

Northwest Regional Education Service District Foundation

Virtual Board Meeting

4:30-5:30 p.m., May 26, 2021

[Register in advance for this Zoom meeting >>](#)

Note: After registering, you will receive a confirmation email containing information about joining the meeting.

Regular Meeting Agenda	
Welcome	
Call to order	Karen Foley
Consent agenda	Karen Foley
<ul style="list-style-type: none">• April 7, 2021 Meeting Minutes	
Discussion and action items	Karen Foley
<ul style="list-style-type: none">• Vote on grant projects<ul style="list-style-type: none">○ Proposal for Diverse Educator Pathways Scholarships○ Proposal for Columbia Academy playground equipment• Vote on Foundation Board applicant<ul style="list-style-type: none">○ Nancy Ford application• Director's report	Tracey Goldner
<ul style="list-style-type: none"><ul style="list-style-type: none">○ Updated foundation webpages: https://www.nwresd.org/about/foundation	
Closing	
1. Good of the order	Karen Foley

Additional resources

- [Read the latest news from Northwest Regional ESD](#)

Columbia Academy

Playground/Equipment Proposal

Our students need safe opportunities to have physical activity to support their needs, especially their ability to learn to self-regulate. We have ordered a few pieces of equipment in the past, but it isn't very durable and doesn't last long. The playgroup equipment we need is more expensive, and we would love support from the foundation to be able to provide better-quality playground equipment for our students.

What we currently have:





More information about Columbia Academy

Columbia Academy is a kindergarten through eighth grade program that supports students with obtaining skills in emotion and self regulation, cognitive flexibility, social thinking, language and communication, and attention and working memory skills. Students are referred to our program through their home school districts.

Columbia has three classrooms, a full-time behavior specialist and a part-time speech-language pathologist to help students obtain skills in the areas mentioned above. Students spend the majority of their time focusing on instruction and application of skills in those areas. Academics are important and based on current skill level.

Because Columbia is located in an office park, we have limited options for students to engage in outdoor play and recreation. Play is a critical component for emotional, physical, and social skills growth. Adding a play structure and swings to the program would not only help our student's overall development, but also give them opportunities to practice the critical play skills that they need to re-integrate into their home schools, join in with peers playing in their neighborhoods, and enroll in community sports activities.

Core Values of our Program:

- Collaborative Problem-Solving (CPS): Most of our staff have attended a Tier I CPS training, and several have attended Tier II. Instructional teams complete the

Thinking Skills Inventory for each student and Plan B conversations are held program-wide.

- Equity: All staff have received training in equity and receive ongoing monthly equity training. We focus on implementing culturally responsive teaching practices and curriculum in our program. We encourage honest conversations and community building in our classrooms.
- Restorative Justice: Some staff have had an Introduction to Restorative Practices training and “Accountability Circles” are held to address problem behavior. In addition, there are a variety of other Circles that are provided as needed, including Re-entry Circle, Problem-Solving Circle, Community Building Circle, etc.
- Safety Care: All staff are trained in the use of Safety Care with a focus on de-escalation.
- Trauma-Informed Care (TIC): All staff are trained in TIC and work on an ongoing basis toward applying TIC principles program-wide.





Student Stories

A second grade boy arrived at Columbia Academy after three previous failed school placements. Initially he took time to get to know all the adults, testing boundaries and questioning everything. He already knew that physical activity was an important coping strategy for him to get through the school day and let us know it. He spent every minute he could playing football, basketball and running about the play area we set up in the parking lot. As the year progressed he learned to trust others, and with trust came tremendous academic growth. His ability to focus and complete assignments grew, as did his ability to communicate his needs. This year he was able to successfully transition back to his home school using an activity plan that he helped develop. His transition might have been quicker if he had more opportunities to practice skills on a playground similar the the one at his home school

A middle school boy arrived on his first day at Columba Academy following several failed placements during his elementary years. An early growth spurt caused others to assume he was much older and more capable than he truly was, and the behaviors he used to cope with overwhelming anxiety were perceived as intentional and malicious. You see, this student was a bright athletic kid with dreams of becoming a pro athlete one day. He had the temperament to work hard, a charismatic personality that his peers were drawn to and a family support system that was determined to help him succeed.

As the team at Columbia learned to help him, they also learned how to help push him. He consistently needed physical outlets for his energy and basketball was his favorite. We worked to set consistent breaks, helping him recognize the early signs that he needed to get outside. With limited outside options, the team often spent hours shooting hoops with him. During these sessions he would open up on his dreams, his struggles and his frustrations. Even on difficult days, it was clear that his goal was to return to his home school to be with his peers. After working hard for two years he finally had the skills needed to begin attending classes in the middle school with his community friends.

Playground Options:

After reviewing options with a playground consultant, we have narrowed our request down to two options: a play structure, and a swingset. The play structure will give our students versatile options for physical skill development, pretend play, and energy release. The motion of the swings is recommended by Occupational Therapists to develop proprioception skills and to manage emotional regulation. Note that although the equipment cost of the swings is less than the play structure, the particular features of our location make the safe installation of the swings more expensive than the installation of the larger play structure.

Play Structure

Equipment Cost	\$10,979 + freight (need number)
Installation Cost	\$5000 + \$5000 (safety materials) = \$10,000
Total Cost	\$20,979



Swings

Equipment Cost	$\$1293 + \text{freight} = \$2,635$
Installation Cost	$\$3,500 + \$14,000 \text{ (safety tiles)} = \$17,500$
Total Cost	$\$20,135$



Proposal for funding for the Diverse Educator Pathways program

To the Northwest Regional Education Service District Foundation Board of Directors

Requester: Marina Alvarez, Diverse Educator Pathway Coordinator, Northwest Regional Education Service District

Amount requested: \$9,000

What is the funding for?

Funding will be issued to three undocumented students as a scholarship in lieu of payment for their summer internship experience. Summer interns typically work 180-200 hours and receive \$3,000 in compensation. Internships are a vital part of a student's educational experience because it provides them the opportunity to gain quality classroom experience.

Why is this funding needed?

The [Diverse Educator Pathways program](#) is designed to fill critical shortages of bilingual and/or culturally competent teachers in northwest Oregon through an innovative and collaborative "grow your own" program. Northwest Regional Education Service District partners with school districts in Tillamook and Washington counties and regional community colleges and universities. In exchange for support and mentorship, participating students agree to interview and potentially return to their home district upon successful completion of their licensure program.

Undocumented students are unable to participate in summer internships due to their documentation status. They don't qualify for a majority of the support provided for documented youth. Our students desire to be the next educators in our counties, but the system does not help them achieve this dream. Students who receive this scholarship will work as educational interns with Northwest Regional Education Service District.

This internship experience will help the students become future educators for our youth. Additionally, this scholarship is a big factor in them being able to continue their studies and be one step closer to receiving their teaching license. As the ESD's transition into an antiracist organization, this is part of the work that can be done to support and serve underrepresented students in our region and pave the way for undocumented youth. Thank you for your past support. I look forward to continuing to partner with the Foundation in the future.

Thank you,
-Marina

Supporting documentation: impact statements, etc.

[Karen De Niz Thank You Letter](#)

[Jocelyne Mejia Thank You Letter](#)

To whom this may concern,

I just want to take the time to thank the Foundation for being able to fund me once again. I really appreciate it, as this will not only be a huge blessing to me but also to all the kids that I will get to teach later on. Being the first in my family to go to college and coming from a Hispanic background with so many stereotypes has been very challenging, but it has also pushed me to work harder for what I want and for what I believe. I have always pushed myself that extra mile because I want to be the difference not only for my family and for my community, but for my future students. I believe that with all the resources that have been offered to me through this scholarship it will get me one step closer to reaching my goal. I have so many goals in life and my ultimate goal is to be able to give all my students a voice. I honestly believe that coming from a Hispanic background and having all the experiences that I have and am getting will help me guide my students through the system and will help me help all other teachers and schools build a better system to adjust to the needs of our students because our ultimate goal should be to help them grow and help them succeed above all. Thank you so much for giving me this opportunity once again.

Jocelyne Mejia

September 14th, 2020

Dear Northwest Regional ESD Foundation,

I would like to personally thank you for the valuable opportunity to be able to receive the Diverse Educator Pathway Scholarship. This scholarship means more than you can imagine for my first-generation immigrant status and my established future career. The financial funds I have been able to obtain through this scholarship have aided me in my first year of college. Not only have I been able to pay for my tuition every term, but I have also been able to save the rest of what is left for my future schooling fees at Western Oregon University.

That being said, I would like to further express what this scholarship has done for me overall. This past year, I was successful in my college studies mainly because I didn't have the stress of paying for school, transportation, or even expensive books. I spoke with my Portland Community College Advisor Will, and made a secure and considerate plan to reach my objective as an elementary school teacher. Will and I discussed what areas my funds would be allocated towards and this included my classes and immediate fees such as my bus pass and college books. Ultimately, this has proven beneficial as I now have a clear understanding of how I am going to secure the life I want to live and manage my money wisely.

Something else that I am going to manage wisely is my time management. Through my internship at Tualatin High School last summer, I realized helping students become better versions of themselves is what I hope to achieve one day. That is why I hope that after this pandemic is over, I get the opportunity to shadow elementary school teachers once again and be a present role model for young students. I understand how important it is for students to spend

time learning, but I also understand that the road getting there may not be easy, especially for students of different backgrounds. From observation and being hands-on with the other Diverse Pathway recipients, I realize that students of Latinx background need more representation and a better structure for learning both English and expanding on their Spanish speaking. It has come to me that I pursue a profession as a bilingual teacher for both students wanting to improve their native language and students starting their second language at a young age. This decision has empowered me to seek out my roots and ask my family about our heritage. I recognize students will come from all walks of life which is why it's influential for me to know my own background so I can aid those in expanding their native tongue while also being confident in who they are and where they come from.

The more I see it now, this program has been a powerful resource for me and my fellow Diverse Pathway friends. It has helped us connect and confide in one another about questions we may have about this career choice. I'm hoping next year when this time rolls around, I'll be on my way to Western Oregon University with the sufficient funds to continue this pathway. Although I am not able to say this in person, I truly value the opportunity this program has offered me. I am thankful to be the recipient of the Diverse Educator Pathway Scholarship and can't wait to grow, improve, challenge, and accomplish so much over these next long years.

Sincerely,

Karen Gonzalez De Niz



NORTHWEST REGIONAL EDUCATION SERVICE DISTRICT FOUNDATION

Application from Nancy Ford

What is your occupation?

Retired Teacher and Special Education Director

Why are you interested in serving on the NWRESD Foundation Board?

I have worked for the Northwest Regional Education Service District for 31 years. First, as a special education teacher for two years and then an administrator for the early intervention/early childhood special education for 29 years. The foundation mission has been to primarily support children and students experiencing a disability. Through the foundation's fundraising, it has provided grants that support the special educators with their innovative ideas in supporting the children and students they are educating throughout the region. I want to be a part of helping to create the mission and support.

What is your educational background and what skills, knowledge or experience will you bring to the board? Please discuss how this knowledge will complement the Foundation's mission of improving the educational experiences of children.

I have a special education and administrator licensure through Teachers Standards and Practices Commission. I have a Masters degree in special education and certification in administration. I have dedicated my career in education since graduating in 1975 with a Bachelor's degree in education. I believe I can provide insight and input around supporting children and students experiencing a disability.

What community services, organizations, committees, projects or activities have you been involved with (past or present) that have influenced your desire to serve as a volunteer?

As a volunteer I serve on the board for Community Action since 2012. I am completing my second year as the board chair. I have represented early childhood on the board. I have indicated to Community Action

that I will be pleased to continue as a community member after July 1st. I have been on the following advisory committees up until my retirement July 1, 2021: Early Hearing Detection and Intervention Advisory Committee, Early Learning Washington County Steering Committee, Hillsboro School District Early Learning Advisory Committee, State Interagency Council Council Committee; Governor appointed for two terms and continued as an ad hoc committee member, Tri County Young Child Wellness Council and All Ready Network with Health Share, Oregon Department of Education Social Emotional Work Group, Washington County Service Center Safety Committee (currently chair), Beaverton School District Education Advisory Committee (Career Technical Education), NWRESD Foundation Grant Committee.

Are you able to commit time to participate in 4-5 meetings per school year in order to conduct the business of the Foundation? (Meetings are usually 60-90 minutes and are currently virtual because of COVID-19.)

Absolutely.

Northwest Regional Education Service District Foundation Board Member Application

Thank you for your interest in being on the Northwest Regional Education Service District Foundation Board.

* Required

1. Email *

2. First name *

3. Last name *

4. Mailing address

5. Phone number *

6. What is your occupation? *

7. Why are you interested in serving on the NWRES D Foundation Board? *

8. What is your educational background and what skills, knowledge or experience will you bring to the board? Please discuss how this knowledge will complement the Foundation's mission of improving the educational experiences of children. *

9. What community services, organizations, committees, projects or activities have you been involved with (past or present) that have influenced your desire to serve as a volunteer? *

10. Are you able to commit time to participate in 4-5 meetings per school year in order to conduct the business of the Foundation? (Meetings are usually 60-90 minutes and are currently virtual because of COVID-19.) *

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