

**Reynolds School District  
Board of Education Regular**

February 24, 2021

7:00 PM

Virtual Meeting

<b>I.</b>	<b>6:00p - Executive Session</b>	<b>3</b>
	The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.	
<b>II.</b>	<b>7:00p - Call to Order</b>	<b>4</b>
	A. Land Acknowledgement	5
	B. Pledge of Allegiance	6
	C. Consider Approval of the February 24, 2021 Agenda	
<b>III.</b>	<b>7:10p - Board Recognition</b>	<b>7</b>
	A. Student Recognition	8
	B. Volunteer/Community Partner Recognition	9
	C. Staff Recognition	10
	D. Resolution 2020-2021-017 Proclaiming the Celebration of Classified Employee Appreciation Week	11
	E. Resolution 2020-2021-018 Proclaiming the Celebration of Women's History Month	12
	F. Resolution 2020-2021-019 Proclaiming the Celebration of National School Social Worker Appreciation Week	14
<b>IV.</b>	<b>7:20p - Public to be Heard</b>	<b>15</b>
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.	
<b>V.</b>	<b>7:30p - Public Hearing: MLA Charter Renewal</b>	<b>16</b>
<b>VI.</b>	<b>7:45p - Bargaining Group Updates</b>	<b>23</b>
<b>VII.</b>	<b>7:55p - Presentation to the Board</b>	
	A. Online School Proposal	24
	B. Graduation Data Report	46
	C. Suicide Prevention Policy JHH - first reading	98
	D. Meyer Memorial Trust Grant for the "Grow Your Own" Program	102
<b>VIII.</b>	<b>8:45p - Board Reports</b>	<b>105</b>
	A. Board Announcements	

	i.	Individual Board Members - Announcements and Reports	
	ii.	Upcoming Board Meetings	
<b>IX.</b>		<b>8:55p - Superintendent's Reports</b>	<b>106</b>
	A.	Announcements/Reports	
	B.	Student Achievement	
	i.	CDL Update	
	ii.	HS Sports Update	
	C.	Equity	
	D.	Communications	
	E.	Fiscal Responsibility	
	i.	Financial Report	107
	ii.	Enrollment Report	116
	iii.	Budget Update	122
<b>X.</b>		<b>9:15p - Consent Agenda</b>	<b>128</b>
	A.	Approval of Personnel Order	
	B.	Approval of Prior Meeting Minutes	129
	C.	Approval of Resolutions	
	i.	Resolution 2020-2021-017 Proclaiming the Celebration of Classified Employee Appreciation Week	
	ii.	Resolution 2020-2021-018 Proclaiming the Celebration of Women's History Month	
	iii.	Resolution 2020-2021-019 Proclaiming the Celebration of National School Social Worker Appreciation Week	
	D.	Grant Acceptance	
	i.	Meyer Memorial Trust Grant for the "Grow Your Own" Program	133
	E.	Proposed Calendars for the 2021-2022 School Year	136
	F.	MESD Local Service Plan 2021-2022 (Resolution 2020-2021-020)	143
<b>XI.</b>		<b>9:20p - Action Items</b>	
	A.	2021-2026 Strategic Plan	173
	B.	Online School Proposal	190
	C.	Authorization to Execute Utility Easement for Portland General Electric to Install and Maintain Electric Bus Charging Station	193
	D.	MOU with REA on Vaccine Sick Leave	200
<b>XII.</b>		<b>9:30p - Board Discussion</b>	<b>203</b>
<b>XIII.</b>		<b>9:45p - Adjourn</b>	<b>204</b>

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Executive Session**

Policy: [Executive Session - BDC](#)

Date: February 24, 2021

<b>Action</b>	<input type="checkbox"/>
<b>Report</b>	<input checked="" type="checkbox"/>

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**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.

**Previous Board Action:**

Not Applicable

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Call to Order and Land Use Acknowledgement**

Policy: [Board Meetings BD/BDA](#)  
[Conduct of Board Meetings BDDF](#)

Date: February 24, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

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**Connection to Board Goals**

Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

- a. Call to Order
- b. Pledge of Allgiance
- c. Land Use Acknowledgement
- d. Approval of the February 24, 2021 Agenda

On March 17, Governor Kate Brown temporarily suspended public gatherings in response to the COVID-19 pandemic. Because of this order, Reynolds School District Board Meetings will be virtual until further notice.

Although members of the board are not gathered in a central, physical location, we do have a quorum present at this meeting by video-conferencing.

**Land Acknowledgement**

We will open tonight's meeting by acknowledging the traditional Indigenous inhabitants of this land. The purpose of these statements is to show respect for indigenous peoples and recognize their enduring relationship to the land. Practicing acknowledgment can also raise awareness about histories that are often suppressed or forgotten.

**Motion:**

I move to approve the February 24, 2021 agenda as presented.

# Land Use Acknowledgment & Guidelines



*Approved and Apdopted on May 27, 2020*

Reynolds School District expresses our gratitude and appreciation to traditional village sites of the Multnomah, Kathlamet, Clackamas, bands of Chinook, Tualatin, Kalapuya, Molalla and many other Tribes who made their homes along the Columbia River, and which is now home to a vibrant native community representing over 400 different tribal nations.

We believe that it is our responsibility as a school district to educate our students, staff and families about the true history of colonialism and the continued need to address colonialism today. This land acknowledgement will encourage our community to reflect upon the land we are standing on and engage in conversations centered in honoring the land.

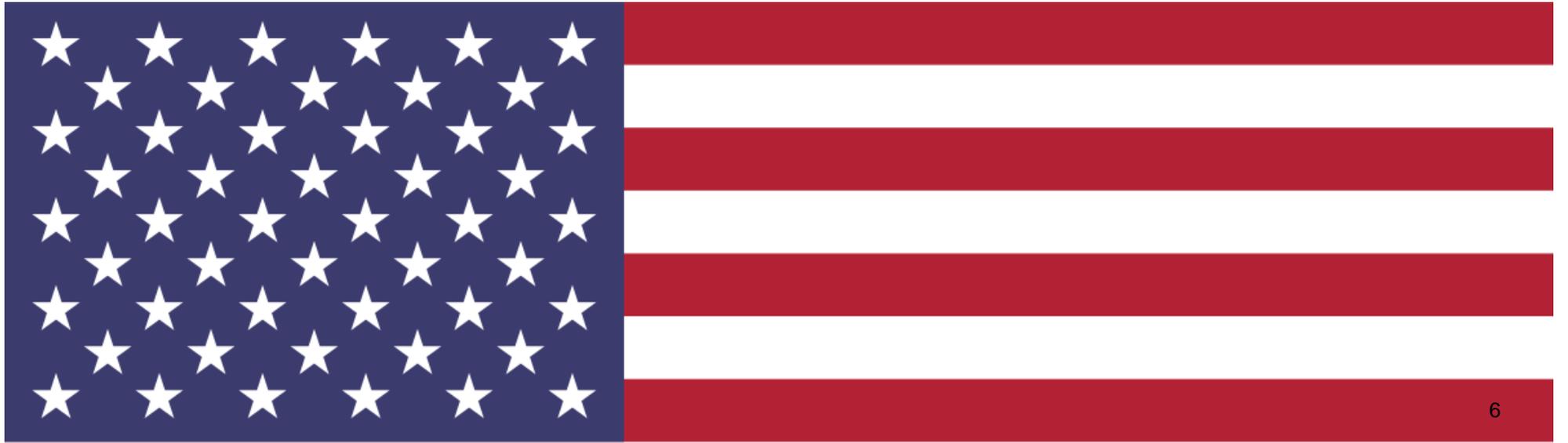
Land acknowledgments will take place in conjunction with the Pledge of Allegiance, which will be recited after the Land Use Acknowledgement, during the following times:

- School Board meetings
- District-wide community meetings
- School assemblies
- Athletic Competitions
- Parent and community school evening events

## Land Use Acknowledgment

We respectfully acknowledge that the land on which we are gathering today is the traditional homeland of a diverse array of indigenous tribes and bands. Multnomah County rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River, creating communities and summer encampments to harvest and use the plentiful natural resources of the area. Multnomah County is now home to a vibrant indigenous community representing over 400 different tribal nations.

We recognize Indigenous peoples as the traditional stewards of this land and acknowledge the enduring relationship between the land and the people since time immemorial. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all indigenous students, families, and staff in our community.



To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Stephanie Field, Director of Communication and Community Relations

**Subject: Board Recognition**

Policy: [Community Relations - KAA](#)

Date: February 24, 2021

<b>Action</b>	<input type="checkbox"/>
<b>Report</b>	<input checked="" type="checkbox"/>

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**Connection to Board Goals**

Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

The Board will publicly recognize students, staff, and community partners including:

- Student Recognition: Hanna Koetje, 5th grade student at Sweetbriar
- Community Partner/Volunteer Recognition: Les Schwab Tires
- Staff Recognition: Shaunice Silas, Principal at Reynolds Middle School

**Summary:**

The Reynolds School District School Board would like to read the following proposed Resolutions at this time:

- Resolution 2020-2021-017 Proclaiming the Celebration of Classified Employee Appreciation Week
- Resolution 2020-2021-018 Proclaiming the Celebration of Women's History Month
- Resolution 2020-2021-019 Proclaiming the Celebration of National School Social Worker Appreciation Month.

The Board will take action on Resolutions later in the Consent Agenda.



Reynolds School Board  
**STUDENT RECOGNITION**

February 2021

8

**Hanna Koetje**





Reynolds School Board  
**COMMUNITY PARTNER OF THE MONTH**  
February 2021

9





Reynolds School Board  
**STAFF RECOGNITION**

February 2021

10

**Shaunice Silas**





**RESOLUTION #2020-2021-017**

**PROCLAIMING THE CELEBRATION OF  
CLASSIFIED EMPLOYEE APPRECIATION WEEK**

**WHEREAS**, the education of youth is essential to the future of our community, state, country and world;

**WHEREAS**, classified employees are the backbone of our public education system;

**WHEREAS**, classified employees work directly with students, educators, parents, volunteers, business partners, and community members;

**WHEREAS**, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition, and direct instruction of students;

**WHEREAS**, our community depends upon and trusts classified employees to serve students;

**WHEREAS**, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

**NOW, THEREFORE, BE IT RESOLVED** that the Reynolds School District Board of Directors proclaims **March 1-5, 2021**, to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

**BE IT FURTHER RESOLVED** that the Reynolds School District Board of Directors strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

Adopted this 24th day of February 2021.

Signed:

Attest:

\_\_\_\_\_  
Chair, Reynolds School District Board of Directors

\_\_\_\_\_  
Superintendent/Clerk



**RESOLUTION #2020-2021-018**

**RESOLUTION PROCLAIMING THE CELEBRATION OF  
WOMEN’S HISTORY MONTH IN  
REYNOLDS SCHOOL DISTRICT**

**WHEREAS**, the advocacy efforts of the National Women’s History Project, now known as the National Women’s History Alliance, led to an annual observance of Women’s History Month, which highlights the contributions of women to events in history and contemporary society, and is celebrated during March in the United States, the United Kingdom, and Australia;

**WHEREAS**, women of every race, class, and ethnic background have made significant and historic contributions to the growth and strength of our society in countless recorded and unrecorded ways;

**WHEREAS**, International Women’s Day has been observed since 1908 in the United States when 15,000 women marched in New York City to raise awareness of issues such as wages, working hours, and voting rights;

**WHEREAS**, women of every race, religion, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement since the turn of the 20<sup>th</sup> century;

**WHEREAS**, women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which creates a more fair and just society for all;

**WHEREAS**, despite these contributions, the role of women in history has been consistently overlooked and undervalued in literature, teaching, labor, and business;

**WHEREAS**, the National Women’s History Alliance theme for 2021 is “Valiant Women of the Vote: Refusing to be Silenced;”

**WHEREAS**, the 2021 theme for National Women’s History Month celebrates the women who fought for women’s right to vote in the United States. In recognition of the centennial of the 19th Amendment, the month’s theme will honor women from the original suffrage movement as well as 20<sup>th</sup> and 21<sup>st</sup> century women who have continued the struggle (fighting against poll taxes, literacy tests, voter roll purges, and other more contemporary forms of voter suppression) to ensure voting rights for all;

**WHEREAS**, for generations, women have resolved conflicts in their homes, schools, and communities. They have rejected violence as counterproductive and stressed the need to restore respect, establish justice, and reduce the causes of conflict as the surest way to peace. From legal defense and public education to direct action and civil disobedience, women have expanded the American tradition of using inclusive, democratic, and active means to reduce violence, achieve peace, and promote the common good;

**WHEREAS**, from women’s rights and racial justice to disarmament and gun control, the drive for nonviolent change has been championed by visionary women. These women consciously built supportive, nonviolent

alternatives and loving communities as well as advocating for change. They have given voice to the unrepresented and hope to victims of violence and those who dream of a peaceful world;

**WHEREAS**, additional education is needed in order to increase the knowledge of all citizens relative to the contributions of women to the development of society;

**NOW, THEREFORE, BE IT RESOLVED**, Reynolds School District will celebrates the month of March as Women’s History Month;

**BE IT FURTHER RESOLVED**, that the Superintendent will work with teachers and staff to ensure that the contributions of women to the American tradition of inclusive, democratic, and active means to extend the right to vote for women, reduce violence, achieve peace, and promote the common good are included in our curriculum and instructional program.

Adopted this 24<sup>th</sup> day of February 2021.

Signed:

Attest:

\_\_\_\_\_  
Chair, Reynolds School District Board of Directors

\_\_\_\_\_  
Superintendent/Clerk



**RESOLUTION #2020-2021-019**

**RESOLUTION PROCLAIMING THE CELEBRATION OF  
NATIONAL SCHOOL SOCIAL WORKER WEEK IN THE  
REYNOLDS SCHOOL DISTRICT**

**WHEREAS**, “Beacon of Hope: School Social Workers – Lighting the Way” is the School Social Workers Association of America’s theme for School Social Work Week 2021. In their important role in schools, social workers are able to light the way, emphasizing the whole child, collaborating with other professionals, linking students and families with needed services, and advocating for students;

**WHEREAS**, school social workers serve as vital members of a school’s education team, playing a central role in creating partnerships between the home, school, and community to ensure student academic success;

**WHEREAS**, 14 school social workers are employed with Reynolds School District to help students reach their full potential;

**WHEREAS**, school social workers are especially skilled in providing services to students who face serious challenges to school success including disability, poverty, discrimination, abuse, neglect, mental illness, homelessness, bullying, familiar stressors, and other barriers to learning;

**WHEREAS**, school social workers are more necessary now than in any time in recent memory, as more students are struggling with mental and behavioral health disorders, with nearly one in six children, two to eight years old (17.4%) having a diagnosed mental, behavioral, or developmental disorder, and 3.2% of children, three to 17 years old (approximately 1.9 million) have diagnosed depression;

**WHEREAS**, school social workers, being licensed mental health professionals in our schools, provide direct services and necessary assessment, interventions, counseling, family outreach, and community referrals;

**WHEREAS**, research indicates that school mental health programs improve educational outcomes by decreasing absences, dropout rates, and discipline referrals, while improving academic achievement;

**WHEREAS**, school mental health programs are critical to identification of, and early intervention for, mental health problems;

**NOW, THEREFORE, BE IT RESOLVED**, Reynolds School District publicly thanks our school social workers for the vital role they play in the lives of students in our school district.

**BE IT FURTHER RESOLVED**, Reynolds School District shall celebrate National School Social Worker Week from March 7-13, 2021.

Adopted this 24<sup>th</sup> day of February 2020.

Signed:

Attest:

\_\_\_\_\_  
Chair, Reynolds School District Board of Directors

\_\_\_\_\_  
Superintendent/Clerk

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Public to be Heard**

Policy: [Public to be Heard - BDDH](#)  
[Public Comment at Board Meetings - BDDH-AR](#)

Date: February 24, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

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**Connection to Board Goals**

Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

Members of the public will address the Board with comments and the Board will listen only. The Board may choose not to address a request if it does not fall within the scope of Board Governance. Oregon law prohibits the Board from discussing specific employees or their job performance.

Those wishing to speak must complete a Public Comment Form on the RSD website between Friday at 5p and Monday at 5p, before the meeting.

Public comment will be limited to the first seven forms turned in. All other submissions will be given to the Board as written comment.

Those providing spoken comment will be moved from attendee to panelists during the Public Comment portion of the agenda. Each speaker will have three minutes.

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Christina Weinard, Director of Financial Services

**Subject: Public Hearing: Charter Schools**

Policy: [Public to be Heard - BDDH](#)  
[Public Comment at Board Meetings - BDDH-AR](#)

Date: February 24, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

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**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #4:**

We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

This is the time set for the Public Hearing on Multnomah Learning Academy’s request for the renewal of the Charter Agreement for Multnomah Learning Academy, which expires on June 30, 2021.

The hearing will begin with a brief presentation from Multnomah Learning Academy regarding its current educational program, curriculum, philosophy, and service model, including how any of these components have changed since Multnomah presented its original application to the District.

This will be followed by the District’s presentation on its annual evaluation of Multnomah Learning Academy, the status of contract negotiations and the District’s recommendation to the Board regarding the approval of the renewal request.

The Board will then hear from members of the public who would like to speak on the renewal of the Charter Agreement for Multnomah Learning Academy.

**Previous Board Action:**

Not Applicable

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable



# *20 Years in Education*

18

2021 Charter Renewal

# since 2001...

STARTED 2001....  
K-3, 60 STUDENTS



MOVING OUT...



MOVING IN...



Home...  
K-6, 288 STUDENTS



# Past 10 years...

- Offer consistent academic programs with controlled class sizes
- Our programs/campuses include
  - A full time Counselor per campus
  - Math Coach
  - Literacy Coach
  - Anti-racism
  - Behavior Support and Restorative Justice
  - PBIS
  - Educational support staff
  - PE
  - Music
  - Media Arts
- 1:1 student:chromebook
- OBOB
- Added outdoor equipment per campus
- Additional space for Special Education
- TAG
- 4 Mandt Trainers and Mandt trained staff

## Opened MLA MIDDLE!



- Opened the middle school in 2015
  - Full enrollment now
- Electives: Band, choir, guitar, art, journalism, Spanish
- Parkour and dance PE electives
- Intramural sports
- After school clubs



# MLA IS REQUESTING a 10-year CHARTER Renewal

Highlights of updates and changes from the 2010 charter contract:

- All applicable laws have been updated
- Name Change from Multisensory to Multnomah
- Adjusted date: Annual budget be submitted by June 1st.
  - To be more in line with when we receive more updated figures from the state
- Middle School Expansion (2015)
- Number of Students in Classrooms
  - K-5: 24 but no more than 26
  - 6-8: 30 but no more than 32
    - Except for performance classes such as choir, drama, and similar electives
- ADD: Hybrid Attendance
  - This option is ONLY for current or future students who are enrolled at MLA.
  - Class sizes will not increase past the numbers listed above.

# MLA IS LOOKING FORWARD TO THE next 10 years in PARTNERSHIP WITH REYNOLDS SD.

*Moving into the next 10 years...*

- 576 students
- 59 employed staff - teachers, educational assistants, coaches, counselors, administrators
- 6 Reynolds staff (*subject to adjustment as needed*)
- Elementary Campus, Middle School Campus....and MLA Annex
  - Additional space to advance physical education, performance arts and community engagement.
- Continued partnership together to move us all into the next era!

*Thank You!*

To: Board of Directors  
From: Dr. Danna Diaz, Superintendent of Schools  
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Bargaining Group Updates**

Policy: [Board Meetings - BD/BDA](#), [Conduct of Board Meetings - BDDF](#)

Date: February 24, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

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**Connection to Board Goals**

Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

Each Bargaining Group, Reynolds Education Association (REA), Oregon School Employees Association, Chapter 37 (OSEA), and Reynolds Administrative Group (RAA) will provide the Board of Directors with updates.

**Previous Board Action:**

Not Applicable

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable

To: Board of Directors

From: Dr. Nicole MacTavish, Chief Academic Officer

Prepared by: Gary Schuh, Instructional Technology TOSA and Chris Greenhalgh, Director of Instructional Technology

**Subject: Online School Proposal**

Policy: [District Equity Policy](#), [Instructional Goal](#)

Date: February 24, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

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**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #3:** We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

**Summary:**

Since March 2020, students have been receiving instruction online. While we know online learning is not best for every student, we have students who have thrived in this environment. We have seen that strong academic relationships, high-quality first time instruction, and personal connections are possible online between Reynolds School District faculty and students. We are therefore proposing to offer an online school option for Fall 2021 in an effort to better meet the needs of all students and families residing within the Reynolds School District attendance area.

**Previous Board Action:**

The Board previously approved a limited online school option in 2014. That program was designed to serve students in grades 9-12. Instruction was provided through a contracted service, not district teachers, limiting student/teacher interactions and relationships. This dynamic was more impersonal and did not foster the level of relationships that we value as the foundation of our schools.

The 2014 program was not financially solvent, as it primarily served students already attending school within the Reynolds School District. The program we are proposing today would utilize Reynolds School District teachers for core instruction to promote academic discourse and foster positive relationships with our students. The program goal is to bring back students and families who have left Reynolds School District in favor of an online educational experience.

**Background:**

In the fall of 2020, Reynolds School District had 346 students leave the district for online school programs, resulting in loss of ADMw revenue of approximately \$3,180,000.

Throughout the 2020-2021 school year the district has focused on the implementation and support of high-quality online instruction, and worked to adjust and improve the Comprehensive Distance Learning instructional model to meet the needs of our students. This has been achieved through collaboratively-planned, focused, and intentional professional development of staff throughout the district. This work has allowed us to deliver a high-level online instructional program vastly differing from the program offered in 2014.

Concurrent to the intensive training and professional development of staff, there has been a significant investment in systems to support online instruction including online learning platforms, 1:1 devices for all students, access to the internet, and infrastructure improvements. The online program we are proposing will have students completing the bulk of their work online, but will also offer access to a brick-and-mortar building on a regular schedule to strengthen student/staff relationships and provide academic support. It will leverage community partnerships such as Outward Bound, Outdoor School, and culturally specific organizations to provide meaningful learning experiences through activities, field trips, and service learning opportunities.

**Financial Implications:**

The projected annual operating cost of \$2,703,792 includes staffing, supplies, equipment, and other costs as detailed in the table below. This figure is based on current cost estimates used for budgeting.

One-time capital improvement costs to bring facilities up to code are estimated at \$1.5-2M with the renovation of an existing Edgefield building. This is an estimate, pending a full project evaluation.

Projected revenue resulting from increased enrollment as students return from non-district online schools is \$3,180,000. This is based on an estimated ADMw for 346 students (using an estimate of 15% SpEd and 30% ELD enrollment).

Budget: On-Going Staffing Cost

5 FTE: Elementary School Level Teachers (Licensed)	\$550,000
4.5 FTE: Middle School Level Teachers (Licensed)	\$495,000
4.5 FTE: High School Level Teachers (Licensed)	\$495,000
1 FTE: Counselor (Licensed)	\$110,000
1 FTE: Principal (Licensed)	\$175,000
1 FTE: Secretary (Classified)	\$55,000
2 FTE: ELD (Licensed)	\$220,000
2 FTE: SpEd (Licensed)	\$220,000
<b>Total Staffing Cost:</b>	<b>\$2,320,000</b>

**Budget: On-Going Summary**

Staffing	\$2,320,000
Materials, Supplies	\$20,000
Student Technology	\$100,000
Staff Technology	\$30,000
Edgenuity	\$175,000
Transportation (*dependent on model decided upon during planning phase)	\$40,000
Nutrition (*based on 174 pupil instruction days; \$108/day for 20 meals/day)	\$18,792
Total Projected Cost:	\$2,703,792

(Projected Revenue: \$3,180,000)

**Alternatives:**

No further investigation and planning for a Reynolds School District online school for the 2021-2022 school year.

**Staff Recommendation:**

Staff recommends direction from the Board to further investigate and plan for a Reynolds online school for the 2021-2022 school year.

**Motion:**

I move that the Reynolds School Board authorize further investigation and planning for a Reynolds online school for the 2021-2022 school year.

# K-12 ONLINE SCHOOL PROGRAM

## REYNOLDS SCHOOL DISTRICT

Serving

Elementary, Middle and High School Students

27



# WHY?

## Students Have Left the District for Online Programs

All Students Have the Right to a Safe, Secure and Inclusive Learning

346 Students Left for Online Schools

ADMw for 346 Students (based on an estimate of 15% SpEd and 30% ELD) = \$3,180,000

## K-12 Options for Students

Provide Families and Students Alternatives to the Standard K-12 Model

28



# WHY?

## Providing Equitable Access to Educational Options

Providing an online learning option would create equitable access to learning opportunities for all students served by the Reynolds School District.



# VALUES, VISION AND MISSION - \*DRAFT

## Values:

All students have the right to a safe, secure and inclusive learning environment. This is maintained and protected through the implementation of equitable practices and high-quality first-time instruction.

*\*To be further developed with staff, in alignment with Reynolds School District's Values, Vision and Mission.*



# VALUES, VISION AND MISSION - \*DRAFT

## Vision:

Provide self-motivated students a technology-based learning option, allowing for a flexible schedule and customized remote learning while fostering positive relationships.

*\*To be further developed with staff, in alignment with Reynolds School District's Values, Vision and Mission.*



# VALUES, VISION AND MISSION - \*DRAFT

## **Mission:**

Support students' individualized learning, placing them on a trajectory to earning a high school diploma surrounded by teachers, mentors, counselors and others to support their academic and social growth.

*\*To be further developed with staff, in alignment with Reynolds School District's Values, Vision and Mission.*



# ROLES AND RESPONSIBILITIES OF ALL STAFF

**Build** and **Maintain** Positive Relationships with Students and Families

**Instruct** Students in Alignment with State Standards

**Monitor** Academic Progress/**Report** Attendance

**Provide** Academic Supports

**Create** and Deliver High-Interest, Engaging Learning Activities

**Facilitate** Opportunities for Academic Discourse

**Foster** a Sense of Community and Belonging

**Coordinate** Student Assessment

**Meet** with Students and Families & **Develop** a Home-to-School Connection

**Assist** with Recruitment, Student Technology and Other Learning Needs

**Provide** Social/Emotional Learning Supports

**Develop** a Four-Year Plan for Graduation - High School Students

**Manage** Naviance/Career Exploration for High School Students

**Collaborate** to best serve the unique needs of every student



## STAFFING: CROSS-LEVEL

### Shared Staffing (Elementary/Middle/High)

1 FTE: Principal

1 FTE: Counselor

1 FTE: Secretary

2 FTE: SpEd

2 FTE: ELD

These Staff Serve Students and Families at All School Levels

34



# STAFFING: ELEMENTARY SCHOOL LEVEL

5 FTE (Serving up to 150 Students)

5 FTE: Blended Classes/Enrollment Dependent



35

Shared Staffing (Elementary/Middle/High)

Principal

Counselor

Secretary

SpEd/ELD

# STAFFING: MIDDLE SCHOOL LEVEL

4.5 FTE

One Teacher per Core Content Area;  
Serving up to 150 students

1 FTE: Math + Elective

1 FTE: Science + Elective

1 FTE: Language Arts + Elective

1 FTE: Social Studies + Elective

.5 FTE: Health/PE



36

Shared Staffing (Elementary/Middle/High)

Principal

Counselor

Secretary

SpEd/ELD

# STAFFING: HIGH SCHOOL LEVEL

4.5 FTE

One Teacher per Core Content Area;  
Serving up to 150 students

- 1 FTE: Math + Elective
- 1 FTE: Science + Elective
- 1 FTE: Language Arts + Elective
- 1 FTE: Social Studies + Elective
- .5 FTE: Health/PE



37

## Shared Staffing (Elementary/Middle/High)

- Principal
- Counselor
- Secretary
- SpEd/ELD



## REPURPOSE EXISTING FACILITIES: ONE-TIME COST

### Renovate/Repurpose Existing Edgefield Building

Anticipated Renovation Costs: To Be Determined; Estimated at \$1.5M to \$2M

A site evaluation is underway. Updates will be forthcoming.

# STUDENT EXPERIENCE

## A Sense of Connection and Community

Online Instruction with RSD Teachers = Positive Teacher/Student Relationships

Digital Instruction Combined with Field and In-Person Experience

Robust and Diverse Elective Offerings

Project Based & Service Learning Components

Strategic and Intentional work with Community Partners

40



# STUDENT EXPERIENCE

## Incorporate Current Partnerships

Outward Bound

Outdoor School

Partnerships with Culturally-Specific Community Organizations

Service Learning Opportunities

41



# STUDENT EXPERIENCE

## Customizable Program of Study

Elective Content via School Staff as Licensure Permits

Elective Content via Edgenuity when a Highly-Qualified Teacher is Required

Participation in Center for Advanced Learning is an Option

Participation in Middle College/Mt. Hood Community College Programs is an Option

Part-time Enrollment is Possible

Athletics

CTE Electives

Music/Fine Arts Courses

Home School Students



# BUDGET: ON GOING STAFFING COST

5 FTE: Elementary School Level Teachers (Licensed)	5 FTE	\$550,000
4.5 FTE: Middle School Level Teachers (Licensed)	4.5 FTE	\$495,000
4.5 FTE: High School Level Teachers (Licensed)	4.5 FTE	\$495,000
1 FTE: Counselor (Licensed)	1 FTE	\$110,000
1 FTE: Principal (Licensed)	1 FTE	\$175,000
1 FTE: Secretary (Classified)	1 FTE	\$55,000
2 FTE: ELD (Licensed)	2 FTE	\$220,000
2 FTE: SpEd (Licensed)	2 FTE	\$220,000

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Total Staffing Cost: \$2,320,000



# BUDGET: ON GOING SUMMARY

Staffing		\$2,320,000
Materials, Supplies		\$20,000
Student Technology		\$100,000
Staff Technology		\$30,000
Edgenuity		\$175,000
Transportation	(*dependent on model decided upon during planning phase)	\$40,000
Nutrition	(*based on 174 pupil instruction days; \$108/day for 20 meals/day)	\$18,792

44

(Projected Revenue: \$3,180,000)

Total Projected Cost: \$2,703,792



# QUESTIONS



To: Board of Directors

From: Dr. Nicole MacTavish, Chief Academic Officer

Prepared by: Patty Carrera, Assessment Department & ODE Data System Administrator (retired)

**Subject: 2019-20 High School Graduation Rates**

Policy: [Graduation Requirements - IKF](#)

Date: February 24, 2021

Action

Report

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**Connection to Board Goals**

Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #3:** We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

**Summary:**

On January 21, 2021, the Oregon Department of Education (ODE) released graduation rates for all Oregon school districts. These results are one key indicator of progress toward the District's goal to prepare each and every child for a world yet to be imagined through a focus on Student Achievement and Equity. The following summarizes key data points on the District's performance. The power point presentation shares individual high school data. The final addendum, 2019-20 Graduation Rates, provides a comprehensive look at the overall district and individual high school rates for all students groups over seven years.

Due to the state closure of schools in response to the COVID-19 pandemic, two scenarios impacted seniors through March 11, 2020:

1. Students on track to graduate – those who had fulfilled all course content and credit graduation requirements – were considered graduates at that point in time;
2. Students who were not on track to graduate were asked to continue student engagement in order to fulfill any remaining graduation requirements. Significant efforts were made to encourage participation in Distance Learning after March 11, although student engagement was optional for all grades K-12.

**Previous Board Action:**

Annual informational report to the board.

**Background:**

The Department of Education annually releases cohort graduation rates that represent the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who earn a standard diploma within four years of entering high school. 2019-20 marks the seventh year that the adjusted cohort includes students in the numerator who earn a standard diploma, regular and modified, in four or fewer years.

The completer rate is similar to the graduation rate, but includes students who earned other completion credentials, such as extended and adult high school diplomas or GEDs, plus graduates with a standard (regular or modified) diploma.

A four-year cohort graduation rate for first-time ninth graders in the 2016-17 school year represents the percentage who graduated by 2019-20. A five-year cohort graduation rate represents first-time ninth graders in the 2015-16 school year who graduated in 2019-20. Refer to the abridged version of the 2019-20 Cohort Graduation Rate Policy and Technical Manual addendum for comprehensive methodology, definitions, and terminology related to cohort graduation rates.

**Graduation Rates: Overall District Performance**

For the first time in six years, Reynolds School District's (RSD) four-year graduation rate fell off, while the five-year completer rate remained steady. These key indicators comprise two of the metrics to be reported in the 2021-22 ODE At-At-Glance High School Report Card.

- **Mixed progress.** RSD cohort graduation and completer rates reflected varied results. RSD's four-year cohort graduation rate is 65.64%, a decrease of 4.37% from 70.01% in 2018-19. The RSD four-year completer rate is 68.72%, down 4.26% from the previous year's rate of 72.98%. The five-year graduation rate is 74.54% down 1.3% from 75.84% in 2018-19. The five-year completer rate remained stable at 77.81%, up 0.16% from the 2018-19 rate of 77.65%.
- **Increased acceleration trend data.** While a gap continues to exist between the State of Oregon rates and RSD, the trend for seven years of reporting from 2013-14 to 2019-20 shows that the RSD acceleration gap rate of 10.1% remained steady with a minor decrease compared to the State of Oregon's acceleration rate gap of 10.7% over time.
- **Black/African American student group posted some of the strongest four-year rate gains:** Black/African American student group made a stellar rate gain of 18.25% over the previous year with a four-year graduation rate of 67.31% compared to the 2018-19

49.06% rate. The 2019-20 four-year completer rate for Black/African American group was 67.31% compared to 54.72% in 2018-19, an increase of 12.59%.

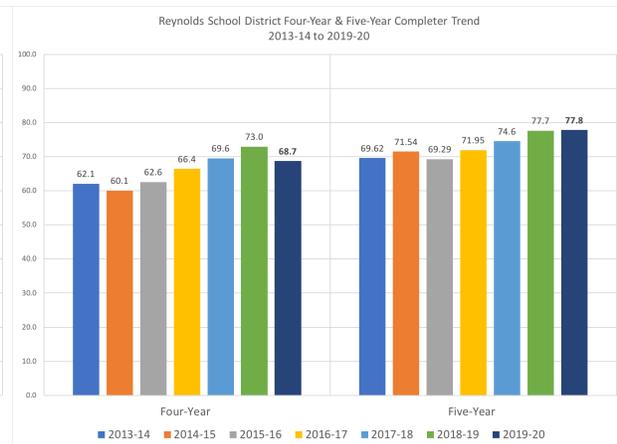
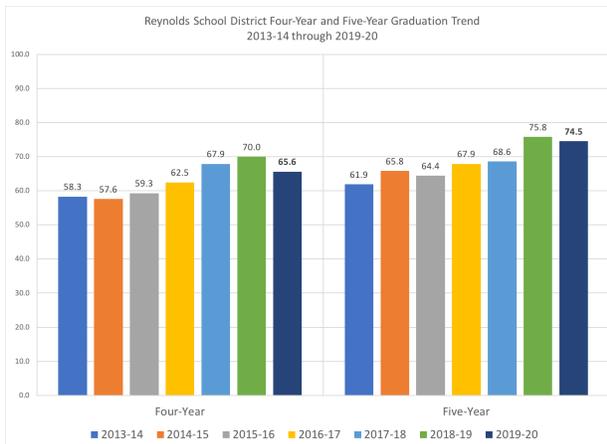
Never English Learners' 2019-20 four-year graduation rate of 61.36% was an increase of 1.36% compared to 60% in 2018-19. The four-year completer rates for English Learners Anytime in High School in 2019-20 increased 16.64% with a rate of 77.69% compared to 61.05 in 2018-19.

- Five race/ethnicity groups and Homeless students made double-digit gains as five-year graduates.** Native Hawaiian/Pacific Islanders and American Indian/Alaska Natives made the greatest five-year graduation gains in 2019-20 compared to 2018-19 rates. Native Hawaiian/Pacific Islanders increased 35.67% with an 81.82% rate compared to 46.15 in the previous year. American Indian/Alaska Native students increased 16.67% with 50% 5-year graduation rate compared to 33.33% the previous year. Fifth year Homeless students graduated at a 93.38% rate compared to 71.74%, an increase of 21.64%!

### Reynolds School District

Reynolds SD posted the following four-year graduation and completer rates and gain (+)/loss (-) percentages from 2018-19 to 2019-20:

- Four-year cohort: 65.6% (-4.37%)
- Four-year completer: 68.7% (-4.26%)
- Five-year cohort: 74.5% (-1.3%)
- Five-year completer: 77.8% (+0.16%)



## **Performance Disaggregated by Race, Economically Disadvantaged Status, Special Education Status, English Learner Status, et. al.**

As part of the District's commitments to both becoming an inclusive and positive organizational culture and to believing that equitable practices allow everyone within the Reynolds community to thrive, RSD disaggregates indicators by race/ethnicity, student group program status such as economically disadvantaged, Special Education, English language learners, homeless, migrant, and Talented and Gifted in order to track progress toward accelerating academic achievement for all student groups. Student performance is also monitored for CTE participants and concentrators. Comprehensive graduation data is found in the accompanying [2019-20 Graduation Rates](#) document with bright spots clearly identified. Key data points in 2019-20:

At the district level, only two student groups made gains in four-year graduation rates, however multiple student groups made noteworthy gains in five-year rates.

- **Four-Year Cohort Graduation and Completer Overview**
  - For the first time in four years, Black/African American students' cohort graduation rate rose to 67.31% compared to the previous year's 49.06%, an impressive 18.25% gain. The cohort completer rate for this student group also rose 12.59% from 54.72% in 2018-19 to 67.31% in 2019-20.
  - English Learners Anytime in High School made a 1.36% gain over the previous year with a 61.36% cohort graduation rate compared to 60% in 2018-19. The same student group's cohort completer rate rose 16.64% from 61.05% to 77.69%
  - Eight student groups made no gains in cohort graduation rates, but the decrease was less than 5% compared to the previous year's rates: All Students, Female, Hispanic/Latino, Underserved Races/Ethnicities, Students with Disabilities, Former English Learners, Homeless, and CTE Participants. The remaining student groups posted declines at rates greater than 5%.
  - Ten student groups made no gains in cohort completer rates, but the losses were less than 5% compared to the previous year's rates: All Students, Female, Hispanic/Latino, Underserved Races/Ethnicities, Economically Disadvantaged, Students with Disabilities, Combined Disadvantaged, Homeless, CTE Participants and CTE Concentrators. The remaining student groups posted losses at rates greater than 5%.

At the district level, eight student groups made gains in five-year cohort graduation rates and twelve student groups made gains in five-year completer rates.

- Five-Year Cohort Graduation and Completer Overview
  - Native Hawaiian made a 35.67% cohort graduation gain over the previous year with a 81.82% rate in 2019-20 compared to 46.15% in 2018-19. This group also posted identical cohort completer gains and rates.
  - Homeless made a 21.64% cohort graduation gain over the previous year with a 93.38% rate compared to 71.74%. The cohort completer rate for this group increased 21.21% with a 95.12% rate compared to 73.91% in previous year.
  - American Indian/Alaska Native made a 16.6% cohort graduation gain over the previous year with a 50% rate compared to 33.33%. The cohort completer rate for this group was 50%, up 5.56% from the 44.44% rate in 2018-19.
  - Asian/Pacific Islander students made an 11.33% cohort graduation gain over the previous year with a 92.65% rate compared to previous year’s 81.32%. The cohort completer rate was identical.
  - Students with Disabilities cohort graduation rate declined for the second consecutive year. The 2019-20 rate declined by 6.82% from the previous year with a rate of 54.72% compared to previous year’s rate of 61.54%. The cohort completer rate of 62.26% declined 6.12% compared to 68.38% rate.

**School Performance**

At a school level, Reynolds High School posted a decline in the four-year cohort graduation and four-year completer classifications, but maintained small gains in five-year cohort graduation and five-year cohort completer rates. This is Reynolds High School’s first fall off in six consecutive years in cohort graduation rates.

Reynolds Learning Academy rates fluctuate over time. In 2019-20 Reynolds Learning Academy continued to post losses in four- and five-year cohort graduation and completer rates.

Complete Reynolds High and Reynolds Learning Academy trend reports are found in the accompanying 2019-20 Graduation Rates document with bright spots clearly identified.

**Reynolds High School**

Reynolds High School posted the following four-year graduation and completer rates and gain (+)/loss (-) percentages from 2018-19 to 2019-20:

- Four-year cohort: 73.3% (-3.30%)
- Four-year completer: 76.9% (-2.09%)
- Five-year cohort: 80.6% (+1.13%)
- Five-year completer: 83.3% (+1.69%)

**Reynolds Learning Academy**

Reynolds Learning Academy posted the following four-year graduation and completer rates and gain (+)/loss (-) percentages from 2018-19 to 2019-20:

- Four-year cohort: 28.9% (-7.02%)
- Four-year completer: 28.9% (-14.63%)
- Five-year cohort: 46.4% (-12.66%)
- Five-year completer: 53.6% (-5.44%)

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable



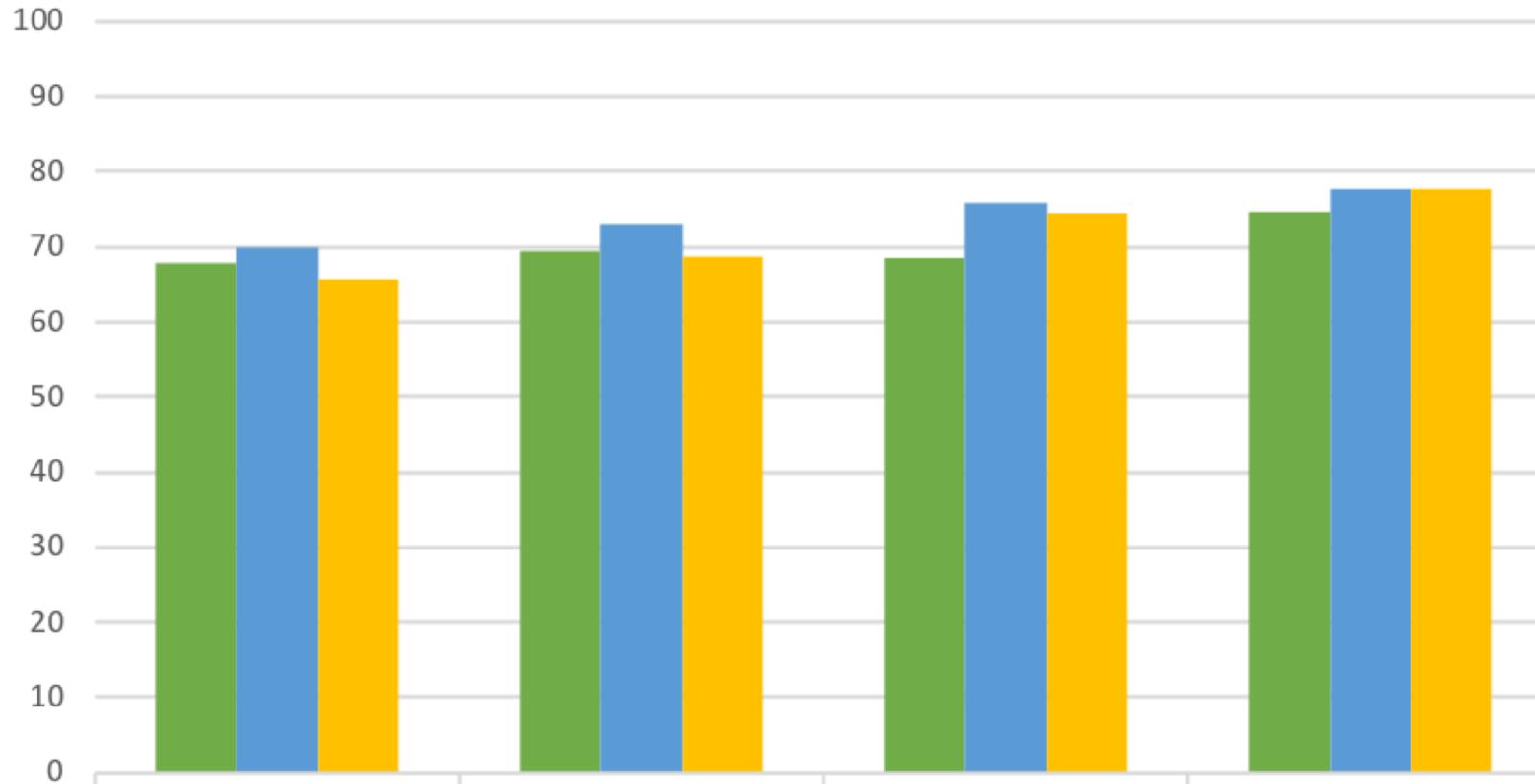
# 2019-2020 GRADUATION RATES

REYNOLDS SCHOOL DISTRICT SUMMARY  
REYNOLDS HIGH SCHOOL SUMMARIES  
REYNOLDS LEARNING ACADEMY SUMMARIES

*EACH AND EVERY CHILD PREPARED  
FOR A WORLD YET TO BE IMAGINED*



## Reynolds School District 2017-18 through 2019-20



	4-Year Graduation	4-Year Completer	5-Year Graduation	5-Year Completer
2017-18	67.90	69.55	68.57	74.55
2018-19	70.01	72.98	75.84	77.65
2019-20	65.64	68.72	74.54	77.81

- ALL STUDENTS  
THREE-YEAR TREND
- Four-year Graduation
  - Four-year Completer
  - Five-year Graduation
  - Five-year Completer

# HIGH SCHOOL GRADUATION AND COMPLETER RATES

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54

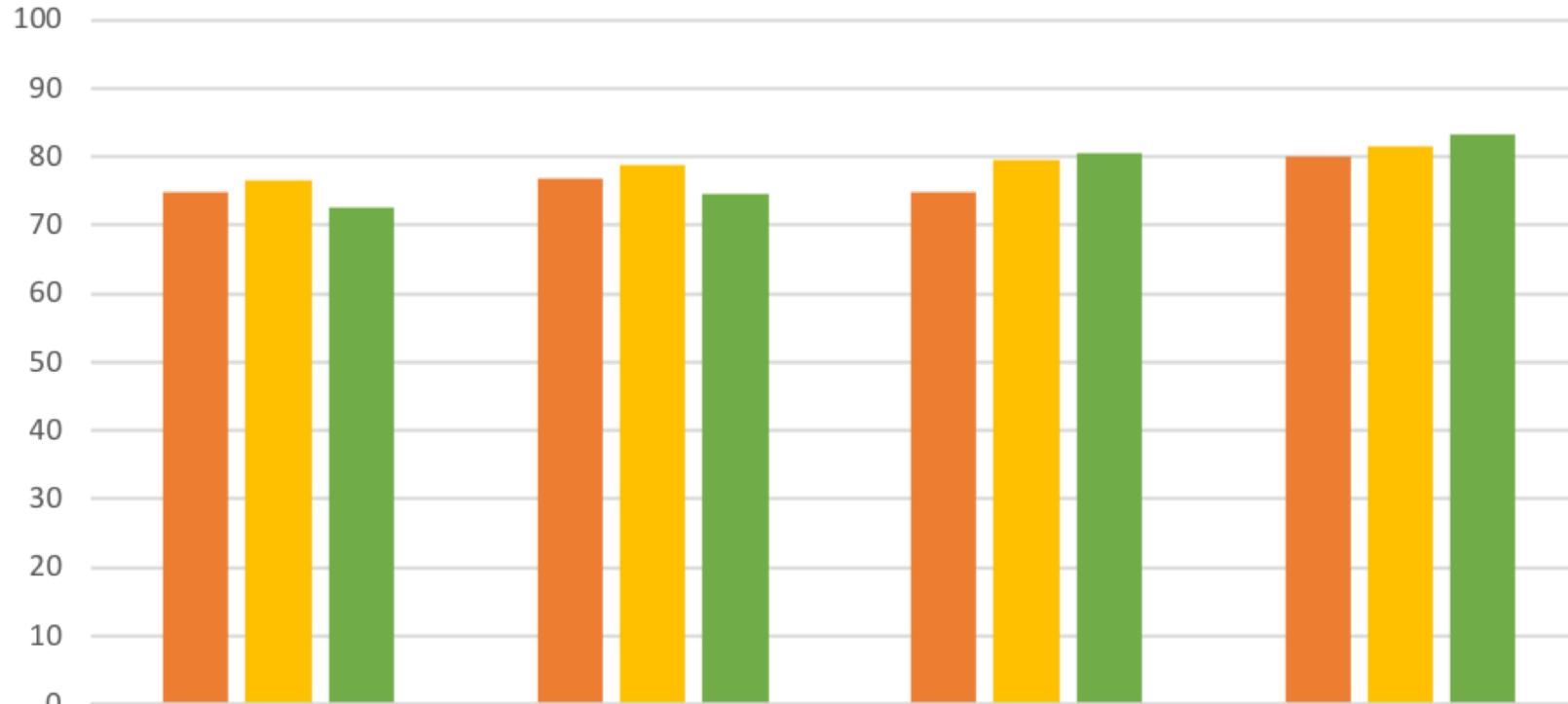
REYNOLDS HIGH SCHOOL FOUR-YEAR & FIVE-YEAR GRADUATION & COMPLETER

REYNOLDS HIGH SCHOOL FOUR-YEAR GRADUATION DISAGGREGATED BY STUDENT GROUPS

REYNOLDS LEARNING ACADEMY FOUR-YEAR & FIVE-YEAR GRADUATION & COMPLETER

REYNOLDS LEARNING ACADEMY FOUR-YEAR GRADUATION DISAGGREGATED BY STUDENT GROUPS

## Reynolds High School 2017-18 through 2019-20



	4-Year Graduation	4-Year Completer	5-Year Graduation	5-Year Completer
2017-18	74.79	76.85	74.79	80.07
2018-19	76.62	78.94	79.44	81.59
2019-20	72.68	74.6	80.57	83.28

2017-18 2018-19 2019-20

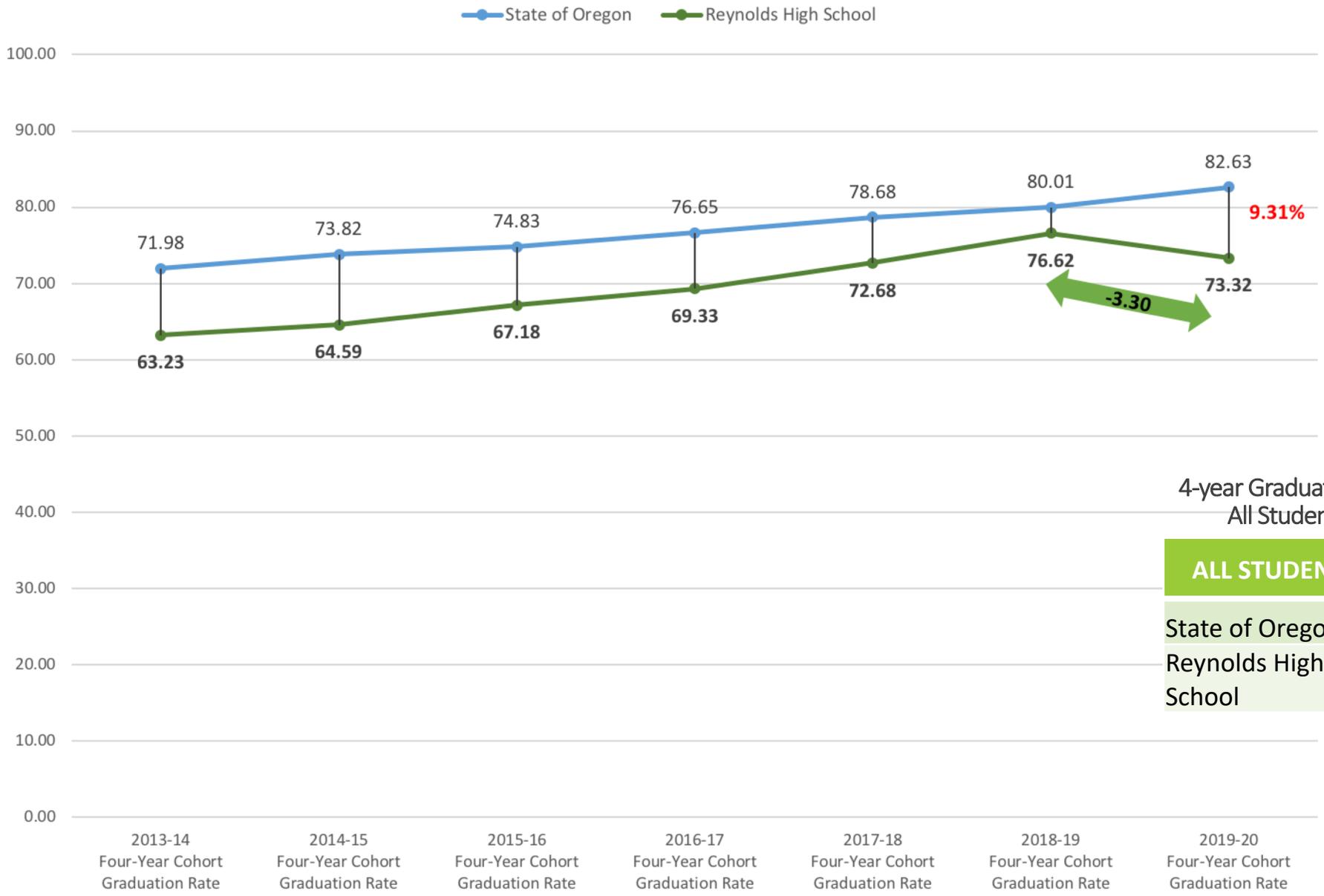


ALL STUDENTS  
THREE-YEAR TREND

- Four-year Graduation
- Four-year Completer
- Five-year Graduation<sup>55</sup>
- Five-year Completer

Four-Year Graduation (On-Time Graduation) and Five-Year Completer (Five-Year Completion) data included in Oregon High School At-A-Glance Report Card

### Reynolds High School Four-Year Cohort Graduation Rates: 2013-2014 to 2019-2020



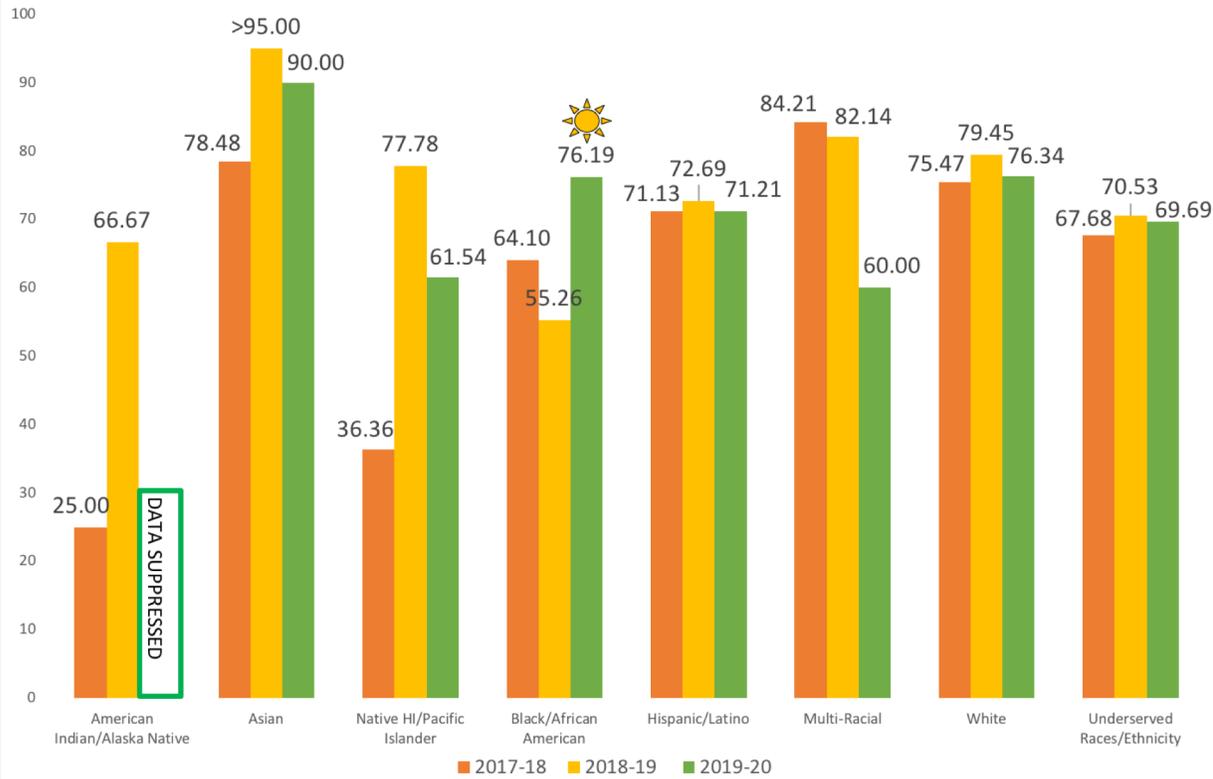
ALL STUDENTS  
SEVEN-YEAR TREND

4-year Graduation Rate Change from 2013-14 to 2019-20:  
All Students as Compared to the State of Oregon <sup>56</sup>

ALL STUDENTS	2013-14	2019-20	CHANGE
State of Oregon	71.98	82.63	10.65
Reynolds High School	63.23	73.32	10.09



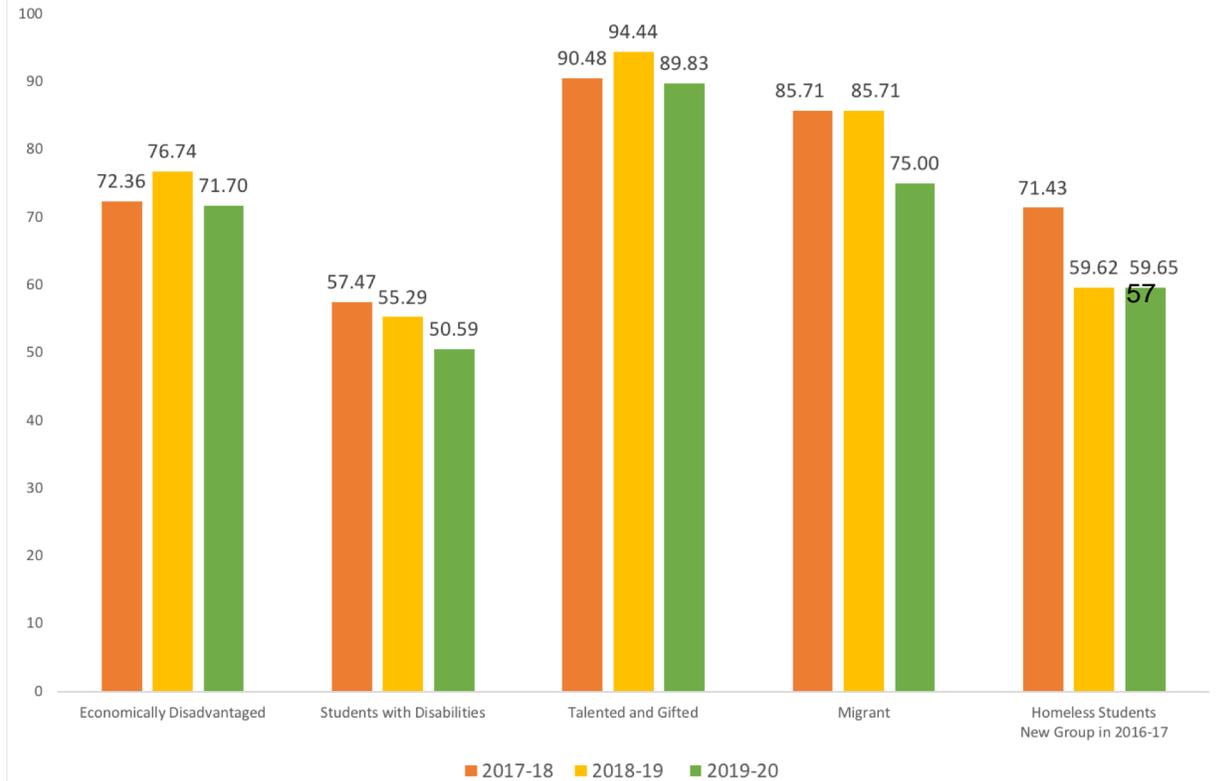
Reynolds High School Four-Year Graduation Rates  
by Ethnicity-Race 2017-18 through 2019-20



Student Group:  
Ethnicity/Race

Student Group:  
Program  
Assignments

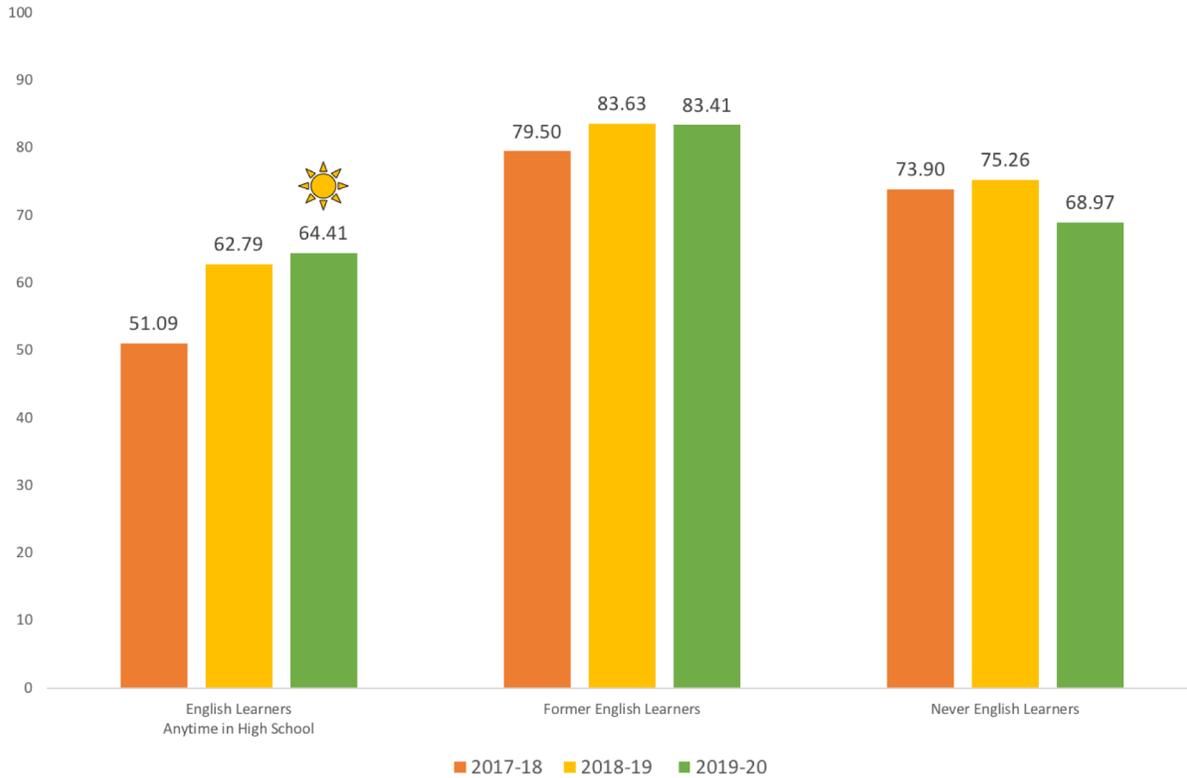
Reynolds High School Four-Year Graduation Rates  
by Programs 017-18 through 2019-20



# Four-Year Graduation Disaggregated by Student Group



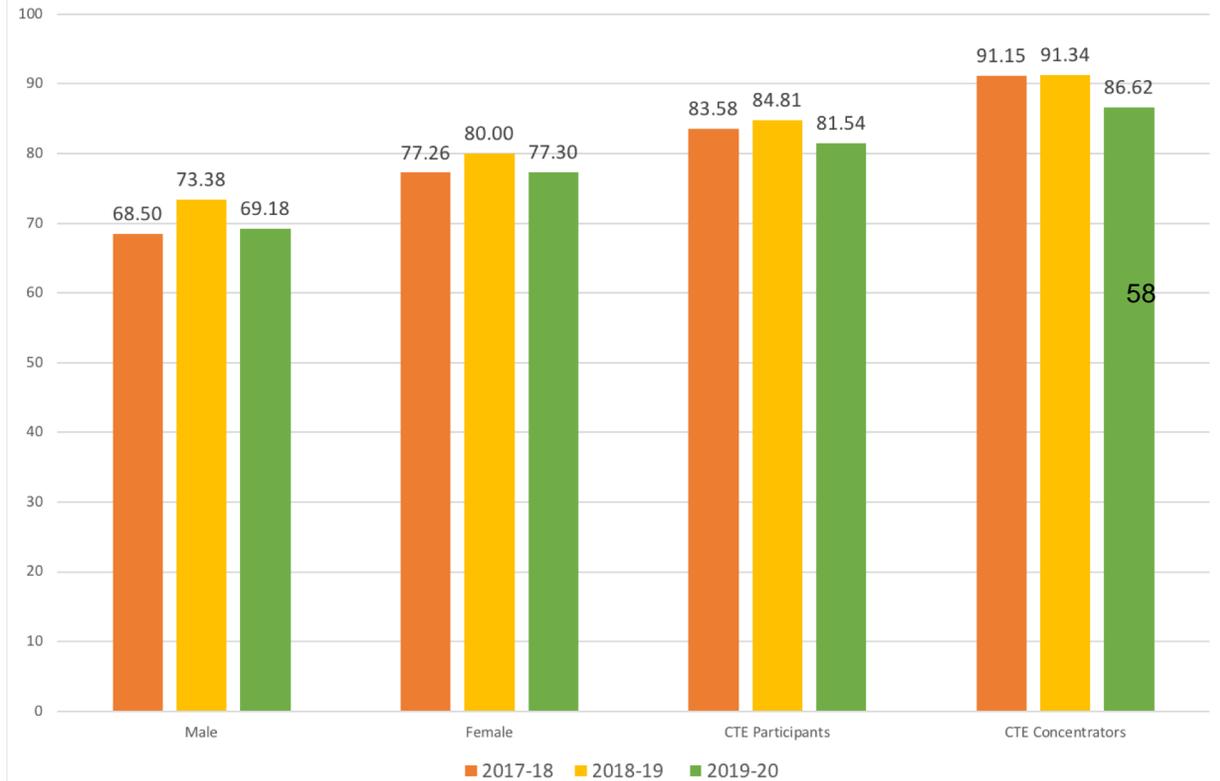
Reynolds High School Four-Year Graduation Rates  
by English Learner 2017-18 through 2019-20



Student Group:  
English Learners

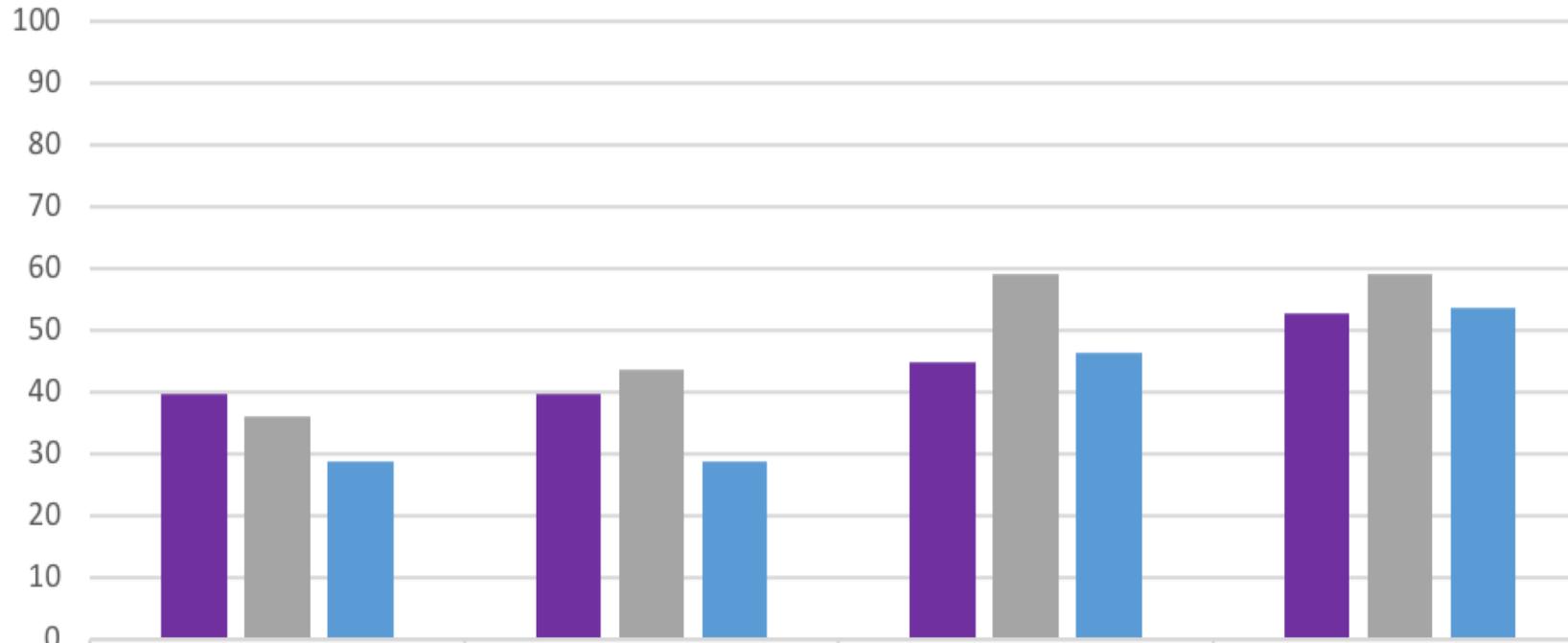
Student Group:  
Gender and CTE

Reynolds High School Four-Year Graduation Rates  
by Gender and CTE Type 2017-18 through 2019-20



# Four-Year Graduation Disaggregated by Student Group

## Reynolds Learning Academy 2017-18 through 2019-20



	4-Year Graduation	4-Year Completer	5-Year Graduation	5-Year Completer
2017-18	39.58	39.58	44.83	52.59
2018-19	35.87	43.48	59.05	59.05
2019-20	28.85	28.85	46.39	53.61

2017-18 2018-19 2019-20

## REYNOLDS LEARNING ACADEMY

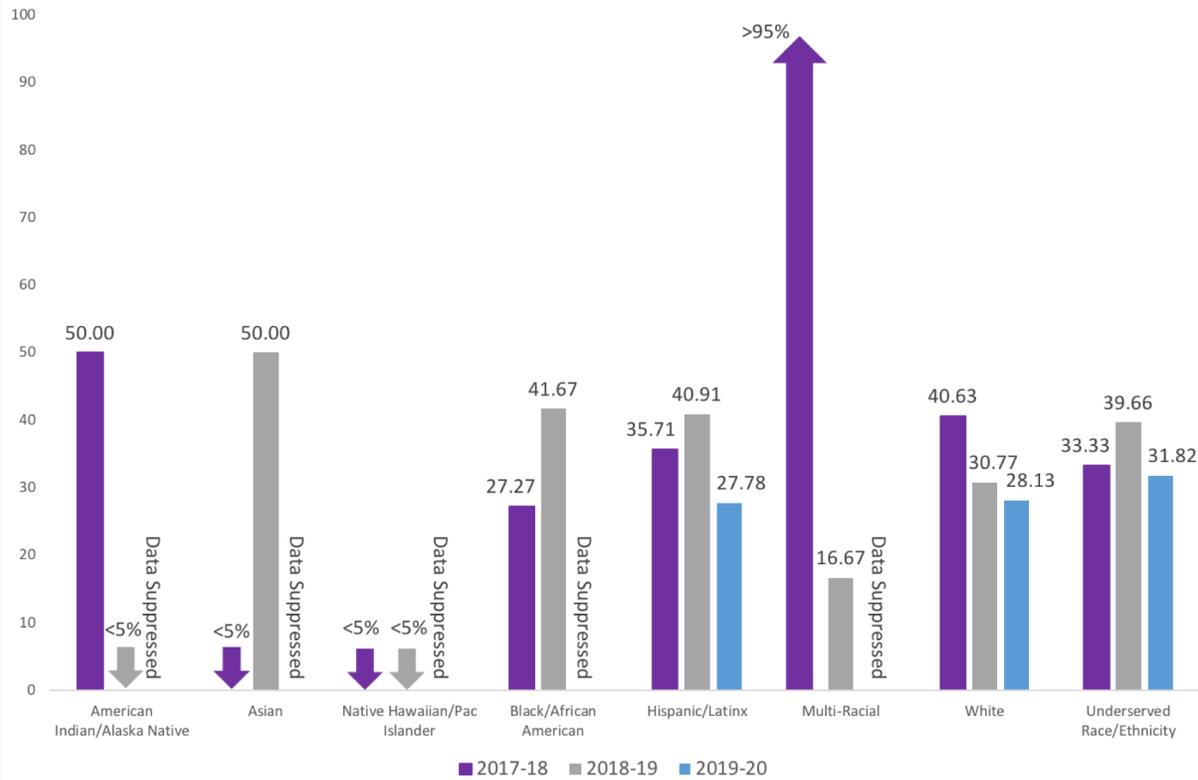


### ALL STUDENTS THREE-YEAR TREND

- Four-year Graduation
- Four-year Completer
- Five-year Graduation<sup>59</sup>
- Five-year Completer

Four-Year Graduation (On-Time Graduation) and Five-Year Completer (Five-Year Completion) data included in Oregon High School At-A-Glance Report Card

Reynolds Learning Academy Four-Year Graduation Rates by Ethnicity-Race 2017-18 through 2019-20



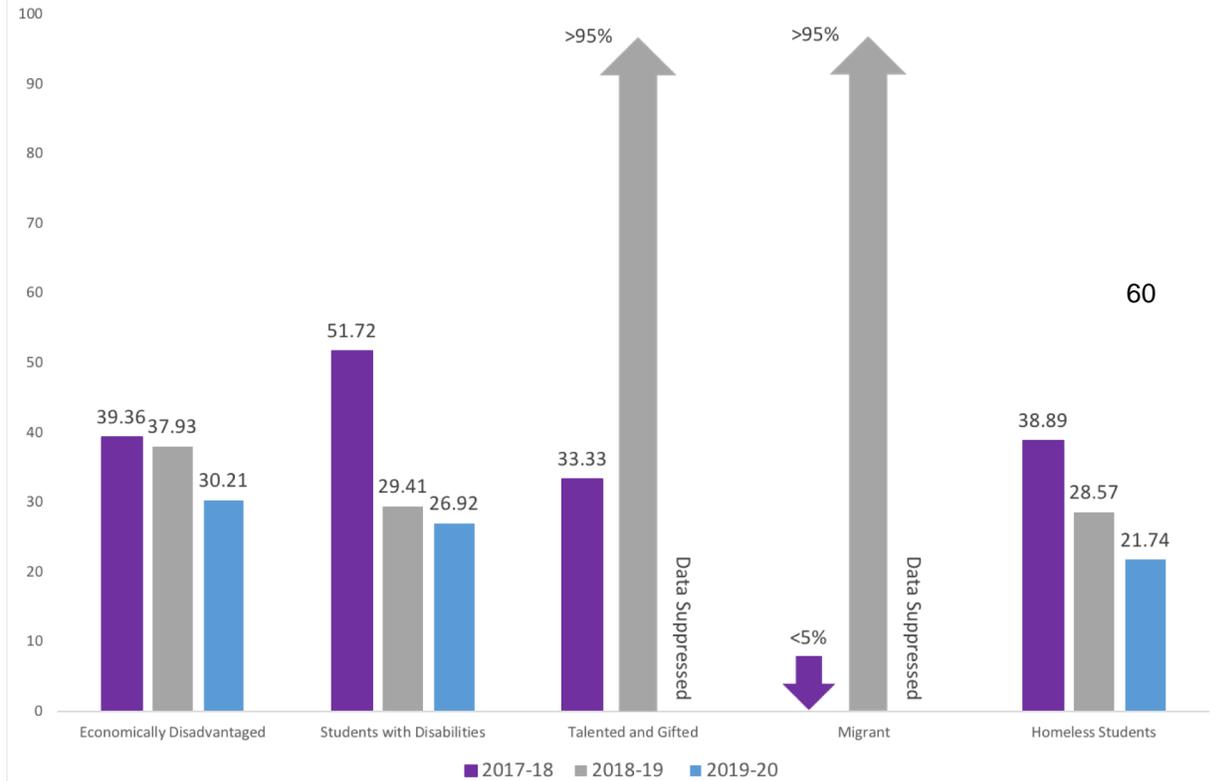
Student Group:  
Ethnicity/Race

REYNOLDS LEARNING ACADEMY



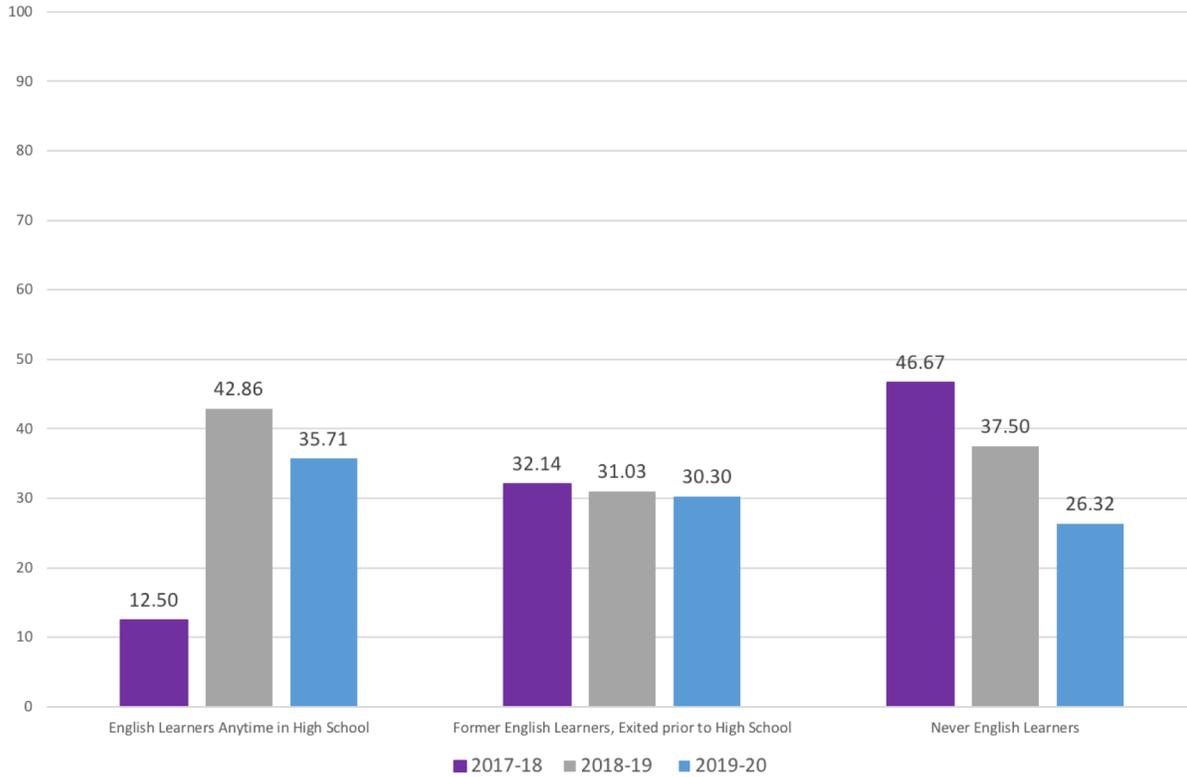
Student Group:  
Program Assignments

Reynolds Learning Academy Four-Year Graduation Rates by Program 2017-18 through 2019-20



Four-Year Graduation Disaggregated by Student Group

Reynolds Learning Academy Four-Year Graduation Rates  
by English Learners 2017-18 through 2019-20



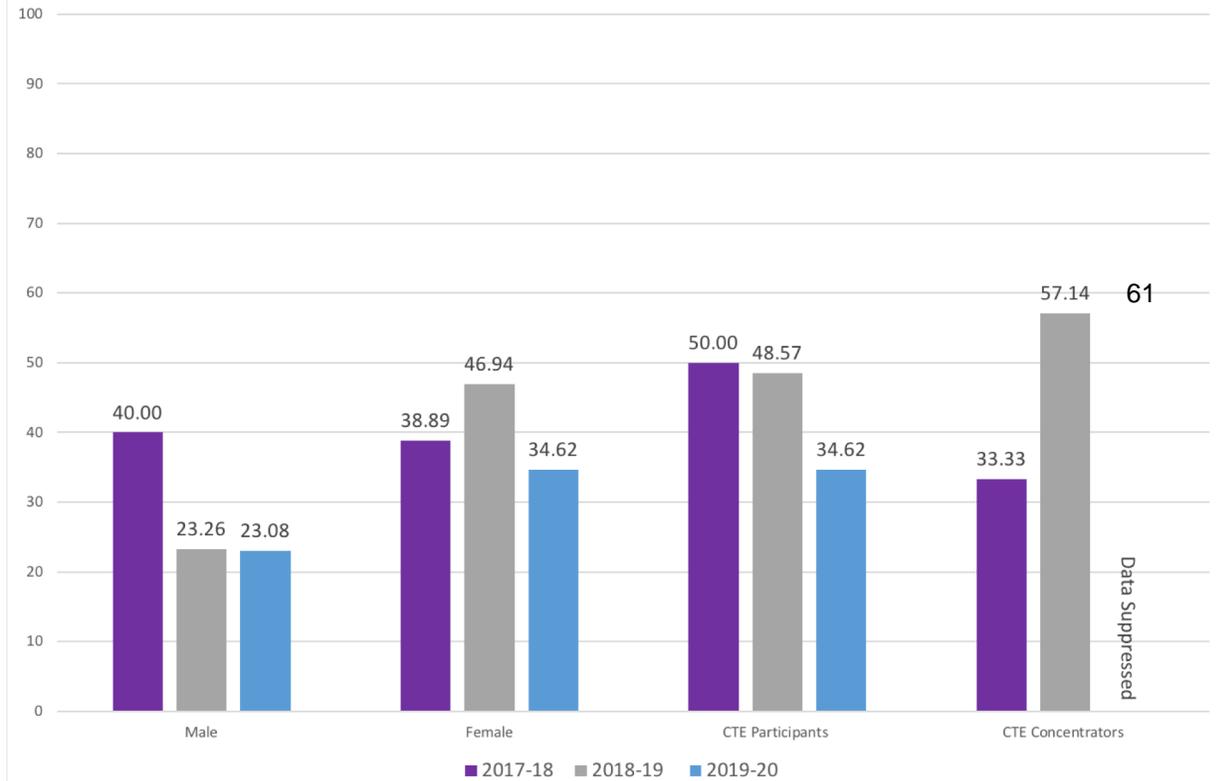
Student Group:  
English Learners

REYNOLDS LEARNING  
ACADEMY



Student Group:  
Gender and CTE Type

Reynolds Learning Academy Four-Year Graduation Rates  
by Gender and CTE Type 2017-18 through 2019-20



Four-Year Graduation Disaggregated by Student Group

# KEY STRATEGIES FOR SUCCESS

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## REYNOLDS HIGH SCHOOL

- ❖ Increased monitoring of on-track ratings and early interventions
  - ❖ Counseling support
  - ❖ Intervention liaisons
  - ❖ Credit options
- ❖ Freshman Access class aimed at high school success
  - ❖ High School 101
  - ❖ Organizational and home support
  - ❖ School binder and planner
- ❖ Freshman Success program
  - ❖ On-track data monitoring
  - ❖ Raider report
  - ❖ Yellow zone interventions

## REYNOLDS LEARNING ACADEMY

- ❖ Revised "Hexter" schedule offers longer periods, shorter terms and fewer classes per day. This gives students fewer classes to juggle and teachers more time for differentiation and support.
- ❖ Designated time for weekly data checks and intervention planning where teachers review grades and attendance and plan student check-ins, parent communication and counseling referrals.
- ❖ Tiered interventions and supports for attendance/school engagement through our M98 funded counselor and engagement liaison.

# AREAS OF FOCUS

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## REYNOLDS HIGH SCHOOL

- ❖ Career Technical Education (CTE) program
  - ❖ Increase participation in CTE programs
  - ❖ Expanded offerings
  - ❖ Certifications offered for student completion
- ❖ Traditionally marginalized populations
  - ❖ Culturally specific interventions
  - ❖ Culturally competent curriculum
  - ❖ Targeted interventions

## REYNOLDS LEARNING ACADEMY

- ❖ Continue to build and refine tiered supports for attendance and engagement for all students.
- ❖ Apply lessons learned from the first two years of the Hexter schedule to provide better support through the transition from RHS.
- ❖ Continue to develop teachers' abilities related to effective technology integration.
- ❖ Continue to implement research-based strategies for effective use of instructional technology enabled by one-to-one devices provided by the MHCRC grant.
- ❖ Continue to build and expand culturally specific supports for students of color.
- ❖ Support students with IEPs through more in-class supports.



Questions?



*EACH AND EVERY CHILD PREPARED  
FOR A WORLD YET TO BE IMAGINED*

# 2019-20 GRADUATION AND COMPLETER RATES

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REYNOLDS SCHOOL DISTRICT

REYNOLDS HIGH SCHOOL

REYNOLDS LEARNING ACADEMY

Patty Carrera

REYNOLDS SCHOOL DISTRICT | DIRECTOR OF ASSESSMENT AND EVALUATION, RETIRED

## INTRODUCTION

High School graduation rates are key indicators of accountability for high schools and school districts in Oregon. Beginning with the 2008-09 school year, the Oregon Department of Education (ODE) implemented the cohort method of calculating graduation rates. The cohort method identifies the year a student entered high school for the first time (known as the high school entry year, or cohort year) and uses longitudinal student data to determine the student's outcome after four years. An extended rate, allowing one additional year for completion, is also tracked and reported as the Five-Year Cohort Graduation Rate.

The cohort graduation rate is published annually. These reports include other outcome categories for students in the cohort, in addition to graduates, and are disaggregated by student groups such as race/ethnicity, English Learners, socio-economic status, gender, et.al.

**Accountability Reporting timelines under Oregon's State Plan:** Due to the additional time needed to calculate accurate Cohort Graduation Rates, graduation rates used for accountability are always one year behind. The 2018-19 rates are reported as part of the 2019-20 Adapted At-A-Glance profiles to be published in October 2020. The 2019-2020 rates will be reported as part of the 2020-21 At-A-Glance Profiles.<sup>1</sup>

### WHAT IS THE FOUR-YEAR COHORT GRADUATION RATE?

The four-year cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, that earn a standard diploma within four years of entering high school.<sup>2</sup>

66

### WHAT IS THE FOUR-YEAR COHORT COMPLETER RATE?

The four-year cohort completer rate is similar to the graduation rate, but includes students who earned other completion credentials, such as extended and adult high school diplomas or GEDs, in the numerator. It also includes graduates with a standard (Oregon or modified) diploma. So, for a given cohort and student group, it should always be at least as high as the graduation rate. Note that four-year and five-year cohort and completion rates are released at the same time, so make sure you are looking at the right cohort(s) of students when making comparisons. Alternative certificates are a district-defined credential and are not included as completers in the completer rate.<sup>2</sup>

### WHAT ABOUT STUDENTS WHO TAKE LONGER THAN FOUR YEARS TO GRADUATE?

While students who take longer than four years to earn a diploma are not included as graduates in the four-year cohort graduation rate, they will be included as graduates in the five-year cohort graduation rate, which is published along with the four-year rate, if they graduate within five years. The five-year rate may serve to better reflect the success schools have had with certain groups of students, such as students with disabilities, English learners, and students whose education was interrupted.<sup>3</sup>

### CHANGES TO THE CALCULATION FOR THE 2019-20 REPORTING YEAR

Foster Care Students were added as a student group. This includes students who were in foster care at any time during their high school years spanning the cohort reporting period (e.g. 2016-17 through 2019-20 for the year cohort).

Students who have the "SE" EL Record Type Code in the Spring English Learners collection will not be included in the calculation of an English Learner or Former English Learner student group. This code is designated as a "state of emergency" code that was adopted in response to pandemic-related school closures that prevented language development screening.

Because of the ongoing pandemic, Third Period Cumulative ADM was not collected for the 2019-20 school year, and consequently, the spring membership extract process did not take place. Data contained in the Annual Cumulative ADM collection will be used to create a distinct membership extract. TAG and economically disadvantaged student groups will then be determined by processes similar to those that occur during the spring membership. The Annual Cumulative ADM collection was subjected to new audits this year to help ensure data quality.<sup>4</sup>

<sup>1</sup> (Education, 2020)

<sup>2</sup> Ibid, p. 11

<sup>3</sup> Ibid, p. 12

<sup>4</sup> Ibid, p. 14

# REYNOLDS SCHOOL DISTRICT: FOUR-YEAR COHORT GRADUATION TREND REPORT

REYNOLDS SCHOOL DISTRICT Four-Year Cohort Graduation Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
<b>All Students</b>	58.31	57.59	59.32	62.48	67.90	70.01	<b>65.64</b>	<b>-4.37</b>
<b>Male</b>	48.89	49.41	54.08	55.91	63.68	65.74	<b>60.11</b>	<b>-5.63</b>
<b>Female</b>	67.64	67.63	65.48	69.60	72.78	74.43	<b>71.15</b>	<b>-3.28</b>
<b>American Indian/Alaska Native</b>	20.00	16.67	50.00	28.57	30.00	50.00	<b>&lt;5%</b>	<b>Loss</b>
<b>Asian</b>	80.82	88.24	83.78	83.61	77.50	94.64	<b>88.52</b>	<b>-6.12</b>
<b>Native Hawaiian/Pacific Islander</b>	50.00	41.67	42.86	64.29	30.77	70.00	<b>64.71</b>	<b>-5.29</b>
<b>Asian/Pacific Islander</b>	76.47	81.25	80.25	80.00	70.97	90.91	<b>83.33</b>	<b>-7.58</b>
<b>Black/African American</b>	41.25	46.94	45.31	60.94	54.90	49.06	<b>67.31</b>	 <b>18.25</b>
<b>Hispanic/Latino</b>	50.79	47.28	52.00	54.15	65.72	67.00	<b>63.26</b>	<b>-3.74</b>
<b>Multi-Racial</b>	58.06	60.00	54.76	55.56	86.36	70.59	<b>50.00</b>	<b>-20.59</b>
<b>White</b>	64.25	61.05	63.89	67.11	70.16	73.09	<b>67.56</b>	<b>-5.53</b>
<b>Underserved Races/Ethnicities</b>	47.75	46.41	50.56	55.33	61.90	64.13	<b>62.40</b>	<b>-1.73</b>
<b>Economically Disadvantaged</b>	54.78	53.51	56.57	58.01	66.36	68.75	<b>63.14</b>	<b>-5.61</b>
<b>Students with Disabilities</b>	38.58	38.76	37.84	41.74	55.00	48.60	<b>43.97</b>	<b>-4.63</b>
<b>Former English Learners, Exited Prior to High School</b>	NA	NA	NA	NA	74.25	77.04	<b>76.10</b>	<b>-0.94</b>
<b>English Learners Anytime in High School</b>	39.80	33.71	43.24	41.33	48.00	60.00	<b>61.36</b>	 <b>1.36</b>
<b>Never English Learners</b>	NA	NA	NA	NA	68.70	67.61	<b>59.39</b>	<b>-8.22</b>
<b>Talented and Gifted</b>	86.36	86.36	88.24	91.18	83.33	94.74	<b>88.52</b>	<b>-6.22</b>
<b>Migrant</b>	75.00	28.57	42.86	37.50	75.00	87.50	<b>77.78</b>	<b>-9.72</b>
<b>Homeless Students</b>	NA	NA	NA	47.06	65.17	49.33	<b>47.56</b>	<b>-1.77</b>
<b>Combined Disadvantaged</b>	53.33	52.46	54.62	57.65	64.46	67.57	<b>61.33</b>	<b>-6.24</b>
<b>CTE Participants</b>	NA	NA	73.67	75.21	81.59	81.97	<b>78.72</b>	<b>-3.25</b>
<b>CTE Concentrators</b>	NA	NA	79.31	86.08	90.26	90.49	<b>84.78</b>	<b>-5.71</b>
<b>Foster Care</b>	NA	NA	NA	NA	NA	NA	<b>8.33</b>	<b>--</b>

# REYNOLDS SCHOOL DISTRICT: FOUR-YEAR COMPLETER TREND REPORT

REYNOLDS SCHOOL DISTRICT Four-Year Cohort Completer Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
All Students	62.10	60.05	62.59	66.44	69.55	72.98	<b>68.72</b>	<b>-4.26</b>
Male	53.81	52.47	57.81	59.06	66.24	69.36	<b>64.04</b>	<b>-5.32</b>
Female	70.32	69.36	68.22	74.43	73.37	76.72	<b>73.39</b>	<b>-3.33</b>
American Indian/Alaska Native	30.00	16.67	50.00	42.86	40.00	50.00	<b>11.11</b>	<b>-38.89</b>
Asian	80.82	89.71	83.78	85.25	77.50	94.64	<b>88.52</b>	<b>-6.12</b>
Native Hawaiian/Pacific Islander	50.00	41.67	42.86	64.29	30.77	70.00	<b>64.71</b>	<b>-5.29</b>
Asian/Pacific Islander	76.47	82.50	80.25	81.33	70.97	90.91	<b>83.33</b>	<b>-7.58</b>
Black/African American	47.50	46.94	46.88	62.50	56.86	54.72	<b>67.31</b>	 <b>12.59</b>
Hispanic/Latino	55.12	48.12	53.82	54.94	66.43	68.01	<b>65.81</b>	<b>-2.20</b>
Multi-Racial	64.52	60.00	61.90	72.22	88.64	70.59	<b>55.56</b>	<b>-15.03</b>
White	67.60	65.47	69.14	73.15	72.98	79.12	<b>72.44</b>	<b>-6.68</b>
Underserved Races/Ethnicities	52.53	47.06	52.26	56.51	63.03	65.76	<b>64.71</b>	<b>-1.05</b>
Economically Disadvantaged	58.61	55.86	59.31	62.11	68.20	71.21	<b>66.54</b>	<b>-4.67</b>
Students with Disabilities	44.88	44.19	43.24	48.70	60.83	55.14	<b>53.45</b>	<b>-1.69</b>
Former English Learners, Exited Prior to High School	NA	NA	NA	NA	74.63	77.82	<b>62.88</b>	<b>-14.94</b>
English Learners Anytime in High School	41.84	33.71	43.24	41.33	49.00	61.05	<b>77.69</b>	 <b>16.64</b>
Never English Learners	NA	NA	NA	NA	71.47	72.68	<b>64.24</b>	<b>-8.44</b>
Talented and Gifted	88.64	86.36	94.12	91.18	83.33	>95%	<b>91.80</b>	<b>Loss</b>
Migrant	75.00	42.86	42.86	37.50	75.00	>95%	<b>88.89</b>	<b>Loss</b>
Homeless Students	NA	NA	NA	51.96	67.42	50.67	<b>48.78</b>	<b>-1.89</b>
Combined Disadvantaged	56.90	54.75	57.43	61.56	66.40	69.76	<b>64.67</b>	<b>-5.09</b>
CTE Participants	NA	NA	75.95	77.92	83.22	84.70	<b>82.02</b>	<b>-2.68</b>
CTE Concentrators	NA	NA	81.61	86.50	91.28	92.25	<b>87.32</b>	<b>-4.93</b>
Foster Care	NA	NA	NA	NA	NA	NA	<b>8.33</b>	<b>--</b>

# REYNOLDS SCHOOL DISTRICT: FIVE-YEAR COHORT GRADUATION TREND REPORT

REYNOLDS SCHOOL DISTRICT Five-Year Cohort Graduation Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
<b>All Students</b>	61.88	65.79	64.44	67.92	68.57	75.84	<b>74.54</b>	<b>-1.30</b>
<b>Male</b>	56.62	56.68	57.52	61.69	64.15	71.54	<b>71.39</b>	<b>-0.15</b>
<b>Female</b>	67.13	74.75	72.89	75.21	73.28	80.78	<b>77.84</b>	<b>-2.94</b>
<b>American Indian/Alaska Native</b>	75.00	37.50	16.67	50.00	28.57	33.33	<b>50.00</b>	 <b>16.67</b>
<b>Asian</b>	88.00	83.56	91.18	87.50	88.52	87.18	<b>94.74</b>	 <b>7.56</b>
<b>Native Hawaiian/Pacific Islander</b>	62.50	60.00	50.00	66.67	78.57	46.15	<b>81.82</b>	 <b>35.67</b>
<b>Asian/Pacific Islander</b>	84.48	80.72	85.00	85.90	86.67	81.32	<b>92.65</b>	 <b>11.33</b>
<b>Black/African American</b>	61.70	50.67	61.70	66.67	67.74	62.75	<b>58.18</b>	<b>-4.57</b>
<b>Hispanic/Latino</b>	52.75	58.89	55.04	61.31	62.35	77.78	<b>72.95</b>	<b>-4.83</b>
<b>Multi-Racial</b>	65.00	76.67	69.70	59.52	60.00	90.91	<b>75.76</b>	<b>-15.15</b>
<b>White</b>	63.33	70.17	66.76	71.06	71.33	73.14	<b>75.71</b>	 <b>2.57</b>
<b>Underserved Races/Ethnicities</b>	55.16	56.65	55.12	62.03	63.33	73.30	<b>70.49</b>	<b>-2.81</b>
<b>Economically Disadvantaged</b>	61.60	63.60	61.72	65.38	65.48	76.07	<b>74.33</b>	<b>-1.74</b>
<b>Students with Disabilities</b>	49.15	49.62	48.09	49.31	49.56	61.54	<b>54.72</b>	<b>-6.82</b>
<b>Former English Learners, Exited Prior to High School</b>	NA	NA	NA	NA	71.24	82.20	<b>81.71</b>	<b>-0.49</b>
<b>English Learners Anytime in High School</b>	49.56	49.46	42.70	56.94	60.00	70.10	<b>68.13</b>	<b>-1.97</b>
<b>Never English Learners</b>	NA	NA	NA	NA	68.56	72.68	<b>70.99</b>	<b>-1.69</b>
<b>Talented and Gifted</b>	88.46	88.37	90.70	90.91	>95%	86.96	<b>94.74</b>	 <b>7.78</b>
<b>Migrant</b>	33.33	87.50	28.57	53.33	42.86	87.50	<b>85.48</b>	<b>-2.02</b>
<b>Homeless Students</b>	NA	NA	NA	48.61	53.00	71.74	<b>93.38</b>	 <b>21.64</b>
<b>Combined Disadvantaged</b>	58.43	61.67	60.83	64.15	64.76	73.60	<b>87.50</b>	 <b>13.90</b>
<b>CTE Participants</b>	NA	NA	74.89	80.39	80.50	85.04	<b>55.56</b>	<b>-29.48</b>
<b>CTE Concentrators</b>	NA	NA	80.91	85.43	90.21	90.68	<b>72.79</b>	<b>-17.89</b>
<b>Foster Care (New in 2019-20)</b>	NA	NA	NA	NA	NA	NA	<b>42.86</b>	<b>--</b>

# REYNOLDS SCHOOL DISTRICT: FIVE-YEAR COMPLETER RATE TREND REPORT

REYNOLDS SCHOOL DISTRICT Five-Year Cohort Completer Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
All Students	69.62	71.54	69.29	71.95	74.55	77.65	<b>77.81</b>	<b>0.16</b>
Male	65.07	65.24	63.96	66.27	69.27	74.41	<b>75.28</b>	<b>0.87</b>
Female	74.16	77.72	75.80	78.59	80.17	81.38	<b>80.47</b>	<b>-0.91</b>
American Indian/Alaska Native	87.50	50.00	33.33	50.00	42.86	44.44	<b>50.00</b>	<b>5.56</b>
Asian	90.00	83.56	92.65	88.89	90.16	87.18	<b>94.74</b>	<b>7.56</b>
Native Hawaiian/Pacific Islander	62.50	60.00	58.33	66.67	78.57	46.15	<b>81.82</b>	<b>35.67</b>
Asian/Pacific Islander	86.21	80.72	87.50	87.18	88.00	81.32	<b>92.65</b>	<b>11.33</b>
Black/African American	68.09	58.67	61.70	68.42	69.35	64.71	<b>63.64</b>	<b>-1.07</b>
Hispanic/Latino	59.17	64.82	57.56	63.87	65.59	78.49	<b>74.32</b>	<b>-4.17</b>
Multi-Racial	70.00	86.67	69.70	66.67	77.14	93.18	<b>75.76</b>	<b>-17.42</b>
White	73.06	76.14	74.58	77.17	80.20	76.45	<b>82.19</b>	<b>5.74</b>
Underserved Races/Ethnicities	61.57	63.01	57.76	64.35	66.36	74.43	<b>72.40</b>	<b>-2.03</b>
Economically Disadvantaged	68.35	69.61	66.48	68.69	71.63	77.94	<b>77.00</b>	<b>-0.94</b>
Students with Disabilities	59.32	56.49	58.02	55.56	57.52	68.38	<b>62.26</b>	<b>-6.12</b>
Former English Learners, Exited Prior to High School	NA	NA	NA	NA	74.34	82.58	<b>82.49</b>	<b>-0.09</b>
English Learners Anytime in High School	51.33	52.69	42.70	56.94	60.00	71.13	<b>69.23</b>	<b>-1.90</b>
Never English Learners	NA	NA	NA	NA	77.07	75.77	<b>76.62</b>	<b>0.85</b>
Talented and Gifted	94.23	>95%	93.02	>95%	>95%	86.96	<b>97.37</b>	<b>10.41</b>
Migrant	33.33	87.50	42.86	53.33	57.14	87.50	<b>88.38</b>	<b>0.88</b>
Homeless Students	NA	NA	NA	51.39	59.00	73.91	<b>95.12</b>	<b>21.21</b>
Combined Disadvantaged	65.73	67.35	65.67	67.52	70.66	75.74	<b>&gt;95%</b>	<b>24.26</b>
CTE Participants	NA	NA	78.00	82.72	84.28	86.83	<b>56.79</b>	<b>-30.04</b>
CTE Concentrators	NA	NA	83.64	87.40	91.49	92.37	<b>75.17</b>	<b>-17.20</b>
Foster Care	NA	NA	NA	NA	NA	NA	<b>64.29</b>	<b>--</b>

# REYNOLDS HIGH SCHOOL: FOUR-YEAR COHORT GRADUATION TREND REPORT

REYNOLDS HIGH SCHOOL Four-Year Cohort Graduation Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
All Students	63.23	64.59	67.18	69.33	72.68	76.62	<b>73.32</b>	<b>-3.30</b>
Male	54.41	57.36	62.97	63.78	68.50	73.38	<b>69.18</b>	<b>-4.20</b>
Female	71.84	72.79	71.95	75.35	77.26	80.00	<b>77.30</b>	<b>-2.70</b>
American Indian/Alaska Native	33.33	33.33	50.00	50.00	25.00	66.67	<5%	Loss
Asian	81.69	89.55	86.11	83.05	78.48	>95%	<b>90.00</b>	Loss
Native Hawaiian/Pacific Islander	55.56	41.67	42.86	64.29	36.36	77.78	<b>61.54</b>	<b>-16.24</b>
Asian/Pacific Islander	78.75	82.28	82.28	79.45	73.33	93.65	<b>84.93</b>	<b>-8.72</b>
Black/African American	52.54	52.63	54.90	68.75	64.10	55.26	<b>76.19</b>	 <b>20.93</b>
Hispanic/Latino	50.70	52.33	58.62	59.11	71.13	72.69	<b>71.21</b>	<b>-1.48</b>
Multi-Racial	66.67	60.00	60.00	66.67	84.21	82.14	<b>60.00</b>	<b>-22.14</b>
White	70.39	70.42	72.63	75.62	75.47	79.45	<b>76.34</b>	<b>-3.11</b>
Underserved Races/Ethnicities	50.87	51.63	57.36	60.97	67.68	70.53	<b>69.69</b>	<b>-0.84</b>
Economically Disadvantaged	59.02	61.08	64.54	65.31	72.36	76.74	<b>71.70</b>	<b>-5.04</b>
Students with Disabilities	46.59	51.16	47.42	52.94	57.47	55.29	<b>50.59</b>	<b>-4.70</b>
Former English Learners, Exited Prior to High School	NA	NA	NA	NA	79.50	83.63	<b>83.41</b>	<b>-0.22</b>
English Learners Anytime in High School	37.65	36.11	46.67	46.77	51.09	62.79	<b>64.41</b>	 <b>1.62</b>
Never English Learners	NA	NA	NA	NA	73.90	75.26	<b>68.97</b>	<b>-6.29</b>
Talented and Gifted	92.68	88.37	93.33	93.55	90.48	94.44	<b>89.83</b>	<b>-4.61</b>
Migrant	71.43	33.33	54.55	42.86	85.71	85.71	<b>75.00</b>	<b>-10.71</b>
Homeless Students	NA	NA	NA	55.74	71.43	59.62	<b>59.65</b>	 <b>0.03</b>
Combined Disadvantaged	57.66	59.75	62.53	64.22	69.44	74.75	<b>69.55</b>	<b>-5.20</b>
CTE Participants	NA	NA	75.51	77.83	83.58	84.81	<b>81.54</b>	<b>-3.27</b>
CTE Concentrators	NA	NA	80.72	86.96	91.15	91.34	<b>86.62</b>	<b>-4.72</b>
Foster Care	NA	NA	NA	NA	NA	NA	<5%*	--

# REYNOLDS HIGH SCHOOL: FOUR-YEAR COMPLETER RATE TREND REPORT

REYNOLDS HIGH SCHOOL Four-Year Cohort Completer Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
All Students	66.13	66.83	70.12	72.67	74.60	78.94	76.85	-2.09
Male	58.24	60.36	66.47	66.67	71.56	75.97	73.63	-2.34
Female	73.85	74.15	74.26	79.17	77.93	82.03	79.93	-2.10
American Indian/Alaska Native	50.00	33.33	50.00	75.00	37.50	66.67	12.50	-54.17
Asian	81.69	91.04	86.11	84.75	78.48	>95%	90.00	Loss
Native Hawaiian/Pacific Islander	55.56	41.67	42.86	64.29	36.36	77.78	75.00	-2.78
Asian/Pacific Islander	78.75	83.54	82.28	80.82	73.33	93.65	84.93	-8.72
Black/African American	61.02	52.63	56.86	70.83	66.67	60.53	61.54	 1.01
Hispanic/Latino	53.02	53.37	60.10	60.10	71.97	73.90	76.19	 2.29
Multi-Racial	70.83	60.00	65.71	80.00	86.84	82.14	66.67	-15.47
White	73.03	74.30	77.37	80.17	78.77	83.56	81.72	-1.84
Underserved Races/Ethnicities	54.67	52.44	58.87	62.45	69.02	72.19	72.50	 0.31
Economically Disadvantaged	62.42	63.21	66.90	68.88	74.61	78.60	75.71	-2.89
Students with Disabilities	54.55	59.30	53.61	63.24	65.52	62.35	79.06	 16.71
Former English Learners, Exited Prior to High School	NA	NA	NA	NA	79.92	84.07	84.79	 0.72
English Learners Anytime in High School	38.82	36.11	46.67	46.77	52.17	63.95	66.10	 2.15
Never English Learners	NA	NA	NA	NA	77.29	79.38	75.10	-4.28
Talented and Gifted	92.68	88.37	>95%	93.55	90.48	>95%	93.22	Loss
Migrant	71.43	50.00	54.55	42.86	85.71	>95%	87.50	Loss
Homeless Students	NA	NA	NA	60.66	74.29	61.54	61.40	-0.14
Combined Disadvantaged	60.87	61.86	65.13	67.67	71.76	76.37	73.46	-2.91
CTE Participants	NA	NA	77.76	80.77	85.32	86.62	85.05	-1.57
CTE Concentrators	NA	NA	82.73	87.39	92.19	92.42	89.22	-3.20
Foster Care	NA	NA	NA	NA	NA	NA	<5%*	--

# REYNOLDS HIGH SCHOOL: FIVE-YEAR COHORT GRADUATION TREND REPORT

REYNOLDS HIGH SCHOOL Five-Year Cohort Graduation Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
All Students	67.53	70.45	71.57	74.92	74.79	79.44	80.57	1.13
Male	62.99	62.23	64.58	69.82	70.92	74.37	78.10	3.73
Female	71.86	78.34	79.37	80.77	79.00	85.02	83.22	-1.80
American Indian/Alaska Native	83.33	50.00	33.33	50.00	66.67	28.57	66.67	38.10
Asian	88.00	84.51	92.54	91.30	88.14	87.01	96.36	9.35
Native Hawaiian/Pacific Islander	71.43	71.43	50.00	66.67	78.57	60.00	88.89	28.89
Asian/Pacific Islander	85.96	83.33	86.08	89.33	86.30	83.91	95.31	11.40
Black/African American	68.57	62.96	70.59	73.33	73.47	71.05	63.89	-7.16
Hispanic/Latino	53.33	60.29	61.75	66.49	68.39	80.09	78.19	-1.90
Multi-Racial	66.67	82.61	67.86	64.71	66.67	89.47	85.19	-4.28
White	71.53	74.75	74.82	79.01	77.82	78.26	81.48	3.22
Underserved Races/Ethnicities	57.28	60.97	62.07	67.47	69.88	76.87	76.53	-0.34
Economically Disadvantaged	66.22	67.18	69.55	71.22	72.14	80.80	81.71	0.91
Students with Disabilities	53.25	56.32	59.04	60.67	59.15	63.41	62.96	-0.45
Former English Learners, Exited Prior to High School	NA	NA	NA	NA	74.35	86.09	87.44	1.35
English Learners Anytime in High School	47.25	48.68	49.28	65.38	67.24	68.60	71.08	2.48
Never English Learners	NA	NA	NA	NA	76.33	77.35	77.97	0.62
Talented and Gifted	93.75	95.00	90.70	93.33	>95%	95.00	94.44	-0.56
Migrant	33.33	83.33	33.33	58.33	50.00	92.86	87.73	-5.13
Homeless Students	NA	NA	NA	56.10	63.33	76.39	93.84	17.45
Combined Disadvantaged	62.95	65.74	68.51	71.04	70.80	77.33	85.71	8.38
CTE Participants	NA	NA	79.04	82.09	82.57	87.02	61.11	-25.91
CTE Concentrators	NA	NA	83.50	85.54	90.39	91.67	79.38	-12.29
Foster Care	NA	NA	NA	NA	NA	NA	37.50	--

# REYNOLDS HIGH SCHOOL: FIVE-YEAR COMPLETER TREND REPORT

REYNOLDS HIGH SCHOOL Five-Year Cohort Completer Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
All Students	73.96	75.30	76.20	78.50	80.07	81.59	83.28	 1.69
Male	70.46	69.66	71.16	73.78	75.49	77.85	81.05	 3.20
Female	77.29	80.71	81.82	83.92	85.05	85.71	85.66	-0.05
American Indian/Alaska Native	>95%	75.00	66.67	50.00	>95%	42.86	66.67	 23.81
Asian	90.00	84.51	94.03	92.75	89.83	87.01	96.36	 9.35
Native Hawaiian/Pacific Islander	71.43	71.43	58.33	66.67	78.57	60.00	88.89	 28.89
Asian/Pacific Islander	87.72	83.33	88.61	90.67	87.67	83.91	95.31	 11.40
Black/African American	77.14	72.22	70.59	75.56	75.51	73.68	69.44	-4.24
Hispanic/Latino	60.00	64.71	65.03	68.56	72.02	80.97	79.84	-1.13
Multi-Racial	66.67	91.30	67.86	70.59	80.00	92.11	85.19	-6.92
White	78.64	79.80	81.65	84.35	84.94	82.13	86.11	 3.98
Underserved Races/Ethnicities	64.32	66.54	65.52	69.48	73.36	78.29	78.57	 0.28
Economically Disadvantaged	72.92	72.73	74.26	74.15	77.60	83.14	83.85	 0.71
Students with Disabilities	64.94	65.52	72.29	68.54	70.42	73.17	71.60	-1.57
Former English Learners, Exited Prior to High School	NA	NA	NA	NA	76.44	86.52	87.89	 1.37
English Learners Anytime in High School	48.35	51.32	49.28	65.38	67.24	69.77	72.29	 2.52
Never English Learners	NA	NA	NA	NA	84.32	81.18	82.87	 1.69
Talented and Gifted	>95%	>95%	93.02	>95%	>95%	95.00	97.22	 2.22
Migrant	33.33	83.33	50.00	58.33	66.67	92.86	89.77	-3.09
Homeless Students	NA	NA	NA	56.10	70.00	79.17	94.93	 15.76
Combined Disadvantaged	69.83	71.09	73.17	74.21	76.11	79.96	>95%	 20.04
CTE Participants	NA	NA	82.07	84.43	86.70	88.94	62.96	-25.98
CTE Concentrators	NA	NA	86.41	87.19	91.70	93.42	81.25	-12.17
Foster Care	NA	NA	NA	NA	NA	NA	62.50	--

# Reynolds Learning Academy: FOUR-YEAR COHORT GRADUATION TREND REPORT

REYNOLDS LEARNING ACADEMY Four-Year Cohort Graduation Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
<b>All Students</b>	37.04	29.77	29.27	34.78	39.58	35.87	<b>28.85</b>	<b>-7.02</b>
<b>Male</b>	23.08	23.17	22.54	22.58	40.00	23.26	<b>23.08</b>	<b>-0.18</b>
<b>Female</b>	50.00	40.82	38.46	49.06	38.89	46.94	<b>34.62</b>	<b>-12.32</b>
<b>American Indian/Alaska Native</b>	<5%	<5%	50.00	<5%	50.00	<5%*	*	*
<b>Asian</b>	50.00	<5%	<5%	>95%	<5%	50.00	*	*
<b>Native Hawaiian/Pacific Islander</b>	33.33	--	--	--	<5%	<5%*	*	 <b>Gain*</b>
<b>Asian/Pacific Islander</b>	40.00	<5%	<5%	>95%	<5%	33.33	*	 <b>26.67</b>
<b>Black/African American</b>	12.50	33.33	8.33	55.56	27.27	41.67	*	 <b>1.19</b>
<b>Hispanic/Latino</b>	59.38	27.91	36.36	35.42	35.71	40.91	<b>27.78</b>	<b>-13.13</b>
<b>Multi-Racial</b>	33.33	60.00	40.00	<5%	>95%	16.67	*	*
<b>White</b>	33.33	29.58	20.00	33.33	40.63	30.77	<b>28.13</b>	<b>-2.64</b>
<b>Underserved Races/Ethnicities</b>	40.00	27.78	32.93	37.29	33.33	39.66	<b>31.82</b>	<b>-7.84</b>
<b>Economically Disadvantaged</b>	38.30	30.89	31.58	37.86	39.36	37.93	<b>30.21</b>	<b>-7.72</b>
<b>Students with Disabilities</b>	24.24	14.29	23.81	30.77	51.72	29.41	<b>29.49</b>	 <b>0.08</b>
<b>Former English Learners, Exited Prior to High School</b>	NA	NA	NA	NA	32.14	31.03	<b>30.30</b>	<b>-0.73</b>
<b>English Learners Anytime in High School</b>	58.33	26.67	30.77	18.18	12.50	42.86	<b>35.71</b>	<b>-7.15</b>
<b>Never English Learners</b>	NA	NA	NA	NA	46.67	37.50	<b>26.32</b>	<b>-11.18</b>
<b>Talented and Gifted</b>	<5%	<5%	>95%	66.67	33.33	>95%	*	*
<b>Migrant</b>	>95%	<5%	<5%	<5%	<5%	>95%	*	*
<b>Homeless Students</b>	NA	NA	NA	36.84	38.89	28.57	<b>21.74</b>	<b>-6.83</b>
<b>Combined Disadvantaged</b>	38.00	29.92	30.00	36.79	39.58	37.08	<b>28.43</b>	<b>-8.65</b>
<b>CTE Participants</b>	NA	NA	52.78	48.48	50.00	48.57	<b>34.62</b>	<b>-13.95</b>
<b>CTE Concentrators</b>	NA	NA	80.72	86.96	91.15	91.34	*	*
<b>Foster Care</b>	NA	NA	NA	NA	NA	NA	*	--

\*Student count numbers less than 10 students. Data Suppressed.

Data Source: <https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

# Reynolds Learning Academy: FOUR-YEAR COMPLETER TREND REPORT

REYNOLDS LEARNING ACADEMY Four-Year Cohort Completer Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
<b>All Students</b>	38.89	31.30	31.71	40.00	39.58	43.48	<b>28.85</b>	<b>-14.63</b>
<b>Male</b>	25.00	24.39	25.35	25.81	40.00	34.88	<b>23.08</b>	<b>-11.80</b>
<b>Female</b>	51.79	42.86	40.38	56.60	38.89	51.02	<b>34.62</b>	<b>-16.40</b>
<b>American Indian/Alaska Native</b>	<5%	<5%	50.00	<5%	50.00	<5%*	<b>60.00</b>	 <b>Gain*</b>
<b>Asian</b>	50.00	<5%	<5%	>95%	<5%	50.00	*	*
<b>Native Hawaiian/Pacific Islander</b>	33.33	--	--	--	<5%	<5%*	<b>75.00*</b>	 <b>Gain*</b>
<b>Asian/Pacific Islander</b>	40.00	<5%	<5%	>95%	<5%	33.33	<b>60.00</b>	 <b>26.67</b>
<b>Black/African American</b>	12.50	33.33	8.33	55.56	27.27	50.00	<b>42.86</b>	<b>-7.14</b>
<b>Hispanic/Latino</b>	65.63	27.91	39.39	35.42	35.71	40.91	<b>27.78</b>	<b>-13.13</b>
<b>Multi-Racial</b>	33.33	60.00	40.00	33.33	>95%	16.67	*	*
<b>White</b>	33.33	32.39	22.86	41.67	40.63	53.85	<b>28.13</b>	<b>-25.72</b>
<b>Underserved Races/Ethnicities</b>	43.64	27.78	35.37	37.29	33.33	41.38	<b>31.82</b>	<b>-9.56</b>
<b>Economically Disadvantaged</b>	40.43	32.52	34.21	41.75	39.36	43.68	<b>30.21</b>	<b>-13.47</b>
<b>Students with Disabilities</b>	27.27	14.29	28.57	33.33	51.72	35.29	<b>26.92</b>	<b>-8.37</b>
<b>Former English Learners, Exited Prior to High School</b>	NA	NA	NA	NA	32.14	34.48	<b>30.30</b>	<b>-4.18</b>
<b>English Learners Anytime in High School</b>	58.33	26.67	30.77	18.18	12.50	42.86	<b>35.71</b>	<b>-7.15</b>
<b>Never English Learners</b>	NA	NA	NA	NA	46.67	48.21	<b>26.32</b>	<b>-21.89</b>
<b>Talented and Gifted</b>	50.00	<5%	>95%	66.67	33.33	>95%*	*	*
<b>Migrant</b>	>95%	<5%	<5%	<5%	<5%	>95%*	*	*
<b>Homeless Students</b>	NA	NA	NA	42.11	38.89	28.57	<b>21.74</b>	<b>-6.83</b>
<b>Combined Disadvantaged</b>	40.00	31.50	32.50	40.57	39.58	42.70	<b>28.43</b>	<b>-14.27</b>
<b>CTE Participants</b>	NA	NA	52.78	48.48	50.00	62.86	<b>34.62</b>	<b>-28.24</b>
<b>CTE Concentrators</b>	NA	NA	60.00	66.67	33.33	85.71	*	*
<b>Foster Care</b>	NA	NA	NA	NA	NA	NA	<b>20.00*</b>	--

\*Student count numbers less than 10 students.

Data Source: <https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

# REYNOLDS LEARNING ACADEMY: FIVE-YEAR COHORT GRADUATION TREND REPORT

REYNOLDS LEARNING ACADEMY Five-Year Cohort Graduation Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
<b>All Students</b>	48.51	51.72	40.28	47.69	44.83	59.05	<b>46.39</b>	<b>-12.66</b>
<b>Male</b>	41.82	38.60	38.46	37.50	35.59	60.32	<b>36.36</b>	<b>-23.96</b>
<b>Female</b>	56.52	64.41	43.40	60.34	54.39	57.14	<b>54.72</b>	<b>-2.42</b>
<b>American Indian/Alaska Native</b>	>95%	25.00	<5%	50.00	<5%	50.00	<b>&lt;5%</b>	<b>Loss*</b>
<b>Asian</b>	--	50.00	<5%	<5%	>95%	>95%	<b>50.00</b>	<b>Loss*</b>
<b>Native Hawaiian/Pacific Islander</b>	<5%	33.33	--	--	--	<5%	<b>50.00</b>	 <b>Gain*</b>
<b>Asian/Pacific Islander</b>	<5%	40.00	<5%	<5%	>95%	25.00	<b>50.00</b>	 <b>25.00</b>
<b>Black/African American</b>	41.67	28.57	45.45	45.45	62.50	41.67	<b>60.00</b>	 <b>18.33</b>
<b>Hispanic/Latino</b>	55.10	59.52	34.62	54.17	43.14	68.63	<b>48.89</b>	<b>-19.74</b>
<b>Multi-Racial</b>	>95%	80.00	80.00	50.00	20.00	>95%	<b>33.33</b>	<b>Loss</b>
<b>White</b>	40.54	52.17	42.47	36.11	46.81	46.67	<b>38.46</b>	<b>-8.21</b>
<b>Underserved Races/Ethnicities</b>	52.38	49.21	35.38	52.87	43.55	60.29	<b>50.79</b>	<b>-9.50</b>
<b>Economically Disadvantaged</b>	50.00	53.33	41.48	51.67	48.57	58.82	<b>48.91</b>	<b>-9.91</b>
<b>Students with Disabilities</b>	59.26	42.11	30.43	38.64	40.00	63.33	<b>33.33</b>	<b>-30.00</b>
<b>Former English Learners, Exited Prior to High School</b>	NA	NA	NA	NA	55.88	57.58	<b>43.75</b>	<b>-13.83</b>
<b>English Learners Anytime in High School</b>	59.09	56.25	22.22	46.67	30.00	81.82	<b>50.00</b>	<b>-31.82</b>
<b>Never English Learners</b>	NA	NA	NA	NA	41.67	55.74	<b>47.46</b>	<b>-8.28</b>
<b>Talented and Gifted</b>	25.00	<5%	--	>95%	>95%	33.33	<b>&gt;95%</b>	 <b>Gain*</b>
<b>Migrant</b>	33.33	>95%	<5%	50.00	<5%	>95%	<b>62.50</b>	<b>Loss*</b>
<b>Homeless Students</b>	NA	NA	NA	42.31	40.54	52.63	<b>80.00</b>	 <b>27.37</b>
<b>Combined Disadvantaged</b>	48.91	52.25	40.58	48.82	47.22	59.05	<b>&gt;95%</b>	 <b>Gain</b>
<b>CTE Participants</b>	NA	NA	46.15	67.44	65.71	58.06	<b>48.00</b>	<b>-10.06</b>
<b>CTE Concentrators</b>	NA	NA	42.86	>95%	>95%	57.14	<b>47.87</b>	<b>-9.27</b>
<b>Foster Care</b>	NA	NA	NA	NA	NA	NA	<b>60.00</b>	<b>--</b>

# REYNOLDS LEARNING ACADEMY: FIVE-YEAR COMPLETER TREND REPORT

REYNOLDS LEARNING ACADEMY Five-Year Cohort Completer Rate	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	18-19 to 19-20 Gain/Loss Comparison
<b>All Students</b>	54.46	55.17	43.75	50.77	52.59	59.05	<b>53.61</b>	<b>-5.44</b>
<b>Male</b>	49.09	43.86	42.86	41.67	42.37	60.32	<b>47.73</b>	<b>-12.59</b>
<b>Female</b>	60.87	66.10	45.28	62.07	63.16	57.14	<b>58.49</b>	 <b>1.35</b>
<b>American Indian/Alaska Native</b>	>95%	25.00	<5%	50.00	<5%	50.00	<5%	<b>Loss*</b>
<b>Asian</b>	--	50.00	<5%	<5%	>95%	>95%	<b>50.00</b>	<b>Loss*</b>
<b>Native Hawaiian/Pacific Islander</b>	<5%	33.33	--	--	--	<5%	<b>50.00</b>	 <b>Gain*</b>
<b>Asian/Pacific Islander</b>	<5%	40.00	<5%	<5%	>95%	25.00	<b>50.00</b>	 <b>25.00</b>
<b>Black/African American</b>	41.67	35.71	45.45	45.45	62.50	41.67	<b>66.67</b>	 <b>25.00</b>
<b>Hispanic/Latino</b>	59.18	64.29	34.62	58.33	45.10	68.63	<b>48.89</b>	<b>-19.74</b>
<b>Multi-Racial</b>	>95%	80.00	80.00	50.00	60.00	>95%	<b>33.33</b>	<b>Loss</b>
<b>White</b>	51.35	54.35	49.32	38.89	59.57	46.67	<b>61.54</b>	 <b>14.87</b>
<b>Underserved Races/Ethnicities</b>	55.56	53.97	35.38	56.32	45.16	60.29	<b>52.38</b>	<b>-7.91</b>
<b>Economically Disadvantaged</b>	54.65	57.14	45.19	55.00	55.24	58.82	<b>54.35</b>	<b>-4.47</b>
<b>Students with Disabilities</b>	62.96	44.74	32.61	43.18	42.86	63.33	<b>38.89</b>	<b>-24.44</b>
<b>Former English Learners, Exited Prior to High School</b>	NA	NA	NA	NA	61.76	57.58	<b>46.88</b>	<b>-10.70</b>
<b>English Learners Anytime in High School</b>	63.64	56.25	22.22	46.67	30.00	81.82	<b>50.00</b>	<b>-31.82</b>
<b>Never English Learners</b>	NA	NA	NA	NA	51.39	55.74	<b>57.63</b>	 <b>1.89</b>
<b>Talented and Gifted</b>	75.00	50.00	--	>95%	>95%	33.33	<b>&gt;95%</b>	 <b>Gain</b>
<b>Migrant</b>	33.33	>95%	<5%	50.00	<5%	>95%	<b>75.00</b>	<b>Loss*</b>
<b>Homeless Students</b>	NA	NA	NA	46.15	45.95	52.63	<b>&gt;95%</b>	 <b>Gain</b>
<b>Combined Disadvantaged</b>	54.35	55.86	44.20	51.97	53.70	59.05	<b>&gt;95%</b>	 <b>Gain</b>
<b>CTE Participants</b>	NA	NA	48.08	67.44	65.71	58.06	<b>48.00</b>	<b>-10.06</b>
<b>CTE Concentrators</b>	NA	NA	42.86	>95%	>95%	57.14	<b>53.19</b>	<b>-3.95</b>
<b>Foster Care</b>	NA	NA	NA	NA	NA	NA	<b>80.00</b>	<b>--</b>

Student count numbers less than 6 students.

Data Source: <https://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>



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# COHORT GRADUATION RATE

## POLICY AND TECHNICAL MANUAL 2019-2020

Abridged for January 27, 2021  
Reynolds School Board Work Session

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# TABLE OF CONTENTS

Introduction .....	10
What Is a Cohort Graduation Rate? .....	10
What Is the Four-Year Cohort Graduation Rate? .....	11
What Is the Four-Year Cohort Completer Rate? .....	11
What about Students Who Take Longer than Four Years to Graduate? .....	12
What about Students Who Complete Their Graduation Requirements over the Summer? .....	12
What about Students Who Earn a Credential Other than a standard Diploma? .....	12
What about Students Who Enroll in Fifth Year Programs, such as Advanced Diploma or Post-Graduate Scholars Programs? .....	13
Changes to the Calculation .....	14
Changes for the 2019-20 Calculation .....	14
Changes for the 2018-19 Calculation .....	14
Changes for the 2017-18 Calculation .....	14
Changes for the 2016-17 Calculation .....	15
Changes for the 2015-16 Calculation .....	15

Determining Student Group Membership.....	31
Gender and Race/Ethnicity .....	31
Historically Underserved Race/Ethnicity (USETH) .....	31
Students with Disabilities (SWD) .....	31
Economically Disadvantaged (ECD) .....	31
Talented and Gifted (TAG) .....	31

English Learners (EL) .....	32
Migrant (Mgrnt) .....	32
Homeless (Hmlss).....	32
Combined Disadvantaged (CDIS) .....	32
Career and Technical Education Participants (CTEPartic) .....	32
Career and Technical Education Concentrators (CTEConc).....	32
Foster Care Students.....	33
Appealing Cohort Graduation Rates .....	34
Grounds for Appeal Example: .....	35
Definitions.....	36
Cohort Terminology .....	36
Adjusted Cohort .....	36
First-time High School Student in 2016-17 .....	36
High School Entry Year .....	36
Transfer in .....	36
Unadjusted State Cohort .....	36
Credentials .....	37
Adult High School Diploma .....	37
Alternative Certificate.....	37
Extended Diploma.....	37
GED.....	37
Standard Diploma .....	37
Non-Credential Outcomes .....	38
Continuing Enrollment.....	38
Deceased.....	38
Dropout/Non-completer.....	38
Transfer Out .....	39
Educational Settings.....	39
Attending District and School .....	39
Detention Facility .....	39
Elementary Grade .....	39

# INTRODUCTION

High School graduation rates are key indicators of accountability for high schools and school districts in Oregon. Beginning with the 2008-09 school year, the Oregon Department of Education (ODE) implemented the cohort method of calculating graduation rates. The cohort method identifies the year the student entered high school for the first time (known as the high school entry year, or cohort year) and uses longitudinal student data to determine the student's outcome after four years. An extended rate, allowing one additional year for completion, is also tracked and reported as the 5-year Cohort Graduation Rate.

The cohort graduation rate is published annually. These reports include other outcome categories for students in the cohort, in addition to graduates, and are disaggregated by student groups such as race/ethnicity and gender.

**Accountability Reporting timelines under Oregon's State Plan:** due to the additional time needed to calculate accurate Cohort Graduation Rates, graduation rates used for accountability are always one year behind. The 2018-19 rates are the rates reported as part of the 2019-20 Adapted At-A-Glance profiles to be published in October, 2020. The 2019-2020 rates will be the rates reported as part of the 2020-21 At-A-Glance Profiles.

## WHAT IS A COHORT GRADUATION RATE?

A cohort graduation rate follows the students who are first-time high school students in a particular year and determines the percentage that graduate within a given time frame, such as four years. A four-year cohort graduation rate for the first-time ninth graders in the 2016-17 school year would represent the percentage who graduated by 2019-20. The table below shows the relationship between the school year that students enter high school and the expected graduation year.

The cohort of first-time high school students is adjusted by adding in those students who transfer into the school during the period being measured, and removing those students who transfer out of the school. Students who transfer into the cohort are assigned a cohort year based on their first high school enrollment in any state or country as shown in table below.

Cohort High School Entry Year	Graduation Year (4 year rate)	Extended Graduation Year (5 year rate)
<b>2013-2014</b>	2016-2017	2017-2018
<b>2014-2015</b>	2017-2018	2018-2019

Cohort High School Entry Year	Graduation Year (4 year rate)	Extended Graduation Year (5 year rate)
2015-2016	2018-2019	2019-2020
2016-2017	2019-2020	2020-2021
2017-2018	2020-2021	2021-2022

## WHAT IS THE FOUR-YEAR COHORT GRADUATION RATE?

The four-year cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, that earn a standard diploma within four years of entering high school. See [page 37](#) for definitions of the credentials and other outcomes.

As an example, in early 2020-2021, the Oregon Department of Education (ODE) will report on the graduation rate for the cohort of students who entered high school in 2016-17; these are the students who were expected to graduate by the end of the 2019-20 school year. The graduation rate for this cohort will be defined as:

$$\frac{\text{Number of students in the adjusted cohort who earn standard diplomas by August 31, 2020}}{\left( \begin{array}{l} \text{Number of students who were first enrolled in high school in 2016 - 17} \\ + \text{Students who transferred into the cohort} \\ - \text{Students who transferred out of the cohort} \end{array} \right)}$$

Note that the numerator includes only standard (Oregon or Modified) diplomas earned in four or fewer years. Students earning other high school credentials will be included in the adjusted cohort (i.e. the denominator), but will not be included in the count of graduates (i.e. the numerator).

## WHAT IS THE FOUR-YEAR COHORT COMPLETER RATE?

The four-year cohort completer rate is similar to the graduation rate, but includes students who earned other completion credentials, such as extended and adult high school diplomas or GEDs, in the numerator. It also includes graduates with a standard (Oregon or modified) diploma. So, for a given cohort and student group, it should always be at least as high as the graduation rate. Note that four-year and five-year cohort and completion rates are released at the same time, so make sure you are looking at the right cohort(s) of students when making comparisons. Alternative certificates are a district-defined credential, and are not included as completers in the completer rate. The equation is shown below.

*Number of students in the adjusted cohort who earn standard diplomas, extended diplomas, adult high school diplomas, or GEDs by August 31, 2020*

$$\frac{\text{Number of students in the adjusted cohort who earn standard diplomas, extended diplomas, adult high school diplomas, or GEDs by August 31, 2020}}{\left( \begin{array}{l} \text{Number of students who were first enrolled in high school in 2016 – 17} \\ + \text{Students who transferred into the cohort} \\ - \text{Students who transferred out of the cohort} \end{array} \right)}$$

## WHAT ABOUT STUDENTS WHO TAKE LONGER THAN FOUR YEARS TO GRADUATE?

While students who take longer than four years to earn a diploma are not included as graduates in the four-year cohort graduation rate, they will be included as graduates in the five-year cohort graduation rate, which is published along with the four-year rate, if they graduate within five years. The five-year rate may serve to better reflect the success schools have had with certain groups of students, such as students with disabilities, English learners, and students whose education was interrupted.

The five-year graduation rate is defined similarly to the four-year rate. The five-year rate for the 2015-16 cohort is:

*Number of students in the adjusted cohort who earn standard diplomas by August 31, 2020*

$$\frac{\text{Number of students in the adjusted cohort who earn standard diplomas by August 31, 2020}}{\left( \begin{array}{l} \text{Number of students who were first enrolled in high school in 2015 – 16} \\ + \text{Students who transferred into the cohort} \\ - \text{Students who transferred out of the cohort} \end{array} \right)}$$

## WHAT ABOUT STUDENTS WHO COMPLETE THEIR GRADUATION REQUIREMENTS OVER THE SUMMER?

Students who earn their credential by the end of August are included with the prior school year’s graduates. So for example, a student in the 2016-17 cohort who earned a diploma on August 30, 2020, would count as a graduate in the 2016-17 cohort’s four-year graduation rates. A student in the 2016-17 cohort who earned a diploma on September 3, 2020, will count as continuing enrollment in the four-year graduation rates, and as a graduate in the five-year graduation rates.

## WHAT ABOUT STUDENTS WHO EARN A CREDENTIAL OTHER THAN A STANDARD DIPLOMA?

Students who earn an extended or adult high school diploma, or a GED, are included (along with students who earned a standard diploma) as completers in the Cohort Completion Rate. This rate is not used for accountability purposes, but will be published. The cohort completion rate uses the same denominator (the adjusted cohort) as the cohort graduation rate.

## **WHAT ABOUT STUDENTS WHO ENROLL IN FIFTH YEAR PROGRAMS, SUCH AS ADVANCED DIPLOMA OR POST-GRADUATE SCHOLARS PROGRAMS?**

As of the 2016-17 school year, Oregon law prohibits school districts from withholding diplomas from students who have earned them and have been enrolled in high school for four or more years. Students are reported with their diplomas at the point at which they earn the diploma, and are considered graduates at that point, even if they continue to receive services from their school district. See <https://www.oregon.gov/ode/schools-and-districts/grants/Pages/Post-Graduate-Scholar-Programs.aspx> for more information.

Students who have earned their diploma but have not yet been awarded it, and students in post graduate scholars programs, are reported separately in the columns under the summary tab of the cohort validations in ADI, but all of these students are counted as graduates when computing rates.

## CHANGES TO THE CALCULATION

### CHANGES FOR THE 2019-20 CALCULATION

Foster Care students added as a student group. These students are those that were in foster care anytime during their high school years that span the cohort reporting period (e.g. 2016-17 through 2019-20 for the 4 year cohort).

Students who have the "SE" EL Record Type Code in the Spring English Learners collection will not be included in the calculation of an English Learner or Former English Learner student group. This code is designated as a "state of emergency" code that was adopted in response to pandemic-related school closures that prevented language development screening.

Because of the ongoing pandemic, Third Period Cumulative ADM was not collected for the 2019-20 school year, and consequently, the spring membership extract process did not take place. Data contained in the Annual Cumulative ADM collection will be used to create a distinct membership extract. TAG and economically disadvantaged student groups will then be determined by processes similar to those that occur during the spring membership. The Annual Cumulative ADM collection was subjected to new audits this year to help ensure data quality.

### CHANGES FOR THE 2018-19 CALCULATION

Non-Binary gender code added to detail and summary levels of the Achievement Data Insight validations.

Students who are continuing enrollment and accountable to the State were not previously displayed in district validations. This year, these students will be visible in the Achievement Data Insight to the last enrolled degree granting district. This is only a change in what districts see in the validation and does not change the accountability of these students, which will remain at the State.

Students who have a '2J' LEP Record Type Code in the English Learners collection will not be included in the calculation of an English Learner or Former English Learner.

### CHANGES FOR THE 2017-18 CALCULATION

Students whose only enrollment in Oregon was in a Hospital program will be removed from the cohort calculations. See [page 20](#) for more information.

Undocumented transfers with GEDs will now be accountable to the State. See [page 29](#) for more information.

Previous labels and logic for Limited English Proficient have been changed from English Learner to English Learners, Anytime in High School and from Ever English Learner to Former English Learners, Exited Prior to High

School for better clarity. The aggregate Not English Learners in High School has been changed to Never English Learners. See [page 32](#) for more information.

## CHANGES FOR THE 2016-17 CALCULATION

New student group: Homeless students. See [page 32](#) for more information.

Technical changes and fixes.

## CHANGES FOR THE 2015-16 CALCULATION

The Post Graduate Scholars program takes effect beginning with the 2017-18 school year. Students participating in this program are counted as graduates, provided that they earned their diplomas within the timeframes outlined on previous pages. See <https://www.oregon.gov/ode/schools-and-districts/grants/Pages/Post-Graduate-Scholar-Programs.aspx> for more details.

New student groups: Career and Technical Education Participants and Concentrators. See [page 32](#) for more information.

Technical adjustments to account for changes in Title III: Limited English Proficiency data collection. See [page 32](#) for more information.

## **DETERMINING STUDENT GROUP MEMBERSHIP**

See [page 41](#) for more information on data sources used for the cohort rate calculation.

### **GENDER AND RACE/ETHNICITY**

A student's gender and race/ethnicity is determined based on the information reported on the record with the student's highest-ranked outcome. If the student's highest-ranked outcome was based on a district update rather than a collection record, the information is taken from the student's most recent record in Cumulative ADM, within the school years being measured.

### **HISTORICALLY UNDERSERVED RACE/ETHNICITY (USETH)**

Students are included in this student group if their race/ethnicity is Black/African American, Hispanic/Latino, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander.

### **STUDENTS WITH DISABILITIES (SWD)**

Students are included in the SWD student group if any district reported them as receiving special education services at any point during the school years being measured.

### **ECONOMICALLY DISADVANTAGED (ECD)**

Usually students are included in the ECD student group if any district reported them as being eligible for free or reduced lunch in the spring membership extract at any point during the school years being measured. However, during the 2019-20 school year, schools were closed statewide due to the COVID-19 pandemic. The Third Period Cumulative ADM collection and the Spring Membership process did not take place. Data showing student free or reduced lunch eligibility will be extracted from a membership extract taken from 2019-20 Annual Cumulative ADM.

### **TALENTED AND GIFTED (TAG)**

Students are included in the TAG student group if they were reported with any of the TAG flags (Intellectually Gifted, Academically Talented in Math, Academically Talented in Reading, Creative Ability TAG, Leadership Ability TAG, Performing Arts Ability TAG, and/or Potentially TAG) in the spring membership extract at any point during the school years being measured through 2018-19. During the 2019-20 school year, schools were closed statewide due to the COVID-19 pandemic. The Third Period Cumulative ADM collection and the Spring Membership process did not take place. Data showing student free or reduced lunch eligibility will be extracted from a membership extract taken from 2019-20 Annual Cumulative ADM.

## ENGLISH LEARNERS (EL)

- English Learners, Anytime in High School: This designates students who were an English Learner anytime while they were in high school.
- Former English Learners, Exited Prior to High School: This designates students who were English Learners and exited prior to starting High School, without returning to an English Learning status again while in High School.
- Never English Learners: This designates students who were never reported as an English Learner.

Students are included in the English Learners student groups if any district reported them as receiving or being eligible for English Learner services in the ESEA Title III: English Learner collection.

## MIGRANT (MGRNT)

Students are included in the migrant student group if they were reported in Oregon's Migrant Student Information System (OMSIS) at any point during the school years being measured.

## HOMELESS (HMLSS)

Students are included in the homeless student group if they were reported in the Title X/McKinney-Vento collection at any point during the years being measured.

## COMBINED DISADVANTAGED (CDIS)

Students are included in this student group if they are members of at least one of the following student groups: Historically Underserved Race/Ethnicity, Students with Disabilities, Economically Disadvantaged Students, or Current English Learners when their cohort determination is made.

## CAREER AND TECHNICAL EDUCATION PARTICIPANTS (CTEPARTIC)

Students are included in this student group if they were reported as a CTE Participant in any year from 2008-09 to 2019-20. See <http://www.oregon.gov/ode/learning-options/CTE/data/Pages/default.aspx> for the definition of Participant. Any secondary student who has earned one-half (.5) or more credits in any technical skill course part of an Oregon state- approved CTE program.

## CAREER AND TECHNICAL EDUCATION CONCENTRATORS (CTECONC)

Students are included in this student group if they were reported as a CTE Concentrator in any year from 2008-09 to 2019-20. See <http://www.oregon.gov/ode/learning-options/CTE/data/Pages/default.aspx> for the definition of Concentrator.

Any secondary student who has earned one (1) or more credits in technical skill-based courses as part of an Oregon state-approved CTE program, of which at least one-half (.5) credit must be designated as a required course.

## FOSTER CARE STUDENTS

Students are included in this student group if they were reported as within foster care during the cohort reporting period for their high school years. For example, a student who entered high school in 2016-17 would be reported as a foster care student if they were matched to the list of students reported in care provided by the Department of Human Services anytime during the 2016-17 through 2019-20 school years for the 4 Year Cohort.

## DEFINITIONS

### COHORT TERMINOLOGY

#### ADJUSTED COHORT

The cohort (see below), adjusted for students who transfer in, transfer out, emigrate, or are deceased.

#### FIRST-TIME HIGH SCHOOL STUDENT IN 2016-17

A student whose first enrollment in a high school grade anywhere in the United States or elsewhere was during the 2016-17 school year. The student's enrollment in school years 2015-16 and earlier must be at elementary grades (see [page 39](#)) only. For most students this is the school year in which they enrolled in ninth grade for the first time. However, it also includes students who were enrolled in grade 8 or lower in 2015-16 and were enrolled in grade 10 or higher in 2016-17.

#### HIGH SCHOOL ENTRY YEAR

The first school year in which the student first attended any high school grade in the United States or elsewhere. For most students this is their first year as a ninth grader. Also referred to as "Cohort Year."

#### TRANSFER IN

For the 2016-17 cohort, a student who is a member of the adjusted cohort and who transferred into the school or district after the beginning of the 2016-17 school year, but before the end of the 2019-20 school year. Students who transferred in to a school for the first time in the 2020-21 school year will not be included in that school's cohort for the 2019-20 rates.

#### UNADJUSTED STATE COHORT

For the 2016-17 cohort, this includes all students who were enrolled in a public school in Oregon at some point during the period 2016-17 to 2019-20 and who were first-time high school students in 2016-17.

## **CREDENTIALS**

### **ADULT HIGH SCHOOL DIPLOMA**

An Adult High School Diploma is one that meets or exceeds the requirements of [OAR 589-007-0600](#). Only a community college is authorized to issue an Adult High School Diploma. This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

### **ALTERNATIVE CERTIFICATE**

As defined in [OAR 581-022-2020](#), this is a credential that may be awarded to students who do not satisfy the requirements for a regular, modified, or extended diploma. Requirements for this award are determined at the district level. Students who earn this credential are not considered completers for the purposes of the cohort completion rate or graduates for the purposes of the cohort graduation rate.

### **EXTENDED DIPLOMA**

As defined in [ORS 329.451](#), an extended diploma may be earned by students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations. The requirements for this diploma are specified in [OAR 581-022-2015](#). This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

### **GED**

The award earned upon passing the General Educational Development tests. These are standardized tests designed to measure the skills and knowledge students normally acquire by the end of high school. Students are typically awarded these through community colleges. This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

### **STANDARD DIPLOMA**

A diploma earned when the student has fulfilled all school district and state requirements as described in [ORS 329.451](#). Oregon law requires districts to offer two standard diplomas. Both diplomas count as “Graduates” for the purposes of the cohort graduation rate, beginning with the 2013-14 rates.

- **Oregon Diploma Awarded:** Also referred to as the Regular High School Diploma, this is the diploma described in [OAR 581-022-2000](#).
- **Post Graduate Scholar:** The student has been awarded an Oregon diploma, but has elected to remain enrolled to participate in a [Post Graduate Scholar](#) program.
- **Oregon Diploma Earned (not Awarded):** The student has met all state and local requirements for an Oregon diploma, but has elected not to receive the diploma and to instead enroll in additional coursework in pursuit of a locally-defined diploma with additional requirements.
- **Modified Diploma:** As described in [ORS 329.451](#), a modified diploma may be earned by students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations. The requirements for this diploma are specified in [OAR 581-022-2010](#).

## NON-CREDENTIAL OUTCOMES

### CONTINUING ENROLLMENT

A student is classified as continuing enrollment if they are reported as enrolling during (for the four-year cohort rate) their fifth year (e.g., a first-time high school student in 2016-17 who was still enrolled during the 2020-21 school year). In the five-year cohort rate, a student is classified as continuing enrollment if they are reported as enrolling during their sixth year. Students must reenroll between the first school day of their intended school and the first school day in October in order to be counted as continuing enrollment. Students who have graduated with a regular diploma are not eligible for state-funded enrollment following their graduation.

### DECEASED

A student whose last record indicates that they were permanently incapacitated or deceased.

### DROPOUT/NON-COMPLETER

For the purposes of the cohort rate calculations, a dropout/non-continuing student is a student who was enrolled at some point during the period being measured, did not reenroll by the beginning of the school year following the period being measured, and for whom no higher-ranked outcome (e.g. modified or extended diploma, GED, transfer out) has been reported. This category includes both students explicitly reported as dropouts, as well as students who were reported as expected to return, but for whom no record of re-enrollment exists.

## **TRANSFER OUT**

A student who left the state of Oregon, or enrolled in private school or homeschool.

## **EDUCATIONAL SETTINGS**

### **ATTENDING DISTRICT AND SCHOOL**

For most students, this is the district responsible for the school or program the student attended and the school that provided the instruction to the student. Attending districts and schools are responsible for reporting enrollment and outcome data for their students. For most students, the Attending institutions are the same as the Resident institutions (see below).

### **DETENTION FACILITY**

A facility established under [ORS 419A.010 to 419A.020](#) and [419A.050 to 419A.063](#) for the detention of children, wards, youths, or youth offenders pursuant to a judicial commitment or order. See also [ORS 420A](#).

### **ELEMENTARY GRADE**

Any grade from pre-kindergarten through 8<sup>th</sup> grade.

### **HIGH SCHOOL**

An institution within a school district or a public charter school that provides instruction that culminates in the awarding of a high school diploma.

### **HIGH SCHOOL GRADE**

Any reported enrolled grades of '09', '10', '11', or '12'.

### **HOMESCHOOL**

Students taught by a parent, legal guardian, or private teacher at home are considered to be homeschooled. Homeschooled students are required to register their status with an Education Service District (see [ORS 339.035](#)), but are not included in any adjusted cohort. Students enrolled at least half-time in charter schools or virtual schools are not considered to be homeschooled, even when most or all of the instruction occurs at the student's home.

## **JUVENILE DETENTION EDUCATION PROGRAM (JDEP)**

The provision of educational services to youths lodged overnight who receive educational services on consecutive days within a detention facility. See “Detention Facility” and [ORS 326.695](#).

## **RESIDENT DISTRICT AND SCHOOL**

The district and school accountable for the education of the student. As defined in [ORS 339.133](#), this is generally the district in which the parent or guardians of the student resides. The student usually lives within the district-defined boundaries of the resident school. There are a number of exceptions to this rule that apply to students with disabilities, charter schools, inter-district transfer agreements, and other situations. These exceptions are found in [ORS 339.133](#) and [ORS 339.134](#). The resident school can be the same as the resident district for students who are enrolled in district-level programs.

## **YOUTH CORRECTIONS EDUCATION PROGRAM (YCEP)**

The provision of educational services to youths in youth correction facilities. See “Youth Correction Facility” and [ORS 326.695](#).

## **YOUTH CORRECTION FACILITY**

A facility used for the confinement of youth offenders and other persons placed in the legal or physical custody of the youth authority and includes secure regional youth facilities, regional accountability camps, residential academies, and satellites, camps, and branches of those facilities. See [ORS 420.005](#).

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Hank Bauer, Administrative Analyst to Assistant Superintendent of Student & Family Services

**Subject: Student Suicide Prevention – New Board Policy - JHH**

Policy: [Student Health Services and Requirements – JHC](#)

Date: February 24, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

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**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #2:** We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

**Summary:**

This is the first reading of a new Reynolds Board Policy, which is related to Student Suicide Prevention. The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators, and school boards associations when developing the required plan.

**Previous Board Action:**

Not Applicable

**Background:**

HB 52 (Adi's Law) requires each school district to have a policy regarding suicide prevention. This is Policy JHH. Reynolds has not yet adopted Policy JHH. Reynolds needs to adopt policy JHH to be in compliance with state regulations.

**Financial Implications:**

There must be a process for designating staff to be trained in an evidence-based suicide prevention program. There will an annual cost associated with providing this training to staff.

**Alternatives:**

The Board could request changes to the policy.

**Staff Recommendation:**

The Board will review the presented policy as a first reading. The Board may adopt the policy after a first reading if an emergency exists. The Superintendent recommends adoption after a second reading at the March 31, 2021 business meeting.

**Motion:**

Not Applicable

# Reynolds School District

Code: JHH  
Adopted:  
Orig. Code: JHH

## Student Suicide Prevention\*\*

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
  - a. Youth bereaved by suicide;
  - b. Youth with disabilities, mental illness or substance abuse disorders;
  - c. Youth experiencing homelessness or out of home settings, such as foster care; and
  - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
  - a. When and how to refer youth and their families to appropriate mental health services; and
  - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis<sup>1</sup>; and

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<sup>1</sup> “Behavioral health crisis” as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual’s mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual’s mental or physical health.

8. A process for designating staff to be trained in an evidence-based suicide prevention program.<sup>2</sup>

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.343](#)

[OAR 581-022-2510](#)

**Cross Reference(s):**

JHC - Student Health Services and Requirements

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<sup>2</sup> ODE will provide a list of available programs.

To: Board of Directors

From: Dr. Angela Freeman, Interim Assistant Superintendent of Human Capital Management and Schools

Prepared by: Jill Hunter, Senior Specialist, Human Capital Management

**Subject: Meyer Memorial Trust Grant for the “Grow Your Own” Program**

Policy: Revenues

Date: February 24, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

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**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #2:** We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

**Summary:**

Multnomah Education Service District (MESD) has been awarded a grant from Meyer Memorial Trust (MMT) to support a regional effort to diversify the education workforce. This is a collaborative grant, meaning that MESD applied on behalf of a group of regional partner districts. As part of the proposal, partners agreed that a portion of the funds would be allocated to each district to support a range of district-specific efforts and investments toward the goal of:

- Diversifying the teaching workforce to more closely match the demographics and lived experiences of our students; and
- Increasing the available pool of licensed educators to meet current and projected hiring needs, particularly in hard-to-fill positions.

The grant covers the period 11/01/2020 to 10/31/2022.

**Previous Board Action:**

Not Applicable

**Background:**

Not Applicable

**Financial Implications:**

Per the approved proposal, REYNOLDS SCHOOL DISTRICT (RSD) is eligible to receive up to \$15,000 over the course of the two-year grant as a sub-grant from MESD, with distributions as follows:

- December 2020 - up to \$7,500 (\$2,500 to use for Technology/\$5,000 for paid leave)
- November 2021- up to an additional \$7,500 (\$2,500 to use for Technology/\$5,000 for paid leave)

**Alternatives:**

The Board could choose not to accept this grant.

**Staff Recommendation:**

Staff recommends that the Board accept this grant as presented.

**Motion:**

Not Applicable

## Memorandum of Understanding for Meyer Memorial Trust Grant Funds

MULTNOMAH EDUCATION SERVICE DISTRICT (MESD) has been awarded a grant from MEYER MEMORIAL TRUST (MMT) to support a regional effort to diversify the education workforce. This is a collaborative grant, meaning that MESD applied on behalf of a group of regional partner districts. As part of the proposal, partners agreed that a portion of the funds would be allocated to each district to support a range of district-specific efforts and investments toward the goal of diversifying the workforce. The grant covers the period 11/01/2020 to 10/31/2022.

Per the approved proposal, REYNOLDS SCHOOL DISTRICT (RSD) is eligible to receive up to \$15,000 over the course of the two year grant as a sub-grant from MESD, with distributions as follows:

December 2020 – up to \$7,500

November 2021 – up to an additional \$7,500

All funding is contingent upon MESD's receipt of funds from MMT. Per MMT requirements, no funds may be used for direct scholarships to individuals. The grant must be used only for the purpose of advancing education equity for racially and linguistically diverse students through increasing educator workforce diversity in Multnomah County and must be treated as restricted for this purpose.

RSD has indicated an intent to use grant funds for the following:

- \$10,000 stipends/paid leave for paras; \$5,000 laptops/technology for paras

RSD will notify MESD as soon as possible regarding any significant changes to the intended use of these funds. RSD will promptly notify MESD if the funds are not expected to be expended during the grant period. RSD will provide a brief interim report on Year 1 no later than October 31, 2021. Release of Year 2 funds are contingent upon MESD's receipt of the interim report. In addition, a final report on the full two year grant is due no later than December 17, 2021. Both reports should be no more than two pages in length and should address the following:

- How were the funds spent (include specific amounts)?
- What challenges (if any) did you face in implementing these activities?
- What lessons did you learn or insights did you gather that can inform your future work and/or the work of partner districts?
- Please share any additional information you would like to convey regarding the project

The below district representatives agree to the stipulations outlined above.

 12/1/2020

Signature Date

Nate Waas Shull  
Coordinator of K-12/Higher Education Collaboration  
Multnomah Education Service District

 12/14/2020

Signature Date

Name: Jill Hunter  
Title: Senior Specialist - Human Capital Management  
Reynolds School District

To: Board of Directors  
From: Dr. Danna Diaz, Superintendent of Schools  
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Board Announcements**

Policy: [Board Meetings - BD/BDA](#), [Conduct of Board Meetings - BDDF](#)

Date: February 24, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

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**Connection to Board Goals**

Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

- A. Individual Board Members – Announcements and Reports
- B. Budget Committee Vacancies
  - a. Position 10 – term expiring June 30, 2023
  - b. Position 12 – term expiring June 30, 2021
  - c. Position 14 – term expiring June 30, 2022
    - i. Policy DBEA outlines that the budget committee consists of seven members appointed by the Board plus the elected Board Members. To be eligible for appointment, the appointive member must:
      - ii. Live and be registered to vote in the district
      - iii. Not be an officer, agent or employee of the district.
- C. Upcoming Board Meetings
  - a. Work Session: March 10, 2021
  - b. Business Meeting: March 31, 2021

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Superintendent's Reports**

Policy: [Board Meetings - BD/BDA](#), [Conduct of Board Meetings - BDDF](#)

Date: February 24, 2021

<b>Action</b>	<input type="checkbox"/>
<b>Report</b>	<input checked="" type="checkbox"/>

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**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

Superintendent Diaz will provide announcements and reports to the board:

- A. Announcements / Reports - Dr. Danna Diaz
- B. Student Achievement - Dr. Nicole MacTavish
  - a. CDL Update
- C. Equity - Dr. Angela Freeman
- D. Communications - Stephanie Field
- E. Fiscal Responsibility - Christina Weinard
  - a. Financial Report
  - b. Enrollment Report
  - c. Budget Update



**Fiscal Year 2020-21**  
**January 2021 Board Report - Estimated Annual**

**GENERAL FUND**

	<b>Working Budget</b>	<b>1/31/2021 MTD</b>	<b>Fiscal Year Projected*</b>	<b>Budget Versus FY Projected</b>
<b>RESOURCES</b>				<b>(Under) / Over</b>
Beginning Balance	14,522,218	-	18,958,789	4,436,571
Local Sources	29,887,141	615,625	28,627,702	(1,259,439)
Intermediate Sources	1,001,800	-	503,164	(498,636)
State Sources	104,883,164	8,349,299	101,832,663	(3,050,501)
Federal Sources	65,000	3,141	69,503	4,503
Other Financing Sources	-	-	1,232,761	1,232,761
<b>Total Resources</b>	<b>150,359,323</b>	<b>8,968,066</b>	<b>151,224,582</b>	<b>(367,502)</b>
<b>REQUIREMENTS</b>				<b>Under / (Over)</b>
Instruction	83,220,180	6,111,424	82,072,011	1,148,169
Support Services	56,216,054	3,283,822	55,440,454	775,600
Community Services	462,610	13,622	170,610	292,000
Other Uses	3,869,368	-	3,869,368	-
Contingency	1,620,145	-	-	1,620,145
Unappropriated End Balance	4,970,966	-	-	4,970,966
<b>Total Expenditures</b>	<b>150,359,323</b>	<b>9,408,867</b>	<b>141,552,443</b>	<b>8,806,880</b>
<b>PERIOD NET ACTIVITY</b>		<b>(440,801)</b>		
<b>PROJECTED ENDING FUND BALANCE</b>			<b>9,672,139</b>	
(Total Resources minus Requirements)				
<b>PROJ ACTUAL SPEND DOWN/ (ADD BACK) IN CASH RESERVE</b>			<b>9,286,650</b>	

- Notes :**
- 1) Beginning Balance is a pre-audit estimate.
  - 2) Revenues estimate is based on ODE projection as of 12/16/2020  
 Based on \$9.0 Billion Legislative Approved Budget with 49/51 split, and  
 Total ADMw (including Charters): 14,246.13
  - 2) Expenditures estimate is based on actuals to date and projected summer payroll and project costs.
  - 3) The projection is an estimate which can and may vary up to 10%.

**Multnomah County School District #7**

**FINANCIAL STATEMENT - General Fund By Function For the Period 01/01/2021 through 01/31/2021**

Fiscal Year: 2020-2021

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
<b>INCOME</b>							
Revenues							
Beginning Fund Balance (+)	\$14,522,218.00	\$0.00	\$18,958,789.26	(\$4,436,571.26)	\$0.00	(\$4,436,571.26)	-30.6%
Local Sources (+)	\$29,887,141.00	\$615,625.44	\$27,268,838.75	\$2,618,302.25	\$0.00	\$2,618,302.25	8.8%
Intermediate (+)	\$1,001,800.00	\$0.00	\$0.00	\$1,001,800.00	\$0.00	\$1,001,800.00	100.0%
State (+)	\$104,883,164.00	\$8,349,299.00	\$68,023,710.00	\$36,859,454.00	\$0.00	\$36,859,454.00	35.1%
Federal (+)	\$65,000.00	\$3,141.42	\$53,693.01	\$11,306.99	\$0.00	\$11,306.99	17.4%
Other Financing Sources (+)	\$0.00	\$0.00	\$1,232,760.67	(\$1,232,760.67)	\$0.00	(\$1,232,760.67)	0.0%
Sub-total : Revenues	\$150,359,323.00	\$8,968,065.86	\$115,537,791.69	\$34,821,531.31	\$0.00	\$34,821,531.31	23.2%
<b>Total : INCOME</b>	\$150,359,323.00	\$8,968,065.86	\$115,537,791.69	\$34,821,531.31	\$0.00	\$34,821,531.31	23.2%
<b>EXPENSES</b>							
Expenditures							
Instruction (-)	\$83,220,180.00	\$6,111,423.52	\$34,697,925.01	\$48,522,254.99	\$41,286,718.39	\$7,235,536.60	8.7%
Support Services (-)	\$56,216,054.00	\$3,283,821.70	\$22,652,435.61	\$33,563,618.39	\$19,034,748.98	\$14,528,869.41	25.8%
Enterprise & Community (-)	\$462,610.00	\$13,622.03	\$357,469.93	\$105,140.07	\$88,845.77	\$16,294.30	3.5%
Other Uses Transfers (-)	\$3,869,368.00	\$0.00	\$3,675,913.00	\$193,455.00	\$0.00	\$193,455.00	5.0%
Operating Contingency (-)	\$1,620,145.00	\$0.00	\$0.00	\$1,620,145.00	\$0.00	\$1,620,145.00	100.0%
Unappropriated Ending Fund Balance (-)	\$4,970,966.00	\$0.00	\$0.00	\$4,970,966.00	\$0.00	\$4,970,966.00	100.0%
Sub-total : Expenditures	(\$150,359,323.00)	(\$9,408,867.25)	(\$61,383,743.55)	(\$88,975,579.45)	(\$60,410,313.14)	(\$28,565,266.31)	19.0%
<b>Total : EXPENSES</b>	(\$150,359,323.00)	(\$9,408,867.25)	(\$61,383,743.55)	(\$88,975,579.45)	(\$60,410,313.14)	(\$28,565,266.31)	19.0%
<b>NET ADDITION/(DEFICIT)</b>	\$0.00	(\$440,801.39)	\$54,154,048.14	(\$54,154,048.14)	(\$60,410,313.14)	\$6,256,265.00	0.0%

End of Report

## Multnomah County School District #7

### FINANCIAL STATEMENT - General Fund by Object For the Period 01/01/2021 through 01/31/2021

Fiscal Year: 2020-2021

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
<b>INCOME</b>							
Revenues							
Beginning Fund Balance (+)	\$14,522,218.00	\$0.00	\$18,958,789.26	(\$4,436,571.26)	\$0.00	(\$4,436,571.26)	-30.6%
Local Sources (+)	\$29,887,141.00	\$615,625.44	\$27,268,838.75	\$2,618,302.25	\$0.00	\$2,618,302.25	8.8%
Intermediate (+)	\$1,001,800.00	\$0.00	\$0.00	\$1,001,800.00	\$0.00	\$1,001,800.00	100.0%
State (+)	\$104,883,164.00	\$8,349,299.00	\$68,023,710.00	\$36,859,454.00	\$0.00	\$36,859,454.00	35.1%
Federal (+)	\$65,000.00	\$3,141.42	\$53,693.01	\$11,306.99	\$0.00	\$11,306.99	17.4%
Other Financing Sources (+)	\$0.00	\$0.00	\$1,232,760.67	(\$1,232,760.67)	\$0.00	(\$1,232,760.67)	0.0%
Sub-total : Revenues	\$150,359,323.00	\$8,968,065.86	\$115,537,791.69	\$34,821,531.31	\$0.00	\$34,821,531.31	23.2%
<b>Total : INCOME</b>	\$150,359,323.00	\$8,968,065.86	\$115,537,791.69	\$34,821,531.31	\$0.00	\$34,821,531.31	23.2%
<b>EXPENSES</b>							
Expenditures							
Salaries (-)	\$65,400,384.00	\$4,912,676.71	\$27,309,365.82	\$38,091,018.18	\$32,356,389.47	\$5,734,628.71	8.8%
Benefits (-)	\$39,601,902.30	\$2,884,312.96	\$15,803,520.29	\$23,798,382.01	\$18,732,850.10	\$5,065,531.91	12.8%
Purchased Services (-)	\$25,656,065.96	\$1,424,224.79	\$10,395,093.47	\$15,260,972.49	\$8,171,312.03	\$7,089,660.46	27.6%
Supplies and Materials (-)	\$5,425,354.74	\$231,127.64	\$2,167,704.85	\$3,257,649.89	\$1,014,592.53	\$2,243,057.36	41.3%
Capital Outlay (-)	\$2,452,177.00	(\$72,461.40)	\$837,524.06	\$1,614,652.94	\$106,720.37	\$1,507,932.57	61.5%
Other Objects (-)	\$1,696,415.00	\$28,986.55	\$1,394,734.66	\$301,680.34	\$28,448.64	\$273,231.70	16.1%
Transfers (-)	\$3,535,913.00	\$0.00	\$3,475,913.00	\$60,000.00	\$0.00	\$60,000.00	1.7%
Contingencies (-)	\$1,620,145.00	\$0.00	\$0.00	\$1,620,145.00	\$0.00	\$1,620,145.00	100.0%
Unappropriated Ending Fund Balance (-)	\$4,970,966.00	\$0.00	\$0.00	\$4,970,966.00	\$0.00	\$4,970,966.00	100.0%
Sub-total : Expenditures	(\$150,359,323.00)	(\$9,408,867.25)	(\$61,383,856.15)	(\$88,975,466.85)	(\$60,410,313.14)	(\$28,565,153.71)	19.0%
<b>Total : EXPENSES</b>	(\$150,359,323.00)	(\$9,408,867.25)	(\$61,383,856.15)	(\$88,975,466.85)	(\$60,410,313.14)	(\$28,565,153.71)	19.0%
<b>NET ADDITION/(DEFICIT)</b>	\$0.00	(\$440,801.39)	\$54,153,935.54	(\$54,153,935.54)	(\$60,410,313.14)	\$6,256,377.60	0.0%

End of Report

Operating Statement with Encumbrance



**Fiscal Year 2020-21**  
**January 2021 Board Report - Estimated Annual**  
**January 2020 and 2021 Respectively**

<b>GENERAL FUND</b>								
<b>FY 2019-20</b>					<b>FY 2020-21</b>			
<b>Revised Budget</b>	<b>1/31/2020 MTD</b>	<b>Fiscal Year Projected</b>	<b>Monthly %</b>	<b>Working Budget</b>	<b>1/31/2021 MTD</b>	<b>Fiscal Year Projected</b>	<b>Monthly %</b>	
<b>RESOURCES</b>								
Beginning Balance	15,090,000	-	17,832,461	0.0%	14,522,218	-	18,958,789	0.0%
Local Sources	28,436,712	561,682	28,436,712	2.0%	29,887,141	615,625	28,627,702	2.1%
Intermediate Sources	1,896,800	192,050	1,352,888	10.1%	1,001,800	-	503,164	0.0%
State Sources	101,604,369	8,146,663	100,004,408	8.0%	104,883,164	8,349,299	101,832,663	8.0%
Federal Sources	65,000	3,064	44,124	4.7%	65,000	3,141	69,503	4.8%
Other Financing Source	-	-	-		-	-	1,232,761	0.0%
<b>Total Resources</b>	<b>147,092,881</b>	<b>8,903,459</b>	<b>147,670,593</b>	<b>6.1%</b>	<b>150,359,323</b>	<b>8,968,066</b>	<b>151,224,582</b>	<b>6.0%</b>
<b>REQUIREMENTS</b>								
Instruction	83,425,777	6,522,769	82,599,655	7.8%	83,220,180	6,111,424	82,072,011	7.3%
Support Services	55,212,249	4,161,514	54,665,511	7.5%	56,216,054	3,283,822	55,440,454	5.8%
Community Services	163,029	12,785	163,029	7.8%	462,610	13,622	170,610	2.9%
Other Uses	1,700,715	-	1,700,715	0.0%	3,869,368	-	3,869,368	0.0%
Contingency	1,620,145	-	-	0.0%	1,620,145	-	-	0.0%
Unappropriated End Balance	4,970,966	-	-	0.0%	4,970,966	-	-	0.0%
<b>Total Expenditures</b>	<b>147,092,881</b>	<b>10,697,068</b>	<b>139,128,910</b>	<b>7.3%</b>	<b>150,359,323</b>	<b>9,408,867</b>	<b>141,552,443</b>	<b>6.3%</b>
<b>PERIOD NET ACTIVITY</b>		<u><u>(1,793,609)</u></u>				<u><u>(440,801)</u></u>		
<b>PROJECTED ENDING FUND BALANCE</b>			<u><u>8,541,683</u></u>				<u><u>9,672,139</u></u>	
<b>AVAILABLE PROJECTED ENDING FUND BALANCE</b>			<u><u>8,541,683</u></u>				<u><u>9,672,139</u></u>	
<b>PROJ. ACTUAL SPEND DOWN/(ADD BACK) IN CASH RESERVE</b>			<u><u>9,290,778</u></u>				<u><u>9,286,650</u></u>	

Beginning Fund Balance - Projected Ending Fund Balance = Proj. Actual Spend Down/(Add Back)



**Fiscal Year 2020-21**  
Board Report by **Major Object**

**Two Year Comparison as of Month Ending January 2020 and 2021 Respectively**

<b>GENERAL FUND</b>				
	<b>2019-20 EST YTD July - January</b>	<b>2020-21 EST YTD July - January</b>	<b>Compare to Prior Year July - January</b>	<b>Change %</b>
<b>REVENUES</b>			<u>+/(-)</u>	<u>+/(-)</u>
Local Sources	26,509,049	27,268,839	759,789	2.9%
Intermediate Sources	193,953	-	(193,953)	0.0%
State Sources	65,940,673	68,023,710	2,083,037	3.2%
Federal Sources	28,674	53,693	25,019	87.3%
Debt Financing Source	-	1,232,761	1,232,761	0.0%
<b>Total Revenues</b>	<b><u>92,672,349</u></b>	<b><u>96,579,002</u></b>	<b><u>3,906,654</u></b>	<b>4.2%</b>
<b>EXPENDITURES</b>			<u>+/(-)</u>	<u>+/(-)</u>
Salaries	28,153,592	27,309,366	(844,226)	-3.0%
Benefits/Employer Costs	16,065,910	15,803,520	(262,390)	-1.6%
Purchased Services	12,341,354	10,395,093	(1,946,261)	-15.8%
Supplies and Materials	2,179,891	2,167,705	(12,186)	-0.6%
Capital Outlay	428,312	837,524	409,213	0.0%
Other Objects (Debts, Dues & Fees)	1,306,298	1,394,735	88,437	6.8%
Transfers	1,355,000	3,475,913	2,120,913	0.0%
<b>Total Expenditures</b>	<b><u>61,830,357</u></b>	<b><u>61,383,856</u></b>	<b><u>(446,501)</u></b>	<b>-0.7%</b>
<b>PERIOD NET ACTIVITY</b>	<b><u>30,841,992</u></b>	<b><u>35,195,146</u></b>	<b><u>4,353,154</u></b>	<b>14.1%</b>



**REYNOLDS SCHOOL DISTRICT**  
**Fiscal Year 2020-21**  
**GENERAL FUND**

**Monthly Projections - As of January 31, 2021**

	Budget 2020-21	TOTAL Projected FY 2020-21	Projected FY 2020-21 Difference	* Actuals						TOTAL Projected FY 2020-21
				July 2020 - January 2021	February 2021	March 2021	April 2021	May 2021	June 2021	
<b>REVENUES</b>										
			(Under) / Over							
Local (Taxes, Misc)	29,887,141	28,627,702	(1,259,439)	27,268,839	215,429	275,282	122,290	240,588	505,273	28,627,702
Intermediate	1,001,800	503,164	(498,636)	-	-	150,000	2,000	1,164	350,000	503,164
State	104,883,164	101,832,663	(3,050,501)	68,023,710	8,576,633	8,196,663	8,196,663	8,246,663	592,331	101,832,663
Federal	65,000	69,503	4,503	53,693	3,162	3,162	3,162	3,162	3,162	69,503
Other Financing Sources	-	1,232,761	1,232,761	1,232,761						1,232,761
<b>Total Revenues</b>	<b>135,837,105</b>	<b>132,265,793</b>	<b>(3,571,312)</b>	<b>96,579,002</b>	<b>8,795,224</b>	<b>8,625,107</b>	<b>8,324,115</b>	<b>8,491,577</b>	<b>1,450,766</b>	<b>132,265,792</b>
			-							
<b>EXPENDITURES</b>										
			Under / (Over)							
Salaries	65,400,384	64,160,147	1,240,237	27,309,366	5,627,026	5,648,147	5,643,689	5,661,202	14,270,716	64,160,147
Associated Payroll Costs	39,601,902	38,581,918	1,019,984	15,803,520	3,695,839	3,694,152	3,689,410	3,695,229	8,003,769	38,581,918
Purchased Services	25,656,066	25,032,263	623,803	10,395,093	2,019,432	2,549,552	2,635,020	2,556,553	4,876,613	25,032,263
Supplies and Materials	5,425,355	4,861,849	563,506	2,167,705	368,002	816,888	465,613	444,268	599,373	4,861,849
Capital Outlay	2,452,177	3,684,938	(1,232,761)	837,524	325,337	284,656	294,729	276,451	1,666,240	3,684,938
Other (Debts, Dues & Fees)	1,695,415	1,695,415	-	1,394,735	45,264	45,264	45,264	45,264	119,624	1,695,415
Transfers	3,535,913	3,535,913	-	3,475,913	-	-	60,000	-	-	3,535,913
<b>Total Expenditures</b>	<b>143,767,212</b>	<b>141,552,443</b>	<b>2,214,769</b>	<b>61,383,856</b>	<b>12,080,900</b>	<b>13,038,661</b>	<b>12,833,726</b>	<b>12,678,966</b>	<b>29,536,335</b>	<b>141,552,443</b>
			Under / (Over)							
<b>SURPLUS / (DEFICIT)</b>	<b>(7,930,107)</b>	<b>(9,286,650)</b>	<b>(1,356,543)</b>							
<i>(Revenues minus Expenditures)</i>										
			(Under) / Over							
<b>Beg. Fund Balance</b>	<b>14,522,218</b>	<b>18,958,789</b>	<b>4,436,571</b>							
			-							
<b>End Fund Balance</b>	<b>6,591,111</b>	<b>9,672,139</b>	<b>3,080,028</b>							
<i>(Sum of Surplus/Deficit and Beg. Fund Balance)</i>										

**Assumptions: FY 2020-21**

**Revenues:** ODE estimates as of 12/16/2020 - Based on \$9.0 Billion Legislative Approved Budget with 49/51 split, total ADMw: 14,246.13 2020-21 Estimate (including Charters)

**Expenditures:** Estimate is a preliminary amount until audit is complete.

**Beginning Fund Balance:** Audited amount.

\*Source of Actual figures - iVisions financial accounting system  
 The projection is an estimate which can and may vary up to 10%



## Fiscal Year 2020-21

### 2015 Capital Bond Projects January 2021 Board Report - Estimated Annual

## BOND CAPITAL PROJECTS FUND

	Working Budget	1/31/2021 MTD	Fiscal YTD	Fiscal Year Projected	Budget Versus FY Projected
<b>RESOURCES</b>					<b>(Under) / Over</b>
Beginning Balance	2,892,700	-	2,473,020	2,473,020	(419,680)
Bond Sale Proceeds	-	-	-	-	-
Local Sources <i>(Incl. Interest Earnings)</i>	2,500	-	-	-	(2,500)
<b>Total Resources</b>	<b>2,895,200</b>	<b>-</b>	<b>2,473,020</b>	<b>2,473,020</b>	<b>(422,180)</b>
<b>REQUIREMENTS</b>					<b>Under / (Over)</b>
Salaries	-	-	-	-	-
Employer Costs/Benefits	-	-	-	-	-
Purchased Services	442,200	1,700	53,237	442,200	-
Supplies and Materials	52,500	-	-	52,500	-
Capital Outlay	2,400,500	18,216	826,884	1,950,320	450,180
Other Objects	-	23,000	28,000	28,000	(28,000)
Contingencies	-	-	-	-	-
<b>Total Expenditures</b>	<b>2,895,200</b>	<b>42,916</b>	<b>908,121</b>	<b>2,473,020</b>	<b>422,180</b>
<b>PERIOD NET ACTIVITY</b>		<b>(42,916)</b>	<b>1,564,899</b>		
<b>PROJECTED ENDING FUND BALANCE-ROLL TO 2020-21</b>				<b>-</b>	
(Total Resources minus Requirements)				<b>-</b>	

**Notes :**

- 1) Beginning Balance is Audited number.
- 2) The projections are estimates which can and may vary up to 10%.

**Multnomah County School District #7**

**2015 Bond Capital Fund Report by Function For the Period 01/01/2021 through 01/31/2021**

Fiscal Year: 2020-2021

	<u>01/01/2021 - 01/31/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
<b>INCOME</b>					
Revenues					
Beginning Fund Balance (+)	\$0.00	\$2,473,020.40	\$2,892,700.00	\$419,679.60	85.5%
Local Sources (+)	\$0.00	\$0.00	\$2,500.00	\$2,500.00	0.0%
Sub-total : Revenues	\$0.00	\$2,473,020.40	\$2,895,200.00	\$422,179.60	85.4%
<b>Total : INCOME</b>	\$0.00	\$2,473,020.40	\$2,895,200.00	\$422,179.60	85.4%
<b>EXPENSES</b>					
Expenditures					
Facilities Acquisition & Construction (-)	\$42,916.13	\$908,120.98	\$2,895,200.00	\$1,987,079.02	31.4%
Sub-total : Expenditures	(\$42,916.13)	(\$908,120.98)	(\$2,895,200.00)	(\$1,987,079.02)	31.4%
<b>Total : EXPENSES</b>	(\$42,916.13)	(\$908,120.98)	(\$2,895,200.00)	(\$1,987,079.02)	31.4%
<b>NET ADDITION/(DEFICIT)</b>	(\$42,916.13)	\$1,564,899.42	\$0.00	(\$1,564,899.42)	0.0%

End of Report

**Multnomah County School District #7**

**2015 Bond Capital Fund Report by Object For the Period 01/01/2021 through 01/31/2021**

Fiscal Year: 2020-2021

	<u>01/01/2021 - 01/31/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
<b>INCOME</b>					
Revenues					
Beginning Fund Balance (+)	\$0.00	\$2,473,020.40	\$2,892,700.00	\$419,679.60	85.5%
Local Sources (+)	\$0.00	\$0.00	\$2,500.00	\$2,500.00	0.0%
Sub-total : Revenues	\$0.00	\$2,473,020.40	\$2,895,200.00	\$422,179.60	85.4%
<b>Total : INCOME</b>	\$0.00	\$2,473,020.40	\$2,895,200.00	\$422,179.60	85.4%
<b>EXPENSES</b>					
Expenditures					
Purchased Services (-)	\$1,700.00	\$53,237.22	\$442,200.00	\$388,962.78	12.0%
Supplies and Materials (-)	\$0.00	\$0.00	\$52,500.00	\$52,500.00	0.0%
Capital Outlay (-)	\$18,216.13	\$826,883.76	\$2,400,500.00	\$1,573,616.24	34.4%
Other Objects (-)	\$23,000.00	\$28,000.00	\$0.00	(\$28,000.00)	0.0%
Sub-total : Expenditures	(\$42,916.13)	(\$908,120.98)	(\$2,895,200.00)	(\$1,987,079.02)	31.4%
<b>Total : EXPENSES</b>	(\$42,916.13)	(\$908,120.98)	(\$2,895,200.00)	(\$1,987,079.02)	31.4%
<b>NET ADDITION/(DEFICIT)</b>	(\$42,916.13)	\$1,564,899.42	\$0.00	(\$1,564,899.42)	0.0%

End of Report

2020-2021 Enrollment by Grade Data Excluding Charters							
Grade	6-Oct-2020	29-Oct-2020	12-Nov-2020	3-Dec-2020	15-Dec-2020	7-Jan-2021	26-Jan-2021
Kndgtn	568	597	601	605	605	606	608
1st	697	716	714	713	711	710	713
2nd	681	701	699	701	700	701	700
3rd	699	707	706	705	705	707	708
4th	708	722	723	724	723	726	723
5th	768	791	792	793	793	796	800
6th	804	780	780	780	782	778	778
7th	849	821	816	816	815	814	815
8th	729	715	718	721	721	722	721
9th	758	834	826	813	813	817	813
10th	701	741	735	735	729	727	727
11th	608	677	675	660	660	655	653
12th	730	809	812	794	796	790	788
SPED SC	65	77	77	80	80	81	81
<b>Total</b>	<b>9,365</b>	<b>9,688</b>	<b>9,674</b>	<b>9,640</b>	<b>9,633</b>	<b>9,630</b>	<b>9,628</b>

Pd	Change	Rept Date vs March 2020	
Chg	10/6 to Current	3/2020 Data	Change
2	40	757	-149
3	16	726	-13
(1)	19	730	-30
1	9	736	-28
(3)	15	795	-72
4	32	801	-1
-	(26)	818	-40
1	(34)	725	90
(1)	(8)	778	-57
(4)	55	729	84
-	26	659	68
(2)	45	679	-26
(2)	58	682	106
-	16	170	-89
(2)	<b>263</b>	<b>Total</b>	<b>-157</b>

2019-2020 Enrollment by Grade Data Excluding Charters							
Grade	3-Oct-2019	24-Oct-2019	14-Nov-2019	5-Dec-2019	18-Dec-2019	8-Jan-2020	24-Jan-2020
Kndgtn	760	752	751	756	756	757	755
1st	729	736	724	727	729	732	732
2nd	736	732	730	730	731	729	728
3rd	751	750	742	737	736	734	727
4th	795	797	795	803	806	802	795
5th	798	804	802	808	806	806	804
6th	839	831	840	836	832	829	826
7th	746	753	750	739	744	742	737
8th	783	794	786	779	783	783	778
9th	748	797	756	748	746	741	739
10th	651	701	666	672	669	659	660
11th	717	767	715	702	702	705	701
12th	718	751	717	714	713	709	706
SPED SC	169	166	166	171	163	164	167
<b>Total</b>	<b>9,940</b>	<b>10,130</b>	<b>9,948</b>	<b>9,929</b>	<b>9,912</b>	<b>9,892</b>	<b>9,855</b>

Pd	Change
Chg	10/3 to Current
(2)	(5)
-	3
(1)	(8)
(7)	(24)
(7)	-
(2)	6
(3)	(13)
(5)	(9)
(5)	(5)
(2)	(9)
1	9
(4)	(16)
(3)	(12)
3	(2)
(37)	(85)

Unit Change in Data 2020-2021 as Compared to 2019-2020 Excluding Charters							
Grade	10/6/2020 vs 10/3/2020	10/29/2020 vs 10/24/2019	11/12/2020 vs 11/14/2019	12/3/2020 vs 12/5/2019	12/15/2020 vs 12/18/2019	1/7/2021 vs 1/8/2020	1/26/2021 vs 1/24/2020
Kndgtn	(192)	(155)	(150)	(151)	(151)	(151)	(147)
1st	(32)	(20)	(10)	(14)	(18)	(22)	(19)
2nd	(55)	(31)	(31)	(29)	(31)	(28)	(28)
3rd	(52)	(43)	(36)	(32)	(31)	(27)	(19)
4th	(87)	(75)	(72)	(79)	(83)	(76)	(72)
5th	(30)	(13)	(10)	(15)	(13)	(10)	(4)
6th	(35)	(51)	(60)	(56)	(50)	(51)	(48)
7th	103	68	66	77	71	72	78
8th	(54)	(78)	(76)	(65)	(58)	(61)	(57)
9th	10	37	70	65	67	76	74
10th	50	40	69	63	60	68	67
11th	(109)	(90)	(40)	(42)	(42)	(50)	(48)
12th	12	58	95	80	83	81	82
SPED SC	(104)	(89)	(89)	(91)	(83)	(83)	(86)
<b>Total</b>	<b>(575)</b>	<b>(442)</b>	<b>(274)</b>	<b>(289)</b>	<b>(279)</b>	<b>(262)</b>	<b>(227)</b>

### 2020-2021 Enrollment by School Data Excluding Charters

School	6-Oct-2020	29-Oct-2020	12-Nov-2020	3-Dec-2020	15-Dec-2020	7-Jan-2021	26-Jan-2021
Alder	429	431	431	434	434	434	438
Davis	397	421	423	421	420	420	421
Fairview	287	293	290	291	291	291	290
Glenfair	380	419	419	420	419	424	421
Hartley	405	412	411	411	411	412	410
M Scott	401	402	405	409	407	407	409
Salish Ponds	340	376	376	376	376	375	378
Sweetbriar	301	301	302	300	300	302	304
Troutdale	381	379	379	378	377	375	375
Wilkes	431	430	432	434	435	435	436
Woodland	378	376	373	376	376	377	376
Lee MS	805	797	794	796	795	794	798
RMS	1002	961	963	963	964	963	966
WMMS	592	579	578	577	578	577	570
RHS	2,573	2,765	2,749	2,707	2,706	2,700	2,693
RLA	153	217	219	216	228	225	225
Cornerstone/Tutoring/Outside Plc	110	129	130	131	116	119	118
<b>Total</b>	<b>9,365</b>	<b>9,688</b>	<b>9,674</b>	<b>9,640</b>	<b>9,633</b>	<b>9,630</b>	<b>9,628</b>

PD	Change	Rept Date vs March 2020	
Chg	10/3 to Current	3/1/2020	Change
4	9	440	-2.00
1	24	427	-6.00
(1)	3	321	-31.00
(3)	41	452	-31.00
(2)	5	442	-32.00
2	8	399	10.00
3	38	419	-41.00
2	3	345	-41.00
-	(6)	432	-57.00
1	5	495	-59.00
(1)	(2)	445	-69.00
4	(7)	790	8.00
3	(36)	951	15.00
(7)	(22)	596	-26.00
(7)	120	2,411	282.00
-	72	211	14.00
(1)	8	209	-91.00
(2)	263	9,785	-157.00

### 2019-2020 Enrollment by School Data Excluding Charters

School	3-Oct-2019	24-Oct-2019	14-Nov-2019	5-Dec-2019	18-Dec-2019	8-Jan-2020	24-Jan-2020
Alder	434	434	433	439	436	444	442
Davis	413	420	420	428	428	431	426
Fairview	327	327	326	324	324	324	323
Glenfair	463	469	460	458	456	449	449
Hartley	442	434	433	436	438	438	435
M Scott	401	401	394	398	398	398	398
Salish Ponds	427	427	421	425	428	423	422
Sweetbriar	341	337	336	341	341	346	345
Troutdale	430	432	430	429	431	432	429
Wilkes	507	507	505	497	496	498	496
Woodland	456	455	453	456	456	447	445
Lee MS	816	810	807	800	796	802	797
RMS	986	983	993	984	975	975	969
WMMS	594	599	596	597	594	591	591
RHS	2,562	2,700	2,533	2,503	2,485	2,463	2,454
RLA	180	195	189	204	200	206	208
Cornerstone/Tutoring	161	200	219	210	230	225	226
<b>Total</b>	<b>9,940</b>	<b>10,130</b>	<b>9,948</b>	<b>9,929</b>	<b>9,912</b>	<b>9,892</b>	<b>9,855</b>

PD	Change
Chg	10/3 to Current
(2)	8
(5)	13
(1)	(4)
-	(14)
(3)	(7)
-	(3)
(1)	(5)
(1)	4
(3)	(1)
(2)	(11)
(2)	(11)
(5)	(19)
(6)	(17)
-	(3)
(9)	(108)
2	28
1	65
(37)	(85)

### Unit Change in Data 2020-2021 as Compared to 2019-2020 Excluding Charters

School	10/6/2020 vs 10/3/2019	10/29/2020 vs 10/24/2019	11/12/2020 vs 11/14/2019	12/3/2020 vs 12/5/2019	12/15/2020 vs 12/18/2019	1/7/2020 vs 1/8/2020	1/26/2021 vs 1/24/2020
Alder	(5.00)	(3.00)	(2.00)	(5.00)	(2.00)	(10.00)	(4.00)
Davis	(16.00)	1.00	3.00	(7.00)	(8.00)	(11.00)	(5.00)
Fairview	(40.00)	(34.00)	(36.00)	(33.00)	(33.00)	(33.00)	(33.00)
Glenfair	(83.00)	(50.00)	(41.00)	(38.00)	(37.00)	(25.00)	(28.00)
Hartley	(37.00)	(22.00)	(22.00)	(25.00)	(27.00)	(26.00)	(25.00)
M Scott	0.00	1.00	11.00	11.00	9.00	9.00	11.00
Salish Ponds	(87.00)	(51.00)	(45.00)	(49.00)	(52.00)	(48.00)	(44.00)
Sweetbriar	(40.00)	(36.00)	(34.00)	(41.00)	(41.00)	(44.00)	(41.00)
Troutdale	(49.00)	(53.00)	(51.00)	(51.00)	(54.00)	(57.00)	(54.00)
Wilkes	(76.00)	(77.00)	(73.00)	(63.00)	(61.00)	(63.00)	(60.00)
Woodland	(78.00)	(79.00)	(80.00)	(80.00)	(80.00)	(70.00)	(69.00)
Lee MS	(11.00)	(13.00)	(13.00)	(4.00)	(1.00)	(8.00)	1.00
RMS	16.00	(22.00)	(30.00)	(21.00)	(11.00)	(12.00)	(3.00)
WMMS	(2.00)	(20.00)	(18.00)	(20.00)	(16.00)	(14.00)	(21.00)
RHS	11.00	65.00	216.00	204.00	221.00	237.00	239.00
RLA	(27.00)	22.00	30.00	12.00	28.00	19.00	17.00
Cornerstone/Tutoring/Outside Plc	(51.00)	(71.00)	(89.00)	(79.00)	(114.00)	(106.00)	(108.00)
<b>Total</b>	<b>(575)</b>	<b>(442)</b>	<b>(274)</b>	<b>(289)</b>	<b>(279)</b>	<b>(262)</b>	<b>(227)</b>

**ACTUAL ATTENDANCE COUNT REPORT 2020-2021**

Elementary Enrollment By Classroom January 26, 2021														PROJECTIONS		2019-2020							
														2020-21 Projected		@ March 2020							
														Projected	Diff	2019-2020	YOY Chg						
School	SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Grade								
<b>Alder</b>		14		27		27		29		29		15				Alder							
<i>Bilingual Classrooms</i>		18		20		24		21		20		18											
		18		19		26		20		19		31											
												31											
Montessori Kinder		12																					
<b>Total</b>	<b>0</b>	<b>62</b>		<b>66</b>		<b>77</b>		<b>70</b>		<b>68</b>		<b>95</b>	<b>438</b>	<b>-</b>		<b>438</b>	<b>0</b>	<b>440</b>	<b>-37</b>				
<b># of Classes</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>4</b>											
<b>Average Class Size</b>		<b>16.67</b>		<b>22.00</b>		<b>25.67</b>		<b>23.33</b>		<b>22.67</b>		<b>23.75</b>											
<b>Davis</b>	SPED SC	22		21		24		24		25		23				Davis							
		21		23		25		22		23		22											
		21		22		26		27		24		26											
<b>Total</b>	<b>0</b>	<b>64</b>		<b>66</b>		<b>75</b>		<b>73</b>		<b>72</b>		<b>71</b>	<b>421</b>	<b>-</b>						<b>429</b>	<b>-8</b>	<b>427</b>	<b>-21</b>
<b># of Classes</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>											
<b>Average Class Size</b>		<b>21.33</b>		<b>22.00</b>		<b>25.00</b>		<b>24.33</b>		<b>24.00</b>		<b>23.67</b>											
<b>Fairview</b>	SPED SC	14		16		16		22		21		16				Fairview							
		14		16		14		22		22		17											
		13		15		15				21		16											
<b>Total</b>	<b>0</b>	<b>41</b>		<b>47</b>		<b>45</b>		<b>44</b>		<b>64</b>		<b>49</b>	<b>290</b>	<b>-</b>		<b>314</b>	<b>-24</b>	<b>321</b>	<b>-22</b>				
<b># of Classes</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>2</b>		<b>3</b>		<b>3</b>											
<b>Average Class Size</b>		<b>13.67</b>		<b>15.67</b>		<b>15.00</b>		<b>22.00</b>		<b>21.33</b>		<b>16.33</b>											
<b>Glenfair</b>	SPED SC	21		20		28		25		20		22				Glenfair							
		20		19		29		24		20		23											
		20		19		28		24		20		20											
				19																			
<b>Total</b>	<b>0</b>	<b>61</b>		<b>77</b>		<b>85</b>		<b>73</b>		<b>60</b>		<b>65</b>	<b>421</b>	<b>-</b>		<b>458</b>	<b>-37</b>	<b>452</b>	<b>-23</b>				
<b># of Classes</b>		<b>3</b>		<b>4</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>											
<b>Average Class Size</b>		<b>20.33</b>		<b>19.25</b>		<b>28.33</b>		<b>24.33</b>		<b>20.00</b>		<b>21.67</b>											

**ACTUAL ATTENDANCE COUNT REPORT 2020-2021**

Elementary Enrollment By Classroom January 26, 2021															PROJECTIONS		2019-2020						
															2020-21 Projected		@ March 2020						
															Projected	Diff	2019-2020	YOY Chg					
School	SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Grade								
<b>Hartley</b>	SPED SC	23		21		15		24		24		27				Hartley							
		23		18		16		25		22		28											
		23		20		15		21		23		27											
						15																	
<b>Total</b>	<b>0</b>	<b>69</b>		<b>59</b>		<b>61</b>		<b>70</b>		<b>69</b>		<b>82</b>	<b>410</b>	<b>-</b>		<b>424</b>	<b>-14</b>	<b>442</b>	<b>-9</b>				
<b># of Classes</b>		<b>3</b>		<b>3</b>		<b>4</b>		<b>3</b>		<b>3</b>		<b>3</b>											
<b>Average Class Size</b>		<b>23.00</b>		<b>19.67</b>		<b>15.25</b>		<b>23.33</b>		<b>23.00</b>		<b>27.33</b>											
<b>M Scott</b>	SPED SC	20		20		29		23		23		25				M Scott							
		20		20		28		24		21		25											
		20		20				23		22		25											
				21																			
<b>Total</b>	<b>0</b>	<b>60</b>		<b>81</b>		<b>57</b>		<b>70</b>		<b>66</b>		<b>75</b>	<b>409</b>	<b>-</b>		<b>408</b>	<b>1</b>	<b>399</b>	<b>-5</b>				
<b># of Classes</b>		<b>3</b>		<b>4</b>		<b>2</b>		<b>3</b>		<b>3</b>		<b>3</b>											
<b>Average Class Size</b>		<b>20.00</b>		<b>20.25</b>		<b>28.50</b>		<b>23.33</b>		<b>22.00</b>		<b>25.00</b>											
<b>Salish Ponds</b>	SPED SC	17		18		20		22		21		22				Salish Ponds							
		18		17		21		20		21		23											
		18		17		20		22		21		23											
				17																			
<b>Total</b>	<b>0</b>	<b>53</b>		<b>69</b>		<b>61</b>		<b>64</b>		<b>63</b>		<b>68</b>	<b>378</b>	<b>-</b>		<b>429</b>	<b>-51</b>	<b>424</b>	<b>-15</b>				
<b># of Classes</b>		<b>3</b>		<b>4</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>											
<b>Average Class Size</b>		<b>17.67</b>		<b>17.25</b>		<b>20.33</b>		<b>21.33</b>		<b>21.00</b>		<b>22.67</b>											
<b>Sweetbriar</b>	SPED SC	19		18		22		18		25		33				Sweetbriar							
		19		18		21		19		23		33											
				16		11	x	9															
<b>Total</b>	<b>0</b>	<b>38</b>		<b>52</b>		<b>54</b>		<b>46</b>		<b>48</b>		<b>66</b>	<b>304</b>	<b>-</b>		<b>340</b>	<b>-36</b>	<b>345</b>	<b>10</b>				
<b># of Classes</b>		<b>2</b>		<b>3</b>		<b>2.5</b>		<b>2.5</b>		<b>2</b>		<b>2</b>											
<b>Average Class Size</b>		<b>19.00</b>		<b>17.33</b>		<b>21.60</b>		<b>18.40</b>		<b>24.00</b>		<b>33.00</b>											

**ACTUAL ATTENDANCE COUNT REPORT 2020-2021**

Elementary Enrollment By Classroom January 26, 2021														PROJECTIONS		2019-2020							
														2020-21 Projected		@ March 2020							
														Projected	Diff	2019-2020	YOY Chg						
School	SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Grade								
<b>Troutdale</b>	SPED SC	20		19		17		26		25		23				Troutdale							
		19		18		15		24		22		24											
		19		18		17		7	x	14		24											
										9	x	15											
<b>Total</b>	<b>0</b>	<b>58</b>		<b>55</b>		<b>49</b>		<b>57</b>		<b>70</b>		<b>86</b>	<b>375</b>	<b>-</b>		<b>427</b>	<b>-52</b>	<b>431</b>	<b>-10</b>				
<b># of Classes</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>2.5</b>		<b>3</b>		<b>3.5</b>											
<b>Average Class Size</b>		<b>19.33</b>		<b>18.33</b>		<b>16.33</b>		<b>22.80</b>		<b>23.33</b>		<b>24.57</b>											
<b>Wilkes</b>	SPED SC	19		19		19		20		26		22				Wilkes							
		9		18		17		19		26		24											
		3		17		16		20		24		22											
				20		18		20															
<b>Total</b>	<b>12</b>	<b>57</b>		<b>74</b>		<b>70</b>		<b>79</b>		<b>76</b>		<b>68</b>	<b>436</b>	<b>-</b>		<b>483</b>	<b>-47</b>	<b>495</b>	<b>10</b>				
<b># of Classes</b>		<b>3</b>		<b>4</b>		<b>4</b>		<b>4</b>		<b>3</b>		<b>3</b>											
<b>Average Class Size</b>		<b>19.00</b>		<b>18.50</b>		<b>17.50</b>		<b>19.75</b>		<b>25.33</b>		<b>22.67</b>											
<b>Woodland</b>	SPED SC	15		22		24		19		20		21				Woodland							
		6		22		21		17		20		21											
		10		22		19		20		20		21											
		6																					
<b>Total</b>	<b>22</b>	<b>45</b>		<b>66</b>		<b>64</b>		<b>56</b>		<b>60</b>		<b>63</b>	<b>376</b>	<b>-</b>		<b>440</b>	<b>-64</b>	<b>445</b>	<b>-8</b>				
<b># of Classes</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>											
<b>Average Class Size</b>		<b>15.00</b>		<b>22.00</b>		<b>21.33</b>		<b>18.67</b>		<b>20.00</b>		<b>21.00</b>											
<b>SPED Outside Placements/Tutoring</b>		<b>0</b>		<b>1</b>		<b>2</b>		<b>6</b>		<b>7</b>		<b>12</b>	<b>28</b>			<b>26</b>	<b>2</b>	<b>40</b>	<b>-14</b>				
<b>Grade Totals</b>	<b>34</b>	<b>608</b>		<b>713</b>		<b>700</b>		<b>708</b>		<b>723</b>		<b>800</b>	<b>4,286</b>	<b>-</b>		<b>4,616</b>	<b>-330</b>	<b>4,661</b>	<b>(144)</b>				
<b>Total # of Classes</b>		<b>32</b>		<b>37</b>		<b>33.5</b>		<b>32</b>		<b>32</b>		<b>33.5</b>											
<b>Total Average Class Size</b>		<b>18.63</b>		<b>19.27</b>		<b>20.90</b>		<b>22.13</b>		<b>22.59</b>		<b>23.88</b>											

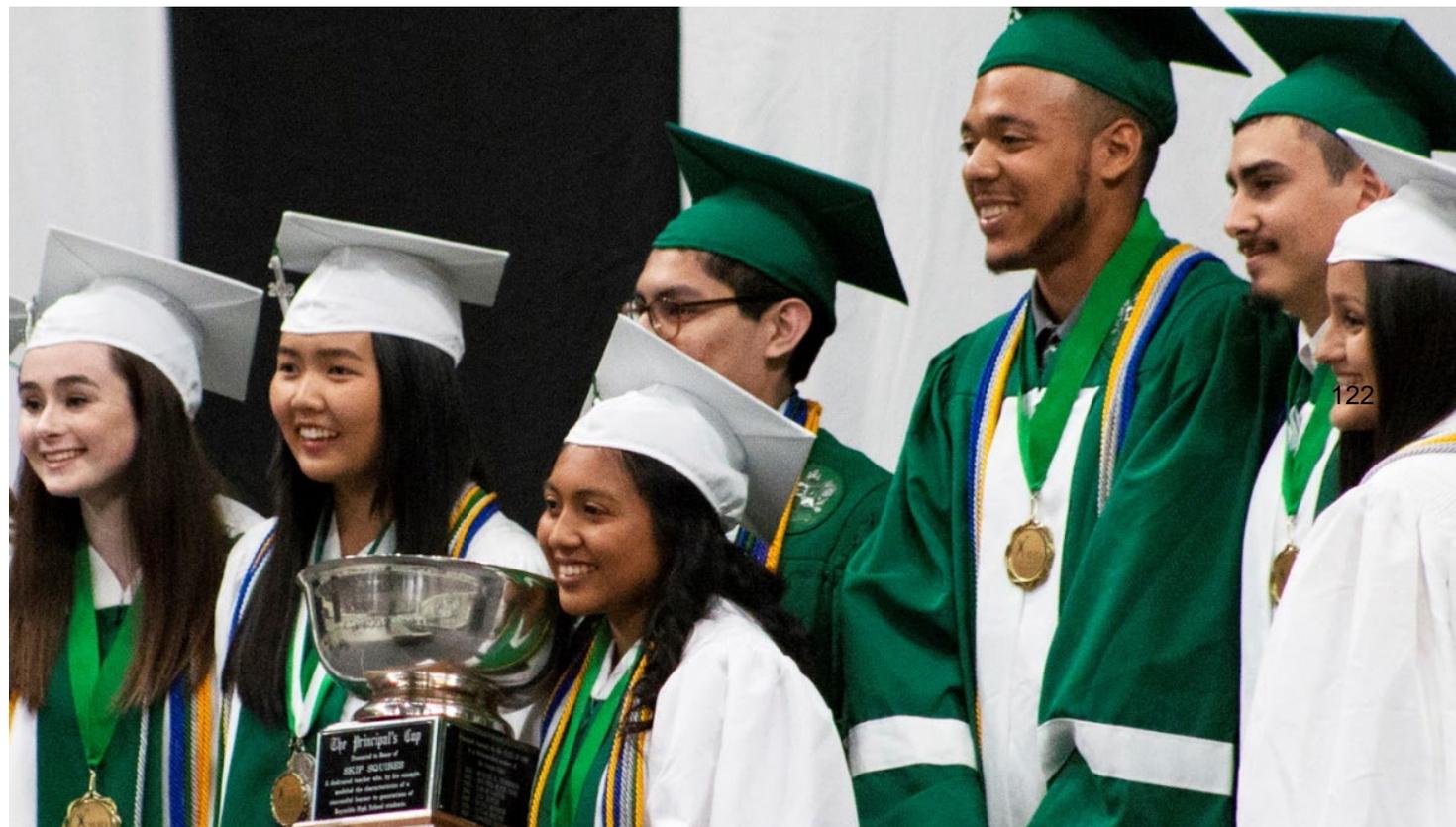
ACTUAL ATTENDANCE COUNT REPORT 2020-2021																				
Elementary Enrollment By Classroom January 26, 2021															PROJECTIONS		2019-2020			
															2020-21 Projected		@ March 2020			
															Projected	Diff	2019-2020	YOY Chg		
School	SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Grade					
ACTUAL ATTENDANCE COUNT REPORT 2020-2021																				
Secondary Enrollment By Grade Level (Actual Attendance Count) January 26, 2021															PROJECTIONS					
															@ March 2020					
School	SPED SC	6th grade	x	7th grade	x	8th grade	x	9th grade	x	10th grade	x	11th Grade	x	12th Grade	Total	Added FTE	Projected	Diff	2019-2020	YOY Chg
SPED Outside Placements/Tutoring		12		6		9		11		4		6		8	56		0	56	130	36
HB Lee MS	14	266		282		236									798		780	18	790	65
Reynolds MS	23	306		346		291									966		996	-30	951	5
Walt Morey MS	10	194		181		185									570		608	-38	596	-3
RHS + Middle College						802		712		568		611			2693		2721	-28	2411	54
Out of Dist Placement																	0	0	0	0
RLA						0		11		79		135			225		210	15	211	21
Cornerstone - SPED												28			28		30	-2	29	0
Cornerstone 1- SPED												6			6		11	-5	10	-1
<b>Total</b>	<b>47</b>	<b>778</b>		<b>815</b>		<b>721</b>		<b>813</b>		<b>727</b>		<b>653</b>		<b>788</b>	<b>5,342</b>	<b>-</b>	<b>5356</b>	<b>-14</b>	<b>5,128</b>	<b>177</b>
<b>Total Reynolds:</b>															<b>9,628</b>	<b>-</b>	<b>9,972</b>	<b>-344</b>	<b>9,789</b>	<b>33</b>
<b>Comprehensive School</b>		<b>Targeted School</b>			<b>New Classroom Pending</b>															
Charter School Data																				
		1st	x	2nd	x	3rd	x	4th	x	5th	x	6th-8th	Total	Added FTE	Grade					
	Kndgtn	Grade		Grade		Grade		Grade		Grade		Grade		FTE						
Arthur Academy	29	31		30		30		26		22			168			184	-16	179	-20	
Rockwood Preparatory Academy	62	48		55		44		43		37			289			303	-14	293	-3	
MLA	48	47		48		48		48		47		285	571			555	16	556	22	
													1,028	-		1042	-14	1028	-1	
															<b>10,656</b>	<b>-</b>	<b>11,014</b>	<b>-358</b>	<b>10,817</b>	<b>32</b>
<i>SPED SC: Special Education Department Self-Contained Classroom where students spend 100% of their day.</i>															-203					



# Board Business Meeting— Budget Update

February 24, 2021

*EACH AND EVERY CHILD PREPARED  
FOR A WORLD YET TO BE IMAGINED*



# 2021-22 Budget Preparation

- Budget meetings with Principals, Directors and Supervisors
  - 34 Meetings in three weeks
    - Priorities
    - Needs
    - Current FTE
    - Allocations
- SIA will be prioritized using Board Priorities
  - Assuming a 70% allocation
  - Using plan previously approved by the Board and ODE
- ESSER II (HEROES)
  - 13.8 Million for Reynolds and Charter Schools
- Current Service Level (CSL)
  - What is the Governor's projected Budget for 2021-22?
    - 9.1 Billion
  - What is needed for CSL across state?
    - 9.6 Billion

# Result from Staff Prioritized SIA (209 input)

1. Maintain class size - previously added FTE at the elementary level in 2019-20 and maintained in 2020-21 (approximately 13.17 FTE)
2. Professional Development for Social Emotional Learning (SEL), Positive Behavior Interventions and Support (PBIS), and T - Multi-Tiered Systems of Support (MTSS), and Restorative Practices
3. Culturally Responsive Curriculum Adoption
4. Elementary Library Media Specialists (approximately 10.5 FTE)
5. Assistant Principals for Comprehensive or Targeted Schools (approximately 1.5 FTE remaining to be funded)
6. Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSAs) for Comprehensive and Targeted Schools (approximately 10.0 FTE)
7. Family and Parent Engagement Specialist (District administrator) for supporting family liaisons, working with families to increase academic achievement, district ombudsman – parent complaint and concern
8. Student Services Program Administrators (District administrators) to oversee counselors, social workers, and nursing services, and MTSS TOSAs (approximately 2.0 FTE) and Special Education TOSA's (approximately 5.0 FTE)

# Next Steps

- Review New Economic Forecast – released 2/24/2021
- Committee for Equitable formula for PE and Music allocation
  - Things to consider:
    - Enrollment
    - Prep coverage
    - School Classification (Comprehensive, targeted)
- Continue moving forward with to the Staffing for Equity Model
- Project 2020-21 Ending Fund Balance

# Award

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This Meritorious Budget Award is presented to

## REYNOLDS SCHOOL DISTRICT 7

for excellence in the preparation and issuance of its budget  
for the Fiscal Year 2020–2021.

The budget adheres to the principles and standards  
of ASBO International's Meritorious Budget Award criteria.





To: Board of Directors  
From: Dr. Danna Diaz, Superintendent of Schools  
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject:** Consent Agenda

Policy: [Board Meetings - BD/BDA](#), [Conduct of Board Meetings - BDDF](#)

Date: February 24, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

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**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

- A. Approval of Personnel Order
- B. Approval of Prior Meeting Minutes
- C. Approval of Resolutions
  - I. Resolution 2020-2021-017 Proclaiming the Celebration of Classified Employees Appreciation Week
  - II. Resolution 2020-2021-018 Celebrating Women's History Month
  - III. Resolution 2020-2021-019 Celebrating National School Social Worker Appreciation Week
- D. Acceptance of Grants
  - I. Acceptance of the Grow Your Own Grant
- E. Approval of Proposed Calendars for the 2021-2022 School Year

**Staff Recommendation:**

Staff recommends the Board approve all Consent Agenda items as presented.

**Motion:**

I move that the Board approve all Consent Agenda items as presented.

**Reynolds School District  
Board of Education Business Meeting**

January 27, 2021

7:00 PM

Virtual Meeting

Attendance Taken at 7:02 PM. Yesenia Delgado: Present, Ana Gonzalez Muñoz: Absent, Diego Hernandez: Absent, John Lindenthal: Present, Ricki Ruiz: Present, Joe Teeny: Absent, Valerie Tewksbury: Present.

Attendance Update Taken at 7:18 PM. Diego Hernandez: Present.

**I. 6:00p - Executive Session**

The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, ORS 192.660(2)(e) Real Estate, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.

**II. 7:00p - Call to Order**

I move to approve the January 27, 2021 agenda as presented. This motion, made by John Lindenthal and seconded by Yesenia Delgado, Passed.

Yea: 4, Nay: 0

**A. Pledge of Allegiance**

**B. Land Acknowledgement**

- Director Lindenthal read the Land Acknowledgement into the record.

**C. Consider Approval of the January 27, 2021 Agenda**

**III. 7:10p - Board Recognition**

**A. Student Recognition: Jaxson Vang**

**B. Volunteer/Community Partner Recognition: Millie Poland**

**C. Staff Recognition: James Anderson and Stephen Anderson**

**D. Resolution 2020-2021-012: Proclaiming the Celebration of Black History Month**

- Chair Tewksbury read Resolution 2020-2021-012 into the record.

**E. Resolution 2020-2021-014: Proclaiming the Celebration of National School Counseling Week**

- Director Lindenthal read Resolution 2020-2021-014 into the record.

**F. Resolution 2020-2021-015: Proclaiming the Celebration of National School Bus Driver Appreciation Day**

- Director Lindenthal read Resolution 2020-2021-015 into the record.

**IV. 7:20p - Public to be Heard**

Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.

- Noran Shamyer - Parent

**V. 7:40p - Bargaining Group Updates**

- Evan Selby, REA
- Susan Mutschler, OSEA
- Wade Bakley, RAA

**VI. 7:45p - Presentation to the Board**

**A. RMS Washington D.C. Field Trip**

- Brad Jubitz (RMS Teacher) and Shaunice Silas (RMS Principal)

**B. 2019-2020 Financial Report**

- Multnomah Learning Academy (MLA)**
- Reynolds Arthur Academy**
- Rockwood Preparatory Academy**
- Reynolds School District**

**VII. 8:00p - Board Reports**

**A. Board Announcements**

- Individual Board Members - Announcements and Reports**
- Upcoming Board Meetings**

**VIII. 8:10p - Superintendent's Reports**

**A. Announcements/Reports**

**B. Student Achievement**

- CDL Update**
- "Ready Schools Safe Learners" Update**

**C. Communications**

**D. Fiscal Responsibility**

- Financial Report**
- Enrollment Report**

**IX. 8:50p - Consent Agenda**

I move that the Board approve all Consent Agenda items as presented. This motion, made by John Lindenthal and seconded by Ricki Ruiz, Passed.

Yea: 5, Nay: 0

**A. Approval of Personnel Order**

**B. Approval of Prior Meeting Minutes**

**C. Grant Acceptance**

- Acceptance of the T-Mobile 10 Million Project Grant**
- Acceptance of Early Indicator and Intervention System Grant from ODE**

**D. Approval of Resolutions**

- i. **Resolution 2020-2021-012 Proclaiming the Celebration of Black History Month**
- ii. **Resolution 2020-2021-014 Proclaiming the Celebration of National School Counseling Week**
- iii. **Resolution 2020-2021-015 Proclaiming the Celebration of National School Bus Driver Day**

**E. Intergovernmental Agreements**

- i. **IGA between David Douglas SD and Reynolds SD on behalf of RAHS or Open School**

**X. 8:55p - Action Items**

**A. Adopting Prioritized Themes for the 2021-2022 Budget**

- We will need a focus on all of these areas to help students recover from comprehensive distance learning.

I move to approve the Reynolds School District 2021-2022 Board Budget Prioritized Themes and allowing the Superintendent of Schools and administration to move forward in developing the 2021-2022 to include focus in these areas: • Mental Health Supports • Additional Academic Supports • Culturally Responsive Curriculum. This motion, made by John Lindenthal and seconded by Yesenia Delgado, Passed.

Yea: 5, Nay: 0

**B. Comprehensive Distance Learning Timeline**

I move that the Board approves of Reynolds School District continuing Comprehensive Distance Learning until after Spring Break. This motion, made by Yesenia Delgado and seconded by John Lindenthal, Passed.

Yea: 5, Nay: 0

**C. Resolution 2020-2021-013: Authorizing the Budget Increase of the Capital Projects Fund 400 to Appropriate the Refunding of the Full Faith Credit Refunding Obligations, Series 2010**

I move that the Board adopt Resolution 2020-2021-013 A Resolution Authorizing the Budget Increase to Capital Projects Fund 400 Revenue and Expenditures in major function 5000 appropriations to include the Refunding of the Full Faith and Credit Refunding Obligations, Series 2010 in the amount of \$1,200,000. This motion, made by John Lindenthal and seconded by Yesenia Delgado, Passed.

Yea: 5, Nay: 0

**D. RMS Field Trip to Washington DC**

I move to table this item until we have more information. This motion, made by John Lindenthal and seconded by Yesenia Delgado, Tabled.

Yea: 5, Nay: 0

**XI. 9:15p - Board Discussion**

**XII. 9:30p - Adjourn**

- Chair Tewksbury adjourned the meeting at 9:38p

**Reynolds School District  
Board of Education Work Session**

February 10, 2021

7:00 PM

Virtual Meeting

Attendance Taken at 7:05 PM. Yesenia Delago: Present, Ana Gonzalez Muñoz: Present, Diego Hernandez: Absent, John Lindenthal: Present, Ricki Ruiz: Absent, Joe Teeny: Absent, Valerie Tewksbury: Present.

Attendance Update Taken at 8:08 PM. Ricki Ruiz: Present.

**I. 6:00p - Executive Session**

**II. 7:00p - Call to Order and Land Acknowledgement**

- Chair Tewksbury called the February 10, 2021 Work Session to order at 7:04p. Then she read the Land Acknowledgement into the record.

**III. 7:05p - Public to be Heard**

**IV. 7:10p - Strategic Plan Second Reading**

- Dr. Angela Freeman reviewed the revisions made to the Marginalized Students Goal Topic.

**V. 7:30p - OCEE Training**

**VI. 9:00p - Adjourn**

- Vice Chair Yesenia Delgado adjourned the February 10, 2021 Work Session at 9:04p.

To: Board of Directors

From: Dr. Angela Freeman, Interim Assistant Superintendent of Human Capital Management and Schools

Prepared by: Jill Hunter, Senior Specialist, Human Capital Management

**Subject: Meyer Memorial Trust Grant for the “Grow Your Own” Program**

Policy: Revenues

Date: February 24, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

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**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #2:** We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

**Summary:**

Multnomah Education Service District (MESD) has been awarded a grant from Meyer Memorial Trust (MMT) to support a regional effort to diversify the education workforce. This is a collaborative grant, meaning that MESD applied on behalf of a group of regional partner districts. As part of the proposal, partners agreed that a portion of the funds would be allocated to each district to support a range of district-specific efforts and investments toward the goal of:

- Diversifying the teaching workforce to more closely match the demographics and lived experiences of our students; and
- Increasing the available pool of licensed educators to meet current and projected hiring needs, particularly in hard-to-fill positions.

The grant covers the period 11/01/2020 to 10/31/2022.

**Previous Board Action:**

Not Applicable

**Background:**

Not Applicable

**Financial Implications:**

Per the approved proposal, REYNOLDS SCHOOL DISTRICT (RSD) is eligible to receive up to \$15,000 over the course of the two-year grant as a sub-grant from MESD, with distributions as follows:

- December 2020 - up to \$7,500 (\$2,500 to use for Technology/\$5,000 for paid leave)
- November 2021- up to an additional \$7,500 (\$2,500 to use for Technology/\$5,000 for paid leave)

**Alternatives:**

The Board could choose not to accept this grant.

**Staff Recommendation:**

Staff recommends that the Board accept this grant as presented.

**Motion:**

I move that the Board accept the Meyer Memorial Trust grant as presented.

## Memorandum of Understanding for Meyer Memorial Trust Grant Funds

MULTNOMAH EDUCATION SERVICE DISTRICT (MESD) has been awarded a grant from MEYER MEMORIAL TRUST (MMT) to support a regional effort to diversify the education workforce. This is a collaborative grant, meaning that MESD applied on behalf of a group of regional partner districts. As part of the proposal, partners agreed that a portion of the funds would be allocated to each district to support a range of district-specific efforts and investments toward the goal of diversifying the workforce. The grant covers the period 11/01/2020 to 10/31/2022.

Per the approved proposal, REYNOLDS SCHOOL DISTRICT (RSD) is eligible to receive up to \$15,000 over the course of the two year grant as a sub-grant from MESD, with distributions as follows:

December 2020 – up to \$7,500

November 2021 – up to an additional \$7,500

All funding is contingent upon MESD's receipt of funds from MMT. Per MMT requirements, no funds may be used for direct scholarships to individuals. The grant must be used only for the purpose of advancing education equity for racially and linguistically diverse students through increasing educator workforce diversity in Multnomah County and must be treated as restricted for this purpose.

RSD has indicated an intent to use grant funds for the following:

- \$10,000 stipends/paid leave for paras; \$5,000 laptops/technology for paras

RSD will notify MESD as soon as possible regarding any significant changes to the intended use of these funds. RSD will promptly notify MESD if the funds are not expected to be expended during the grant period. RSD will provide a brief interim report on Year 1 no later than October 31, 2021. Release of Year 2 funds are contingent upon MESD's receipt of the interim report. In addition, a final report on the full two year grant is due no later than December 17, 2021. Both reports should be no more than two pages in length and should address the following:

- How were the funds spent (include specific amounts)?
- What challenges (if any) did you face in implementing these activities?
- What lessons did you learn or insights did you gather that can inform your future work and/or the work of partner districts?
- Please share any additional information you would like to convey regarding the project

The below district representatives agree to the stipulations outlined above.

 12/1/2020  
\_\_\_\_\_  
Signature Date

Nate Waas Shull  
Coordinator of K-12/Higher Education Collaboration  
Multnomah Education Service District

 12/14/2020  
\_\_\_\_\_  
Signature Date

Name: Jill Hunter  
Title: Senior Specialist - Human Capital Management  
Reynolds School District

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Dr. Nicole MacTavish, Chief Academic Officer

**Subject: Proposed 2021-2022 School Calendars**

Policy: [School Year/School Calendar - IC/ICA](#)

Date: February 24, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

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**Connection to Board Goals**

Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #3:** We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

**Summary:**

The Calendar Committee, comprised of district staff and administrators, met five times in 2020 regarding the 2021-2022 calendars. After each meeting, committee members reported back to their constituent groups to gather feedback and input. As part of the work, the committee consulted previous Reynolds School District calendars, calendars of surrounding school districts, and consulted with REA, RAA, and OSEA. These data sources, as well as input from committee members and their constituent groups, led to the recommended school calendars.

**Previous Board Action:**

The Board approves the staff calendars annually.

**Background:**

Each year a team of teachers and administrators comes together to make school calendar recommendations to the Board of Directors. Some of this process is described in contract language in the Reynolds Education Association Collective Bargaining Agreement (CBA). The CBA requires that there be a calendar committee which includes at least three members appointed by REA. The CBA also requires a two-part process. The first part is to bring the dates for the first and last employee work days along with the dates for winter and spring breaks to the Board of Directors in February. The second part is for the calendar committee to complete the proposed school calendar(s), including instructional, grading, inservice, and conference

days, allowing for REA review, and bring the finalized calendar recommendation(s) to the Board. REA has agreed to combine this into one step for the 2021-22 calendars because there are minor changes from last year's calendars. The calendar committee therefore brings their recommendation of the attached five school calendars to the Board of Directors.

**Financial Implications:**

There are no financial implications of this set of school calendars beyond the traditional costs of school staffing.

**Alternatives:**

The Board could reject the recommendations of the committee or redirect the committee in some way through further direction or guidance.

**Staff Recommendation:**

Staff recommends the Board approve the recommended school calendars.

**Motion:**

I move that the Board approve the 2021-22 School Calendars as presented.

# Reynolds School District | 2021-2022 Elementary Certified Staff Calendar

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**JANUARY 2022**

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**3** Mid-Year Planning  
**17** Holiday  
**27** End of Semester  
**31** Grading/Evaluation

10, 24, 31 1 hr 10 min Late Start for Teacher PD

**26** New Teachers Only  
**30** Building Staff Development  
**31** Building Staff Development

**AUGUST 2021**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**FEBRUARY 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

**21** Holiday

7, 14, 28 1 hr 10 min Late Start for Teacher PD

**1** District Professional Development  
**2** Teacher Work Day  
**3** Non-Contract  
**6** Holiday  
**7** Student's First Day (Grades 1<sup>st</sup> - 5<sup>th</sup>) (K - Gradual Entry)

**SEPTEMBER 2021**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

13, 20, 27 1 hr 10 min Late Start for Teacher PD

**MARCH 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**16** ½ PD/½ Conference Prep  
**17** Conferences  
**18** Conferences  
**21-25** Spring Break

7, 14, 28 1 hr 10 min Late Start for Teacher PD

**8** Non-Contract/Statewide Inservice

**OCTOBER 2021**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4, 11, 18, 25 1 hr 10 min Late Start for Teacher

**APRIL 2022**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**8** Grading/Evaluation

4, 11, 18, 25 1 hr 10 min Late Start for Teacher PD

**11** Holiday  
**12** Grading/Evaluation  
**22** Conference Prep  
**23** Conferences  
**24** Conferences  
**25** Holiday  
**26** Thanksgiving Break

**NOVEMBER 2021**

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1, 8, 15, 29 1 hr 10 min Late Start for Teacher PD

**MAY 2022**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**30** Holiday

2, 9, 16, 23 1 hr 10 min Late Start for Teacher PD

**20-22** Winter Break  
**23** Holiday  
**24** Holiday  
**27-30** Winter Break  
**31** Holiday

**DECEMBER 2021**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6, 13 1 hr 10 min Late Start for Teacher PD

**JUNE 2022**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**15** Student's Last Day  
**16** Grading/Evaluation  
**17** Post Instructional Day

6, 13 1 hr 10 min Late Start for Teacher PD

# Reynolds School District | 2021-2022 MS Certified Staff Calendar

26 New Teachers Only  
30 Building Staff Development  
31 Building Staff Development

**JANUARY 2022**

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 Holiday  
27 End of Semester  
28 Grading/Evaluation  
31 Mid-Year Planning

3, 10, 24 1 hr 10 min Late Start for Teacher PD

26 New Teachers Only  
30 Building Staff Development  
31 Building Staff Development

**FEBRUARY 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

21 Holiday

7, 14, 28 1 hr 10 min Late Start for Teacher PD

1 District Professional Development  
2 Teacher Work Day  
3 Non-Contract  
6 Holiday  
7 Student's First Day (6<sup>th</sup> Grade)  
8 Student's First Day (7<sup>th</sup>, 8<sup>th</sup> Grade)  
13, 20, 27 1 hr 10 min Late Start for Teacher PD

**MARCH 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

16 ½ PD/½ Conference Prep  
17 Conferences  
18 Conferences  
21-25 Spring Break

7, 14, 28 1 hr 10 min Late Start for Teacher PD

8 Non-Contract/Statewide Inservice  
20 Conference Work Prep  
21 Conferences  
22 Conferences  
4, 11, 18, 25 1 hr 10 min Late Start for Teacher PD

**APRIL 2022**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 Grading/Evaluation

4, 11, 18, 25 1 hr 10 min Late Start for Teacher PD

11 Holiday  
12 Grading/Evaluation  
25 Holiday  
26 Thanksgiving Break  
1, 8, 15, 22, 29 1 hr 10 min Late Start for Teacher PD

**MAY 2022**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

30 Holiday

2, 9, 16, 23 1 hr 10 min Late Start for Teacher PD

20-22 Winter Break  
23 Holiday  
24 Holiday  
27-30 Winter Break  
31 Holiday  
6, 13 1 hr 10 min Late Start for Teacher PD

**JUNE 2022**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

15 Student's Last Day  
16 Grading/Evaluation  
17 Post Instructional Day

6, 13 1 hr 10 min Late Start for Teacher PD

# Reynolds School District | 2021-2022 RHS Certified Staff Calendar

**26** New Teachers Only  
**30** Building Staff Development  
**31** Building Staff Development

**JANUARY 2022**

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**17** Holiday  
**27** ½ Day Finals/½ Day Mid-Year Planning  
**28** ½ Day Finals/½ Day Mid-Year Planning/End of Semester  
**31** Grading/Evaluation

3, 10, 24 1 hr 10 min Late Start for Teacher PD

**AUGUST 2021**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**FEBRUARY 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

**21** Holiday

7, 14, 28 1 hr 10 min Late Start for Teacher PD

**1** District Professional Development  
**2** Teacher Work Day  
**3** Non-Contract  
**6** Holiday  
**7** Student's First Day (9<sup>th</sup> Grade)  
**8** Student's First Day (10<sup>th</sup> - 12<sup>th</sup> Grade)  
**13, 20, 27** 1 hr 10 min Late Start for Teacher PD

**SEPTEMBER 2021**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**MARCH 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**16** ½ PD/½ Conference Prep  
**17** Conferences  
**18** Conferences  
**21-25** Spring Break

7, 14, 28 1 hr 10 min Late Start for Teacher PD

**8** Non-Contract/Statewide Inservice  
**13** No School for 9<sup>th</sup> Graders/ PSAT for Grades 10-12  
**21** Conferences  
**22** Conferences  
**4, 11, 18, 25** 1 hr 10 min Late Start for Teacher PD

**OCTOBER 2021**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**8** Grading/Evaluation  
**4, 11, 18, 25** 1 hr 10 min Late Start for Teacher PD

**APRIL 2022**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**11** Holiday  
**12** Grading/Evaluation  
**25** Holiday  
**26** Thanksgiving Break  
**1, 8, 15, 22, 29** 1 hr 10 min Late Start for Teacher PD

**NOVEMBER 2021**

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**30** Holiday  
**2, 9, 16, 23** 1 hr 10 min Late Start for Teacher PD

**MAY 2022**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**20-22** Winter Break  
**23** Holiday  
**24** Holiday  
**27-30** Winter Break  
**31** Holiday  
**6, 13** 1 hr 10 min Late Start for Teacher PD

**DECEMBER 2021**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**9** Senior's Last Day  
**14** ½ Day Finals/½ Day Conference Prep  
**15** Student's Last Day/½ Day Finals/½ Day Conference Prep  
**16** Grading/Evaluation  
**17** Post Instructional Day  
**6, 13** 1 hr 10 min Late Start for Teacher PD

**JUNE 2022**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

# Reynolds School District | 2021-2022 RLA Certified Staff Calendar

**26** New Teachers Only  
**30** Building Staff Development  
**31** Building Staff Development

**JANUARY 2022**

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**17** Holiday  
**27** End of Third Hexter  
**28** Grading/Evaluation  
**31** Mid-Year Planning

3, 10, 24 1 hr 10 min Late Start for Teacher PD

**AUGUST 2021**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**FEBRUARY 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

**21** Holiday

7, 14, 28 1 hr 10 min Late Start for Teacher PD

**1** District Professional Development  
**2** Teacher Work Day  
**3** Non-Contract  
**6** Holiday  
**7** New Student's First Day  
**8** Returning Student's First Day

**13, 20, 27** 1 hr 10 min Late Start for Teacher PD

**MARCH 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**11** End of Fourth Hexter  
**16** ½ PD/½ Conference Prep  
**17** Conferences  
**18** Conferences  
**21-25** Spring Break

7, 14, 28 1 hr 10 min Late Start for Teacher PD

**8** Non-Contract/Statewide Inservice  
**15** End of First Hexter  
**20** Conference Prep  
**21** Conferences  
**22** Conferences

**4, 11, 18, 25** 1 hr 10 min Late Start for Teacher PD

**APRIL 2022**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**8** Grading/Evaluation

4, 11, 18, 25 1 hr 10 min Late Start for Teacher PD

**11** Holiday  
**12** Grading/Evaluation  
**25** Holiday  
**26** Thanksgiving Break

**1, 8, 15, 22, 29** 1 hr 10 min Late Start for Teacher PD

**MAY 2022**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**3** End of Fifth Hexter  
**30** Holiday

2, 9, 16, 23 1 hr 10 min Late Start for Teacher PD

**3** End of Second Hexter  
**20-22** Winter Break  
**23** Holiday  
**24** Holiday  
**27-30** Winter Break  
**31** Holiday

**6, 13** 1 hr 10 min Late Start for Teacher PD

**JUNE 2022**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**9** Senior's Last Day  
**15** Student's Last Day  
**16** Grading/Evaluation  
**17** Post Instructional Day

6, 13 1 hr 10 min Late Start for Teacher PD

# Reynolds School District | 2021-2022 CTP Certified Staff Calendar

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**JANUARY 2022**

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17 Holiday  
27 End of Third Hexter  
28 Grading/Evaluation  
31 Mid-Year Planning

3, 10, 24 1 hr 10 min Late Start for Teacher PD

26 New Teachers Only  
30 Building Staff Development  
31 Building Staff Development

**AUGUST 2021**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**FEBRUARY 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

21 Holiday

7, 14, 28 1 hr 10 min Late Start for Teacher PD

1 District Professional Development  
2 Teacher Work Day  
3 Non-Contract  
6 Holiday  
7 First Day for Students

**SEPTEMBER 2021**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

13, 20, 27 1 hr 10 min Late Start for Teacher PD

**MARCH 2022**

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

16 ½ PD/½ Conference Prep  
17 Conferences  
18 Conferences  
21-25 Spring Break

7, 14, 28 1 hr 10 min Late Start for Teacher PD

8 Non-Contract/Statewide Inservice  
20 Conference Work Prep  
21 Conferences  
22 Conferences

**OCTOBER 2021**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4, 11, 18, 25 1 hr 10 min Late Start for Teacher PD

**APRIL 2022**

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

8 Grading/Evaluation

4, 11, 18, 25 1 hr 10 min Late Start for Teacher PD

11 Holiday  
12 Grading/Evaluation  
25 Holiday  
26 Thanksgiving Break

**NOVEMBER 2021**

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1, 8, 15, 22, 29 1 hr 10 min Late Start for Teacher PD

**MAY 2022**

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

30 Holiday

2, 9, 16, 23 1 hr 10 min Late Start for Teacher PD

20-22 Winter Break  
23 Holiday  
24 Holiday  
27-30 Winter Break  
31 Holiday

**DECEMBER 2021**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

6, 13 1 hr 10 min Late Start for Teacher PD

**JUNE 2022**

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

15 Student's Last Day  
16 Grading/Evaluation  
17 Post Instructional Day

6, 13 1 hr 10 min Late Start for Teacher PD

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Jelena Doney, Executive Assistant to the Assistant Superintendent of Student & Family Services and District Operations

**Subject: Resolution 2020-2021-020, Adopton of the 2021-2022 Mutnomah Education Service District (MESD) Local Service Plan**

Policy: [Establishment of Alternative Education Programs – IGBHB](#)

Date: February 24, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

**Connection to Board Goals**

- Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #1:** We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

**Summary:**

The attached document is presented to the Board for consideration:

- Resolution #2020-2021-020, Adopton of the MESD 2021-2022 Local Service Plan

**Previous Board Action:**

Feb 2020      Board adopted Resolution #2019-2020-011, Adoption of the MESD 2020-2021 Local Service Plan

**Background:**

Multnomah ESD Superintendents reviewed the ESD services to be offered to school districts for the 2021-2022 school year. The Board is asked to review the 2021-2022 MESD Local Service Plan and adopt the Resolution to accept the plan as presented. Should the Board require any changes to the aforementioned, the required changes should be noted as an exception to the proposed plan at adoption.

**Financial Implications:**

Adoption of the Service Plan provides MESD notice of the District’s intent to purchase services from the MESD for 2021-2022 utilizing district resolution dollars as provided to the MESD on our behalf by the State of Oregon.

**Alternatives:**

The Board could determine that the Superintendent should not purchase services from MESD for the 2021-2022 school year.

**Staff Recommendation:**

Staff recommends the Board adopt Resolution #2020-2021-020 as presented.

**Motion:**

I move that the Board adopt Resolution #2020-2021-020, a resolution adopting the MESD service plan for the 2021-2022

# MESD Local Service Plan



2021-2022

# TABLE OF CONTENTS

## **Introduction**

Administration & Board of Directors .....	3
Explanation of Local Service Plan .....	4
Timeline .....	5
Budget in Brief .....	6

## **Description of Services**

Instructional Services .....	7
School Health Services .....	12
Special Education Services .....	15
Technology Services .....	21
Administrative Support Services .....	23
Student Success Act Technical Assistance.....	24

## **More Information....**

Resolution - Adoption of Multnomah ESD Programs and Services Proposals for 2021-2022.....	25
Key Community Partners .....	26
Appendix - Links to other information .....	27
Appendix-- Statewide Education Initiatives Account.....	28

# MULTNOMAH EDUCATION SERVICE DISTRICT

**MESD Administration Building**

11611 NE Ainsworth Circle  
Portland, OR 97220  
Phone: 503-255-1841

**Arata Creek School**

Timothy Rodgers-Principal  
2470 SW Halsey St.  
Troutdale, OR 97060  
Phone: 503-262-4850

**Burlingame Creek School**

Timothy Rodgers-Principal  
876 NE 8th St.  
Gresham, OR 97030  
Phone: 503-262-4050

**Donald E. Long School**

Dawn Joella-Jackson-Principal  
1401 NE 68th St.  
Portland, OR 97213  
Phone: 503-988-5937

**Four Creeks School**

TBA-Principal  
14513 S.E. Stark St  
Portland, OR 97233  
Phone: 971-229-6470

**Helensview School**

Dawn Joella-Jackson-Principal  
8678 NE Sumner St.  
Portland, OR 97220  
Phone: 503-262-4150

**Knott Creek School**

TBA-Principal  
11456 NE Knott Street  
Portland, OR 97220  
Phone: 971-229-9470

**Ocean Dunes High School**

Joy Koenig-Principal  
4859 S. Jetty Rd.  
Florence, OR 97439  
Phone: 541-791-5909

**Three lakes High School**

Joy Koenig-Principal  
4400 Lochner Rd. SE.  
Albany, OR 97322  
Phone: 541-791-5909

**Wheatley School**

Erick Welsh-Principal  
14030 NE Sacramento St.  
Portland, OR 97230  
Phone: 503-262-4000



**Wynne Watts-Kerr Center**

Sarah Davis-Principal  
930 NE 162nd  
Portland, OR 97230  
Phone: 503-262-4200

**BOARD OF DIRECTORS**

**CHAIR**

Kristin Cornuelle Position 6, At Large  
kcornuell@mesd.k12.or.us

**VICE-CHAIR**

Jessica Arzate Position 4, Zone 4  
jarzate@mesd.k12.or.us

**DIRECTORS**

Mary Botkin Position 3, Zone 2  
sjones@mesd.k12.or.us

Katrina Doughty Position 7, Zone 3  
kdoughty@mesd.k12.or.us

Susie Jones Position 1, Zone 5  
sjones@mesd.k12.or.us

Denyse Peterson Position 5, Zone 1  
dpeterson@mesd.k12.or.us

Helen Ying Position 2, At Large  
hying@mesd.k12.or.us

**Superintendent**

Sam Breyer 503-257-1504  
sbreyer@mesd.k12.or.us

**Assistant Superintendent**

Sascha Perrins 503-257-1531  
sperrins@mesd.k12.or.us

**Director of Business Services**

Doana Anderson 503-257-1520  
danderso@mesd.k12.or.us

**Director of Strategic Engagement**

Laura Conroy 503-257-1516  
lconroy@mesd.k12.or.us

**Director of Student Services**

Todd Greaves 503-257-1658  
tgreaves@mesd.k12.or.us

**Director of Human Resources**

Sean Woodard 503-257-1513  
swoodard@mesd.k12.or.us

**ADMINISTRATION**

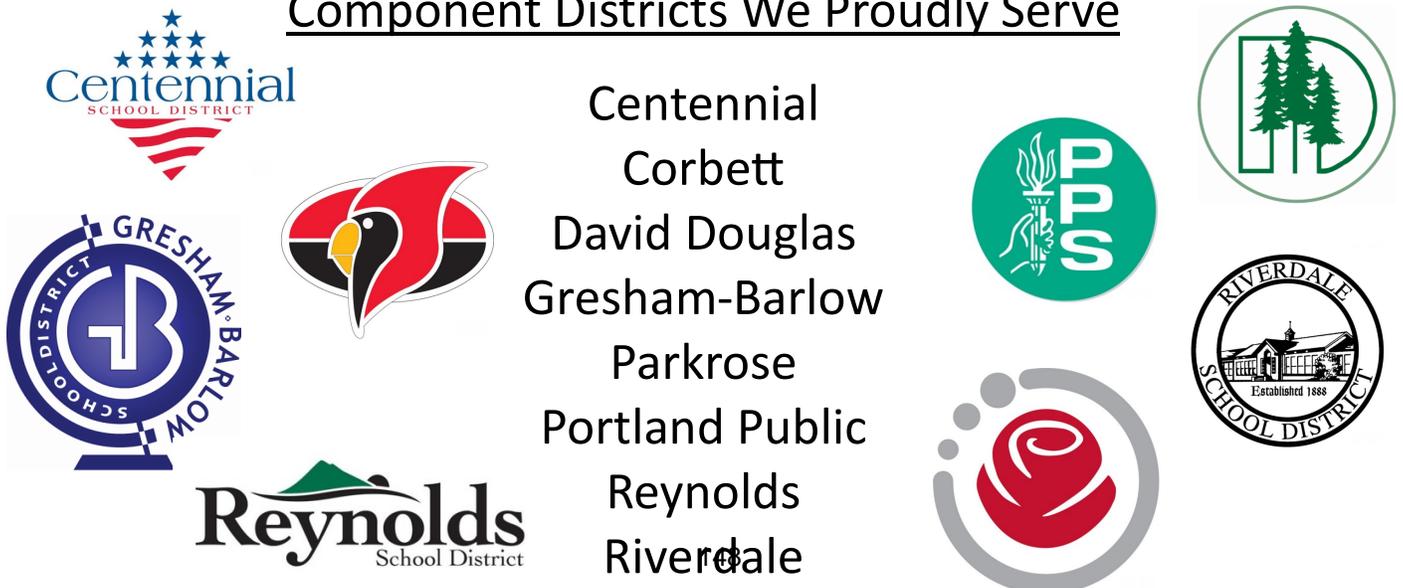
# Multnomah Education Service District

## Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, comprehensive school health services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

## Component Districts We Proudly Serve



# Multnomah Education Service District

## 2021-2022 Local Service Plan (LSP) Timeline

September 2020	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2020	Present initial draft to Advisory groups, and gather feedback
November 2020	Present second draft LSP to Advisory groups and gather feedback
January 2021	Present final draft to Superintendents MESD Board approves LSP
February 2021	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2021	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2021	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2021	Costing template and services commitments finalized

# Budget in Brief

Local Service Plan offerings are significantly funded by State School Fund revenues allocated to component districts and by other federal, state, and local revenues. Below is the estimated state school fund revenues for the current biennium.

## State School Fund Estimates for the 2021-2023 Biennium

	<u>2021-2022</u>	<u>2022-2023</u>	<u>Total</u>
Legislative Appropriation <sup>1</sup>	\$ 4,459,000,000	\$ 4,641,000,000	\$ 9,100,000,000
Less state-wide transfers/deductions ("carve-outs")	<u>(60,602,667)</u>	<u>(60,602,667)</u>	<u>(121,205,334)</u>
State revenue for formula	4,398,397,333	4,580,397,333	8,978,794,666
Plus local revenue for formula <sup>2</sup>	<u>2,260,613,520</u>	<u>2,339,734,993</u>	<u>4,600,348,513</u>
Total revenue for formula	6,659,010,853	6,920,132,326	13,579,143,179
ESD share at 4.5%	299,655,488	311,405,955	611,061,443
Less ESD transfers/deductions ("carve-outs")	<u>(8,859,000)</u>	<u>(8,859,000)</u>	<u>(17,718,000)</u>
ESD State School Fund formula revenue for distribution	<u>\$ 290,796,488</u>	<u>\$ 302,546,955</u>	<u>\$ 593,343,443</u>
<b>Estimated MESD portion of ESD distribution</b>			
	\$ 45,308,732	\$ 47,146,753	\$ 92,455,484
<b>MESD allocation to funds</b>			
Operating Fund (10%) for general operations	\$ 4,530,873	\$ 4,714,675	\$ 9,245,548
Resolution Fund (90%) for Component Districts	\$ 40,777,859	\$ 42,432,078	\$ 83,209,936

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2021-22 Apportionment	2022-23 Apportionment
Centennial	7,810.15	7,810.15	6.9%	\$ 2,811,557	\$ 2,925,612
Corbett (X 1.61)	1,330.64	2,142.33	1.9%	771,212	802,498
David Douglas	12,258.64	12,258.64	10.8%	4,412,958	4,591,977
Gresham-Barlow	14,176.98	14,176.98	12.5%	5,103,537	5,310,570
Parkrose	3,876.85	3,876.85	3.4%	1,395,618	1,452,233
Portland Public	57,581.52	57,581.52	50.8%	20,728,632	21,569,522
Reynolds	14,244.84	14,244.84	12.6%	5,127,965	5,335,990
Riverdale (X1.61)	735.67	1,184.43	1.0%	426,380	443,676
<b>Total</b>	<u>112,015.29</u>	<u>113,275.74</u>		<u>\$ 40,777,859</u>	<u>\$ 42,432,078</u>

<sup>1</sup> The SSF estimate is based on the \$9.1B Governor's Recommended Budget and assumes a 49/51 split over the biennium.

<sup>2</sup> The estimate assumes a 3.5% increase in local revenues for 2021-2022 and 2022-2023.

## Instructional Services

**Alternative Pathways:** Alternative Pathways includes the TRiO Educational Talent Search program, grant funded through the U.S. Department of Education. Established with the passage of Title IV of the Higher Education Act of 1965, TRiO provides educational opportunities for low-income and first-generation students.

**Assessment and Evaluation Program:** Educational services leading to a high school diploma or GED are provided to students currently in the Assessment and Evaluation Education Program, a behavioral rehabilitation services placement located inside of the Donald E. Long juvenile facility. Youth served are between ages 13-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization and transition planning.

**Education Programs in Detention and Correctional Facilities:** MESD provides educational programming inside of youth and adult detention and correctional facilities leading up to a high school diploma or GED. Services include credit attainment, training services, IEP services, and ELL services to students who are detained, awaiting trials, or hearings, or to students who have been incarcerated. These programs include:

- The Incarcerated Youth Program (IYP), which serves adults 18-21 years of age who are detained and have not earned a regular high school diploma or GED. This service is provided in accordance with OAR 581-015-2600.
- The Juvenile Detention Education Program (JDEP), which serves youth up to the age of 18 who are detained, awaiting trials, or hearings inside a juvenile detention facility in accordance with OAR 581-015-2585.
- The Youth Correctional Education Program (YCEP), which serves adjudicated youth up to the age of 25 who are housed in an Oregon Youth Authority facility in accordance with OAR 581-015-2585. Secondary and post-secondary programs, such as vocational education, college and dual credit enrollment, are offered at these locations.

**Transition Supports:** MESD provides program transition supports and educational advocacy for youth while in and after leaving unique educational settings including hospitals, detention facilities, correctional facilities and long term care and treatment facilities.

## Instructional Services (Continued)

**Helensview School** – Helensview provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance or behavioral issues. Helensview students receive personalized academic support, social services and connection to post-secondary options. Supports include access to dual credit, career and technical education and on-site job training and certifications.

**Helensview Phoenix – Pregnant and Parenting Student Services:** The Phoenix program at Helensview provides services to youth, ages 12-21 who are pregnant and/or parenting and identified as at-risk and require individualized programming, prenatal and parenting instruction. An on-site day care is provided to students.

**Helensview – Therapeutic classroom:** The Therapeutic classroom at Helensview provides individualized support to students identified for special education services who have mental health needs and require a small staff-student ratio. Classrooms providing academic and behavioral instruction are available at both the middle school and high school level.

**Hospital School Program:** The Hospital School Program provides educational services including credit attainment, IEP services, and ELL services to students in grades K- 21 years of age with medical, rehabilitation or mental health needs during the course of their hospitalization and/or ongoing treatment in accordance with ORS 343.261(2) and ORS 327.023(3). Youth in medical clinics, siblings and family members of hospitalized youth, may also receive instruction and support. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their youth's attending districts, and by planning a reasonable and realistic transition back to school following hospitalization.

**Long Term Care and Treatment:** The Long Term Care and Treatment (LTCT) program provides educational services including credit attainment, IEP services, and ELL services to students in grades K-12 residing in a Long Term Care and Treatment facility in accordance with OAR 581-015-2571. LTCT locations include the Wynne Watts School program.

**College/Career Readiness:** The purpose of College/Career Readiness is to facilitate the acceleration of component districts' movement toward a system that provides increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools as well as preparing them to enter post-secondary career training. The development of supports can include career and technical opportunities, college-level educational opportunities and/or drop-out prevention strategies.

## Instructional Services (Continued)

**Home School Notification:** Multnomah County parents electing to educate students at home in lieu of enrolling their student(s) in a regular comprehensive school must notify MESD, as required by ORS 339.035. MESD, as required by law, maintains a database with home school student directory information, requests test results from students as required under OAR 581-021-0026(5), submits reports to component districts to notify them of their home school population, and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

**Migrant Education Program:** The Migrant Education Program provides education services and support through grants with the U.S. Department of Education for migrant families and children between the ages of 3-21 years old who have moved within the last three years for work in agriculture. The program ensures such children receive full and appropriate opportunities to meet the same challenging academic standards that all children are expected to meet. Services and support center around four main components: school readiness, reading, math, and high school graduation. Support also extends to parent engagement and recruitment.

- **Migrant Education School Readiness:** Migrant Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.
- **Migrant Education Summer Program:** The Migrant Education Program provides a full-day supplemental summer extension for incoming kindergarten through 12th grade migrant children and youth. Academic services focus on math and reading for students in kindergarten through 8th grade. Incoming and current secondary student services center on graduation and post-secondary college or career pathways through volunteer opportunities based within the school and community. Transportation and meals are provided for all students.

**Outdoor School and Companion Programs:** Outdoor School is a residential environmental science program for sixth grade students and high school student leaders. Companion programs include the Fourth Grade Overnight and other customized programs for grades 2-12. Outdoor School special projects can include consultation services for schools or other organizations that seek to develop youth programming in the outdoors. Other projects could include professional development for youth programming in leadership, outdoor science and community building, and curriculum development that can include teaching kits for use in the outdoor setting.

## Instructional Services (Continued)

**Long Term Care and Treatment:** The Long Term Care and Treatment program at Wynne Watts School provides educational services including credit attainment, IEP services, and ELL services to student in grades K-12 currently residing in a Long Term Care and Treatment program. Wynne Watts School serves students with significant mental health education, and life challenges requiring schooling in a sheltered environment in order to protect the health and safety of themselves and/or others and allow the faculty treatment process to extend into the school day in order to fully implement the treatment plan.

**Regional School Improvement:** School Improvement provides professional learning and technical support in the following areas that include: High School Diploma Requirements, Common Core Standards, Common Formative Assessment, and Secondary and Elementary Literacy & Math content area support by specialists. The High School Diploma initiative includes the development of alternative assessment and credit by proficiency assessments as well as facilitating the development of Reading, Writing and Math Work Samples to meet state required Essential Skills Assessments. Support is also provided for appropriate implementation of the Oregon State Summative Assessment. Additionally, School Improvement provides professional development and technical support in science/STEM. Services include instructional support and coaching for science teachers as well as facilitation in the implementation of Next Generation Science Standards (NGSS).

### **Behavior and Instructional Consultation Services:**

Consultation from the Student Services and Instructional Services Departments is provided at the request of a district. Services may be provided within the regular classroom setting or in an alternative educational setting. There is a referral process that includes a needs assessment at no cost with further consultation and services provided as a fee for service. A contract agreement is created which includes a clear description of the services provided and fees. The team may include an administrator, teacher, speech pathologist, school psychologist, occupational therapist, nurse and/or a behavior consultant.

Professional Learning supports rooted in social-emotional learning and trauma sensitive practices may be provided to assist with behavioral strategies, collaborative problem solving, restorative justice strategies, culturally responsive practices, compassion fatigue and vicarious trauma awareness.

**Curriculum Services:** MESD provides support related to curriculum selection, implementation and on-going assistance. This includes aiding the Oregon Department of Education in providing districts the opportunity to review Curriculum Adoption materials and to provide professional learning (as needed) related to the Adoption. Additionally, MESD supports the implementation of programs such as the "Classroom Law Project", which brings law-related educational programs into Oregon schools.

## Instructional Services (Continued)

**Instruction Services Special Projects:** MESD Instruction Services has considerable expertise in developing and strengthening instructional programs. Instruction Services special projects could include consultation, management or coordination of projects that seek to develop/strengthen instructional programs, such as mentoring and grant application/implementation. Additional projects could include curriculum and instruction development, supports to promote regular attendance/reducing chronic absenteeism, and coaching. These projects could be at a local school district level, county level or state level.

**Student Assessment Services – Special Projects:** Student Assessment Services provides data collections support, technical assistance, support and training on assessment procedures and administration of the score sites; and provides help desk support, technical assistance and training to school districts participating in the state’s on-line English Language Proficiency Assessment. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing and mathematics, as well as training in how to assess/score the work samples. Reading, writing and mathematics Essential Skills Assessments are provided in native languages.

**Regional Equity Professional Development:** MESD may hire staff or contract with specialists to provide leadership, planning, and professional development and learning.

This support will be based in equity, and culturally responsive and culturally sustaining practices and instruction. This could also include managing and coordinating of regional equity work. These projects could be at a local school district level, county level or state level.

**Regional Education Network Support/EAC Support:** The Regional Educational Network (REN) is a statewide initiative to support the growth and development of educators across the career continuum. MESD provides support and facilitation for the development and sustaining of networked improvement communities, professional development and prioritized initiatives.

**Student Success Act Supports:** MESD provides support and technical assistance to districts in navigating the requirements of the 2019 Student Success Act (SSA), applying for Student Investment Account funds, and SSA program planning and implementation. Supports include regional convenings/work groups, 1:1 district supports, coordinating partnerships with community based organizations, prioritization of work and professional development in identified areas.

## School Health Services (SHS)

**Contracted Health Education Services:** MESD SHS provides instruction and support to component districts and independent schools to provide instruction and support to help meet state and national mandates for required health and safety training, and to consult with employees after occupational exposures to bloodborne pathogens. Health education training can include:

- Medication Administration
- Severe Allergic Reaction (with epinephrine administration)
- Glucagon Administration
- First Aid/CPR AED training
- Adrenal Insufficiency/Crisis training
- Oregon Occupational Safety and Health Administration (OSHA) required Bloodborne Pathogen Training, including management of post-exposure evaluation and follow-up.

**Contracted Nursing Services including Direct One-to-One Nursing:** School districts may contract with MESD for additional nursing services for schools and unique programs, as well as direct one-to-one services for students with complex health conditions or those identified as medically fragile. Contracted nursing is for a minimum of 21 hours per week. Training, orientation, oversight, and supervision is provided by the MESD.

**Vision Screening Team:** The MESD screening team assists component districts in meeting the requirements of OAR 581-022-2220 by screening student vision (in grades K, 1, and 3). Students needing additional testing are referred to community health providers. MESD School Health Services may have funding or resources to help reduce costs for students needing prescription glasses (OAR 581-022-2220). Training, orientation, oversight and supervision provided by the MESD.

**Hearing Screening Team:** The Hearing Program provides state-mandated screening to grades K and 1, identifying students with hearing loss. Other school-aged students referred for screening, as well as those in K-1 requiring follow up, are evaluated by the department's licensed audiologist, who conducts a comprehensive exam and makes referrals as indicated. This supports student engagement and success in the classroom (OAR 581-022-2220). Training, orientation, oversight, and supervision is provided by the MESD.

## School Health Services (SHS) (Continued)

**Immunization Program:** Immunizations promote wellness by protecting all students and school staff against vaccine-preventable diseases. Under contract with Multnomah County Health Department (MCHD), School Health Services (SHS) assists school districts with immunization management to meet state requirements for school attendance. Services include records review, data entry, family notification, state reporting, preparation of exclusion letters, and data analysis and reporting (ORS 433.267). Training, orientation, oversight and supervision is provided by SHS. Monitoring records minimizes the number of students excluded due to non-compliance, and maximizes student attendance and learning time. Nurses, together with the immunization team, assist families to navigate the health system to access resources for required vaccines.

**School Nursing:** School nursing services provide mandated health services during the regular school day, promote wellness, and assist students to achieve optimal educational experiences. Nursing services are dependent on total caseload size and may include direct health services to ill and injured students, management of acute and chronic illnesses, surveillance and follow up of communicable disease, and consultation to districts based on current evidence based research and best practice. Nurses are a liaison between home, school, and community health care providers; they promote safety, assess growth and development, and contribute to mental, emotional, and physical well-being. Training, orientation, oversight, and supervision is provided by the MESD. By July 1, 2020, -ORS 336.201 recommends one registered nurse for every 750 students.

**School Health Assistants (SHA):** MESD School Health Assistants (SHAs) are non-licensed personnel who provide illness and injury management for students, with oversight from an RN. SHAs perform delegated nursing tasks as trained by the RN and may be the first point of contact for health services in the health room. The MESD RN/SHA team is no more than one RN to five SHAs. Training, orientation, oversight, and supervision is provided by the MESD.

## School Health Services (SHS) (Continued)

**School Nurse Consultant:** The Nurse Consultant functions as a liaison between School Health Services staff, district personnel, and County and State Health Departments. The Nurse Consultant provides investigation, reporting, and collaboration with county health departments in events related to reportable and communicable diseases. The Nurse Consultant provides management of staff body fluid and blood borne pathogen exposures, including consultation and follow up. Training, orientation, oversight, and supervision is provided by the MESD.

**Complex Needs Nursing (CNN):** Complex Needs Nurses (CNN) are registered nurses with expertise in the management of students with complex, chronic health needs in the school setting. CNNs augment MESD school nurse services by providing training, consultation and support for medically fragile, medically complex, and nursing-dependent students, as defined in ORS 336.201.

The complex needs nurse may provide initial training and develop an individualized health plan until the health condition is stabilized, and then transition management to the school nurse. CNNs participate in multi-disciplinary planning and placement meetings, IEP development. Training, orientation, oversight, and supervision is provided by the MESD.

**Nurse-School Health Services Consultation:** For both resolution and non-resolution schools or programs, MESD SHS may provide limited professional nursing consultation on a case by case or limited duration contract. Services may include assessment of complex health conditions, recommendations for required nursing services, assessment and evaluation of existing health services, delegations, training, and care coordination with families, schools and health care providers. Professional consultation and recommendations are based on current evidence based research and best practice. Training, orientation, oversight and supervision is provided by the MESD.

## Special Education

### **Abilities in Motion (AIM):** Wheatley (ages 5 - 21)

The AIM program provides an educational opportunity for special education students with significant medical needs which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors and personal management skills that can be utilized within the classroom and community settings. Services are Individualized and based on a student's IEP.

### **Social Emotional Skills, Behavioral Health, Therapeutic classrooms and Evaluation/Stabilization programs:**

- ◆ Arata Creek, Burlingame Creek, Knott Creek and Four Creeks Schools (SESP) (Kindergarten-12th)
- ◆ Transition Program (ages 18-21)
- ◆ Arata Creek, Burlingame Creek and Knott Creek Behavioral Health (Kindergarten - 12<sup>th</sup> grade)
- ◆ Knott and Four Creeks Therapeutic classrooms (Kindergarten-5th grade)
- ◆ Evaluation/Stabilization Classrooms at Knott Creek and Four Creeks (Kindergarten - 6th grade)

The SESP program is designed for students with an individualized Education Plan (IEP) from Kindergarten to 21 years of age to provide structural social skills training, behavioral intervention and evidence-based academic instruction to students who are not being successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher: student ratio) for students needing additional therapeutic support. Additionally, the Transition classroom ages 18-21, offers job training and supports for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community and classroom instruction to prepare students for adult life. The Behavioral Health program serves students Kindergarten-12th grade with significant behavioral challenges and lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social emotional abilities. This classroom has a high staff to low student ratio based on data and demonstrated need to ensure success.

The therapeutic classrooms and evaluation/stabilization classrooms are designed for elementary students from a general education setting exhibiting significant behavioral and/or mental health concerns. Evaluation/stabilization classrooms are designed for students on a 45 day alternative placement setting with the district continuing potential evaluation procedures. It allows students within a small classroom setting with high staff ratio to participate in a safe, structured environment while the component district determines next steps in support of the student. Collaborative Problem-solving practices, culturally responsive Positive Behavioral Supports and Trauma sensitive practices are embedded in the training for staff and students.

## Special Education (Continued)

### **Behavior and Instructional Consultation Services:**

Consultation from the Student Services Department is provided at the request of a district. Services may be provided within the regular classroom setting or in an alternative educational setting. There is a referral process that includes a needs assessment at no cost with further consultation and services provided as a fee for service. A contract agreement is created which includes a clear description of the services provided and fees. The team may include an administrator, teacher, speech pathologist, occupational therapist, school psychologist and a behavior consultant.

**Feeding Team Contract Services:** The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The feeding team provides safe eating protocols and consultation to districts on mealtime procedures at their request. The district completes a referral to the MESD to begin the assessment process. The MESD feeding team includes a speech language pathologist and an occupational therapist. On certain protocol trainings, a nurse may also be required. The Feeding Contract includes staff cost, mileage to and from sites, time spent in assessment, writing protocols and meeting with staff (consultation and training to feed the student safely).

**Functional Living Skills Program (ages 5-18):** Knott School and/or Component District. The Functional Living Skills (FLS) Program provides evidence-based instructional practices in the areas of academics, communication, motor, adaptive, social emotional, medical, health care, behavioral and vocational training to students with significant disabilities. Staff has extensive training in the area of Autism. The FLS program provides positive behavior intervention services including Functional Behavioral Assessments (FBAs) and Positive Behavior Support Plans (PBSPs) for students, in accordance with the Individuals with Disabilities Education Act (IDEA) and Individualized Education Plans (IEPs). The curriculum used in all classrooms aligns with the Common Core. Services are provided in component school districts in order to provide the least restrictive environment (LRE) as possible. Extended School Year services are available for those students that qualify and approval is provided by local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

## Special Education (Continued)

**Functional Living Skills Transition Program (ages 18-21):** The Functional Living Skills Transition Program provides post-secondary instruction for student's age 18-21 that have exited high school and their Individualized Education Plan (IEP) identifies the need for significant post high school supports (academic, behavioral and or medical). The curriculum is focused upon functional applied academics, community and classroom instruction and for preparing students for adult life. Students have the opportunity to access a variety of work experiences in the local community and develop leisure and independent living skills. The curriculum used in all classrooms aligns with the Common Core. Transition has a high staff to student ratio. Extended School Year services are available for those students that qualify and approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

**High School/Middle School Therapeutic Classroom:** These special education classrooms are located on the Helensview School campus for students 6th grade through 12th grade with intensive mental health needs. The therapeutic program provides academic instruction, behavioral intervention and social skills training, coupled with a mental health focus. The Therapeutic Classrooms are for placement by local school districts through resolution/contracts. This program has a low student/high staff ratio and includes a behavior coach and mental health therapist as well as a special education teacher and education assistants.

### **Functional Living Skills (Alternative) (Ages K-21 years)**

Wheatley School

(Functional Living Skills Alt) at Wheatley School is a self-contained school for students needing an intensive Functional Life Skills (FLS) educational setting due to the impact of disability which directly affects cognition, communication and behavior. The curriculum used in all classrooms aligns with the Common Core. Additional support services focus on building communications skills, motor and sensory skills so students feel compelled to use behavior less as a communication medium. Wheatley is staffed with a high staff to student ratio (1:1 or 2:1). Students also receive the benefit of a full-time nurse. Extended School Year services are available to those students that qualify. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

## Special Education (Continued)

\*Individually Purchased Options:

### **Related Services:**

Speech/Language Pathologists, Occupational Therapists, Physical Therapists, Psychologists, Behavior Consultants, Educational Assistants, English Language Learning Teachers, Assistive Technologists, and Transition Specialists.

Related Services provides direct and/or consultation services according to student IEP needs. Services may be provided at a minimum of .2 FTE increments.

Caseloads are varied dependent upon IEPs and locations.

### **Assistive Technology:**

- · Conduct systematic assessment of student's AT needs
- · Provide assistance in IEP development
- · Provide consultation and technical assistance to district teams
- · Training and in-service at district request

### **Speech/Language Pathology:**

- · 1:1 therapy
- · Conduct formal or informal evaluations
- · Write, review and revise IEPs as mandated by IDEA, State and Federal rules
- · Provide direct or indirect therapy
- · Consultation services (IEP driven)
- · Technical assistance (professional development)
- · Attend IEP or three year re-evaluation meetings

### **Occupational Therapy:**

- · Conduct formal and informal evaluations
- · Write, review and revise IEPs as mandated by IDEA, state and federal rules
- · Provide direct or indirect therapy
- · Consultation services (IEP) driven
- · Technical assistance (professional development)
- · Attend IEP or three year re-evaluation meetings

## Special Education (Continued)

### Physical Therapy:

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by IDEA, state and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

### Psychological Services:

- Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, and traumatic brain injury
- Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the request of the team for other eligibilities
- Provide support to write, review and revise IEPs as mandated by state and federal rules and regulations
- Provide consultation services based on each student's IEP
- Attend IEP or three year re-evaluation meetings
- Technical assistance (professional development)
- Provide counseling services to individuals and/or small groups
- Provide in-service trainings to districts
- \*Included in the cost of this service option are travel, supplies, materials and technology (computer needs) for staff

### Behavior Consultant:

- Observe and collect student data regarding behavior
- Provides support to classrooms collecting functional behavior assessment data
- Develop behavior support plan and reinforcement packages
- Train and support staff with Positive Behavior Support strategies
- Attends team meeting to brainstorm strategies and success in the classrooms
- Provide behavioral recommendations

## Special Education (Continued)

**Educational Assistants:**

Educational Assistant Services may be provided in the regular classroom setting or in another educational setting. Services may be purchased in .875 FTE increments.

**Transition Specialist:**

This is a classified staff member with a background in behavior trained to work within districts for students transitioning from one program/school to another. The focus as a transition specialist is for a smooth crossover in placement with appropriate supports for the student to be successful in the new school environment.

**District Classroom Interventionist:**

Licensed special education behavioral specialist purchased in .2 FTE minimum slots for working with classroom staff and/or students within the classroom to support strategies and provide consultation services to the teacher for student success. The goal of this position is to keep and maintain students in the least restrictive placement possible by supporting environmental changes and student specific needs.

## Technology Services

Through Cascade Technology Alliance  
[www.cascadetech.org](http://www.cascadetech.org)

The Cascade Technology Alliance (CTA) is a part of the Cascade Education Alliance (CEA). The CEA is a collaboration of four regional ESDs: Columbia Gorge, Multnomah, Northwest Regional, and Willamette. The CEA directly serves 53 school districts within its geographic boundaries, benefitting more than 50% of the K-12 students in Oregon. The four ESDs make all of their education services available to any school district in their combined service area enabling school districts to access the local service plans of all four ESDs.

The CTA was created by the technology departments of each of the participating ESDs to serve their area component districts as well as other non-profit agencies in need of technology solutions. CTA services include network management; server management and data center; technical support; financial and human resource systems; student information systems; data warehouse and student reporting systems; instructional services and operational services.

The CTA has a menu of services available to its component school districts. The following is a list of services historically selected by MESD districts.

### Application and Development Services

- **Business Systems Support:** MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.
- **Data Warehouse:** The CTA data warehouse is part of a statewide initiative to facilitate state reporting and data-based decision making.
- **Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students and parents to engage in the instructional process.
- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's) and Nurses.
- **Medicaid Operational Services:** Improve Medicaid program efficiencies, provide data analysis, and help increase Medicaid Reimbursement by identifying additional Medicaid dollars that may be left on the table by districts.

## Technology Services (Continued)

### District Office Services

- **Substitute Services:** CTA provides on-line substitute application and registration, verification of employment eligibility documents, blood borne pathogen training and updates, child abuse prevention training, maintenance of classified and certified substitutes, and registration of Teacher Standards and Practices Commission licenses.
- **School Messenger Automated Attendance/Emergency Notification:** School Messenger delivers flexible and modern communication capability with secure and robust performance for student attendance calling, emergency notifications, and other district communication needs.

### Infrastructure Services

- **Internet Connectivity:** MESD provides Internet Service Provision (ISP) service out of the Pittock Block for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.
- **Network Services:** Wide area data networking support is provided in the form of communication lines, router maintenance, network management and connection to the Internet.
- **Engineering Support & On-Site Help Desk Support:** Experienced technical support and engineering staff provide high level technical support to District IT staff and for District's infrastructure needs.

### Instructional Services

- **Follett Destiny Library and Textbook Management:** Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.

### Other Regional Services

The MESD provides general administrative support services to Districts upon request.



## Administrative Support Services

- **K-12/Higher Education Collaboration Supports** : MESD provides facilitation, technical assistance, and systemic supports as needed to strengthen partnerships and pathways between K-12 school districts and higher education institutions.
- **Inter-District Delivery System (aka PONY)**: Facilities and Transportation Services provide inter-district courier “pony” service to component districts.
- **Procurement Card Services**: MESD administers procurement card services through Bank of America. It is an opportunity for smaller districts to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering & deactivating cards, program maintenance, training, and auditing services.
- **School Announcement Closure Network**: MESD contracts with FlashAlert-Newswire.net each year to support the interface between the ESD & component districts and broadcast stations when emergency closures must be communicated to the public.
- **Other Administrative/Operational Services**: MESD can provide other general operational services to districts such as HR, payroll & business office assistance, and support for the planning and implementation of the Student Success Act.
- **Government Affairs**: MESD retains a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

## Student Success Act-Technical Assistance

The Statewide Education Initiatives Account (SEIA) grant provides funding to allow greater ESD support to component school districts. This includes the provision of technical assistance (not direct service) to school districts in developing, implementing, and reviewing a plan for receiving Student Investment Account grant money; and providing coordination with ODE in administering and providing technical assistance to school districts, including coordinating any coaching programs. This plan reflects priorities shared across multiple districts in the region.

### **Diversification of the Education Workforce**

Provide staffing, convening, and facilitation to create regional grow-your-own programs to support students and existing staff to become teachers and administrators.

### **Mental & Behavioral Health Systems**

Develop, scale, and/or improve systems (coaching, professional development) in the region to build capacity in staff to support students' social-emotional well-being and mental health. Provide a regional coordinator of mental health support systems.

### **Comprehensive Paraeducator Training**

Develop/source and implement professional learning for current paraeducators in topics aligned to districts' focus areas (e.g. social-emotional learning, racial equity, behavior support) through various learning modalities (e.g. online modules, in-person workshops, coaching supports). Provide a regional coordinator of paraeducator training.

### **Community Engagement of Focal Populations**

Provide technical assistance (professional learning, facilitation, resources) to build capacity for district staff for authentic systemic engagement of historically underserved communities.

### **SIA Plan Technical Assistance**

Support districts as needed in development of required Student Investment Account plans. Develop Networked Improvement Communities focused on shared SIA priorities. Provide a Student Success Act lead to provide technical assistance & serve as liaison between districts and ODE.

### **Pandemic Recovery Planning**

Provide technical assistance, data analysis, facilitation, and training support for identification and closing of achievement gaps created and/or widened during Covid-19 instructional disruption.

### **Effective Early Learning Systems**

Provide support (coaching, professional learning, facilitation) for integration of PK-early elementary systems (instruction, assessment, social-emotional learning, family engagement) for literacy, math, and other content areas with an emphasis on meeting the needs of historically underserved student groups.

*Specific expenditures in these areas will be developed in partnership with component district teams. Final detailed expenditure plan included in the Appendix of the final published 2021-22 Local Service Plan*

**ADOPTION OF MULTNOMAH ESD  
PROGRAMS AND SERVICES PROPOSALS  
FOR 2021-2022**

Reynolds SCHOOL DISTRICT NO. 7

This certifies that the following Resolution was adopted by the Board of Directors of Reynolds School District No. 7 on the 24 day of February, 2021, in the manner proposed by law, and has not been altered or repealed.

DATED this 24 day of February, 2021

\_\_\_\_\_  
Superintendent/Deputy Clerk  
School District No. 7

\*\*\*\*\*

**RESOLUTION**

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of Reynolds School District No. 7, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2021-2022 Local Service Plan - Multnomah Education Service District, EXCEPT:

(Specify here each and every program not approved. If all are approved, please indicate "none".)

Please note that in the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

# KEY COMMUNITY PARTNERS

- Albertina Kerr
- All Hands Raised
- Carpe Mundi
- Community Cycling Center
- East County SD Liaison
- East County STEM Partnership
- FACT
- Friends for Outdoor School
- Friends of the Children
- Gateway to College
- Gray Family Foundation
- Gresham Chamber of Commerce
- IBEW
- IRCO
- Impact NW
- Kaiser Permanente
- Kline & Associates
- Linn-Benton Detention
- Linn-Benton Community College
- Mercy Corps NW
- Metro
- Mt Hood Community College Dual Enrollment
- Mt. Hood Community College Regional CTE Coordination
- Mt. Hood Community College, TRIO College First Program
- Mt Hood Cable Regulatory Commission
- Multnomah County Early Learning
- Multnomah County Detention
- Multnomah County Developmental Disabilities Division
- Multnomah County Health
- Multnomah County Juvenile Justice Services
- Multnomah County Library
- Multnomah County Mental Health and Addiction Services Division
- Multnomah County Probation/Parole
- Multnomah County SUN Schools
- Multnomah ESD-Helensview School
- New Avenues for Youth
- NW Disability Supports
- OHSU Doernbecher’s Children’s Hospital
- OHSU Kitchen and Dining
- Oregon Department of Education
- Oregon Food Bank
- Oregon Forest Resources Institute
- Oregon State University Extension
- Oregon Youth Authority
- Parkrose hardware
- Peer Mentoring
- Portland Community College
- Portland Bureau of Transportation (PBOT)
- Safe Routs to School
- Portland Children’s Levy
- Portland Police Bureau
- Portland Public Schools-Alliance High School
- Portland Public Schools-Alliance High School at Benson High School
- Portland Youth Builders
- Providence Willamette Falls Hospital
- PSU TRIO Pre-College Programs
- Randall Children’s Hospital at Legacy Emanuel
- Reynolds Learning Academy
- Rosemary Anderson HS/Portland OIC
- School & Community Oral Health Programs
- Self Enhancement Inc.
- Shriners Hospitals for Children
- STARS
- Worksystems: Summerworks
- U.S. Bank Machine Tool Finance
- United Way of the Columbia-Willamette
- Unity Center for Behavioral Health
- TriMet
- Yamhill County Juvenile Detention
- Zenbu

## Links to Other Information

### **Multnomah Education Service District**

Information about departments and specific programs can be found on the district website: [www.mesd.k12.or.us](http://www.mesd.k12.or.us)

### **MESD Accountability Report**

The annual Accountability Report is a comprehensive summary of the programs and services the MESD provides to support districts in serving students. It reports information specific to each component district; including, number of students served, services provided, and financial data. The report is available online in the Component School Districts section on the MESD Web page.

### **MESD School Health Services Annual Report**

The School Health Services department issues an [annual report](#) available on its homepage.

### **MESD Budgets and Financial Reports**

MESD's annually Adopted Budgets and Comprehensive Annual Financial Reports (CAFRs) for the past 5 years can be found at the Business Services homepage: [www.mesd.k12.or.us/businessservices](http://www.mesd.k12.or.us/businessservices)

### **Cascade Technology Alliance**

Cascade Technology Alliance was originally formed to bring the technological strengths of our four education service districts together to deliver even better tech services to our area School Districts than previously possible. We have four objectives to meet before providing services to Schools. They are stability, accessibility, innovation, and cost-sharing/saving collaboration. By meeting these four objectives, our Oregon school staff, student, and parent users have exceptional solutions to support the learning environment. <http://www.cascadetech.org/>

APPENDIX

**MESD Local Service Plan Addendum 2021-22  
Statewide Education Initiatives Account (SEIA)**

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject:** 2021-2026 Strategic Plan

Policy: [District Goal - AE](#)

Date: February 24, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

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**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

We will present the final reading of the Strategic Plan, with the four Goal Topics of Marginalized Students, Culturally Responsive Teaching, Student and Staff Wellness, and Professional Development. The Strategic Plan is meant to be a comprehensive foundation for the program work fo Reynolds over the next 5 years. It will be used as a key lever to inform and manage district transformation.

**Previous Board Action:**

January 13, 2021: First Reading presented to the Board  
February 10, 2021: Second Reading presented to the Board.

**Background:**

The Reynolds School District Strategic Plan process gathered input from over 400 stakeholders through 18 Focus Groups, 3 Community Input Sessions, 6 Steering Committee meetings, and online feedback during the 2019-2020 school year.

The Steering Committee met in October 2019, November 2019, December 2019, February 2020, March 2020, and December 2020.

Throughout the process stakeholders were asked to view the District through the lens of the Board of Education’s Core Commitments and Beliefs of equity, safety, instructional practices, and organizational culture. The process resulted in the Steering Committee and Cabinet

identifying forward four major Goal Topic Areas that were vetted through the Board's Core Commitments and Beliefs which are now the Four Pillars of the strategic plan. The four major Goal Topic areas are:

- Marginalized Students
- Culturally Responsive Teaching
- Student and Staff Wellness
- Professional Development

**Financial Implications:**

The Strategic Plan will be factored into future budgets.

**Alternatives:**

The Board could recommend further changes to the presented plan.

**Staff Recommendation:**

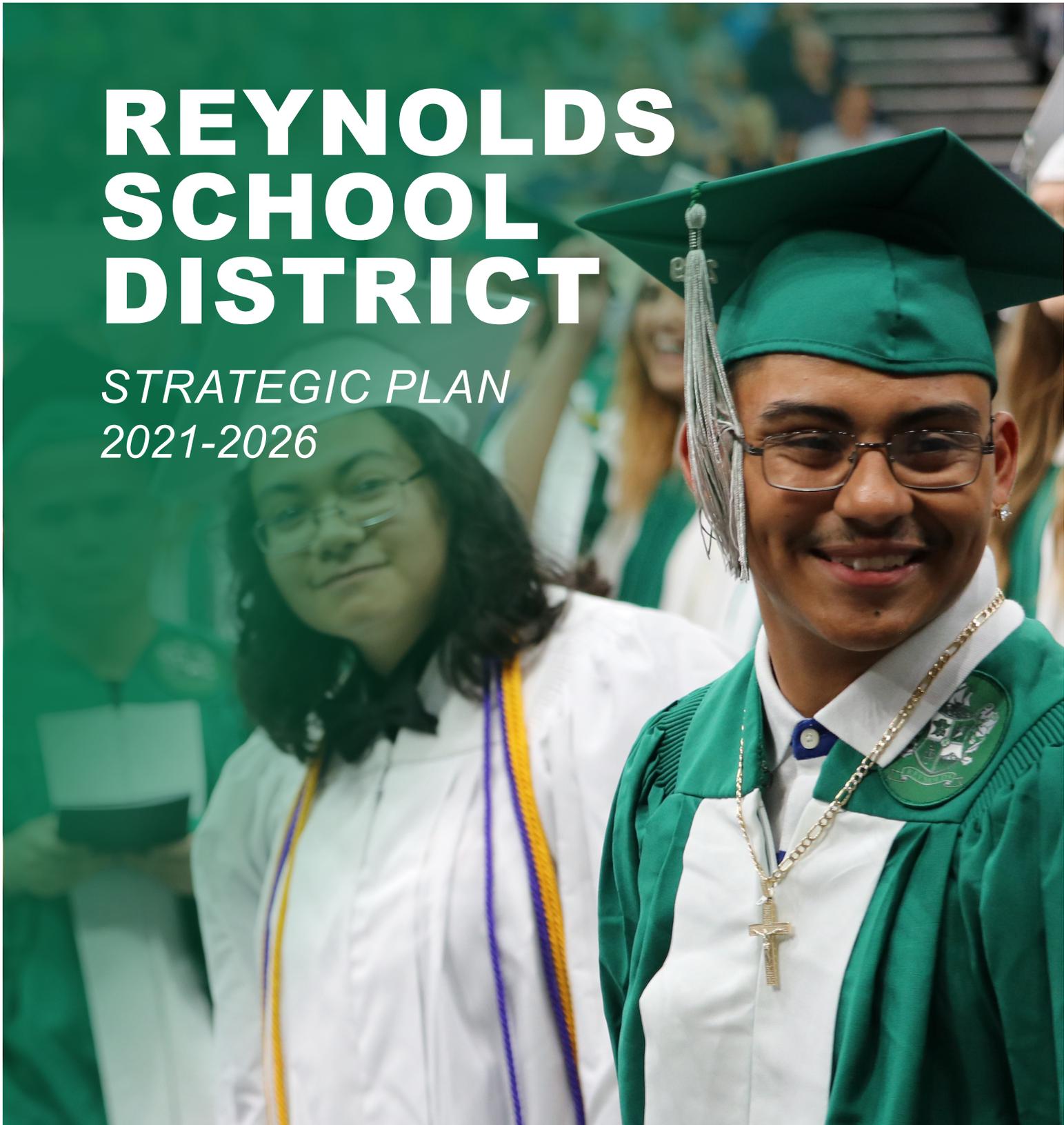
Staff recommends that the Board approve the 2021-2026 Strategic plan as presented.

**Motion:**

I move that the Board approve the 2021-2026 Strategic Plan as presented.

# REYNOLDS SCHOOL DISTRICT

*STRATEGIC PLAN  
2021-2026*



# MISSION AND VISION STATEMENTS

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## **MISSION:**

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

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## **VISION:**

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

## GOAL TOPIC 1: Marginalized Students



### DESCRIPTION:

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations, and elicit and honor all voices.

### ACTION STEPS:



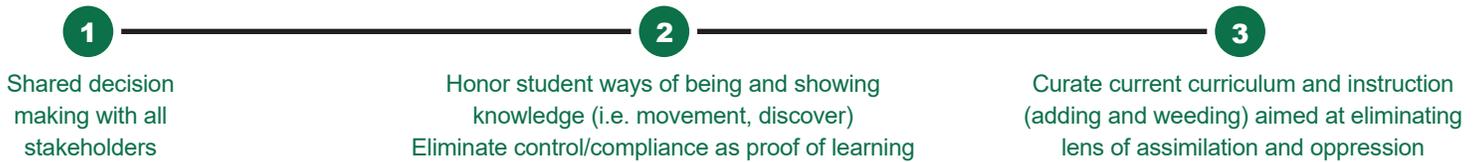
## GOAL TOPIC 2: Culturally Responsive Teaching



### DESCRIPTION:

We will interrupt bias and microaggression in curriculum and instructional practices.

### ACTION STEPS:



## GOAL TOPIC 3: Student and Staff Wellness



### DESCRIPTION:

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

### ACTION STEPS:



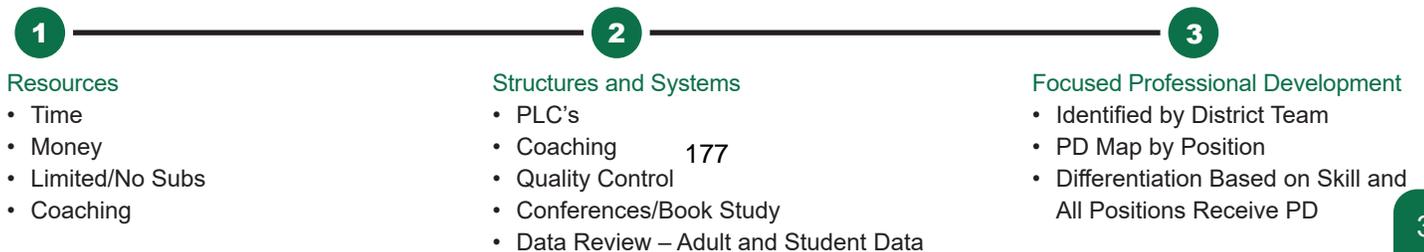
## GOAL TOPIC 4: Professional Development



### DESCRIPTION:

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.

### ACTION STEPS:



# GOAL TOPIC #1

## MARGINALIZED STUDENTS



# 1

## In order to give voice to our marginalized\* populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

*\*In Reynolds, we define marginalized as those students and families who are furthest from justice and those who have been historically silenced in our school system. Our marginalized population is identified as our Black and Brown students. We believe that if we address the disparities faced by our Black and Brown students, it will positively impact other groups facing systemic barriers.*



### GOALS

- ✓ **Elevate Voice:** We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.
- ✓ **Remove Barriers:** We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.
- ✓ **Communication:** We are committed to truly listen and create timely/efficient communication systems.
- ✓ **Improve the academic and social experience** for Black students and families in RSD

*Please choose one or more pillars this goal is aligned to:*

- Equity    Safety    Instructional Practices    Organizational Culture



### METRICS

- ✓ **METRIC 1: Elevate Voice**
  - No less than three times per year, schools and district-level departments will use a combination of surveys, empathy interviews\*, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families. (The ultimate goal is to ensure that there is a true representation of the school/district community in decision making.)
- ✓ **METRIC 2: Remove Barriers**
  - District departments or schools will identify the top three barriers to the goals on an annual basis.
  - RSD will analyze the data from graduation rates, acceptance rates to 4-year universities/trade programs, and percentage rates of identified students in Talented and Gifted Programs of historically marginalized students and disaggregated for Black Students.
- ✓ **METRIC 3: Communication**
  - At the conclusion of each outreach opportunity, RSD schools and or departments will use input sessions, surveys and/or community feedback to identify internal and external barriers to student and community communication.
  - Annual equity progress review to address barriers that families identify.

*\*An empathy interview uses a human-centered approach to understand the feelings and experiences of others.*

ACTION STEPS	LEADER	EVIDENCE
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**ELEVATE VOICE**

<p>Adhering to the metrics listed, each school and District-level department will be responsible for including an action plan in their SIP or DIP, directly related to Marginalized students.</p> <ul style="list-style-type: none"> <li>Identify the goal(s).</li> <li>Develop the action plan.</li> <li>Evaluate the implementation of the plan and the quarterly results.</li> <li>Determine if adjustments are needed to the plan based on quarterly results.</li> <li>Communicate data out to stakeholders and allow opportunity for input on the quarterly results of the plans.</li> <li>Ensure the diversity of your team represents the community you serve.</li> <li>Disaggregate all data to evaluate for Black students and families.</li> </ul>	<p><b>SCHOOLS ACADEMICS COMMUNICATIONS</b></p>	<ul style="list-style-type: none"> <li>Increased participation in community conversation and/or surveys.</li> <li>Increased access points for feedback (more offerings than surveys, i.e., follow up emails, home visits, etc.)</li> <li>District-wide and school-specific input sessions to be done that involve all stakeholders. (publish topics in advance, solicit ideas, provide agenda, and then summarize meeting in writing)</li> <li>Identify groups, ensure that there is representation at all input sessions, specifically families and community members from our Black community.</li> <li>Chat Session, a type of empathy interview, as the initial session to identify barriers and data (be specific about what works and what is not working in regards to participation).</li> <li>Follow up sessions for assessing effectiveness of the systems.</li> <li>Provide ongoing professional conversations to allow all staff to internalize the importance of having an ethnic and racial equity lens in communication.</li> <li>Create sustainable systems (i.e. train counselors to advocate for students) to ensure that all staff are trained in equity and anti-racism. All staff will be a voice and an ear for students who need them the most.</li> </ul>
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**REMOVE BARRIERS**

<p>Each school and District-level department will be responsible for including an action plan in their SIP or DIP, directly related to Marginalized students. developing an action plan</p> <ul style="list-style-type: none"> <li>Identify the goal(s).</li> <li>Develop the action plan.</li> <li>Evaluate the implementation of the plan and the quarterly results.</li> <li>Determine if adjustments are needed to the plan based on quarterly results.</li> <li>Disaggregate all data to evaluate for Black students and families.</li> <li>Communicated data out to stakeholders and allow opportunity for input on the quarterly results of the plans.</li> <li>Ensure the diversity of your team represents the community you serve.</li> <li>Adopt a research-based district-wide equity screener.</li> </ul>	<p><b>SCHOOLS ACADEMICS COMMUNICATIONS</b></p>	<ul style="list-style-type: none"> <li>Increase participation of Black students in programs like TAG and AP offerings, ASB, culturally specific clubs.</li> <li>Create systems for which historically silenced populations are part of the decision-making process.</li> <li>Specifically identify Black voices to measure levels of trust and to rate positive experiences.</li> </ul>
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**COMMUNICATION**

<p>Each school and District-level department will be responsible for including an action plan in their SIP or DIP, directly related to Marginalized students. developing an action plan</p> <ul style="list-style-type: none"> <li>Identify the goal(s).</li> <li>Develop the action plan.</li> <li>Evaluate the implementation of the plan and the quarterly results.</li> <li>Determine if adjustments are needed to the plan based on quarterly results.</li> <li>Disaggregate all data to evaluate for Black students and families.</li> <li>Communicated data out to stakeholders and allow opportunity for input on the quarterly results of the plans.</li> <li>Ensure the diversity of your team represents the community you serve.</li> <li>Prioritize the act of "follow through" in the cycle of communication to honor the time and input by all.</li> </ul>	<p><b>SCHOOLS ACADEMICS COMMUNICATIONS</b></p> <p>180</p>	<ul style="list-style-type: none"> <li>Provide dual pathways for parents and district/ schools to communicate in preferred languages.</li> <li>There will be multiple pathways for parents to reach out to RSD schools and departments.</li> <li>Publish meeting notes and/minutes on public forum for accountability.</li> </ul>
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# GOAL TOPIC #2

## CULTURALLY RESPONSIVE TEACHING



# 2

## We will interrupt bias and microaggression in instructional practices.



### GOALS

- ✓ Share decision making with all stakeholders.
- ✓ Honor student ways of being and showing knowledge: student voice and choice.
- ✓ Eliminate control/compliance as proof of learning.
- ✓ Curate curriculum.

*Please choose one or more pillars this goal is aligned to:*

- Equity    Safety    Instructional Practices    Organizational Culture



### METRICS

- ✓ **METRIC 1: Listening**
  - Annual improvement in stakeholder survey and listening session participation rates, mirroring student demographics.
- ✓ **METRIC 2: Elevate Student Voice**
  - Annual improvement in student survey data about voice and choice.
- ✓ **METRIC 3: Equitable Grading**
  - Annual progress toward equitable grading practices at each grade level.
- ✓ **METRIC 4: Culturally Responsive Teaching**
  - Annual progress curating curriculum toward culturally responsive teaching across all grades and subject areas.

ACTION STEPS	LEADER	EVIDENCE
<b>SHARED DECISION MAKING WITH ALL STAKEHOLDERS</b>		
Establish shared definitions for Culturally Responsive Teaching.	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>Shared definition of Culturally Responsive.</i></li> </ul>
Establish a baseline. Do our stakeholders currently view our teaching practices as culturally responsive?		<ul style="list-style-type: none"> <li>• <i>Baseline data established.</i></li> </ul>
Establish a process to ask this every year, to track year over year data - Include in the CEE survey.		<ul style="list-style-type: none"> <li>• <i>Standardized questions established for annual stakeholder survey.</i></li> </ul>
Establish a process to annually listen and learn 'live' with stakeholder groups – to hear the actual voices of our community, with an equity lens on who our stakeholders are.		<ul style="list-style-type: none"> <li>• <i>Annual stakeholder 'listen and learn' sessions complete and stakeholder feedback captured.</i></li> </ul>
Establish student exit survey to determine why students 'leave' school.		<ul style="list-style-type: none"> <li>• <i>Survey results collected and presented annually.</i></li> </ul>

<b>HONOR STUDENT WAYS OF BEING AND SHOWING KNOWLEDGE: STUDENT VOICE AND CHOICE</b>		
Establish a baseline of student perception of their current level of voice and choice.	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>Baseline of student perception about voice and choice established.</i></li> </ul>
Increase student voice and choice in their educational experience.		<ul style="list-style-type: none"> <li>• <i>Clear evidence that student voice and choice have increased and that student response is representative of our student population.</i></li> </ul>
Establish a way to measure student voice and choice year over year.		<ul style="list-style-type: none"> <li>• <i>Standardized questions established for annual student survey. If insufficient evidence of student response, then re-open and re-communicate the survey.</i></li> </ul>
Ensure addition of electives or choice. Especially equity in PE, art, music offerings in elementary.		<ul style="list-style-type: none"> <li>• <i>Additional elective choices added to course catalogs at secondary, and choice coursework added at elementary. Full time PE and music in elementary.</i></li> </ul>

<b>ELIMINATE CONTROL/ COMPLIANCE AS PROOF OF LEARNING</b>		
Establish equitable grading practices and accompanying communication strategy to families.	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>District wide grading policy established, adopted as Board policy, and communicated to families.</i></li> </ul>
Separate 'will' from 'skill' in feedback.		<ul style="list-style-type: none"> <li>• <i>Academic grading limited to information about mastery of curricular content.</i></li> </ul>
Stop issuing summative grades for formative assessment.		<ul style="list-style-type: none"> <li>• <i>Feedback about other student behaviors given separately or not at all.</i></li> </ul>
Establish clear success criteria (i.e. rubrics) for summative grading, across a variety of assessment formats.		<ul style="list-style-type: none"> <li>• <i>Clear success criteria established for all summative grading opportunities.</i></li> </ul>

<b>CURATE CURRICULUM</b>		
Add ethnic studies coursework at all grade levels.	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>Ethnic studies courses offered at all secondary schools, and at elementary, incorporate ethnic studies into units of study.</i></li> </ul>
Supplement adopted curricular materials with culturally responsive texts.		<ul style="list-style-type: none"> <li>• <i>Culturally responsive texts adopted.</i></li> </ul>
Ensure curricular materials present multiple perspectives on content.		<ul style="list-style-type: none"> <li>• <i>Scope and sequence documents established, ensuring multiple perspectives in all content areas.</i></li> </ul>
Implement social justice, multicultural education, and ethnic studies in curricular content and enhance cross-curricular approach.		<ul style="list-style-type: none"> <li>• <i>Scope and sequence documents established, infusing social justice, multicultural education, and ethnic studies in all content areas.</i></li> </ul>

# GOAL TOPIC #3

## STUDENT AND STAFF WELLNESS



# 3 We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.



## GOALS

- ✓ Develop and implement a robust District-adopted wellness policy that focuses on physical, mental-emotional, and social health for students, family, and staff.

*Please choose one or more pillars this goal is aligned to:*

- Equity    Safety    Instructional Practices    Organizational Culture



## METRICS

- ✓ **METRIC 1:** Draft plan presented to Board for adoption.
- ✓ **METRIC 2:** Revision of related board policies.
- ✓ **METRIC 3:** Development of a wellness policy guide.
- ✓ **METRIC 4:** Evidence of ongoing meeting of wellness committee.

ACTION STEPS	LEADER	EVIDENCE
Form standing Wellness Committees at all levels – Elementary, Secondary, & Staff Wellness Committees.	<b>STUDENT &amp; FAMILY SERVICES</b>	<ul style="list-style-type: none"> <li>• <i>Formation of a committee with elementary, secondary and staff representation</i></li> </ul>
Review/revise Board policies and federal and state guidelines related to student and staff wellness. Review and offer recommendations to the Policy Review Committee.		<ul style="list-style-type: none"> <li>• <i>Meeting minutes of the Wellness Committee that reflect a review and revision of Board policies and federal/state guidelines.</i></li> </ul>
Revise Board policies related to student and staff wellness.		<ul style="list-style-type: none"> <li>• <i>Meeting minutes of the Wellness Committee that reflect a review and list of recommendations to the policy review committee.</i></li> </ul>
With stakeholder input, draft a Wellness Policy Guide aligned to the revised Board policies related to student and staff wellness.		<ul style="list-style-type: none"> <li>• <i>Completion of a Wellness Policy Guide.</i></li> </ul>
Over the next five years, periodically survey student, staff, and family (parent/guardian) stakeholder groups and review Oregon Healthy Kids Survey results.		<ul style="list-style-type: none"> <li>• <i>Committee develops a survey and annual survey schedule.</i></li> </ul>
Ensure Wellness Committee meets quarterly every year.		<ul style="list-style-type: none"> <li>• <i>Schedule of committee meetings and minutes that reflect quarterly meetings.</i></li> </ul>
Build an action plan to commit to improving student, family, and staff wellness. Make other and online resources available.		<ul style="list-style-type: none"> <li>• <i>Wellness Action Plan</i></li> </ul>

# GOAL TOPIC #4

## PROFESSIONAL DEVELOPMENT



# 4 We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.



## GOALS

- ✓ Improving the quality of professional development for all staff while eliminating systems of racism and oppression to become a high performing, culturally responsive school district.

*Please choose one or more pillars this goal is aligned to:*

- Equity    Safety    Instructional Practices    Organizational Culture



## METRICS

- ✓ **METRIC 1:** Voluntary staff retention - less retirement and reduction in force.
- ✓ **METRIC 2:** Measure the quality of delivery and content of professional development by using a standardized feedback form across departments
- ✓ **METRIC 3:** Results from the annual community and staff RSD perception survey (CEE Survey).
- ✓ **METRIC 4:** Measure RSD recruitment of applicants, hiring, and retention of candidates of color.

ACTION STEPS	LEADER	EVIDENCE
Build a rubric for culturally responsive practices.	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>Rubric</i></li> </ul>
Utilizing PLC's, staff meetings, and conferences to measure implementation of the PD offerings.	<b>SCHOOLS</b>	<ul style="list-style-type: none"> <li>• <i>Conferences/Book Study Data Review – adult and student data meeting minutes</i></li> </ul>
Develop and implement an effective coaching and mentoring model that provides ongoing support to staff.	<b>HUMAN CAPITAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <i>Reestablish a mentoring program that is inclusive of all staff</i></li> <li>• <i>Research-based coaching model in place</i></li> </ul>
Design a professional development tracking form for all staff in every department that outlines a professional development pathway focused on equity, safety, instructional practices, and organizational culture. Create a PD Map by position designed for all staff from start date to retirement differentiated by skill for all positions.	<b>HUMAN CAPITAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <i>Results from the professional development tracking</i></li> <li>• <i>Development of professional development guide including registration and participation</i></li> </ul>
SIP/DIP plans have a clearly articulated implementation plan for professional development specific to culturally responsive practices.	<b>SCHOOLS ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>SIP/DIP plans</i></li> </ul>
Articulate professional development standards.	<b>HUMAN CAPITAL MANAGEMENT ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>Adopted standards</i></li> </ul>
Design a standardized feedback form to measure the quality of delivery and content of all PD	<b>HUMAN CAPITAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <i>Standardized PD feedback form</i></li> </ul>
Departments and schools will examine and derive SIP/ DIP action steps from community and staff perception survey results annually.	<b>SCHOOLS ACADEMICS</b>	<ul style="list-style-type: none"> <li>• <i>Documentation of data and steps taken</i></li> </ul>
All staff who exit RSD will complete a feedback form focused on organizational improvement	<b>HUMAN CAPITAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <i>Exit survey data</i></li> </ul>
Review existing policies, resources and practices with a culturally responsive lens to eliminate systems of racism and oppression in areas including, but not limited to: Recruitment, Selection/Hiring, Evaluation, and Coaching.	<b>HUMAN CAPITAL MANAGEMENT</b>	<ul style="list-style-type: none"> <li>• <i>Recruitment and Hiring Data</i></li> </ul>

To: Board of Directors

From: Dr. Nicole MacTavish, Chief Academic Officer

Prepared by: Gary Schuh, Instructional Technology TOSA and Chris Greenhalgh, Director of Instructional Technology

**Subject: Online School Proposal**

Policy: [District Equity Policy](#), [Instructional Goal](#)

Date: February 24, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

---

**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #3:** We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

**Summary:**

Since March 2020, students have been receiving instruction online. While we know online learning is not best for every student, we have students who have thrived in this environment. We have seen that strong academic relationships, high-quality first time instruction, and personal connections are possible online between Reynolds School District faculty and students. We are therefore proposing to offer an online school option for Fall 2021 in an effort to better meet the needs of all students and families residing within the Reynolds School District attendance area.

**Previous Board Action:**

The Board previously approved a limited online school option in 2014. That program was designed to serve students in grades 9-12. Instruction was provided through a contracted service, not district teachers, limiting student/teacher interactions and relationships. This dynamic was more impersonal and did not foster the level of relationships that we value as the foundation of our schools.

The 2014 program was not financially solvent, as it primarily served students already attending school within the Reynolds School District. The program we are proposing today would utilize Reynolds School District teachers for core instruction to promote academic discourse and foster positive relationships with our students. The program goal is to bring back students and families who have left Reynolds School District in favor of an online educational experience.

**Background:**

In the fall of 2020, Reynolds School District had 346 students leave the district for online school programs, resulting in loss of ADMw revenue of approximately \$3,180,000.

Throughout the 2020-2021 school year the district has focused on the implementation and support of high-quality online instruction, and worked to adjust and improve the Comprehensive Distance Learning instructional model to meet the needs of our students. This has been achieved through collaboratively-planned, focused, and intentional professional development of staff throughout the district. This work has allowed us to deliver a high-level online instructional program vastly differing from the program offered in 2014.

Concurrent to the intensive training and professional development of staff, there has been a significant investment in systems to support online instruction including online learning platforms, 1:1 devices for all students, access to the internet, and infrastructure improvements. The online program we are proposing will have students completing the bulk of their work online, but will also offer access to a brick-and-mortar building on a regular schedule to strengthen student/staff relationships and provide academic support. It will leverage community partnerships such as Outward Bound, Outdoor School, and culturally specific organizations to provide meaningful learning experiences through activities, field trips, and service learning opportunities.

**Financial Implications:**

The projected annual operating cost of \$2,703,792 includes staffing, supplies, equipment, and other costs as detailed in the table below. This figure is based on current cost estimates used for budgeting.

One-time capital improvement costs to bring facilities up to code are estimated at \$1.5-2M with the renovation of an existing Edgefield building. This is an estimate, pending a full project evaluation.

Projected revenue resulting from increased enrollment as students return from non-district online schools is \$3,180,000. This is based on an estimated ADMw for 346 students (using an estimate of 15% SpEd and 30% ELD enrollment).

Budget: On-Going Staffing Cost

5 FTE: Elementary School Level Teachers (Licensed)	\$550,000
4.5 FTE: Middle School Level Teachers (Licensed)	\$495,000
4.5 FTE: High School Level Teachers (Licensed)	\$495,000
1 FTE: Counselor (Licensed)	\$110,000
1 FTE: Principal (Licensed)	\$175,000
1 FTE: Secretary (Classified)	\$55,000
2 FTE: ELD (Licensed)	\$220,000
2 FTE: SpEd (Licensed)	\$220,000
<b>Total Staffing Cost:</b>	<b>\$2,320,000</b>

**Budget: On-Going Summary**

Staffing	\$2,320,000
Materials, Supplies	\$20,000
Student Technology	\$100,000
Staff Technology	\$30,000
Edgenuity	\$175,000
Transportation (*dependent on model decided upon during planning phase)	\$40,000
Nutrition (*based on 174 pupil instruction days; \$108/day for 20 meals/day)	\$18,792
Total Projected Cost:	\$2,703,792

(Projected Revenue: \$3,180,000)

**Alternatives:**

No further investigation and planning for a Reynolds School District online school for the 2021-2022 school year.

**Staff Recommendation:**

Staff recommends direction from the Board to further investigate and plan for a Reynolds online school for the 2021-2022 school year.

**Motion:**

I move that the Reynolds School Board authorize further investigation and planning for a Reynolds online school for the 2021-2022 school year.

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: John La Du, Facilities Supervisor

**Subject: Authorization to Execute Utility Easement for Portland General Electric to Install and Maintain Electric Bus Charging Station**

Policy: [Authorized Use of District Property and Materials- EDC-KGF](#)

Date: February 24, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #1:** We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

**Summary:**

Please refer to the following attachment(s): Attachment A: PGE Utility Easement

**Previous Board Action:**

The EPA DERA Grant and PGE Grant were approved by the Board on May 27, 2020.

**Background:**

As a result of the EPA and PGE grant award, Transportation Services purchased an electric bus which requires a Portland General Electric (PGE) charging station at the Transportation yard at 20311 NE Glisan Street in Fairview, Oregon. The requested easement is a requirement necessary to service the charging station. The easement will be ten feet in width and extend from NE Glisan Street on to Reynolds district property to the location of the charging station.

**Financial Implications:**

The area in which the easement is proposed intentionally excludes any of the buildings which the District owns. There is a substantial benefit to the District to authorize this easement in order to support the charging of newly purchased electric bus.

Delays in authorizing the easement may impact the project completion date issued by the EPA.

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Staff recommends the Board authorizes staff to proceed with executing the attached easement with PGE for access to the charging station located at 20311 NE Glisan Street in Fairview, Oregon.

**Motion:**

I move that the Board authorizes staff to proceed with executing the attached easement with PGE for access to the charging station located at 20311 NE Glisan Street in Fairview, Oregon.



*After Recording Please Return To:*  
Portland General Electric Company  
Attn: Property Services  
121 SW Salmon Street, 1WTC1302  
Portland, Oregon 97204-9951

Grantor's Mailing Address:  
Multnomah County School District No. 7  
1204 NE 201<sup>st</sup> Avenue  
Fairview, OR 97024

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(Space above this line for Recorder's use)

Grantor: **Multnomah County School District No. 7 (Reynolds)**

Grantee: **Portland General Electric Company**

APN/APN2: **1N3E33BC -00200 / R321933**

### **PGE UTILITY EASEMENT**

For good and valuable consideration the current receipt, reasonable equivalence, and sufficiency of which is hereby acknowledged by **MULTNOMAH COUNTY SCHOOL DISTRICT NO. 7 (REYNOLDS)** ("**Grantor**") hereby grants, conveys and warrants to **PORTLAND GENERAL ELECTRIC COMPANY**, an Oregon corporation, and its successors and assigns ("**Grantee**"), a nonexclusive, perpetual easement and right-of-way (the "**Easement**") over, under, upon, through and across the real property situated in Multnomah County, Oregon as further described in Exhibit "A" attached hereto (the "**Property**").

The Easement shall affect an easement area approximately Ten (10) feet in width, extending Five (5) feet on each side of a center line of Grantee's Systems (as defined herein) located as currently existing, constructed and/or to be constructed, extended or relocated on the Property, except to the extent of those portions of the Property, if any, occupied by existing building footings, foundations, aboveground improvements and/or subsurface structures on the effective date hereof (the "**Easement Area**") as generally depicted in Exhibit "B" attached hereto. As used herein, the term "**Systems**" shall include a variable number of wires, circuits, and all appurtenances, equipment, structures, poles, guys, anchors, transformers, and facilities as Grantee deems necessary or convenient for the operation and maintenance of such Systems and for the purpose of transmission, distribution, and sale of electricity and communication.

**Grantee's Rights.** Grantee shall have the right to enter upon and use the Easement Area to plan, survey, construct, inspect, operate, maintain, repair, replace, improve, relocate, remove, and enlarge one or more Systems and the right to derive income therefrom, together with all rights, uses, and privileges directly or indirectly necessary or convenient for the full enjoyment, use, and exercise of Grantee's rights under the

Easement, doing all such acts or things on the Easement Area, and all works necessary or appurtenances ancillary, including but not limited to, the right to provide, maintain, and protect quality habitat for aquatic, terrestrial, and avian wildlife, and the right of ingress to and egress from, along and upon said Easement Area and over and across the Property and Grantor's adjoining property interests, in connection with or related to all or any portion of the foregoing. Grantee shall have the right to make changes in grade, elevation or contour of the land within the Easement Area, and to cut away and keep clear, prevent the construction or placement, remove, level, and/or dispose of all obstructions, structures, natural features, trees, vegetation and/or undergrowth, on, under, along or above the Easement Area (although Grantee may leave any of the foregoing on the Easement Area), which, in the sole judgment of Grantee, may endanger or interfere with the efficiency, safety, and/or convenient use, enjoyment, or exercise of Grantee's rights under the Easement or which is necessary for the protection from fire, natural disaster, terrorism, theft, vandalism, and other similar hazards. No right of Grantee hereunder shall lapse or be waived in the event Grantee fails to use the Easement, or any portion thereof, on a continuous basis.

**Existing Systems.** In addition to the Easement granted hereby, Grantor hereby confirms and ratifies all of Grantee's Systems currently located on the Property and, to the extent not previously conveyed to Grantee, hereby grants and conveys to Grantee a nonexclusive, perpetual easement and right-of-way with respect to such currently located Systems upon the terms and conditions set forth herein.

**Grantor's Use.** Grantor shall have the right to use the Easement Area for all purposes, provided that such use is not deemed by Grantee to interfere with the use, enjoyment, or exercise by Grantee of any rights under the Easement. If Grantee is required to modify the Easement or relocate the Easement Area or Systems because of any Grantor use of and/or condition of the Property, the cost associated with such relocation or modification shall be the responsibility of Grantor. Notwithstanding the rights granted to Grantee hereunder, above-ground maintenance of the Property subject to this Easement (excluding the Systems) shall be the responsibility and at the expense of Grantor, including, but not limited to, irrigation, grass mowing, and vegetation and erosion control.

**Grantor Representations and Warranties.** Grantor represents, covenants, and warrants to Grantee that Grantor is lawfully seized in fee simple title to the Property; that Grantor has the legal right and authority to grant this Easement and that no other party has an ownership interest in the Property or any portion thereof (including the associated timber, water, and mineral rights) that will limit or interfere with Grantee's rights hereunder whatsoever; and that the execution and performance of this Easement by Grantor is duly authorized.

**Required Actions/Necessary Documents.** Grantor agrees to cooperate with Grantee to obtain all necessary permits, licenses and governmental action and shall sign all necessary documentation to enable Grantee the full use, enjoyment and benefit of this Easement. **Each of the foregoing shall be without further compensation to Grantor.**

**Liabilities.** In no event shall Grantee be liable to Grantor or any other person or entity for any lost or prospective profits or any other special, punitive, exemplary, consequential, incidental or indirect losses or damages (in tort, contract, or otherwise) under or in respect of this Easement or for any failure of performance related hereto howsoever caused, whether or not arising from Grantee's sole, joint or concurrent negligence.

**Applicable Law/Costs and Attorney Fees.** This Easement shall be interpreted, construed and enforced in accordance with the law of the State of Oregon with venue for any action being in the County where the Property is located. In the event that Grantee finds it necessary to enforce any right under this Easement, Grantee shall be entitled to all reasonable costs and attorney's fees incurred in enforcing such rights. Such sums shall be in addition to all other sums provided by law.

**Entire Agreement.** This instrument, along with any exhibits and attachments or other documents affixed hereto or referred to herein, constitutes the entire agreement between Grantee and Grantor relative to the



**EXHIBIT A**  
**PROPERTY DESCRIPTION**

A tract of land in the Stephen Roberts Donation Land Claim, in the Northwest one-quarter of Section 33, Township 1 North, Range 3 East of the Willamette Meridian, in the County of Multnomah and State of Oregon, being more particularly described as follows:

Beginning at a brass monument at the Northeast corner of Lot 19, Selma, a duly recorded plat in the plat records of said county, said monument being also the most northerly re-entrant corner of the Stephen Roberts D. L. C., thence North  $89^{\circ} 51' 09''$  East, a distance of 677.28 feet; thence South  $0^{\circ} 22' 38''$  East, parallel with the east line of said Lot 19, a distance of 967.15 feet to the Northerly line of N. E. Glisan Street; thence along said northerly line on the arc of a 1184.84 foot radius curve to the left, through a central angle of  $2^{\circ} 24' 18''$  (the long chord of which bears South  $70^{\circ} 24' 39''$  West, 49.73 feet) an arc distance of 49.73 feet to a point of tangency; thence South  $69^{\circ} 12' 30''$  West along said northerly line a distance of 672.56 feet to the west line of the Stephen Roberts D. L. C.; thence North  $0^{\circ} 22' 38''$  West along the said west line, a distance of 1220.83 feet to the point of beginning, an area of 17 acres, more or less.

Exhibit B

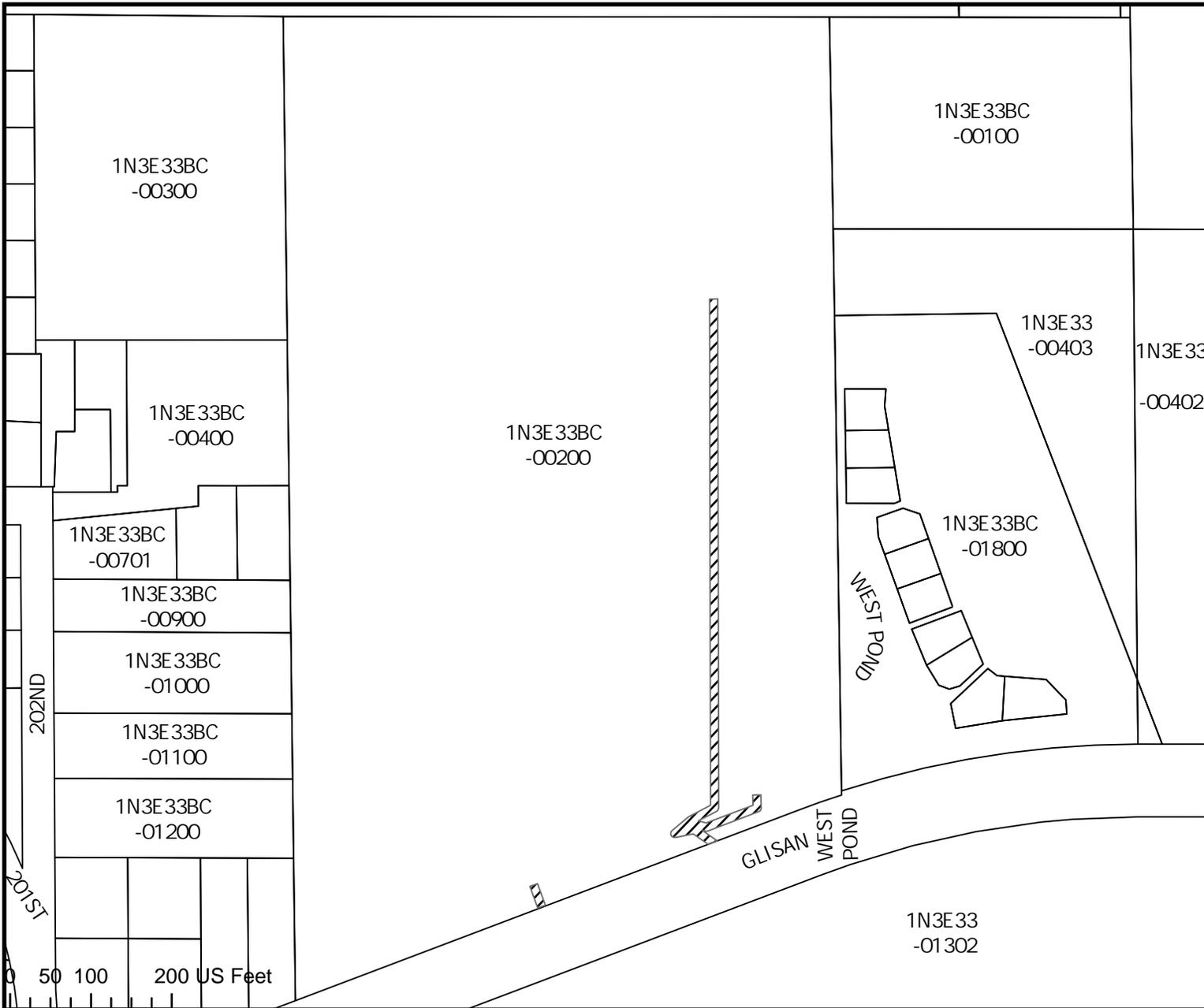
 Easement Area

ADDRESS:  
20311 NE GLISAN ST  
FAIRVIEW OR 97024

APN: 1N3E33BC -00200

JOB: M2894003

199



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DISCLAIMER: The graphic representations and other information/data contained herein (collectively the "Depiction") is the property of PGE. The Depiction is made available for your review for informational purposes only. The Depiction does not represent a legal survey or a legal boundary description. Information derived from GIS data is subject to change. Property lines as depicted may not correspond to actual locations. The Depiction is provided "AS IS" without any guarantee, representation or warranty of any kind, either express, implied, or statutory. PGE assumes no liability with respect to any reliance you place on the Depiction.

To: Board of Directors

From: Dr. Angela Freeman, Assistant Superintendent of Human Capital Management; Executive Director of Schools

Prepared by: Liza Holland; Assistant, Human Capital Management

**Subject: Memorandum of Understanding with REA**

Policy: [Board Powers and Duties - BBA](#)

Date: February 24, 2021

<b>Action</b>	<input checked="" type="checkbox"/>
<b>Report</b>	<input type="checkbox"/>

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**Connection to Board Goals**

Student Achievement       Equity       Fiscal Responsibility       Communications

**School Board Core Belief/Commitment #1:** We believe that all students, families and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

**Summary:**

Reynolds School District (RSD) and Reynolds Education Association (REA) have reached agreement on a Memorandum of Understanding (MOU) for the purpose of the provision of additional sick leave in the event of an adverse reaction to the COVID 19 vaccination. With the continued rise in COVID-19 cases, hospitalizations, and deaths in Oregon, RSD and REA are committed to reopening schools safely for students and staff, and in accordance with the Oregon Department of Education's (ODE) *Ready Schools, Safe Learners Guidance for School Year 2020-21* (ODE/OHA Guidance).

Attached is the following document: "REA 20-21 Vaccination MOU"

**Previous Board Action:**

Not Applicable

**Background:**

In accordance with Governor Kate Brown's recommendations and ODE guidance under Ready Schools Safe Learners for returning to in person instruction, Oregon educators have begun receiving vaccines for COVID-19.

Staff is requesting that the Board formally approve the MOU with REA, which will serve as the protocols for additional sick leave in the event of a member has an adverse reaction to the COVID 19 vaccination.

**Financial Implications:**

Not Applicable

**Alternatives:**

The Board could require additional information prior to taking action on this agenda item.

**Staff Recommendation:**

Staff recommends the Board approve the agreement between Reynolds Education Association as proposed.

**Motion:**

I move that the Board approve the MOU between REA and Reynolds School District, which will serve as the protocols for additional sick leave in the event of a member has an adverse reaction to the COVID 19 vaccination.

**Memorandum of Agreement  
Between Reynolds School District and  
Reynolds Education Association  
RE: Vaccination Sick Leave Grants**

The Reynolds School District (District) and the Reynolds Education Association (Association) hereby enter the following Memorandum of Understanding for the purpose of setting forth the terms and conditions regarding the provision of additional sick leave in the event of an adverse reaction to the COVID 19 vaccination protocol. In accordance with Article 14, Section C of the parties' collective bargaining agreement, the District and Association hereby agree to the following:

Certain individuals who have received the COVID-19 vaccine have experienced mild to moderate side effects. For association members who have received the COVID 19 vaccine and experience side effects such that the member cannot reasonably perform their work responsibilities, the member will be provided up to one (1) day of paid sick leave for up to 48 hours after the first or second dose of the vaccine. This vaccine-related sick leave will not be charged to any accrued paid leave balances the member may have. For members to access the leave grant, members will be required to enter the day under the leave plan, "COVID Vaccine REA Sick Leave Grant." The leave will be added to the members' leave plans on an as needed basis. This sick leave grant time must be used in a full day increment. To use the sick leave grant time, it is the responsibility of the member to inform their administrative supervisor of the date and time of the first or second vaccination that results in disabling side effects so that the administrator may accurately track the 48-hour time frame. I-Visions will be method for requesting, reporting, and approving grants. This will be retroactive to accommodate members who have already been vaccinated.

This Memorandum shall not modify any other terms and conditions of the parties' collective bargaining agreement not specifically addressed herein.

**REYNOLDS EDUCATION  
ASSOCIATION**

*Evan W. Selby*

Evan Selby, REA President

Feb 20, 2021

Date

*Marlin Bruce Nasser-Marsh*

M. Nasser Marsh, REA Bargaining Chair

Feb 20, 2021

Date

**REYNOLDS SCHOOL  
DISTRICT**

*Danna Diaz*

Danna Diaz, Superintendent

Feb 22, 2021

Date

*ANGELA FREEMAN*

Angela Freeman,  
Interim Executive Director of Human Resources

Feb 22, 2021

Date

To: Board of Directors  
From: Dr. Danna Diaz, Superintendent of Schools  
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject:** Board Discussion

Policy: [Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF](#)

Date: February 24, 2021

Action	<input type="checkbox"/>
Report	<input checked="" type="checkbox"/>

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**Connection to Board Goals**

Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #4:** We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

**Summary:**

Members of the Reynolds School Board will communicate ideas or requests for presenters at upcoming board meetings, agenda setting, or requests for reports.

**Previous Board Action:**

Not Applicable

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable

To: Board of Directors  
From: Dr. Danna Diaz, Superintendent of Schools  
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Adjourn**

Policy: [Board Meetings - BD/BDA](#), [Conduct of Board Meetings - BDDF](#)

Date: February 24, 2021

Action	<input checked="" type="checkbox"/>
Report	<input type="checkbox"/>

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**Connection to Board Goals**

Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #2:** We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

**Adjournment**

