

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

- [April 7, 2021 Meeting Minutes](#)

Discussion and action items Karen Foley

- Vote on grant projects
 - [Proposal for Diverse Educator Pathways Scholarships](#)
 - [Proposal for Columbia Academy playground equipment](#)
- Vote on Foundation Board applicant
 - [Nancy Ford application](#)
- Director's report Tracey Goldner
 - 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](#)

Regular Meeting Minutes

May, 26 2021

In attendance:

Karen Foley, president

Yuen Chin, treasurer

Andi Miller, secretary

Joe Christy, past president

Jeff Condit

Steve Petruzelli

Katie Riley

Christine Riley

Janet Bucio

4:36 p.m. - Welcome and call to order.

Karen makes a couple of quick announcements:

There were some issues with the mail. Since no one was in the office, the mail would sit there. The mail transition did not happen when Lauren stopped doing it. Katie brought it to Karen's attention and now Tracey will be keeping track of the mail.

Karen brought up a question to the Board: Are we a Board of Trustees or Board of Directors?

Yuen believes we are a Board of Directors

Katie also suggests that we are a Board of Directors.

Language will be updated to say Board of Directors, not Board of Trustees.

For the Annual Meeting in June, Karen announces that she decided to create a Board application- Edits will be made at the annual meeting. Karen also put a call out for the agenda and the Board will be doing a board ask for a donation. Karen encouraged everyone to go ahead and put those donations in. She also announces that Dan will be presenting at that meeting.

Jeffrey asks to go back to the mail situation and states he couldn't make a donation online due to a broken link- so he would like to figure out a way to do it. He previously sent out a check and it had been sitting for too long before being cashed out.

Joseph would also like to have some information on how to get a check to the ESD.

Karen agreed she would talk to Tracey to figure that out.

Karen asks if the annual meeting can be changed to 4:30pm-6:00pm and asks everyone to get back to her when they are able to.

Karen begins introducing the grant proposals in order.

Karen Introduces: Diverse Educator Pathway Program

Andi would like to know more about this program before committing the money.

Andi suggests providing more information on this project and that there are other programs provided to help students in this situation.

Questions the Board had:

1. Are we funding the same students for 2 years?
2. How is the money used?
3. Is this money for their tuition or internship?
4. Will an ask come every year for 2-3 students?

Karen states she will clarify these questions with Marina and get back to the Board. They will not vote on this until the next fiscal year.

Board asked for the Treasures Report before continuing with grant proposals.

Yuen provides Treasure's Report

Total cash is \$67,000. We had roughly \$17,000/mo of donations from various sources.

We are still on target for \$14,000 for mini grants.

The ending balance is \$67,000, with the \$14,000 included in it.

Andi suggested that since we aren't doing any mini grants this year- does that roll over?

Yuen States it'll go into the end fund balance.

Andi asks if we can put that towards the playground?

Yuen states that it would be against protocol. Since it is protocol to put this towards mini grants the Board would need to vote to place this towards the playground..

Andi asks if we can put the mini grant money towards the playground and suggests it would make it much easier.

Karen introduces the Playground proposal.

Andi starts the playground proposal and informs The Board that the swings were removed from the proposal because the swings are a larger cost alone and permanent while the play structure can be moved if the school relocates. Andi suggests the proposal only focuses on the play structure .

Before voting on the proposal, Andi would like to be able to work with Tracey to access the donor list and website to go for a broader reach on this project.

Joseph suggests we go through our list and go through the website.

Andi would like help to create a letter to send out the donors.

Karen volunteers to send out the letter to our donors

Andi suggests a mail merge so that each letter is personalized- depending on how many people are on our donors list.

Karen says she will see that it gets done, regardless of the number and in order to make sure the link works, we will work with Tracey on that.

Steve mentioned that we have money right now- it might be better to go ask this one time for these donors and maybe ask for more in effect instead of asking them again.

Yuen agrees with asking one time and one time only. Maybe doing a virtual ask instead of an impersonal letter and perhaps getting a bigger donation. We can use the fundraising in the Fall to reinstate the funds again.

Andi suggests we should write a letter or handwritten notes saying: "this is what we are doing and we hope to be back to fundraising in the fall." We should send a direct ask to the staff and tell them what we want to do.

Karen suggests we don't ask the staff until we fall and make it a general ask.

There are three opportunities to ask for donations: Miller Nash event, ask of the staff, and ask on the website.

Andi Motioned: I vote we use mini grant funds toward the playground grant.

Katie: I Second.

Karen: All agree?

All: Agreed

Karen introduces the vote to bring Nancy Ford to the Board.

Jeff: I vote to bring Nancy Ford on the Board.

Andi seconds.

Karen: All in favor, say I.

All: I (All agree)

Karen announces that for the annual meeting, Dan will provide a presentation that will let us know how next year will look like.

Andi would like to start a conversation about Committee structure and who wants to do what so that Karen doesn't pull all the load. Perhaps start that conversation at the next meeting.

Joe states that if we want to start fundraising in the Fall we should set that up ahead of time

Karen suggests maybe we don't take July or August off and meet to get a head start.

Karen proposes we pick a date in late August.

Karen asks if there are any announcements the Board would like to add:

Janet introduces new Foundation webpages on the Northwest Regional Website.

Good of the order 5:32pm

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](#)

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	$\$20,135$





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 NWRESA 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.