052.00	Purchase Order	2020-21 Miller Nash Invoicing
MILLER NASH WIENER HAGER & CARLSON LLP	2/19/2021	210213	2,128.00	Purchase Order	2020-21 Miller Nash Invoicing
			<u>\$ 5,360.00</u>		

**NW Regional ESD
Monthly Financial Report**

For Period Ending February 29, 2021

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							313.39	313.39
December-20					1,660.00		1,261.80	2,921.80
January-21							762.59	762.59
February-21	271.20							271.20
March-21								0.00
April-21								0.00
May-21								0.00
June-21								0.00
Total Expenses	271.20	0.00	0.00	0.00	2,538.18	0.00	12,017.04	14,826.42

Detailed Expense Report

February 2021						
Vendor	Date	PO #	Amount	Type*	Description of Product / Service	
GOLDMAN, DANIEL H	2/12/2021	Exp Reimb	\$ 2.20	Exp Reimb	Parking -	
OREGON SCHOOL BOARDS ASSN	2/12/2021	210713	50.00	PO	OSBA Annual Convention 2020 - Dan Goldman	
COSA	2/12/2021	210994	219.00	PO	2020 Oregon School Law Virtual Conference - Decemb	
			<u>\$ 271.20</u>			



Northwest Regional
Education Service District

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