



Northwest Regional  
Education Service District

## **BOARD PACKET**

# **MATERIALES DE LA MESA DIRECTIVA**

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**April 20, 2021**

**20 de abril de 2021**

**6:00PM - 8:00PM**

**CONTACT/CONTACTO**

Lauren Slyh O'Driscoll

lslyh@nwresd.org | 503-614-1401



Northwest Regional  
Education Service District

# PLEDGE OF ALLEGIANCE





## INDIGENOUS LAND ACKNOWLEDGEMENT

# THE LAND UPON WHICH WE STAND.

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

-ADAPTED FROM DELILAH FRIEDLER

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

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**April 20, 2021**

[Virtual Meeting: Register Here](#)

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<b>6:00 PM</b>	<b>1. <u>CALL TO ORDER</u></b> Board: Renee Bruce, Karen Cunningham, Tony Erickson, Dave Hollandsworth, DaWayne Judd, Marilyn McGlasson, Lisa Poehlitz, Chris Riley, Ross Tomlin	Chair Poehlitz
<b>6:01 PM</b>	<b>2. <u>PLEDGE OF ALLEGIANCE / LAND ACKNOWLEDGEMENT</u></b>	Chair Poehlitz
<b>6:03 PM</b>	<b>3. <u>AGENDA REVIEW AND REVISION</u></b>	Chair Poehlitz
<b>6:05 PM</b>	<b>4. <u>CONNECTING ACTIVITY</u></b>	Dan Goldman
<b>6:10 PM</b>	<b>5. <u>SUPERINTENDENT REPORT</u></b>	Dan Goldman
<b>6:20 PM</b>	<b>6. <u>2020-2021 RECOGNITION AND GOOD NEWS</u></b> A. <a href="#">Olga Acuña, Kelly Purdy and Kirstin Gerber of the Hillsboro School District Preschool Partnership Program</a> B. <a href="#">Licensed Employee Appreciation Week</a>	Kelsey Cardwell
<b>6:32 PM</b>	<b>7. <u>COMMUNICATIONS TO THE BOARD/PUBLIC COMMENT</u></b> <i>The Northwest Regional Education Service District Board of Directors appreciates community members sharing information during public comments. The Board requests comments be limited to three (3) minutes per speaker. Speakers will state their name and home address for the record. While the Board does not respond to public comment, following the meeting the Chair, Vice Chair, and Superintendent will together determine the appropriate level of response. Speakers may offer objective criticism of district operations or programs, but the Board will not hear complaints concerning specific district personnel.</i>	Chair Poehlitz
<b>6:40 PM</b>	<b>8. <u>CONSENT AGENDA</u></b> A. <a href="#">Approval of March 9 and April 13, 2021 Board Meeting Minutes</a> B. <a href="#">Approval of Personnel Action Report</a>	Lauren O’Driscoll Joseph Hernandez
<b>6:45 PM</b>	<b>9. <u>REPORTS AND DISCUSSIONS</u></b> A. <a href="#">Reopening Schools and Hybrid Updates</a>  B. <a href="#">Declaration of Vacancy: Zone 2 (Board Member Resignation)</a> C. <a href="#">Administrative Reports</a>	Sarah Pope, Bethany Bowers, & Elizabeth Friedman Dan Goldman Dan Goldman
<b>7:00 PM</b>	<b>10. <u>ACTION ITEMS</u></b> A. <a href="#">Approval of Resolution 20-004: Licensed Employee Appreciation Week</a> B. <a href="#">Approval of NWEA Hybrid and Ongoing Face-to-Face Instruction MOA</a> C. <a href="#">Approval of OSEA Hybrid and Ongoing Face-to-Face Instruction MOA</a>	Joseph Hernandez Janice Essenberg Janice Essenberg

- D. [Approval of March Financial Report](#)
- E. [Budget Committee Appointment: Alexander Flores](#)

Joseph Hernandez  
Joseph Hernandez

7:20 PM

**BOARD MEMBER COMMENTS**

Chair Poehlitz

7:30 PM

**ADJOURN**

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Chair Poehlitz

7:35 PM

**EXECUTIVE SESSION:**

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

**-AND-**

**ORS 192.660(2)(i) To review and evaluate the performance of an officer, employee or staff member if the person does not request an open meeting.**

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

1. A visitor wishing to make public comment may contact the Board Secretary by emailing [lslyh@nwresd.org](mailto:lslyh@nwresd.org) at least one hour prior to the start of the meeting. Please include your name and address in your message and the topic for which you would like to provide public comment.
2. Members of the public will be asked to speak under item 6. **COMMUNICATIONS TO THE BOARD/PUBLIC COMMENT**
3. After being recognized by the Board chair, the speaker will be transitioned into the virtual webinar as a panelist. Please identify yourself: **full name and address and state your purpose in addressing the Board.**
4. A group of visitors with a common purpose should designate a speaker for the group.
5. Comments or statements by members of the public are limited to 3 minutes and should be brief and concise unless otherwise authorized by the Chair.
6. Speakers may comment on a topic not on the published agenda, however, the Board - at its discretion - may require that the proposal, inquiry, or request be submitted in writing. The Board reserves the right to refer the matter to the administration for action or study and to report at a subsequent meeting.
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9. Public participation procedures will be published on the back of every Board meeting agenda.

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

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



# Northwest Regional Education Service District

April 20, 2021

TO: Board of Directors

FR: Dan Goldman, Superintendent

RE: April Superintendent Report

EXPLANATION: Please find attached the Superintendent Report.

PRESENTER(S): Dan Goldman, Superintendent

SUPPLEMENTARY MATERIALS: April Superintendent Report

RECOMMENDATION: N/A

PROPOSED MOTION: N/A



## **Superintendent - Board Update**

April 20, 2021

### **In-Person Board Meeting**

I've been looking forward to seeing some of you IN PERSON (!! ) at this Board meeting. Obviously, it's been challenging to feel connected and engaged as a team throughout the pandemic - I really appreciate your steadfast support. To ensure social distancing requirements are in place, only staff who are presenting directly are attending in person to keep our numbers down. To increase connection we will start the meeting differently with a short connecting activity.

### **Board Vacancy**

As we know, this is Dave Hollandswoth's last meeting before stepping off the ESD board after 6 years of service. Also, Renee, Ross and Tony are ending 4 year terms. While Ross and Tony are seeking to continue with ESD leadership, Renee has informed us that she will not be seeking reappointment after 12 years of leadership on the Board. I am urging Board members to help us recruit potential new board members that would represent our coast and coastal range districts (Dave) or in social services (Renee) and who would be strong contributors to the agency and its mission. THANK YOU DAVE AND RENEE!

### **Executive Director for Early Learning**

I am pleased to report that Johnna Timmes is being recommended to the board tonight as our next Executive Director of Early Learning. Johnna was ranked as the number one candidate in all three different hiring phases (screening, interview, and town hall) out of an initial set of 20 candidates.

As the Board is aware, we are undergoing a significant program redesign as we move from a primarily centers-based service orientation to a primarily community-based / home-based program. Of course we will still work in direct service for children with more intensive instructional needs, but the majority of our services and resources will be focused on supporting children experiencing disability in school/community-based preschools and in home settings. This is an exciting and challenging time for a new leader and I have great confidence that Johnna will be highly successful with our entire professional early learning team.

### **Lifeworks Day Treatment Program**

I am happy to report that we have received informal notification that we have been awarded "long-term care and treatment" grant dollars at our Day Treatment Program in Tigard ("Lifeworks") from ODE for next year. These are highly highly competitive and limited resources that support children in therapeutic foster care and others who require a more





intensive treatment orientation in school. In short, the state grant provides resources to pay for a child's educational services within the treatment center. Without the grant, the resident school district must pay those costs on top of the mental health treatment costs. Currently, school districts pay over \$77k per student for children with these needs. This grant will reduce their costs by approximately \$30k while we provide the same educational services as before.

Currently, our districts in Washington County (minus Banks) plus Scappoose have students attending this program. We are just now communicating this good news to them.

### **Preschool For All - Washington County**

As you may be aware, voters in Multnomah County overwhelmingly supported "Preschool for All" on Nov. 3, with 64 percent of voters approving the measure to extend early education to children across the County. From the campaign materials: Preschool for All gives 3 and 4 year olds in Multnomah County access to free, high-quality, developmentally appropriate, culturally responsive preschool experiences. The program is slated to grow over time, increasing the number of children and families that it serves each year. Families will be able to apply for slots in early 2022 and preschoolers will begin learning in September of 2022. All families in Multnomah County will be eligible to apply and families who currently have the least access to high-quality preschool will be prioritized for the first-available slots. Rather than the typical strategy of a property tax, the program is funded by an income tax on high wage earners, so it steers clear of tax compression which often negatively impacts schools and other social services.

With nearly 60% of 3 & 4-year olds in Washington County currently unable to access preschool, we have begun looking at the successful measure in Multnomah County as a potential roadmap to close this very real access gap to important, often life-changing services. As a result, the ESD has begun convening a (very) small group of educators and advocates to gauge interest in a multi-year research and engagement process to assess universal preschool possibilities in Washington County. Our Washington County school districts have expressed great interest and are supportive of the ESD taking a leadership role in gauging the interest of the county commissioners and other important political players.

Our initial conversations have gone well and there is significant interest in moving this work forward at the County level. The next step is to engage a larger stakeholder group including community partners, parents, educators, and political leaders.

Again, this is a long-term project that is just beginning. If you have a good connection in the early childhood world in Washington County that you believe should be part of this effort, please let me know.

### **Legislative Session**



The legislature is in full swing. Here are some of the bigger issues we are involved in (without naming all the related Bill numbers):

- Regional Inclusive Services
  - Chronically underfunded, RIS is a state contract that provides funding for specialists and specialized equipment serving Oregon's most impacted students with severe disabilities. We have submitted [testimony](#) calling for additional funding and in support of a legislatively mandated study to occur this biennium to flesh out the true costs and services in RIS programs.
- Early Learning Hubs
  - Despite early learning hubs being called out as an essential first tier facet within Oregon's newly developing early learning system by the Early Learning Division, the Governor's Recommended Budget calls for a \$1.4m reduction. The Ways and Means hearing was held on Monday and we submitted [testimony](#) related to this issue.
- Student Success Act Funds to ESDs
  - The Joint Ways and Means Committee is starting a virtual road-show and will be considering a number of MAJOR economic topics related to education (see below regarding the general education budget). One of these is the appropriation of SSA dollars to ESDs to provide technical assistance and professional development support to districts as they implement their Student Investment Account programs. In the original bill, ESDs were to receive \$24m per year. Currently, ESDs are slated to receive just over \$37m for the biennium (a significant reduction from \$48m + CSL). This is a major source of innovation funding and dollars our districts are planning for us to receive as they bake in PD supports into their budgets. [Testimony](#) here.

There are a number of other bills we are tracking or have written letters of support for or against: HB 2001 overturns "first in, last out" statute that mandates seniority as the predominant factor in staff layoffs when the budget can't support current programs levels. Sarah has done significant work on this important bill. We also signed onto an effort to ensure student voice is centered in statewide decision-making (HB 3363).

### **General Budget**

The Co-Chairs of the Joint Ways and Means Committee announced a budget framework with \$9.1 billion for the State School Fund (SSF). This is the same funding number that was in the governor's recommended budget, and represents a reduction from the last biennium in the general fund. A \$9.1b SSF spells less resources to our districts for spending through the local service plan. Obviously, a problem for maintaining our current service levels across the region. The "unspoken" rationale in Salem is that schools will be getting additional dollars through federal Covid relief and that the CAT tax (meant to fund the Student Success Act) has performed well. However, we know that supporting general operations with one time funds will create a funding cliff in future years (significant in this case) - and that cannibalizing the Student Success Act to backfill the SSF shifts resources that should be prioritized to programs aimed at increasing opportunities for our most historically



marginalized students to general operations flies in the face of the watershed legislation that created the SSA. There will be a lot of advocacy and energy protesting this number next week from our districts, COSA, OEA, OSBA, OAESD and the like. I presented [testimony](#) to the ways and means committee this week on behalf of our districts and ESD's statewide.

What this means for us: we are budgeting on \$9.1b, which means slight reductions in our general operations (non-staff). Importantly, we are receiving federal ESSER relief funding which will assist us in making much needed facility improvement related to health and safety (HVAC, tech tools, etc.) as well as (likely) adding a few staff positions to support health and safety.

**Reopening**

I've spent many mornings over the last two weeks in our schools and programs. Things are going very smoothly: safety plans are in place, staff are in good spirits, and... the kids! It's clear that the hard work of our educators is profoundly appreciated by families and the students entering our buildings after a year of separation from the school building.

By now, we are all familiar with the feeling of discomfort that accompanies change and the unknown. *I want to acknowledge our teachers, support staff and principals who keep students at the center throughout these transitions.* I also want to express gratitude for the union leadership at the ESD. We have effectively worked through very difficult issues, with the needs of children and families at the center of our discussions every time. Tonight, the board will spend time tonight on our hybrid instructional model and the proposed agreements with our associations to ensure a safe return to school.

**Grants**

Crystal Greene continues to shine in bringing in additional resources to assist the ESD and our districts in addressing priorities. Her 3rd quarter grants report is pasted below for the Board's review.

**3rd Quarter (2020-21) (Jan-March)**

Submitted Grants				
Total Number Submitted: 8		Combined Amount Requested: \$1,085,438.65		
Grant Summaries				
Grant	For	Ask	Status	Topic



# Northwest Regional Education Service District

Early School Success (Rural)	Tillamook County Early Learning Consortium	\$180,000	Not funded	PreK-early grade alignment work
Early School Success (Rural)	Scappoose-St. Helens Partnership	\$180,000	Moved on to Phase 3 (looks like it will be awarded, but not official yet)	PreK-early grade alignment work
CTE Revite supplemental funding	Nestucca Valley SD	\$24,000	Awarded (at reduced amount)	Additional funding to further support the design of their HS Makerspace
Outdoor School EDI Grant	NW Outdoor Science School	\$134,759	Submitted	Funding to support Equity, Diversity, and Inclusion initiative for ODS
Parenting Education Hub Renewal	NW Early Learning Hub	\$83,600	Submitted (expect it to be awarded)	Regional parenting education coordination and services
OCF STEM Matching Grant (resubmission of revised budget)	NW STEM Hub	\$313,421	Awarded	A resubmission of the grant submitted in December, revised down from a three-year budget (original ask \$1,024,095) to a one-year budget based on clarified grant parameters.
FAA AMT Workforce Development Grant	Hillsboro School District	\$114,348	Submitted	Classroom materials for the aerospace CTE program
FAA Pilot Workforce Development Grant	Hillsboro School District	\$55,310.65	Submitted	Classroom materials for the aerospace CTE program

Award Notifications			
Total Number Awarded This Quarter: 2		Combined Award Amount: \$330,321	
Awarded Grant Summaries			
Grant	For	Award Amount	Topic



# Northwest Regional Education Service District

OCF STEM Matching Grant	NW STEM Hub	\$313,421	Expansion of STEM program with a focus on historically marginalized and Latinx communities (in partnership with Migrant Program)
CTE Revite Supplemental Funds	Nestucca Valley	\$16,900	Additional funding to further support the design of their HS Makerspace

**Annual Grant Total (to date): \$7,378,472**



Northwest Regional  
Education Service District

# **GOOD NEWS & RECOGNITION**



# Northwest Regional Education Service District

5825 NE Ray Circle Hillsboro,  
OR 97124-6436

March 1, 2021

To Olga Acuña, Kelly Purdy and Kirstin Gerber of the Hillsboro School District Preschool Partnership Program:

It is my pleasure to inform you that the Northwest Regional ESD Board of Directors would like to recognize you at their April regular meeting. We are incredibly grateful for your partnership, detailed below:

*"Hillsboro School District (HSD) is a valuable partner, providing opportunities for preschool children to be in inclusive classrooms. Their early learning team is an enthusiastic collaborator in reaching our shared goal for all children to have access to preschool. One especially notable aspect of our work together has been the Little Patriots Pre-K at Poynter Middle School. This classroom is funded by both of our districts and was intentionally designed to support children with special needs.*

*The Little Patriots Pre-K is also uniquely an elective class for the middle school students who attend Poynter. Middle school students have the opportunity to start a career-technical education pathway in Early Childhood Education before high school and the preschoolers have more helpers to support their needs!*

*We also have worked closely with the Falcon's Nest program at Liberty High School so we can support more kids being included in their classroom. Our programs continue to work together to explore more options for partnership classrooms.*

*Olga, Kelly, and Kirstin truly share EI/ECSE's commitment to inclusion and are always willing to work together for our shared vision. They have worked incredibly hard to grow the number of public pre-ks at HSD, adding seven new classrooms over the most recent years. We are blessed to have many great partners at our component districts and the Early Learning Team at HSD is a shining example!"*

*Liane Chappell,  
Coordinator, Northwest Regional Early Intervention/Early Childhood Special Education*

Our board looks forward to the opportunity to learn more about this partnership. They may ask questions like:

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

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

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

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



# Northwest Regional Education Service District

- How did Falcon's Nest and Little Patriots come to be? Who were the key players?
- How has COVID-19 impacted this partnership and program?
- Tell us about something you learned that surprised you when you started working with our EI/ECSE children, families and staff.
- Do you have a favorite moment or accomplishment from your time partnering with EI/ECSE?
- If you had no limitations (i.e. time, financial and other resources), what would you do next at Little Patriots or Falcon's Nest?

**We respectfully request your attendance at our next board meeting at 6:00 p.m. on Tuesday, April 20, [scheduled to take place virtually](#).** Please RSVP to Lauren Slyh O'Driscoll, Board Secretary at 503-614-1401 or [lslyh@nwresd.k12.or.us](mailto:lslyh@nwresd.k12.or.us). She will be happy to answer any questions you have.

Sincerely,

Dan Goldman  
Superintendent

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Hillsboro, OR 97124-6436





# Northwest Regional Education Service District

5825 NE Ray Circle Hillsboro,  
OR 97124-6436

April 13, 2021

To Northwest Education Association:

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. Licensed Employee Appreciation Week, May 3-7, acknowledges the pivotal role you play in helping our organization pursue our 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.

*"Collectively, our licensed staff represent a wide range of skills and expertise. Because of you, our public school system is at its core, the foundation for the vibrant, joyful and productive communities across Clatsop, Columbia, Tillamook and Washington counties. We look forward to spotlighting your very much appreciated contributions to our organization and the community at-large during Licensed Employee Appreciation Week."*

*Joseph J. Hernandez, Chief Human Resources Officer*

**We respectfully request the attendance of NWEA representatives at our next board meeting at 6:00 p.m. on Tuesday, April 20, [scheduled to take place virtually](#).** We look forward to having the opportunity to celebrate you and your colleagues. Please RSVP to Lauren Slyh O'Driscoll, Board Secretary at 503-614-1401 or [lslyh@nwresd.k12.or.us](mailto:lslyh@nwresd.k12.or.us). She will be happy to answer any questions you have.

Sincerely,

Dan Goldman  
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Northwest Regional  
Education Service District

# CONSENT AGENDA



# Northwest Regional Education Service District

April 20, 2021

TO: Board of Directors

FR: Lauren Slyh O'Driscoll, Board Secretary

RE: March 2021 Meeting Minutes and April 13, 2021 Special Meeting Minutes

EXPLANATION: Please find the attached March 2021 Regular Meeting Minutes and April 13, 2021 Special Meeting Minutes. PRESENTER(S): Consent Agenda

SUPPLEMENTARY MATERIALS: March 2021 Regular Meeting Minutes and April 13, 2021 Special Meeting Minutes

RECOMMENDATION: Approve as presented in the consent agenda.

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



# Northwest Regional Education Service District

## NWRESD Board of Directors Executive Session and Regular Meeting Minutes

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March 9, 2021  
Virtual Meeting

1. **CALL TO ORDER**

Vice Chair Erickson called the executive session to order at 5:32 pm.

2. **EXECUTIVE SESSION: ORS 192.660(2)(d)**

To conduct deliberations with persons designated by the governing body to carry on labor negotiations.

**-AND-**

*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;*

3. The meeting was adjourned at 6:04pm

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1. **CALL TO ORDER**

Vice Chair Erickson called the board to order at 6:05 pm.

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

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

Director Hollandsworth led the board through the pledge and the land acknowledgement.

3. **AGENDA REVIEW/REVISION**

N/A

4. **SUPERINTENDENT REPORT**

Superintendent Goldman reviewed the report to the board and provided an introduction of new HR Assistant Director Carol Helfer.

5.

**2020-2021 RECOGNITION AND GOOD NEWS**

A. **[The Sincere Gaines Family Trust](#)**

From Kelsey Cardwell, Comms Director: Tonight, at the recommendation of Principal Lori Kellogg, we are recognizing the Sincere Gaines Family Trust. We thought this would be a good opportunity for the board to learn more about what EI/ECSE meant to one family who chose to maintain a lasting and close relationship to the program.

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

N/A

7. **CONSENT AGENDA**

- A. [Approval of February Board Meeting Minutes](#)
- B. [Approval of Personnel Action Report](#)

Vice Chair Erickson entertained a motion by Director Cunningham to approve the consent agenda. The motion was seconded by Director Riley and approved unanimously.

**8. REPORTS AND DISCUSSIONS**

- A. [NWRESD Action Plans and Delivery Team Update](#)

Kendra Hughes provided an overview of Action Plan development with the Delivery Team. Stuart Long provided an overview of the Technology Action Plan.

- B. [Reopening Schools and Vaccine Updates](#)

Deputy Superintendent Sarah Pope provided updates on Reopening Schools Plans and Vaccine updates.

- C. [Administrative Reports](#)

N/A

**9. ACTION ITEMS**

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

Vice Chair Erickson entertained a motion by Director Riley to approve the 2021-22 Contract Renewals. The motion was seconded by Director Hollandsworth and approved unanimously.

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

Vice Chair Erickson entertained a motion by Director Riley to approve the MOA as presented. The motion was seconded by Director Cunningham and approved unanimously.

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

Vice Chair Erickson entertained a motion by Director Tomlin to approve the MOA as presented. The motion was seconded by Director Hollandsworth and approved unanimously.

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

Vice Chair Erickson entertained a motion by Director Hollandsworth to approve the report as presented. The motion was seconded by Director Tomlin and approved unanimously.

**10. GOOD OF THE ORDER**

N/A

**11. ADJOURN**

The meeting was adjourned at 7:12 pm.

---

**Next Meeting: April 20, 2021**



**PUBLIC PARTICIPATION IN BOARD MEETINGS**

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3. Improve Board governance.
4. Learn more about regional programs using the ESD Equity Lens.



**NWRESD Board of Directors  
Special Session Minutes  
Virtual Meeting  
April 13, 2021**

**Special Session**

**1:30 PM**

**1. CALL TO ORDER**

Present: Lisa Poehlitz, Marilyn McGlasson, Karen Cunningham, Ross Tomlin, Renee Bruce

2. Chair Poehlitz called the special session to order at 1:32pm. Chair Poehlitz accepted a motion from Director Tomlin to authorize the purchase of replacement HVAC units at the Washington Service Center. Director Sunningham seconded and the motion was passed unanimously.

3. The meeting was adjourned at 1:41pm.

April 12, 2021

TO: NWRESD Board of Directors

FR: Rick Wahlstrom, Director of Operations & Tami Montague, Chief Finance Officer

RE: Request for Authority to Purchase Replacement HVAC Units at WSC

EXPLANATION:

On April 21, 2020, the Board of Directors approved Cardno to be the NWRESD engineer of record for the purposes of consultation on facility conditions. Following authorization, Cardno was contracted to conduct a Facility Condition Assessment and Prioritized Project Plan for the Washington Service Center, Hillsboro Early Childhood Center and Columbia Service Center.

The Washington Service Center report indicates deferred maintenance work of \$970,503. This work consists of:

- Clean exterior walls to remove dirt and soil staining and apply masonry sealer to inhibit future stains, projected cost \$112,116
- Replace 40 gallon water heater due to extensive corrosion around connections, failure expected within one year, projected cost \$9,904
- Replace 19 HVAC rooftop units, installed 1996, failure of units are expected within next 3 years, projected cost \$628,149
- Grind top 2" of asphalt and repave, repaint parking striping due to widespread alligator cracking and minor ponding, projected cost \$216,381

Two projects exceed the \$150,000 purchasing limit as detailed in Board Policy DJ; they are HVAC replacements and parking lot grinding and repaving. Staff has determined that a resurfacing of the parking lot should maintain the parking lot condition for several more years and therefore deferred at this time. Staff however does recommend the immediate replacement of HVAC units.

Staff identified an existing governmental contract through Intermountain Education Service District with WTI Tremco for roofing, building envelope and HVAC services and purchasing which NWRESD can purchase through. WTI Tremco and staff conducted a walk through to develop the attached projected cost and scope of work.

PRESENTER(S): Rick Wahlstrom, Director of Operations & Tami Montague, Chief Finance Officer

SUPPLEMENTARY MATERIALS: [Cardno - Washington Service Center Facility Condition Assessment](#), [Cardno - Hillsboro Early Childhood Center Facility Condition Assessment](#), [Cardno - Columbia Service Center](#), [WTI Tremco Cost Projection and Scope of Work](#)



RECOMMENDATION: Staff recommends the NWRESB Board of Directors approve up to \$940,869 for the purpose of replacing HVAC units and associated repairs and upgrades related to the HVAC replacements through WTI Tremco as defined by ORS 279A.205 and 279A.201, cooperative procurement authorization.

PROPOSED MOTION: "I move to approve up to \$940,869 for the purpose of replacing HVAC units and associated repairs and upgrades related to HVAC replacement at the Washington Service Center utilizing vendor WTI Tremco as defined by ORS 279A.205 and 279A.201."

## WTI Tremco Cost Projections

Johnson Controls HVAC units	\$573,228
Upgrade to ultra efficiency units	\$93,757
MERV 13 filters on new units	\$6,563
Add Bi-polar ionization (infrared as an alternative)	\$48,983
Add demand controlled ventilation with unit mounted CO2 sensors	\$26,437
Re-balance all supply grilles throughout building	\$23,256
Provide new Sunbelt Reliable Controls for entire system	\$31,111
Seal windows, doors and vertical control joints	<u>\$52,000</u>
Subtotal Projected Cost	\$855,335
Project contingency at 10%	<u>\$85,534</u>
<b>Total Projected Cost</b>	<b>\$940,869</b>

### Additional Upgrades\*

Substitute Trane for Johnson Controls units, additional cost	\$45,053
Substitute ultra efficiency units with Trane brand	\$175,471

\*Staff does not recommend these upgrades

### **Scope of Work**

- Replace 19 existing RTUs with units that provide the same air flow, cooling and heating capacities. This includes RTUs 1-15 and 17-20. Have included Johnson Controls Core packaged units in base pricing.
- Includes curb adaptors on all new units.
- Will provide new gas regulators at replaced units and new gas connections.
- Includes new fused disconnects where needed on the new rooftop units.
- Includes 11 convenience outlets spaced not more than 25' apart from equipment.
- All units 6 tons and larger will have powered exhaust.
- Will provide structural engineering for seismic connections of units and curbs. If engineering shows structural upgrades are needed to the supporting structure, these upgrades will be priced as extra.
- There should be existing smoke detectors in the supply and return duct from each unit with 2000 CFM of air or more. Will leave these detectors in place and wire the relay back to the new unit for shutdown.
- Includes updating building DDC to modern Trane Tracer system. This work includes new controllers at 17 existing VVTs, new front-end graphics and system components.
- Includes a pre-demo survey of all existing equipment to understand total air flows and outside air settings. Will perform a final air balance of total unit air flow at new units only.
- Trade Permits
- 1-year parts and labor warranty



# Northwest Regional Education Service District

April 20, 2021

To: Board of Directors

From: Joseph Hernandez – Chief Human Resources Officer

Re: Personnel Report

EXPLANATION: Please see attached personnel report prepared by  
Tammie Wing

Presenter: Joseph J. Hernandez

Supplementary  
Materials: Personnel Report, additional comments provided to the board at  
April 20, 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**  
**March 10, 2021 – April 14, 2021**

<b>NEW HIRES</b>				
NAME	POSITION	DEPARTMENT	BUILDING	COMMENTS
Shattuck, Sarah	Registered Nurse (1.0 FTE)	Related Services	Tigard Tualatin School District	New FTE
Rivera, Irma	Migrant Recruiter: Family Engagement Specialist (.50 FTE)	ELL/Migrant Services	Columbia SC	New FTE
Conachan, Chelsea	School Based Administrative Assistant (1.0 FTE)	Department of Schools	Columbia Academy	Classified Replacement for Valerie Lane-White
Leedom, Lara	Speech Language Therapist (1.0 FTE)	EI/ECSE	Columbia SC	Licensed Replacement for Karah Smith - took a position as an Augmentative Communication Specialist
Kossow-Quinn, Phaedra	1:1 ASL Interpreter (.8125 FTE)	EI/ECSE	Archer Glenn Elementary School	New FTE
Dehart, Kristin	Instructional Assistant (.85)	EI/ECSE	Tillamook SC	New FTE
Hamerl, Sabrina	Instructional Assistant (.85)	EI/ECSE	Tillamook SC	New FTE
Timmes, Johnna	Executive Director of Early Learning	EI/ECSE	Washington SC	Replacement for Nancy Ford

<b>RESIGNATIONS/RETIREMENTS</b>				
NAME	POSITION	DEPARTMENT	BUILDING	COMMENTS
Kust, Nathan	Fire Science Teacher (Limited Term)	Instructional Services	Liberty High School	Resignation effective 03/09/2021
Shiple, John	Truancy Officer (Limited Term)	Instructional Services	Washington SC	Resignation effective 03/10/2021
Beresheim, Jenna	Teacher of the Visually Impaired (1.0 FTE)	Related Services	Washington SC	Resignation effective 03/19/2021
Shattuck, Sarah	Registered Nurse (1.0 FTE)	Related Services	Tigard-Tualatin SD	Resignation effective 04/12/2021
Pahlka, Eric	NOSS Volunteer Facilitator Asst. (.80 FTE)	Department of Schools	Washington SC	Resignation effective 04/16/2021

<b>RESIGNATIONS/RETIREMENTS (continued)</b>				
Anderson, Laura L	Autism Specialist (1.0 FTE)	Related Services	Columbia SC	Retirement effective 06/30/2021
Brown, Margaret	Special Ed. Coordinator (1.0 FTE)	Related Services	Washington SC	Retirement effective 06/30/2021
Cuciti, Janice	Occupational Therapist (.80 FTE)	Related Services	Washington SC	Retirement effective 06/30/2021
Hancock, Brenda	Early Childhood Education Specialist (1.0 FTE)	EI/ECSE	Washington SC	Resignation effective 06/30/2021
Lounsbury, Warna	Instructional Assistant (.85 FTE)	Department of Schools	Day Treatment Program	Retirement effective 06/30/2021
Penner, Kevin	Speech-Language Pathologist (1.0 FTE)	Related Services	Tigard Tualatin SD	Retirement effective 06/30/2021
Schild, Tami A	School Improvement Coordinator (1.0 FTE)	Curriculum & School Improvement	Tillamook SC	Retirement effective 06/30/2021
Whitman, David L	School Psychologist (1.0 FTE)	Related Services	Neah-kah-nie HS	Retirement effective 06/30/2021

<b>ADVERTISED VACANCIES (information only)</b>					
OPEN POSITION	Category	DEPARTMENT	BUILDING	STATUS	COMMENTS
Autism Spectrum Disorder Consultant/Specialist (1.0 FTE)	Licensed	Special Student Services	Columbia SC	Open until filled	Replacement for Laura Anderson
Blind & Visually Impaired Technology Specialist (1.0 FTE)	Licensed	Related Services	Washington SC	Open until filled	Replacement for Jenna Beresheim
Early Childhood Education Specialist (1.0 FTE)	Licensed	EI/ECSE	Beaverton ECC	Closing Date 05/01/2021	Replacement for Joseph Voydat
Speech-Language Pathologist (1.0 FTE)	Licensed	EI/ECSE	Columbia SC	Open until filled	Ongoing recruitment
Instructional Assistant (.085 FTE)	Classified	EI/ECSE	Clatsop SC	Closing 04/30/2021	Replacement for Mary Robertson – moved to Admin Assistant
Instructional Assistant (.085 FTE)	Classified	EI/ECSE	Clatsop SC	Closing 04/30/2021	Replacement for Kathryn Zacher
Instructional Assistant (.085 FTE)	Classified	EI/ECSE	Clatsop SC	Closing 04/30/2021	Replacement for J. Saari (Never Started)
Instructional Assistant (.085 FTE)	Classified	EI/ECSE	Columbia SC	Closing 04/12/2021	New FTE
IT Security Analyst (1.0 FTE)	Administrator	Technology	Washington SC	Open until filled	New FTE
School Psychologist (1.0 FTE)	Licensed	Special Student Services	Tillamook County	Open until filled	Replacement for Dave Whitman
School Psychologist (.80 FTE)	Licensed	Special Student Services	Columbia & Clatsop County	Open until filled	Replacement for Jana Swedo

**ADVERTISED VACANCIES (continued)**

School Psychologist (.20-1.0 FTE)	Licensed	Special Student Services	Columbia, Clatsop County, Tillamook & Washington Counties	Open until filled	Ongoing recruiting
Speech-Language Pathologist	Licensed	EI/ECSE	Beaverton Early Childhood Center	Open until filled	Replacement for Joyce Howell
Speech-Language Pathologist	Licensed	EI/ECSE	Tualatin Early Childhood Center	Open until filled	Replacement for a contractor
Teacher of the Visually Impaired (1.0 FTE)	Licensed	Related Services	Washington SC	Open until filled	Replacement for Jenna Beresheim



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: Hybrid Reopening Updates

EXPLANATION: At our upcoming board meeting we will review updates to NWRESD Hybrid Reopening Plans.

PRESENTER(S): Sarah Pope, Bethany Bowers, Elizabeth Friedman

SUPPLEMENTARY MATERIALS: Attached to this cover sheet:

DECK: NWRESD Hybrid Reopening Plans: April 2021

RECOMMENDATION: N/A

PROPOSED MOTION: N/A

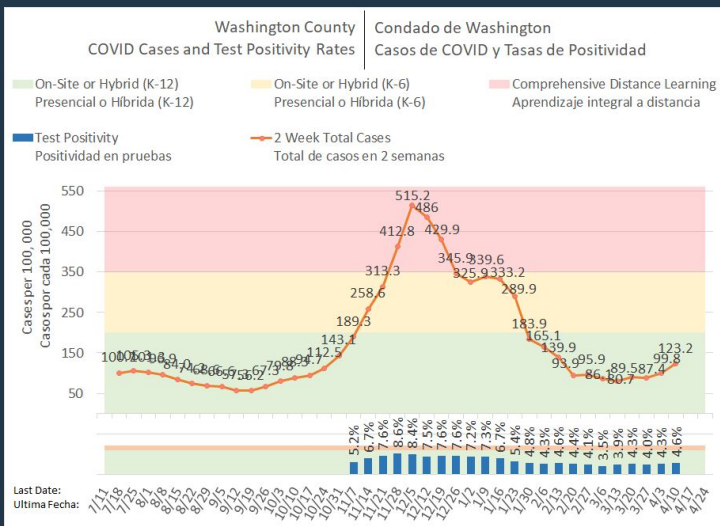
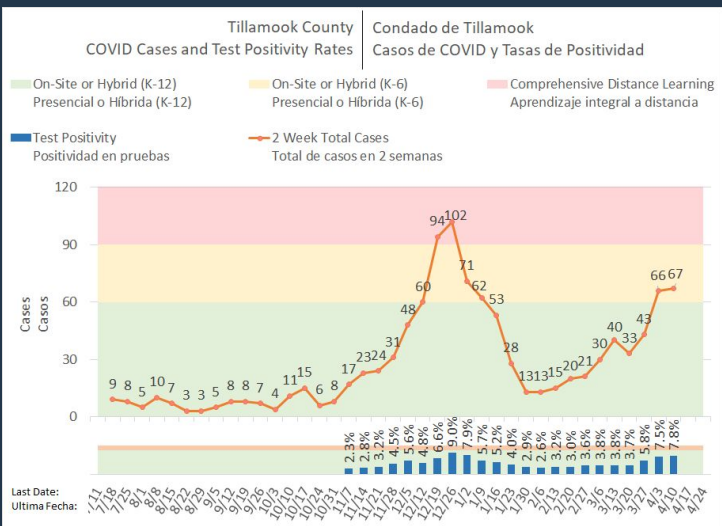
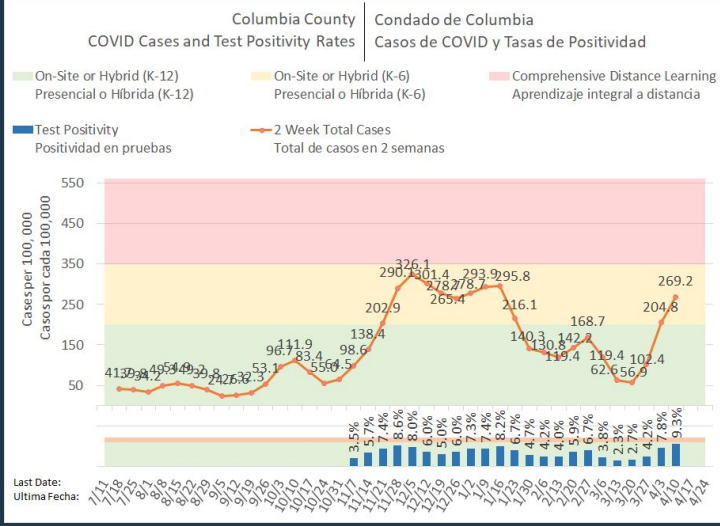
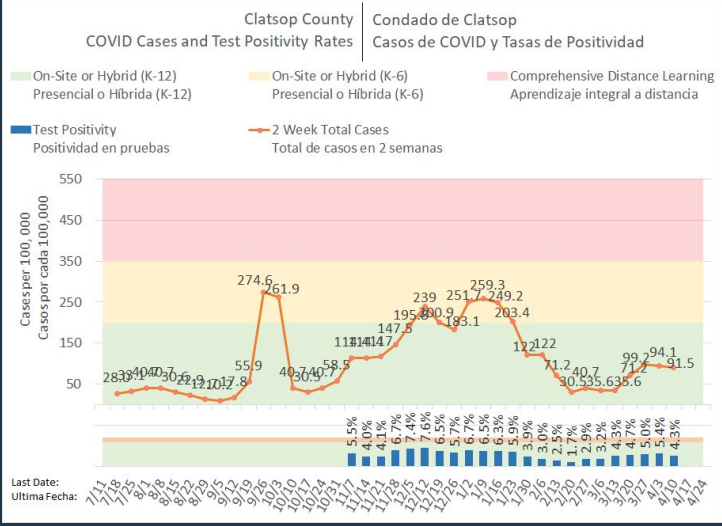


# NWRESD Hybrid Reopening Updates

**April 2021 Board Meeting | Deputy Superintendent Pope, Bethany Bowers, & Elizabeth Friedman**

# Agenda

- **Metrics Update**
- **NWRESD's Hybrid Plans**
- **Lifeworks Day Treatment with Bethany Bowers**
- **Clatsop EI/ECSE with Elizabeth Friedman**



# NWRESD Hybrid Plans

- Hybrid instruction: students receiving a mixture of in person and online instruction.
- Week of March 29: Hybrid started at Columbia Academy & Lifeworks for elementary students
- Week of April 5: Hybrid started at CasPac, Levi, MS & HS students at Lifeworks, and ECSE sites
- All NWRESD hybrid blueprints can be found [here](#) along with FAQs

# Lifeworks' Hybrid Model

# Priorities:



1. Safety of staff, students, and families
2. Re-establishing connections and routines, building social-emotional skills
3. Academic content

# CDTP (Elementary)

## AM group:

- 8:30-11 on site
- Virtual group and asynchronous work in the afternoon
- Lunch sent home each day

## PM group:

- 12:15-2:45 on site
- Virtual group and asynchronous work in the morning
- Lunch available each day

Mondays, Tuesdays, Thursdays, and Fridays on site; Wednesdays virtual (groups, individual check-ins and skills, office hours)

CDL: Remains an option for all students

# In the classrooms...

- Social distancing
- Room capacity
- Masks & mask breaks
- Water breaks
- Individual supplies

Frequent hand sanitizing and handwashing required of staff and students throughout the school day.





# ADTP (Secondary)

- Onsite Monday, Tuesday, Thursday, Friday
- 9:00 - 1:00
- Hybrid groups and classes
- Lunch/snacks provided each day



Wednesdays virtual (groups, study hall, individual check-ins, and office hours)

CDL: Same schedule of groups and classes

# In the classrooms...

- 45 minute groups/classes with mask and movement breaks
- Simultaneous in-person and virtual teaching
- Instructional assistants monitoring Zoom





- ESD and LW staff trained on safety protocols together
- Families provided with videos, Q&A nights, surveys
- COVID-care room, BinaxNow tests available for all students and staff



# Clatsop EI/ECSE's Hybrid Model

# Pre-Pandemic

**“Intensive” Classroom located at service center - available to all 5 districts**

**ECSE Classrooms in Seaside & Astoria**

**Transportation challenges**

# Clatsop Hybrid Model

South County SAIL Classroom at Pacific Ridge Elementary in Seaside (new)

North County SAIL Classroom at Gray School in Astoria (existing)

Closed the Clatsop Service Center classroom

# “South County SAIL” at PRE

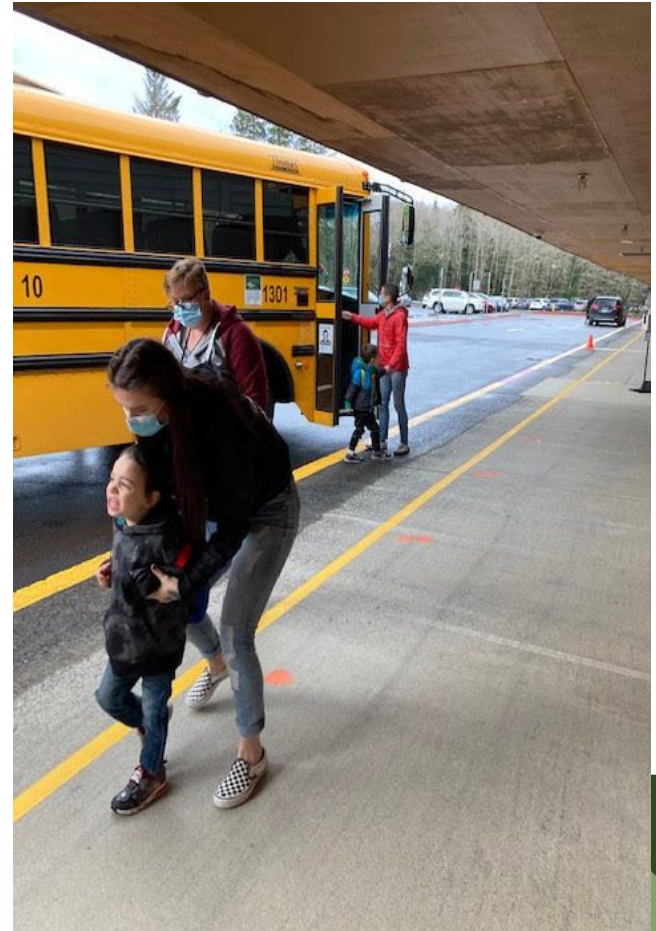
Before starting, staff trained by PRE Assistant Principal on building-specific protocols in addition to NWRESD training

Health screening via Google Form used by ECSE and elementary school parents

Two students - 4 days/week, 1 hour

Three students - 2 days/week, 1 hour

Family coaching continues for all



# “North County SAIL” at Gray

ESD staff participated in development of Astoria SD’s Operational Blueprint for Gray School - Preschool Promise, Head Start & ECSE classrooms

First class to start in building

Two students - 2 days/wk for 1 hour

Family coaching & virtual services continue as we add additional in-person opportunities





# 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

April 2021

### Website

Last month, we received a report from an analyst who experiences vision loss. She reviewed five major tasks on our site (attend a board meeting, contact someone from the staff directory, complete the EI/ECSE referral form, read news from Northwest Regional ESD and read the annual report). Overall, the site meets ADA/Web Content Accessibility Guidelines (WCAG), but the analyst made recommendations for specific improvements to user experience. Our translation team has also been analyzing the automatic translation of our website. They have made a list of recommendations for the pages with the highest level of engagement. We will be taking action on recommendations from both sets of information this month. Findings from these analyses will also inform our long-term style and guidance for website content.

### Newsletters and Recent Communications

- The [April Monthly Messenger](#) featured photos from hybrid instruction and other news.
- Since the last board report, Superintendent Dan Goldman also released [a statement on the shootings in the Atlanta area](#), with recommendations and resources for helping educators navigate the topic.

### Communications Framework

- The website and our email/SMS bulletin tool serve as the foundation for the communications framework referenced in Collective Commitment #1 of the strategic plan. While we will continue to improve, iterate and expand on their utility, they are mostly functioning and implemented tools in our toolkit. This spring, we are mapping out a roadmap to complete a full framework that will drive communications expectations and plans at all levels of our organization, including frequency of communications, mode, assets, planning templates, etc.

**SPECIAL STUDENT SERVICES**  
**Early intervention/Early Childhood Special Education**  
**April 2021**

Monthly Board Report

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

The EI/ECSE program presented the 2021-2022 proposed budget to Superintendent Goldman, Deputy Superintendent Pope, Chief Financial Officer Montague and Assistant Director Schellhaas April 7<sup>th</sup>. The presentation included aligning the budget to the Northwest Regional Education Service District Strategic Plan.

The EI/ECSE program budget focuses on the following strategic goals:

CC 2.1 - Each child's strengths and needs are known by an adult in their building

- Additional FTE will allow staff greater opportunities to build meaningful relationships with children, their caregivers, and preschool teachers.
- Focus on family coaching throughout the program (as supported by FTE increase) will allow staff to build stronger relationships with all families in the program.

CC 2.3 - All NWRESD schools and sites utilize evidence-based, culturally sustaining, social-emotional learning curriculum

- EI/ECSE staff utilize Second Steps curriculum in site-based classrooms. Increased parent coaching allows staff to extend this social emotional learning into the home environment, where young children spend the greatest amount of time. Additionally, staff will share resources and training with community preschools to extend social emotional skill building across more settings. Hiring more instructional assistants will increase the amount of support and modeling provided in community preschools for social-emotional development.

CC 3.1 - Expand regional pre-Kindergarten access for students of color and students in special education

- EI/ECSE staff will work collaboratively with school districts and community partners to ensure students are enrolled in pre-K programs that meet their needs. Staff will dedicate time to work with these placements to have supports in place for children to be successful.
- Instructional coaches (included in 20-21 budget) will support offering training to pre-kindergarten programs that will increase their understanding of inclusion and equity.

CC 5.1 - All NWRESD schools, sites, and programs embed family partnership strategies in their Action Plans (APs)

- Redesigned program focuses on family partnerships, recognizing and supporting parents as their children's first teachers
- All families in EI/ECSE have access to family coaching
- Instructional coaches (included in 20-21 budget) will support and expand our comprehensive parent training program.

The EI/ECSE evaluation budget focuses on the following strategic goals:

CC 3.1 - Expand regional pre-Kindergarten access for students of color and students in special education

- EI/ECSE Evaluation staff works collaboratively with school districts, medical providers, and other community partners to ensure that students referred for EI/ECSE evaluation receive a timely evaluation to determine eligibility for pre-Kindergarten services.

CC 5.1 - All NWRES D schools, sites, and programs embed family partnership strategies in their Action Plans

- EI/ECSE Evaluation staff includes parents/guardians as essential partners in the evaluation process.

**Student Success:** Improving student outcomes is the core of our work. We believe all students can fulfill their potential. Our services provide districts and families high-quality learning opportunities to realize this belief.

The first 2000 days of a child's life (birth to kindergarten) represent the most consequential period in human development. Many students and families are not receiving the necessary resources, skills training, exposure, or help navigating to resources to ensure that all children are given a platform to be successful learners. Early evaluation and intervention help provide that platform.

**Partnership:** We work in partnership with families, districts and other educational providers to increase impact and leverage resources. We provide seamless learning opportunities and transitions for all students from birth to 21.

The evaluation teams work in partnership with families to review student strengths and parent concerns. The information is used to help determine if children can benefit from early intervention services and, if the child qualifies for services, the team works with the family to create an intervention plan that incorporates family needs and values.

**Equity:** We are committed to equitable outcomes for the diverse communities we serve. We strive to eliminate achievement gaps for students and provide equitable access to services for our partner districts, regardless of size and geography. We are committed to antiracism.

The Evaluation Team uses universal screening tools and outreach with community partners and school districts to provide early identification and intervention services to any child suspected of having a disability and requiring EI/ECSE intervention supports. The use of nondiscriminatory evaluation practices, including bilingual evaluators and interpreters, supports timely and accurate identification of students who may have a disability and need intervention services.

**Innovative Service:** We offer specialized services to students, families and districts through skilled and responsive providers. Our innovative service delivery allows us to maximize resources for partner districts and preserve their local budgets, while providing quality services.

The evaluation team provides specialized evaluation services to our partner districts to meet Federal and State child find mandates. Evaluation and subsequent access to intervention services provide students with important early intervention to help them reach their potential.



# Northwest Regional Education Service District



## INSTRUCTIONAL SERVICES BOARD REPORT

Prepared by Johnna N. Timmes

April 2021

### Grants

#### NW STEM Hub Receives OCF Grant to Expand Programming

Congratulations to the NW STEM Hub which recently received a \$313,421 matching grant from the Oregon Community Foundation to expand STEM programming across Clatsop, Columbia, and Tillamook Counties with a focus on historically marginalized and Latinx communities. Partnerships are key to the STEM Hub's work and grant-funded activities will be carried out in partnership with the Columbia River Maritime Museum, OMIC, local business and industry partners, higher education partners, and the NW Migrant Education Program. Key activities as part of this grant include: STEM tutoring, distribution of STEM kits, a family digital literacy program, family math workshops, expansion of the Works programs in Clatsop and Tillamook County, educator professional development, family outreach, and barrier minimization. Learn more about the exciting work of our NW STEM Hub [here](#).

#### Nestucca Valley School District

A year ago, Nestucca Valley School District received a \$125,000 CTE Revitalization grant from the Oregon Department of Education to support the design of their new CTE Makerspace. This spring, ODE awarded Nestucca Valley an additional \$16,900 to further support the project. These funds will cover additional project design costs as the district prepares to build the CTE Makerspace at the High School. This space will give students access to a high-quality shop space dedicated to construction, metals, and automotive learning, will allow the district to greatly expand the range of CTE skills students are exposed to, and will showcase a wide range of careers and industry applications through hands-on applied learning. Congratulations to Nestucca Valley and their CTE Team for continued progress on this ambitious project!

*Grants featured in this section received grant-writing support from NWRESD's Grants Program.*

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### STEM/Career & Technical Education

In collaboration with the CCR&R, Early Learning Hub, Migrant Education, and the NW Parenting Hub, we are looking forward to hosting STEM Early Learning trainings for early learning service providers and families in May. Please see [our website](#) for additional information. Also, in collaboration with the STEM Hubs of Oregon, we are excited about [STEM Week](#) May 8th-16th. Please encourage educators to develop and register events in your area! Reach out to Myronda for additional information about access to mini-grants for STEM events.

## **Professional Learning**

The PL team is focused on continuing to support educators across the region in the pivots of CDL, hybrid and in person learning this year with a focus on promoting anti-racist educators and learning spaces. We are also diving into plans for how the work will take shape in the 2021-22 school year.

### **Reimagining Schools Series (RISS)**

The RISS team is continuing to support professional learning needs as districts transition to new models for serving students. Team members are available by request to provide just in time and personalized coaching. In addition, RISS team members are actively planning for the 2021-22 school year in response to regional needs.

### **9th Grade Success**

The 9th Grade Success network continues to focus on supporting students, particularly those most marginalized, to find success, connection and deeper learning. We are focused in our work with adults across the region on grading for equity, supporting the shift to hybrid/in person, and continuing to support building connected and caring communities. Our final convening for the year will be on May 5th via Zoom, which will include a celebration of learning and sharing of the student network change projects!

### **School Safety & Prevention**

In the upcoming weeks, the School Safety & Prevention team will be offering three [worksessions](#) for districts to support them with their Suicide Prevention Plans. We are collaborating with Lines for Life to deliver a guide, template, resources and support so plans are comprehensive. We are also supporting districts in Columbia County on the Trauma Informed Rural Schools Project. Looking ahead, we are working on forming Behavior Safety Assessment Teams at the ESD/County level and scheduling trainings for school staff for Suicide Prevention and Awareness in collaboration with county prevention coordinators.

### **SSA**

We are currently working with districts, as requested, on ODE requests for additional information or edits to their first SIA progress reports. Additionally, our ESD SSA team is putting together resources to support our districts with their continued SIA plan implementation. We will have these resources available in the near future and look forward to continued partnership with our component districts on the SSA/SIA work.

### **Instructional Coaching 2021-22**

We are launching our Instructional Coaching Network in Fall of 2021. The goal of the network is to create a collaborative space for instructional coaches from the districts in our region where they will problem solve, learn with and from each other. The renowned guru of Instructional Coaching, Jim Knight and his team will be providing training beginning in August 2021 to April 2022. Coaches and administrators will get the opportunity to:

- Understand the complexities of helping adults, a coaching way of being (Partnership Principles), and learn research-based coaching skills that can be used in professional practice immediately.
- Understand and use the Impact Cycle for coaching that is based on a clear picture of reality, a goal that positively impacts students, and a strategy to meet the goal that is founded in research.
- Establish methods for reviewing progress and improving the approach as necessary.
- Establish beliefs about communication that will lead to habits that create a better communication pathway both professionally and personally.

## Social, Emotional, and Mental Health

In the 2021-2022 school year, we will be offering professional learning and other supports related to social, emotional, and mental health.

- Professional Learning
  - Social Emotional Learning
  - Trauma Informed Schools
  - Positive & Restorative Discipline Practices
- Learning Collaboratives and Training
  - Suicide Prevention and Awareness
  - Behavior Safety Assessment
  - Attendance
  - School Safety
  - Learning Collaborative for educators providing direct social, emotional, and mental health support to students (counselors, social workers, success coaches, behavior specialists, etc.)

## Regional Educator Network

- BIPoC Committee Improvement Academy: We are designing an Improvement Academy for up to 40 BIPOC educators from the region. The purpose of the Academy is to introduce Continuous Improvement tools, mindsets, and strategies to educators and prepare them to work with teams in their region to develop and implement change ideas through continuous improvement cycles. In addition, we will guide subcommittee groups to mobilize and organize themselves and others through actively uplifting and intricately connecting complex vision work using Freedom Dream framework.
- Transformative HR Pilot: Due to schools reopening soon we may lose some attendance this month. We may have to pivot and do some job description DEI framework construction if turnout will be low.
- REN minipodast - we are working with communications to find a place to host it on the website but will post to our [instagram page tomorrow](#).
- [A snapshot of Oregon education and the REN](#) - we are working with communications to find a place to host it on the website. This will be a living document so please feel free to email [slongstrand@nwresd.k12.or.us](mailto:slongstrand@nwresd.k12.or.us) with any suggestions.

## Diverse Educator Pathways

- NWRES D was chosen as a partner in a Grow Your Own Grant awarded to Western Oregon University. Through this partnership, the DEP Coordinator will serve as a liaison to help WOU redesign teacher preparation to be accessible for rural, culturally and linguistically diverse educators who want to stay, learn and work in their local communities. As a result, we have successfully filled our 25 spots with individuals who are educators or on their path to become educators in our counties to:
  - Participate in listening sessions to explore challenges in accessing degree completion and licensure (all participants will receive a stipend for their support)
  - Provide input and feedback on development of place-conscious approaches to educator preparation including projects like:
    - infusion of state equity initiatives into our undergraduate pathways curriculum
    - development of accessible online/hybrid licensure pathways for rural stay-at-home future educators
    - pilot test a virtual tool offering pathways advising, tracking of candidates' progress, and connecting candidates to scholarships, professional development, and employment



- The DEP also held their second Educator of Color Series event on March 16th. This time we had the opportunity to hear the educational journey of our very own Ana Lia Oliva, Coordinator for the school-based Speech-Language Pathology Services and Assistive Technology programs at NWRESD. She also invited Izela Michel, a bilingual-bicultural Latina and Speech Language Pathology Graduate student from Portland State University. Our speakers were able to share about the crucial need for diversifying the SLP workforce and reinforced the importance of creating systems of support for first-gen multicultural students in higher education, as they pursue these careers.

Come JOIN US for a night of community building and professional development.

**DIVERSE EDUCATOR PATHWAY**  
**EDUCATORS OF COLOR SERIES**

We will hear from Oregon's educators of color as they share their journey to education. Ana Lia Oliva, Coordinator for the school-based Speech-Language Pathology Services and Assistive Technology programs at NRESD, we will be our speaker.




Ana Lia Oliva is a first-gen immigrant, bilingual-bicultural Latina and doctoral candidate at the University of Portland School of Education. She is currently completing her Doctorate of Education (Ed.D.) in Leading and Learning with a concentration in NeuroEducation. Her research focuses on adult transformative learning.


Ana Lia has dedicated her career to the advancement of educational and racial equity in community-based and K-12 public education systems with a special focus on inclusive and equitable special education services. Ana Lia worked for over 20 years as a Speech-Language Pathologist in special education and across educational contexts to advance educational and racial equity in non-profit, community-based, and PreK-12 public education systems. For the past 11 years, she has engaged in a focused educational leadership role as the Coordinator for the school-based Speech-Language Pathology Services and Assistive Technology programs at NWRESD.

MAR. 16 | 5 PM to 6 PM  
VIA ZOOM: Meeting ID: 958 1352 0855  
Passcode: NWRESD

If you have any questions, feel free to contact:  
Marina Alvarez, Diverse Educator Pathway Coordinator  
[malvarez@nwresd.k12.or.us](mailto:malvarez@nwresd.k12.or.us)



Have you considered becoming a licensed teacher but not been able to travel to take classes? Have you been discouraged by costs, access, and barriers you wish could be resolved?

 **Western Oregon UNIVERSITY**

**REGISTER TODAY!**  
<https://forms.gle/cZTngWqo7ZoWm8bc9>

**SPEND TIME WITH COLLEAGUES IN TWO VIRTUAL LISTENING SESSIONS TO HELP BUILD AN EFFECTIVE RURAL TEACHER LICENSURE PATHWAY THAT WORKS FOR YOU!**

**WOU is partnering with Northwest Regional ESD and your district to host virtual listening sessions to hear from individuals interested in becoming teachers**

**SCHEDULED SESSIONS**  
Register for one of the following 60 min sessions:  
Mon April 5th, Wed April 7th, Fri April 9th.  
Start Times: 3-30 PM, 5-15 PM, 7-00 PM.  
Interpreters available.  
Second listening session will be mid-May.

**WHY SHOULD I ATTEND?**  
Your insights, experiences and suggestions are valuable and needed by WOU staff to create the most effective program.

**ADDITIONAL INFORMATION**  
6-8 Participant cap (first-come/first-serve) for each scheduled session.  
• A stipend of \$480 will be paid after participating in two listening sessions.  
• All identifiable information will be kept confidential.

Questions?  
Contact: Marina Alvarez, NW Regional ESD,  
[malvarez@nwresd.k12.or.us](mailto:malvarez@nwresd.k12.or.us)

Northwest Regional Education Service District

## Early Learning

Our Northwest Parenting website at [nwresd.org/nwparenting](http://nwresd.org/nwparenting) provides information on what is happening in our communities as well as how to register for upcoming classes. Elena Barreto, our Early Learning Community Navigator, is available to collaborate on specific parenting initiatives for our communities.

We are also offering *Bright by Text*. *Bright by Text* is for anyone who cares for and loves a child, prenatally through age 8. We send free text messages with easy, practical tips and activities right to your cell phone. Text *ELHKIDS* to 274448 or go to [bbtxt.org/3mgH5O6](http://bbtxt.org/3mgH5O6)

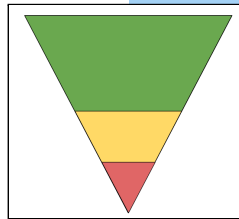
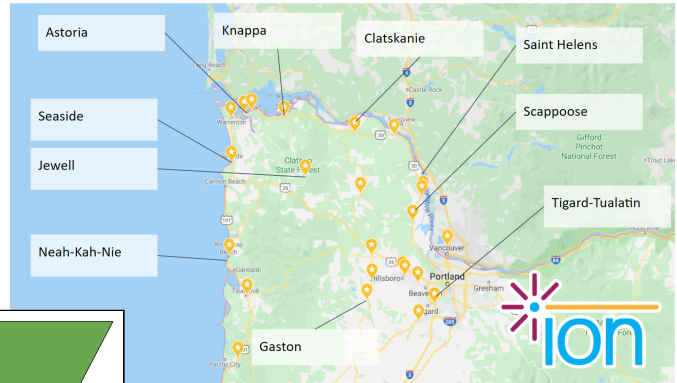
## Northwest Promise

Northwest Promise is meeting with building administrators this month to discuss dual credit offerings for next fall and Oregon Employability Skills curriculum training for teachers. We look forward to continuing to support teachers and students in our region.

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## Research, Assessment, and Evaluation

Next school year, 10 districts in our region will be using the [ion MTSS software](#) to help their school level teams use data to identify problems of practice within their school and to streamline and customize their support for students. Districts who wish to join the cohort can access a non-competitive [state-wide initiative grant](#) which offsets the software costs, while training and support is provided by the NWRESD's Research, Assessment and Evaluation Team.



## **SPECIAL STUDENT SERVICES**

### **Monthly Board Report**

**April 2021**

*Cathy Jensen, Executive Director K-12 Special Education*

[cjensen@nwresd.k12.or.us](mailto:cjensen@nwresd.k12.or.us)

#### **Social Emotional Learning Schools Return to In-Person Instruction:**

On March 29, K-5 students returned to in-person instruction at Columbia Academy and the Children's Day Treatment Program (CDTP) at Lifeworks Northwest. Principals Sarah Walker and Bethany Bowers did tremendous work leading their teams through a short timeline to coordinate all the details needed to provide instruction safely and effectively. They coordinated training, building and classroom preparation, nutrition, and transportation to ensure a successful start. Students were excited to see their teachers and friends again, and educators felt a renewed sense of purpose.

April 5 was the start date for secondary students at the Adolescent Day Treatment Program (ADTP) at Lifeworks Northwest, Cascade Academy, Levi Anderson Learning Center, Pacific Academy, and Columbia Academy. Principals Bethany Bowers, Cara Olson-Sawyer, Lisa Bates, and Sarah Walker collaborated with one another to lead their teams to apply an equity-focussed, trauma informed lens to their planning for student return while navigating the additional complexity of secondary school scheduling. Similar to the elementary programs, students were excited to see teachers and friends again and educators were pleased to welcome them.

#### **Itinerant Special Educator Return to In-Person Services**

NWRESD Special Educators who are assigned to serve our 20 component districts returned to in-person services on March 29. Educators and their supervisors worked closely with district partners to review health and safety protocols, update required training, and align services with each district's instructional model and expectations. In many cases, where teletherapy or telepractice have been successful, educators will continue to serve students and families in an integrated manner. Most, however, will now be providing in-person services for the majority of their caseloads and are playing a key role in supporting student transitions and re-engagement with hybrid educational models.

#### **Autism Consultant and School Psychology Services for 2021-22:**

- In March, Tina Meier-Nowell reached out to special education directors in the region for feedback on how Autism and School Psychology services are going thus far and what their staffing needs may be for the new school year. The feedback was overwhelmingly positive and we anticipate the same level of staffing, if not more, for the upcoming

school year.

- On March 12, Tina and Damon Lorenz, administrative practicum student and school psychologist, attended Lewis & Clark's recruitment fair for school psychologists. Victor Cato, Talent Acquisition & Retention Manager, and Kelsey Cardwell, Communications Director, also provided support to assist in preparing for the first virtual recruitment fair, including a specialized website designed just for the event.

#### **K-12 SLP Services:**

- Speech-Language Pathologist (SLP) staff are ensuring that students are provided service aligned with the Ready Schools, Safe Learners (RSSL) guidance and expectations of the state, district, and NWRESD. Students and staff are transitioning smoothly to a hybrid service delivery that includes both telepractice and in-person services. Our successful implementation of SLP services has demonstrated increased outcomes for students during a complex context of crisis.
- On March 5, 2021, Tricia Rogers, MS CCC-SLP, kicked off the first session of a 3-part professional learning series specifically designed for SLPs to support positive student outcomes across age groups exploring articulation assessment and treatment strategies through the lens of orofacial myology. About 45 SLPs attended including clinicians from partnering districts. Based on evaluation, 90% of attendees found the learning effective and relevant to their specific work; and over 93% of attendees felt the sessions will have a strong impact in their individual professional practice.



# Northwest Regional Education Service District

## TECHNOLOGY BOARD REPORT

Prepared by Stuart Long

### **Bandwidth Upgrades to Support Student Return**

When the Governor announced the return to classrooms the CTA network team began working rapidly to secure additional bandwidth to ensure there was enough capacity to support the return of schools with an dramatically increased usage of video conferencing. We worked closely with several districts including Gaston & Tigard-Tualatin, just to name two, to help fast track bandwidth or equipment upgrades to ensure their internal capacity. Additionally we upgraded our aggregate Internet connection in downtown Portland including increasing our dedicated connection to Google. Finally we briefed Superintendents and other education leaders to highlight how much bandwidth is used when large numbers of students all use video conferencing at the same time. As elementary schools have returned we have been closely monitoring our overall capacity and are feeling confident as the return of secondary schools in the metro area districts ramps up next week.

### **Planning for the New Normal**

In addition to the bandwidth upgrades this past month has been focused on initial planning efforts to secure technology needs going forward as we hopefully turn the page on the pandemic. We are planning out upgrades to ensure video conferencing technology in all the conference and meeting room facilities at NWRESD, we are working with districts to secure their contract renewals of the Canvas Learning Management System that many installed last fall, and we are working to ensure that districts using Synergy can easily collect meaningful data about a student's home internet availability as they are registered for the new school year. In addition there are a number of cybersecurity improvements being planned and will be implemented over the next few months. Finally we are working closely with fiscal to ensure a sustainable and planned funding structure for future technology investments. We are excited to be looking forward to future needs and will update the board about some of this work in the coming months.



Northwest Regional  
Education Service District

# ACTION ITEMS



# Northwest Regional Education Service District

## RESOLUTION NO. 20-004

**A RESOLUTION OF THE BOARD OF DIRECTORS OF THE NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT IN CLATSOP, COLUMBIA, TILLAMOOK, AND WASHINGTON COUNTIES, OREGON PROCLAIMING MAY 3-7, 2021 LICENSED EMPLOYEE APPRECIATION WEEK**

**WHEREAS**, teachers mold future citizens through guidance and education; and

**WHEREAS**, teachers encounter students of widely differing backgrounds; and

**WHEREAS**, our country's future depends upon providing quality education to all students; and

**WHEREAS**, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

**WHEREAS**, our community recognizes and supports its teachers in educating the children of this community.

**NOW, THEREFORE, BE IT RESOLVED** that the NWRESD Board of Directors proclaims May 3-7, 2021 to be LICENSED EMPLOYEE APPRECIATION WEEK; and

**BE IT FURTHER RESOLVED** that the NWRESD Board of Directors strongly encourages all members of our community to join in personally expressing appreciation to our teachers for their dedication and devotion to their work.

This Resolution is effective immediately upon adoption this 20th day of April, 2021.

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

**ATTEST:**

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



# Northwest Regional Education Service District

April 20, 2021

TO: Board of Directors

FR: Joseph J. Hernandez, Chief Human Resources Officer

RE: NWEA Hybrid MOA

EXPLANATION: Please see the attached NWEA Hybrid MOA. This has been reviewed by the NWRESD leadership and NWEA leadership. Additional comments can be provided to the board at the meeting on April 20, 2021.

PRESENTER(S): Joseph J. Hernandez

SUPPLEMENTARY MATERIALS: Please see attached updated NWEA 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 NWEA

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

The Northwest Regional Education Service District (the “District”) and the Northwest Education Association (the “Association”) hereby agree to the following Memorandum of Agreement (MOA) for the purpose of setting forth the terms 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 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. 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 ongoing face-to-face instruction until such time as they have had the opportunity to receive a second dose of the COVID-19 vaccine, subject to the provisions of Paragraph 9 (ADA Accommodations/High Risk Situations), below. Nothing in this paragraph prevents the District from introducing LIPI or transitioning to hybrid or ongoing face-to-face 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, the District will make readily available BinaxNOW COVID-19 testing as follows:
  - a. In District-operated facilities, such testing will be available for symptomatic staff and for the age-levels for which it is recommended for students.

- b. For staff working in component school district or partner facilities, the District will ensure partners follow RSSL guidelines and make readily available BinaxNOW COVID-19 testing for symptomatic staff and the age-levels and circumstances where required for students where required for students; 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:

- a. The District will ensure that each worksite in NWRES D facilities 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 District classrooms or shared 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 or classroom that meets OSHA guidelines or provide a HEPA-grade air purifier for the shared workspace or classroom the employees are stationed in. If relocated, the employee will be compensated at their hourly rate up to 8 additional hours beyond the preparation time identified in Section 5, below.
- b. For staff working in a component school district or partner facilities, the District will ensure they meet the OSHA safe workplace ventilation conditions as stated above. For staff who believe their classroom is not adequately ventilated per OSHA, staff will report their concerns to the immediate District supervisor with the goal of ensuring a swift remedy with the hosting district/partner. In these circumstances, District staff will work remotely, or in another space that meets OSHA standards, until the District confirms the ventilation standards meet OSHA standards.

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) working days of preparation time, training, and practice on blueprints. The additional two (2) working days of preparation time 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 these 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) including inoculation time, subject to Paragraph 9 (ADA Accommodations/High Risk Situations), below.
  - iii. 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:
    1. Staff are provided 10 days' notice
    2. 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 involved in face-to-face instruction/service.
  - 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)<sup>1</sup>, 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.<sup>2</sup> 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.

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

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

7. Social Distancing, Cohort Limitations: The parties understand that the rules regarding Social Distancing and Cohort limitations, as set forth in the Oregon Department of Education document “Ready Schools – Safe Learners” are minimum standards; the parties will engage in on-going discussions, pursuant to paragraph 13, regarding the application of those rules. 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. 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 staff will be provided 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.
  - c. The District will ensure staff has the prep time defined in the CBA when assigned to onsite and online services. It is understood when simultaneous instruction is needed, the district will make efforts to make additional support staff available.
  - d. Supervisors will regularly check in with staff to assess if any additional support is needed.
9. 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 CDC<sup>3</sup>, 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. 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.

- c. The District will make every effort to assign remote work to staff who are assigned to in-person instruction prior to April 13 but who have not yet completed the two-week inoculation period after receiving the vaccine. Where that is not possible and other arrangements cannot be made, the employee may take a leave of absence covering the time necessary to achieve full inoculation until April 30.

10. 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 Program<sup>4</sup>.
- d. The employee may at any time choose to take unpaid leave for the duration of the quarantine period.

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<sup>3</sup> [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](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)

<sup>4</sup> [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%2Fcovidpaidleave](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%2Fcovidpaidleave)

- 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.
11. Child Care – Staff Providing Services Under Hybrid Model: The District will provide employees and the Association with information concerning resources for staff needing childcare services through the weekly agency-wide Monday Memo.
12. 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. A copy of the risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g)<sup>5</sup> for each District-operated workplace in which District staff are represented by the Association work.
  - c. 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.
  - d. Any amendments/revision to the above documents for District operated facilities within 10 days after adoption of those amendments/revisions.
13. 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.
14. Duration: This memorandum shall continue until the COVID-19 crisis is resolved as indicated by RSSL guidance unless specifically agreed upon by both parties.



# Northwest Regional Education Service District

April 20, 2021

TO: Board of Directors

FR: Joseph J. Hernandez, Chief Human Resources Officer

RE: Updated OSEA Hybrid MOA

EXPLANATION: Please see the attached updated OSEA Hybrid MOA. This has been reviewed by the NWRES D leadership and OSEA leadership. Additional comments can be provided to the board at the meeting on April 20, 2021.

PRESENTER(S): Joseph J. Hernandez

SUPPLEMENTARY MATERIALS: Please see attached updated OSEA Hybrid MOA

RECOMMENDATION: *Approve as presented*

PROPOSED MOTION: *I move the NWRES D 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 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, the District will make readily available BinaxNOW COVID-19 testing as follows:
  - a. In District-operated facilities, such testing will be available for symptomatic staff and for the age-levels for which it is recommended for students.



- b. For staff working in component school district or partner facilities, the District will ensure partners follow RSSL guidelines and make readily available BinaxNOW COVID-19 testing for symptomatic staff and the age-levels and circumstances where required for students where required for students; 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:

- a. The District will ensure that each worksite in NWRES D facilities 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 District classrooms or shared 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 or classroom that meets OSHA guidelines or provide a HEPA-grade air purifier for the shared workspace or classroom the employees are stationed in. If relocated, the employee will be compensated at their hourly rate up to 8 additional hours beyond the preparation time identified in Section 5, below.
- b. For staff working in a component school district or partner facilities, the District will ensure they meet the OSHA safe workplace ventilation conditions as stated above. For staff who believe their classroom is not adequately ventilated per OSHA, staff will report their concerns to the immediate District supervisor with the goal of ensuring a swift remedy with the hosting district/partner. In these circumstances, District staff will work remotely, or in another space that meets OSHA standards, until the District confirms the ventilation standards meet OSHA standards.

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 these 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) including inoculation time, subject to Paragraph 8 (ADA Accommodations/High Risk Situations), below.
    - iii. Staff working in partner school districts - will follow the assigned school district's instructional model and work rules under the following conditions:
      1. Staff are provided 10 days' notice
      2. 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)<sup>1</sup>, 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.<sup>2</sup> Staff will be trained on the proper wearing of face coverings. Individuals for whom

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

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

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” will be followed. 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 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 CDC<sup>3</sup>, and documented in the same manner as described in section 8.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.

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<sup>3</sup> [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](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)

- c. The District will make every effort to assign remote work to staff who are assigned to in-person instruction prior to April 13 but who have not yet completed the two-week inoculation period after receiving the vaccine. Where that is not possible and other arrangements cannot be made, the employee may take a leave of absence covering the time necessary to achieve full inoculation until April 30.
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 Program<sup>4</sup>.
  - 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.
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

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<sup>4</sup> [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](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)

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

April 20, 2021

TO: Board of Directors

FR: Lauren Slyh O'Driscoll, Board Secretary

RE: Board Budget Committee Appointment: Alexander Flores

EXPLANATION: Annually the NWRESD Board of Director approves a budget for the upcoming academic year, aided by a group of representatives from across the four county region. At the April 20, 2021 meeting, we are asking the board to consider a candidate for this budget committee. A short bio for Alexander Flores is attached for your review.

CFO Tami Montague has met with Mr. Flores and highly recommends his appointment to the budget committee.

PRESENTER(S): Dan Goldman

#### SUPPLEMENTARY MATERIALS:

RECOMMENDATION: Recommendation to approve Alexander Flores' appointment as presented.

PROPOSED MOTION: I move to approve Alexander Flores' appointment to the budget committee as presented.



# Northwest Regional Education Service District

## **Budget Committee Membership**

**Name:** Alexander Flores

**Occupation:** Daimler Purchasing - Cost Continuous Improvement

**Zone:** At Large

**Bio:**

“I am a first-generation Salvadoran/Mexican who was born in Los Angeles, California. I have served on the Board of Directors for Centro Cultural de Washington County and honored to serve as President from 2014 to 2018. I experienced firsthand the challenges of growing up in an immigrant family. I earned my G.E.D. from the University of Oregon at the High School Equivalency Program (HEP) and a Bachelor’s degree in Business Management in 2008. I continue to support the Latino Employee Active Partnership (LEAP) here at Daimler to promote better understanding of the Latino culture. I served on the Council for Economic and Racial Equity (CERE) for Prosper Portland. I also served on the Board of the Cultural Coalition of Washington County. In 2019, I was the recipient of the Top Latino Leaders Award from the Council for Latino workplace Equity. I have participated in Latino Networks Cohort program class of 2016 and recently completed the Public Service Training Program from Portland business alliance. All my hard work and success is attributed to the educational opportunities I was able to access and the support of my family and community. I am passionate about devoting my time to providing more members of the community with access to education and opportunities that create pathways out of hardship.



Northwest Regional  
Education Service District

**END PACKET**