Reynolds School District

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

Reynolds School District
Board of Education Regular

March 31, 2021
7:00 PM
Virtual Meeting

I.	**6:00p - Executive Session**	**3**
	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**	**4**
	A. Pledge of Allegiance	5
	B. Land Acknowledgement	6
	C. Consider Approval of the March 31, 2021 Agenda	
III.	**7:10p - Board Recognition**	**7**
	A. Student Recognition	8
	B. Volunteer/Community Partner Recognition	9
	C. Staff Recognition	10
	D. Resolution 2020-2021-024 Public School Volunteer Appreciation Week	11
	E. Resolution 2020-2021-025 National Assistant Principal Appreciation Week	13
IV.	**7:20p - Public to be Heard**	**15**
V.	**7:40p - Bargaining Group Updates**	**16**
VI.	**7:55p - Legislative Update**	**17**
VII.	**8:05p - Presentations to the Board**	
	A. CTE Program Review	18
	B. Online School Program Update	75
	C. Culturally Relevant Text Instructional Materials	102
	D. Suicide Prevention Policy - second reading	117
	E. School and Department Improvement Plans	121
	i. Elementary School Improvement Plans	123
	ii. Secondary School Improvement Plans	282
	iii. Charter School Improvement Plans	406
	iv. Department Improvement Plans	437
VIII.	**9:05p - Board Reports**	**585**
	A. Board Announcements	
	i. Individual Board Members - Announcements and Reports	
	ii. Upcoming Board Meetings	

IX. **9:15p - Superintendent's Reports** **586**
A. Announcements/Reports
i. Communicable Disease Plan 587
B. Student Achievement 649
C. Communications 654
D. Fiscal Responsibility
i. Financial Report 661
ii. Enrollment Report 674
iii. Budget Update 680
X. **9:45p - Consent Agenda** **693**
A. Approval of Personnel Order
B. Approval of Prior Meeting Minutes 694
C. Approval of Resolutions
i. Resolution 2020-2021-024 Public School Volunteer Appreciation Week 698
ii. Resolution 2020-2021-025 National Assistant Principal Appreciation Week 700
D. Grant Approval
i. Lines for Life: Suicide Prevention Mini Grant 702
ii. Project Lead the Way Grants 706
E. 2021-2022 Student Calendars 730
XI. **9:50p - Action Items**
A. Budget Committee Members 737
B. MLA Charter Renewal 740
C. Authorization to Spend: Installation of Athletic Field Lighting at Reynolds High School 774
D. Authorization to Spend: E-Rate contracts with Bridge Data Solutions and IES Communications 804
E. Culturally Relevant Text
i. Adoption of Culturally Relevant Text Instructional Materials 880
ii. Authorization to Spend for Culturally Relevant Text Instructional Materials 884
F. Online School Program 888
G. MOU with OSEA on Vaccine Sick Leave 892
H. MOU with OSEA on Inclement Weather Emergency Closures 897
I. MOU with OSEA on Returning to Schools 901
J. Resolution 2020-2021-023 Budget Amendment 903
XII. **10:10p - Board Discussion** **909**
XIII. **10:15p - Adjourn** **910**

Reynolds School District

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

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: March 31, 2021

Action	☐
Report	☒

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

Reynolds School District

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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Call to Order**

Policy: Board Meetings BD/BDA, Conduct of Board Meetings BDDF

Date: March 10, 2021

Action ☒
Report ☐

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 Allegiance
c. Land Use Acknowledgement
d. Approval of the March 31, 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 March 31, 2021 agenda as presented.

Land Use Acknowledgment & Guidelines

Reynolds School District

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.

Reynolds School District

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

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Stephanie Field, Director of Communications and Community Relations
Subject:	**Board Recognition**
Policy:	Community Relations - KAA
Date:	March 31, 2021

Action ☐
Report ☒

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: Angell Bonilla, 6th Grade Student at HB Lee Middle School
- Community Partner/Volunteer Recognition: Schoolhouse Supplies
- Staff Recognition: Amy Ford, Accounts Payable Technician

Resolutions:

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

- Resolution 2020-2021-024 Proclaiming the Celebration of Public School Volunteer Appreciation Week
- Resolution 2020-2021-0125 Proclaiming the Celebration of National Assistant Principal Appreciation Week

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

Reynolds School District

Reynolds School Board

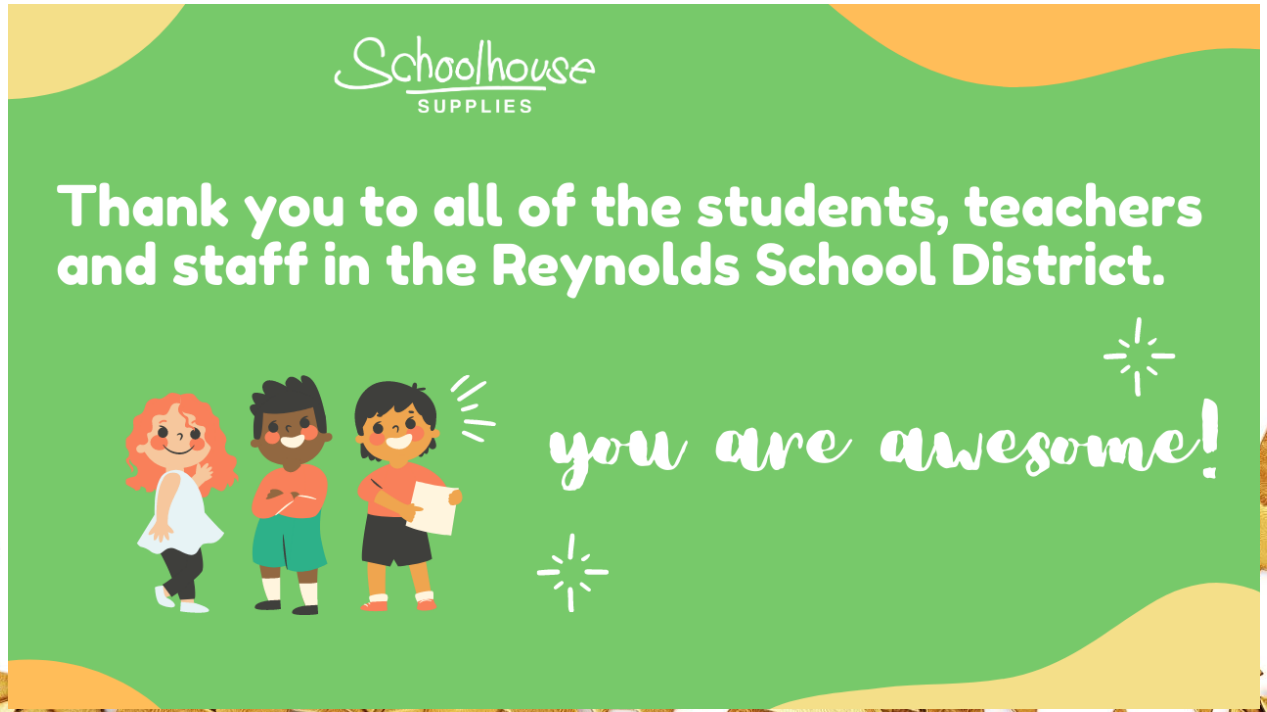
STUDENT RECOGNITION

March 2021

Angell Bonilla

Reynolds School District

Reynolds School Board
COMMUNITY PARTNER OF THE MONTH
March 2021



Reynolds School District

Reynolds School Board

STAFF RECOGNITION

March 2021

Amy Ford

RESOLUTION #2020-2021-024

PROCLAIMING THE CELEBRATION OF PUBLIC SCHOOL VOLUNTEER WEEK

WHEREAS students in Reynolds School District schools are the key to our community's and the world's future; and

WHEREAS the education of the District's students is best achieved through the combined efforts of families, staff, and community members alike; and

WHEREAS volunteers from the community who work with our students and in our schools are critical to the success achieved by the District's students; and

WHEREAS volunteer efforts enrich learning experiences beyond what are normally available for students; and

WHEREAS volunteers extend the District's financial resources by assisting staff;

NOW, THEREFORE, BE IT RESOLVED that in honor of the service of all students, Reynolds School District endorses and supports the recognition and celebration of the efforts of volunteers during the week of April 19th through 23rd, 2021 hereby established as Public Schools Volunteer Week.

Adopted this 31st day of March 2021.

Signed:

_____

Chair, Reynolds School District Board of Directors

Attest:

_____

Superintendent/Clerk

RESOLUCIÓN #2020-2021-024

PROCLAMACIÓN DE LA CELEBRACIÓN DE LA SEMANA DE VOLUNTARIOS EN LAS ESCUELAS PÚBLICAS

CONSIDERANDO que los estudiantes de las escuelas de Reynolds School District son la clave para el futuro de nuestra comunidad y del mundo; y

CONSIDERANDO que la educación de los estudiantes del distrito se logra mejor gracias a los esfuerzos combinados y por igual de las familias, el personal y los miembros de la comunidad; y

CONSIDERANDO que los voluntarios de la comunidad que trabajan con nuestros estudiantes y en nuestras escuelas son fundamentales para el éxito alcanzado por los estudiantes del distrito; y

CONSIDERANDO el esfuerzo de los voluntarios enriquece las experiencias de aprendizaje más allá de lo que normalmente están disponibles para los estudiantes; y

CONSIDERANDO que los voluntarios amplían los recursos financieros del distrito ayudando al personal;

AHORA, POR LO TANTO, SE RESUELVA que, en honor al servicio de todos los estudiantes, Reynolds School District avala y apoya el reconocimiento y la celebración de los esfuerzos de los voluntarios durante la semana del 19 al 23 de abril de 2021, establecido por la presente como La Semana del Voluntariado en las Escuelas Públicas.

Adoptado el 31de marzo de 2021

Firmado:

_____

Presidente, Junta Directiva de Reynolds School District

Doy fe:

_____

Superintendente/Secretario

RESOLUTION #2020-2021-025

PROCLAIMING THE CELEBRATION OF NATIONAL ASSISTANT PRINCIPALS WEEK

WHEREAS the Reynolds School Board has designated the week of April 5 through April 9, 2021 as "National Assistant Principals Week" in coordination with the efforts of the National Association of Elementary School Principals, the American Federation of School Administrators, and the National Association of Secondary School Principals working with the U.S. Congress and resolutions thereof;

WHEREAS an assistant principal, as a member of the school administration, interacts with many sectors of the school community, including support staff, instructional staff, students, and parents;

WHEREAS assistant principals are responsible for establishing a positive learning environment and building strong relationships between school and community;

WHEREAS assistant principals play a pivotal role in the instructional leadership of their schools by supervising student instruction, mentoring teachers, recognizing the achievements of staff, encouraging collaboration among staff, ensuring the implementation of best practices, monitoring student achievement and progress, facilitating and modeling data-driven decision making to inform instruction, and guiding the direction of targeted intervention and school improvement;

WHEREAS the day-to-day logistical operations of schools require assistant principals to monitor and address facility needs, attendance, transportation issues, and scheduling challenges, as well as to supervise extra- and co-curricular events;

WHEREAS assistant principals are entrusted with maintaining an inviting, safe, and orderly school environment that supports the growth and achievement of each and every student by nurturing positive peer relationships, recognizing student achievement, mediating conflicts, analyzing behavior patterns, and providing interventions when necessary;

NOW, THEREFORE, BE IT RESOLVED that in honor of the service of all elementary, middle level, and high school assistant principals, and to recognize the importance of their school leadership so that every child has access to a high-quality education, and to celebrate school leader accomplishments, the week of April 5 through April 9, 2021 is hereby designated in Reynolds School District to be " National Assistant Principals Week."

Adopted this 31st day of March 2021.

Signed:

_____

Chair, Reynolds School District Board of Directors

Attest:

_____

Superintendent/Clerk

RESOLUCIÓN #2020-2021-025

PROCLAMANDO LA CELEBRACIÓN DE LA SEMANA NACIONAL DE LOS SUBDIRECTORES

CONSIDERANDO que la Junta Directiva ha designado la semana del 5 al 9 de abril de 2021 como la “Semana Nacional de los Subdirectores" en coordinación con los esfuerzos de la Asociación Nacional de Directores de Escuelas Primarias, La Federación Americana de Administradores Escolares y la Asociación Nacional de Directores de Escuelas Secundarias que trabajan con el Congreso de los Estados Unidos y sus resoluciones;

CONSIDERANDO que un subdirector, como miembro de la administración escolar interactúa con muchos sectores de la comunidad escolar, entre ellos el personal de apoyo, el personal de instrucción, los estudiantes y los padres,

CONSIDERANDO que los subdirectores son responsables de establecer un entorno de aprendizaje positivo y de establecer relaciones sólidas entre la escuela y la comunidad;

CONSIDERANDO que los subdirectores desempeñan un rol fundamental en el liderazgo docente de sus escuelas supervisando la enseñanza de los estudiantes, asesorando a los maestros, reconociendo los logros del personal, fomentando la colaboración entre el personal, garantizando la implementación de las mejores prácticas, supervisando el logro y el progreso de los estudiantes, facilitando y modelando la toma de decisiones con base en datos para informar la instrucción, y guiando la dirección de intervenciones específicas para la mejora escolar;

CONSIDERANDO que las operaciones logísticas diarias de las escuelas requieren que los subdirectores supervisen y aborden las necesidades de las instituciones como asistencia, temas de transporte y los desafíos de programación, como así también eventos extra y co-curriculares;

CONSIDERANDO que los subdirectores están encargados de mantener un entorno escolar acogedor, seguro y ordenado que apoye el crecimiento y el logro de todos y cada uno de los estudiantes mediante el fomento de relaciones positiva entre compañeros, el reconocimiento del logro estudiantil, la mediación de conflictos, el análisis de patrones de comportamiento y la prestación de intervenciones cuando sea necesario.

AHORA, POR LO TANTO, SE RESELVE que, en honor al servicio de todos los subdirectores de primaria, nivel medio y secundaria, y para reconocer la importancia de su liderazgo escolar para que cada niño tenga acceso a una educación de alta calidad, y para celebrar los logros de los líderes escolares, la semana del 5 al 9 de abril de 2021 se designa en Reynolds School District como " Semana Nacional de Subdirectores."

Firmado:

_____

Presidente, Junta Directiva de Reynolds School District

Doy fe:

_____

Superintendente/Secretario

Reynolds School District

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

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:	March 31, 2021

Action ☐
Report ☒

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.

Reynolds School District

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

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:	March 31, 2021

Action ☐
Report ☒

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

Reynolds School District

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

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Legislative Update**
Policy:	Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF
Date:	March 31, 2021

Action ☐
Report ☒

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:
Stacy Michaelson, Government Affairs Administrator for East Multnomah County Schools, will provide the Board with an update on the current legislative cycle.

Previous Board Action:
Not Applicable

Background:
Not Applicable

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

Reynolds School District

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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Dr. Nicole MacTavish, Chief Academic Officer

Subject: **AC Educational Consulting Presentation**

Policy: Instructional Goal – IA

Date: March 31, 2021

Action ☐
Report ☒

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:
Dr. Alma Charles with AC Educational Consulting will present an overview of findings from the Career & Technical Education (CTE) program review conducted between December 7, 2020 and February 8, 2021.

Previous Board Action:
Not Applicable

Background:
In December 2020, Reynolds contracted with Dr. Alma Charles to conduct a review of our CTE program. The scope of work included a virtual programmatic review of our Perkins and local budgets, relevant facilities, course catalogue, programs of study, course sequence, dual credit, industry standard certifications, and curriculum development.

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

AC EDUCATIONAL CONSULTING

Changing Generations, One Student at a Time

Career & Technical Education Review

Reynolds School District

Dr. Alma Charles

CEO

March 31, 2021

Overview

AC EDUCATIONAL CONSULTING
Changing Generations, One Student at a Time

A. Perkins and Local Funding
B. Facilities
C. Course Catalog
D. Course Sequence
E. Dual Credit
F. Industry Standard Credentials
G. Curriculum

Purpose of the Review

AC EDUCATIONAL CONSULTING
Changing Generations, One Student at a Time

- Understand the current status of the CTE programs and the support needed to help them become state of the art programs.
- Develop a systemic approach to address the report with every department and consider processes, time, funds, and human capital.

Funding & Facilities

AC EDUCATIONAL CONSULTING
Changing Generations, One Student at a Time

- Create systems that would address the data that was not readily available and prepare CTE yearly financial reports.
- Institutionalize systemic processes and procedures to address facility needs, including but not limited to properly disposing of equipment purchased with federal funding.
- Develop a maintenance schedule for equipment.
- Maintain inventory of equipment.

Programs

AC EDUCATIONAL CONSULTING
Changing Generations, One Student at a Time

- Continue offering coherent sequence of courses and aligning middle school CTE courses to the high school programs.
- Review teacher course load of more than 20-24 students with more than one course in one period due to safety concerns and/or equipment availability.
- Collaborate with area colleges to credential staff so that students can earn college credit through articulation or dual credit.
- Review the 2019-2029 Portland Tri-County High-Wage, High-Demand, High-Skill Occupations document to systemically add or modify CTE programs. For example, the occupations most likely in demand with high wage were in the medical field.

Industry Credentials & Curriculum

AC EDUCATIONAL CONSULTING
Changing Generations, One Student at a Time

- Encourage the Reynolds High School students to take industry credentials by paying for their exams.
- Continue to support the Reynolds Learning Academy students to participate in the Pre-Apprenticeship program. Emulate their practices.
- Develop a systemic plan to pay teachers to write curriculum with the support of industry partners so that it includes concepts required in the industry credential exams.

Closing Remarks

AC EDUCATIONAL CONSULTING
Changing Generations, One Student at a Time

- The recommendations and next steps require the hiring of a Director for CTE and an Administrative Assistant to transform the programs from their current state and become State of the Art programs. This will help students realize the Reynolds School District mission, “Each And Every Child Prepared For A World Yet To Be Imagined.”
- Thank you to all the administrators, counselors, and teachers for their time, for providing in-depth information, for being honest, and for caring so much about their students that they want the very best for them.
- Sincere gratitude to the businesses and other entities who provided data, information, and participated in interviews that helped with providing a comprehensive CTE review.

AC EDUCATIONAL CONSULTING

Changing Generations, One Student at a Time

DR. ALMA CHARLES, CEO

(361) 271-4533

P.O. Box 1822 Alice, TX 78333

ac.educationalconsulting980@gmail.com

AC EDUCATIONAL CONSULTING

Changing Generations, One Student at a Time

Career & Technical Education Program Review Report
for
Reynolds School District

Prepared by:
Dr. Alma Charles
March 2021

Table of Contents

I. Purpose **5**

II. Overview **5**

III. Program Areas Reviewed **5**

A. Perkins and Local Funding **5**

1. Program Area by Student Enrollment and Equity vs Adequacy 5
   a) Findings 5
   b) Recommendations 5
   c) Next Steps 6
2. Funds Allocated by Program and Teacher 6
   a) Findings 6
   b) Recommendations 6
   c) Next Steps 6
3. Gender Enrollment Trends by Program 6
   a) Findings 7
   b) Recommendations 7
   c) Next Steps 7
4. Career & Technical Student Organization Sponsor Stipend 7
   a) Findings 7
   b) Recommendations 7
   c) Next Steps 7
5. Student CTSO Participation by Grade & Gender 7
   a) Findings 8
   b) Recommendations 8
   c) Next Steps 8

B. Facilities **8**

1. General Facilities Findings and Recommendations 8
2. Facilities by Program 9
   a) Automotive Technology 10
   b) Computer Information Technology 10
   c) Construction/Woods 11
   d) Culinary Arts 13
   e) Early Childhood Education 13
   f) Engineering 14
   g) Graphic Design 14
   h) Metal Manufacturing 15
   i) HB Lee Middle School 16
   j) Reynolds Middle School 17
   k) Walt Morey Middle School 18

C. Course Catalog **18**

1. Review Graduation Requirements 18
   a) Findings 18
   b) Recommendations: 18
   c) Next Steps 19
2. Review State and District Course Offerings 19
   a) Findings 19
   b) Recommendations 19
   c) Next Steps 19
3. Inquire About Student Interest and Aptitude System 19

a) Findings 19
b) Recommendations 19
c) Next Steps 20
4. Survey Middle & High School Principals Regarding Programs Offered 20
a) Findings 20
b) Recommendations 20
c) Next Steps 21
5. Programs of Study (POS) 21
a) Review RSD Courses, ODE Course List and Requirements 22
b) Enrollment by Program/Teacher, Grade, Facility & Equipment 23
c) WorkSource Data Review 23
d) POS and High Need, High Wage Occupation Alignment 25
e) Create a Gap Analysis 29
f) Occupational Earning Potential, Degree Requirements, & Workforce Need 30
g) Potential Partnerships by Program Area 30
D. Course Sequence 31
1. Local Coherent Sequence of Courses 31
a) Findings 31
b) Recommendations 31
c) Next Steps 33
2. Course State Requirement by Grade Level 33
a) Findings 33
b) Recommendations 33
c) Next Steps 33
3. Local and State Sequence of Courses 33
a) Findings: 33
b) Recommendations 33
c) Next Steps 33
E. Dual credit 33
1. Dual Credit Course Data 33
a) Findings 33
b) Recommendations 34
c) Next steps 34
2. 4 Year Dual Credit Enrollment Trends 34
a) Findings 34
b) Recommendations 34
c) Next Steps 35
F. Industry Standard Credentials 35
1. Recognized Industry Standard Credentials by Program 35
a) Findings 35
b) Recommendations 35
c) Next Steps 36
2. Industry Recognized Standard Credentials 36
a) Findings 36
b) Recommendations: 38
c) Next Steps 39
3. Curriculum and Industry Standard Credentials 39
a) Findings 39
b) Recommendations: 39
c) Next Steps 39
4. Apprenticeship Programs 40
a) Findings 40

b) Recommendations 40
c) Next Steps 40
G. Curriculum Inquiry 40
1. Area Curriculum Standards Review 40
a) Findings 40
b) Recommendations 40
c) Next Steps 41
2. Work Based Experiences 42
a) Findings 42
b) Recommendations 42
c) Next Steps 42
3. Culinary Arts Curriculum 42
a) Findings 42
b) Recommendations 42
c) Next Steps 43
IV. Closing Remarks 43
V. Appendices 44
Appendix A: Strategic Gap Analysis 44
Appendix B: Current Programs of Study High Wage, High Demand Occupations . 45
Appendix C: Potential/Future High Wage, High Demand Occupations 46
Appendix D: Potential Partner List 47

Reynolds School District
Career and Technical Education Program Review Report

I. Purpose

The purpose of this report is to list the findings of the Reynolds School District (RSD) Career and Technical Education (CTE) program review conducted by AC Educational Consulting.

II. Overview

This report is organized by the program area reviewed with supporting narratives, findings, and recommendations. The program areas reviewed were:

A. Perkins and Local Funding
B. Facilities
C. Course Catalog
D. Course Sequence
E. Dual Credit
F. Industry Standard Credentials
G. Curriculum and Development

III. Program Areas Reviewed

A. Perkins and Local Funding

AC Educational Consulting requested budget information and student data and communicated with designated Reynolds School District (RSD) staff.

1. Program Area by Student Enrollment and Equity vs Adequacy

A review of Perkins funding amounts in each program area based on student enrollments, and review for equity versus adequacy in each program area was conducted.

a) Findings

Data on Perkins funding amounts based on student enrollments by program area were not available because budgets were based on which program was next on the list to receive funds.

b) Recommendations

- Carefully review the needs of each program.
- Develop a better plan of action and processes when developing the Perkins application.
- Consider new programs that might be added and plan accordingly.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1) Conduct a programmatic needs assessment based on Perkins guidelines. 2) Prioritize needs. 3) Ensure adequate budgets are reflective for each program. 4) Develop a 3-year plan for replacement and repair of technology, equipment and non-consumable supplies.	1) CTE Director or Consultant 2) CTE Director 3) CTE Director 4) CTE Director or Consultant with teachers	Local and Perkins		

2. Funds Allocated by Program and Teacher

A review of how local funds were being allocated by program and by teacher was conducted.

a) Findings

Data on how local funds were allocated by program and by teacher were not available because budgets were distributed as needed and not managed because the RSD does not currently have a CTE director position.

b) Recommendations

- Hire a CTE director.
- Hire a CTE budget person/secretary.
- Develop a systemic budget process.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1) Allocate funds to hire an experienced CTE Director. 2) Allocate funds to hire an experienced CTE budget person/secretary. 3) Advertise position. 4) Hire CTE director and budget person/secretary. 5) Utilize the programmatic needs assessment to develop the systemic budget process and formula.	1) Central Office Administration 2) Central Office Administration 3) HCM 4) Hiring team 5) CTE Director with the support and guidance of a consultant	Local		

3. Gender Enrollment Trends by Program

A review of enrollment trends for each program, by teacher, by grade level and by gender for the last four (4) years was conducted.

a) Findings

There was not a user-friendly report that had the requested data in a succinct manner and all the information being sought was not readily available, therefore, data was extrapolated from a few data sources, and the following was found:

- 2016-17 CTE enrollment = 2,831 (1,383 female and 1,448 male)
- 2017-18 CTE enrollment = 2,931 (1,403 female and 1,528 male)
- 2018-19 CTE enrollment = 2,730 (1,279 female and 1,451 male)
- 2019-20 CTE enrollment = 2,798 (1,311 female and 1,482 male)

b) Recommendations

- Maintain data for each program to include teacher, grade level and gender that can be provided in a single report. Each program report would be used for demonstrating program needs, to determine program sustainability/growth, and to assist with budget needs and allocations.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1) For 2020-2021 school year, begin to create a spreadsheet by program and teacher to include grade level and gender of students.	1) CTE Director and HS principal	N/A		

4. Career & Technical Student Organization Sponsor Stipend

Communication with staff from the Finance Department was conducted to determine if local funds were administered to pay teachers a stipend for sponsoring a Career & Technical Student Organizations (CTSOs).

a) Findings

- It was found that local funds were not administered to pay teachers a stipend for sponsoring a CTSOs.

b) Recommendations

- Review local budget to determine if funds are available at the end of the 2020-2021 school year.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1) Survey teachers to ask if they would be willing to participate as a CTSO sponsor if a stipend was paid. 2) Allocate funds for 2021-2022.	1) CTE Director 2) CTE Director	Local		

5. Student CTSO Participation by Grade & Gender

A review of CTSO participation for the last four years by program, by teacher, by grade level and by gender was completed.

a) Findings

It was found that CTSOs were not currently active. Teachers shared that they used to sponsor CTSOs, however, due to the extensive time commitment they no longer participated.

b) Recommendations

- Develop guidelines for teachers who sponsor CTSOs to receive a stipend.
- Offer a stipend to teachers who sponsor CTSOs and meet the guidelines.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1) Review RSD policy regarding stipends. Contact area CTE directors to determine amount of stipend and guidelines for teachers to become eligible to receive the extra funds. 2) Allocate funds. 3) Maintain documentation of program, teacher, students' grade level and gender that participate in CTSO competitions and how far they advance.	1) CTE Director 2) CTE Director 3) CTE Director	Local		

B. Facilities

AC Educational Consulting conducted a multifaceted review of the facilities. A survey was sent and completed by each RHS CTE teacher prior to a scheduled Zoom meeting to help guide the conversation. Some teachers were able to share their classroom/shop/lab/kitchen during the live Zoom session while others recorded and shared a small clip of the room layout. Email was also used as another means of communicating with teachers.

1. General Facilities Findings and Recommendations

The following general programmatic recommendations were derived from reviewing the surveys that were completed by each teacher, from listening to teachers and their ideas about how to improve their program and by visually reviewing the CTE areas via Zoom sessions.

- The first suggestion is to consider two (2) class periods (blocked) for junior and senior level courses. This will allow students an opportunity to begin and finish a project while practicing the skill(s) learned in the classroom. It will also allow students to work towards competencies that are in an industry standard credential. Students then have the opportunity to realize the Reynolds School District mission of "Each and every child prepared for a world yet to be imagined."
- The following recommendation is based on safety. A highly recommended suggestion is for no more than 20-24 students be scheduled per class period in any classroom/shop/lab/kitchen that has equipment and can cause harm to students. Teachers must be able to see what students are doing when using equipment/tools/knives and they must be able to attend to them quickly in the event of an emergency or accident. In addition, each CTE teacher should be CPR certified, should have a first aid kit readily available and a fire extinguisher should also be available in areas where fire is a hazard.

- Additionally, if a process for properly disposing of equipment is not currently used, it is highly recommended that the Perkins rules and regulations be reviewed prior to disposing or repurposing CTE equipment. It is not safe for teachers to remove equipment. Although they are qualified to teach the content, they may not be certified to properly remove equipment and it can become a hazard and a safety concern. Therefore, it is highly recommended that staff create a request for proposals (RFPs) to remove faulty, outdated, unsafe and unused equipment by a certified company who can safely remove the equipment. Proper Perkins disposal of equipment procedures should be used for auctioning equipment. The district can ask the certified company to provide the CTE department credit towards the purchase of a new piece of equipment.
- It is also suggested that if a maintenance schedule does not exist, one should be created. As part of the maintenance process, a Request for Proposal (RFP) should be developed to meet Perkins requirement; federal grants require three quotes. Request for Proposals will be needed to address the unique services in CTE programs such as disposing of environmentally hazardous waste, delivering shop towels, having a uniform exchange company, checking the functionality of equipment, and providing general maintenance every semester or at least once a year.
- As part of Perkins, an updated inventory and labeling of equipment must be kept. It is suggested that teachers incorporate inventory into their lessons so that students learn how to maintain inventory, how to properly dispose of equipment, and how to label equipment. Also, an important responsibility of CTE is that every program that uses chemicals should have an up-to-date Manufacturer Data Safety (MDS) sheet(s) in the front of the room in a red binder that is easily accessible and visible.

The following pages contain the findings, recommendations, next steps, person(s) responsible, budget, start date and end date by program.

2. Facilities by Program

AC Educational Consulting scheduled zoom meetings with each teacher in the following CTE program areas, Automotive Technology, Computer Information Technology, Construction/Woods, Culinary Arts, Early Childhood Education, Engineering, Graphic Arts, and Metal Manufacturing. A thorough virtual review was conducted with the direct assistance of each teacher to determine if the following was in place as needed in each program:

- Size was appropriate for program.
- Electrical was safe and if number of outlets were appropriate.
- Ventilation was working and/or needed.
- Equipment layout was safe.
- Equipment was in safe working order with shields or stop guards as needed.
- Dressing rooms were available.
- Personal protective gear was available (coveralls, safety glasses and sanitizing cabinet, gloves, chef coats, hairnets, dust mask, respirators, etc.).
- Appropriate table height, seats and mouse were in computer labs.
- Computer wires were safely tucked behind tables.
- Knives were locked and signed out as needed; kitchen safety included appropriate attire; Ansul system and grease trap were working properly.
- Kitchen layouts were safely set so teachers could see students.
- Management system were in place to check in and out tools.
- Inventory was kept by teachers for all equipment, tools, furniture.
- Manufacture data sheets (MDS) were readily available.
- Eye wash station were available as needed.
- Other equipment, tools, furniture assessment.

a) Automotive Technology

(1) Findings

a. Shop could not safely accommodate more than 24 students.
b. 1:1 device require more power outlets.
c. Basic safety supply needs were not being met due to budget constraints.
d. Outdated and unsafe equipment were not safely and properly removed.
e. Coolant flush was outdated.

(2) Recommendations

a. Cap enrollment at 26 students.
b. Add power outlets to accommodate student need.
c. Add funds to consumable supplies budget for example, gloves and maintenance budget for respirators.
d. Seek RFP for a company that is qualified to remove and replace or remove and properly dispose of equipment based on Perkins rules.
e. Seek RFP for disposing of hazardous material.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Develop a cap of 26 students on the scheduling software. 2. Review the electrical panel to determine if more outlets can be added. 3. Assess budget distribution per program to develop a formula for consumable budgets. 4. Develop RFP criteria with a rubric for potential vendors to apply and RSD team to evaluate. 5. Develop RFP criteria with a rubric for potential vendors to apply and RSD team to evaluate.	1. Counselors 2. Maintenance and Operations Department 3. CTE Director 4. CTE Director, Purchasing Department 5. CTE Director, Purchasing Department	1. N/A 2. Local 3. Local 4. Perkins 5. Perkins		

b) Computer Information Technology

(1) Findings

a. Most facility needs were met with Measure 98 funds.
b. A wire management system was needed for each table to safely secure computer wires.
c. Extra computers were not available in the event one is inoperable.
d. Laser engraver needed repair.
e. Wireless capability was needed with new maker space.

(2) Recommendations

a. Assess facility needs after projects are completed with Measure 98 funds.

b. Review budget to determine if a wire management system can be purchased this year or if funds need to be allocated for 2021-2022.
c. Cap enrollment at 32 so that two computers are available when a device is inoperable.
d. Secure a company that is an approved vendor and provides maintenance for laser engraver.
e. Research the capability of wireless hubs in the maker space.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Create a checklist of needs to determine if all facility needs were met. 2. Create purchase order or allocate funds in the 2021-2022 budget. 3. Develop a cap of 32 on the scheduling software. 4. Create a maintenance budget for equipment. 5. Determine if wireless or hardwire is the best solution for the new maker space.	1. CTE Director and teacher 2. CTE Director 3. Counselors 4. CTE Director 5. CTE Director and Technology Department	1. Measure98 2. Local 3. N/A 4. Perkins 5. Local		

c) Construction/Woods

(1) Findings

- Shop could not safely accommodate more than 24 students.
- Students who did not chose Construction were enrolled.
- Traditional classroom space was not available for teaching concepts.
- Multiple class assignments were scheduled during the same period.
- Shop did not have enough electrical plugs for all the equipment and extension cords were being used which was not a safe practice.
- Layout flexibility was needed for equipment, tools, and furniture to best serve the students. Construction Trades, Woods, and HVAC were currently being taught in this space.
- Unsafe equipment was not removed, teacher was waiting for maintenance department to auction or dispose of equipment.

(2) Recommendations

- Cap enrollment at 26 students.
- Counsel students prior to enrolling them in Construction.
- Conduct a space analysis to determine if a classroom can be created to add a traditional desk & chair teaching space.
- Schedule pure courses, such as Construction I and Construction II but not Construction I and Woods I during the same period.
- Review electrical panel to determine if it is possible to add electrical outlets.
- Determine if equipment is in good and safe working order if not then properly dispose of equipment. Consider adding electrical outlets in the center of the shop.
- Staff should become familiar with Perkins proper disposal of equipment.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Develop a cap of 26 on the scheduling software. 2. Gather key stakeholders to assess building and decide if it is possible to add a teaching space. If space is available then determine funding source, timeline, etc. 3. Seek advice regarding electrical panel capacity; remove or replace breakers. 4. Evaluate which program is best for students and will meet industry needs. 5. Create forms for how to properly dispose of equipment referencing the Perkins guidelines. Develop a district process for properly disposing of CTE equipment.	1. Counselors 2. CTE Director & HS Principal 3. CTE Director 4. CTE Director 5. CTE Director & Maintenance and Operations Director	1. N/A 2. Local or bond 3. Local 4. N/A 5. 5. N/A		

d) Culinary Arts

(1) Findings

- Serving line area with window access for pick up is not being utilized by Culinary Arts to maximize its space.

(2) Recommendations

- Relocate current non-CTE class to a more suitable area that is not interfering with a commercial kitchen function.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Find a different location for the Special Education coffee service which is not a part of the Culinary Arts program.	1. CTE Director and HS Principal.	N/A		

e) Early Childhood Education

(1) Findings

- Water table outside the playground area did not have a drainage and the water spicket was not properly functioning.
- Cabinets were needed throughout the kitchen, restroom, and classroom.
- Sink area was not appropriate for 26 young children.
- Second door was needed in the parent holding area as a safety precautionary measure.
- Ceiling mounted projector was not facing the teaching area.
- Sanitation was a concern because rodents were a reoccurring issue.

(2) Recommendations

- Seek funding to modify playground for drainage and water spicket. Either seek an approved vendor or create a work order for district staff to complete task.
- Seek funding for district staff to build or to purchase cabinets from an approved vendor.
- Add a trough with eight faucets to effectively and efficiently teach hand sanitation.
- Add door between parent holding area and classroom.
- Assess teaching space and projector location, relocate if needed.
- Continue scheduled pest control and add a few more cleaning processes to maintain a safe & sanitized area for children who are being served in the Early Childhood Education program.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Determine if item is still under the scope of the builder/construction company, otherwise secure funds. 2. Determine if in-district staff makes cabinets and if its within their scope and time to build cabinets and install, otherwise, secure funds and purchase from an approved vendor and complete a work order for installation. 3. Create a work order. 4. Sanitize often.	1. CTE Director 2. CTE Director 3. Teacher 4. 4. District staff	1. Local 2. Local 3. N/A 4. Local		

f) Engineering

(1) Findings

- Remodeling was being addressed with Measure 98 funds.
- Maximum number of students enrolled did not allow for two computers to be available as backup.
- More funds were needed for consumable supplies.

(2) Recommendations

- Assess facility after Measure 98 remodel is completed.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Maintain documentation of items needed that were not addressed by Measure 98 funds.	1. CTE Director and Teacher	N/A		

g) Graphic Design

(1) Findings

- Ventilation system was not working at capacity and was a safety concern.
- Plotter/large format printer needed heads replaced and serviced.
- Hazardous supplies such as chemicals and solvents needed to be safely removed.

- Outdated equipment or equipment not directly aligned to the new graphic design program needed to be removed and auctioned.
- Equipment maintenance was needed.
- The lab was not conducive for the new graphic design program.

(2) Recommendations

- Ventilation needs to be tested for level of functionality and either repaired or replaced.
- Find an approved vendor who can assess the plotter/large format printer.
- Contract with an approved vendor to remove hazardous chemicals.
- Label and tag all equipment that needs to be removed.
- Label and tag all equipment that needs maintenance.
- Create a layout that would best reflect a safer, more industry aligned space for the new graphic design program that focuses on using Adobe products instead bulk and graphics printing.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Complete work order to have ventilation system tested. Allocate funds to repair or replace ventilation system. 2. Allocate funds in non-consumable supplies and in maintenance. 3. Allocate funds for maintenance. 4. Follow the Perkins guidelines for properly disposing of equipment. 5. Create a maintenance schedule. 6. Allocate funds to add electrical if needed.	1. Teacher and Principal 2. CTE Director 3. CTE Director 4. CTE Director, Teacher, and Purchasing 5. CTE Director 6. Principal	Perkins and/or Local		

h) Metal Manufacturing

(1) Findings

- Shop needed to be painted; it needed a deep cleaning, new lighting and new tables and chairs to use as a collaborative space.
- Classroom size was not appropriate.
- Basic safety needs were not being met due to budget constraints.

- Electrical outlets needed to be added due to safety concerns; students were currently running extension cords to connect equipment. Some machines needed safety guards.
- Ventilation system needed to be evaluated to determine if it was functioning correctly.
- Layout was not safe, and enrollment was high for a program with dangerous equipment.

(2) Recommendations

- Discuss facility space and enrollment with principal. Work on aesthetics of shop.
- Add funds to consumable supplies budget for safety eyewear, etc. and maintenance budget for respirators.
- Determine how many electrical plugs are needed and where to place them.
- Find an approved vendor who can assess the ventilation system and provide a recommendation.
- Clean facility, tag equipment that needs to be properly disposed as per Perkins rules.
- Create a layout that is safe and find an approved vendor who will help relocate heavy equipment.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Evaluate facility to determine if additional classroom space is available. 2. Allocate funds and purchase items and find an approved vendor to provide maintenance services. 3. Allocate funds and create a work order. 4. Allocate funds for maintenance. 5. Clean facility and tag equipment.	1. CTE Director, HS principal, and Teacher 2. CTE Director 3. Principal and Teacher 4. CTE Director 5. a) Teacher b) CTE Director	Local and/or Perkins		

i) HB Lee Middle School

(1) Findings

- At HB Lee MS, Measure 98 funds were being earmarked to add CTE programs since they do not offer any at this time. They were aligning their offerings with the Reynolds HS programs in Engineering, Graphic Design, and Culinary Arts.

(2) Recommendations

- Provide curriculum writing opportunities for the high school and middle school teacher to spiral the learning concepts.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. a) Allocate funds for curriculum writing. b) Allocate funds for a consultant to guide the writing process. c) Provide curriculum writing opportunities for MS and HS teachers to work together to spiral the learning.	1. CTE Director and/or Consultant	Local and/or Perkins		

j) Reynolds Middle School

(1) Findings

- They offer the Beginning Computers course, but it was not directly aligned to the Reynolds High School Programs of Study.
- For the 2021-2022 school year, Filmmaking, Journalism, Video Editing, Podcast will be offered as a course as well as a Design, Engineering, Programming, Music, and Filmmaking course.

(2) Recommendations

- Research industry high demand, high wage occupations prior to adding programs.
- Align course offerings to the high school.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. a) Create a team to investigate options. b.) Research workforce data. 2. Consider which HS courses lead to high demand, high wage occupations.	1. CTE Director, RHS and RMS principals 2. Team	Local and/or Perkins		

k) Walt Morey Middle School

(1) Findings

- Traditionally the school offered the courses Engineering, Lego Robotics and Beginning Computers. They were adding a Graphic Design course for the 2021-2022 school year.

(2) Recommendations

- Review workforce data and align to HS programs.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. a) Create a team to investigate options. b) Research workforce data. 2. Consider which HS courses lead to high demand, high wage occupations.	1. CTE Director, RHS and RMS principals 2. Team	Local and/or Perkins		

C. Course Catalog

AC Educational Consulting requested and received a copy of the Reynolds High School course catalog, the name of the student interest and aptitude provider and a contact list of middle school principals. The CTE pathways, course sequence, and graduation requirements were reviewed. Several communication requests were used with multiple individuals, such as, high school assistant principal, teachers, Educational Service District, and central office staff to learn about CTE programs, CTE history at Reynolds SD, industry and community involvement, and parental support. Communication also occurred with middle school principals to learn about the CTE courses currently offered and plans for the 2021-2022 school year. Through this process, it was determined that middle school leadership were using Measure98 funds to prepare for the 2021-2022 school year.

1. Review Graduation Requirements

a) Findings

- Based on the course catalog, it appeared that students had the ability to take up to 6 elective credits on the standard diploma and 9 elective credits in the honors diploma.

b) Recommendations

- Encourage students to select their program of study in CTE, a path in fine arts, college readiness, or military at grade 8.
- Consider CTE pre-apprenticeship, 2 period courses/project-based, articulated and dual credit courses for advanced GPA weighted credit.
- Survey junior and senior level students to determine why they are not enrolling in CTE courses.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. a.) Using Naviance, create a 4-year high school graduation plan with options for higher education, careers, or military. b.) Determine the level of work, knowledge and skills students need to master for CTE junior and senior level courses to be considered for advanced GPA weighted credit. c.) Develop survey that includes reason why students leave CTE, their plans after high school, the preparation they have taken to meet their goal(s), and barriers.	1. a.) Counselors b.) Teachers, CTE Director, and Principal c.) Counselors	N/A		

2. Review State and District Course Offerings

a) Findings

- Oregon Department of Education did not provide a list of courses from which districts can select. They allowed flexibility on the naming convention of CTE courses, credits earned by students, and which courses a district could offer.

b) Recommendations

- Consider future courses and career pathways based on industry needs and students' interest.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Review workforce data from the Regional Economist, industry feedback, and student interest results from Naviance.	1. CTE Director	N/A		

3. Inquire About Student Interest and Aptitude System

a) Findings

- Reynolds School District utilized Naviance as their student interest and aptitude program.

b) Recommendations

- Utilize Naviance to create a graduation plan with coherent sequence of courses.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Create a template for each Program of Study (POS).	Counselors	N/A		

4. Survey Middle & High School Principals Regarding Programs Offered

a) Findings

- Currently, Reynolds MS was offering Beginning Computers. Reynolds HS did not offer business courses. However, for the 2021-2022 school year, they were going to offer a course in filmmaking, journalism, video editing, and podcasting that was aligned to the Computer Science program at the high school. They were also offering a single course in Design, Engineering, Programming, Music & Filmmaking Studio that was aligned to Engineering program at the high school.
- Walt Moore MS traditionally offered Engineering, Lego Robotics and Beginning Computers. They were adding Graphic Design for the 2021-2022 school year that was aligned to the Graphic Design program at the high school.
- At HB Lee MS, Measure98 funds were being earmarked to add CTE programs since they did not currently offer any at this time. They were aligning their offerings with the Reynolds HS programs in Engineering, Graphic Design, and Culinary Arts.

b) Recommendations

- Review the workforce data to determine if high wage, high demand occupations exist so that a feasibility study can be conducted and determine if adding programs to the high school is beneficial.
- Review the workforce data to determine which high wage, high demand occupations should be offered and are best aligned with the needs of the students.
- Review CTE standards for MS and HS.
    - Write curriculum and spiral the learning into the HS courses.
    - Include the HS teachers to ensure alignment of the curriculum.
    - Invite an industry partner to validate curriculum.

c) *Next Steps*

Activity	Person(s) Responsible	Budget	Start date	End date
1. a.) Hire a consultant to conduct a feasibility study. b.) Analyze workforce data. c.) Gather input from principals. 2. a.) Analyze workforce data. b.) Create a survey for industry in the area to determine if they would support the programs. c.) Create a survey for the students to determine if there is an interest in the programs. d.) Create a survey for the parents to determine if they will support the programs. 3. a.) Hire a consultant to assist with the curriculum writing process. b.) Secure funding to pay teachers. c.) Invite high school teachers to write curriculum with middle school teachers. d) Seek business partners.	1. a.) Central Office Administration (COA) b.) Director and Consultant c.) Director and Consultant 2. a.) Director and Consultant b.) Director and Consultant c.) Director and Consultant d.) Director and Consultant 3. a.) COA b.) COA c.) CTE Director and Consultant d.) CTE Director and Consultant	Local		

5. Programs of Study (POS)

Course catalogs, student data, and a current partnership list was requested from RSD. The Education Service District (ESD) report and the Reynolds High School (RHS) course catalog were used to review the Programs of Study. Also examined were the courses approved for 2020-2021 by the Oregon Department of Education. Below is the Learning Area and Program Title that the ESD placed the Reynolds High School programs under. If there was a discrepancy between what ESD and the Oregon Department of Education (ODE) listed it under, it was denoted by an asterisk. Therefore, with these findings, it indicated a closer review was required to align what the Educational Service District was listing the RSD programs under Program Title and Learning Area respectively. The intent was to match the Oregon Department of Education list of approved courses for Reynolds School District. The Learning Area and Program Title were derived from the ODE.

Learning Area	Industrial & Engineering Systems
Program Title	• Automotive Technology • Construction Technology • Engineering Technology • Metals Manufacturing Technology
RSD Course Catalog	• Automotive Technology • Construction/Woods • Engineering • Metals Manufacturing

Learning Area	Human Resources
Program Title	Early Childhood Education
RSD Course Catalog	Early Childhood Education

Learning Area	Arts, Information and Communication
Program Title	Computer Technology
RSD Course Catalog	Computer Information Systems

Learning Area	Business and Management
Program Title	*Hospitality & Tourism/Culinary
RSD Course Catalog	Hospitality Management and Culinary Arts

*(*Listed as Hospitality and Tourism on ESD)*

Learning Area	Arts, Information and Communications
Program Title	Graphic Design
RSD Course Catalog	Graphic Design

a) Review RSD Courses, ODE Course List and Requirements

Courses and required course sequences were reviewed on the Oregon State list and compared to RSD offerings.

(1) Findings

- The Oregon Department of Education did not have an established set of courses that RSD could select from and offer to students. Therefore, Reynolds School District submitted courses to the Oregon Department of Education for approval and they were given permission to offer the courses to the high school students.

(2) Recommendations

- After a feasibility study, research, and involvement from stakeholders, determine the next route of action for adding CTE programs of study and submit to ODE for approval.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. a.) Hire a consultant to continue the work under Program of Study and to lead the RSD administration and staff in the process. In addition, create a marketing campaign for elementary, middle and high school students. b.) Assess data from information gathered from workforce, industry and students.	1. a.) Central Office Administration b.) CTE Director and/or Consultant	Local		

b) *Enrollment by Program/Teacher, Grade, Facility & Equipment*

Course grade level assignment as well as program student enrollment by teacher, equipment, and facility was reviewed.

(1) Findings

- Grade level assignments were issued by RSD and approved by ODE.
- Student enrollment was not based on program equipment and facility.

(2) Recommendations

- Re-evaluate the maximum number of students who can safely work in the shop/computer lab/kitchen due to safety concerns with equipment, visibility, layout, lab or kitchen appliances.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Measure the square footage of the program space; determine if equipment layout is appropriate; measure space between each machine / equipment / furniture to ensure a safe perimeter for students; dispose of outdated equipment following the Perkins rules.	1. CTE Director and District Safety Coordinator	Local and/or Perkins		

c) *WorkSource Data Review*

AC Educational Consulting requested and reviewed workforce data from WorkSource and/or Chamber of Commerce.

(1) Findings

- Information retrieved on December 28, 2020 from State of Oregon Employment Department website indicated that Multnomah County had one of the highest unemployment rates in Oregon, while Washington County was one of the lowest unemployment rates.
- "An occupation in this area was considered high wage if it was a median annual wage greater than $47,382," according to the data provided by Amy Vander Vliet, Regional Economist in the Portland Tri-County High -Wage, High-Demand, High Skill Occupations document for 2019-2029. The Oregon Employment Department Workforce and Economic Research Division published it on November 2, 2020. After visiting with Ms. Vander Vliet, she cautioned for Reynolds School District to carefully review the data in the report by keeping in mind two columns, the employment change and the replacement openings. Both of those columns make up the total openings for the occupations listed in the report.

(2) Recommendations

- Create a task force to determine how many of the parents whose children attend RSD are part of the unemployment rate.
    - Determine if unemployment is related to lack of education and/or lack of training and skills.
    - Create GED classes, ESL classes, and/or training opportunities or partner with an institution that can provide those services to parents.
- Ensure that the RHS Programs of Study are directly correlated to high wage, high demand occupations so that students can be successful when they graduate RSD.
- Conduct a study to determine how to properly align high school student opportunities to high wage, high demand, and/or high skill occupations.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. a.) Create a task force that includes a principal; counselor, teacher; parent; student; industry, higher education, and apprenticeship representative; and Chamber & WorkSource representative. b.) Request data from the WorkSource office. c.) Determine if RSD can offer parent courses, if not identify who can offer them and seek partnership. 2. Compare POS to workforce data and determine whether courses should be phased out; to add new POS; to improve current POS; and to decide which industry credentials to add to the programs. 3. Create a team that includes the teacher, a student, a parent, the principal, and industry to facilitate crucial conversations and carefully review, analyze, and recommend programmatic changes that benefit students and are aligned to the report from Ms. Vander Vliet.	1. a.) CTE Director b.) CTE Director and/or Consultant c.) CTE Director and/or Consultant 2. CTE Director and/or Consultant 3. CTE Director	N/A		

d) POS and High Need, High Wage Occupation Alignment

Data were reviewed to determine if each POS is aligned to a high need, high wage occupation that students can graduate into to support the economy.

The Reynolds High School Programs of Study were not aligned to high demand, high wage occupations according to the 2019-2029 workforce data. The data showed that high demand, high wage occupations were most likely in the medical field, specifically, Physician Assistants (PA) would experience a percentage change of 38.3% or 312 openings and 552 replacement openings for a total of 864 positions that would need to be filled. A Physician Assistant required a master's degree and the 2020 median annual wage was $115,461. Physician assistants (PAs) examine patients, prescribe medicine, and order diagnostic tests. In most cases, they work under the supervision of physicians or surgeons, but they could work more independently in some states, rural areas, and inner-city areas, consulting with physicians only when they needed help with cases.

At this time, Reynolds School District was not offering any courses in health science. It was strongly recommended that the district research this area as a potential addition to its current CTE pathway offerings that lead to high demand, high wage occupations in the Multnomah County and in the state of Oregon.

In addition, the following were also on the top 3 high wage, high demand occupations under the column listed as percentage change; Information Security Analysts (ISA) and Nurse Practitioner (NP). The ISA would have 247 openings and 591 replacement openings for a total of 838 jobs that students could be hired in if they continue their education. The ISA career option required a bachelor's degree and the 2020 median annual wage was $102,939. The Information Security Analyst install software to protect computer networks. They plan and carry out security measures to protect a business network and systems, including cyber-attacks. It was recommended that RSD research this career within the Computer Science pathway.

The Nurse Practitioners were predicted to have 452 new openings with an additional 826 replacement openings, which were a total of 1,278 job openings that will need to be filled. The Nurse Practitioner required a master's degree and the 2020 median annual wage was $115,003. A nurse practitioner is an advanced practice nurse that helps with all aspects of patient care, including diagnosis, treatments and consultations. They may also conduct physicals, order tests and serve as a patient's primary healthcare provider. Some nurse practitioners are also able to prescribe medications.

Furthermore, data was reviewed for high skill occupations for 2019-2029 and found that Software Developers, Applications (SDA) careers were slated to be in high demand by 33% or 4,143 openings and 10,293 replacement openings for a huge need of 14,436 people to fill these jobs. The Oregon state report did not include the 2020 median annual wage, however, individuals interested in this career required a bachelor's degree. A Software Developer, Applications (SDA) designs computer applications, such as word processors and games, for consumers. They may create custom software for a specific customer or commercial software to be sold to the general public.

The other top two careers in the high skill occupations list were General and Operations Managers (GOM) and Registered Nurses (RN). General Operations Managers required a bachelor's degree with 5 years or more of work experience and could earn a median wage of $99,674 while the registered nurses required a bachelor's degree and their median annual wage was $99,195. General and Operations Managers (GOM) traditionally maintain a business. They oversee everything within the company. This career was offered in the Business Management, and Administration cluster, which at this time RSD did not offer. It is recommended a team that can prepare students in the general business world review this potential opportunity.

A Registered Nurse manages the patient's daily activities, medications, assessments, and scheduled procedures and operations. RNs work closely with fellow healthcare staff and physicians to ensure they know about and understand patient updates and care plans.

Physician assistant (PA), nurse practitioner (NP), and registered nurse (RN) were all in the Health Science cluster. Although, a high school traditionally cannot fully prepare students for an immediate professional career as listed above, they could however prepare them with knowledge and skills in other medical fields that could lead into the careers of PA, NP, and RN. It was recommended that RSD explore the medical assistant, phlebotomy, medical billing and coding as CTE health science programs. Researching the potential for a college to partner with to offer dual and articulated credit for students was also recommend. Additionally, a strong program was defined by a strong business partnership and in this instance, a partnership with a local hospital would elevate the value of the health science programs.

Another career that had a considerable number of job openings were Heavy and Tractor-Trailer Truck Drivers. This occupation had a percentage change of 13.3% or 1,631 openings and 14,921 replacement openings for a total need in this occupation between 2019-2029 of 16,552 people to fill this position. It required a postsecondary training (non-degree) and the 2020 annual wage was $51,064. The responsibilities for a truck driver include, delivery of goods while operating a tractor-trailer truck, sometimes over the intercity routes and spanning several states. They load and unload cargo, record amount and type of cargo delivered and take orders for new deliveries.

The other occupation that falls under high skill is Secretaries and Administrative Assistants, Except Legal, Medical, and Executives. The percentage change in this field was a -6.1%, yes negative, with an employment change of (negative) -874, but replacement openings were at 15,513 for a total need to hire 14,639 Secretaries and Administrative Assistants, except in the Legal, Medical, and Executives area, between 2019-2029. A secretary and administrative assistant perform routine files, prepare documents, schedule appointments, and support other staff.

(1) Findings

- According to the workforce data, the Reynolds High School Programs of Study were not aligned to high demand, high wage occupations.
- High demand, high wage occupations were most likely in the medical field, specifically, Physician Assistant and Nurse Practitioner. The other occupation that was part of the high demand, high wage occupations was Information Security Analyst.
- The high skill occupations were in Software Developers, General Operations Managers, and Registered Nurse.
- Furthermore, Heavy and Tractor -Trailer Truck Drivers were also noted as a high wage, high demand occupation when considering the total number of job openings in this field, which was 16,552. Also worthy of mentioning is the Secretaries, Administrative Assistants position that would have 14,639 job openings between 2019-2029.

(2) Recommendations

- Examine the data provided and begin to analyze the value of each POS as it relates to students' success, educational attainment, and earning potential.
- Assess the current facility space and determine if space is a consideration for moving forward in offering Programs of Study in the medical field.
- Research all the areas mentioned and decide if these are Programs of Study to pursue. (Physician Assistant, Nurse Practitioner, Information Security Analyst, Software Developer, General Operations Manager, Registered Nurse, Heavy and Tractor – Trailer Truck Drivers, and Secretaries, Administrative Assistants)
- Discuss limitations of Heavy and Tractor -Trailer Truck Drivers and determine if they should be offered at the high school or if Reynolds Learning Academy is a better fit due to age requirement.

(3) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Utilizing the task force mentioned in prior next steps, consider a book study with First Things First, Crucial Conversations, Covey's 7 Habits: Begin with the End in Mind, or From Good to Great or any book that the District's leadership believes will help to guide the conversations about Programs of Study and its implications. 2. Facilitate a feasibility study and conversations about facility, equipment, furniture, etc. including medical experts and facility personnel. 3. Create 3 separate teams to research, study and provide a recommendation on each occupation (Software Developers, General Operations Managers, and Registered Nurse). 4. Research requirements for Heavy and Tractor – Trailer Truck Drivers to determine if feasible to teach at RHS or RLA.	1. CTE Director 2. CTE Director and/or Consultant 3. CTE Director and/or Consultant 4. CTE Director and/or Consultant	Local		

e) Create a Gap Analysis

A GAP analysis for RSD was created.

(1) Findings

- The Gap Analysis can be found in Appendix A and shows the current state, action items, and objective/desired state.

(2) Recommendations

- It is recommended that the Reynolds School District develop a gap analysis with a strategic plan to close the programmatic/occupation gaps in the Career and Technical Education Department. It should have the following elements Specific, Measurable, Achievable, Relevant and Time-bound (SMART). Areas to consider are:

    a) Facilities
    b) Equipment
    c) Supplies
    d) Curriculum
    e) Textbooks
    f) Career & Technical Education Student Organizations (CTSOs)
    g) Staffing
    h) Budget
    i) Revenue
    j) Business and Industry Partnerships
    k) College agreements

- Any future decisions regarding the addition, deletion/phase out, or modification of any CTE program should be aligned to the workforce data, industry input, student interest as well as parent and community support. Traditionally, programmatic change takes 3-5 years to execute a solid plan. Space, funds, support and time must be available prior to opening a quality, state-of-the-art program.

f) Occupational Earning, Degree Required, & Workforce Need

Review the current earning potential in each occupation, educational attainment required, and workforce need in the area

(1) Findings

- Appendices B and C and show the current earning potential in each occupation, educational attainment required, and workforce need in the area.
- After a rich conversation with the School-to-Work Coordinator, it was understood that a very strong CTE pre-apprenticeship program existed at Reynolds Learning Academy (RLA). The industry provided in-kind donations that include curriculum, training and support with developing articulated pathways. The pre-apprenticeship program offered the opportunity to approximately 12-14 students. The students had earned apprenticeship hours and over the past 15 years it had developed students into journeymen which offered them high paying careers in high demand occupations. As a matter of fact, 85-95% of students eventually completed the apprenticeship and journeyman program and many supervisors and company owners were products of the RLA Trading Up program.
- Course were purposeful and meaningful because they offered hands on and practical math and English at RLA. Currently, Mount Hood Community College was investigating the potential of offering pre-apprenticeship programs to potentially articulate courses.

(2) Recommendations

- Based on all the great work being orchestrated at RLA, it is highly recommended that Reynolds School District emulate the successful pre-apprenticeship programs and create the same synergy at Reynolds High School.

g) Potential Partnerships by Program Area

Create potential partnership list per program area.

(1) Findings

- A list of potential partnership can be found in Appendix D.
- Due to the Covid-19 pandemic and the inability to travel to Oregon, it was difficult to visit businesses. A limitation of this report was the restricted time businesses were open, the unavailability of the owner or manager to visit about their interest in partnering with the Reynolds School District as well as the cold calls made and messages left unanswered.

(2) Recommendations

- Staff should call/visit the businesses listed on the document to gather support for their program and enlist them to become active partners.

D. Course Sequence

The course catalog or course sequence was requested from counselors. Additionally, state requirements for each course by grade level were reviewed. Local and state coherent sequences of courses were compared.

1. Local Coherent Sequence of Courses

a) Findings

- Coherent sequence of courses existed for all courses.
- The following programs needed to be addressed:
    - Computer Information Systems
    - Construction/Woods
    - Graphic Design

b) Recommendations

- Revisit sequences.
- Computer Information Systems
    - The coherent sequence of courses for Computer Information Technology may need to be reviewed. If the intent was to graduate students with an industry standard credential, then perhaps a review of courses and its concepts should be considered. It is critical to spiral the curriculum to build knowledge and skills that will allow students the opportunity to successfully pass HTML or CSS or Python programming language certifications. It was mentioned by staff that students were working toward the Python programming language certification.
    - However, the approved secondary industry-recognized credentials on Perkins pathways funding under Arts, Information & Communication and a part of the cluster Information and Communications Technology is CompTIA A+, which covers hardware, software, and PC operating systems and is aligned to the Structures course. The Oracle Certified Associate – JAVA Programmer is also aligned the Structures course. CIW Web Foundations Associate certification is aligned to the Web Design course and tests students on concepts in Internet business, data networking, and web site design.
    - Finally, the Multimedia course is currently offered as a project-based course with no certification aligned to it at this time. It is noteworthy to mention that some of the Microsoft certifications have been retired as of June 30, 2020 and January 31,2021 as per their website. Microsoft announced back in 2018 that they are focusing on role-based training and certifications. Further review and research are needed for the Computer Information Systems program.

- Construction/Woods
    - A specific program outcome should be considered for the Construction/Woods program to minimize the amount of sections taught at one time which will allow the teacher to focus on one set of concepts for Construction Trades I, II, or III but not all three in one class period. The same is true for Woods I, II, and III. The question to be answered is, what does this program want students to graduate with, for example, woods generalist or construction trades students with HVAC experience and pre-apprenticeship hours? The wood shop has high tech equipment, including 5 CNC machines, a laser engraver, and utilization of CAD design. The Construction/Woods program is aligned with the pre-apprenticeship program and has support from industry, which has driven its curriculum.
    - With regard to unsafe equipment, the teacher has identified them and is waiting for next steps in the process to properly dispose of equipment. The Construction/Woods program is under the Industrial and Engineering Systems pathway, which is part of the Architecture and Construction cluster. The approved industry-recognized credential in this program is the National Center for Construction Education and Research (NCCER) Core: Introduction to Craft Skills and Carpentry Level One. With the minimum of 500 hours of on-the-job training in an OSTAC approved youth pre-apprenticeship program, they can earn the Construction Pre-Apprenticeship credential.
- Graphic Design
    - The Graphic Design program was under the Arts, Information and Communication pathway, which had the Arts, A/V Technology and Communications cluster. The approved secondary industry-recognized credentials are Adobe Certified Associate, Autodesk Maya Certified User, and Autodesk 3ds Max Certified User. Additional review, research, and industry conversation are suggested because the room was a print shop and it has equipment and supplies that are outdated and are a safety concern. The staff should solidify the coherent sequence of courses and align it to one of the secondary industry-recognized credentials listed above. Therefore, it is recommended that proper disposal of equipment be followed as described in Perkins. In addition, the classroom layout and design may need to be reconfigured to better serve the future of this program so that it is preparing students for current, high wage, high demand occupations.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Review course sequence for accuracy and determine intent of graduation outcome.	1. CTE Director and teachers	Local		

2. Course State Requirement by Grade Level

Review state requirements for each course by grade level.

a) Findings

- RSD submitted course by grade level.

b) Recommendations

- Revisit grade level

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Review course grade level for accuracy.	1. CTE Director and teachers	Local		

3. Local and State Sequence of Courses

Compare local and state coherent sequence of courses.

a) Findings

- Oregon Department of Education did not provide coherent sequence of courses.

b) Recommendations

- Compare to 3 other surrounding districts.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Download course catalog from three area districts to compare sequence of courses.	1. CTE Director and teachers	Local		

E. Dual credit

Dual Credit data was requested from RSD and the ESD. Data requested included enrollment for CTE dual credit for the past four years to review by program, by teacher, by course, and by gender.

1. Dual Credit Course Data

Dual credit course data was requested from RSD and the ESD.

a) Findings

- No CTE dual credit existed at this time.

b) Recommendations

- Revisit dual credit agreements.
- After communicating with the Education Service District representative and finding that no dual credit courses were being offered at RHS, it is recommended that staff should align high school courses to potential college courses. Then, staff should carefully review college standards to determine if RHS is meeting or exceeding college expectations. They should also meet with college representatives to determine if they are interested in engaging with RSD to offer dual or articulated credit courses.
- Next, they should request the college credentialing process and expectations to determine if Reynolds High School CTE teachers can be the teachers of record and offer the dual or articulated credit course at the high school. If credentialing is possible, then Reynolds School District should consider offering a stipend to CTE teachers who become CTE dual or articulated credit teachers.
- In addition, Reynolds School District should assist students with the Oregon Promise application. As part of the agreement, RSD should ensure college textbooks are not changed every year; instead staff should ask for the college to ensure that its instructors not change textbooks except after a 3 – 5-year cycle. A textbook cycle will help the district with a good return in their investment.
- Lastly, as an attempt to even the playing field for all students, Reynolds School District should help students with Oregon Promise. It has been proven in many districts that when students are provided an opportunity for dual or articulated credit at no cost to them, districts experience an increase in CTE participation because 1) districts usually offer dual or articulated credits that are weighted higher for class ranking, therefore, students who would traditionally drop the junior and senior CTE class to enroll in more rigorous courses, or dual credit courses, or courses that have a higher GPA weight will instead continue in their chosen Program of Study; 2) districts offer free college credit which entice parents to support students to continue their Program of Study; 3) districts fulfill their mission like Reynolds School District would fulfill and fully embody its mission statement, "Each and Every Child Prepared for a World Yet to be Imagined."

c) Next steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Review articulated and dual credit agreements and determine why CTE is not offering dual credit.	1. CTE Director and teachers	Local		

2. 4 Year Dual Credit Enrollment Trends

CTE dual credit data for the past 4 years was requested to review trend by program, by teacher, by course, by gender

a) Findings

- No CTE dual credit existed at this time.

b) Recommendations

- Revisit with colleges for potential pairing of courses.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Set virtual visits with colleges and establish course alignment. 2. Collaborate with colleges to credential RSD staff for articulated and dual credit.	1. CTE Director and teachers 2. CTE Director and teachers	Local		

F. Industry Standard Credentials

Information was acquired from Oregon Department of Education (ODE), area businesses and union representatives. The data was used to review industry standard certifications available for the current programs recognized by industry for high wage and high demand occupations. Area industries were contacted to determine what industry standard certification they recognize, require, or prefer that will allow student to be hired immediately after high school. Teachers were asked if current curriculum addresses industry standard certifications.

1. Recognized Industry Standard Credentials by Program

Information was acquired from Oregon Department of Education (ODE), area businesses and union representatives to review industry standard certifications available for the current programs recognized by industry for high wage and high demand occupations.

a) Findings

- Reynolds High School students were not challenging any industry credentials at this time. RLA students were participating in the Pre-Apprenticeship program.

b) Recommendations

- Align curriculum with industry credentials.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Employ curriculum development consultant. 2. Determine stipend structure for teachers to write or modify curriculum. 3. Create a curriculum writing plan with expectations and timeline. 4. Invite industry representatives to participate in the curriculum writing process to valid and provide insight. 5. Allocate and pay for teachers to take the industry credential. 6. Prepare students for industry credential for four years.	CTE Director and/or Curriculum development consultant, and teachers	Local		

2. Industry Recognized Standard Credentials

Area industries were contacted to determine what industry standard certification they recognize, require, or prefer that will allow student to be hired immediately after high school.

a) Findings

- Generally, industries recognized most of the credentials from the Perkins list.
- The following information for all the Programs of Study were from the Secondary Career Pathways Funding – Industry Recognized Credentials from Oregon Department of Education (ODE).
    - Early Childhood Education
        - Pathway: Human Resources
        - Cluster: Early Childhood Education program
        - Credentialing Agency: Oregon Registry Online (ORO) and Oregon Registry Steps Program
        - An experienced elementary teacher who knows and understands the knowledge and skills required to prepare them for the rest of their school career was leading the Early Childhood Education program. However, students were not being prepared to take the industry credential suggested by the Oregon Department of Education.

- Graphic Design
  - Pathway: Art, Information & Communication
  - Cluster: Arts, A/V Technology & Communications
  - Graphic Design Industry Credentials
    - Adobe Certified Associate
    - Autodesk Maya Certified User
    - Autodesk 3ds Max Certified User
    - CompTIA Fundamentals +
    - CompTIA Network A+
  - Students were not taking industry credentials.
- Business, Management, and Administration
  - Pathway: Business and Management
  - Cluster: Business, Management and Administration
  - No basic computer application course is offered at Reynolds High School. Students need to know how to utilize word, PowerPoint, Excel, Access, and Outlook to be successful in the workplace, college, and life.
- Finance
  - Pathway: Business and Management
  - Cluster: Finance
  - Reynolds High School did not offer a course in Finance. Students can benefit from a sequence of courses in Finance as a personal skillset and potential career in Finance.
- Health & Biomedical Sciences
  - Pathway: Health & Biomedical Sciences
  - Cluster: Health & Biomedical Sciences
  - No pathways were offered in the area of medical science.
- Hospitality Management & Culinary Arts
  - Pathway: Business and Management
  - Cluster: Hospitality and Tourism
  - The Culinary Arts program had a great facility and the teacher had a good understanding of the gap that exists in the program. She recommended a chef be hired to improve the program especially in the junior and senior year to propel the program to the next level.
- Industrial and Engineering Systems
  - Pathway: Industrial and Engineering Systems
  - Cluster: Architecture and Construction
  - The Engineering program had plans for creating a maker space to build projects. Industry credentials were not a part of the program.
  - Also, in this pathway were the Construction/Woods, Automotive, and the Metal Manufacturing programs.
  - The Construction/Woods had a good shop, however, there are areas that can be improved. The students did not take an industry standard credential; however, they were partnered with a pre-apprenticeship program.

- In the Automotive program, students were learning essential knowledge and skills but were not taking the industry credential.
- Finally, the Metal Manufacturing program facility was in need of some assistance. The instructional program was following the industry requirements; however, the students were not involved in taking the industry credentials.

b) Recommendations

- Visit with industry to develop a partnership.
- Recommendations for all the Programs of Study on the Secondary Career Pathways Funding – Industry Recognized Credentials from Oregon Department of Education (ODE):
  - Early Childhood Education
    - Conduct a deep dive into the process for the Oregon Registry Credential.
    - Consider the Infant-Toddler professional credential for students and Director credential for teachers.
    - Oregon Registry Online Early Childhood Education Links
      - https://drive.google.com/file/d/1mkAeslNoxD-ZqAoYw5-NDw9uJNze2h4g/view
      - https://drive.google.com/file/d/12nXqZ0Etn44xA3RvtFsOke0uXW0rdXdU/view
    - Investigate how a community college can partner with Reynolds High School Early Childhood Education program to offer dual credit opportunities.
  - Graphic Design
    - Align program and curriculum to one of the industry credentials.
  - Business, Management, and Administration
    - Research the opportunity to offer business courses that teach Microsoft 365 and industry standard certifications such as Microsoft Office Specialist Certification Expert, Microsoft Office Specialist Expert in Word, Excel, PowerPoint, Access, Outlook
  - Finance
    - Research the opportunity to offer accounting and offer the industry standard certification in Intuit QuickBooks Certified user.
  - Health & Biomedical Sciences
    - Survey students' interest to determine if they have a desire to study in the medical field.
    - Communicate with medical representatives to garner support for the students in the cluster.
    - Inquire with workforce solutions to determine what careers are needed and are part of the high wage, high demand occupations.
  - Hospitality Management & Culinary Arts
    - Research the National Restaurant Association Educational Foundation – ProStart curriculum and National Certificate of Achievement.

- Industrial and Engineering Systems
  - Teach, prepare, and offer the Autodesk Revit Architecture Certified user certification, Chief Architect Certified User and/or Certified SolidWorks Associate and Autodesk Fusion 360 for the current Engineering program.
  - Teach, prepare, and offer the National Center for Construction Education and Research (NCCER) Core: Introduction to Craft Skills and Carpentry Level One for Construction for the current Construction program.
  - Teach, prepare, and offer Automotive Service Excellence (ASE) student certifications for the current Automotive program.
  - Teach, prepare, and offer American Welding Society (AWS) Certified welder, Manufacturing Skills Standards Council (MSSC) certified production technician, AWS Sense Level 1 entry welder, or National Institute for Metalworking Skills (NIMS) Metalforming 1 for the current Metals Manufacturing program.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Develop relationship with industry to support students.	1. CTE Director and teachers	N/A		

3. Curriculum and Industry Standard Credentials

Teachers were asked if current curriculum addressed industry standard credentials.

a) Findings

- Curriculum did not address industry standard credentials.

b) Recommendations

- Incorporate industry standard credential concepts in the curriculum writing process.
- Determine if new textbooks are needed to align with curriculum and industry credential.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Ensure industry credentials are embedded in the curriculum and validated by industry partners. 2. Review textbooks and list concepts that are aligned to industry standard credentials. If necessary, purchase new books.	1. CTE Director and/or Curriculum development consultant, and teachers 2. CTE Director and/or Curriculum development consultant, and teachers	Local		

4. Apprenticeship Programs

Unions were contacted regarding apprenticeship programs available. Current and future apprenticeship partnerships with Reynolds School District were explored.

a) Findings

- The Construction and Metal Manufacturing programs were aligned to pre-apprenticeship programs.

b) Recommendations

- Solidify partnership.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Invite union representatives to review curriculum and provide validation and feedback to elevate the teaching and learning.	1. CTE Director and/or Curriculum development consultant, and teachers	N/A		

G. Curriculum Inquiry

The ODE, area school districts and chefs were contacted to gather information. Several area school districts were contacted to determine what curriculum they use for the different programs. Two work-based experience courses were reviewed to examine the ODE standards and measure how to make them attainable. Current curriculum and industry standard certifications for Culinary Arts were reviewed. Four area chefs were contacted to inquire what they require in the industry. Area colleges were also contacted to determine what they require of culinary arts programs.

1. Area Curriculum Standards Review

Several area school districts were contacted to determine what curriculum they use for the different program, if there is a standard curriculum, and if the standard curricula align to industry standard certifications.

a) Findings

- Conversation with area districts provided insight that they did not have standard curricula that they use.
- The teachers created their curriculum for CTE courses.
- Additional conversations with staff from the Oregon Department of Education indicated that CTE has knowledge skills/standards but no curricula for teachers to follow.

b) Recommendations

- Determine who has curriculum that they wrote.
- Determine if current curricula, if one exists, needs to be updated to align to new industry standards, to credentials, city codes, etc.
- Secure funding to pay teachers to write curriculum and to pay for a consultant to guide in the process.

- Based on conversations with teachers, CTE teachers were paid using Perkins funds in previous years to write curriculum, however, the rules for Perkins changed and curriculum writing was not included as an allowable expense. Therefore, it is recommended that funds be allocated for teachers to either continue writing curriculum or begin writing curriculum since the Oregon Department of Education does not provide curricula for teachers to use as a guide.
    - Curriculum writing will be beneficial because teachers can include industry standard competencies and skills required to successfully earn an industry recognized credential. By obtaining an industry standard credential, students can become employed in high wage, high demand occupations which will provide them a better earning potential and quality of life.
    - Middle school programs should be aligned to high school programs. Middle school teachers should be in the same room with the high school teacher to write curriculum, to discuss concepts, skills, etc. so that they are spiraling the learning for students and the transition is seamless.
    - Invite industry partners to be a part of the process, as well as a college representative to align to dual credit courses, and a union member so that they can validate the teaching and learning. Each partner can provide guidance, can provide resources, and can rest assured that the high school students will be prepared for the future.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Create a list with teachers' names and whether or not curriculum exists. If no curriculum exists, ask if they would write curriculum if paid? 2. Add to the list above, curriculum that needs to be updated. 3. Reallocate funds if needed to secure funding to pay teachers and a consultant to guide the curriculum writing process.	1. CTE Director and teachers 2. CTE Director 3. CTE Director	Local		

2. Work Based Experiences

Two work-based experience courses were reviewed to examine the ODE standards and measure how to make them attainable.

a) Findings

- The Oregon Department of Education did not have a list of work-based experience courses, therefore, unless a school district requested the work-based experience course, they were not offered. Work-based experience courses did not have standards nor measurable outcomes.

b) Recommendations

- Consider offering work-based courses for 2 to 3 periods.

c) Next Steps

Activity	Person(s) Responsible	Budget	Start date	End date
1. Discuss possibilities and implications for 2 to 3 period work-based courses.	1. CTE Director and principal	N/A		

3. Culinary Arts Curriculum

Current curriculum and industry standard certifications for culinary arts were reviewed. Additionally, four area chefs were contacted to inquire what they require in the industry. Area colleges were also contacted to determine what they require of culinary arts programs.

a) Findings

- Prostart was used as a resource in culinary arts.
- Mt. Hood Community College and Blue Mountain Community College did not offer a Culinary Arts Associates of Applied Science (AAS) degree.
- The following colleges were American Culinary Federation (ACF) accredited programs: Cascade Culinary Institute, Lane Community College, and Southwestern Oregon Community College.

b) Recommendations

- Prostart books can be used for the introduction courses, however, based on conversation with chefs, they recommend the use of the following textbooks, Professional Cooking, Professional Baking, 50 Effective Knife Techniques, and Culinary Arts Principles and Applications. They also indicated that ServeSafe certifications should be a part of this program.
- To elevate the culinary arts program, it is important to add a chef to teach international cuisine, technical skills, and to build a team to compete in Prostart and/or Skills USA.
- In addition, dual credit/ articulation credit with an ACF accredited college should be secured. After visiting with college chefs, they indicated the desire to create an articulation agreement if the ESD provided approval.
- It was stated that ServeSafe certification is recognized by area restaurants. Although ServeSafe is not on the Perkins approved list, it is an industry approved credential and should be explored.

c) *Next Steps*

Activity	Person(s) Responsible	Budget	Start date	End date
1. Contact the Educational Service District to request approval for articulation credit from one of the three ACF accredited culinary programs at the colleges (Cascade Culinary Institute, Lane Community College, or Southwestern Oregon Community College). 2. Allocate funds to purchase textbooks, pay for ServeSafe credentials, and pay for dual or articulated credit.	1. CTE Director 2. CTE Director	Local		

IV. Closing Remarks

AC Educational Consulting would like to thank Reynolds School District for the opportunity to conduct the Career & Technical Education review. It was a pleasure meeting the staff, working directly with teachers, and gathering the data from several sources who were extremely helpful and generous with their time. It was evident that the CTE staff is like a family, and they care for and about their students.

As Reynolds School District moves to the recommendations and next steps, please note that AC Educational Consulting can provide a proposal to assist and support the staff with the project when the District is ready. It was exciting to unpack the current state of CTE and to provide a practitioner's lens for future endeavors. Wishing Reynolds School District, the best and looking forward to working with the great staff soon. If you have any questions, please contact Dr. Alma Charles of AC Educational Consulting at 361-562-6099.

V. Appendices

Appendix A: Strategic Gap Analysis

A "Strategic Gap Analysis" is used to compare where an organization is now, where it wants to be, and how to bridge the gap between. It is primarily used to identify specific internal deficiencies. This Gap Analysis only analyzes one current state, but can be replicated for multiple analyses.
The **Current State** of your organization is mainly quantitative. For example, if your nonprofit currently serves 10,000 meals a week to the homeless, that is your current state.
The **Action Items** are the changes required to meet the company's goal and how the company is going to make these changes happen.
The **Objective or Desired State** is your future goal for your organization. In order to establish your future goal you'll want to think about how you are doing today in your current state and where you really want to be within a reasonable timeframe. For example: Increase the future state of the nonprofit to 20,000 meals per week.

Strategic Gap Analysis		
Current State	**Action Items**	**Objective/ Desired State**
	Steps to achieve your goal	Where you aim to be
Reynolds High School does not currently offer Programs of Study in the Medical and Business fields.	Create a task force	Each and Every Child Prepared for the World Yet to be Imagined by offering meaningful and purposeful Programs of Study that are aligned to workforce data.
	Review data from Regional Economist	
	Gather insight from industry	
	Conduct a feasibility study	
	Make recommendation	
	Develop strategic plan if moving forward to add Programs of Study	

Appendix B:
Current Programs of Study High Wage, High Demand Occupations

Portland Tri-County High-Wage and High-Demand Occupations, 2019-2029

Oregon Employment Department, Workforce and Economic Research Division. Published November 2, 2020

Contact: Amy Vander Vliet, Regional Economist, Amy.S.VanderVliet@oregon.gov, 971-804-2099

An occupation in this area is considered to be high-wage if it has a median annual wage greater than $47,382.

An occupation in this area is considered to be high-demand if it is projected to have more than 422 total openings.

*Data extrapolated from Ms. Vander Vliet's report under high wage, high demand occupations

Program of Study	Row	SOC Level	SOC Code	Standard Occupational Classification Title	2019 Employment	2029 Employment	Percent Change	Employment Change	Replacement Openings	Total Openings	2020 Median Annual Wage	Typical Entry-Level Education	Competitive Education
Automotive	194	4	49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	2,298	2,543	10.7%	245	2,221	2,466	$69,680	High school diploma or equivalent	Postsecondary training (non-degree)
Automotive	203	4	49-9041	Industrial Machinery Mechanics	2,264	2,624	15.9%	360	2,239	2,599	$61,755	High school diploma or equivalent	Postsecondary training (non-degree)
Construction/Woods	180	4	47-2031	Carpenters	11,817	13,046	10.4%	1,229	12,865	14,094	$57,803	High school diploma or equivalent	Postsecondary training (non-degree)
Construction/Woods	179	4	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	4,240	4,761	12.3%	521	4,678	5,199	$80,870	High school diploma or equivalent	Postsecondary training (non-degree)
Construction/Woods	191	4	47-4011	Construction and Building Inspectors	955	1,079	13.0%	124	1,259	1,383	$80,933	High school diploma or equivalent	Associate's degree
Early Chilhood Education	101	4	25-2021	Elementary School Teachers, Except Special Education	5,544	5,978	7.8%	434	4,249	4,683	$81,521	Bachelor's degree	Master's degree
Early Chilhood Education	100	4	25-2012	Kindergarten Teachers, Except Special Education	580	627	8.1%	47	606	653	$87,971	Bachelor's degree	Master's degree
Metals Manufacturing	211	4	51-4121	Welders, Cutters, Solderers, and Brazers	2,509	2,807	11.9%	298	2,912	3,210	$50,690	High school diploma or equivalent	Postsecondary training (non-degree)
Metals Manufacturing	209	4	51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	400	531	32.8%	131	477	608	$57,034	Postsecondary training (non-degree)	Postsecondary training (non-degree)
Metals Manufacturing	208	4	51-2041	Structural Metal Fabricators and Fitters	1,025	993	-3.1%	-32	1,054	1,022	$54,330	High school diploma or equivalent	Postsecondary training (non-degree)
Hospitality Mgmt and Culinary Arts	154	4	35-1011	Chefs and Head Cooks	1,190	1,355	13.9%	165	1,664	1,829	$50,482	Postsecondary training (non-degree)	Postsecondary training (non-degree)
Computer Information Systems	52	4	15-1131	Computer Programmers	1,776	1,778	0.1%	2	1,247	1,249	$84,843	Bachelor's degree	Bachelor's degree
Computer Information Systems	59	4	15-1151	Computer User Support Specialists	5,165	6,141	18.9%	976	4,633	5,609	$56,805	Postsecondary training (non-degree)	Bachelor's degree
Computer Information Systems	55	4	15-1134	Web Developers	1,750	2,094	19.7%	344	1,460	1,804	NA	Bachelor's degree	Bachelor's degree
Engineering	77	4	17-3026	Industrial Engineering Technicians	-s-	-s-	-s-	-s-	-s-	-s-	$61,173	Associate's degree	Associate's degree
Engineering	79	4	17-3029	Engineering Technicians, Except Drafters, All Other	989	1,111	12.3%	122	1,023	1,145	NA	Associate's degree	Associate's degree
Engineering	72	4	17-3011	Architectural and Civil Drafters	1,180	1,260	6.8%	80	1,256	1,336	$60,861	Postsecondary training (non-degree)	Associate's degree
Engineering	80	4	17-3031	Surveying and Mapping Technicians	420	465	10.7%	45	519	564	$58,323	High school diploma or equivalent	Postsecondary training (non-degree)
Graphic Design	112	4	27-1024	Graphic Designers	3,122	3,613	15.7%	491	3,358	3,849	$59,696	Associate's degree	Bachelor's degree
Graphic Design	109	4	27-1014	Multimedia Artists and Animators	1,189	1,332	12.0%	143	1,369	1,512	$72,301	Bachelor's degree	Bachelor's degree

Appendix C:
Potential/Future High Wage, High Demand Occupations

Portland Tri-County High-Wage and High-Demand Occupations, 2019-2029

Oregon Employment Department, Workforce and Economic Research Division. Published November 2, 2020

Contact: Amy Vander Vliet, Regional Economist, Amy.S.VanderVliet@oregon.gov, 971-804-2099

An occupation in this area is considered to be high-wage if it has a median annual wage greater than $47,382.

An occupation in this area is considered to be high-demand if it is projected to have more than 422 total openings.

*Data extrapolated from Ms. Vander Vliet's report under high wage, high demand occupations

Program of Study	Row	SOC Level	SOC Code	Standard Occupational Classification Title	2019 Employment	2029 Employment	Percent Change	Employment Change	Replacement Openings	Total Openings	2020 Median Annual Wage	Typical Entry-Level Education	Competitive Education
Health and Biomedical Sciences	126	4	29-1071	Physician Assistants	815	1,127	38.3%	312	552	864	$115,461	Master's degree	Master's degree
Business and Management	51	4	15-1122	Information Security Analysts	708	955	34.9%	247	591	838	$102,939	Bachelor's degree	Bachelor's degree
Health and Biomedical Sciences	133	4	29-1171	Nurse Practitioners	1,319	1,771	34.3%	452	826	1,278	$115,003	Master's degree	Master's degree
Arts, Information and Communications	53	4	15-1132	Software Developers, Applications	12,545	16,688	33.0%	4,143	10,293	14,436	NA	Bachelor's degree	Bachelor's degree
Business and Management	4	4	11-1021	General and Operations Managers	18,242	20,782	13.9%	2,540	16,945	19,485	$99,674	Bachelor's degree	Bachelor's degree
Health and Biomedical Sciences	132	4	29-1141	Registered Nurses	22,637	25,541	12.8%	2,904	12,864	15,768	$99,195	Bachelor's degree	Bachelor's degree

Appendix D:
Potential Partner List

Program of Study	Potential Partner	Address	Phone
Automotive Technology	Gresham Chrysler Dodge Jeep Ram	855 NE Burnside Rd, Gresham OR 97030	503-743-0444
Automotive Technology	Weston Buick GMC	22555 SE Stark St., Gresham OR 97030	503-665-2166
Automotive Technology	Tonkin Gresham Honda	24999 SE Stark St., Troutdale, OR 97060	503-483-6768
Construction/Woods	IBEW Local 48	15937 NE Airport Way, Portland, OR 97230	503-256-4848
Construction/Woods	Meza's Construction and Landscaping	605 NE 22nd St., Gresham, OR 97030	503-420-3029
Construction/Woods	GNC Construction, Corp.	2505 NW Division St., Gresham, OR 97030	503-432-0632
Construction/Woods	Dettinger Project Management	202 SW 16th Ct, Troutdale, OR 97060	503-666-8967
Early Childhood Education	Gresham KinderCare	2180 NE Division St., Gresham, OR 97030	503-665-7359
Early Childhood Education	Gresham Heights Learning Center-Division	2300 NW Division St., Gresham, OR 97030	503-667-5198
Early Childhood Education	Cadence Academy Preschool	334 SE 146th Ave., Portland, OR 97233	
Metals Manufacturing	Sheet Metal Workers Int. Association	2379 NE 178th Ave #16, Portland, OR 97230	503-254-0123
Hospitality Management and Culinary Arts	Troutini	101 W Historic Columbia River Hwy, Troutdale, OR 97060	503-912-1462
Hospitality Management and Culinary Arts	Riverview Restaurant	29311 SE Stark St., Troutdale, OR 97060	503-661-3663
Hospitality Management and Culinary Arts	Bacari -- A Petit Restaurant	398 NE Hood Ave, Gresham, OR 97030	503-665-2333
Computer Information Systems	Radcomp Technologies, Inc	290NE 2nd St., Gresham, OR 97030	866-490-2426
Computer Information Systems	Eastwind Computers	2470 SE Burnside Rd., Gresham, OR 97080	503-665-3358
Computer Information Systems	WebTech PC	2870 NE Hogan Dr e113, Gresham, OR 97030	503-451-0428
Engineering	Engineering Economics, Inc.	465 NE 181st Ave, Portland OR 97230	800-869-6902
Engineering	Aptia Engineering	2553 NW Division St., Gresham, OR 97030	503-799-4692
Engineering	CASCO Architecture, Engineering & Design	5440 NE 34th Ave #7414, Portland, OR 97211	314-960-0167
Graphic Design	Lewis Creative Graphic Design	439 Powell Blvd., Gresham, OR 97030	503-912-0841
Graphic Design	Plummer Design + Illustration	1713 SE Evans Ave., Troutdale, OR 97060	503-806-4505
Graphic Design	Norell Design	5257 NE Martin Luther King Jr Blvd STE 202, Portland, OR 97211	503-544-9763

74

Reynolds School District

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

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 – GCCB/GDCB/IKAAA, Instructional Goal – IA
Date:	March 31, 2021

Action ☐
Report ☒

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.

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 ideal for every student, some students have thrived in this environment. 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 meet the needs of all students and families residing within the Reynolds School District attendance area.

For the program to start in Fall 2021, including time to accommodate the hiring of staff and the renovation of facilities, planning needs to start immediately. A three-year commitment is recommended to attract families and staff to the program.

Gary Schuh, District Instructional Technology Coach/TOSA, will present an updated Online School proposal to the Board.

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, limiting student/teacher interactions and relationships. This discontinued program did not use district teachers to present core instruction, but rather a contracted service that was more impersonal and did not foster the level of relationships that we value as the foundation of our schools.

This 2014 program was not financially solvent, as it primarily served students already attending school within the Reynolds School District. The current proposal 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.

During the February 2021 Board Business Meeting, the Board requested further investigation into students who had left the district and for what reasons, and that budgeting work be completed for scaled scenarios.

Background:
In the fall of 2020, Reynolds School District had 352 students leave the district for online school programs, reaching our 3% cap with ODE. Denials have been sent to 70 additional students. The estimated loss of ADMw K-12 revenue is approximately $2,955,000.

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 polish 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 previous program.

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:
One-time capital improvement costs to bring facilities up to code are estimated at $549,000 with the renovation of an existing Edgefield building. This is an estimate, pending a full project evaluation.

The projected annual operating cost for a K-12, elementary, middle school, and high school options are outlined below. These are based on current cost estimates used for budgeting.

Revenue and Funding:

1. Projected revenue resulting from increased enrollment as students return from non-district online schools is noted in the respective tables below. This is based on an estimated ADMw of 10% SpEd and 14% ELD enrollment.
    - Projected Revenue for Each Program Option:

K-12	$2,940,000	*(352 students)*
Elementary	$980,000	*(118 students)*
Middle School	$820,000	*(98 students)*
High School	$1,140,000	*(136 students)*

2. Elementary and Secondary School Emergency Relief (ESSER-II) Fund
    - $1,000,000 as proposed in the 2021-2022 budget.

K-12 Program 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: $2,940,000)

Of important note: Some costs of the reduced program offerings remain fixed. This includes the staffing costs for a principal, counselor, secretary, Special Education and ELD services, as well as transportation and nutrition costs. There is an economy of scale at play as you serve more students. Because of this, the sum of the total projected costs (below) for each reduced program will exceed the projected costs of the full K-12 program.

Elementary Program Budget: On-Going Summary

Staffing	$1,110,000
Materials, Supplies	$10,000
Student Technology	$33,000
Staff Technology	$10,000
Edgenuity	Not Needed
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:	$1,221,792

(Projected Revenue: $980,000)

Middle School Program Budget: On-Going Summary

Staffing	$1,055,000
Materials, Supplies	$10,000
Student Technology	$33,000
Staff Technology	$10,000
Edgenuity	$87,500
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:	$1,254,292

(Projected Revenue: $820,000)

High School Program Budget: On-Going Summary

Staffing	$1,055,000
Materials, Supplies	$10,000
Student Technology	$33,000
Staff Technology	$10,000
Edgenuity	$87,500
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:	$1,254,292

(Projected Revenue: $1,140,000)

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

ONLINE SCHOOL PROGRAM
REYNOLDS SCHOOL DISTRICT

Serving

Students in the Reynolds School District

Reynolds School District

WHY OFFER AN ONLINE SCHOOL OPTION IN REYNOLDS?

The Data

As of September 11, 2020:

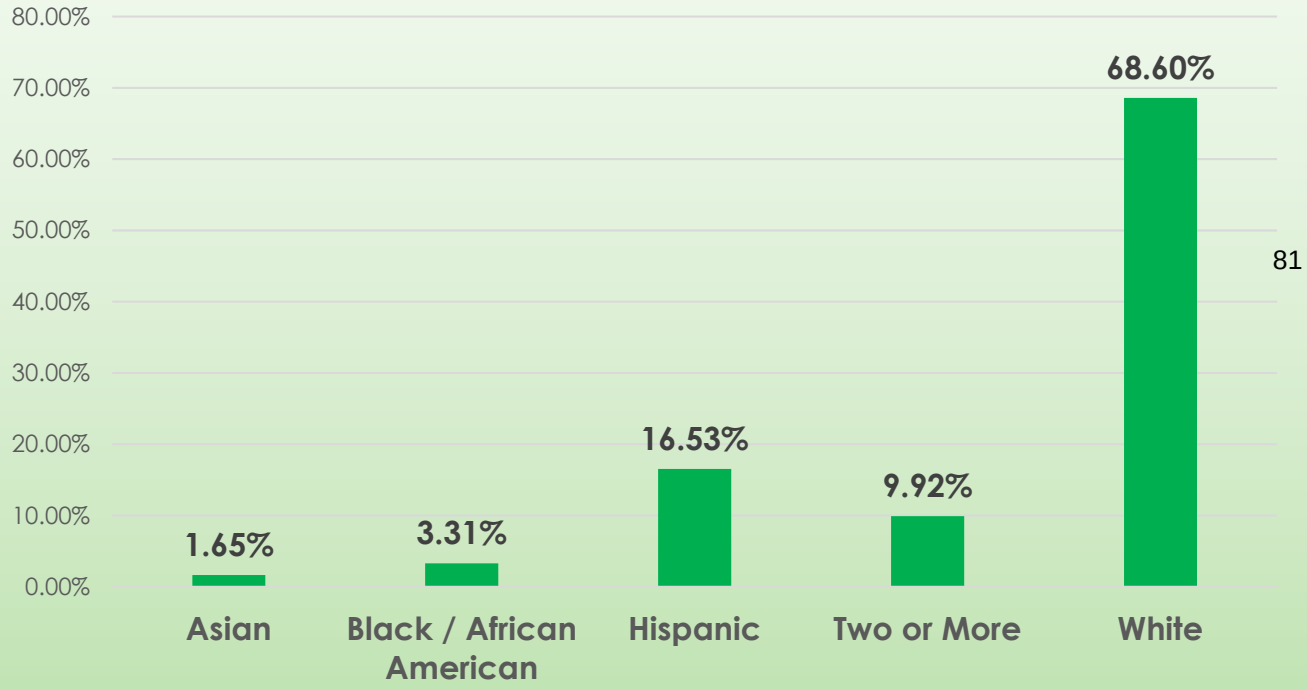
- 372 students left for online schools.
- After the 3% transfer cap was reached, denials had been sent to 70 additional students who applied for transfer.
- We have demographic data for 121 students who attended a Reynolds school during the past two years.
- We do not have records of 231 of the students because these students did not attend a Reynolds school in the past 2 years.
- The sample set of 121 students is what will be referenced unless otherwise noted.
- 2019 State Report Card data is referenced for comparison.

Reynolds School District

WHY OFFER AN ONLINE SCHOOL OPTION IN REYNOLDS?

Equitable Access - Racial Demographics

Race	Percentage of Students Who Left*
Am. Indian/AK Native:	0% (0)
Asian:	1.65% (2)
Black/African American:	3.31% (4)
Hispanic:	16.53% (20)
Two or More:	9.92% (12)
Native Haw./Pac. Isl.:	0% (0)
White:	68.60% (83)



*Based on 121 students who left, who we have complete demographic data recorded for.

Reynolds School District

WHY OFFER AN ONLINE SCHOOL OPTION IN REYNOLDS?

Equitable Access - Racial Demographics Compared

Percentage Difference (of the total % of students who left RSD)

Am. Indian/AK Native: **1%** **less** than **district enrollment**

Asian: **5%** **less** than **district enrollment**

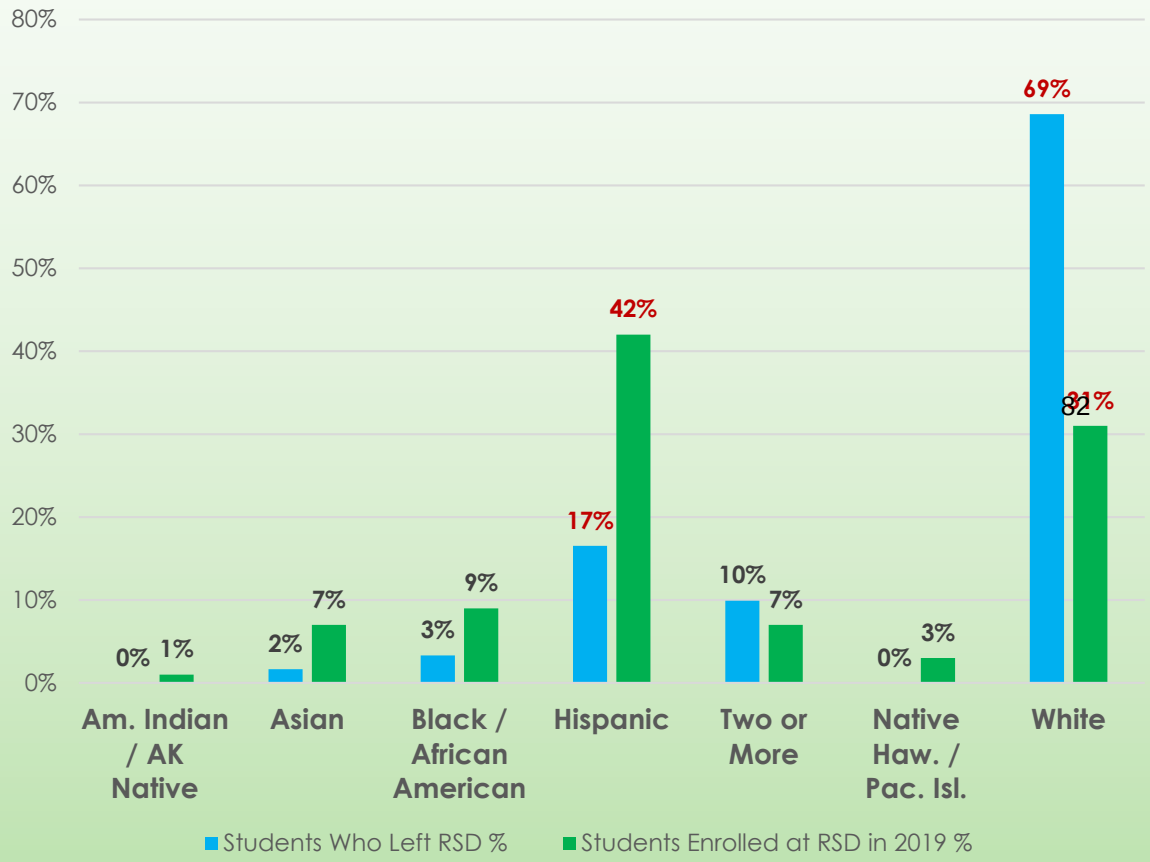
Black/African: **6%** **less** than **district enrollment**

Hispanic: **25%** **less** than **district enrollment**

Two or More: **3%** greater than **district enrollment**

Native Haw./Pac. Isl.: **3%** **less** than **district enrollment**

White: **38%** greater than **district enrollment**



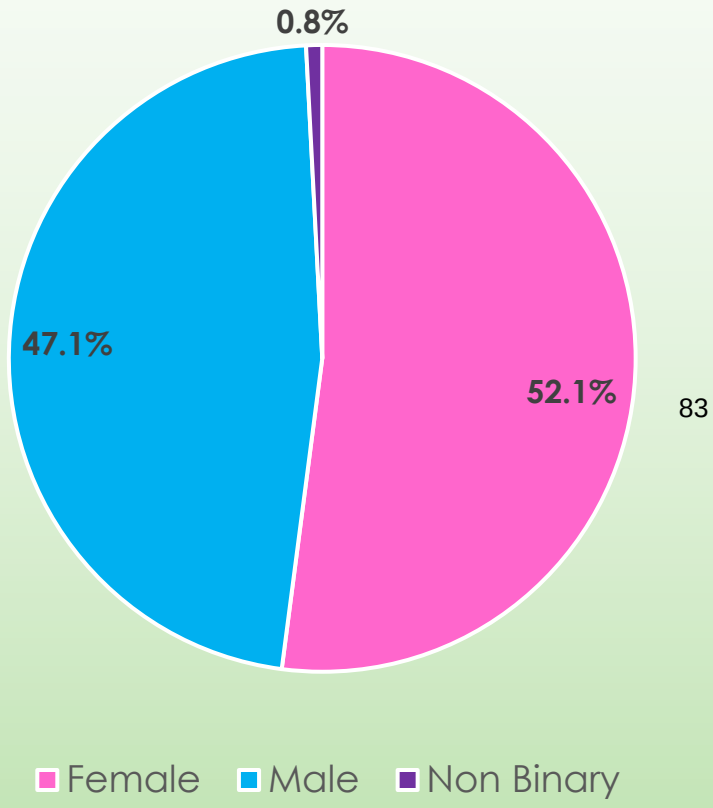
*Based on the 121 students who left, who we have complete demographic data recorded for; and 2019 State Report Card enrollment of 10,490 students.

Reynolds School District

WHY OFFER AN ONLINE SCHOOL OPTION IN REYNOLDS?

Equitable Access - Gender Demographics

	Who Left	District Data
Male:	47.1% (57)	52.8%
Female:	52.1% (63)	47.1%
Non-Binary:	.8% (1)	.1%



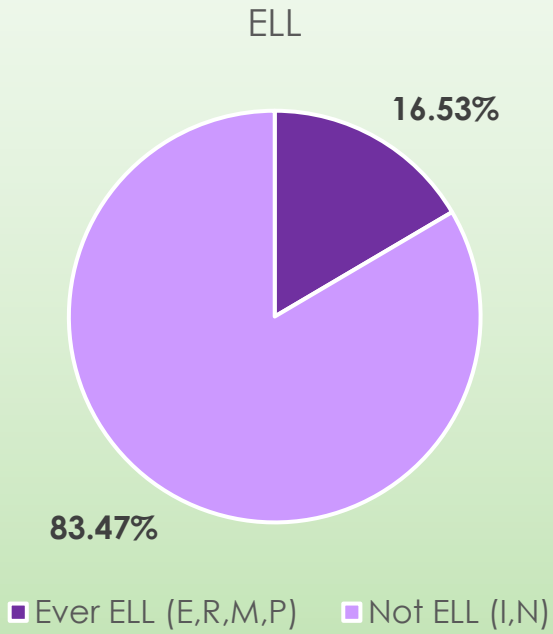
Based on the 121 students who left, who we have complete demographic data recorded for; and district data pulled from Synergy.

WHY OFFER AN ONLINE SCHOOL OPTION IN REYNOLDS?

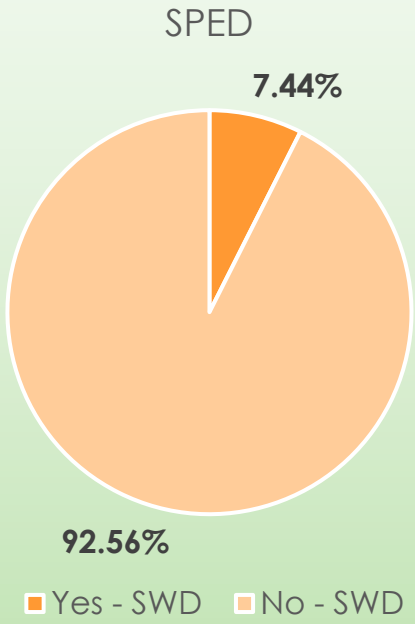
Equitable Access:

English Language Development and Special Education Demographics

Students Receiving ELD Services:



Students Receiving Special Education Services:



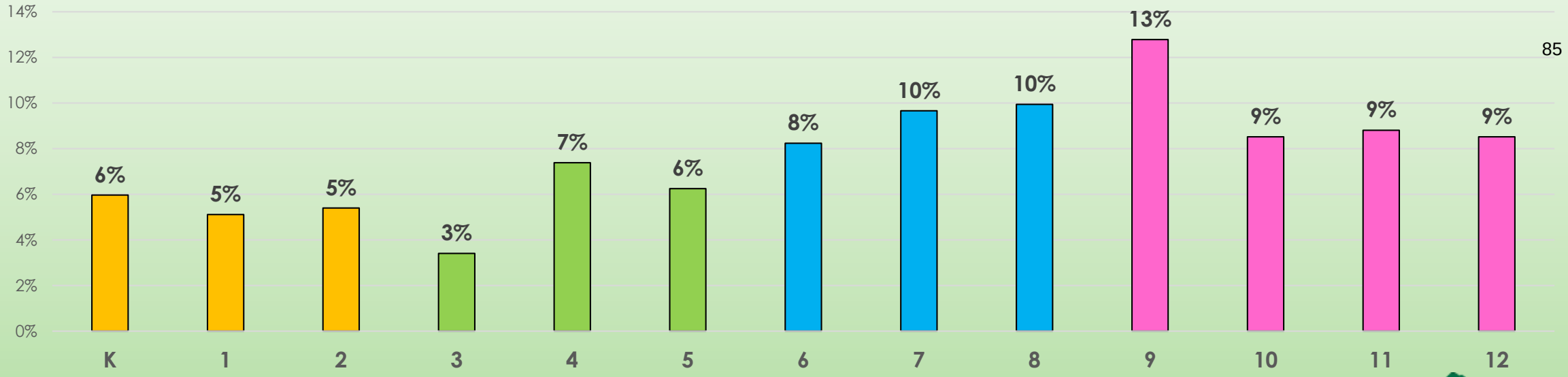
*Based on the 121 students who left, who we have complete demographic data recorded for.

Reynolds School District

WHO LEFT FOR ONLINE SCHOOLS?

Students who Left the District for Online Programs

PRIMARY		INTERMEDIATE		MIDDLE		HIGH	
Kindergarten:	21	3rd:	12	6th:	29	9th:	45
1st:	18	4th:	26	7th:	34	10th:	30
2nd:	19	5th:	22	8th:	35	11th:	31
						12th:	30
Totals:	**58**		**60**		**98**		**136**



Based on 352 students who left, who we have grade level data for.

Reynolds School District

WHICH ONLINE SCHOOLS DID THE STUDENTS ENROLL IN?

Online Programs Reynolds' Students Moved To

Top 5:

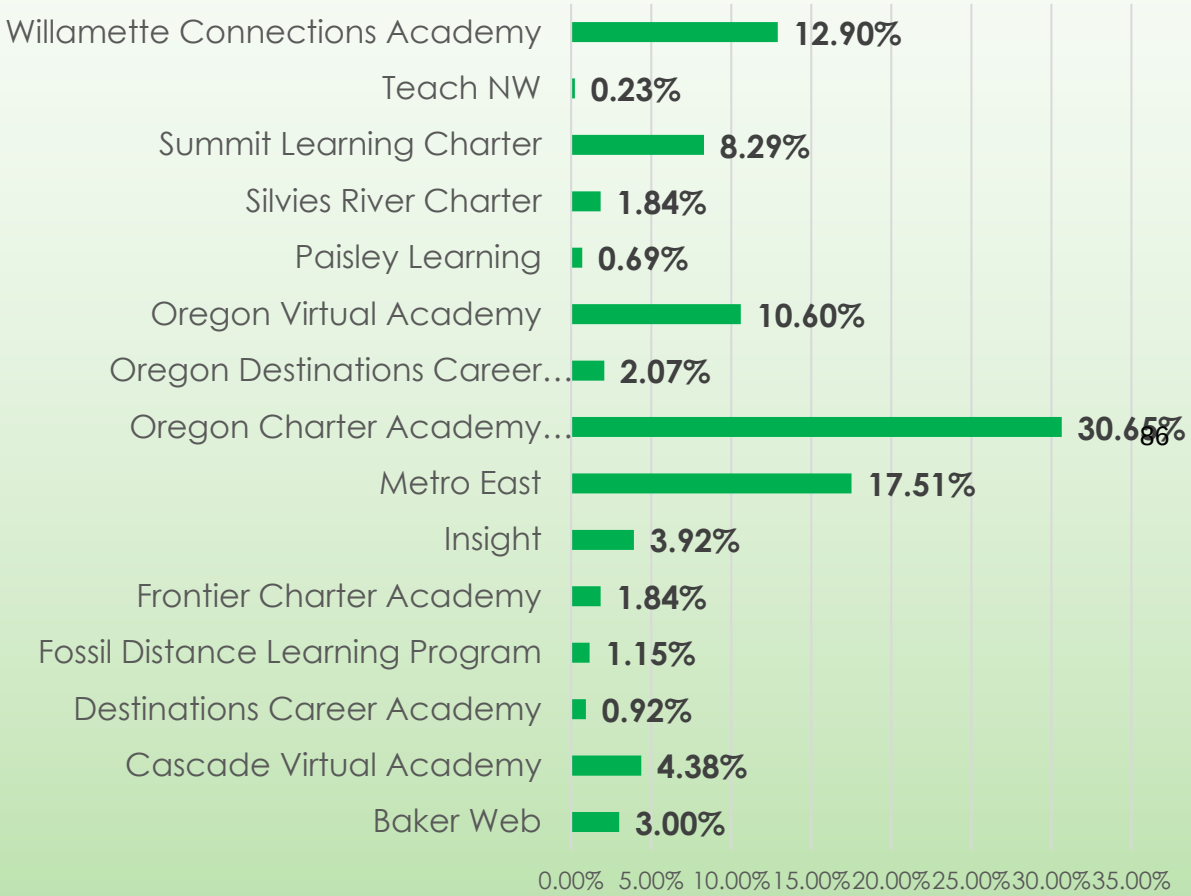
Oregon Charter Academy

Metro East

Willamette Connections Academy

Oregon Virtual Academy

Summit Learning Center



*Based on the 434 students who applied to leave.

Reynolds School District

WHAT ARE STUDENTS, FAMILIES AND THE COMMUNITY TELLING US?

District Student Advisory Group, District Parent Advisory Group and the Re-Opening Taskforce

- All recommended Reynolds School District provide an online option for students

Data obtained from transfer applications and follow-up interviews via phone

- They prefer an online school
- They have a sibling attending a virtual charter
- A flexible schedule is needed
- They want to avoid bullying that happens at in-person schools
- Frustrated with RSD
- They need a more challenging curriculum
- They want to get their GED

Reynolds School District

REPURPOSE EXISTING FACILITIES: ONE-TIME COST

Renovate/Repurpose Existing Edgefield Building

Anticipated Renovation Costs: $549,000

- Included in the Operations Budget

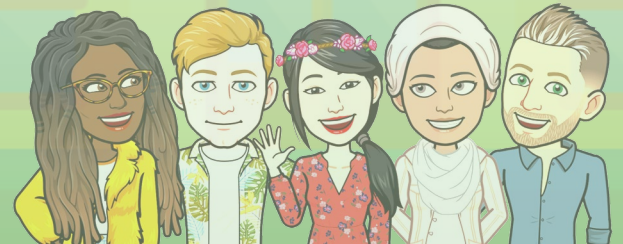
We have not received a cost estimate for furnishings

Reynolds School District

K-12 PROGRAM 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

Total Staffing Cost: $2,320,000

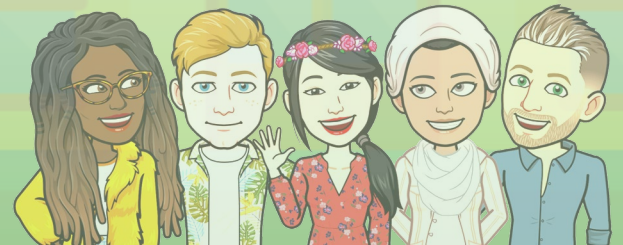


Reynolds School District

K-12 PROGRAM BUDGET 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

(Projected Revenue: $2,940,000) Total Projected Cost: $2,703,792



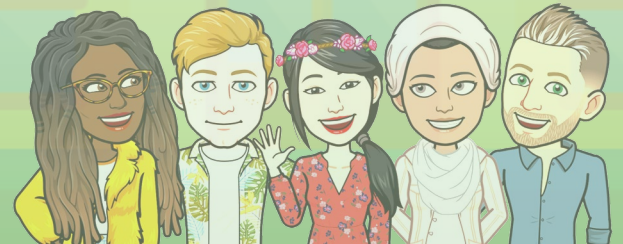
Reynolds School District

FIXED ON-GOING COSTS WITH A REDUCED PROGRAM SCOPE

Principal	$175,000
Counselor	$110,000
Secretary	$55,000
Transportation	$40,000
Nutrition	$18,792
SpEd*	$110,000
ELD*	$110,000

*SpEd and ELD are reduced at a rate of 1/2

(not proportionate to the program scope reduction)

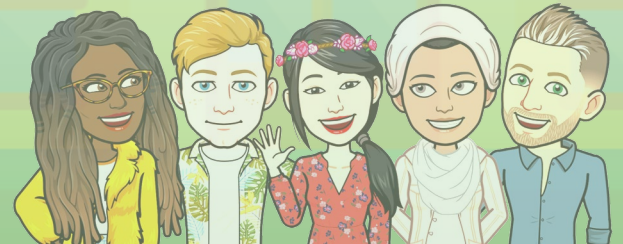


Reynolds School District

ELEMENTARY PROGRAM BUDGET: ON-GOING STAFFING COST

5 FTE: Elementary School Level Teachers (Licensed)	5 FTE	$550,000
1 FTE: Counselor (Licensed)	1 FTE	$110,000
1 FTE: Principal (Licensed)	1 FTE	$175,000
1 FTE: Secretary (Classified)	1 FTE	$55,000
1 FTE: ELD (Licensed)	1 FTE	$110,000
1 FTE: SpEd (Licensed)	1 FTE	$110,000

Total Staffing Cost: $1,110,000

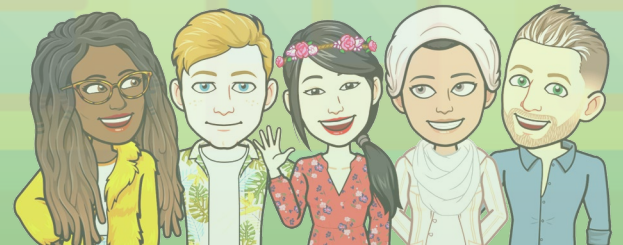


Reynolds School District

ELEMENTARY BUDGET SUMMARY

Staffing		$1,110,000
Materials, Supplies		$10,000
Student Technology		$33,000
Staff Technology		$10,000
Edgenuity		Not Needed
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

(Projected Revenue: $980,000) Total Projected Cost: $1,221,792

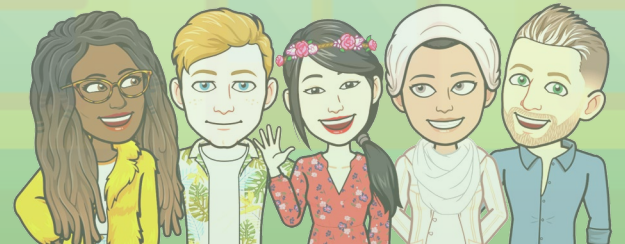


Reynolds School District

MIDDLE SCHOOL PROGRAM BUDGET: ON-GOING STAFFING COST

4.5 FTE: Middle 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
1 FTE: ELD (Licensed)	1 FTE	$110,000
1 FTE: SpEd (Licensed)	1 FTE	$110,000

Total Staffing Cost: $1,055,000

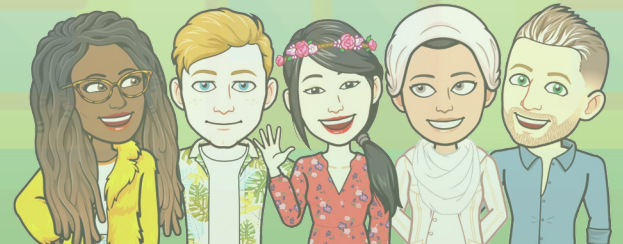


Reynolds School District

MIDDLE SCHOOL BUDGET SUMMARY

Staffing		$1,055,000
Materials, Supplies		$10,000
Student Technology		$33,000
Staff Technology		$10,000
Edgenuity		$87,500
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

(Projected Revenue: $820,000) Total Projected Cost: $1,254,292

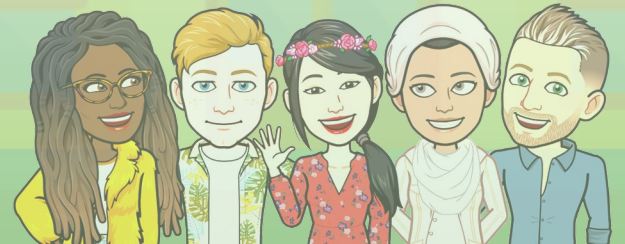


Reynolds School District

HIGH SCHOOL PROGRAM BUDGET: ON-GOING STAFFING COST

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
1 FTE: ELD (Licensed)	1 FTE	$110,000
1 FTE: SpEd (Licensed)	1 FTE	$110,000

Total Staffing Cost: $1,055,000

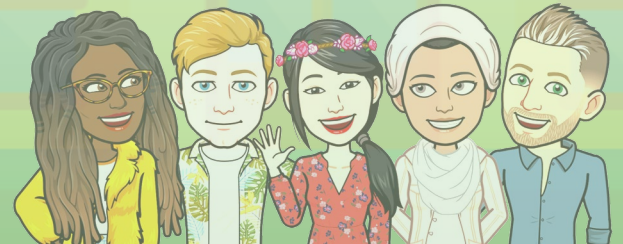


Reynolds School District

HIGH SCHOOL BUDGET SUMMARY

Staffing		$1,055,000
Materials, Supplies		$10,000
Student Technology		$33,000
Staff Technology		$10,000
Edgenuity		$87,500
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

(Projected Revenue: $1,140,000) Total Projected Cost: $1,254,292



Reynolds School District

BUDGET OPTIONS COMPARISON

Budget Item:	K-12 Program:	Elementary Program:	Middle School Program:	High School Program:
Staffing	$2,320,000	$1,110,000	$1,055,000	$1,055,000
Materials/Supplies	$20,000	$10,000	$10,000	$10,000
Student Technology	$100,000	$33,000	$33,000	$33,000
Staff Technology	$30,000	$10,000	$10,000	$10,000
Edgenuity	$175,000	Not Needed	$87,500	$87,500
Transportation	$40,000	$40,000	$40,000	$40,000
Nutrition	$18,792	$18,792	$18,792	$18,792
Projected Costs:	$2,703,792	$1,221,792	$1,254,292	$1,254,292
*Projected Revenue:	$2,940,000	$980,000	$820,000	$1,140,000

*Projected Revenue based on percentage of sample group with complete data at each level

Reynolds School District

FUNDING AN ONLINE PROGRAM

Elementary and Secondary School Emergency Relief (ESSER) Fund $1,000,000

+

9-12 Student Enrollment Revenue up to $1,140,000

Recommend Launching a 9-12 Online School Program in Year One of a Multi-Year Expansion

- Students in grades 9-12 were the largest population of students who left the district
- Scale to lower grade levels in subsequent years

Reynolds School District

OPENING THE ONLINE PROGRAM IN FALL 2021

Planning to Start Immediately due to Short Timeline

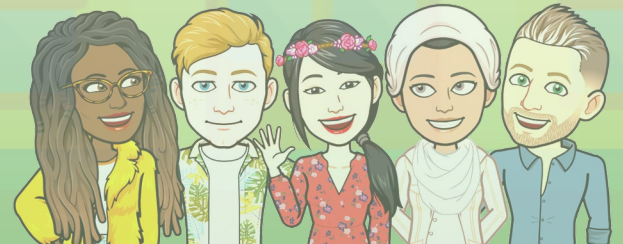
Hiring of a Planning Coordinator

Hiring of Staff

Renovation of Facilities

Advertisement/Marketing to Families and Community

3-year Commitment for the 2021-2022, 2022-2023 and 2023-2024 School Years to attract families and staff



Reynolds School District

QUESTIONS

Reynolds School District

Reynolds School District

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

To: Board of Directors

From: Dr. Nicole MacTavish, Chief Academic Officer

Prepared by: Debbie Nicolai, Director of Curriculum, Instruction & Innovation

Subject: **Culturally Relevant Text Presentation**

Policy: Instructional Resources/Instructional Materials - IIA

Date: March 31, 2021

Action ☐
Report ☒

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:
Research clearly shows that the use of Culturally Relevant Text (CRT) for instructional purposes improves student achievement outcomes. Students have a better understanding of books and, as a result, become more engaged in their reading. As student enjoyment and interest increases, students become motivated to read more. The Curriculum Department is recommending a purchase of Culturally Relevant Text to enhance current instructional materials.

Please refer to the following attachments:

- CRT Rubric English
- CRT Rubric Spanish
- CRT Book List Samples
- CRT Research Summary
- CRT Committee Members

Previous Board Action:
Not Applicable

Background:
The current environment in our city, state, and nation has brought attention to the negative effects of systemic bias, implicit bias, and explicit bias against peoples of color in our society.

Staff, families, and community members are united in a desire to make the Reynolds School District educational system more affirming of all peoples, and specifically for students of color. This requires the ability for our schools to engage students in learning materials that are reflective of all races, cultures, and identities. Reynolds School District acknowledges this diversity as an asset.

A committee was formed to identify Culturally Relevant Text that represents the diversity of our students and is of high caliber for literacy instruction. Community partners, families, students, and staff members were invited to participate in this work. Invitations were sent in multiple languages. Staff members and community partners personally invited family members to participate. Translation service were available at all committee meetings.

Committee membership requests were received from:

- 49 staff members (five are bilingual)
- Three former/current students (one bilingual)
- 45 parents (12 bilingual)

Participant languages include Spanish, French, Tigrinya, and English

To begin the work, the committee designed an affinity interview that sought to identify characteristics of literature and/or storytelling that are most important to our families. These interviews were conducted to elevate the voices of our most marginalized families, who may not be represented on the committee. Committee members and district/school liaisons captured the responses of 34 families in English, Spanish, Somali, Vietnamese, and Russian.

The committee examined a range of research materials. The Research Summary attachment lists the resources that strongly influenced our work. Our research findings identified the following three patterns in most sources:

- The US Department of Education, and most state government educational agencies (including Oregon), have enacted legislation to ensure schools are responsive to students' diverse identities and that all schools provide a 360^{o} perspective to the study of cultural histories, including American history.
- Culturally Relevant Text enhances students' abilities to interact with text, thereby decreasing implicit, explicit and systemic barriers to students of non-dominant culture backgrounds and increasing student achievement outcomes for all.
- Culturally Relevant Text is a critical component of Culturally Responsive Teaching. Culturally Responsive Teaching, a pedagogy that recognizes and affirms students' cultural references in all aspects of teaching and learning, is explicit in a system that believes all students can achieve the highest levels of learning.

For two months, committee members collaborated to create a rubric that would identify and evaluate inclusive, non-stereotypical, anti-racist, anti-biased characteristics of books and text. The rubric was tested by school staff, parents, and administrators in an effort to ensure that its use would assure a more calibrated and validated evaluation of instructional materials. The

rubric was, and still is, used by committee members and school administrators/staff to identify literature that meets the criteria for cultural relevancy.

There is no doubt that the efficacy of this work is tantamount to our success in serving Reynolds' students. The urgency of this adoption is evident in achievement data, engagement data, and survey data of home-to-school relationships.

The Reynolds School District is uniquely poised to act on the adoption of Culturally Relevant Text this year due to unexpected, unexpended Curriculum Department funds during Comprehensive Distance Learning.

The Reynolds School District is uniquely poised to act on the adoption of Culturally Relevant Text next year due to the Oregon Department of Education's requirement to adopt and purchase English Language Arts/English Learner instructional materials during SY 21-22. The identification, purchase and implementation of Culturally Relevant Text will become an integral component of the adoption cycle.

The work of this committee is far from over. Additional tasks include:

- Elevate the urgency and efficacy of Culturally Relevant Text during the English Language Arts/English Learner instructional materials state adoption process of SY 21-22.
- Design staff training in the use of Culturally Relevant Text within a more responsive and affirming instructional model – in all content areas, in all grades.
- Deliver training to all administrators, teachers and media staff in the use of Culturally Relevant Text.
- Measure implementation of staff training in the use of Culturally Relevant Text to effectively engage our students in literacy learning.
- Continue to identify Culturally Relevant Text for future annual purchases.
- Continue to train staff in the use of Culturally Relevant Text.

Financial Implications:
The Curriculum Department has earmarked funds for this purchase within the SY 20-21 approved department budget appropriations. Due to nursing contracts coming in under what was initially budgeted, and late hires of school counselor positions, there are additional dollars in the Student Investment Account that must be spent by June 30, 2021. Additionally, federal grant funds have been dedicated to this endeavor in alignment with grant guidelines and intended outcomes.

The Curriculum Department budget will annually earmark funds for the purchase of CRT instructional materials in the future.

General Fund – Elementary, Middle, High Programs – Classroom Textbooks	$225,000
General Fund – Staff Development – Textbooks – Training Materials	$150,000
Federal Title Grants	$180,000
Student Investment Account	$230,000
TOTAL	$785,000

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

Reynolds School District

CULTURALLY RELEVANT TEXT RUBRIC

CRITERIA (Category or characteristic of text)	1 - MINIMAL (Focused on dominant culture characteristics)	2 – EMERGING (Surface or stereotypical characteristics of non-dominant cultures are present)	3 – EFFECTIVE (Represents affirming multi-cultural and diverse perspectives, norms and characters)	4 – HIGHLY EFFECTIVE (Pivots the text to represent multi-cultural and diverse perspectives, norms and characters as integral to the meaning of the text)
Point of View Author's perspective/background (Who's the expert?)	Author does not have experience matching the story being told or does not represent the group (NF – does not identify research on the event)	Author has limited or second-hand experience matching the group, or the story being told (NF – limited sources of research)	Represents group or story being told (NF - thoroughly researched event)	Author has direct lived experience (NF – presents findings from all perspectives)
Anti-Bias / Culturally Relevant Language -stereotype -vocabulary of racism is avoided -oversimplified generalizations (religion, groups of people, gender) -copyright date suggests a careful review of text	Language fails to represent contemporary, non-discriminatory perspective; Language is outdated	Language is neutral but is sensitive to culture. Language may be outdated	Language is neutral and sensitive to culture. Language represents contemporary, non-discriminatory perspective; Language is current	Language represents sensitivity to non-discriminatory perspective; Language represents an understanding or emotional connection Language is current **Negative language re: race and culture in the text may exist if the purpose is to inform, educate, overcome*
Character (gender/sex, family, socio-economic status, physical and neuro Diversity, multicultural)	Protagonist is dominant culture "tokenism" "victim" "helpless"	Book may have diverse characters in the background but those are not the main characters in the book	Affirms multi-cultural characters and those characters are main characters and/or well-developed characters in the book	Characters in the book may represent multiple viewpoints (may oppose) and non-dominant cultures.

	Stereotypical situations or roles There is not a balance of power among characters White people are the central and / or superior figures Reinforces or counteracts messages that teach children to feel inferior or superior because of their skin color, gender, family income, ability, or family structure	Does not reflect our school communities		Characters in the book representative of our students and community. Ethnic groups are portrayed as equally independent/dependent, leaders/subordinates, peaceable/ militant, open/secretive, thoughtful/impulsive, Religions are not presented as either right or wrong. May include heroes of color Balance of power between all characters
Theme Does it imply morals/values? Equity/Decolonization	Book does not explore the theme of diversity. Book does not match the experiences of our communities.	Diversity may be present but is not explored as part of the theme of the book.	Book explores and discusses the theme of diversity.	Intentionally and explicitly explores the theme of diversity or social justice. The purpose or goal is to provide integral information and experiences from diverse backgrounds/perspectives.
Community Connection Do they our match families' experiences? Does it affirm everyday experiences? Success? Joy?	The theme or characters in the book do not match families' experiences from our communities.	The theme or characters in the book may match families' experiences from our communities but are limited (superficial, may perpetuate stereotypes)	The theme or characters in the book match families' experiences from our communities, but their everyday experiences are not affirmed or presented.	The theme or characters in the book match families' experiences from our communities. Everyday experiences are affirmed.
Illustrations (picture books) Reflect a diverse range of physical attributes	All illustrations and photos are of young, able-bodied, thin, traditionally attractive individuals.	Illustrations of secondary characters with a range of physical attributes. Settings do not depict	Illustrations include more than one under-represented example of physical attributes. Individuals are genuinely	Examples of different ages and body types are visible, (may include people of size, people with wheelchairs and people

	Settings perpetuate stereotypes.	diverse lifestyles and places.	portrayed with distinctive features. Settings may depict diverse lifestyles and places but may be overgeneralized.	with birth marks and other physical “differences”) Identity groups are portrayed in different settings and emotions – with different ranges of health - sometimes as able-bodied, sometimes as healthy, sometimes as ill and sometimes with challenges. Settings depict diverse lifestyles and places.

TEXTO SENSIBLE A LA CULTURA RÚBRICA

Criterios (Categoría o características del texto)	1 - MÍNIMO (Enfoca las características de la cultura dominante)	2 – EMERGENTE (Hay presentes características superficiales o estereotipadas de las culturas no-dominantes)	3 – EFICAZ (Representa perspectivas, normas y personajes multiculturales y diversos)	4 – ALTAMENTE EFICAZ (Gira el texto para representar perspectivas, normas y personajes multiculturales y diversos como parte integral del significado del texto)
Punto de vista Perspectiva/antecedentes del autor (¿Quién es el experto?)	El/la autor/a no tiene experiencia que coincida con la historia que se cuenta o no representa al grupo (No ficticio – no identifica la investigación sobre el evento)	El/la autor/a tiene una experiencia limitada o de segunda mano que coincide con el grupo o con la historia que se cuenta (No ficticio – fuentes limitadas de investigación)	Representa al grupo o la historia que se está contando (No ficticio – el evento es investigado a fondo)	El/la autor/a ha vivido la experiencia directamente (No ficticio – presenta hallazgos desde todas las perspectivas)
Lenguaje no prejuicioso / relevante a la cultura -estereotipo **- se evita** el vocabulario racista -generalizaciones simplificadas en exceso (religión, grupos de personas, género) -la fecha de los derechos de autor sugiere una revisión cuidadosa del texto	El lenguaje no representa una perspectiva contemporánea y no discriminatoria. El lenguaje está desactualizado	El lenguaje es neutral, pero es sensible a la cultura. El lenguaje puede estar desactualizado	El lenguaje es neutral y sensible a la cultura. El lenguaje representa una perspectiva contemporánea y no discriminatoria. El lenguaje es actual	El lenguaje representa sensibilidad a la perspectiva no discriminatoria; el lenguaje representa un entendimiento o conexión emocional. El lenguaje es actual
Personaje	El/la protagonista es de la cultura dominante	El libro puede tener otros personajes diversos, pero	Presenta personajes multiculturales y esos	Los personajes del libro representan las culturas no

(género/sexo, familia, situación socioeconómica, diversidad física, neurodiversidad, multicultural)	"tokenismo" "víctima" "Indefenso" Situaciones o papeles estereotipados. No hay un equilibrio de poder entre los personajes Los personajes blancos son las figuras centrales y/o superiores Refuerza o contrarresta mensajes que enseñan a los niños a sentirse inferiores o superiores debido al color de su piel, género, ingresos familiares, estructura familiar o a su habilidad	esos no son los personajes principales en el libro No refleja nuestras comunidades escolares	personajes son personajes principales y/o personajes bien desarrollados en el libro	dominantes y varios puntos de vista (pueden oponerse). Los personajes son representativos de nuestros estudiantes y comunidad. Todos los grupos étnicos son igualmente descritos independientes/dependientes, líderes/subordinados, pacíficos/ militantes, abiertos/reservados, reflexivos/impulsivos. Las religiones no se presentan como correctas o incorrectas. Incluye héroes de color Hay un equilibrio de poder entre todos los personajes
Tema ¿Implica morales/valores? Equidad/Descolonización	El libro no explora el tema de la diversidad. El libro no coincide con las experiencias de nuestras comunidades.	La diversidad puede estar presente, pero no se explora como parte del tema del libro.	El libro explora y discute el tema de la diversidad.	Explora intencional y explícitamente el tema de la diversidad o la justicia social. El propósito u objetivo es proporcionar información integral y experiencias desde diversos contextos/perspectivas.
Conexión comunitaria ¿Coinciden con las experiencias de nuestras familias? ¿Afirma las experiencias cotidianas? ¿Éxito? ¿Alegría?	El tema o los personajes del libro no coinciden con las experiencias de las familias de nuestras comunidades.	El tema o los personajes del libro pueden coincidir con las experiencias de las familias de nuestras comunidades, pero son limitadas y/o superficiales (pueden perpetuar estereotipos)	El tema o los personajes del libro coinciden con las experiencias de las familias de nuestras comunidades, pero sus experiencias cotidianas no son reafirmadas ni está presentes.	El tema o los personajes del libro coinciden con las experiencias de las familias de nuestras comunidades. Se afirman experiencias cotidianas.
Ilustraciones Refleja una amplia gama de atributos físicos	Todas las ilustraciones y fotografías son de individuos jóvenes,	Presenta ilustraciones de los personajes secundarios con un rango	Las ilustraciones incluyen más de un ejemplo de atributos físicos	Ejemplos de todas las diferentes edades y complexiones físicas,

	capaces, delgados, tradicionalmente atractivos. El entorno/marco perpetúa los estereotipos.	de atributos físicos. El ambiente/marco no representa diversos lugres ni estilos de vida diversos	subrepresentados. Los individuos son genuinamente descritos con rasgos distintivos. Los entornos pueden representar diversos estilos de vida y lugares pero puede darse una sobregeneralización	incluyendo personas de pesos diferentes, personas en sillas de ruedas; con marcas de nacimiento y otras "diferencias" físicas. Todas las identidades son presentadas/descritas en diferentes entornos y emociones – con diferentes rangos de salud, a veces muy saludables, a veces enfermos y a veces con desafíos. El ambiente/marco muestra diversos estilos de vida y lugares.

Reynolds School District

Culturally Relevant Text

SECONDARY		
Title	**Author**	**Cost**
The Beautiful Struggle	Ta-Nehisi Coates	15.99
All Boys Aren't Blue	George M. Johnson	12.98
The Hate U Give	Angie Thompson	13.97
Punching the Air	Ibi Zoboi & Yusef Salaam	14.56
A Long Way Gone	Ishmeal Beah	12.99
Heart Unbroken	Cynthia Leitich Smith	14.99
Gaza Writes Back: Short Stories from Young Writers in Gaza, Palestine	Refaat Alareer	18.75
Across a Hundred Mountains	Reyna Grande	15.50
The Black Kids	Christina Hammonds Reed	15.19
Genesis Begins Again	Alicia D. Williams	8.99
American Like Me	America Ferrerra	17.99
I am not your Perfect Mexican Daughter	Erika L. Sánchez	15.69
Dear Martin	Nic Stone	10.79
The Poet X	Elizabeth Acevedo	14.99
All American Boys	Jason Reynolds	12.62
Piecing me Together	Jewell Parker Rhodes	14.69
Habibi	Naomi Shihab Nye	19.80
Under the Mesquite	Guadalupe Garcia McCall	15.76
Tristan Strong Punches a Hole in the Sky	Kwame Mbalia	12.20
American Born Chinese	Gene Luen Yang	21.99
Tight	Torrey Maldonado	16.99
The Stars Beneath Our Feet	David Barclay Moore	14.49
Long Way Down	Jason Reynolds, Danica Novgorodoff	9.99
Brown Girl Dreaming	Jacqueline Woodson	16.99
The First Rule of Punk	Celia C. Pérez	12.99
Blended	Sharon Draper	11.99
From the Desk of Zoe Washington	Janae Marks	11.99
Efrén Divided	Ernesto Cisneros	15.29
I am Alfonzo Jones	Tony Mendina	14.99

Culturally Relevant Text

GRADES 3-5		
Title	**Author**	**Cost**
A Different Pond	Bao Phi	13.69
Amazing Life of Azaleah Zane	Nikki Shannon Smith, Mari Lobo	12.79
Drita, My Homegirl	Jenny Lombard	16.61
When Stars are Scattered	Victoria Jamieson, Omar Mohamed	10.95
Eagle Song	Joseph Bruchac	16.80
New Kid	Jerry Craft	10.19
Woke- A Young Poet's Call to Social Justice	Mahogany L. Browne, Elizabeth Acevedo	16.99
Friends From the Other Side	Gloria Anzaldua, Consuelo Mendez	10.95
Other Words From Home	Jasmine Warga	10.79
Inside Out and Back Again	Thanhha Lai	20.99
Land of the Cranes	Aida Salazar	13.89
Twins	Varian Johnson	14.68
Spirits Among Us	Sherry Howard	16.95
The Pow Wow Thief	Joseph Bruchac and Dale DeForest	16.61
Jazmin's Notebook	Vicki Grimes	15.69

Culturally Relevant Text

GRADES K-2		
Title	Author	Cost
Dreamers	Yuyi Morales	11.39
Name Jar	Yangsook Choi	7.99
Separate is Never Equal	Matt de la Peña	14.99
Last Stop on Market Street	Matt de la Peña	14.51
The Skin Like Mine	LaTashia M. Perr	8.95
The Proudest Blue	Ibtihaj Muhammad, S. K. Ali	15.78
Drum Girl Dream	Margarita Engle, Rafael López	13.49
Something Happened in My Town	Marianne Celano	14.89
We are the Water Protectors	Carole Lindstrom, Michaela Goade	16.19
Baba, What Does My Name Mean	Rifk Ebeid, Lamaa Jawhari	14.99
Skin Like Mine	LaTashia M. Perry	17.99
Eyes that Kiss in the Corners	Joanna Ho	14.39
Sulwe	Lupita Nyong'o	9.94
Milo Imagines the World	Matt de la Peña	13.34
Where Are You From?	Yamile Saied Mendez	15.99
Leila in Saffron	Rukhsanna Guidroz	17.99

Reynolds School District

Culturally Relevant Text
Research Summary

Oregon Center for Educational Equity
OCEE's mission is to interrupt and transform current and systemic educational inequities for historical oppressed student populations.

Oregon Department of Education
Resources for educators seeking to help students discern fact from fiction, recognize multi-faceted and multi-cultural perspectives, and understand the cultural and societal histories of marginalized groups.

Washington State Office of Superintendent of Public Instruction, Equity & Civil Rights Division
Washington Models for the Evaluation of Bias Content in Instructional Materials.

Comprehensive Center Network
US Department of Education regional model to provide resources and technical assistance to Public Education Schools. Tools and Guidance for Evaluating Bias in Instructional Materials.

International Literacy Association
ILA is a professional organization connecting research and practice to continuously improve the quality of literacy instruction across the globe.

Center for the Study of Social Policy
National non-profit organization that connects community action, public system reform, and policy change to create a fair and just society in which all children and families thrive.

Learning Forward
Professional Learning Association providing support to state, district and school staff. Empathy Interviews to ensure the diverse lived experiences of people are centered in decisions and actions.

EdReports
An independent nonprofit designed to identify high-quality, research proven instructional materials.

Learning for Justice
Formerly Teaching Tolerance, this organization is a project of The Southern Poverty Law Center. The organization's goal is to center justice and support educator actions to realize change.

The Antiracism Academy
Online educational videos for parents, teachers and kids designed to dismantle racism and promote social justice.

CRT Committee Members

Participants of at least one committee meeting:

Name	Representing
C Eggert	Parent
C Kinney	Parent
E Hayes	Parent
M Demsky	Parent
M Saechao	Parent
E Larson	Liaison
I Gonzalez	Liaison
S Quesada-Kahler	Liaison
J Phillips	Transportation
D Huerta	Alder Elementary
M Ingoglia	Davis Elementary
G Otto	Fairview Elementary
J Pribil	Fairview Elementary
A Lehman	Glenfair Elementary
N Mickanen	Glenfair Elementary
A Collins	Hartley Elementary
C Rowell	Hartley Elementary
A Melton	Margaret Scott Elementary
L Schmidt	Troutdale Elementary
M Hardin	HB Lee MS
A Hofmann	WMMS
H Feinberg	RMS
P Snyder	RMS
A Conlin	TOSA
A Davis	TOSA
C Rivera	TOSA
L Fenn	TOSA
S Pluchos	TOSA
T Haring	TOSA
D Nicolai	Director of Curriculum, Instruction & Innovation

Reynolds School District

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

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: JHC – Student Health Services and Requirements

Date: March 31, 2021

Action	☐
Report	☒

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 second 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:
Not Applicable

Motion:
Not Applicable

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[1]; and

[1] "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.[2]

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

Legal Reference(s):

ORS 332.107 ORS 339.343 OAR 581-022-2510

Cross Reference(s):

JHC - Student Health Services and Requirements

[2] ODE will provide a list of available programs.

Reynolds School District

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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Dr. Angela Freeman, Assistant Superintended of HCM and Interim Executive Director of Schools

Subject: **School/Department Improvement Plan Progress Reports**

Policy: Evaluation of Instructional Programs - IM

Date: March 31, 2021

Action ☐
Report ☒

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:
At the October 7th and 14th Board Work Sessions last fall, the Board of Directors had the opportunity to learn about the School Improvement Plan (SIP) and District Improvement Plan (DIP) goals set for Reynolds School District for the 2020-2021 school year.

Since that time, schools and district departments have been doing the work outlined in their plans and have made significant progress on their goals.

The Superintendent's Action Plan requires updates to the Board of Directors on progress toward SIP and DIP goals, and this report serves that purpose.

Attached, you will find documentation of the progress each building and department has made on their improvement goals.

The Cabinet and Superintendent are present to answer any questions or note any comments the Board may have upon reviewing these documents.

Previous Board Action:
Not Applicable

Background:
Not Applicable

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

Reynolds School District 7

Alder Elementary

2020-2021 Formative Review with Notes

123

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

124

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Equity: 7
- Goal 3: Communication 10
- Goal 4: Safety 11

125

Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show meaningful, average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: Assessment Data
IEP Data
MTSS Data

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: All teachers will use the RSD K-10 Framework for instruction for both reading and math. **Strategy's Expected Result/Impact:** Clarity of instruction Focus on the priority standards for the grade level **Staff Responsible for Monitoring:** Building Admin PLC Leads **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: English Language Development and SPED support provided through real-time opportunities within the general education setting **Strategy's Expected Result/Impact:** English Language development increase for all students Access to grade level content standards **Staff Responsible for Monitoring:** ELD and SPED staff General Education teachers Building Administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Professional Development in the use of the UDL model for instruction. **Strategy's Expected Result/Impact:** Increase in research based strategies to be used within the general education classroom that meet the learning needs of all students **Staff Responsible for Monitoring:** ELD/SPED/General Ed Teachers Building Admin **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	**Dec** 	**December Evidence of Progress**
	Mar 	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement

Performance Objective 2: Develop various pathways and procedures to enable each student to have access to authentic, real-world learning experiences across the curriculum and grade span.

Evaluation Data Sources: PLC's will document the authentic/real-world learning experiences available to every student.
Parent satisfaction survey.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Gather information by grade level, in order to celebrate and identify real-world learning experiences that are taking place at Alder Elementary. Identify possible gaps with regard to meaningful experiences for students. Utilize student and stakeholder voice to help identify future opportunities. **Strategy's Expected Result/Impact:** Increased academic engagement **Staff Responsible for Monitoring:** Instructional Team PLC Teams **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

128

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

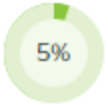
Goal 2: Equity:

Performance Objective 1: Create a culturally responsive climate that ensures racial equity and equity in access for African American/Black, Latinx, SPED, ELD, Spanish Immersion, and other underserved students and families.

Evaluation Data Sources: Student and Family Surveys
Synergy Attendance records
The Center for Educational Effectiveness survey results

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Increase in knowledge and application of Culturally Responsive Teaching practices. **Strategy's Expected Result/Impact:** Provide teacher tools to ensure students see themselves in the curriculum and daily lessons **Staff Responsible for Monitoring:** Principal Assistant Principal Equity Team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development	**Dec** 	**December Evidence of Progress** Alder equity team meets regularly every 2 weeks to plan staff PD that includes staff from Alder Montessori program. Equity team plans and communicates to other committees the process on how they will communicate in effort to ensure equity is infused in all committees. Principal provides PD on how to have conversations about Race on virtual classrooms, and with parents, families and community partners.
	Mar	**March Evidence of Progress** 129
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Increase of parent involvement and engagement in school activities. **Strategy's Expected Result/Impact:** Parents become engaged in school community **Staff Responsible for Monitoring:** Principal Assistant Principal Lead Secretary **Characteristics:** High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Develop relationships that support and foster social, emotional, and academic needs to ensure individual student success **Strategy's Expected Result/Impact:** Increase engagement of families and community partners **Staff Responsible for Monitoring:** Building Administrators Alder Equity Team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	**Dec** 	**December Evidence of Progress** Families reach out to counselors, social worker, and community partner to seek support and express needs.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

130

Goal 2: Equity:

Performance Objective 2: Develop an Alder Equity Team that will develop a Professional Learning approach to training and conversations around Equity for the full Alder staff and community partners

Evaluation Data Sources: Staff Survey
Student/ Family Survey

Goal 3: Communication

Performance Objective 1: Improve communication systems so that parents, students, teachers and administration are able to communicate effectively.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: School newsletter to families monthly and to Teachers weekly. Teacher updates to families weekly in online learning platforms. **Strategy's Expected Result/Impact:** Increase awareness of schools goals and initiatives, and improved engagement of families in their child's education **Staff Responsible for Monitoring:** Building Administrator Teachers	**Dec** 20%	**December Evidence of Progress** Started with weekly family zoom meetings, send home parent newsletters, and Remind messages sent as needed by teachers, front office staff and administrators.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

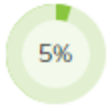
Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Quarterly video conferences for parent to share information, and give time for Q&A. **Strategy's Expected Result/Impact:** Improved relationships between parents and building admin leading to parents seeing themselves as members of the school community and influencers in plans for their children's education. **Staff Responsible for Monitoring:** Building Administrators	**Dec** 20%	**December Evidence of Progress** Weekly family zoom meetings to engage families in the school community day to day operations. Per family request we have 2 family meetings to work with family schedule, they are 2pm-3pm and 6pm-7pm.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Safety

Performance Objective 1: Increase our outreach to students and families feeling to ensure they feel safe and supported in our school community

Evaluation Data Sources: Student/Family Survey
Community Partner Feedback

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Physical outreach to families including bus stops apartment complexes and on-site parent conferences as requested and needed under Pandemic conditions. **Strategy's Expected Result/Impact:** Greater engagement and participation in school-sponsored events. **Staff Responsible for Monitoring:** Administration, Safety and Climate Committee **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3, 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress**  Social Worker, Counselors, Greater Than Community partner delivered meals to families weekly. Home visits, socially distanced and following all required safe protocols. Started with weekly family zoom meetings, to provide information to families regarding community partners, available resources and district level inquiries. Up to 50+ families attend. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Provide PD and Implement Safety Drills and safety protocols as directed by Reynolds School District **Strategy's Expected Result/Impact:** All staff and community members are aware of and able to follow, all safety protocols. **Staff Responsible for Monitoring:** Building Administrators School Safety Committee **Characteristics:** Clear and Shared Focus, Focused Professional Development	**Dec** — **December Evidence of Progress** Safety Drills and COVID-19 safety protocols shared with staff and drills taken place on time by the School Safety Committee. Full understanding of COVID-19 safety protocols by teachers, staff and families. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Davis Elementary

2020-2021 Formative Review with Notes

DAVIS
Elementary School

134

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

135

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Equity 6
- Goal 3: Communication 12
- Goal 4: Fiscal Responsibility 13
- Goal 5: Safety 14

136

Goals

Goal 1: Student Achievement

Performance Objective 1: Staff, students, and connected adults are working toward strengthen student achievement in ELA and Math

Evaluation Data Sources: STAR, OSAS, Dreambox, Lexia

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Clarity of instruction Focus on the priority standards for the grade level **Strategy's Expected Result/Impact:** Increased academic achievement for students. **Staff Responsible for Monitoring:** Building Admin PLCS **Title I Components (ORIS Domains):** 3.1, 3.4, 3.5 - **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Teachers are meeting in PLCs to review student progress. Seesaw/Schoology assignments STAR testing Assessments Zoom class meetings **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: English Language Development and Special Education support provided through co-teaching within the general ed setting during distance learning and on-site. **Strategy's Expected Result/Impact:** English Language development increase for all students Access to grade level content standards **Staff Responsible for Monitoring:** ELD and SPED staff Gen Ed teachers Building Administrators **Title I Components (ORIS Domains):** 3.4, 3.5, 3.6 - **Characteristics:** High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Schedule is in place for co-teaching model PLC time is providing for ELD and SPED to collaborate and plan co-teaching opportunities. What I Need afternoon intervention block has started **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Use of Lexia and Dreambox during applied/asynchronous learning time to support lagging skills and provide extension for those that are progressing more quickly through the standards. **Strategy's Expected Result/Impact:** Increase access to grade level standards and independent practice for students virtually and on-site. **Staff Responsible for Monitoring:** Classroom teachers **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Data reports from Lexia and Dreambox. Usage is slowly starting to increase. Additional training is needed. School Improvement Team will discuss how to increase Lexia and Dreambox usage.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Professional Development in the implementation of the UDL (Universal Design for Learning) model for instruction. **Strategy's Expected Result/Impact:** Increase in research based strategies to be used within the gen ed classroom that meet the learning needs of all students **Staff Responsible for Monitoring:** Building Admin **Title I Components (ORIS Domains):** 3.2, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	**Dec** 	**December Evidence of Progress** UDL PD was done with staff this fall. Schedule is set up to promote UDL for students.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Equity

Performance Objective 1: Provide opportunities for families to engage in distance learning and on site.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: 10 classroom teachers are piloting "Academic Parent Teacher Teams," which will provide three opportunities for families to learn strategies to support a priority learning standard in their students grade level. **Strategy's Expected Result/Impact:** Increased academic and parent engagement. **Staff Responsible for Monitoring:** Building Admin APTT Coach Classroom Teachers Support Staff **Title I Components (ORIS Domains):** 3.3, 3.4, 3.5, 3.6 - **Characteristics:** High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement	**Dec** 25%	**December Evidence of Progress** 8 teachers are now participating in APTT due to CDL. Fall APTT meetings were held in October with positive feedback from families. The next round of APTT meetings will be in February.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Monthly parent meetings and surveys in order to gain feedback around distance learning and on-site learning when we return to the building. **Strategy's Expected Result/Impact:** Better understanding of barriers families are experiencing. **Staff Responsible for Monitoring:** Building Admin Davis Support Team **Title I Components (ORIS Domains):** 3.3, 3.6 - **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 30%	**December Evidence of Progress** We have been having monthly parent events to get feedback from families. We have done two building level surveys to get feedback around CDL. Latinx family group is being started this month. February parent meeting is planned.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Learning opportunities provided to parents to increase capacity for families to support distance learning. **Strategy's Expected Result/Impact:** Increased student engagement. Increased family engagement. **Staff Responsible for Monitoring:** Building Admin Davis Support Team **Title I Components (ORIS Domains):** 3.3, 3.4, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 20% Our counseling and social work team has provided several learning opportunities for families to come and learn during CDL. -SNAP presentation -How to set up a learning space in CDL/Online Study Tips -Online apps and How Tos Support team is reaching out to families to support and check in on student attendance. Learning opportunities are provided as needed. Provided study corrals and head phones to all families to support learning at home. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress** 140

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive Teaching practices.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Continue book study of Culturally Responsive Teaching and the Brain by Zaretta Hammond. **Strategy's Expected Result/Impact:** Shared language between staff in discussing culturally responsive teaching practices. **Staff Responsible for Monitoring:** Building Admin Davis Staff **Title I Components (ORIS Domains):** 3.2, 3.3, 3.4, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	**Dec** 15%	**December Evidence of Progress** Restarting book study 1/27/21 that we started in March 2020 and paused due to CDL. PD has been based in CRT practices.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

141

Goal 2: Equity

Performance Objective 3: Increase in number of regular attenders.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Davis support team will provide tiered levels of support for attendance during distance learning and on-site. **Strategy's Expected Result/Impact:** Increased engagement by students and families. Increased academic outcomes. **Staff Responsible for Monitoring:** Davis Support Team **Title I Components (ORIS Domains):** 3.2, 3.3 - **Characteristics:** High Standards and Expectations for All Students, High Levels of Family and Community Involvement	**Dec** 20%	**December Evidence of Progress** Each grade level has an assigned staff member to supports families with attendance. Working with All Hands Raised and Glenfair to increase student attendance. Attendance team is monitoring attendance data weekly and working with teachers/families to support families.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Check-ins and daily classroom meetings to build relationships and provide peer interaction to students. **Strategy's Expected Result/Impact:** Increase in trust and collaboration between staff, student and families. Increased engagement and feeling of belonging in the school community **Staff Responsible for Monitoring:** Support Team Davis Staff Building Admin **Title I Components (ORIS Domains):** 3.4, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 45%	**December Evidence of Progress** Classrooms are holding four classroom meetings a week at 9:00 am. Mondays there are two opportunities for students to come to the "Dragon Den" and a schoolwide "Movement and Music Session" with our music and PE teacher.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity

Performance Objective 4: Check-ins and daily classroom meetings to build relationships and provide peer interaction to students.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Parent Academies at the beginning of the year to support families in getting set up on their device and online learning platforms. **Strategy's Expected Result/Impact:** Increased understanding of platforms for distance learning. Building positive relationships with families. **Staff Responsible for Monitoring:** Building Admin Davis Staff **Title I Components (ORIS Domains):** 3.3, 3.4 - **Characteristics:** High Standards and Expectations for All Students, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 100% This was completed with great success! We were successful in getting 98% of families set up with their devices during parent academies. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% 143 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Tech support provided on site at Davis by appointment. **Strategy's Expected Result/Impact:** Increased opportunities for families to receive the support they need during distance learning. **Staff Responsible for Monitoring:** Building Admin Davis staff **Title I Components (ORIS Domains):** 3.3, 3.4 - **Characteristics:** High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 35% This continues to be a service that we offer at Davis. Parents are using this service regularly. Families can also get support with technology during the book van weekly. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity

Performance Objective 5: Staff are working toward increased awareness of equity issues and increased equitable practices.

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: Communication

Performance Objective 1: The Davis staff will streamline and increase communication during distance learning to ensure connected adults understand expectations and learning goals of the school.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Communication Plan for Staff: Weekly Friday Newsletter, daily morning update, and Wednesday staff meetings. Limit additional emails in order for staff to focus on teaching and support families and students. **Strategy's Expected Result/Impact:** Increased understanding of what is happening at Davis, upcoming deadlines, tasks that need to be completed, etc. **Staff Responsible for Monitoring:** Davis Admin **Title I Components (ORIS Domains):** 3.1, 3.3 - **Characteristics:** High Levels of Collaboration and Communication	**Dec** 85%	**December Evidence of Progress** The communication plan with staff is effective and information is shared in a timely manner. Here is an example of a staff newsletter: https://sway.office.com/7v4GDi03kuOm8fgq?ref=Link
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Increase communication systems for families: Remind, phone callas, social media, and weekly newsletters with grade level specific calendars. **Strategy's Expected Result/Impact:** Increased engagement by families. Relationships building **Staff Responsible for Monitoring:** Office Staff Building Admin Teachers **Title I Components (ORIS Domains):** 3.4, 3.6 - **Characteristics:** High Levels of Family and Community Involvement	**Dec** 85%	**December Evidence of Progress** Communication with families during distance learning is effective and students have the information that they need. Here is an example of a parent newsletter that we are providing families weekly on the webpage, Facebook, and Remind: https://sway.office.com/46Rc8haa7DGIjrO5
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Fiscal Responsibility

Performance Objective 1: Use Davis budget to support increased achievement and family engagement for the Davis Community.

Summative Evaluation: Some progress made toward meeting Objective

Goal 5: Safety

Performance Objective 1: Increase Davis' students and families feeling that Davis is a safe and welcoming school

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
Strategy/Action 1: 4 parent teacher conference opportunities during the 2020-2021 school year. **Strategy's Expected Result/Impact:** Collaboration and relationships between families and Davis Staff. **Staff Responsible for Monitoring:** Davis Teachers Building Admin **Title I Components (ORIS Domains):** 3.3, 3.4, 3.6 - **Characteristics:** High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 45% Completed 3 parent teacher conferences. Planning for parent teacher conferences in March. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: On-site technology for parents during CDL. **Strategy's Expected Result/Impact:** Increased student engagement and ease of technology use. **Staff Responsible for Monitoring:** Rojas Davis Tech Team **Title I Components (ORIS Domains):** 3.3 - **Characteristics:** High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 60% This is still provided and used frequently by families. **Mar** — **March Evidence of Progress** 0% **May** — **May Evidence of Progress** 0% **June** — **June Evidence of Progress**

147

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Safety

Performance Objective 2: Staff, students, and connected adults are learning together to identify and respond appropriately to feelings.

Evaluation Data Sources: Kimochis, Morning Circle

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Teachers will have 30 minutes each day for a community building circle. They will be provided MindUP Monday PowerPoint's, Kimochis lessons, and circle ideas to support this work. **Strategy's Expected Result/Impact:** Increased connection to school. **Staff Responsible for Monitoring:** Admin Counselors **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment	**Dec** 65% **December Evidence of Progress** Teachers have morning meetings 4 days a week with a focus on SEL. Resources are provided to teachers. **Mar** 0% **March Evidence of Progress** **May** 0% **May Evidence of Progress** **June** **June Evidence of Progress**

148

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Reynolds School District 7

Fairview Elementary

2020-2021 Formative Review with Notes

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

150

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Equity 8
- Goal 3: Communication 12
- Goal 4: Safety 16

151

Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level priority standards that have been identified by the Reynolds School District for Comprehensive Distance Learning and possible Hybrid Learning model. 100% of students will show adequate or better growth on the established standardized assessment for the 20-21 school year.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: All teachers will use the RSD K-10 Instructional Framework for instruction for both reading and math. **Strategy's Expected Result/Impact:** Clarity and consistency of instruction, and laser-like focus on the priority standards at every grade level. **Staff Responsible for Monitoring:** Building Admin, PLC Leaders, Grade level teams	**Dec** **December Evidence of Progress** All teachers are teaching with the adopted core curricula. Unifying grade levels so all are in step with same priority standards and coordinated lessons is the next step. **Mar** **March Evidence of Progress** 152 **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: English Language Support and SPED support provided through real-time opportunities within the general ed setting. Specialists will assume roles as co-teachers and co-planners to ensure that all students have access to grade level instruction and intervention services to prepare them for that access. **Strategy's Expected Result/Impact:** English Language development strategies will benefit all students while ensuring academic English improvement for all emerging bilingual students at Fairview. Students being served through Individualized Education Plans will demonstrate growth in grade level standards as measured be district agreed upon assessment tool(s). **Staff Responsible for Monitoring:** ELD and SPED staff Gen Ed teachers Building Administrators	**Dec** **December Evidence of Progress** PLC time each week with specialist where they discuss the following weeks lessons and criteria for excellence. Share strategies to ensure that all students can perform at a level 3 (on level) on the common formative assessment for the week. Next step: incorporate more specific language targets and plan how to increase engagement where students use the academic language targeted. **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Use of Lexia and Dreambox during Applied Learning time to fill in lagging skills for students with gaps in grade level abilities and provide extension for those that are progressing more quickly through the standards. **Strategy's Expected Result/Impact:** Increase in access to grade level standards and offer targeted practice on lagging skills - resulting in adequate to accelerated growth for all students. **Staff Responsible for Monitoring:** Classroom Teachers, Specialists	**Dec** **December Evidence of Progress** All teachers have had formal Dreambox and Lexia training. 56% of students met usage requirement this week. However, 71% still show as high risk for meeting grade level reading expectations by the end of the year. Next step: increase percentage of students meeting usage requirements and teachers checking Lexia weekly to assign/directly teach lesson recommended. **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

154

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Ongoing Professional Development in the use of the Universal Design for Learning model for instruction. And use of UDL template for planning all instruction. **Strategy's Expected Result/Impact:** All PLCs using UDL template for planning within grade level and with specialists. Plans provided to administration weekly. Increase in research based strategies to be used within the general education classroom that meet the learning needs of all students. Higher levels of student engagement in Comprehensive Distance Learning. **Staff Responsible for Monitoring:** ELD/SPED/General Ed Teachers Building Admin	**Dec** 30% **December Evidence of Progress** PLCs are aligning their lesson targets around the priority standards and identifying a weekly Common Formative Assessment that they will use to gauge progress. They post these plans. Start Monday PLCs with a review of the results of prior weeks PLC. Specialists are able to assist with differentiation of instruction to help ALL students succeed on CFA. Next step adding the academic language goals to the UDL weekly documentation. **Mar** 0% **March Evidence of Progress** **May** 0% **May Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity

Performance Objective 1: Increase of parent involvement and engagement in their children's online learning and engagement in school activities.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Increase communication (See communication goal below)	**Dec** — **December Evidence of Progress** 25% See evidence in Communication Goal **Mar** — **March Evidence of Progress** 0% **May** — **May Evidence of Progress** 0% **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Provide ongoing parent academies to build better understanding of the online learning platforms and tools that students will be using for CDL; and help in designing schedules and routines in the home to ensure CDL success for all children. Specific outreach will be made to ensure involvement of traditionally marginalized members of our community. **Strategy's Expected Result/Impact:** Increased communication between traditionally marginalized families and teachers/other school personnel. Parents participating fully in setting up structures to support academic progress at home. Higher levels of engagement from students. **Staff Responsible for Monitoring:** Building administration, Counselor and Social Worker, SUN partners from MFS, ELD and Sped teachers, classroom teachers.	**Dec** — **December Evidence of Progress** 0% parent academies on hold due to surge of corona virus cases. **Mar** — **March Evidence of Progress** 0% **May** — **May Evidence of Progress** 0% **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive and Anti-Racist Teaching practices

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Complete Book study of Culturally Responsive Teaching and the Brain by Zaretta Hammond. Book study of Betinna Love's book, We Want to do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom. Examine the phenomenon of White Privilege as a result of White Supremacist systems in our society that adversely affect BIPOC in our community. **Strategy's Expected Result/Impact:** Use of CRT strategies within the classroom; Deeper understanding of white privilege and the need for anti-racist pedagogy; anti-racist curriculum development in our fourth and fifth grade classrooms. Students heightened level of interest in education due to relevancy of content, examination of controversy, and empowerment through knowledge and seld-expression. Note to board and district administration - this work will necessarily be controversial in our community. We will need your support and collaborative proactive planning to prepare our community. **Staff Responsible for Monitoring:** District and building admin.	**Dec** 45% **December Evidence of Progress** Returned to professional development - antiracism and culturally responsive teaching - that was scuttled in March when we shifted to distance learning. focusing on articles and discussion of how staff biases can create trauma in schools and how we work to change that. **Mar** 0% **March Evidence of Progress** **May** 0% **May Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity

Performance Objective 3: Increase in number of regular attenders and number of students accessing lessons and submitting assignments.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: CARE team to meet weekly and provide tiered levels of support **Strategy's Expected Result/Impact:** Improvement of engagement in distance learning; discovery of family needs that we can help to provide for. **Staff Responsible for Monitoring:** Teachers, Counselor, Social Worker, Building Admin. Registrar, Lead Secretary.	**Dec** 60% **December Evidence of Progress** 96% regular attenders as measured by CDL metrics. Next Step: get that level of attenders IN class sessions and actively engaged with high interest lessons. **Mar** 0% **March Evidence of Progress** **May** 0% **May Evidence of Progress** **June** **June Evidence of Progress**

158

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Scheduled Daily "Live" Check-ins between staff and students. **Strategy's Expected Result/Impact:** Increase in trust and collaboration between staff, student and families. **Staff Responsible for Monitoring:** Teachers, CARE Team, Building Admin	**Dec** 45% **December Evidence of Progress** Specialists collaborating with teachers to plan regular check-ins to support students in Universal Design for Learning format. Next step: start virtual Student Study Teams to increase the support for students who need it. **Mar** 0% **March Evidence of Progress** **May** 0% **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Daily Peer Interaction within the classrooms and intervention groups. **Strategy's Expected Result/Impact:** Increased engagement and feeling of belonging in the school community **Staff Responsible for Monitoring:** Classroom Teachers	**Dec** 25% **December Evidence of Progress** PD on Talk Routines has been presented to staff. Teachers working with ELD specialists to incorporate Talk Routines into online classes to increase student engagement. All classes at least experimenting with TRs. One class recorde and highlighted at staff meeting. Next Step: recruit more teachers to record and highlight others. This will create a natural internal accountability and support process. **Mar** 0% **March Evidence of Progress** **May** 0% **May Evidence of Progress** **June** **June Evidence of Progress**

159

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Digital Learning Needs will be met for all students. This includes a systematic approach to having the infrastructure, devices, software systems, and digital content available to all students. **Strategy's Expected Result/Impact:** Universal access to CDL **Staff Responsible for Monitoring:** Tech Team, Dist. TOSA, Building admin, IT Dept.	**Dec** 50% **December Evidence of Progress** Teachers have had training in all platforms. Weekly meetings with Tech TOSA for support. Teachers are making rapid progress in tech abilities. **Mar** 0% **March Evidence of Progress** **May** 0% **May Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Communication

Performance Objective 1: Improve communication systems so that parents, students, teachers and administration are able to communicate easily.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Family monthly newsletter from school. Teacher updates to families weekly in online learning platforms. **Strategy's Expected Result/Impact:** Increase awareness of schools goals and initiatives, and improved engagement of families in their child's education **Staff Responsible for Monitoring:** Admin. Teachers	**Dec** — **December Evidence of Progress** 30% Neswletters going home monthly. Principal records video messages and sends them through Remind and email. Teachers regularly communicate with parents about class expectations. Next Steps: develop a weekly video news to share each Monday with school community (start with Principal message, Counselor and Social Worker messages, and PRIDE recognition) **Mar** — **March Evidence of Progress** 0% **May** — **May Evidence of Progress** 0% 160 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Quarterly video conferences for parent to share information, and give time for Q&A. **Strategy's Expected Result/Impact:** Improved relationships between parents and building admin leading to parents seeing themselves as members of the school community and influencers in plans for their children's education. **Staff Responsible for Monitoring:** Building Admin	**Dec** — **December Evidence of Progress** Regular communication about initiatives and resources available through Remind and email. Unable to progress beyond because COVID making it impossible to start our planned parent academies. SUN planning parenting classes. Next step SUN start virtual parent leadership classes in collaboration with school Social Worker and district Liaison, Erika Larson. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Survey families after video conferences within the platform. **Strategy's Expected Result/Impact:** Receive a broader range of feedback from parents which will help in root cause analyses of Problems of Practice. **Staff Responsible for Monitoring:** Building Admin	**Dec** — **December Evidence of Progress** Surveys were not shared during the conferences in November. 161 **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Maitain and up-to-date webpage **Strategy's Expected Result/Impact:** Provide another vehicle for dissemination of school information. **Staff Responsible for Monitoring:** School Counselor, Lead Secretary	**Dec** **December Evidence of Progress** Video messaging. **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: Increase social media presence for Fairview School on Fairview Parent Facebook Page **Strategy's Expected Result/Impact:** Provides a wider variety of ways for families to get information about Fairview and offer feedback to the school. **Staff Responsible for Monitoring:** School Counselor and Social Worker	**Dec** **December Evidence of Progress** Facebook page established and used, but not used widely. 162 **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

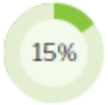
Strategy/Action 6 Details	Reviews	
Strategy/Action 6: Use of Remind App, autodialer, and school messenger for updates and family two way communication **Strategy's Expected Result/Impact:** Team approach to student learning Trust Building **Staff Responsible for Monitoring:** Building Admin	**Dec** 	**December Evidence of Progress** Remind has been very effective for two-way communication.
	Mar 	**March Evidence of Progress**
	May 	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Safety

Performance Objective 1:
Develop ways to incorporate restorative practices into CDL and Increase the use of restorative practices when/if we return to in-person instruction.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Restorative Practices Team to meet to discuss and develop methods for CDL and beyond **Strategy's Expected Result/Impact:** Teachers designing lessons with a clear growth mindset message for ALL students. **Staff Responsible for Monitoring:** RP Team	**Dec** — **December Evidence of Progress** 50% Behavior Specialist, Counselor and Social Worker have worked with admin to provide comprehensive digital citizenship and SEL curricula. They are supporting and co-teaching in classrooms when asked. All classes are teaching SEL lessons using these materials. Next Step: work with staff to reinstitute the integration of PRIDE traits into instructional practices during CDL. **Mar** — **March Evidence of Progress** 0% **May** — **May Evidence of Progress** 0% **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Review and revise behavior intervention strategies, systems and documentation procedures to continue to build on restorative justice as our approach to addressing unexpected behaviors. **Strategy's Expected Result/Impact:** Upon return to in-person school - all staff understanding and using systems of RJ, and far fewer students will be excluded from classroom instruction; and when exclusion happens it is for short self-regulation cooling off periods where self-regulation strategies are reinforced. Students removed from classroom settings will then be returned more quickly into welcoming environments. **Staff Responsible for Monitoring:** Buildin Admin, RP Team	**Dec**  **December Evidence of Progress** PD on being truly trauma-informed and sensitive continues. Behavior specialist, counselor, sw all meeting with students in groups and individually to help with behavior issues. Next step: work on updating the documentation system with new Sped. TOSA . **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

  No Progress Accomplished Continue/Modify Discontinue

Goal 4: Safety

Performance Objective 2: Use Second Step social-emotional learning program as our core SEL instruction in conjunction with anti-racist pedagogy.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Behavior Specialist, Counselor and Social Worker to provide online Second Step lessons for CDL and support in teaching the lessons. **Strategy's Expected Result/Impact:** Universal social-emotional language around the skills being taught and learned. Increase abilities to self-regulate by understanding emotions, reactions, conflict-resolution options. **Staff Responsible for Monitoring:** Buildin Admin, RP Team	**Dec** **December Evidence of Progress** Second Step lessons loaded in Schoology for teachers to use. Counselor and SW offer support where needed. Digital Citizenship curriculum in place and supported by our behavior specialist. Fifth grade has begun incorporating culturally responsive texts the school purchased for them into ELA/SS instruction. Next step: fifth grade share work they are doing with third and fourth teams. **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Classroom teachers teach a minimum of one Second Step lesson per week and incorporate skill practice into content areas throughout the week. **Strategy's Expected Result/Impact:** Students better able to use the SEL skills they are being taught. **Staff Responsible for Monitoring:** Classroom teachers.	**Dec** 50% **December Evidence of Progress** Lessons take place every week in every class - Monday class meeting time. Next Step: incorporating skill practice into content areas so students do not see these lessons as isolated and separate from their "scholarly" work. **Mar** 0% **March Evidence of Progress** **May** 0% **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Fourth and fifth grades share books and resources that highlight anti-racist movements and practices. **Strategy's Expected Result/Impact:** Students and families developing a better understanding of the tenets of the Black Lives Matter movement and the true value of diversity in our schools. **Staff Responsible for Monitoring:** Fourth and Fifth grade Teachers, Counselor, Social Worker, Building Admin.	**Dec** 30% **December Evidence of Progress** Mostly happening in one fifth grade class at this time. Next step is to encourage others to use these materials within their lessons. **Mar** 0% **March Evidence of Progress** **May** 0% **May Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Safety

Performance Objective 3: Professional development for all staff to develop deeper understanding of how systems of racial oppression are embedded into schools and thus marginalize some students.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Complete two book studies: Culturally Responsive Teaching and the Brain, Zaretta Hammond; and We Want to do More Than Survive, Betinna Love. **Strategy's Expected Result/Impact:** With deepened awareness comes the desire to begin to tear down those systems and construct more inclusive, loving ones. **Staff Responsible for Monitoring:** Building Admin, and Admin Supervisor	**Dec** 25%	**December Evidence of Progress** Began this PD on 12/7. Picking up where we left off with our CRT work from before the pandemic.
	Mar 0%	**March Evidence of Progress**
	May 0%	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

168

Reynolds School District 7

Glenfair Elementary

2020-2021 Formative Review with Notes

169

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Equity 6
- Goal 3: Communication 10
- Goal 4: Safety 11
- Goal 5: Fiscal Responsibility 14

171

Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: STAR Benchmark Assessments, Lexia assessments, Dreambox proficiency reports, and other local assessments determined by grade levels

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Grade Level PLCs will focus on planning all units and in reviewing all unit outcomes at the individual student level. All grade levels will plan for three levels of student support as needed: 1)whole group- grade level standards exposure for all, 2) small group grade level instruction differentiated to meet student needs, and 3) intervention instruction at the level of student instruction to bring them to grade level content. Comprehensive Distance Learning allows for more PLC time, increased number of staff assigned to tutor and/or facilitate small groups, and flexibility in scheduling to allow more small groups and more individualized instruction time. **Strategy's Expected Result/Impact:** More students getting exposure to grade level content and intervention **Staff Responsible for Monitoring:** Grade Level PLCs to monitor agendas and results **Title I Components (ORIS Domains):** 3.1, 3.4, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	**Dec** — **December Evidence of Progress** 60% Grade Level PLCs are meeting weekly to discuss student progress and adapt upcoming units. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Grade levels will offer clearer, stronger, and more intentional instruction by following priority standards as identified in RSD instructional framework documents K-5. **Strategy's Expected Result/Impact:** instruction is more focused and intentional on priority standards **Staff Responsible for Monitoring:** Structure of SUN to increase academic time starting winter session **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	**Dec** — **December Evidence of Progress** 80% All grade levels are following district framework documents. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: English Language Development and Specially Designed Instruction will be supported through collaborative planning and co-teaching in the general education setting. **Strategy's Expected Result/Impact:** all students learning together **Staff Responsible for Monitoring:** Special Education Staff, Classroom teachers, ELD Staff **Title I Components (ORIS Domains):** 3.2, 3.4, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	**Dec** 5%	**December Evidence of Progress** Progress is limited in co-teaching and collaborative planning in distance learning.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Professional development will be provided to all instructional staff for universal design for learning (UDL), a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. **Strategy's Expected Result/Impact:** impactful instruction for all learners evidence of UDL in classroom lessons evidence of UDL in teacher collaboration **Staff Responsible for Monitoring:** Principal **Title I Components (ORIS Domains):** 3.1, 3.2, 3.4, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	**Dec** 15%	**December Evidence of Progress** Professional Development was provided, but UDL model in distance learning has been complicated.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: Use of Lexia and Dreambox during applied/asynchronous learning time to support lagging skills and provide extension for those that are progressing more quickly through the standards **Strategy's Expected Result/Impact:** More independent practice of content at student independent learning level. **Staff Responsible for Monitoring:** Classroom Teachers **Title I Components (ORIS Domains):** 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	**Dec** 55%	**December Evidence of Progress** Grade levels have been increasing use of Lexia and Dreambox each month.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Equity

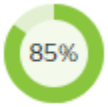
Performance Objective 1: Staff and Students at Glenfair will increase awareness and increase equitable practices

Evaluation Data Sources: CEE survey data

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Staff will engage in equity discussion guided by administration using the book Culturally Responsive Teaching and the Brain. **Strategy's Expected Result/Impact:** Teaching practices to reflect cultural response and sensitivity for greater student outcomes **Staff Responsible for Monitoring:** Calendar of meetings and agenda **Title I Components (ORIS Domains):** 3.1, 3.2, 3.4, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Staff have engaged in 2 presentations of CRT. We have 2 additional PDs scheduled. We have a deep dive team working on content. We are contracting with CFEE for 4 sessions prior to the end of the school year.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Glenfair will maintain a staff equity team with a goal of surfacing parent and student voice **Strategy's Expected Result/Impact:** on-going data driven professional development and student support **Staff Responsible for Monitoring:** Monthly meeting scheduled, agenda, notes, commitments **Title I Components (ORIS Domains):** 3.1, 3.3 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Equity team meets weekly. Student social justice club meets weekly. The students are planning and implementing a Black History Month assembly.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Students will be taught strategies to handle emotions through Social Emotional Learning curriculums (SEL) - Kimochis (identifying feelings, how to talk about feelings, appropriate ways to communicate), Zones of Regulation- (identify how you are presenting in a situation and how to get back to balance), Community Circles (to feel a part of a bigger entity or group) **Strategy's Expected Result/Impact:** Students will either choose to implement strategies or will apply strategies at teacher prompting to ensure safe an successful school experience **Staff Responsible for Monitoring:** Professional Development on SEL curriculums, check-in with teacher implementation, observations with feedback	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Kimochis training and monthly lessons have been going well. Students are offered a daily check-in and support through community circles. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: A social justice club for students will be offered **Strategy's Expected Result/Impact:** greater student voice **Staff Responsible for Monitoring:** Equity Committee Members **Title I Components (ORIS Domains):** 3.1, 3.3, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec**  **Mar** **May** **June**	**December Evidence of Progress** Social justice club meets weekly. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: Staff professional learning groups will be created and implemented with the goal of increased understanding, awareness, and practices around anti-racist efforts. Goals: - common working definition of racism - library of shared resources - increase student exposure to race in texts and content - ensure content covering racial history and current culture is examined for accuracy and to eliminate "whitewashing" **Strategy's Expected Result/Impact:** Evidence of anti-racist conversation, decision-making, and action **Staff Responsible for Monitoring:** Principal **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 55% Much of this work is blended in the CRT work as well. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity

Performance Objective 2: The percentage of regular attenders will increase

Evaluation Data Sources: State Report Card Attendance Rating

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Case managers are assigned to each grade level to support attendance/virtual engagement effort. All interventions, support, and concerns are reviewed at weekly attendance meetings. **Strategy's Expected Result/Impact:** Students attending school more often **Staff Responsible for Monitoring:** Weekly meetings to review student attendance and support **Title I Components (ORIS Domains):** 3.1, 3.3, 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec**	**December Evidence of Progress** 50% Case managers are assigned. Weekly meetings occur. Many interventions and strategies have been tried (weekly planning sheet, home visits, reminder calls, etc) Students attendance is still struggling in CDL.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: School-wide attendance system implementation with acknowledge student online engagement. - importance of attendance communicated through newsletters and parent conferences - grizzly bears earned for classroom engagement - monthly engagement awards presented in monthly video **Strategy's Expected Result/Impact:** Students will attend virtual school regularly **Staff Responsible for Monitoring:** Scheduled events, noting which students are receiving certificates and conference calendars **Title I Components (ORIS Domains):** 3.1, 3.3, 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec**	**December Evidence of Progress** 20% Still working on ways to celebrate student effort adequately under current guidance of attendance vs. getting data on engagement.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

177

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Communication

Performance Objective 1: Glenfair Staff will increase communication of expectations and standards of school to students and families

Evaluation Data Sources: CEE data results

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Staff written communication will include monthly school newsletters, weekly teaching and learning information (via remind), and weekly updates provided on social media. **Strategy's Expected Result/Impact:** Parents will report being more informed of school experiences **Staff Responsible for Monitoring:** Copies of newsletters documented **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3, 3.4, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 80%	**December Evidence of Progress** Families have been offered newsletters, remind messages and weekly updates.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews		
Strategy/Action 2: Staff will increase family conference to four times this school year. The first conference will be an orientation for families followed by three additional conferences to set goals, update families on student engagement, and celebrate student learning **Strategy's Expected Result/Impact:** stronger connection with families **Staff Responsible for Monitoring:** classroom teachers **Title I Components (ORIS Domains):** 3.3, 3.4, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 60%	**December Evidence of Progress** 2 conferences have occurred	178
	Mar	**March Evidence of Progress**	
	May	**May Evidence of Progress**	
	June	**June Evidence of Progress**	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Safety

Performance Objective 1: Glenfair students and families will be provided information, lessons, and practice in sharing and responding to feelings. This school year provides us with the ideal opportunity to team with parents so that school and home can help our students feel connected while in distance learning and learn and practice powerful communication tools. Monthly lessons will be provided in classrooms and through parent meetings/parent newsletter:
Month #1- All feelings are ok. All behaviors are not.
Month #2- We take a calm down breath so we can better manage and communicate mad, frustrated, disappointed and other hard-to-have feelings in helpful and healthy ways.
Month #3-We take and give redo's as everyone can make mistakes when communicating feelings as sometimes, we yell or do other regretful actions with our upset feelings. We stop, start over and do better.
Following months will be determined based on need and in conjunction with Kimochis consultant, Ellen Dodge.

Evaluation Data Sources: Parent and student feedback

Goal 4: Safety

Performance Objective 2: Increase staff understanding and use of restorative practices in problem solving student conflict.

Evaluation Data Sources: decrease in student repeat incidents

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: All staff will receive mandt training **Strategy's Expected Result/Impact:** increase restorative practice implementation in the building **Staff Responsible for Monitoring:** registration and attendance at training opportunities **Title I Components (ORIS Domains):** 3.1 - **Characteristics:** Focused Professional Development	**Dec** 65%	**December Evidence of Progress** Monthly information to students and parents have been offered.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

180

Goal 4: Safety

Performance Objective 3: All programs and systems within Glenfair Elementary will ensure a safe learning environment by establishing boundaries, setting expectations, and responding to unsafe practices through restorative processes.

Evaluation Data Sources: practices provided in writing

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Safety procedures will be in writing, reviewed by students and families, and practiced throughout the year. **Strategy's Expected Result/Impact:** safety procedures will be established **Staff Responsible for Monitoring:** drills will be documented, feedback provided to staff as needed	**Dec** 	**December Evidence of Progress** Some work has been done around this support, but less is necessary in current instructional model.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

181

Goal 5: Fiscal Responsibility

Performance Objective 1: Use building budget to support increased achievement and family engagement for the Glenfair Community.

Reynolds School District 7

Hartley Elementary

2020-2021 Formative Review with Notes

183

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

184

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Equity 6
- Goal 3: Communication 11
- Goal 4: Safety 14

185

Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: Assessment Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: All teachers will use the RSD K-10 Framework for instruction for both reading and math. **Strategy's Expected Result/Impact:** Clarity of instruction Laser Like Focus on the priority standards for the grade level **Staff Responsible for Monitoring:** Building Admin PLC Leads **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 60%	**December Evidence of Progress** PLC meeting notes PD regarding Distance Learning Best Practices
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: English Language Support and SPED support provided through real-time opportunities within the general ed setting. **Strategy's Expected Result/Impact:** English Language development increase for all students Access to grade level content standards **Staff Responsible for Monitoring:** ELD and SPED staff Gen Ed teachers Building Administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	**Dec** 50%	**December Evidence of Progress** ELD teachers attending PLC meetings ELD teachers co-teaching with Gen Ed teachers ELD students receive extra support as needed by gen ed and ELD teacher
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Use of Lexia and Dreambox during personal learning time to fill in any LAGGING skills and provide extension for those that are progressing more quickly through the standards. **Strategy's Expected Result/Impact:** Increase in access to grade level standards if lagging skills can be taught in a virtual way through these programs **Staff Responsible for Monitoring:** Classroom Teachers **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Dreambox and Lexia are being used effectively by more than 50% of our students. Teachers have been trained. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Professional Development in the USE of the UDL model for instruction. **Strategy's Expected Result/Impact:** Increase in research based strategies to be used within the gen ed classroom that meet the learning needs of all students **Staff Responsible for Monitoring:** ELD/SPED/General Ed Teachers Building Admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	**Dec** **Mar** **May** **June**	**December Evidence of Progress** UDL introduced in Spring. No evidence of it being applied consistently in planning across the school. Due to other priority trainings, this strategy has been on the back burner. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Equity

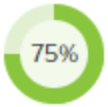
Performance Objective 1: Increase of parent involvement and engagement in school activities.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: See Communication Goals below which replicate our strategies regarding increasing parent involvement.	**Dec** **December Evidence of Progress** Systems in place. See communication goals evidence **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

  No Progress Accomplished Continue/Modify Discontinue

Goal 2: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive Teaching practices.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Continue Book Study of Culturally Responsive Teaching and the Brain by Zaretta Hammond. **Strategy's Expected Result/Impact:** Use of CRT strategies within the classroom **Staff Responsible for Monitoring:** Building Admin	**Dec** — **December Evidence of Progress**  Book Study completed through Ch. 7. Will complete in January **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Equity

Performance Objective 3: Increase in number of chronic attenders.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: CARE team tiered levels of support **Strategy's Expected Result/Impact:** Improvement of engagement in distance learning **Staff Responsible for Monitoring:** Teacher Counselors Building Admin Registrar	**Dec** — **December Evidence of Progress** 100% System in place to discuss students that are not engaging in learning. Continue to brainstorm other ideas for all students participation. No barriers **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress** 190

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Daily Real-Time Check-ins between staff and students. **Strategy's Expected Result/Impact:** Increase in trust and collaboration between staff, student and famliy **Staff Responsible for Monitoring:** Teachers CARE TEAM Building Admin	**Dec** — **December Evidence of Progress** 100% Daily schedule has been put in place that has teachers and students checking in daily. Variety of times are available. CARE team is active and collaborating to support students and families that need more support. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Daily Peer Interaction within the classrooms (whether online or in person) **Strategy's Expected Result/Impact:** Increased engagement and feeling of belonging in the school community **Staff Responsible for Monitoring:** Classroom Teacher	**Dec** — **December Evidence of Progress** 100% Zoom break out rooms and structure within the virtual classroom have been practices and put to use in the classrooms We also have done monthly assemblies **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Digital Learning Needs will be met for all students. This includes a systematic approach to having the infrastructure, devices, software systems, and digital content available to all students. **Strategy's Expected Result/Impact:** Access to learning for all **Staff Responsible for Monitoring:** TECH team Building Admin	**Dec** — **December Evidence of Progress** 100% Parent Academy and Tech team process has been a huge support for our Hartley students. The forms we have developed have allowed us to respond in a highly efficient way. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Equity

Performance Objective 4: Develop a Hartley Equity Team that will develop a Professional Learning approach to training and conversations around Equity for the full Hartley Team.

Evaluation Data Sources: Team will be up and running by January 2021

Summative Evaluation: Met Objective

Goal 3: Communication

Performance Objective 1: Increase communication systems for our families

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Twice a month family newsletter **Strategy's Expected Result/Impact:** Improved engagement of families in their child's education **Staff Responsible for Monitoring:** Pam B Building Admin **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 100% Using SMORE program for bi-monthly newsletters **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

193

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Monthly parent ZOOM meetings to share information, but also provide time for questions and feedback. **Strategy's Expected Result/Impact:** Relationship building between parents and building admin **Staff Responsible for Monitoring:** Building Admin **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 100% Monthly Parent Meetings have been done since August virtually. Time is set aside in all meetings for parent feedback and questions **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Survey of families 4 times per year for feedback on our service delivery this year. **Strategy's Expected Result/Impact:** Information for Hartley to improve their systems to support families **Staff Responsible for Monitoring:** District Communications Department Building Admin **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** Asked for specific feedback during the two parent conferences (Oct and Nov) **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Parent conferences - open dialogue for meeting the needs of students	**Dec** — **December Evidence of Progress** Two conference schedules with goals for each conference meeting discussed by staff in advance. **Mar** — **March Evidence of Progress** 194 **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: Increase social media presence for Hartley School. This includes membership in our Facebook Page and starting a Hartley Twitter Account. **Strategy's Expected Result/Impact:** Variety of ways for families to get information about Hartley and our programs **Staff Responsible for Monitoring:** Head Secretary Building Admin **Characteristics:** High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** 50%	**December Evidence of Progress** Increase of FACEBOOK presence. Have not yet started a TWITTER account.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 6 Details	Reviews	
Strategy/Action 6: Use of Remind App, autodialer, and school messenger for updates and family two way communication **Strategy's Expected Result/Impact:** Team approach to student learning Trust Building **Staff Responsible for Monitoring:** Classroom Teacher Head Secretary Building Admin **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** 100%	**December Evidence of Progress** Systematic approach to communicating in regards to supply pick up, school lunch availability, and other Hartley events.
	Mar 100%	**March Evidence of Progress**
	May 100%	**May Evidence of Progress**
	June	**June Evidence of Progress**

195

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Safety

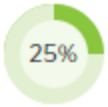
Performance Objective 1: Increase of students and families feeling that Hartley is a safe and welcoming school

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Family Survey 3 times/year with a focus on perceptions of the school and our service to their family **Strategy's Expected Result/Impact:** Two way communication for improving systems **Staff Responsible for Monitoring:** Communication Dept Building Admin	**Dec** 	**December Evidence of Progress** No survey has been done, but conversations occur daily with families by classroom teacher in regards to working colloboratively. Parent feedback from parent meetings have all been positive and parents feel their child is being served during this pandemic. CARE team feedback has been extremely positive from the parent s. They know they have a point of contact if they need anything. Hartley Resource Fair was a very positive event, as well.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress** 196

  No Progress Accomplished Continue/Modify Discontinue

Goal 4: Safety

Performance Objective 2: Increase in the number of students who demonstrate self regulation in school settings

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Professional Development for teachers in the area of co-regulation and de-escalation strategies **Strategy's Expected Result/Impact:** Staff and students using the strategies to regulation the norm **Staff Responsible for Monitoring:** Counselors Social Worker Building Admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment	**Dec** — **December Evidence of Progress**  PD on hold during CDL **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Use of Community Circles, Second Steps, and other social emotional lessons to build up student regulation strategies.	**Dec** — **December Evidence of Progress** Daily Community meetings are occuring that use our developed PBIS, RJ and SEL components. 197 **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Monthly Traits of focus with SEL lessons, positive referrals, and awards for traits being displayed **Strategy's Expected Result/Impact:** Positive School Climate Community Feel across the school **Staff Responsible for Monitoring:** Counselors Social Worker Building Admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment	**Dec** 80%	**December Evidence of Progress** Monthly awards based on the trait of the month. Started in October.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Restorative Practices taught within the classroom during circle time and reinforced by all staff in all venues of the school **Strategy's Expected Result/Impact:** Independent Problem solving and repair when issues arise **Staff Responsible for Monitoring:** Counselors Social Worker Building Admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	**Dec** 80%	**December Evidence of Progress** When restorative conversations are needed, staff is either leading the conversation on their own, or are asking for support from the counselors.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

198

Goal 4: Safety

Performance Objective 3: Increase of parent involvement and engagement in school activities.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Monthly Parent/Family Zoom Meetings **Strategy's Expected Result/Impact:** Interaction with the school Knowledge of school goals **Staff Responsible for Monitoring:** Building Admin **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 100% Monthly meetings are happening. Topics included Goals, CDL, How to support a child during CDL, Hartley Resource Fair. Planned up and coming event will be the Family Game night in January. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% 199 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Design Hartley Family Night Activities- Still to be determined how to best do this in a virtual setting to start the fall 2020 **Strategy's Expected Result/Impact:** Family engagement in learning **Staff Responsible for Monitoring:** Family Engagement Committee Building Admin **Characteristics:** High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 50% January 2021 will be the first event. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Margaret Scott Elementary

2020-2021 Formative Review with Notes

200

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

201

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Equity 7
- Goal 3: Safety 10
- Goal 4: Communication 12

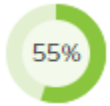
202

Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade-level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: STAR Benchmark Assessments, Lexia assessments, Dreambox proficiency reports, and other local assessments determined by grade levels

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Grade Level PLCs will focus on planning all units and in reviewing all unit outcomes at the individual student level. All grade levels will plan for three levels of student support as needed: 1)whole group- grade-level standards exposure for all, 2) small group grade-level instruction differentiated to meet student needs, and 3) intervention instruction at the level of student instruction to bring them to grade-level content. Comprehensive Distance Learning allows for more PLC time, an increased number of staff assigned to tutor and/or facilitate small groups, and flexibility in scheduling to allow more small groups and more individualized instruction time. **Strategy's Expected Result/Impact:** More students getting exposure to grade-level content and intervention **Staff Responsible for Monitoring:** Grade Level PLCs to monitor agendas and results **Title I Components (ORIS Domains):** 3.1, 3.4, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	**Dec** — **December Evidence of Progress**  Grade Level PLC's meet weekly and share information from student work and participation. The information is shared with the administration team and notes/revisions take place as needed to improve instructional delivery and student engagement. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Grade levels will offer clearer, stronger, and more intentional instruction by following priority standards as identified in RSD instructional framework documents K-5. **Strategy's Expected Result/Impact:** Instruction is more focused and intentional on priority standards **Staff Responsible for Monitoring:** Principal/Instructional Team **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** Collaborating with the curriculum and instruction department to receive training and on-going advice and direction to best provide instruction according the Reynolds Instructional Framework. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0%
No Progress
100%
Accomplished
Continue/Modify
Discontinue

Goal 1: Student Achievement

Performance Objective 2: Develop various pathways and procedures to enable each student to have access to authentic, real-world learning experiences across the curriculum and grade span.

Evaluation Data Sources: PLC's will document the authentic/real-world learning experiences available to every student.

Parent satisfaction survey.

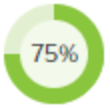
Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Gather information by grade level, in order to celebrate and identify real-world learning experiences that are taking place at Margaret Scott. Identify possible gaps with regard to meaningful experiences for students. Utilize student and stakeholder voice to help identify future opportunities. **Strategy's Expected Result/Impact:** increased academic engagement **Staff Responsible for Monitoring:** Principal/Instructional Team **Title I Components (ORIS Domains):** 3.1, 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	**Dec**	**December Evidence of Progress** With the support of the counseling department, guest speakers and representatives from our community partners have participated in class discussions related to students' desired interests primarily related to race and social media.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

205

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Equity

Performance Objective 1: To develop cultural competence within Margaret Scott which results in equity for students.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Analyzing data in order to identify inequities Modeling empathy by staff Character education/self-worth - Increased involvement Mental Health Awareness Initiative **Strategy's Expected Result/Impact:** Increased involvement **Staff Responsible for Monitoring:** Climate and Culture Committee and Counseling Department **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** The counseling and climate and culture teamwork weekly to discuss ways that we can outreach to families and meet their basic needs and help families manage under COVID conditions by offering social-emotional wellness sessions, community resources events, food service delivery, and other outreach opportunities to help eliminate student isolation.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

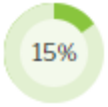
 No Progress Accomplished Continue/Modify Discontinue

206

Goal 2: Equity

Performance Objective 2: Create procedures to eliminate barriers so that all students can participate and experience success in high quality curricular and extracurricular programs.

Evaluation Data Sources: Examine grade reports in order to identify struggling students and attendance

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Establish clear and equitable grading procedures for all students. PLC teams will work towards grading equity (including but not limited to a minimum number of assignments, grade weighting, grade book categories, or common assessments) in order to ensure equity in grading. Identify possible economic barriers to participation by students in extracurricular activities or other supplemental supports. Examine grade reports in order to identify struggling students. **Strategy's Expected Result/Impact:** Increased overall participation in synchronous learning and applied learning activities. **Staff Responsible for Monitoring:** Instructional Leadership Team **Title I Components (ORIS Domains):** 3.1, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress**  Minimal progress has been made because our major focus has been student engagement and meeting students where they are keeping in mind that students and families have different entry and access points under COVID. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Equity

Performance Objective 3: Create a culturally responsive climate that ensures racial equity and equity in access for African American/Black, Latinx, SPED, ELD, Spanish Immersion, and other underserved students and families.

Evaluation Data Sources: Student and Family Surveys
Synergy Attendance records
The Center for Educational Effectiveness survey results

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Increase in knowledge and application of Culturally Responsive Teaching Practices. **Strategy's Expected Result/Impact:** Provide teacher tools to ensure students see themselves in the curriculum and daily lessons **Staff Responsible for Monitoring:** Principal School Climate Team **Title I Components (ORIS Domains):** 3.1, 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, High Levels of Family and Community Involvement	**Dec** 50%	**December Evidence of Progress** We have developed an Equity team and our recent efforts include getting a more accurate understanding of our teaching staff and how they individually see race and the importance of culturally relevant practices.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Safety

Performance Objective 1: Consistently Implement restorative, trauma-informed, culturally responsive Tier 1 PBIS practices school-wide

Evaluation Data Sources: PBIS evaluation tool set, scores of 70% or higher, as recommended by the PBIS TFI scale score.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: PD focused on trauma-informed, culturally responsive, restorative implementation of Tier 1 PBIS practices provided by district TOSA. **Strategy's Expected Result/Impact:** Increased knowledge of practices yields a safer, more respectful environment for students which increases student success and decreases trauma response. **Staff Responsible for Monitoring:** Principal, Restorative Practice TOSA, and Tier 1 PBIS team. **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development, High Levels of Family and Community Involvement	**Dec**	**December Evidence of Progress** Limited evidence. Although we have discussed the importance of showing empathy and careful of the language we use and how we describe and label families.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Utilize Staff PD time to define and monitor Tier 1 PBIS practices. **Strategy's Expected Result/Impact:** Defining and monitoring is expected to lead to broader consistency of practice. **Staff Responsible for Monitoring:** Principal & Climate and Culture Committee **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development, Supportive Learning Environment	**Dec**	**December Evidence of Progress** 15% Minimal work regarding our Tier I practices has occurred. Mainly due to the comprehensive distance learning framework. Tier I students are often acknowledged and celebrated through classroom meetings.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Safety

Performance Objective 2: Increase our outreach to students and families to ensure they feel safe and supported in our school community

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Physical outreach to families including bus stops, apartment complexes, and parent conferences as requested and needed under Pandemic conditions. **Strategy's Expected Result/Impact:** Greater engagement and participation in school-sponsored events. **Staff Responsible for Monitoring:** Administration, Safety and Climate Committee **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3, 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 70%	**December Evidence of Progress** We have held community outreach opportunities with the support of volunteers, community agencies, and RSD transportation departments to go to neighborhood parks, apartment complexes to connect with students and families.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

210

Goal 4: Communication

Performance Objective 1: Improve communication systems so that parents, students, teachers, and administration are able to communicate effectively.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: School newsletter to families monthly and to Teachers weekly. Teacher updates to families weekly in online learning platforms. **Strategy's Expected Result/Impact:** Increase awareness of schools goals and initiatives, and improved engagement of families in their child's education **Staff Responsible for Monitoring:** Principal/Various Departments as needed **Title I Components (ORIS Domains):** 3.3, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 75% Remind messages are sent daily by staff and administration. The counseling department sends weekly newsletters. The website has been updated with current information and teacher's frequently update Seesaw for educational purposes. Paper copies are left in grade-level bins outdoors for parents to pick up educational tools such as manipulatives, books, and school supplies! **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress** 211

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Communication

Performance Objective 2: Streamline communication for staff to know what is happening in the community during distance learning and on-site.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Communication Plan for Staff: Weekly Friday Newsletter, Week at a Glance update, and Monday staff meetings. Limit additional emails and unnecessary communication in order for staff to focus on teaching and supporting families and students. **Strategy's Expected Result/Impact:** Increased understanding of what is happening at Margaret Scott and upcoming deadlines, tasks that need to be completed, etc. **Staff Responsible for Monitoring:** Administration Team **Title I Components (ORIS Domains):** 3.1, 3.3 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** 70%	**December Evidence of Progress** The administration has reduced daily emails to weekly emails. The emails are less often but more comprehensive.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Reynolds School District 7

Salish Ponds Elementary

2020-2021 Formative Review with Notes

Accountability Rating: Comprehensive Support Identified

213

Public Presentation Date: October 14, 2020

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

214

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Equity 6
- Goal 3: Communication 12
- Goal 4: Safety 15

215

Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the Star Reading and Math assessment for the 2020-2021 school year.

Evaluation Data Sources: established assessment data

Strategy/Action 1 Details	Reviews
Strategy/Action 1: All teachers will use the RSD, K - 10 Instructional Framework for reading and math. **Strategy's Expected Result/Impact:** This will provide teachers clarity about instruction and will allow them to focus on priority standards for their grade level. **Staff Responsible for Monitoring:** grade level PLC teams and building administration **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 75% **December Evidence of Progress** Teachers have received training and are using the instructional framework. **Mar** 75% **March Evidence of Progress** 216 **May** 75% **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Students will use Lexia and Dreambox during applied learning time to support skill deficits and provide extension opportunities for those meeting the standards. **Strategy's Expected Result/Impact:** Students will have increased access to instruction designed to meet their individual needs. **Staff Responsible for Monitoring:** classroom teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	**Dec** — **December Evidence of Progress** 75% All students are provided applied learning time throughout the week and have access to Lexia and Dreambox. Admin. continue to provide professional development for staff to support teacher knowledge of technology platforms. Also, Teachers use Lexia and Dreambox as an intervention for students who are not meeting grade level standards. **Mar** — **March Evidence of Progress** 75% **May** — **May Evidence of Progress** 75% **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Professional Development in the Implementation of UDL **Strategy's Expected Result/Impact:** Increase research based strategies to be used within the general education classroom that meet the needs of all learners. **Staff Responsible for Monitoring:** grade level PLC teams (includes specialists) **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	**Dec** — **December Evidence of Progress** 100% Certified staff have received training in the area of UDL. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Equity

Performance Objective 1: Increase parent engagement.

Evaluation Data Sources: CEE and building created surveys

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Increase communication. **Strategy's Expected Result/Impact:** Families will be better informed of their students education and overall school experience. **Staff Responsible for Monitoring:** building administration **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 100% Salish Ponds administration communicate information to the community through a variety of ways. Those include, but are not limited to: email, Remind, student technology platforms, the school website, Facebook, a bi - weekly newsletter, monthly parent meetings and conferences. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity

Performance Objective 2: Increase Knowledge and Application of Culturally Responsive Teaching Practices

Evaluation Data Sources: CEE and building developed surveys

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Staff will read and discuss anti - bias and anti - racist text. **Strategy's Expected Result/Impact:** Teachers will gain a better understanding of CRT and will apply CRT practices in their classroom. **Staff Responsible for Monitoring:** building administration **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development	**Dec** — **December Evidence of Progress** 30% Staff read and discuss anti - bias and anti - racist text. **Mar** — **March Evidence of Progress** 30% **May** — **May Evidence of Progress** 30% **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Building administration will re-establish the school equity team. **Strategy's Expected Result/Impact:** Staff will examine school wide systems with an equity lens and will deepen their knowledge of anti - racism work. **Staff Responsible for Monitoring:** building administration	**Dec** — **December Evidence of Progress** 100% An Equity Team has been established for the 2020-2021 school year. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

220

Goal 2: Equity

Performance Objective 3: Increase Attendance

Evaluation Data Sources: Synergy Attendance Report, School Report Card

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Attendance Team Tiered Levels of Support **Strategy's Expected Result/Impact:** improved engagement in distance learning **Staff Responsible for Monitoring:** classroom teachers, Registrar, school social worker, building administration **Characteristics:** High Standards and Expectations for All Students, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 100% The Attendance Team has established a tiered system of support. The team meets weekly to discuss students and interventions to increase student engagement and connect with families during distance learning. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% 221 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Daily Check - In with Students **Strategy's Expected Result/Impact:** increase communication and build relationships between staff and students **Staff Responsible for Monitoring:** classroom teachers, specialists and educational assistants **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** Time has been designated for staff to check in with all students daily. Each week, Admin. and specialists are scheduled to be in classrooms during community time. Counselors teach lessons in virtual classrooms. Admin. have provided professional development in the area of Social Emotional Learning (SEL) and continue to model (feelings) check - ins during each staff meeting. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews 222
Strategy/Action 3: Digital learning needs will be met for all students. This includes a systematic approach to having the infrastructure, devices, software systems and digital content available to all students. **Strategy's Expected Result/Impact:** access to learning for all **Staff Responsible for Monitoring:** building Technology Team (includes building administration) **Characteristics:** Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** All Salish Ponds students received a device in the fall. Protocol has been established to support students who encounter barriers with technology. Our Media Assistant regularly troubleshoots issues with platforms and devices. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

223

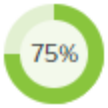
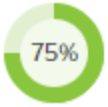
Goal 3: Communication

Performance Objective 1: Increase communication systems for families.

Evaluation Data Sources: CEE and building created surveys

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Bi- Weekly Newsletter **Strategy's Expected Result/Impact:** Parents will be better informed of their student's educational experience. **Staff Responsible for Monitoring:** building administration **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 100% Salish Ponds consistently issues a bi - weekly newsletter to families. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% 224 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Monthly, Virtual Parent Meetings **Strategy's Expected Result/Impact:** increase relationships between community and school personnel **Staff Responsible for Monitoring:** building administration **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 100% Salish Ponds hosts a virtual parent meeting once a month. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Parent Conferences **Strategy's Expected Result/Impact:** Both teachers and parents will be better informed of how to support the needs of students. **Staff Responsible for Monitoring:** classroom teachers, specialists and building administration **Characteristics:** High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** **December Evidence of Progress** Salish Ponds has hosted 3/4 opportunities for staff to connect with families. This included technology distribution, time to get to know families and provide an overview of class expectations and routines and discuss student progress. **Mar** **March Evidence of Progress**  **May** **May Evidence of Progress**  **June** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Increase Social Media Presence on Facebook **Strategy's Expected Result/Impact:** increased means of communication, school information will be easier to access **Staff Responsible for Monitoring:** building administration, Registrar **Characteristics:** High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** **December Evidence of Progress** Salish Ponds has a Facebook page and it is updated regularly. **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: Use Remind, School Autodialer and Peach Jar for School Wide Updates **Strategy's Expected Result/Impact:** Parents will be provided variety of ways to access information. **Staff Responsible for Monitoring:** building administration, Registrar **Characteristics:** High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Salish Ponds uses Remind, the Autodialer and Peach Jar to communicate schoolwide updates.
	Mar 	**March Evidence of Progress**
	May 	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Safety

Performance Objective 1: Increase perception that Salish Ponds is a safe and welcoming place.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Survey families (and staff) with a focus on perceptions of the school and our service. **Strategy's Expected Result/Impact:** two way communication for further improving systems **Staff Responsible for Monitoring:** building administration **Characteristics:** High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec**	**December Evidence of Progress** The CEE Survey will be conducted in February.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

227

Goal 4: Safety

Performance Objective 2: Increase the number of students who self - regulate in the school setting.

Evaluation Data Sources: referral data

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Professional Development in the Area of Regulation and De - Escalation **Strategy's Expected Result/Impact:** Students will use strategies taught to self regulate. **Staff Responsible for Monitoring:** teachers, specialists, building administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment	**Dec** 50% **December Evidence of Progress** Admin. have provided professional development in the area of self regulation and continue to model strategies for student check ins to normalize the process for students. **Mar** 50% **March Evidence of Progress** **May** 50% **May Evidence of Progress** 228 **June** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Implement Community Circles, Second Steps and Other SEL Lessons to Support Student Regulation **Strategy's Expected Result/Impact:** Students will be further prepared to self - regulate. **Staff Responsible for Monitoring:** teachers, specialists, building administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment	**Dec** — **December Evidence of Progress** 100% Teachers are allotted time for SEL M - F. Admin. and specialists attend virtual circles throughout the week and counselors provide additional SEL support in virtual classrooms. Admin. have provided professional development in the area of SEL and regularly model SEL strategies during staff meetings. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Teach and Implement Restorative Practices in the Classroom **Strategy's Expected Result/Impact:** reduce conflict, increase capacity to independently problem - solve **Staff Responsible for Monitoring:** classroom teachers, specialists, building administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	**Dec** — **December Evidence of Progress** 50% Teachers facilitate circles on a daily basis. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

229

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Reynolds School District 7

Sweetbriar Elementary

2020-2021 Formative Review with Notes

230

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

231

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Sweetbriar: Student Achievement 4
- Goal 2: Sweetbriar: Equity 6
- Goal 3: Sweetbriar: Safety 9
- Goal 4: Sweetbriar: Communication 11

232

Goals

Goal 1: Sweetbriar: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: Renaissance star Reading & Math, Lexia, Dreambox and grade level common formative assessments.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Grade Level PLCs will work together to identify intended outcomes (priority standards) for each unit of instruction. Together they will create clear Learning Intentions and Success Criteria, formative assessments and a plan for students that are showing proficiency as well as those that are not. **Strategy's Expected Result/Impact:** Ability to differentiate instruction and be responsive in a timely manner. **Staff Responsible for Monitoring:** principal and leadership team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	**Dec** — **December Evidence of Progress** PLC are up and running on a regular basis. 6 week Data Team Meetings have been added to the PLC cycle **Mar** — **March Evidence of Progress** 233 **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Professional Development of UDL (Universal Design for Lesson planning) **Strategy's Expected Result/Impact:** Better understanding the lesson planning tool will lead to more efficient and effective lessons. **Staff Responsible for Monitoring:** principal and instructional coaches. **Characteristics:** Effective School Leadership, Focused Professional Development, Supportive Learning Environment	**Dec** 	**December Evidence of Progress** Overview of UDL from district. request for training put on hold by the curriculum department.
	Mar 	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Sweetbriar: Equity

Performance Objective 1: Decrease the equity gap between Students of Color and White Students by 13% in Reading and 8% in Math, for a gap of no more than 17% as evidenced on OSAS.

Evaluation Data Sources: CEE report

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Focused staff wide PD on Culturally Responsive Teaching **Strategy's Expected Result/Impact:** Understanding the meaning and effects of being a culturally responsive instructor will guide professional development that yields the highest effect for students. **Staff Responsible for Monitoring:** Principal & Leadership Team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	**Dec** 50%	**December Evidence of Progress** Culturally Responsive Teaching and the Brain book study re-introduced
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Add PLC and Data Team Meeting protocol to include analysis of instructor effectiveness with groups of students other than white. **Strategy's Expected Result/Impact:** Staying focused on closing the equity gap throughout the year will inform school wide practices & policies. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	**Dec** 20%	**December Evidence of Progress** learning systems that might help disaggregate this information
	Mar 0%	**March Evidence of Progress** continuing to learn systems
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Sweetbriar: Equity

Performance Objective 2: Increase representation of student/family groups in physical environment, curriculum, and cultural norms

Evaluation Data Sources: representation inventory - see addendum
curriculum diversity scope and sequence - see addendum
Diversity Calendar - see addendum

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Increase access to parent group through the use of targeted invitations and clear opportunities for input and decision making **Strategy's Expected Result/Impact:** Having parents from cultures of other than white middle class, included in decision making, will result in events, and norms that more accurately reflect the diversity of our community. **Staff Responsible for Monitoring:** Principal and parent group president. **Characteristics:** Effective School Leadership, High Levels of Family and Community Involvement	**Dec** 20%	**December Evidence of Progress** participating book study & podcast learning with small group of parents
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

236

Goal 2: Sweetbriar: Equity

Performance Objective 3: Advance understanding of how to counter systematic oppression and racism in our daily practices

Evaluation Data Sources: Wednesday PDs based on Diversity Calendar
continued book study on Multicultural Teaching and the Brain

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Professional development: - understanding systemic oppression. -understanding our role in interrupting or perpetuating systemic oppression. - creating environment, relationships & systems that counter oppression. **Strategy's Expected Result/Impact:** Addressing the root causes of inequities will move us from a deficit based approach to educational expectations & outcomes to an asset based approach to educational expectations & outcomes. **Staff Responsible for Monitoring:** Principal & Restorative Practices TOSA **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	**Dec** 25%	**December Evidence of Progress** Staff wide PD sessions of historical and current realties in and outside of public education
	Mar 0%	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

237

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Sweetbriar: Safety

Performance Objective 1: Consistently Implement restorative, trauma informed, culturally responsive Tier 1 PBIS practices school wide

Evaluation Data Sources: PBIS evaluation tool set, scores of 70% or higher, as recommended by the PBIS TFI scale score.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Monthly PD focused on trauma informed, culturally responsive, restorative implementation of Tier 1 PBIS practices provided by district TOSA. **Strategy's Expected Result/Impact:** Increased knowledge of practices yields a safer, more respectful environment for students which increases student success and decreases trauma response. **Staff Responsible for Monitoring:** Principal, Restorative Practice TOSA, and Tier 1 PBIS team. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	**Dec** 0%	**December Evidence of Progress** District TOSA has not been hired yet.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Utilize Staff PD time to define and monitor Tier 1 PBIS practices. **Strategy's Expected Result/Impact:** Defining and monitoring is expected to lead to broader consistency of practice. **Staff Responsible for Monitoring:** Principal & Tier 1 PBIS team. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	**Dec** 0%	**December Evidence of Progress** Staff time has been used for Culturally Responsive Practices, which is more relevant to our current virtual environment than PBIS.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Sweetbriar: Safety

Performance Objective 2: Consistently Implement restorative and culturally responsive Tier 2 PBIS practices school wide

Evaluation Data Sources: PBIS evaluation tool set, scores of 70% or higher, as recommended by the PBIS TFI subscale score.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Monthly meetings to define, plan, and monitor Tier 2 practices. **Strategy's Expected Result/Impact:** Defining and monitoring is expected to lead to broader consistency of practice. **Staff Responsible for Monitoring:** Principal & PBIS Tier 2 team. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	**Dec** 	**December Evidence of Progress** Weekly Tier 2 "student engagement" meetings
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Sweetbriar: Communication

Performance Objective 1: Provide 4 Parent Academies throughout the year

Evaluation Data Sources: CEE survey
Internal Surveys

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Schedule 4 parent academies based on CDL and Hybrid (when/if we move to that model) 1st - what is CDL 2nd - schoolwide Reading challenge 3rd - TBD based on internal surveys 4th - TBD based on internal surveys **Strategy's Expected Result/Impact:** parents/families will be more connected to students educational experience and be able to partner with us in a quality way. **Staff Responsible for Monitoring:** principal **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Family and Community Involvement	**Dec** 50%	**December Evidence of Progress** 1st & 2nd meetings have been completed. 3rd meeting regarding Hybrid model will take place before spring break.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

240

Goal 4: Sweetbriar: Communication

Performance Objective 2: Provide 3 Listening and Learning sessions for families (in English and Spanish)

Evaluation Data Sources: internal survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: provide a minimum of 3 listening and learning sessions based on input from internal surveys -Equity in education -Health curriculum -TBD **Strategy's Expected Result/Impact:** A more collaborative experience for families and teachers. **Staff Responsible for Monitoring:** principal and leadership **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Family and Community Involvement	**Dec** 45%	**December Evidence of Progress** Listen and learning sessions have been added to the end of student performances.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

241

Goal 4: Sweetbriar: Communication

Performance Objective 3: Communicate paths of communication on a regular basis for families that speak languages other than English

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: create business cards that show how families can request a translator. **Strategy's Expected Result/Impact:** the power imbalance inherent to access to translators will be more equal thus creating trust and collaboration.	**Dec** 50%	**December Evidence of Progress** information is provided on a regular basis regarding how to get assistance in other languages. Head secretary and principal currently testing most efficient paths to request an in person interpreter.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: ensure all documents, letters, phone calls and texts go to families in their "Lange to Home" preference. **Strategy's Expected Result/Impact:** Respecting the language preference provides access and shows intentionality for collaboration and communication. **Staff Responsible for Monitoring:** principal, teachers and secretaries **Characteristics:** Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 80%	**December Evidence of Progress** principal, teachers, secretaries and parent organization regularly communicate in English, Spanish and Russian.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Troutdale Elementary

2020-2021 Formative Review with Notes

243

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

244

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Safety 6
- Goal 3: Equity 8
- Goal 4: Communication 12

245

Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 2020-2021 school year.

Evaluation Data Sources: STAR Benchmark Assessments, Lexia assessments, Dreambox proficiency reports, and other local assessments determined by grade levels

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: All teachers will use the RSD K-10 Framework for instruction for both reading and math. **Strategy's Expected Result/Impact:** Teachers will adjust instruction and course of intervention to increase achievement in Reading for all students. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1 - Student Learning 1	**Dec**	**December Evidence of Progress** 85% Teachers are engaged in PLC(s) and continue to use data within the scope and sequence of the RSD framework for instruction. Small group instruction is available for students who are not showing progress.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress** 246
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: English Language Support, SPED support, and classified staff will be assigned to grade level teams to support first time instruction, community building, and synchronous small group instruction. Small group instruction will be determined by student need based on data from Common Formative Assessments, and universal screening. **Strategy's Expected Result/Impact:** Increased student engagement and progress. **Staff Responsible for Monitoring:** Grade Level Teams, and Principal **Problem Statements:** Student Learning 1	**Dec**	**December Evidence of Progress** 85% The schedule reflects SPED and classified support at each grade level. Data is kept in a OneNote document as evidence of student engagement.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Use of Lexia and Dreambox to individualize learning time to fill in any LAGGING skills and provide extensions for those who are progressing more quickly through the standards. **Strategy's Expected Result/Impact:** Increased student engagement and progress. **Staff Responsible for Monitoring:** Grade Level Teams, and Principal **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** 	**December Evidence of Progress** Reports indicate that level of use is increasing throughout the school year. Incentives are provided school-wide for classes that are using these applications most frequently.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

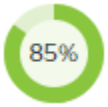
 No Progress Accomplished Continue/Modify Discontinue

247

Goal 2: Safety

Performance Objective 1: Implementation of RSD's Culture of Care using the PBIS framework, Restorative Practices, and the Zones of Regulation.

Evaluation Data Sources: Referrals, Tiered Fidelity Inventory, Restorative Practice Opportunities Available vs. Number of Times Restorative Practices were Implemented, Suspension Data

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Tier 1 - -Circles during the AM to build community -Teach core behavior expectations for all areas of the building or in the virtual space (i.e., operationalize respect, responsibility, safety, and kindness in each area) -Each week each class meets with the counselor to learn about the zones of regulation Tier 11- -Check-in/Check-out -Solution focused groups with counselor -Small group RJ circles as behavior patterns emerge delivered by Licensed and Classified staff assigned to each grade level Tier III- Individualized behavior support plans *Students understand expected behaviors and consequences/learning opportunities in the following categories: Learning Behavior,Community Behavior, Verbal Behavior, Physical Behavior, and Social Behavior. **Strategy's Expected Result/Impact:** Data drives support for students with decision rules that match need to intensity of supports. Disproportionalities in exclusionary school discipline will be reduced by 10% between white students and students of color. **Staff Responsible for Monitoring:** PBIS Team, Intervention Support Team, and SpEd case Management Team monitor data weekly. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress**  Teachers of utilized the engagement form process. See addendums. This form allows us to match the intensity of support to the needs of the student. IST and SpEd continue to meet weekly to discuss students who are not engaged, demonstrating behavior that is disruptive to learning, or who do not show adequate progress. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Students who demonstrate behaviors consistent with being respectful, kind, trustworthy, and safe in the virtual setting and in the brick and mortar setting will be recognize with a weekly reward. **Strategy's Expected Result/Impact:** Students will have an added incentive to demonstrate expected behavior. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment	**Dec** 	**December Evidence of Progress** Teachers have incorporated incentives for their students to promote core behavioral expectations.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

249

Goal 3: Equity

Performance Objective 1: Create incentive plan for improved attendance, and increase communication efforts to the families of those students who either show patterns of improved attendance or need more encouragement to improve patterns of attendance.

Evaluation Data Sources: Quarterly attendance reports

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Troutdale Elementary School will form an engagement committee that will monitor each student's engagement level. Implement tiered system of attendance support (i.e., Tier I- teachers will connect with families who are not engaged, Tier II- Students who continue a pattern of limited engagement will be contacted by grade level support teams, Tier III-Principal will schedule a meeting with families to develop a plan to increase engagement. **Strategy's Expected Result/Impact:** Improved patterns of attendance for all students. **Staff Responsible for Monitoring:** Teachers, and Engagement Committee, Grade Level Support Staff, and Principal - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — 90% **December Evidence of Progress** See addendum for engagement form data. Additionally, the attendance committee meets weekly to develop and implement plans designed to increase student engagement for those students who fall under the categories of not engaged or moderately engaged. Letters, home visitations, phone calls, emails, etc. have all been implemented. **Mar** — 100% **March Evidence of Progress** 250 **May** — 100% **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Daily peer interaction within classrooms (whether online or in person). **Strategy's Expected Result/Impact:** Build a stronger classroom community and increase students emotional connections with peers. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — 90% **December Evidence of Progress** Each class implements live community check-ins on a daily basis. Additionally, the school counselor conducts groups as needed. **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Digital Learning Needs will be met for all students. This includes a systematic approach to having the infrastructure, devices, software systems, and digital content available for all students. The Troutdale Elementary School Technology team will develop a form for teachers to complete that will ensure all students have access. **Strategy's Expected Result/Impact:** Increased engagement **Staff Responsible for Monitoring:** Grade Level Teachers and Tier II Technology Team **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** 	**December Evidence of Progress** Tier II technology team has responded to all tech needs. Additionally, staff have been trained on all aspects of digital learning, and continue to receive 1 hour of tech support from the district TOSA per week.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive Teaching Practices.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Staff will participate in a book study to better understand the union of neuroscience and culturally responsive teaching Staff will apply all elements of the ready for rigor framework to develop **Strategy's Expected Result/Impact:** Classroom environment and pedagogy includes aspects of the Ready for Rigor Framework (I.e., Awareness, Learning Partnerships, Information Processing, and Community of Learners and Learning Environment), which lead to improved outcomes for students of color. **Staff Responsible for Monitoring:** Grade Level Teams, and Principal **Problem Statements:** Student Learning 1 - School Processes & Programs 1	**Dec** — **December Evidence of Progress** 85% Staff have read and discussed the book- Culturally Responsive Teaching and the Brain. Additional professional development opportunities will be offered in the Spring specific to the Ready for Rigor Framework. Staff just completed a "resilience" training with a hyper-focus on toxic stress/trauma related to Covid-19 and racism. Part 2 of this training is scheduled for 2/21. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

252

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Equity

Performance Objective 3: Increase of parent involvement and engagement in school activities.

Evaluation Data Sources: Survey parents on a quarterly basis.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Conduct a Parent Academies to support families in creating a home learning environment that increases student production behavior. **Strategy's Expected Result/Impact:** Enhance the skill set of parents to increase student engagement. **Staff Responsible for Monitoring:** Behavior Specialists and Principal **Characteristics:** Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** 95%	**December Evidence of Progress** Parent surveys have been conducted 3x since July 2020. Three parent academies have been held virtually specific to increasing student production behavior.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

253

Goal 4: Communication

Performance Objective 1: Increase communication systems for our families.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: TES will host monthly parent academies based the survey results where parents provided feedback on topics that they would like to discuss including: best practices in reading instructional support, social/emotional well being, math, and writing. **Strategy's Expected Result/Impact:** Enhanced parent to child support. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** 	**December Evidence of Progress** There have been 3 virtual parent academies conducted since September. Additionally, a needs survey was completed by families in December. TES was able to provide families resources in relation to technology, food, and rental assistance.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Communication

Performance Objective 2: Conduct 4 parent conferences to open dialogue for meeting the needs of students.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Parent conference will be schedule 4 times throughout the year along with an option to meet more times if necessary. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** There have been 3 virtual parent academies conducted since September. Additionally, a needs survey was completed by families in December.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

255

Goal 4: Communication

Performance Objective 3: Survey of families 4 times per year for feedback on our service delivery.

256

Goal 4: Communication

Performance Objective 4: Update the Troutdale Elementary School homepage with resources and information to ensure all families have their needs met.

Evaluation Data Sources: Website is maintained and updated.

Reynolds School District 7

Wilkes Elementary

2020-2021 Formative Review with Notes

258

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

259

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Equity 6
- Goal 3: Communication 10
- Goal 4: Safety 11

260

Goals

Goal 1: Student Achievement

Performance Objective 1: All students will increase their reading and math proficiency in their grade-level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: STAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
Strategy/Action 1: All teachers will use the RSD K-10 Framework for instruction for both reading and math. **Strategy's Expected Result/Impact:** Clarity of instruction Laser-Like Focus on the priority standards for the grade level **Staff Responsible for Monitoring:** Building Admin PLC Leads **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** — **December Evidence of Progress** Teachers meet in PLCs Monday AM and admin joins. Teams are using the district scope and sequence to drive instruction. **Mar** — **March Evidence of Progress** 261 **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Use of Lexia and Dreambox during personal learning time to fill in any lagging skills and provide an extension for those that are progressing more quickly through the standards. **Strategy's Expected Result/Impact:** Increase access to grade-level standards and independent practice for students virtually and on-site. **Staff Responsible for Monitoring:** Classroom Teachers Building Admin **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	**Dec** — **December Evidence of Progress** Professional learning for teachers in how to use both in their instruction. We have created a team of EAs to assist students who are struggling to meet the recommended usage. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: English Language Support and SPED support provided through real-time opportunities within the general education setting. **Strategy's Expected Result/Impact:** Co-planning using the UDL will allow for strong first-time instruction while meeting the individual needs of each child. **Staff Responsible for Monitoring:** Administration Specialist (Sped/ELD) **Title I Components (ORIS Domains):** 3.4, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	**Dec** 50%	**December Evidence of Progress** During PLC ELD and SPED teachers are meeting with grade levels to plan the UDL. We are in the early stages of this due to our current state.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Professional Development in the implementation of the UDL (Universal Design for Learning) model for instruction. **Strategy's Expected Result/Impact:** Increase in research-based strategies to be used within the gen ed classroom that meet the learning needs of all students. **Staff Responsible for Monitoring:** Building Admin **Title I Components (ORIS Domains):** 3.2, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	**Dec** 5%	**December Evidence of Progress** Could improve in this area.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Equity

Performance Objective 1: Increase of parent involvement and engagement in school activities.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: increase communication with families through Remind App **Strategy's Expected Result/Impact:** Through Remind, we are able to connect with each family and they have the option to ask questions, seek clarification, and communicate with the Prinicpal immediately. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 85% **Mar** **May** **June**	**December Evidence of Progress** Communicate with families via Remind. I have had the opportunity to exchange dialogue and answer questions on a personal level. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Weekly Parent Smore Communication **Strategy's Expected Result/Impact:** Principal provides updates weekly to parents. This will result in clear communication between school and home during this non-traditional time. **Staff Responsible for Monitoring:** Admin Lead Secretary **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 60% **Mar** **May** **June**	**December Evidence of Progress** Teachers have taken this over in their weekly parent communication. It was redundant information for 263 families. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive Teaching Practices.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Weekly CRT/Equity/Anti-Raciest Professional Development. **Strategy's Expected Result/Impact:** Wilkes staff members will gain cultural competence to better our teaching and learning for ALL students. **Staff Responsible for Monitoring:** Admin SEL Team (Hollis Archizel, Eileen Spindor, Nicole Gerber) **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	**Dec** — **December Evidence of Progress** 85% We have stayed focused on this work. Weekly meetings take place to review and plan PD **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress** 264

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity

Performance Objective 3: Increase in the number of chronic attenders.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: CARE team will reach out to families to provide support and eliminate barriers. **Strategy's Expected Result/Impact:** The number of chronic absences will decrease. **Staff Responsible for Monitoring:** Admin CARES team School Registrar **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** **Mar** **May** **June**	**December Evidence of Progress** We meet weekly, we need to improve on our communication/reporting back to teachers. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Daily Real-Time Check-ins between staff and students. **Strategy's Expected Result/Impact:** Increase in trust and collaboration between staff, students, and family. **Staff Responsible for Monitoring:** Admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	**Dec** **Mar** **May** **June**	**December Evidence of Progress** house visits, principal calls, counselor calls 265 **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Daily Peer Interaction within the classrooms (whether online or in-person). **Strategy's Expected Result/Impact:** Increase the collaborative school community. **Staff Responsible for Monitoring:** Admin Classroom teachers Specialist **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	**Dec** 70%	**December Evidence of Progress** teachers are reaching out to families to ensure engagement. Documented in Student contact log in Synergy
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Digital Learning Needs will be met for all students. This includes a systematic approach to having the infrastructure, devices, software systems, and digital content available to all students. **Strategy's Expected Result/Impact:** Eliminate barriers and increase student achievement. **Staff Responsible for Monitoring:** Admin Media Assistant Classroom teachers CARES team **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	**Dec** 60%	**December Evidence of Progress** CARES team and tech team to assist families with issues.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress** 266
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Communication

Performance Objective 1: Streamline communication for staff to know what is happening in the community during distance learning and on-site.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Communication Plan for Staff: Weekly Friday Newsletter, daily morning update, and Wednesday staff meetings. Limit additional emails in order for staff to focus on teaching and support families and students. **Strategy's Expected Result/Impact:** Increased understanding of what is happening at Davis, upcoming deadlines, tasks that need to be completed, etc **Staff Responsible for Monitoring:** Admin **Title I Components (ORIS Domains):** 3.1, 3.2 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec**	**December Evidence of Progress** 70% Peek at the week sent out on Fridays for the upcoming week. Wednesday meetings for nuts and bolts
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Increase communication systems for families: Remind, phone calls, social media, and weekly newsletters with grade-level specific calendars. **Strategy's Expected Result/Impact:** Increased engagement by families. Relationships building **Staff Responsible for Monitoring:** Office Staff Building Admin Teachers **Title I Components (ORIS Domains):** 3.4, 3.6 - **Characteristics:** Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec**	**December Evidence of Progress** 70% 267
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Safety

Performance Objective 1: Increase of students and families feeling that Wilkes is a safe and welcoming school

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Four parent-teacher conference opportunities during the 2020-2021 school year. **Strategy's Expected Result/Impact:** Collaboration and relationships between families and Wilkes Staff. **Staff Responsible for Monitoring:** Building Admin Teachers **Title I Components (ORIS Domains):** 3.3, 3.4, 3.6 - **Characteristics:** Clear and Shared Focus, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Safety

Performance Objective 2: Increase in the number of students who demonstrate self-regulation in school settings

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Teach Zones for self-regulation. **Strategy's Expected Result/Impact:** Assist students in expressing personal needs. **Staff Responsible for Monitoring:** Staff Building Admin **Title I Components (ORIS Domains):** 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development	**Dec** 	**December Evidence of Progress** Social-emotional books and resources for grade levels.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Woodland Elementary

2020-2021 Formative Review with Notes

270

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

271

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
Goal 1: Student Achievement: 4
Goal 2: Equity 6
Goal 3: Communication 9
Goal 4: Safety 11

272

Goals

Goal 1: Student Achievement:

Performance Objective 1: All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.

Evaluation Data Sources: STAR, Lexia, Dreambox,

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Staff will be trained to use Lexia and Dreambox **Strategy's Expected Result/Impact:** Teachers can improve their knowledge and skills in delivery of our supplemental programming to support learning. **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development	**Dec** 95% **Mar** **May** **June**	**December Evidence of Progress** All staff were trained in ramping up to school and many staff have made broadening their knowledge around using technology their Professional Development Goal **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Students will be coached by their teachers about how to use the learning tools **Strategy's Expected Result/Impact:** Increase students abilities in Reading and Math **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	**Dec** 95% **Mar** **May** **June**	**December Evidence of Progress** Using the tools daily provides opportunities for students to have sychronous and asychronous opportunities to use the learning tools better. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement:

Performance Objective 2: Grade level Teams will work together to develop a SMART goal using the Reynolds K-10 Instructional Framework

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: We will continue our grade level PLCs to promote priority standards using the guidance from the Department of Teaching and Learning. **Strategy's Expected Result/Impact:** Alignment among grade level classes in Scope & Sequence and in scaffolding practices. **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	**Dec** 95%	**December Evidence of Progress** Our PLC process remains in place and is an effective tool for grade level teams to coplan and collaborate.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

274

Goal 2: Equity

Performance Objective 1: Increase of parent involvement and engagement in school activities.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: We will hold monthly parent meetings to allow information to flow to the community and to create a space where parents can ask questions and address concerns. **Strategy's Expected Result/Impact:** Increasing communication and communicating efficiently build trust and relationships. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1	**Dec** 65%	**December Evidence of Progress** We've held a parent meeting each month of the school year. These are the first Thursday of each month and are translated in Spanish for families.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Woodland will widen its use of Remind and Twitter, in addition to the Autodialer System and our monthly newsletter, to broaden the ways parents can receive information and feel connected to the school community. **Strategy's Expected Result/Impact:** Increasing parent communication. **Staff Responsible for Monitoring:** Principal **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1	**Dec** 75%	**December Evidence of Progress** Woodland staff uses Remind as a tool to communicate and to respond to families in the language they're most comfortable. We have created a Twitter account.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity

Performance Objective 2: Increase in knowledge and application of Culturally Responsive Teaching practices.

Evaluation Data Sources: PD around Culturally Responsive Teaching and the Brain,

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Woodland Staff will do a deep dive into Culturally Responsive Teaching and the Brain by Zaretta Hammond, and we will weave other resources about expanding our antiracist work in this effort. **Strategy's Expected Result/Impact:** Staff will be more aware of creating safe spaces in schools, the brain's role in learning and keeping our bodies safe and happy, and how to translate that knowledge into improved, more culturally responsive and aware school and classroom systems. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

276

Goal 2: Equity

Performance Objective 3: Increase in number of chronic attenders.

Evaluation Data Sources: Synergy SIS

Strategy/Action 1 Details	Reviews
Strategy/Action 1: We will hold monthly parent meetings to allow information to flow to the community and to create a space where parents can ask questions and address concerns. **Strategy's Expected Result/Impact:** Increasing communication and communicating efficiently build trust and relationships. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1	**Dec** — **December Evidence of Progress** 55% Woodland hosts monthly parent meetings to give updates and information, and opening a space for dialogue with parents and families. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Woodland will widen its use of Remind and Twitter, in addition to the Autodialer System and our monthly newsletter, to broaden the ways parents can receive information and feel connected to the school community. **Strategy's Expected Result/Impact:** Increasing parent communication. **Staff Responsible for Monitoring:** Principal **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1	**Dec** — **December Evidence of Progress** 75% Woodland teachers and staff use Remind daily to communicate class and school information to students and families. We've created and use our Twitter account for broad reminders and announcements in addition to our Auto dialer system. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

277

Goal 3: Communication

Performance Objective 1: Increase communication systems for our families

Evaluation Data Sources: Monthly Parent Meetings, Newly Created Twitter feed for Woodland School, Remind, Synergy Auto Dialer.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: We will hold monthly parent meetings to allow information to flow to the community and to create a space where parents can ask questions and address concerns. **Strategy's Expected Result/Impact:** Increasing communication and communicating efficiently build trust and relationships. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Woodland will widen its use of Remind and Twitter, in addition to the Autodialer System and our monthly newsletter, to broaden the ways parents can receive information and feel connected to the school community. **Strategy's Expected Result/Impact:** Increasing parent communication. **Staff Responsible for Monitoring:** Principal **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: We will hold monthly parent meetings to allow information to flow to the community and to create a space where parents can ask questions and address concerns. **Strategy's Expected Result/Impact:** Increasing communication and communicating efficiently build trust and relationships. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

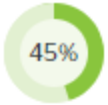
 No Progress Accomplished Continue/Modify Discontinue

279

Goal 4: Safety

Performance Objective 1: Increase of students and families feeling that Woodland School is a safe and welcoming school

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: CEE Survey to be given to staff, 4th & 5th grade learners, and parents. Information will be give about the survey in February staff meetings and February parent meetings.	**Dec**	**December Evidence of Progress**
		The survey is open now through 2/26/21
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

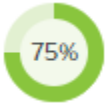
  No Progress Accomplished Continue/Modify Discontinue

280

Goal 4: Safety

Performance Objective 2: Increase of parent involvement and engagement in school activities.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: We will hold monthly parent meetings to allow information to flow to the community and to create a space where parents can ask questions and address concerns. **Strategy's Expected Result/Impact:** Increasing communication and communicating efficiently build trust and relationships. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Woodland will widen its use of Remind and Twitter, in addition to the Autodialer System and our monthly newsletter, to broaden the ways parents can receive information and feel connected to the school community. **Strategy's Expected Result/Impact:** Increasing parent communication. **Staff Responsible for Monitoring:** Principal **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 - Perceptions 1	**Dec**  **Mar** **May** **June**	**December Evidence of Progress** 281 **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

H.B. Lee Middle School

2020-2021 Formative Review with Notes

282

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

283

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students. 4

Goal 2: Equity: We will create a culture of inclusivity where all our school practices and programs are culturally responsive. 17

Goal 3: Communication: We will create a strong culture of community engagement. 22

Goal 4: Socio-Emotional Learning: We will increase the frequency and consistency of SEL opportunities in our school. 26

284

Goals

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 1: English Language Arts achievement will increase by 5% as measured by OSAS.

2019 Baseline: 30% level 3 or 4
2021 Goal: 35% level 3 or 4

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: ELA teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings. **Strategy's Expected Result/Impact:** Students will have more consistent learning opportunities and make gains in their literacy skills. **Staff Responsible for Monitoring:** Administrators will review common lesson plans and provide feedback. **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1	**Dec**	**December Evidence of Progress** 40% Teachers meet each week to create UDL common lesson plans.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Instructional/VILs coach will work with Lee teachers to increase student engagement in literacy building activities using their ipads. **Strategy's Expected Result/Impact:** Teachers will become more fluent in using technology to expand student literacy opportunities and students will gain literacy skills. **Staff Responsible for Monitoring:** Principal and Coach will meet every two weeks to monitor progress. **Title I Components (ORIS Domains):** 3.2, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1	**Dec**	**December Evidence of Progress** 35% Coach calendar. He has worked with 7 staff with direct coaching, 4 on coaching cycles, and has dropped into every virtual classroom to look for ways to support and teach others.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Teachers will participate in monthly professional development on using technology for effective teaching in the CDL format. **Strategy's Expected Result/Impact:** Increased student engagement **Staff Responsible for Monitoring:** Asst. Principal Talus, VILS Coach Jellesma **Title I Components (ORIS Domains):** 3.2, 3.4 - **Characteristics:** Focused Professional Development, Supportive Learning Environment **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	**Dec** — **December Evidence of Progress** 30% We have completed two VILS PDs and 5 building directed tech PD since the beginning of the. year. We are now providing 2 short shot tech PDs each month during staff meetings. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Instructional staff will participate in professional development on designing units using UDL. **Strategy's Expected Result/Impact:** Teachers will create units that address the learning needs of all students. **Staff Responsible for Monitoring:** Admininistrators **Title I Components (ORIS Domains):** 3.2, 3.5, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development **Problem Statements:** Student Learning 2, 3 - School Processes & Programs 1	**Dec** — **December Evidence of Progress** 10% Professional development on UDL was provided during pre-service. AP Guertin-Davis has coached individual PLCs during the year. **Mar** — **March Evidence of Progress** 286 **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: Students will use Lexia during their Enrichment period to access literacy support. **Strategy's Expected Result/Impact:** Increased literacy skills. **Staff Responsible for Monitoring:** ELA Teachers, Administration **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** — **December Evidence of Progress** 20% Students all have accounts and have taken the pre-test. 25% of students are meeting their weekly usage goal. We are shifting focus during Enrichment to increase the number of students meeting the weekly usage goal. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 2: ELA growth will increase as measure by OSAS

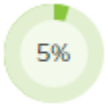
2019 Baseline: Level 3 (54% of students meeting their goal).
2021 Goal: Level 5 (60% of students meeting their goal).

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: ELA teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings. **Strategy's Expected Result/Impact:** Students will have more consistent learning opportunities and make gains in their literacy skills. **Staff Responsible for Monitoring:** Administrators will review PLC notes and provide feedback. **Title I Components (ORIS Domains):** 3.4, 3.5 **Problem Statements:** Student Learning 2	**Dec** 40%	**December Evidence of Progress** Teachers meet in PLCs each Monday since September and common UDL lesson plans for Language continue to be created.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Instructional/VILs coach will work with Lee teachers to increase student engagement in literacy building activities using their ipads. **Strategy's Expected Result/Impact:** Teachers will become more fluent in using technology to expand student literacy opportunities and students will gain literacy skills. **Staff Responsible for Monitoring:** Principal and Coach will meet every two weeks to monitor progress.	**Dec** 60%	**December Evidence of Progress** Coach calendar. He has worked with 7 staff with direct coaching, 4 on coaching cycles, and has dropped into every virtual classroom to look for ways to support and teach others.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Teachers will participate in monthly professional development on using technology for effective teaching in the CDL format. **Strategy's Expected Result/Impact:** Increased student engagement **Staff Responsible for Monitoring:** Asst. Principal Talus, VILS Coach Jellesma **Title I Components (ORIS Domains):** 3.2, 3.4 - **Characteristics:** Focused Professional Development, Supportive Learning Environment	**Dec** 	**December Evidence of Progress** We have completed two PD with Vertizon s and 5 building directed Tech PD since the beginning of the. year.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Instructional staff will participate in professional development on designing units using UDL. **Strategy's Expected Result/Impact:** Teachers will create units that address the learning needs of all students. **Staff Responsible for Monitoring:** Administrators **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards **Problem Statements:** School Processes & Programs 1	**Dec** 	**December Evidence of Progress** Professional development on UDL was provided during pre-service. AP Guertin-Davis has coached individual PLCs as well.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress** 288
	June	**June Evidence of Progress**

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: Students will use Lexia during their Enrichment period to access literacy support. **Strategy's Expected Result/Impact:** Increased literacy skills. **Staff Responsible for Monitoring:** ELA Teachers, Administration **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards **Problem Statements:** Student Learning 2	**Dec** 	**December Evidence of Progress** Students all have accounts and have taken the pre-test. 25% of students are meeting their weekly usage goal. We are shifting focus during Enrichment to increase the number of students meeting the weekly usage goal.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 3: The percentage of students proficient on grade level reading skills by the end of the year will increas by 5% as indicated below as measured on STAR reading state benchmark assessment.

Baseline: 29.5%
Goal: 35%

Evaluation Data Sources: STAR Assessment Proficiency Report

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: We will administer STAR four times this year and use the data to identify students instructional needs. Teachers will use this data during PLC planning time to make instructional decisions. **Strategy's Expected Result/Impact:** Teachers will be able to use data to more effectively plan interventions. **Staff Responsible for Monitoring:** Testing coordinator and administrators will support implementation. **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching **Problem Statements:** Student Learning 2	**Dec** 0%	**December Evidence of Progress** Teachers administered a practice testing in fall and will be administering the test to all students in February.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

289

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 4: Language proficiency for English Learners will increase as measured by gaining one or more levels on ELPA.

2019 Baseline: 25%
2021 Goal: 50%

Evaluation Data Sources: ELPA

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: ELD teachers will collaborate with other grade level teaches to develop UDL Unit Plans during their common prep time and weekly PLC meetings. **Strategy's Expected Result/Impact:** Students will have more consistent learning opportunities and make gains in their language skills. **Staff Responsible for Monitoring:** Administrators will review monthly PLC notes and provide feedback. **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching **Problem Statements:** Student Learning 2, 3	**Dec** 	**December Evidence of Progress** ELD teachers are in grade level content teams and have created common UDL lessons with their colleagues.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

290

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: ELD Teachers will deliver language instruction through integrated ELD core ELA and Social Studies classes. **Strategy's Expected Result/Impact:** Student will have consistent language instruction and support. **Staff Responsible for Monitoring:** PLCs, administrators. **Title I Components (ORIS Domains):** 3.2, 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication **Problem Statements:** Student Learning 2	**Dec** 	**December Evidence of Progress** 6 ELD teachers are assigned to Language Arts/Social Studies blocks with integrated ELD.
	Mar 	**March Evidence of Progress**
	May 	**May Evidence of Progress**
	June	**June Evidence of Progress**

0%
No Progress
100%
Accomplished
Continue/Modify
Discontinue

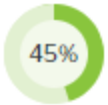
291

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 5: Math achievement for all students will increase by 5% as measured by OSAS.

2019 Baseline: 15%
2021 Goal: 20%

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Math teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings. **Strategy's Expected Result/Impact:** Students will have more consistent learning opportunities and make gains in their numeracy skills. **Staff Responsible for Monitoring:** Administrators will review monthly PLC notes and provide feedback. **Title I Components (ORIS Domains):** 3.4 - **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	**Dec** 	**December Evidence of Progress** Common UDL lesson plans continue to be created by grade level teams.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Students will be provided with 1-1 ipads via the Verizon Innovative Learning program, giving them access to technology at home. **Strategy's Expected Result/Impact:** Students will be able to engage in academic activities outside school hours, increasing their academic skills. **Staff Responsible for Monitoring:** Principal, Coach, building A-Team, and district VILS team will meet regularly to assess progress.	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Instructional/VILs coach will work with Lee teachers to increase student engagement in numeracy building activities using their ipads. **Strategy's Expected Result/Impact:** Teachers will become more fluent in using technology to expand student numeracy opportunities. **Staff Responsible for Monitoring:** Principal and Coach will meet every two weeks to monitor progress.	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Students will use Dreambox during Enrichment period to increase their math skills. **Strategy's Expected Result/Impact:** Students will gain numeracy skills. **Staff Responsible for Monitoring:** Principal. Math Teachers. **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	**Dec**	**December Evidence of Progress** 0% Students all have Dreambox accounts and are using it for grade level content in Math and intervention during Advisory.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress** 293

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: Teachers will participate in monthly professional development on using technology for effective teaching in the CDL format. **Strategy's Expected Result/Impact:** Increased student engagement **Staff Responsible for Monitoring:** Asst. Principal Talus, VILS Coach Jellesma **Title I Components (ORIS Domains):** 3.2, 3.4 - **Characteristics:** Focused Professional Development, Supportive Learning Environment **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	**Dec**	**December Evidence of Progress** We have completed two VILS PDs and 5 building directed tech PD since the beginning of the. year. We are now providing 2 short shot tech PDs each month during staff meetings.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 6 Details	Reviews	
Strategy/Action 6: Instructional staff will participate in professional development on designing units using UDL. **Strategy's Expected Result/Impact:** Increased student engagement and learning for all groups. **Staff Responsible for Monitoring:** Administrators. **Title I Components (ORIS Domains):** 3.2, 3.4 - **Characteristics:** High Standards and Expectations for All Students, Focused Professional Development, Supportive Learning Environment	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 7 Details	Reviews	
Strategy/Action 7: Students will use Dreambox during their Enrichment period to increase literacy skills. **Strategy's Expected Result/Impact:** Increased literacy skills. **Staff Responsible for Monitoring:** ELA Teachers, Administration **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards **Problem Statements:** Student Learning 2	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 8 Details	Reviews	
Strategy/Action 8: Instructional staff will participate in professional development on designing units using UDL. **Strategy's Expected Result/Impact:** Increased student engagement and learning for all groups. **Staff Responsible for Monitoring:** Administrators. **Title I Components (ORIS Domains):** 3.2, 3.4 - **Characteristics:** High Standards and Expectations for All Students, Focused Professional Development, Supportive Learning Environment	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 6: Math growth will increase as measured by OSAS.

2019 Baseline: 3 (46% of students meeting the goal)
2021 Goal: 4 (55% of students meeting the goal)

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Math teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings. **Strategy's Expected Result/Impact:** Students will have more consistent learning opportunities and make gains in their numeracy skills. **Staff Responsible for Monitoring:** Administrators will review weekly PLC notes and provide feedback. **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	**Dec**	**December Evidence of Progress** Common UDL lesson plans continue to be created by grade level teams.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

295

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Students will be provided with 1-1 ipads via the Verizon Innovative Learning program, giving them access to technology at home. **Strategy's Expected Result/Impact:** Students will be able to engage in academic activities outside school hours, increasing their academic skills. **Staff Responsible for Monitoring:** Principal, Coach, building A-Team, and district VILS team will meet regularly to assess progress. **Title I Components (ORIS Domains):** 3.5, 3.6 - **Characteristics:** High Standards and Expectations for All Students, Supportive Learning Environment	**Dec**	**December Evidence of Progress** All students have a 1-1 device.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Instructional/VILs coach will work with Lee teachers to increase student engagement in math skill building activities using their ipads. **Strategy's Expected Result/Impact:** Teachers will become more fluent in using technology to expand student numeracy opportunities. **Staff Responsible for Monitoring:** Principal and Coach will meet every two weeks to monitor progress. **Title I Components (ORIS Domains):** 3.2, 3.4, 3.5 - **Characteristics:** High Standards and Expectations for All Students, Focused Professional Development, Supportive Learning Environment	**Dec** 0%	**December Evidence of Progress** Our VILS coach has done coaching cycles with four teachers, coached 7 teachers, and has done drop ins on every certified staff member.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

296

Goal 1: Achievement: We will create strong academic culture where classroom instruction is aligned to standards and differentiated to meet the needs of all students.

Performance Objective 7: The percentage of students proficient on grade level math skills by the end of the year will increase by 6% indicated below as measured on STAR state math benchmark assessment.

Baseline: 14%
Goal: 20%

Evaluation Data Sources: STAR Assessment Summary Report

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: We will administer STAR four times this year and use the data to identify students for Title 1 and classroom support. **Strategy's Expected Result/Impact:** Teachers will be able to use data to more effectively plan interventions. **Staff Responsible for Monitoring:** Testing coordinator and administrators will support implementation.	**Dec**	**December Evidence of Progress** 15% Teachers all administered the practice test in the fall and are ready to administer the official test during the February testing window.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

297

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity: We will create a culture of inclusivity where all our school practices and programs are culturally responsive.

Performance Objective 1: Increase to 70% the percentage of teachers who feel mostly or very confident that they understand and can implement culturally responsive strategies in their classrooms

Evaluation Data Sources: Staff survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Instructional staff will read Culturally Responsive Teaching and the Brain and participate in a monthly professional development to discuss the book. **Strategy's Expected Result/Impact:** Increased use of culturally responsive teaching strategies. Increased student engagement. **Staff Responsible for Monitoring:** Principal **Title I Components (ORIS Domains):** 3.1, 3.2, 3.6 - **Characteristics:** Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Student Learning 3 - School Processes & Programs 1	**Dec** 0%	**December Evidence of Progress** We have completed 5 chapters as a whole staff.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Equity Team will meet monthly and will plan/lead 4 building wide professional development sessions for staff throughout the year that focus specifically on action steps for culturally responsive teaching strategies. **Strategy's Expected Result/Impact:** Increased student engagement **Staff Responsible for Monitoring:** Principal. Building Equity Team. **Title I Components (ORIS Domains):** 3.2, 3.6 - **Characteristics:** Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment	**Dec** 0%	**December Evidence of Progress** Equity Team has conducted 2 staff development sessions and has 2 more planned for spring.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Building Leadership Team will implement a Culturally Responsiveness Framework to analyze building efforts around anti-racism and equity work. We will identify additional professional development for staff, and create alignment among building committees and efforts so that our culture of care and culture of learning practices are aligned. **Strategy's Expected Result/Impact:** Staff will increase skills in culturally responsive practices. Students will be more engaged in their learning. **Staff Responsible for Monitoring:** Administrators. Leadership Team **Title I Components (ORIS Domains):** 3.1, 3.4, 3.6 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development **Problem Statements:** Student Learning 3 - School Processes & Programs 1	**Dec** 0% **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity: We will create a culture of inclusivity where all our school practices and programs are culturally responsive.

Performance Objective 2: By the end of the 2020-21 school year, the percentage of students who are regular attenders will increase by 7%, compared to the 2019-20 school year. (73% to 80%)

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: The Lee Student Engagement Team will meet weekly to identify students who are not regularly attending. The team will contact families to discuss strategies for engagement and provide support. **Strategy's Expected Result/Impact:** Students will attend more regularly. **Staff Responsible for Monitoring:** Engagement Team: Asst. Principals, Counselors, Social Worker, SRO, Attendance Secretary, Special Ed Case Managers. **Title I Components (ORIS Domains):** 3.3 - **Characteristics:** High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 2 - Perceptions 3	**Dec** 40%	**December Evidence of Progress** Tier 3 Student Engagement Team meetings happen every Monday.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Grade Level Teams will meet every two weeks for Tier 1 and Tier 2 meetings to identify students who need additional support to engage and be successful in CDL. **Strategy's Expected Result/Impact:** More students will attend classes regularly, learn more, and receive higher grades. **Staff Responsible for Monitoring:** Grade Level Tier Teams, Administrators. **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment	**Dec** 40%	**December Evidence of Progress** Tier 1 and Tier 2 meetings have been held every two weeks since October. 300
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Equity: We will create a culture of inclusivity where all our school practices and programs are culturally responsive.

Performance Objective 3: Students who respond almost always true or often true to the question "my school helps me develop the technology skills I need" will increase from 61% to 80%.

Evaluation Data Sources: VILS Survey

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Instructional Coach and school teacher Tech Team will plan student lessons on how to navigate ipad apps and other digital tools. **Strategy's Expected Result/Impact:** Students will learn more content and skills. **Staff Responsible for Monitoring:** Principal, Coach and Tech Team will meet monthly to discuss and plan.. **Problem Statements:** Student Learning 2	**Dec** 100% **December Evidence of Progress** Students received instruction on using their devices in September and October. **Mar** 100% **March Evidence of Progress** **May** 100% **May Evidence of Progress** 301 **June** **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity: We will create a culture of inclusivity where all our school practices and programs are culturally responsive.

Performance Objective 4: Increase percentage of staff who say that students are engaged in learning will increase from 75% to 90%.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement. **Strategy's Expected Result/Impact:** Students will learn more because they are more engaged. **Staff Responsible for Monitoring:** Admin and Coach will meet twice a month to plan. **Title I Components (ORIS Domains):** 3.2 - **Characteristics:** Focused Professional Development **Problem Statements:** School Processes & Programs 1	**Dec**	**December Evidence of Progress** We have provided professional development for during pre-service week, and at least one comprehensive PD each month since. We also provide short shot PD during staff meetings. Teachers who are struggling with using technology get 1-1 instruction from our VILS coach.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

302

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Instructional Coach will provide support to teachers in using ipads to increase engagement. **Strategy's Expected Result/Impact:** Teachers will use technology to increase engagement. Students will be more engaged. **Staff Responsible for Monitoring:** Principal and Coach will meet every two weeks to assess. **Title I Components (ORIS Domains):** 3.2, 3.5 - **Characteristics:** High Levels of Collaboration and Communication, Focused Professional Development **Problem Statements:** Student Learning 1, 2, 3	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Communication: We will create a strong culture of community engagement.

Performance Objective 1: By the end of the 2020-21 school year, the percentage of parents who answer almost always true or often true to the question this school communicates with me about my child's progress from 60% to 80%.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Individual parent conferences will be scheduled with each family three times during the school year. **Strategy's Expected Result/Impact:** Increase communication with families. **Staff Responsible for Monitoring:** Administrators. Advisory teachers. **Title I Components (ORIS Domains):** 3.3 - **Characteristics:** High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	**Dec** 50%	**December Evidence of Progress** We had parent conferences in October and November. The next will be in March.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Teachers will use our school wide system for posting lessons in Schoology and inform families where to look for student work. **Strategy's Expected Result/Impact:** Parents will be able to support student learning at home. **Staff Responsible for Monitoring:** Teachers. Administrators. **Title I Components (ORIS Domains):** 3.3 - **Characteristics:** High Standards and Expectations for All Students, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	**Dec** 100%	**December Evidence of Progress** All teachers organize files by order and color the same way in Schoology.
	Mar 100%	**March Evidence of Progress**
	May 100%	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Lee Student Engagement Team will meet weekly to identify students who are not regularly attending. The team will contact families to discuss strategies for engagement and provide support. **Strategy's Expected Result/Impact:** Students will attend more regularly. **Staff Responsible for Monitoring:** Engegement Team: Asst. Principals, Counselors, Social Worker, SRO, Attendance Secretary, Special Ed Case Managers. **Title I Components (ORIS Domains):** 3.3 - **Characteristics:** High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** The Tier 3 Student Engagement Team has met every Monday since October.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

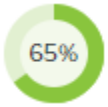
304

Goal 3: Communication: We will create a strong culture of community engagement.

Performance Objective 2: By the end of the 2020-21 school year, the percentage of parents who answer almost always true or often true to the question I am informed about
what is going on in the school will increase from 69% to 90% on the annual CEE survey.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: School will evaluate and hone home communication systems by consulting with family groups and community partners. **Strategy's Expected Result/Impact:** Families will receive information in a format that is helpful and easy to understand. **Staff Responsible for Monitoring:** Administrators. **Title I Components (ORIS Domains):** 3.3, 3.6 - **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	**Dec** 	**December Evidence of Progress** We have started regular meetings with community partners to discuss parent engagement strategies. They are working to get parents to attend our Parent Academies and Virtual Coffee with the Principal.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Principal will provide an online Distance Learning Page using the Smore platform to increase families' ability to read the newsletter in multiple languages. Parents will be prompted to check it for updates each week. **Strategy's Expected Result/Impact:** Family who are not English dominate will get information they can understand. **Staff Responsible for Monitoring:** Principal **Title I Components (ORIS Domains):** 3.3, 3.6 - **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	**Dec** 	**December Evidence of Progress** The online distance learning page was live for parents starting at the end of August. We send monthly newsletters and prompts to check it each time.
	Mar 	**March Evidence of Progress**
	May 	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Administrators, Instructional Coach and others will provide ongoing Parent Academies to support CDL. **Strategy's Expected Result/Impact:** Families will increase their understanding of how to engage in CDL. **Staff Responsible for Monitoring:** Administrators **Title I Components (ORIS Domains):** 3.3, 3.6 - **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	**Dec** 50%	**December Evidence of Progress** We have provided more than 10 Parent Academies since the beginning of the year.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

306

Goal 4: Socio-Emotional Learning: We will increase the frequency and consistency of SEL opportunities in our school.

Performance Objective 1: By the end of the school year, the percentage of parents and staff who respond almost always true or often true to the question do you believe that the district places an emphasis on social emotional learning in addition to core academic instruction will increase. Parents: Increase from 56% to 66% and Staff: Increase from 43% to 53%

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Advisory Planning Team will collaborate with other district middle schools on the development of a district SEL sequence and provide Advisory lesson for teachers that will be implemented with fidelity. **Strategy's Expected Result/Impact:** Increased focus on SEL instruction. **Staff Responsible for Monitoring:** Administrators **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment	**Dec** 0%	**December Evidence of Progress** This team has met twice since the beginning of the year.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Students will engage in weekly homeroom lessons that focus on social emotional learning, community building, growth mindset, and equity. **Strategy's Expected Result/Impact:** Students will feel more connected to the school and more able to engage in learning. **Staff Responsible for Monitoring:** Advisory Teachers. Administrators. **Title I Components (ORIS Domains):** 3.4, 3.5 - **Characteristics:** Supportive Learning Environment	**Dec**	**December Evidence of Progress** Our Advisory Planning Group has met weekly since September to create SEL lessons for Advisory. SEL lessons occur at least 2 of the 5 days each week.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Reynolds Middle School

2020-2021 Formative Review with Notes

308

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Equity: 4
- Goal 2: Student Achievement: 9
- Goal 3: Fiscal Responsibility: 15
- Goal 4: Social Emotional Learning: 18
- Goal 5: Communication : 20

310

Goals

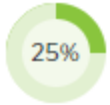
Goal 1: Equity:

Performance Objective 1: By the end of the 2020-21 school year, the percentage of students who are regular attenders will increase by 6%, compared to the 2019-20 school year. (74% to 80%)

Evaluation Data Sources: Synergy attendance quarterly report; Data Warehouse attendance report; Student engagement spreadsheet

Strategy/Action 1 Details	Reviews
Strategy/Action 1: The RMS Engagement Team in their bi-weekly meetings, will focus on "Yellow Zone" students-those whose attendance falls within the 80-89% range and personalize strategies to meet the needs of individual students. The strategies will include but not be limited to, home visits and one-on-one conferences with students. **Strategy's Expected Result/Impact:** Most, if not all "Yellow Zone" attendance students will increase their composite attendance to 90%. Recognizing that the "Yellow Zone" represents a diverse group of students, improving attendance will serve the dual effect of reducing the attendance equity gap." **Staff Responsible for Monitoring:** Shaunice Silas & RMS Engagement Team **Title I Components (ORIS Domains):** 3.1, 3.3, 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 40% We have been meeting weekly in our engagement team. We have started to review our yellow/orange tiered students and each staff as seven students that they will be creating an outreach in a effort to reach all students. **Mar** — **March Evidence of Progress** Engagement team meeting weekly to increase achievement data and making some progress. We have recently focused our outreach on students and staff **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Foundations teachers and Student support team will call home for students with attendance between 80% and 90%, inviting the student back to school. **Strategy's Expected Result/Impact:** Creating a welcoming environment will contribute to "Yellow Zone" students increasing their attendance. **Staff Responsible for Monitoring:** Administrators/ Attendance Secretary	**Dec** — **December Evidence of Progress** 40% Engagement team created positive postcards.. The engagement team is working to connect with students and families that are in the yellow zone for attendance (less that 70% attendance) **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Based on current "Yellow Zone" attendance data, we will customize attendance strategies for historically marginalized students who fall within the "yellow category" of 85-90% attendance. **Strategy's Expected Result/Impact:** The percentage of regular attenders will increase **Staff Responsible for Monitoring:** RMS engagement Team **Title I Components (ORIS Domains):** 3.1, 3.3, 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** From October to January we had a 3.8% increase.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: School-wide attendance system implementation with acknowledge student online engagement. - importance of attendance communicated through newsletters and parent conferences - incentive prizes earned for classroom engagement - monthly engagement awards presented in monthly video **Strategy's Expected Result/Impact:** Increased student engagement **Staff Responsible for Monitoring:** Shaunice Silas, Counselors, Sara Idle and Darryl Coppedge	**Dec** 	**December Evidence of Progress** Weekly communication newsletter to families, virtual coffee chats discussing attendance, and monthly assemblies acknowledging students engagement participation.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

312

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: Case managers are assigned to each grade level to support attendance/virtual engagement effort. All interventions, support, and concerns are reviewed at weekly attendance meetings. **Strategy's Expected Result/Impact:** Increased attendance **Staff Responsible for Monitoring:** Darryl Coppedge	**Dec** 	**December Evidence of Progress** Created SMT and EA support time on Monday where additional support is provided to students.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Equity:

Performance Objective 2: To ensure the success of all students, Reynolds Middle School will continue to enhance, refine and communicate its comprehensive multi-tiered system of supports as a framework to improve student outcomes in academics, social emotional competencies, and cultural competency .

Evaluation Data Sources: CEE Data and STAR Data

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Book study of "Culturally Responsive Teaching and the Brain " school wide over the course of the 2020-21 school year.. **Strategy's Expected Result/Impact:** We will re-frame our equity challenges through the book study, with the expectation that our Equity committee will provide a new voice around equity at RMS, in addition to teacher-leading professional development around the topic. **Staff Responsible for Monitoring:** Shaunice Silas, BTT, Equity Committee **Title I Components (ORIS Domains):** 3.1, 3.3, 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	**Dec** 	**December Evidence of Progress** CRT professional development provided to teachers, UDL PD and equity professional development around grading practices. See professional development calendar.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

313

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: We will implement the Promise Neighborhoods Initiative work at RMS, which includes partners from multiple agencies who will work directly with caseloads of students and their families to support their academic succss. **Strategy's Expected Result/Impact:** Culturally specific support for our students will boost academic support and reduce disproportionate discipline related to race. **Staff Responsible for Monitoring:** Principal Silas and Assistant Principal Coppedge will attend weekly partner meetings to plan and assess progress. **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Weekly meetings to review case loads with Promise Neighborhoods. In addition , weekly study hall sessions created with each community partner for students. See copy of drop in sessions meeting support times w/community partner spreadsheet.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: We will re-establish a student Restorative Practice group that will engage in peer mediation/student leadership with support from Maria Scanelli of Resolutions Northwest and our community partnerships, to help students in conflict. **Strategy's Expected Result/Impact:** Disproportionate discipline related to student conflict will be reduced. **Staff Responsible for Monitoring:** Principal Silas and Darryl Coppedge **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 	**December Evidence of Progress** We are revisiting this goal.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Growth in learning and implementation of culturally responsive teaching that emphasizes equity, inclusion and diversity by supporting professional development of UDL. **Strategy's Expected Result/Impact:** Increased first time instruction **Staff Responsible for Monitoring:** Sara Idle, Alyson Drain, Principal Silas and Darryl Coppedge **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** UDL professional development led and created by teachers with assistant principal and coach. See professional development calendar.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: Implement the Verizon Innovative Learning School grant that provides an IPAD for all students at RMS. **Strategy's Expected Result/Impact:** Student engagement and personalized instruction will e greatly enhanced, resulting in better academic performance based on grades. **Staff Responsible for Monitoring:** Shaunice Silas, VILS Instructional Coach Alyson Drain, Sara Idle, and Library Media Teacher Trish will meet regularly to plan efforts. **Title I Components (ORIS Domains):** 3.1, 3.3, 3.4 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Professional Development calendar
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Equity:

Performance Objective 3: Ensure that 100% of RMS students report that using their 1-1 IPAD technology in the classroom and at home has helped them increased their learnings.

Evaluation Data Sources: VILS student surveys.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: We will provide ongoing, robust professional development for staff during Monday late starts, related to instructional technology and subject specific app. **Strategy's Expected Result/Impact:** Staff will deliver, differentiated, engaging instruction to students, meeting them where they are at. **Staff Responsible for Monitoring:** InstructionalCoach Alyson Drain	**Dec** 	**December Evidence of Progress** Provided Professional Development Sessions in a variety of settings: Staff, Department, Grade-level, with Building VILS Coach. See professional development and enrichment calendar.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

315

Goal 2: Student Achievement:

Performance Objective 1: Reynolds MS will improve the percentage of Historically marganilized students, English Language Learners, and Students with Disabilities scoring a Level 1 or 2 in ELA OSAS by 5 percentage points during the 2020-21 school years

Evaluation Data Sources: OSAS/ELPA

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Continue to have every certified staff member participate in a Professional Learning Community **Strategy's Expected Result/Impact:** Improvement on the OSAS **Staff Responsible for Monitoring:** RMS Administration and Academic Departments and Instructional Coach **Title I Components (ORIS Domains):** 3.1, 3.2 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 30%	**December Evidence of Progress** Coach set up a rotational schedule to observe and provide feedback to teachers. Provided professional Development Sessions in a variety of settings: Staff, Department, Grade-level, Committee, and MTSS.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	316
Strategy/Action 2: 100% of teachers will engage in monthly professional development focused on Universal Design for Learning **Strategy's Expected Result/Impact:** Motivation and engagement of students and first time instruction. **Staff Responsible for Monitoring:** Instructional coach and administration team **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication	**Dec** 30%	**December Evidence of Progress** Professional Development calendar, Exit Surveys
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Student Achievement:

Performance Objective 2: 50% of students will gain 1 level or more on ELPA.

Evaluation Data Sources: ELPA

Strategy/Action 1 Details	Reviews
Strategy/Action 1: English learners are in all classes, and ELD teachers collaborate with general education teachers to design classrooms that are language-enriched and content accessible. General educator and ELD teachers share the responsibility for instructing the students identified for English language development services. **Strategy's Expected Result/Impact:** Identifying successful practices that all can implement will contribute to the aforementioned goal. **Staff Responsible for Monitoring:** Sara Idle/Shaunice Silas/Jill King/ELD teachers **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development	**Dec** — **December Evidence of Progress** 30% Provide staff PD with a focus on student collaboration and engagement. 10 + teachers attended CM training. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: The building instructional coach will work with core content teachers to implement effective academic language support for working with ELs. **Strategy's Expected Result/Impact:** Making content accessible for all students will increase engagement, improve grades, and result in goal achievement related to ELPA. During whole class group, synchronous lessons ii. During small group workshop time. The ELD or general education teacher would use breakout rooms to support work on tasks assigned to the general education class, but with a focus on identified language targets. **Staff Responsible for Monitoring:** Sara Idle/Alyson Drain **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	317 **Dec** — **December Evidence of Progress** 35% Provide staff PD with a focus on student collaboration and engagement. 10 + teachers attended CM training. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Student Achievement:

Performance Objective 3: By the end of the 2020-21 school year, students in grades 6,7,and 8 will increase ELA achievement from 28% meeting benchmark (2019) to 38% meeting benchmark as measured by OSAS.

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Content teachers will collaborate during PLC meeting times and bi-monthly Department meetings **Strategy's Expected Result/Impact:** Identifying common successful instructional practices will positively impact math achievement. **Staff Responsible for Monitoring:** Shaunice Silas **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 	**December Evidence of Progress** PD agendas and offerings.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

318

Goal 2: Student Achievement:

Performance Objective 4: By the end of the 2020-21 school year, students who score proficient in Math will increase from 28.4% (March 2020) to 38% as measured by STAR and by the end of the 2020-21 school year, students who score proficient in ELA will increase from 25.6% (March 2020) to 36% as measured by STAR.

Evaluation Data Sources: STAR School Profile report, Dreambox/PowerUp progress monitoring reports

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: We will administer STAR four times this year and use the data to identify students for Math Intervention and classroom support. **Strategy's Expected Result/Impact:** Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals **Staff Responsible for Monitoring:** Sara Idle, Alyson Drain, Darryl Coppedge, Shaunice Silas **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 30%	**December Evidence of Progress** STAR testing completed in October and February. See STAR testing schedule and PD reviewed STAR assessment information. See PD calendar
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: At least two times a year there is a primary focus on data-driven analysis of summative assessments via validation feedback loop **Strategy's Expected Result/Impact:** Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals **Staff Responsible for Monitoring:** Alyson Drain, Sara Idle **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 0%	**December Evidence of Progress** Professional development calendar. PD completed to review STAR results with staff.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Professional Learning Community (PLC) **Strategy's Expected Result/Impact:** Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals **Staff Responsible for Monitoring:** Alyson Drain /Instructional Coach **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication	**Dec** 30%	**December Evidence of Progress** Developed and support student learning groups to ensure authentic opportunities for student to practice and apply these skills.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Enrichment classes added to master schedule and students will have targeted instruction for skill building. (use of Dreambox and PowerUp) **Strategy's Expected Result/Impact:** Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals **Staff Responsible for Monitoring:** Sara Idle **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 35%	**December Evidence of Progress** Master schedule created to provide opportunity for enrichment and use of DreamBox and PowerUp. See Enrichment yearly calendar.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress** 320
	June	**June Evidence of Progress**

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: We will administer STAR three times this year and use the data to identify students for additional intervention supports. **Strategy's Expected Result/Impact:** Level instruction and motivate students to increase to the next tier or exit the program entirely, positively impacting growth toward STAR goals **Staff Responsible for Monitoring:** Stephanie Lynch and Alyson drain **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 30%	**December Evidence of Progress** Professional Development provided by the Instructional coach by grade level and department specific to their needs. Professional development calendar.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Student Achievement:

Performance Objective 5: By the end of the 2020-21 school year, students in grades 6,7, and 8 will increase Math achievement from 17% meeting benchmark (2019) to 30% meeting benchmark as measured by OSAS.

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Content teachers will collaborate during PLC meeting times and bi-monthly Department meetings **Strategy's Expected Result/Impact:** Identifying common successful instructional practices will positively impact ELA achievement. **Staff Responsible for Monitoring:** Shaunice Silas **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 	**December Evidence of Progress** Professional Development calendar, and surveys
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

321

Goal 3: Fiscal Responsibility:

Performance Objective 1: The percentage of families who say students at the school are well behaved will decrease from 51% to 25%

Evaluation Data Sources: CEE Perception Survey

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Each of our Community Partnership Team comprised of several existing entities will bring parents and community into the school online during CDL and in the building during hybrid. Bringing these groups together creates a collaborative approach at the school level that is supported. We will work to create affinity student and parent groups online with various community groups. **Strategy's Expected Result/Impact:** The percentage as state above, will be decreased. **Staff Responsible for Monitoring:** Darryl Coppedge and community partners (Latino Network, SEI, Resolutions NW and NAYA) **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Family and Community Involvement	**Dec** 30% **December Evidence of Progress** Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students. **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress** 322

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Counselors, administrators, and teachers will meet with Tier 2 data teams every four weeks to determine supports needed for identified students. **Strategy's Expected Result/Impact:** We will solidify our MTSS process at all tiers. **Staff Responsible for Monitoring:** Shaunice Silas, Sara Idle, Counselors, School Psych **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication	**Dec** 40% **December Evidence of Progress** Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students. See engagement data spreadsheet (data collected weekly and updated). **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Fiscal Responsibility:

Performance Objective 2: The percentage of staff who say that students are engaged in learning will increase from 78% to 90%.

Evaluation Data Sources: CEE Staff Survey

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement as part of professional development around our VILS Grant. **Strategy's Expected Result/Impact:** The inherent capacity to differentiate instruction via IPADs and content specific Apps, will meet students where they are and serve to personalize instruction. **Staff Responsible for Monitoring:** Sara Idle and Instructional Coach Alyson Drain	**Dec** — **December Evidence of Progress** 30% RMS has a system in place for students and parents to report an issue with a device and receive support to resolve the issue or trade out their device for another. See Tech support excel spreadsheet w/data. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

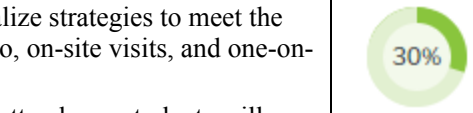
Strategy/Action 2 Details	Reviews
Strategy/Action 2: Instructional Coach Alyson Drain will provide support to teachers by providing professional development using IPADs to increase engagement. **Strategy's Expected Result/Impact:** The inherent capacity to differentiate instruction via IPADs and content specific Apps, will meet students where they are and serve to personalize first time instruction. **Staff Responsible for Monitoring:** Sara Idle	**Dec** — **December Evidence of Progress** 323 30% RMS uses a tech support form to track, monitor, and address tech needs. School based tech team communicates regularly with district technology services and Professional Development calendar. See Tech support excel spreadsheet. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

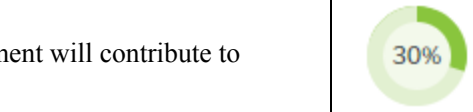
Goal 3: Fiscal Responsibility:

Performance Objective 3: 80% of our students will attend at 90% or higher by the end of the 20-21 school year.

Evaluation Data Sources: Attendance reports from Synergy and Data Warehouse

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: The RMS Attendance Team in their weekly meetings, will focus on "Yellow Zone" students-those whose attendance falls within the 80-89% range and personalize strategies to meet the needs of individual students. The strategies will include but not be limited to, on-site visits, and one-on-one virtual conferences with students. **Strategy's Expected Result/Impact:** Most, if not all "Yellow Zone" attendance students will increase their composite attendance to 90%. Recognizing that the "Yellow Zone" represents a diverse group of students, improving attendance will serve the dual effect of reducing the attendance equity gap." **Staff Responsible for Monitoring:** Shaunice Silas & Engagement Team	**Dec** 	**December Evidence of Progress** Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

324

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Foundations teachers will call home for students with attendance between 80% and 90%, inviting the student back to school. **Strategy's Expected Result/Impact:** Creating a welcoming environment will contribute to "Yellow Zone" students increasing their attendance. **Staff Responsible for Monitoring:** Administrators/ Attendance Secretary	**Dec** 	**December Evidence of Progress** Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Social Emotional Learning:

Performance Objective 1: Teachers will deliver SEL lessons as designed during foundation class.

Evaluation Data Sources: CEE Data

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Each of our committees create a series of lessons based on the committee focus. These will be part of a rotating calendar and our Building Care Team (SEL committee) will manage this part of it. For example, our AVID committee might focus on WICOR strategies, our Equity committee might focus on social justice focused lessons, etc. **Strategy's Expected Result/Impact:** By integrating SEL into schoolwide practices and instruction, we will teach skills and facilitate opportunities for students to contribute to positive change locally. **Staff Responsible for Monitoring:** Sara Idle, Shaunice Silas, Alyson Drain,	**Dec** — **December Evidence of Progress** 30% Weekly newsletters, updates to school website, weekly coffee chats with Principal, bilingual front office staff, device swap systems, quick responses to Student Tech Support requests, collaboration with our Community Partners, Thursday Tech Support Circle for Classified Staff, and MTSS to progress monitor the attendance and engagement of our students. See foundation calendar (yearly). **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Students will engage in weekly foundation lessons that focus on social emotional learning, community building and and equity. **Strategy's Expected Result/Impact:** RMS will empowers all students to achieve their potential, becoming lifelong learners and compassionate, respectful citizens who contribute to positive change within their local community and global society. **Staff Responsible for Monitoring:** BTT, Administration, Instructional Coach, Committees **Title I Components (ORIS Domains):** 3.1, 3.2, 3.5 - **Characteristics:** Clear and Shared Focus, Effective School Leadership	**Dec** — **December Evidence of Progress** 30% Foundation and Enrichment Calendar. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Social Emotional Learning:

Performance Objective 2: By the end of the school year, the percentage of parents and staff who believe that the district places an emphasis on social emotional learning in addition to core academic instruction will increase by 5%. Parents: Increase from 63% to 75%% Staff: increase from 47% to 70%

Evaluation Data Sources: CEE Survey

Goal 5: Communication :

Performance Objective 1: By the end of the 2020-21 school year, the percentage of parents who feel that the school communicates with them about their child's progress will increase from 69% to 80% on the annual CEE survey.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Teachers posting assignments in Schoology and communicating with families about how to locate assignments. **Strategy's Expected Result/Impact:** Increased communication with students and families **Staff Responsible for Monitoring:** Teachers, administration. **Title I Components (ORIS Domains):** 3.1, 3.4, 3.5 - **Characteristics:** Clear and Shared Focus, Effective School Leadership	**Dec**	**December Evidence of Progress** Professional development calendar. PD provided to staff to create consistency of posting assignments to Schoology.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Teachers will maintain daily office hours to answer questions from students and families **Strategy's Expected Result/Impact:** Students and families are informed of progress and support **Staff Responsible for Monitoring:** Teachers, administrators **Title I Components (ORIS Domains):** 3.1, 3.2, 3.3 - **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	**Dec**	**December Evidence of Progress** Master schedule and contact log
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Individual conferences scheduled three times per year with each family. CDL conferences are in October and November. **Strategy's Expected Result/Impact:** Students and families are informed about classroom progress. **Staff Responsible for Monitoring:** Teachers and Administrators. **Title I Components (ORIS Domains):** 3.1, 3.2, 3.5 - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 30%	**December Evidence of Progress** Conference schedule spreadsheet (October, November, and March) with notes from families.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

328

Reynolds School District 7

Walt Morey Middle School

2020-2021 Formative Review with Notes

329

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

330

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement: We will increase the number of students with grade level literacy skills. 4
- Goal 2: Student Achievement: We will increase the number of students with grade level math skills. 7
- Goal 3: Equity: We will increase the percentage of students who are regular attenders. 11
- Goal 4: Equity: We will increase teacher awareness and implementation of culturally responsive teaching practices. 13
- Goal 5: Social Emotional Learning: We will increase the amount of school wide social emotional learning lessons being delivered. 16
- Goal 6: Communication: We will increase the quality and quantity of communication between school and home. 18

331

Goals

Goal 1: Student Achievement: We will increase the number of students with grade level literacy skills.

Performance Objective 1: By the end of the 2020-21 school year, students in grades 6,7,and 8 will increase English Language Arts achievement from 53% meeting benchmark (2019) to 58% meeting benchmark as measured by OSAS.

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews		
Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement. **Strategy's Expected Result/Impact:** Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. **Staff Responsible for Monitoring:** Tech Coach Sheltered Instruction Coach Administration - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** **Mar** **May** **June**	**December Evidence of Progress** 5 out of 8 Technology focused professional development **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**	332

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings to develop common scope and sequence, units, and assessments. **Strategy's Expected Result/Impact:** Increase in consistency of expectations and opportunities from class to class. **Staff Responsible for Monitoring:** Administrative Team - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Teachers have met with department PLCs 21 out of 39 weeks. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Counselors and administrative team - **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Teachers have met 6 out of 10 times **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Counselors and administrative team - **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	**Dec** **Mar** **May** **June**	**December Evidence of Progress** All Tier 2 Teams have met twice: once in quarter 1 and once in quarter 2. **March Evidence of Progress** **May Evidence of Progress** 333 **June Evidence of Progress**

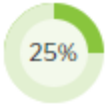
Strategy/Action 5 Details	Reviews	
Strategy/Action 5: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Counselors and administrative team - **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Student Outreach Team meeting weekly to address concerns from Tier 2 meetings, schedule home visits, and attend to teachers concerns and student needs. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement: We will increase the number of students with grade level literacy skills.

Performance Objective 2: By the end of 2020-21, the percentage of students who are proficient in Reading will increase from 45% (March, 2020) to 50% as measured by STAR.

Evaluation Data Sources: STAR

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: STAR administered 4 times per year. **Strategy's Expected Result/Impact:** Progress monitor for student growth and understanding of grade level concepts. **Staff Responsible for Monitoring:** Administration - **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards	**Dec** 	**December Evidence of Progress** 1st round of STAR testing was completed in November.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Students will receive targeted reading support through Enrichment class. **Strategy's Expected Result/Impact:** Targeted intervention and support will fill gaps and raise student achievement. **Staff Responsible for Monitoring:** Counselors, teachers, administrative team - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	**Dec** 	**December Evidence of Progress** Students are using programs such as Flocabulary, Lexia, and EPIC in Enrichment classes.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Achievement: We will increase the number of students with grade level math skills.

Performance Objective 1: By the end of the 2020-21 school year, students in grades 6,7,and 8 will increase math achievement from 31% meeting benchmark (2019) to 36% meeting benchmark as measured by OSAS.

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement. **Strategy's Expected Result/Impact:** Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. **Staff Responsible for Monitoring:** Tech Coach Sheltered Instruction Coach Administration - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development	**Dec** **Mar** **May** **June**	**December Evidence of Progress** 5 out of 8 Technology focused professional development **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Teachers will collaborate on common grade level curriculum planning during their common prep time and monthly PLC meetings. **Strategy's Expected Result/Impact:** Increase in consistency of expectations and opportunities from class to class. **Staff Responsible for Monitoring:** Administrative Team	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Teachers have met with department PLCs 21 out of 39 weeks. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Counselors and administrative team - **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Teachers have met 6 out of 10 times **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Counselors and administrative team - **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	**Dec** **Mar** **May** **June**	**December Evidence of Progress** All Tier 2 Teams have met twice: once in quarter 1 and once in quarter 2. **March Evidence of Progress** **May Evidence of Progress** 336 **June Evidence of Progress**

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Counselors and administrative team	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Student Outreach Team meeting weekly to address concerns from Tier 2 meetings, schedule home visits, and attend to teachers concerns and student needs. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Achievement: We will increase the number of students with grade level math skills.

Performance Objective 2: By the end of the 2020-21 school year, students who score proficient in math will increase from 52% (March 2020) to 57% as measured by STAR.

Evaluation Data Sources: STAR

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: STAR administered 4 times per year. **Strategy's Expected Result/Impact:** Progress monitor for student growth and understanding of grade level concepts. **Staff Responsible for Monitoring:** Administration - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	**Dec** 25%	**December Evidence of Progress** 1st round of STAR testing was completed in November.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Students will receive targeted math support through Enrichment class. **Strategy's Expected Result/Impact:** Targeted intervention and support will fill gaps and raise student achievement. **Staff Responsible for Monitoring:** Counselors, intervention teachers, administrative team - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching	**Dec** 50%	**December Evidence of Progress** Students work on IXL, Dreambox, and ST Math a minimum of 60 minutes per week. (15/32 weeks)
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: All math and enrichment teachers will utilize ST Math and/or Dreambox for a minimum of 60 minutes per week in order to build mathematical skills and understanding and to close gaps in math knowledge. **Strategy's Expected Result/Impact:** Increased student engagement in math through gaming and technology will fill gaps in learning and increase student achievement. **Staff Responsible for Monitoring:** Administration and ST Math Lead teacher. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	**Dec** 	**December Evidence of Progress** Students have been assigned 60 minutes per week for 15/32 weeks.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

338

Goal 3: Equity: We will increase the percentage of students who are regular attenders.

Performance Objective 1: By the end of the 2020-21 school year, the percentage of students who are regular attenders will increase by 6%, compared to the 2019-20 school year. (74% to 80%)

Evaluation Data Sources: Data Warehouse
Synergy

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Counseling/Outreach team will meet every week to review data and plan interventions for students who are chronically absent or are not participating in synchronous learning during comprehensive distance learning. **Strategy's Expected Result/Impact:** Early recognition and intervention for students who are chronically absent or not engaged with distance learning. **Staff Responsible for Monitoring:** Counselors, attendance team, administration team - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	**Dec**	**December Evidence of Progress** 50% Team has met 18 out of 39 weeks
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Counseling/Outreach Team will contact families of students who are chronically absent or not participating in distance learning to inquire about needed resources and support. **Strategy's Expected Result/Impact:** Early recognition and intervention for students who are chronically absent or not engaged with distance learning. **Staff Responsible for Monitoring:** Counselors, attendance team, administration team - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec**	**December Evidence of Progress** 50% Team has met 18 out of 39 weeks
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Counseling/Outreach team will collaborate with community partners in order to provide needed resources to struggling families. **Strategy's Expected Result/Impact:** Early recognition and intervention for students who are chronically absent or not participating in distance learning. **Staff Responsible for Monitoring:** Counselors, attendance team, administration team - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 50%	**December Evidence of Progress** Community partners included in all Outreach Team meetings and are providing financial and social emotional support to families.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Attendance Team and PBIS Team will collaborate to plan recognition and celebration for those students who maintain 90% attendance. **Strategy's Expected Result/Impact:** Positive recognition for attendance will increase student incentive and desire to attend school regularly and participate in synchronous sessions during comprehensive distance learning. **Staff Responsible for Monitoring:** Counselors, attendance team, PBIS team, administration team - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment	**Dec** 50%	**December Evidence of Progress** Team is collaborating top plan incentives for students whose attendance ranges 80-89% attendance.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress** 340
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Equity: We will increase teacher awareness and implementation of culturally responsive teaching practices.

Performance Objective 1: 100% of teachers will engage in monthly professional development focused on equity, sheltered instruction, restorative practices, and student engagement through the use of technology.

Evaluation Data Sources: Professional development calendar
Professional development surveys

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Restorative Practices Team will meet monthly and will plan/lead 6 building wide professional development sessions for staff throughout the year that focus specifically on how to implement restorative practices in the classroom and how to build positive relationships with students. **Strategy's Expected Result/Impact:** Increase in teacher implementation of restorative practices in classroom. Decrease in disciplinary incidents school-wide. Increase in perception of student safety and belonging. **Staff Responsible for Monitoring:** Restorative practices team, admin team - **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	**Dec** **Mar** **May** **June**	**December Evidence of Progress** Team has met monthly and has delivered 3 out of 6 professional development sessions for staff. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

341

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Equity Team will meet monthly to review issues of racial disparities within the school and will plan/lead 5 building wide professional development sessions focused on culturally responsive teaching practices. **Strategy's Expected Result/Impact:** Increase in awareness of racial inequities, as well as increased knowledge of culturally relevant instruction, will have positive impact on teacher practice, which will lead to higher levels of student engagement and achievement. **Staff Responsible for Monitoring:** Equity Team, admin team - **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	**Dec** 100% **December Evidence of Progress** Team has met monthly and has delivered 5 professional development sessions for staff. **Mar** 100% **March Evidence of Progress** **May** 100% **May Evidence of Progress** **June** 100% **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Technology Coach will collaborate with fellow teacher and building administration to plan/lead 6 building wide professional development sessions focused on the integration of technology to increase student engagement and achievement. **Strategy's Expected Result/Impact:** Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. **Staff Responsible for Monitoring:** Technology coach, admin team, student tech team - **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	342 **Dec** 80% **December Evidence of Progress** Tech coach has delivered 5 professional development whole group and small group sessions and has created tutorial videos for students and staff. **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Sheltered Instruction Coach will collaborate with ELD teachers, the AVID site team, and building administration to plan/lead at lead 5 building wide professional development sessions focused on building academic vocabulary and critical thinking, as well as the integration of AVID strategies to shelter instruction. **Strategy's Expected Result/Impact:** Increased commitment and application of sheltered instruction and AVID strategies will enhance student engagement and understanding and will increase student achievement **Staff Responsible for Monitoring:** Sheltered Instruction coach, AVID team, admin team - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	**Dec** 40%	**December Evidence of Progress** Sheltered Instruction coach has led 2 out or 5 professional development sessions.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

343

Goal 5: Social Emotional Learning: We will increase the amount of school wide social emotional learning lessons being delivered.

Performance Objective 1: By the end of the school year, the percentage of parents and staff who believe that the district places an emphasis on social emotional learning in addition to core academic instruction will increase by 5%.

Parents: Increase from 80% to 85%
Staff: increase from 82% to 85%

Evaluation Data Sources: Homeroom surveys
CEE survey

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Homeroom planning team will meet monthly to design school wide homeroom lessons that focus on social emotional learning, community building, growth mindset, and equity. **Strategy's Expected Result/Impact:** Students will develop positive self-image and self-efficacy as well as emotional awareness and regulation. They will feel more connected and engaged with their school community and understand how to participate as productive citizens in a global society. **Staff Responsible for Monitoring:** Homeroom Team, Leadership Team, administration, Homeroom Teachers **Characteristics:** Clear and Shared Focus, Supportive Learning Environment	**Dec** 100% **December Evidence of Progress** Homeroom Planning Team has designed lessons for the entire school year based upon First 40 Online and Second Steps curriculum. **Mar** 100% **March Evidence of Progress** 344 **May** 100% **May Evidence of Progress** **June** 100% **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Teachers will follow homeroom calendar and implement all SEL lessons as designed. **Strategy's Expected Result/Impact:** Students will develop positive self-image and self-efficacy as well as emotional awareness and regulation. They will feel more connected and engaged with their school community and understand how to participate as productive citizens in a global society. **Staff Responsible for Monitoring:** Homeroom Team, Leadership Team, administration, Homeroom Teachers **Characteristics:** Clear and Shared Focus, Supportive Learning Environment	**Dec** 	**December Evidence of Progress** Teachers are following monthly calendar in Homeroom folder and delivering lessons as scheduled.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Students will engage in weekly homeroom lessons that focus on social emotional learning, community building, growth mindset, and equity. **Strategy's Expected Result/Impact:** Students will develop positive self-image and self-efficacy as well as emotional awareness and regulation. They will feel more connected and engaged with their school community and understand how to participate as productive citizens in a global society. **Staff Responsible for Monitoring:** Homeroom Team, Leadership Team, administration, Homeroom Teachers **Characteristics:** Clear and Shared Focus, Supportive Learning Environment	**Dec** 	**December Evidence of Progress** Students are completing lessons according to schedule.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress** 345
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Communication: We will increase the quality and quantity of communication between school and home.

Performance Objective 1: By the end of the 2020-21 school year, the percentage of parents who feel that the school communicates with them about their child's progress will. increase from 75% to 80% on the annual CEE survey.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Teachers will post weekly assignments in Schoology and communicate with families about how to access posted assignments. **Strategy's Expected Result/Impact:** Families will be informed about assignments students need to complete and will help their students stay up to date and focused. **Staff Responsible for Monitoring:** Teachers, administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Teachers are posting weekly assignments in Schoology.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Teachers will keep grade books up to date in Synergy and/or Schoology. **Strategy's Expected Result/Impact:** Students and families will be informed about missing assignments and low scores so that work can be made up and/or redone. **Staff Responsible for Monitoring:** Teachers, administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Teachers are keeping grade books up to date.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Progress reports and/or quarter grades will be mailed to parents every 4.5 weeks **Strategy's Expected Result/Impact:** Students and families will stay informed about students progress toward mastery of grade level standards. **Staff Responsible for Monitoring:** Teachers, administrators, office staff **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Progress reports have been mailed every 4.5 weeks.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Individual parent conferences will be scheduled with each family three times during the school year. **Strategy's Expected Result/Impact:** Students and families will stay informed about students progress toward mastery of grade level standards. **Staff Responsible for Monitoring:** Teachers, administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** We have held 2 out of 3 parent conference events.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: Teachers will maintain daily office hours to answer questions and provide support for students and families. **Strategy's Expected Result/Impact:** Students and families have the opportunity to ask questions during predictable and regularly scheduled times in the school day. **Staff Responsible for Monitoring:** Teachers, administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Teachers have daily office hours 8:00-8:30, and 3:00-4:00.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

347

Goal 6: Communication: We will increase the quality and quantity of communication between school and home.

Performance Objective 2: By the end of the 2020-21 school year, the percentage of parents who feel that the school tells them how to help their child with their homework will increase from 60% to 70% on the annual CEE survey.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Parent Academy courses will be offered throughout the year to address specific needs discovered by outreach team (ie: ParentVUE, Schoology, iPad support, online curriculum, etc. **Strategy's Expected Result/Impact:** Families will be more engaged with helping students when they can navigate various platforms. **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** We have had 2 out of 3 Parent Academies and are offering on-call support for families when requested.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Teachers will maintain daily office hours to answer questions and provide support for students and families. **Strategy's Expected Result/Impact:** Students and families have the opportunity to ask questions during predictable and regularly scheduled times in the school day. **Staff Responsible for Monitoring:** Teachers, administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** Teachers have daily office hours 8:00-8:30, and 3:00-4:00. 348
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Exemplary student work and projects will be highlighted on social media sites throughout the year. **Strategy's Expected Result/Impact:** Students and parents can celebrate success of students and stay informed about what types of work is expected **Staff Responsible for Monitoring:** Teachers, administrators, office staff **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 	**December Evidence of Progress** We have created a video of student work, but haven't posted it on social media. We have posted congratulations to Mustangs of the Month and Honor Roll students.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Communication: We will increase the quality and quantity of communication between school and home.

Performance Objective 3: By the end of the 2020-21 school year, the percentage of parents who feel that they are informed about what is going on in the school will increase from 84% to 90% on the annual CEE survey.

Evaluation Data Sources: CEE survey

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Administration will send monthly newsletter to families with updates on information and upcoming events. **Strategy's Expected Result/Impact:** Families will stay informed about what is going on in school. **Staff Responsible for Monitoring:** Administration, office staff **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 50%	**December Evidence of Progress** Administration has sent 3 monthly newsletters and communicated regularly through Remind updates, Facebook, and school website
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: School staff will send important and timely updates/reminders to families through autodialer, Remind, and social media sites **Strategy's Expected Result/Impact:** Families will stay informed about what is going on in school. **Staff Responsible for Monitoring:** Administration, office staff **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 60%	**December Evidence of Progress** Social sites are updated weekly. Staff regularly communicating through all channels.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Reynolds High School

2020-2021 Formative Review with Notes

351

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

352

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Building Achievement Goal 4
- Goal 2: Grade Level/Department Achievement Goal 10
- Goal 3: Equity Goal 14
- Goal 4: Safety Goal 17
- Goal 5: Comprehensive Distance Learning Goal 19

353

Goals

Goal 1: Building Achievement Goal

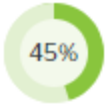
Performance Objective 1: RHS will increase the ninth grade On-Track rating, as published by Oregon Department of Education, by 10% during the 2020-2021 academic year reflecting an on-track rating of 85%.

Evaluation Data Sources: Raider Report
Student Academic Achievement Report (Every 3 Weeks)
Freshman Team Meetings
State Report Card

Strategy/Action 1 Details	Reviews
Strategy/Action 1: *Continue to utilize Freshman Teams - Create academic teams for freshmen in core offerings - Teams have common preps for case-managing students - Teams use shared time for collaboration - Teams share data produced **Strategy's Expected Result/Impact:** Teaming is aimed at collaborative efforts to examine data, create and evaluate interventions and ensure that students stay on track. Improved on-track ratings lead to improved graduation rates. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of the master schedule **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1	**Dec** — **December Evidence of Progress** 0% 354 **Mar** — **March Evidence of Progress** 35% **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: *Create comprehensive student achievement report - Create coding to generate a custom report from Synergy data - Create shared spreadsheet showing academic, attendance and behavior data - Use data to generate achievement report **Strategy's Expected Result/Impact:** Teaming is aimed at collaborative efforts to examine data, create and evaluate interventions and ensure that students stay on track. Improved on-track ratings lead to improved graduation rates. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of the master schedule **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: *Create calendar for distribution of Raider Report - Use current assessment calendar to identify dates for distribution of report - Increase the number of feedback opportunities for our freshmen creating additional formative data - Ensure that report dates coincide with opportunities to share results in Freshman Access Class **Strategy's Expected Result/Impact:** Once the report is generated, the key is to find points during the year to give feedback and guide Freshmen through the process of reading the report and creating a plan of action. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of the Freshman Success Team **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: *Train staff to interpret and hold one on one student meetings using the Raider Report - Utilize professional development opportunities for training staff about the Raider Report - Create opportunities for staff to review individual reports with students and find interventions for success **Strategy's Expected Result/Impact:** The report itself is not nearly as effective if staff are not able to review the results, recognize change and help find solutions and interventions to problems. Through this process, students can interrupt struggles by identifying plans for success and timelines for action. **Staff Responsible for Monitoring:** This process will be monitored by the school principall **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1	**Dec**  **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**
No Progress Accomplished Continue/Modify Discontinue		

Goal 1: Building Achievement Goal

Performance Objective 2: The overall 4-year graduation rate for all student groups will increase by 5%, as identified by the Oregon Department of Education, during the 2019-2020 academic year as compared to previous years raising the on-time graduation rate to 78% (This Performance Objective is contingent on approved OSAS for the 2020-2021 academic year).

Evaluation Data Sources: State Report Card

Strategy/Action 1 Details	Reviews
Strategy/Action 1: *Loop counselors by grade - Increase counseling supports for Freshmen by lowering student to counselor ratios - Move counselors with students from the Sophomore year on - Create targets and strategies that are grade-specific for counselors **Strategy's Expected Result/Impact:** By increasing the number of Freshman counselors, the ratios will drop and more interventions with each student are possible. Looping creates better relationship opportunities with students and gives counselors more information about each student. This should translate into better interventions and supports toward graduation. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of counseling **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment **Problem Statements:** Student Learning 1	**Dec** **December Evidence of Progress** **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: *Create tracking spreadsheet for counselors - Counselors predetermine minimum number of meetings with students by grade level - A shared spreadsheet is created to track meetings and record needs - Data from tracking sheet used for counseling PLC at regular weekly meetings **Strategy's Expected Result/Impact:** By establishing norms for meetings with students and recording the content of those meetings, counselors can see trends and identify best-practice interventions. Through this work, counselors can identify successful interventions and share with the group. Successful interventions should create pathways to graduation. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of counseling **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1	**Dec** — **December Evidence of Progress** 45% **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: *Monitor attendance through Attendance Team - Attendance team creates system of intervention from green to red zone - Interventions are tracked using a spreadsheet - Data is used for intervention evaluation and needed changes **Strategy's Expected Result/Impact:** The correlation between attendance and on-time graduation is very strong. By monitoring attendance, we are able to isolate the issues blocking students from credit attainment. Many times problems with passing classes is more an issue of attendance than academic aptitude. By focusing on this factor, more barriers to graduation can be removed. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of the attendance team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1	358 **Dec** — **December Evidence of Progress** 5% **Mar** — **March Evidence of Progress** 25% **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: *Increase credit recovery options (specific to CDL) - Dedicate time during the school day for students to do credit recovery - Audit transcripts to see which face to face options should be offered to meet student needs - Look at new ways to offer credit recovery aimed at assessing standards that have not been met (proficiency) **Strategy's Expected Result/Impact:** While proactive credit attainment methods are always our goal, there are students who do not find success in early years and need opportunities for credit remediation. By increasing options to meet student needs, credits can be made up and put students back on track for graduation. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of credit recovery **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1	**Dec** — **December Evidence of Progress** 65% **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: *Create targeted after-school supports - Utilize Raider2Raider for peer tutoring in a variety of languages - Increase participation in homework club - Utilize community partner groups for specific, culturally appropriate supports for student success **Strategy's Expected Result/Impact:** Many students who are credit deficient need a full schedule of courses for graduation, but also need extra opportunities. By utilizing after school time, students can stay current, get extra help with work and form relationships with adults that will help them get on track for graduation. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of credit recovery **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1	359 **Dec** — **December Evidence of Progress** **Mar** — **March Evidence of Progress** 45% **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Grade Level/Department Achievement Goal

Performance Objective 1: Improve building wide ELA scores as measured by OSAS by 10% which will result in 66% of students meeting or exceeding the achievement standard (This Performance Objective is contingent on approved OSAS for the 2020-2021 academic year).

Evaluation Data Sources: OSAS data
School report card
STAR data

Strategy/Action 1 Details	Reviews		
Strategy/Action 1: *Seek department input with regard to current curriculum as it relates to the State Test. - Use the LA PLC group to identify areas of concern resulting from past trends, knowledge of current curriculum and effective strategies already in use in the building. - Open a dialogue within the department about best practices for preparing for State Testing **Strategy's Expected Result/Impact:** Department members are experts in this area and have experiences with past and present students taking the State Assessment. Through collaboration, we should be able to identify areas of concern as well as interventions for those areas with the ultimate goal of preparing students for the OSAS. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of the Math department **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Perceptions 2	**Dec**	**December Evidence of Progress**	
	Mar	**March Evidence of Progress**	
	May	**May Evidence of Progress**	360
	June	**June Evidence of Progress**	

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: *Create a plan of action for addressing needs identified through department process. - Use historical data, department feedback and staff expertise to create needs list - Identify interventions needed - Identify a reasonable timeline for interventions with consideration for the testing calendar **Strategy's Expected Result/Impact:** A holistic plan of action for interventions is the key to a sustainable model for improving test scores. By examining a variety of factors and creating a needs list, the department can create a plan that aims to prepare students starting in the Freshman year. By using all data and starting early, we can improve OSAS achievement. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of the Math department **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Perceptions 2	**Dec** 	**December Evidence of Progress**
	Mar 	**March Evidence of Progress**
	May 	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Grade Level/Department Achievement Goal

Performance Objective 2: Improve building wide Math scores as measured by OSAS by 15% which will result in 38% of students meeting or exceeding the achievement standard (This Performance Objective is contingent on approved OSAS for the 2020-2021 academic year).

Evaluation Data Sources: OSAS data
School report card

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: *Seek department input with regard to current curriculum as it relates to the State Test. - Use the Math PLC group to identify areas of concern resulting from past trends, knowledge of current curriculum and effective strategies already in use in the building. - Open a dialogue within the department about best practices for preparing for State Testing **Strategy's Expected Result/Impact:** Department members are experts in this area and have experiences with past and present students taking the State Assessment. Through collaboration, we should be able to identify areas of concern as well as interventions for those areas with the ultimate goal of preparing students for the OSAS. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of the Language Arts department **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Perceptions 2	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: *Create a plan of action for addressing needs identified through department process. - Use historical data, department feedback and staff expertise to create needs list - Identify interventions needed - Identify a reasonable timeline for interventions with consideration for the testing calendar **Strategy's Expected Result/Impact:** A holistic plan of action for interventions is the key to a sustainable model for improving test scores. By examining a variety of factors and creating a needs list, the department can create a plan that aims to prepare students starting in the Freshman year. By using all data and starting early, we can improve OSAS achievement. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the assistant principal in charge of the Language Arts department **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Perceptions 2	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Equity Goal

Performance Objective 1: Increase opportunities for parents of traditionally underserved students to give feedback and participate in decision making at RHS.

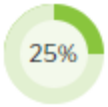
Evaluation Data Sources: Parent surveys
Parent committee membership
Parent events calendared

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: *Utilize equity consultants to identify opportunities - Examine current events and surveys to identify holes - Use consultant expertise to seek new ways to engage parents - Participate in professional development with consultants to identify effective strategies for interaction with families of color **Strategy's Expected Result/Impact:** We have engaged in a number of efforts to reach out to families of color, welcome them to the school and provide meaningful experiences. By utilizing our consultants, we can offer a wider array of events, and moreover, utilize proven strategies for reaching our goals around improved parent involvement. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the equity consultants **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: *Seek feedback from existing parent groups - Continue to utilize CEE survey - Offer feedback opportunities after all school events involving parents - Present relevant school information to parent groups and seek feedback for better decision-making - Create opportunities for parents not currently involved in a group **Strategy's Expected Result/Impact:** There is no way that we can address the needs of our families of color if we don't even know what those needs are. Additionally, we need to create a welcoming environment to our traditionally marginalized families and there is no better way to do this than to get them actively involved. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the equity consultants **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	**Dec** — **December Evidence of Progress** 0% **Mar** — **March Evidence of Progress** 85% **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: *Create multicultural parent meeting schedule - Schedule four opportunities for families of color to meet with school staff - Create a menu of options for the parent nights - Cover items of interest as well as informational items regarding how to navigate high school - Create two way communication at these events so that parents can offer feedback and suggestions for current policies and procedures **Strategy's Expected Result/Impact:** Many of our families of color have limited experience with the high school setting. By educating parents about the current system and supports, they can be a huge ally for their students'. Additionally, we need to seek feedback about what we do from those who have different experiences, as there might be better ways to do things. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the equity consultants **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	365 **Dec** — **December Evidence of Progress** **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: *Increase membership on committees for parents of traditionally under served students - Examine the existing committee structure and membership - Identify committees in need of diverse membership - Actively recruit parents of color to sit on all of our committees **Strategy's Expected Result/Impact:** Committees that lack diversity tend to have a narrow focus and rarely think outside of our traditional structure. There is no question that our traditional structure is not working for our students of color. The only solution is to add perspective from those who understand and share the experiences of our typically under served students. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the equity consultants **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1	**Dec** — **December Evidence of Progress** **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: *Use CEE data from parents to address issues of collaboration and communication with the school - Examine school communication sources using an equity lens - Use the equity team and consultants to review current policies and procedures for inequitable practices - Review current practices for sharing information with parents and address concerns around the need for improvement **Strategy's Expected Result/Impact:** The CEE survey showed parent concerns around collaboration and communication. The key areas of concern are addressed in the strategies included. Strategy 2 can include specific feedback loops for parents to see if we are addressing the problem. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the equity consultants **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	366 **Dec** — **December Evidence of Progress**  **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Safety Goal

Performance Objective 1: Implement MTSS practices building wide.

Evaluation Data Sources: MTSS Committee agendas
MTSS Matrix for discipline
Disproportionate discipline data

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: *Consult with district MTSS coordinator to train staff in best practices - Training for key staff - Training for SMT specific to discipline - Plan implementation of MTSS building-wide **Strategy's Expected Result/Impact:** Disproportionate discipline continues to be an issue. One factor of this problem is the lack of restorative practice with regard to interventions. One of the best ways to meet students where they are is to use MTSS to identify root causes of issues and avoid punitive measures for correction, thus addressing disproportionate discipline. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the MTSS specialist from the district **Characteristics:** Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment **Problem Statements:** School Processes & Programs 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: *Form MTSS Committee - Identify staff who would have voice and experience needed for the group - Recruit staff - In coordination with MTSS liaison, create scope of work for the group - Create meeting calendar for the year including deliverables on a timeline **Strategy's Expected Result/Impact:** The MTSS Committee will be charged with implementation of MTSS at RHS. These practices need to be integrated into all aspects of the school in order to reduce unnecessary discipline. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, and the MTSS specialist from the district **Characteristics:** Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment **Problem Statements:** School Processes & Programs 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: *Add MTSS interventions to existing discipline ladder - Examine existing discipline ladder - Identify key points where typical measures need to be interrupted - Embed MTSS in all policies and practices (i.e. handbooks) **Strategy's Expected Result/Impact:** The data clearly shows that traditional measures are not working and only serve to widen the inequity gap. By introducing MTSS, students will actually learn about themselves and the school environment, while not being subject to random discipline measures. **Staff Responsible for Monitoring:** This process will be monitored by the school principal, the assistant principal in charge of discipline and the MTSS specialist from the district **Characteristics:** Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment **Problem Statements:** School Processes & Programs 1	**Dec** **Mar** **May** **June**	**December Evidence of Progress** 368 **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Comprehensive Distance Learning Goal

Performance Objective 1: Create CDL calendar for students and staff.

Evaluation Data Sources: ODE guidelines
Review approved non-CDL calendar
Work within the approved calendar

Strategy/Action 1 Details	Reviews
Strategy/Action 1: *Review ODE guidelines for CDL - Requirements - Restrictions - Best practice for delivery **Strategy's Expected Result/Impact:** By identifying the key elements of the ODE guidelines, we can ensure that our students will utilize a calendar that meets all of the required elements passed down by ODE **Staff Responsible for Monitoring:** This process will be monitored by the school administration and the staff CDL committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 3	**Dec** — **December Evidence of Progress** **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: *Review non-CDL approved schedule - Needs - Seat hours - Prep time **Strategy's Expected Result/Impact:** By examining the traditional calendar, we will ensure that we build a schedule that meets all of the needs of students as well as hitting all of the landmarks necessary (i.e. Division 22 standards). **Staff Responsible for Monitoring:** This process will be monitored by the school administration and the staff CDL committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 3	**Dec** — **December Evidence of Progress** 35% **Mar** — **March Evidence of Progress** 60% **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: *Work within the approved calendar for school year - Required dates - Changes needed - CDL requirements **Strategy's Expected Result/Impact:** The calendar is a mutually bargained item and we must examine the approved calendar to ensure that we continue to meet all deliverables. Additionally, the new calendar will have to go through the process of approval. By adhering closely to the original calendar, we can speed up the process for approval and increase the viability of the new calendar. **Staff Responsible for Monitoring:** This process will be monitored by the school administration and the staff CDL committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 3	370 **Dec** — **December Evidence of Progress** 45% **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

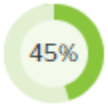
Goal 5: Comprehensive Distance Learning Goal

Performance Objective 2: Design a CDL schedule for students and staff.

Evaluation Data Sources: ODE guidelines
Review approved non-CDL schedule
Work within the approved schedule

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: *Review CDL guidelines laid out by ODE to ensure that we meet all requirements - Required elements - Prohibited activities - Monitored changes **Strategy's Expected Result/Impact:** The new weekly schedule will be a challenge to build, but by examining ODE guidelines we can ensure that we are meeting all of the needs of students in a way that takes into account the changes to guidelines as they relate to CDL **Staff Responsible for Monitoring:** This process will be monitored by the school administration and the staff CDL committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 3	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

371

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: *Create a template for a traditional week of school in an effort to establish a baseline when building the new CDL schedule. - Key items - Items to redact - Account for prep time **Strategy's Expected Result/Impact:** There are a number of implications to weekly scheduling including teacher prep time and office hours for CDL. Taking all of the parts from a traditional week and adjusting them to fit into the CDL model will create a schedule that feels familiar to all, but meets the guidelines for CDL **Staff Responsible for Monitoring:** This process will be monitored by the school administration and the staff CDL committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 3	**Dec**  **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Comprehensive Distance Learning Goal

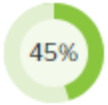
Performance Objective 3: Create a CDL committee structure to review plan in action.

Evaluation Data Sources: ODE guidelines
Identify changes needed from 2020 Spring plan
Create system of review

Strategy/Action 1 Details	Reviews
Strategy/Action 1: *Identify key staff to serve on CDL Committee - Include certified and classified staff - Include diverse group - Ensure areas of expertise within groups (i.e. social worker) **Strategy's Expected Result/Impact:** By forming a group to work on CDL plans that includes a wide range of staff membership, we have a better change to formulate a plan that will work for students. **Staff Responsible for Monitoring:** This process will be monitored by the school administration and the staff CDL committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 3	**Dec** — **December Evidence of Progress** 100% **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: *Examine CDL requirements to identify common elements and groupings - Align work for each group - Create areas of focus for specialty staff - Make this work manageable for group members **Strategy's Expected Result/Impact:** By identifying common elements for each area, we can form subgroups who can narrow their focus and capitalize on expertise **Staff Responsible for Monitoring:** This process will be monitored by the school administration and the staff CDL committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 3	**Dec** 100% **Mar** 100% **May** 100% **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: *Split committee into subgroups to focus on each area of CDL - Capitalize on specialty areas - Form smaller, more manageable work groups - Create a system of checks and balances **Strategy's Expected Result/Impact:** Once the common areas are identified (4) each subgroup has a much more manageable area to cover and can really specialize to find interventions and solutions **Staff Responsible for Monitoring:** This process will be monitored by the school administration and the staff CDL committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 3	**Dec** 100% **Mar** 100% **May** 100% **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: *Use CDL Committee structure to monitor CDL delivery and progress - Revisit areas of focus - Continue to formulate plans within each area - Each group can help to monitor the others - Planning continues throughout the year **Strategy's Expected Result/Impact:** The CDL committee is the perfect group to monitor the progress of the overall CDL plan throughout the year (or until Hybrid is approved) **Staff Responsible for Monitoring:** This process will be monitored by the school administration and the staff CDL committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 3	**Dec**  **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

375

Reynolds School District 7

Reynolds Learning Academy

2020-2021 Formative Review with Notes

REYNOLDS LEARNING ACADEMY

376

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

377

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Building Achievement 4
- Goal 2: Department Goals 9
- Goal 3: Equity 21
- Goal 4: Safety 27
- Goal 5: CDL 28

378

Goals

Goal 1: Building Achievement

Performance Objective 1: Increase course passing rate by 20% compared to Hexters 5 and 6 from the 2019-2020 school year.

Evaluation Data Sources: Failing grade reports

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction. **Strategy's Expected Result/Impact:** Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning. **Mar** — **March Evidence of Progress** All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** RLA submitted a plan for hybrid learning in October 2020. 380 **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology. **Strategy's Expected Result/Impact:** Teachers will be able to use a greater variety of instructional tools to meet their students needs. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development **Problem Statements:** Demographics 1 - Student Learning 1, 2	**Dec** — **December Evidence of Progress** 50% Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver instructional using effective strategies for distance learning. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development	**Dec** — **December Evidence of Progress** 381 50% Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Building Achievement

Performance Objective 2: Increase school engagement and attendance by 10% compared to Hexters 5 and 6 from the 2019-2020 school year.

Evaluation Data Sources: Attendance and participation data

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** Attendance and participation in distance learning will increase by at least 10% compared to Hexters 5 and 6 from 2019-2020. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' participation and engagement. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 2	**Dec** — **December Evidence of Progress** 50% All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% 382 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: CDL will be delivered through a combination of synchronous and asynchronous instruction. **Strategy's Expected Result/Impact:** Attendance and participation in distance learning will increase by at least 10% compared to Hexters 5 and 6 from 2019-2020. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' participation and engagement. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 2	**Dec** — **December Evidence of Progress** 50% All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Staff will regularly monitor student progress and engagement and refer students who need additional supports. **Strategy's Expected Result/Impact:** Teachers and members of the counseling team will regularly discuss student progress and plan coordinated supports for students who need them. As a result, students will be able to get additional support without having to ask for it directly. **Staff Responsible for Monitoring:** Principal and all certified staff. - **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1 - Student Learning 2	**Dec** 50% **December Evidence of Progress** All staff meet weekly to monitor student progress and engagement and make referrals for students who need additional supports. 25% of students are reviewed each week. **Mar** 50% **March Evidence of Progress** **May** 50% **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Establish multiple options for 2-way communication between students and families and RLA faculty and staff and communicate to students and families about how to use them. **Strategy's Expected Result/Impact:** Students and families will be able to communicate with teachers and staff in the manner that is most comfortable/accessible to them (e.g. text, phone, video conference, through a translator). **Staff Responsible for Monitoring:** Principal, certified staff and Parent/Family Liaison - **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1 - Student Learning 2	**Dec** 50% **December Evidence of Progress** Weekly newsletter with all staff contact information 383 Teams, Remind, virtual student and family conferences. **Mar** 50% **March Evidence of Progress** **May** 50% **May Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Department Goals

Performance Objective 1: Increase math passing rate by 20% compared to Hexters 5 and 6 from the 2019-2020 school year.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 50% Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% 384 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction. **Strategy's Expected Result/Impact:** Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 50% All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 50% RLA submitted a plan for hybrid instruction in October 2020. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology tools. **Strategy's Expected Result/Impact:** Teachers will be able to use a greater variety of instructional tools to meet their students needs. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development **Problem Statements:** Demographics 1 - Student Learning 1, 2	**Dec** — **December Evidence of Progress** 50% Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver instructional using effective strategies for distance learning. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development	**Dec** — **December Evidence of Progress** 50% Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

386

Goal 2: Department Goals

Performance Objective 2: Increase science passing rate by 20% compared to Hexters 5 and 6 from the 2019-2020 school year.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 50% All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress** 387

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction. **Strategy's Expected Result/Impact:** Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 50% All courses are offered through Schoology and Teams to enable synchronous instruction and asynchronous participation and learning. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 50% RLA submitted a plan for hybrid instruction in October 2020. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology. **Strategy's Expected Result/Impact:** Teachers will be able to use a greater variety of instructional tools to meet their students needs. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development **Problem Statements:** Demographics 1 - Student Learning 1, 2	**Dec** — **December Evidence of Progress** 50% Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver instructional using effective strategies for distance learning. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development	**Dec** — **December Evidence of Progress** Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

389

Goal 2: Department Goals

Performance Objective 3: Increase language arts passing rate by 20% compared to Hexters 5 and 6 from the 2019-2020 school year.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 50% Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% 390 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction. **Strategy's Expected Result/Impact:** Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 391 Hybrid plan submitted October 2020 **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology. **Strategy's Expected Result/Impact:** Teachers will be able to use a greater variety of instructional tools to meet their students needs. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development **Problem Statements:** Demographics 1 - Student Learning 1, 2	**Dec** 50% **December Evidence of Progress** Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** 50% **March Evidence of Progress** **May** 50% **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver instructional using effective strategies for distance learning. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development	**Dec** 50% **December Evidence of Progress** Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** 50% **March Evidence of Progress** **May** 50% **May Evidence of Progress** **June** **June Evidence of Progress**

392

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Department Goals

Performance Objective 4: Increase social studies passing rate by 20% compared to Hexters 5 and 6 from the 2019-2020 school year.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 50% Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% 393 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction. **Strategy's Expected Result/Impact:** Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 394 Hybrid plan submitted October 2020 **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology. **Strategy's Expected Result/Impact:** Teachers will be able to use a greater variety of instructional tools to meet their students needs. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development **Problem Statements:** Demographics 1 - Student Learning 1, 2	**Dec** — **December Evidence of Progress** 50% Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver instructional using effective strategies for distance learning. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development	**Dec** — **December Evidence of Progress** 395 50% Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Equity

Performance Objective 1: Students will experience fewer barriers and have a more positive experience with distance learning than they did in Hexters 5 and 6 of 2019-2020 as measured by student and family surveys.

Evaluation Data Sources: Student and family surveys

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Staff will regularly monitor student progress and engagement and refer students who need additional supports. **Strategy's Expected Result/Impact:** Teachers and members of the counseling team will regularly discuss student progress and plan coordinated supports for students who need them. As a result, students will be able to get additional support without having to ask for it directly. **Staff Responsible for Monitoring:** Principal and all certified staff. - **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1 - Student Learning 2	**Dec** — **December Evidence of Progress** 50% All staff meet weekly to monitor student progress and engagement and make referrals for students who need additional supports. 25% of students are reviewed each week. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% 396 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Establish multiple options for 2-way communication between students and families and RLA faculty and staff and communicate to students and families about how to use them. **Strategy's Expected Result/Impact:** Students and families will be able to communicate with teachers and staff in the manner that is most comfortable/accessible to them (e.g. text, phone, video conference, through a translator). **Staff Responsible for Monitoring:** Principal, certified staff and Parent/Family Liaison - **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1 - Student Learning 2	**Dec** 	**December Evidence of Progress** Weekly newsletter with all staff contact information, Teams, Remind, virtual student and family conferences.
	Mar 	**March Evidence of Progress**
	May 	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

397

Goal 3: Equity

Performance Objective 2: Students will have greater access to school-based support resources than they did in Hexters 5 and 6 of the 2019-2020 school year.

Evaluation Data Sources: Participation rates in auxiliary supports.
Student and family surveys.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: During CDL, Mondays will be reserved for SEL based advisory classes and other auxiliary supports such as student groups. **Strategy's Expected Result/Impact:** By not holding regular synchronous academic classes on Monday, all students will be able to participate in student groups (e.g. BSU, GSA, Leadership) or access support from Trillium, counselors and Social Worker without missing instructional time. **Staff Responsible for Monitoring:** Principal, counselors, Social Worker, Trillium - **Characteristics:** Effective School Leadership, Supportive Learning Environment **Problem Statements:** Demographics 1 - School Processes & Programs 1	**Dec** **December Evidence of Progress** All students are scheduled in an SEL based advisory on Mondays planned by the counseling team. Student groups are scheduled on Monday and throughout the week. **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** 398 **June** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: All students will participate in a weekly advisory class where they will engage in SEL related activities planned by our counseling team. **Strategy's Expected Result/Impact:** All students will have to opportunity to interact with peers in the CDL environment through SEL activities. All students will receive SEL supports.	**Dec** 	**December Evidence of Progress** All students are scheduled in an SEL based advisory on Mondays planned by the counseling team. Student groups are scheduled on Monday and throughout the week.
	Mar 	**March Evidence of Progress**
	May 	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

399

Goal 3: Equity

Performance Objective 3: Parents will experience more frequent communication from RLA about their child's academic progress and school news as measured by CEE survey results.

Evaluation Data Sources: CEE Survey Results

Strategy/Action 1 Details	Reviews
Strategy/Action 1: RLA will create and launch a weekly newsletter to go out to all families in English and Spanish with translation services available in other languages. **Strategy's Expected Result/Impact:** The newsletter will include helpful information about about how to engage in CDL as well as regular updates about RLA. **Staff Responsible for Monitoring:** Principal, Newsletter Manager, Parent Liaison **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1	**Dec** — **December Evidence of Progress** The RLA Fire has gone out weekly since the start of the school year. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** 400 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Teachers will have regularly scheduled open office hours where they will be accessible to students and parents. **Strategy's Expected Result/Impact:** Parents and students will have multiple, regularly scheduled opportunities throughout the week when they can meet with a classroom teacher without an appointment. **Staff Responsible for Monitoring:** Principal, Parent Liaison **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1	**Dec** 100%	**December Evidence of Progress** Teachers have regularly scheduled open office hours three times each week.
	Mar 100%	**March Evidence of Progress**
	May 100%	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

401

Goal 4: Safety

Performance Objective 1: Deliver instruction in accordance with state, county and district guidelines on COVID-19 prevention and safety.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Develop and follow plans for CDL and hybrid instruction that meet or exceed all guidelines for COVID-19 related safety. **Strategy's Expected Result/Impact:** We will be able to provide quality instruction while minimizing risk of COVID-19 transmission and infection to our students, staff and families. **Staff Responsible for Monitoring:** Principal and Principal's designated COVID-19 Compliance Monitor **Characteristics:** Effective School Leadership	**Dec** — 50% **December Evidence of Progress** Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support. **Mar** — 50% **March Evidence of Progress** **May** — 50% **May Evidence of Progress** 402 **June** **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: CDL

Performance Objective 1: Create and implement a plan for comprehensive distance learning that meets or exceeds ODE guidelines.

Evaluation Data Sources: ODE Guidelines

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Create a plan for comprehensive distance learning that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** Building and following this plan will ensure that we plan for and address many of our students' learning needs that may have gone unmet in the emergency switch to distance learning in the Spring of 2020. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** 403 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Deliver CDL through a combination of synchronous and asynchronous instruction. **Strategy's Expected Result/Impact:** Last spring we had limited options and most instruction was delivered asynchronously. Our plan for CDL offers students daily opportunities for live, synchronous instruction where they can interact with their teacher and one another. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** Emergency CDL from spring 2020 included only asynchronous instruction. Our CDL plan for this year addresses many of the deficiencies from last spring including synchronous classes, greater access to mental health supports and easier access to technical support. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Create a plan for learning in a hybrid instructional model that meets or exceeds ODE guidelines. **Strategy's Expected Result/Impact:** In the event that we are able to transition to a hybrid instructional model, we will be prepared to use that option to its full advantage to be able to meet our students' needs. **Staff Responsible for Monitoring:** Principal and teachers will monitor students' academic progress. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 404 Hybrid plan submitted October 2020. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: All teachers will complete professional development on the effective use of various instructional technology. **Strategy's Expected Result/Impact:** Teachers will be able to use a greater variety of instructional tools to meet their students needs. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development **Problem Statements:** Demographics 1 - Student Learning 1, 2	**Dec** — **December Evidence of Progress** 50% Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: All teachers will complete professional development on effective instructional strategies for distance learning. **Strategy's Expected Result/Impact:** Teachers will be able to plan and deliver instructional using effective strategies for distance learning. **Staff Responsible for Monitoring:** Principal, HACK Team **Characteristics:** Focused Professional Development	**Dec** — **December Evidence of Progress** 405 50% Staff have completed and are engaged in ongoing professional development on instructional technology including training in Teams, Schoology, Nearpod, and Jamboard and training based on the The Distance Learning Playbook. **Mar** — **March Evidence of Progress** 50% **May** — **May Evidence of Progress** 50% **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

MLA Academy (K-8)

2020-2021 Formative Review with Notes

406

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

407

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
Goal 1: Student Achievement 4
Goal 2: Equity 6
Goal 3: Communication 9
Goal 4: Safety 10

408

Goals

Goal 1: Student Achievement

Performance Objective 1: All students will receive continuous feedback loops with clear, focused rubrics to achieve prioritized standards proficiency.

Evaluation Data Sources: Coaching sessions, lesson plans with clear rubrics provided, use of a 5 point grading system. Students will be provided with reteaching and opportunities to redo assignments to show proficiency with standards.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: All grade levels design and develop a minimum of one performance assessment hand in glove rubric before the end of the 20-21 school year. **Strategy's Expected Result/Impact:** Work with consultant and coaches to complete assessment rubrics **Staff Responsible for Monitoring:** Admin, coaches, consultant	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

409

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement

Performance Objective 2: All students will demonstrate average or better than average growth on given standardized test.

Evaluation Data Sources: MAP/DRA/EasyCBM

410

Goal 2: Equity

Performance Objective 1: Staff and students at MLA will increase awareness of need for equitable practices and will eliminate equity issues within our school community.

Evaluation Data Sources: Survey results from staff/families/students

411

Goal 2: Equity

Performance Objective 2:
Newly formed Diversity, Equity and Inclusion (DEI) Team will create a school-wide Equity statement, mission statement, year-long goals and professional development plan for 20-21

Evaluation Data Sources: Feedback and development of policies and procedures from the DEI Team.

412

Goal 2: Equity

Performance Objective 3: Continued increase of available written materials in the top 4 most represented languages other than English. All materials translated to Spanish by June 2021.

Evaluation Data Sources: Number of materials translated/number still left to be completed

413

Goal 3: Communication

Performance Objective 1: All meetings and verbal communication available in English and Spanish. Increase ease of access and availability of interpretation services.

414

Goal 4: Safety

Performance Objective 1: Ongoing process for care and connection is implemented with a systematic and individualized approach to communication and support for all families.

Evaluation Data Sources: Documentation and family communication data tracking. Attendance and engagement reports.

Reynolds School District 7

Reynolds Arthur Academy

2020-2021 Formative Review with Notes

416

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

417

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4

Goal 1: Student Achievement Goal: At least 50% of Reynolds Arthur Academy students will receive a score of proficient in math on Oregon's Statewide Assessment. 4

Goal 2: Student Achievement Goal: At least 65% of Reynolds Arthur Academy students will receive a score of proficient in ELA on Oregon's Statewide Assessment. 5

Goal 3: Student Achievement Goal: All Arthur Academy classes will demonstrate at least 80% mastery in all Direct Instruction subjects on the January 2021 2nd quarter report. 6

Goal 4: Student Achievement Goal: All Arthur Academy classes will demonstrate at least 80% mastery in all Direct Instruction subjects on the June 2021 4th quarter report. 7

Goal 5: Safety Goal: Decrease the number of Think Time Sheets/referrals given to student by 5% from 3rd quarter of 19/20 to the end of 4th quarter of 20/21. 8

Goal 6: Safety Goal: On the Friendzy student survey (SEL Curriculum), at least 50% of our students will rate the following question at a 3 or 4 (The scale is 1 to 4). Question: Students in my school help one another even if they are not friends. 9

418

Goals

Goal 1: Student Achievement Goal: At least 50% of Reynolds Arthur Academy students will receive a score of proficient in math on Oregon's Statewide Assessment.

419

Goal 2: Student Achievement Goal: At least 65% of Reynolds Arthur Academy students will receive a score of proficient in ELA on Oregon's Statewide Assessment.

420

Goal 3: Student Achievement Goal: All Arthur Academy classes will demonstrate at least 80% mastery in all Direct Instruction subjects on the January 2021 2nd quarter report.

421

Goal 4: Student Achievement Goal: All Arthur Academy classes will demonstrate at least 80% mastery in all Direct Instruction subjects on the June 2021 4th quarter report.

422

Goal 5: Safety Goal: Decrease the number of Think Time Sheets/referrals given to student by 5% from 3rd quarter of 19/20 to the end of 4th quarter of 20/21.

Goal 6: Safety Goal: On the Friendzy student survey (SEL Curriculum), at least 50% of our students will rate the following question at a 3 or 4 (The scale is 1 to 4). Question: Students in my school help one another even if they are not friends.

424

Reynolds School District 7

Rockwood Preparatory Academy

2020-2021 Formative Review with Notes

425

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Safety 6
- Goal 3: Equity 8
- Goal 4: Communication 11

427

Goals

Goal 1: Student Achievement

Performance Objective 1: All students, K-5, will increase their reading and math proficiency in their grade level standards. 100% of students will meet expected (average) or better growth on grade level placement tests (K-4) and on established standardized assessments (3-5) for the 2020-21 school year.

Evaluation Data Sources: Grade level placement tests in reading and math.
Standardized assessments in Mathematics and ELA.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Small group interventions, tutoring for high need students, weekly lesson progress checks **Strategy's Expected Result/Impact:** Early interventions, early tutoring support, students will make steady growth **Staff Responsible for Monitoring:** Classroom teachers, Instructional Aides/Tutors, Admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** — **December Evidence of Progress** 20% K-R-33% , M-77% 1st-R- 31%, M-71% 2nd-R-54%, M-63% 3rd - R- 55%, M- 50%. 4th - R-40% M- 23%. 5th - R-11%, M-3% **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: SPED support and English Language support will be provided in real-time opportunities during CDL. **Strategy's Expected Result/Impact:** Increased student participation and performance. **Staff Responsible for Monitoring:** SST, Admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment **Problem Statements:** Demographics 1	**Dec** — **December Evidence of Progress** 40% On track, bi weekly SST meetings, bi weekly SPED meetings with district. Weekly schedules are made for students with times and meeting links, additional ELD support has allowed for more small group support for students, accountability for all staff **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: PD focused on fidelity in delivery of Reading Mastery and Connecting Math Concepts across all grade levels. **Strategy's Expected Result/Impact:** Continuity as students move to higher levels. High levels of progress. Reduction in interventions/re-teaching **Staff Responsible for Monitoring:** Classroom teachers, admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1 - Student Learning 1	**Dec** 	**December Evidence of Progress** PLCs dedicated to student data review taking place quarterly, tracking individual student progress. Less than 5 whole lesson re-teaches in grades 3-5 October through January. Increased level of intervention for struggling students observable in increased # of small groups per class and # of students receiving 1:1 tutoring. Grades K-2 small group and 1:1 instruction for students not at mastery. Teacher and admin meet weekly to discuss data and interventions to support students in reaching mastery.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Safety

Performance Objective 1: Offer ongoing support (social, emotional, technological, and needs-based) to students and families; RPA as a community resource

Evaluation Data Sources: School counselor survey, needs assessments

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Monthly lessons taught by school counselor to each class, weekly activities shared with students through school counselor website, parent and student resources shared with families, access to community resources from school website; RPA as a reference point and advocate for assisting families in meeting needs. **Strategy's Expected Result/Impact:** Students and families will gain social and emotional skills, increased access to and familiarity with community resources, strong home-school connection **Staff Responsible for Monitoring:** Counselor, admin, teachers **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1	**Dec** 35%	**December Evidence of Progress** Weekly SE lessons assigned to students, monthly SE lessons taught by counselor during live instruction for each class, Monthly parent meetings with the counselor, resources shared and updated on counselor page on school web site, student virtual break space
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

430

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Safety

Performance Objective 2: Implementation of PBIS, restorative practices, and zones of regulation to drive student motivation, build community, and reduce instances of misbehavior.

Evaluation Data Sources: Referrals, behavior data, positive office referral data

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Daily community circles during morning meeting; teach, model, and reinforce core behavior expectations and zones of regulation; weekly lessons with counselor **Strategy's Expected Result/Impact:** Improved sense of belonging and safety within the school environment/during virtual interactions and participation **Staff Responsible for Monitoring:** SST, admin, counselor, classroom teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1	**Dec** 30%	**December Evidence of Progress** Classroom communities have allowed students to openly share out and build relationships with teacher and classmates, weekly and monthly lessons taught by counselor, break space resources
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

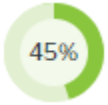
Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Support students with high-level behavior needs to foster independence, self-regulation and self-monitoring through check-in/check-outs, social groups with counselor, RJ opportunities vs. punitive approaches, and individual behavior support plans (as needed) **Strategy's Expected Result/Impact:** Decrease instances of high-level consequences (loss of activities, suspension, etc.). Increase time in the classroom/decrease classroom disruptions. **Staff Responsible for Monitoring:** SST, classroom teacher, admin **Problem Statements:** Demographics 1 - Perceptions 1	**Dec** 20%	**December Evidence of Progress** Counselor is doing 1:1 check ins with students not accessing school during CDL and meets weekly with students 3-5 in social/emotional groups to foster independence and accountability related to CDL
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

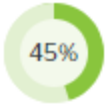
Goal 3: Equity

Performance Objective 1: Create incentive plan for improved attendance and increase connection with families for empathy interviews, to acknowledge improved attendance, and/or to encourage improvement in attendance.

Evaluation Data Sources: Weekly LPC, daily/weekly/monthly attendance reports

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Students who participate in morning meetings, class assignments, reach out to teacher will get their name put into an attendance raffle and teacher will pull a name each week for a prize. Attendance committee will pull a name from each grade level at the monthly assembly and reward students with a prize. **Strategy's Expected Result/Impact:** Improved attendance **Staff Responsible for Monitoring:** Classroom teachers, attendance committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1 - School Processes & Programs 1	**Dec** 	**December Evidence of Progress** Monthly drawings school wide for those with perfect attendance followed by a prize. Attendance committee, admin and counselor meet daily/weekly to address interventions which include calls home, home visits, calls from counselor, calls from admin, attendance letters, and awards for improved attendance.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress** 432

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Conduct monthly empathy interviews for students displaying a pattern of reduced engagement/poor attendance (5 or more days of non-engagement for the month/ 2 or more days in a given week) **Strategy's Expected Result/Impact:** Improved attendance and/or awareness of barriers faced by families **Staff Responsible for Monitoring:** Attendance committee, admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement **Problem Statements:** School Processes & Programs 1 - Perceptions 1	**Dec** 	**December Evidence of Progress** Attendance committee, admin and counselor meet daily/weekly to address interventions which include calls home, home visits, calls from counselor, calls from admin, attendance letters, and awards for improved attendance.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Weekly attendance tracking/monitoring and review for Tiered response **Strategy's Expected Result/Impact:** Improved attendance/awareness of nonparticipants **Staff Responsible for Monitoring:** Attendance committee, classroom teachers, admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** School Processes & Programs 1	**Dec** 	**December Evidence of Progress** Attendance committee, admin and counselor meet daily/weekly to address interventions which include calls home, home visits, calls from counselor, calls from admin, attendance letters, and awards for improved attendance.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

433

Goal 3: Equity

Performance Objective 2: Increase staff knowledge and application of anti-racist and culturally responsive teaching and interactions

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Equity Committee will have a different focus cultural awareness each month and provide teachers with a variety of resources to share with their classes. **Strategy's Expected Result/Impact:** Students and families will be able to participate in multicultural events/activities each month. **Staff Responsible for Monitoring:** Equity Committee and Classroom teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	**Dec** 20%	**December Evidence of Progress** Equity committee delivered PD on Anti-racist education to staff, have planned weekly lesson plans/read a louds for teachers to add to their live instruction
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Quarterly book studies related to cultural awareness and anti-racist teaching practices **Strategy's Expected Result/Impact:** Equitable teaching and increased use of restorative practices **Staff Responsible for Monitoring:** admin, teachers, equity committee **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Perceptions 1	**Dec** 25%	**December Evidence of Progress** Began year with book study focus on distance learning, rolled out antiracist teaching practice focus in weekly PD meetings to regularly explore these topics.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Communication

Performance Objective 1: Increase consistent communication within a timely manner and post using all forms of communication

Evaluation Data Sources: POSSIP, Class Dojo, One Call, School website, FB parent group page

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Create a yearly calendar for planned events, share out reminders at least 2 weeks in advance. **Strategy's Expected Result/Impact:** Improved parent participation and communication. Limited instances of frustration/escalation **Staff Responsible for Monitoring:** Admin, teachers and school secretaries **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1	**Dec** 35%	**December Evidence of Progress** Creating event reminders on class dojo, sending out one call the day before, monthly news letter is shared first week of the new month
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Weekly POSSIP surveys of parent satisfaction **Strategy's Expected Result/Impact:** Increased level of parent feedback on a regular basis **Staff Responsible for Monitoring:** admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 45%	**December Evidence of Progress** 435 Reminders with the POSSIP link are shared on class dojo in addition to the email and phone call sent out weekly. Feedback has increased
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Monthly Coffee with the Principals meetings (virtual or in person) **Strategy's Expected Result/Impact:** Increased parent communication and participation **Staff Responsible for Monitoring:** Admin **Characteristics:** Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** 45%	**December Evidence of Progress** Each month we have many returning parents and new parents join, meeting notes are shared out with parents who were unable to attend
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Monthly Native Language Community Circles for Spanish speaking families. **Strategy's Expected Result/Impact:** Increased participation from dominant parent group **Staff Responsible for Monitoring:** Admin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	**Dec** 40%	**December Evidence of Progress** Each month we have many returning parents and new parents join, meeting notes are shared out with parents who were unable to attend. Parents have shared out how beneficial this has been as often times things get lost in translation
	Mar	**March Evidence of Progress** 436
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Academics

2020-2021 Department Plan

437

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

438

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Student Achievement 5
- Goal 3: Communication 6

439

Goals

Goal 1: Student Achievement

Performance Objective 1: A needs assessment will be conducted to determine how to effectively deploy High School Success funds to grow Career Technical Education programming for secondary students. Results will be used to update Reynolds School District's High School Success Plan and accompanying budget.

Evaluation Data Sources: Employment data from State of Oregon Labor organizations for regional high wage and high demand job growth, student achievement data, Master Schedule data

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Conduct assessment, use assessment data to update ODE HSS plan. **Strategy's Expected Result/Impact:** Growth of CTE programming offered for 2021-2022 school year. **Staff Responsible for Monitoring:** Chief Academic Officer and Secondary Principals. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 2	**Dec** — **December Evidence of Progress** 75% CTE Program Review contracted, outside consultant met with DO and school personnel to finalize proposal and collaborate on language. **Mar** — **March Evidence of Progress** 75% CTE Program Review completed by outside consultant (A.C.) **May** — **May Evidence of Progress** 75% **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Student Achievement

Performance Objective 1: Existing Academic budget(s) will be re-purposed to support purchases of supplemental digital resources for reading and mathematics, videoconferencing, and a Learning Management System targeted at elementary aged students.

Evaluation Data Sources: Budget documents, digital resource platforms, user surveys.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Budget monitoring and adjustment to support emerging Comprehensive Distance Learning needs. **Strategy's Expected Result/Impact:** Needed support will be provided to teachers, principals, students and families. **Staff Responsible for Monitoring:** Chief Academic Officer - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication **Problem Statements:** Demographics 2 - Student Learning 2 - Perceptions 1	**Dec** — **December Evidence of Progress** 100% Complete! Programs (Lexia and Dreambox) purchased and deployed. Initial Professional Development conducted. **Mar** — **March Evidence of Progress** 100% Lexia and Dreambox up and running. Ongoing Professional Development and supports ongoing. **May** — **May Evidence of Progress** 100% 441 **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Communication

Performance Objective 1: A Parent Handbook for Comprehensive Distance Learning will be compiled, and kept up to date, for the duration of Comprehensive Distance Learning.

Evaluation Data Sources: Completion (or not), survey of updated content, current content.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Create content in collaboration with Student & Family Services. Collaborate with Communications Department to epublish. **Strategy's Expected Result/Impact:** Effective communication with families regarding resources to support students during Comprehensive Distance Learning. **Staff Responsible for Monitoring:** Chief Academic Officer and direct reports in collaboration with Communications Department. - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** School Processes & Programs 3	**Dec** — **December Evidence of Progress** 100% Complete! Comprehensive Distance Learning handbook complete, deployed, and updated. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% 442 **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Reynolds School District 7

Assessment & Accountability

2020-2021 Department Plan

443

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

444

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
Goal 1: Student Achievement 4
Goal 2: Safety 10
Goal 3: Equity 12

445

Goals

Goal 1: Student Achievement

Performance Objective 1: The percentage of students reading at grade level by the end of third grade will increase by 5% as measured by STAR and reach 30% district wide as measured by OSAS English/Language Arts assessment.

Evaluation Data Sources: Renaissance STAR Reading
OSAS English/Language Arts

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Reconcile district-wide ELA Student Performance validation for publication as a metric in state and federal report cards. **Strategy's Expected Result/Impact:** Increase in ELA academic achievement **Staff Responsible for Monitoring:** Assessment Department - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	**Dec**	**December Evidence of Progress** STAR Fall screening administered remotely with mixed success. Mandatory Winter screening window open 2/8-3/16. No 2019-20 state assessments available for comparison data. Awaiting notice from USDOE regarding ODE waiver application to suspend state assessments in ELA, Math and Science.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Monitor STAR Assessment testing to ensure timely administration with fidelity by all schools. **Strategy's Expected Result/Impact:** Increase in ELA academic achievement **Staff Responsible for Monitoring:** Assessment Department - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	**Dec**	**December Evidence of Progress** Participation reports provided to principals during STAR Fall screening. Weekly participation reports by grade level will be provided to principals by Emily Summers, newly hired District Test Coordinator, throughout the Winter Test window.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement

Performance Objective 2: The percentage of students at grade level in mathematics by the end of eighth grade will reach 77% as measured by the district mathematics assessment (internal assessment), course grades, and proficient score on the OSAS Mathematics assessment.

Evaluation Data Sources: Renaissance STAR Mathematics
OSAS Mathematics

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Reconcile district-wide Mathematics Student Performance validation for publication as a metric in state and federal report cards. **Strategy's Expected Result/Impact:** Increase in Math academic achievement **Staff Responsible for Monitoring:** Assessment Department - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	**Dec**	**December Evidence of Progress** STAR Fall screening administered remotely with mixed success. Mandatory Winter screening window open 2/8-3/16. No 2019-20 state assessments available for comparison data. Awaiting notice from USDOE regarding ODE waiver application to suspend state assessments in ELA, Math and Science.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Monitor STAR Assessment testing to ensure timely administration with fidelity by all schools **Strategy's Expected Result/Impact:** Increase in Math academic achievement **Staff Responsible for Monitoring:** Assessment Department - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	**Dec**	**December Evidence of Progress** Participation reports provided to principals during STAR Fall screening. Weekly participation reports by grade level will be provided to principals by Emily Summers, newly hired District Test Coordinator, throughout the Winter test window.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

449

Goal 1: Student Achievement

Performance Objective 3: The percentage of students who've earned 6 or more credits by the start of 10th grade will increase by 5%.

Evaluation Data Sources: Ninth Grade On Track collection
Semi-annual evaluation of credit attainment

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Reconcile district-wide 9th Grade On Track validation for publication as a metric in state and federal report cards. **Strategy's Expected Result/Impact:** Increase in 9th grade credit attainment **Staff Responsible for Monitoring:** Assessment Department - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	**Dec**	**December Evidence of Progress** Ninth Grade On-Track collection window not open until May 6, 2021. Credit attainment monitoring ongoing at RHS through Raider Reports and at RHS & RLA via Freshman Success Team /M98 efforts.
	Mar	**March Evidence of Progress** Ninth Grade On-Track collection window not open until May 6, 2021. Credit attainment monitoring ongoing at RHS through Raider Reports and at RHS & RLA via Freshman Success Team/M98 efforts.
	May	**May Evidence of Progress** 450 Ninth Grade On-Track collection window opened on May 6, 2021. Data will be submitted in June after final semester grades are submitted and credits are calculated for course credit. Credit attainment monitoring ongoing at RHS through Raider Reports and at RHS & RLA via Freshman Success Team efforts.
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Provide first semester 9th grade credit attainment reports to RHS and RLA **Strategy's Expected Result/Impact:** Increase in 9th grade credit attainment **Staff Responsible for Monitoring:** Assessment Department - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	**Dec**	**December Evidence of Progress** Raider Reports shared in 1:1 student meetings and Freshman Success Team work ongoing.
	Mar	**March Evidence of Progress** Raider Reports shared in 1:1 student meetings and Freshman Success Team work ongoing.
	May	**May Evidence of Progress** Raider Reports shared in 1:1 student meetings and Freshman Success Team work ongoing.
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Safety

Performance Objective 1: Provide consistent and reliable overall administration of testing in the district including, the training and administration of statewide assessments.

Evaluation Data Sources: Electronic and paper files of evidence.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Ensure that all School Test Coordinators (STC) and Test Administrators (TA) are appropriately trained regarding test administration and security policies and procedures and manage Assurance of Test Security forms for all district personnel. Manage all aspects of testing and training in conjunction with Title III Directors (ELPA), Itinerant Teachers for students with visual impairments (Braille), and Special Education Directors (Extended) **Strategy's Expected Result/Impact:** Valid and reliable data for all metrics reported in the district's state and federal report cards. **Staff Responsible for Monitoring:** Assessment Department District Test Coordinator - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	**Dec** — **December Evidence of Progress** Emily Summers, DTC, is preparing online training courses in Schoology in preparation of district-wide state assessment administration. Summative assessment test windows for ELA, Math, and Science not open until April 13, 2021. ELPA test window opens February 9, 2021. ELPA in-person assessments being delayed until district returns to in-person instruction in March. ODE submitted waiver application to US DOE requesting suspension of OSAS ELA, Math, and Science. Response expected in March. 452 **Mar** — **March Evidence of Progress** Emily Summers, DTC, is preparing online training courses in Schoology in preparation of district-wide state assessment administration. Summative assessment test windows for ELA, Math, and Science not open until April 13, 2021. ELPA test window opens February 9, 2021. ELPA in-person assessments being delayed until district returns to in-person instruction in March. ODE submitted waiver application to US DOE requesting suspension of OSAS ELA, Math, and Science. Response expected in March. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Conduct investigation of all potential test irregularities or improprieties. Report all potential test improprieties to ODE. Ensure district, school, and staff compliance with the policies and procedures in the Test Administration Manual and any updates provided through the DTC listserv. **Strategy's Expected Result/Impact:** Valid and reliable data for all metrics reported in the district's state and federal report cards. **Staff Responsible for Monitoring:** Assessment Department District Test Coordinator - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec**	**December Evidence of Progress** Summative assessment test windows for ELA, Math, and Science not open until April 13, 2021. ELPA test window opens February 9, 2021. ELPA in-person assessments being delayed until district returns to in-person instruction in March.
	Mar	**March Evidence of Progress** Summative assessment test windows for ELA, Math, and Science not open until April 13, 2021. ELPA test window opens February 9, 2021. ELPA in-person assessments being delayed until district returns to in-person instruction in March.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Ensure that the district has formal procedures for handling crisis alerts, including relevant staff, communication protocols, and time lines. **Strategy's Expected Result/Impact:** Valid and reliable data for all metrics reported in the district's state and federal report cards. **Staff Responsible for Monitoring:** Assessment Department District Test Coordinator - **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec**	**December Evidence of Progress** Summative assessment test windows for ELA, Math, and Science not open until April 13, 2021. ELPA test window opens February 9, 2021. ELPA in-person assessments being delayed until district returns to in-person instruction in March.
	Mar	**March Evidence of Progress** Summative assessment test windows for ELA, Math, and Science not open until April 13, 2021. ELPA test window opens February 9, 2021. ELPA in-person assessments being delayed until district returns to in-person instruction in March.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Equity

Performance Objective 1: Reynolds School District's SIA Longitudinal Growth Goals will be monitored and used to develop Progress Markers. Longitudinal performance growth targets will be applied as a whole and to student groups which have historically experienced academic disparities. Reynolds SD has identified an additional focus group in addition to the required student groups to be Underserved Ethnicity/Race student group performance for the following metrics:
1. Four-year Graduation; 2. Five-year Completion; 3. Third Grade Reading; 4. Ninth Grade On-Track; and, 5. Regular Attenders.

Evaluation Data Sources: OSAS Third Grade ELA performance data
Graduation and Completer data
Ninth Grade On-Track credit attainment data
Regular Attenders data
STAR Reading Performance data

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Reconcile and validate district-wide ELA Student Performance for comparison to SIA LG growth target metrics. Submit, reconcile, and validate Cohort Graduation and Completer data for comparison to SIA LG growth target metrics. Submit, reconcile, and validate Ninth Grade On-Track data for comparison to SIA LG growth target metrics. **Strategy's Expected Result/Impact:** Achieve or exceed Reach Target growth percentages annually for Underserved Race/Ethnicity focus student group. **Staff Responsible for Monitoring:** Assessment Department **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	**Dec**	**December Evidence of Progress** No comparability data available. Statewide assessment data unavailable for 2019-20 due to the closure of schools and suspension of state assessments due to the COVID-19 pandemic. Ninth Grade On-Track (9OT) data submitted but not validated due to no submission of 3rd Period Cum ADM collection. ODE did not publicly release 9OT data.
	Mar	**March Evidence of Progress** No comparability data available. Statewide assessment data unavailable for 2019-20 due to the closure of schools and suspension of state assessments due to the COVID-19 pandemic. Ninth Grade On-Track (9OT) data submitted but not validated due to no submission of 3rd Period Cum ADM collection. ODE did not publicly release 9OT data.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Equity

Performance Objective 2: Develop and maintain clear, collaborative and consistent communication with IT Department's Data Analyst to ensure valid and reliable retrieval of ADM data tied to Regular Attendance SIA metric.

Evaluation Data Sources: ODE Cumulative Average Daily Membership collections submitted in October, December, May and June.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Spot check ADM collection submissions. Cross-reference to Synergy report U-CTA-2057: Student Attendance Rates by Month. **Strategy's Expected Result/Impact:** Achieve or exceed Reach Target growth percentages annually for Underserved Race/Ethnicity focus student group for Regular Attender metric. **Staff Responsible for Monitoring:** Assessment Department Information Technology Data Analyst/ADM primary submitter Director of Student/Family Services or designee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3	**Dec**	**December Evidence of Progress** Data Analyst trained in May/June on Cumulative ADM collection. Data Analyst submitted 2019-20 Final Cum ADM collection under the supervision of Director of Assessment. Period 1 and Period 2 Cum ADM collections monitored for error and audit record submissions. Continuing training and oversight of collection submissions through year-end. No comparability data available for Regular Attenders collection. Attendance rates for 2019-20 were not calculated by ODE in Regular Attenders collection due to suspension of 2019-20 3rd Period Cum ADM collection. Only internal attendance comparisons can be made. 455
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Curriculum

2020-2021 Department Plan

456

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

457

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Communication 6
- Goal 3: Equity 7

458

Goals

Goal 1: Student Achievement

Performance Objective 1: All students will engage in grade level ELA and Math standards instruction, with multiple opportunities to show proficiency in those standards.

Evaluation Data Sources: CFA data team meetings within PLCs October/December 2020, February/April 2021.
Updated pacing guides and Framework, with teacher input, October/December 2020, February/April 2021.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Facilitate staff committee to create ELA/Math Instructional Framework, pacing guide, CFAs. **Strategy's Expected Result/Impact:** Prioritized standards for aligned instruction, formative data to inform instruction. **Staff Responsible for Monitoring:** Debbie Nicolai, Curriculum TOSAs. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Perceptions 2	**Dec** — **December Evidence of Progress** 100% instructional Framework in use across all schools. Update to Framework made in November. **Mar** — **March Evidence of Progress** 100% 459 **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement

Performance Objective 2: Support Excellent First Time Instruction with core curriculum materials and professional development to enhance inclusive practices.

Evaluation Data Sources: Analyze core curriculum materials usage at least quarterly (November 2020, February/May 2021). Analyze SOS ticketing system data at least quarterly (November 2020, February/May 2021). Collect feedback within every professional development opportunity, and analyze data at least quarterly (November 2020, February/May 2021).

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Provide high quality professional development for the use of all district supported core and supplemental instructional materials. **Strategy's Expected Result/Impact:** Increased teacher efficacy in the use of materials during content standards instruction. Increase student achievement outcomes from high quality teaching. **Problem Statements:** Demographics 2 - Perceptions 2	**Dec** 	**December Evidence of Progress** All staff trained in use of new supplemental software programming. Ongoing training on all software (core/supplemental). New teacher curriculum trainings in core ELA and Math materials completed.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress** 460

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Communication

Performance Objective 1: Utilize new and existing communication pathways to inform school and district personnel of advances in curriculum standards, instructional materials, and ODE guidance.

Evaluation Data Sources: Documented curriculum department work with committee charters, reports, and guidance documents at least quarterly (November 2020, February/May 2021).

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Create artifacts that explain who, what, where, when, why and how for all curriculum department work. **Strategy's Expected Result/Impact:** Clear expectations of department guidance with adequate training for implementation. **Staff Responsible for Monitoring:** Debbie Nicolai, Curriculum TOSAs **Characteristics:** Effective School Leadership, Focused Professional Development **Problem Statements:** Perceptions 2	**Dec** 75% **Mar** **May** **June**	**December Evidence of Progress** District Memos document work groups formed. Sharepoint RTT Learning Leaders folders contain artifacts from completed work. Work group artifacts in Schoology groups to document all committee work, from start to finish. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress** 461

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Equity

Performance Objective 1: Identify and implement Culturally Relevant Text in all core ELA instructional programs, K-12.

Evaluation Data Sources: CRT committee feedback analysis at least quarterly (November 2020, February/May 2021). CRT text in place, within core ELA instruction, by may, 2021.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Facilitate committee to identify CRT and support the implementation of CRT within core ELA instruction. **Strategy's Expected Result/Impact:** Students "see" themselves in core instructional materials. Student diversity is affirmed. Teachers utilize engaging text to support student academic growth. **Staff Responsible for Monitoring:** Debbie Nicolai, Curriculum TOSAs **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 2	**Dec** 55%	**December Evidence of Progress** CRT committee engaged and will provide recommendations to school board in march.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

462

Goal 3: Equity

Performance Objective 2: Elevate AVID in all secondary schools to a program of rigor and fidelity.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Hire and collaborate with an AVID TOSA to provide support to all AVID sites. **Strategy's Expected Result/Impact:** Immediacy in the response to schools' needs within their AVID programming. A concerted effort to ensure the AVID indicators are implemented with fidelity. Access to training for staff and tutors to ensure high quality instruction and support for students. **Staff Responsible for Monitoring:** Debbie Nicolai **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development **Problem Statements:** Demographics 2	**Dec** 40%	**December Evidence of Progress** Staff and tutor training complete for RHS. As MS tutors come onboard, training will ensue.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

463

Reynolds School District 7

Instructional Technology

2020-2021 Department Plan

464

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

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Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Equity 5
- Goal 3: Safety 6

466

Goals

Goal 1: Student Achievement

Performance Objective 1: Provide students and staff access to content and services in a reliable and timely way.

Evaluation Data Sources: Improved student outcomes as measured by local and state wide assesments.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Provide professional development to staff to leverage technology in order to support best practices in instruction. **Strategy's Expected Result/Impact:** Improved student outcomes. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development **Problem Statements:** Student Learning 1	**Dec** — **December Evidence of Progress** 100% Staff and Student access to platforms, technology and wifi in September. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity

Performance Objective 1: Provide equitable access to devices, applications and the internet for all students.

Evaluation Data Sources: Data collection regarding students with a device and access to reliable internet.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Provide an RSD device to all K-12 students. **Strategy's Expected Result/Impact:** Student access to learning. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement **Problem Statements:** Perceptions 1	**Dec** — **December Evidence of Progress** 100% Students received a device in Septembe 2020 and new students receive devices during registration. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% 468 **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Safety

Performance Objective 1: Implement a technology environment that is well-managed, secure, reliable, and sustainable.

Evaluation Data Sources: Digital citizenship lessons for all grade levels loaded into Schoology for staff to access.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Provide staff digital citizenship lessons that can be taught to students in all grade levels. **Strategy's Expected Result/Impact:** Digital citizenship lessons for all grade levels loaded into Schoology for staff to access. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	**Dec** 	**December Evidence of Progress** Digital Citezenship is being taught to all K-12 students. Continue to refine and improve the security of all devices through the use of Securly.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Communications Department

2020-2021 Department Plan

470

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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Table of Contents

Goals 4
Goal 1: Communication & Equity 4
Goal 2: Student Achievement & Equity 11
Goal 3: Safety 12

472

Goals

Goal 1: Communication & Equity

Performance Objective 1: During the 2020-21 academic year, Communications will finalize completion and launch of new websites for District, all school sites, and staff intranet.

Evaluation Data Sources: Launch of all websites.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Redesign website(s) with a streamlined user experience between all schools and district. **Strategy's Expected Result/Impact:** Increased engagement with students, families, and staff as indicated with Google Analytics. **Staff Responsible for Monitoring:** Stephanie Field Beth Fridh	**Dec** 	**December Evidence of Progress** All schools and District site launched on October 23, 2020. Continued work on staff intranet.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Communication & Equity

Performance Objective 2: During the 2020-21 academic year, Communications will reduce response time to department inquiries.

Evaluation Data Sources: Positive CEE survey results as compared to previous year.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Launch online Communications Project Request form to set deliverables expectations and process flow. **Strategy's Expected Result/Impact:** Increase satisfactory responses to Responsiveness in CEE departmental customer service survey over previous year. **Staff Responsible for Monitoring:** Stephanie Field Beth Fridh	**Dec** — **December Evidence of Progress** 75% Communications Project Request form completed. Ready to launch in February 2021. **Mar** — **March Evidence of Progress** 75% **May** — **May Evidence of Progress** 75% 474 **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Communication & Equity

Performance Objective 3: During the 2020-21 academic year, Communications will increase community engagement by issuing a minimum of 10 press released published using established media relations contacts/channels.

Evaluation Data Sources: FlashAlert report.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Hire Assistant Director of Public Relations & Partnerships **Strategy's Expected Result/Impact:** Increase capacity to create and distribute press releases. **Staff Responsible for Monitoring:** Stephanie Field	**Dec** — **December Evidence of Progress** Hired Steve Padilla on 10/19/2020 **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** 475 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Develop, distribute, and follow-up with 10 or more timed positive press releases. **Strategy's Expected Result/Impact:** Gain positive press exposure. **Staff Responsible for Monitoring:** Assistant Director of Public Relations & Partnerships (TBD) Stephanie Field	**Dec** 10% **December Evidence of Progress** Release 1: 11/11/2020 - Food for Families During Governor's Pause Order **Mar** 50% **March Evidence of Progress** Release 2: 1/12/2021 - Reynolds Fiscal Awards Release 3: 2/1/2021 - District Student Advisory Group Release 4: 2/2/2021 - Reopening Reynolds Schools Release 5: 2/4/2021 - T-Mobile 10 Million Project Grant for Hotspot **May** 50% **May Evidence of Progress** **June** **June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

476

Goal 1: Communication & Equity

Performance Objective 4: During the 2020-21 academic year, Communications will develop, produce, and communicate 1-5 minute monthly video to provide students, families, and staff relevant and engaging content.

Evaluation Data Sources: Report on video engagement.

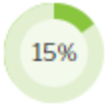
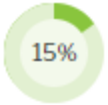
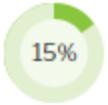
Strategy/Action 1 Details	Reviews
Strategy/Action 1: Develop, produce, and communicate monthly 1-5 minute videos beginning in September 2020 with Superintendent of Schools. **Strategy's Expected Result/Impact:** Increased engagement. **Staff Responsible for Monitoring:** Joanna Williams Stephanie Field	**Dec** — **December Evidence of Progress** 9/11/2020 - Welcome Back to the 2020-21 School Year 10/1/2020 - Hispanic Heritage Month 11/12/2020 - 2020 Thanksgiving Message 1/21/2021 - Elementary and Secondary Hybrid Videos **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** 477 **June** — **June Evidence of Progress**
No Progress Accomplished Continue/Modify Discontinue	

Goal 1: Communication & Equity

Performance Objective 5: During the 2020-21 academic year, Communications will create and/or become administrators on all school-based social media accounts using Facebook and Twitter and will develop engagement strategies and best practice training for handoff to school-based staff.

Evaluation Data Sources: Site development and engagement reports.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Create and/or become administrators for school-based Facebook and Twitter accounts. **Strategy's Expected Result/Impact:** Create strategic engagement opportunities. **Staff Responsible for Monitoring:** Stephanie Field Beth Fridh	**Dec** — **December Evidence of Progress** In progress. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** 478 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Develop site-based strategies and best practices guidebook. **Strategy's Expected Result/Impact:** Training of site staff for handoff. **Staff Responsible for Monitoring:** Beth Fridh	**Dec** 	**December Evidence of Progress** Research in progress.
	Mar 	**March Evidence of Progress**
	May 	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Achievement & Equity

Performance Objective 1: During the 2020-21 academic year, Communications will meet with Partner Organizations to develop relationships based on District goals for student achievement by facilitating one or more formal meetings to collaborate and align services, set metrics, and determine expectations for future processes.

Evaluation Data Sources: Meeting minutes.
Application processes.
Partner year-end reports.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Schedule initial meeting **Strategy's Expected Result/Impact:** Facilitation of collaborative conversations around partner services **Staff Responsible for Monitoring:** Stephanie Field Assistant Director of Public Relations & Partnerships	**Dec** 20% **Mar** 20% **May** 20% **June**	**December Evidence of Progress** Developed mail list. Currently planning. **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

480

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Safety

Performance Objective 1: During the 2020-21 academic year, Communication will analyze and build equitable solutions for communications in events of crisis, emergency, and inclement weather.

Evaluation Data Sources: Assessment and summative report.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Analyze current communications with equity oversight to determine plan of action for increased and more efficient reach with sensitive communications. **Strategy's Expected Result/Impact:** Students, families, and staff feeling greater sense of security during difficult situations and developing trust in communications. **Staff Responsible for Monitoring:** Stephanie Field	**Dec** — **December Evidence of Progress** 40% In progress. **Mar** — **March Evidence of Progress** 40% **May** — **May Evidence of Progress** 40% 481 **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Reynolds School District 7

Finance Department

2020-2021 Department Plan

482

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

483

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement and Fiscal Responsibility 4
- Goal 2: Student Achievement and Fiscal Responsibility 6
- Goal 3: Equity 9

484

Goals

Goal 1: Student Achievement and Fiscal Responsibility

Performance Objective 1: During the 2020-21 school year finance department will staff will create and improve guidelines and processes for payroll, travel and contracts.

Ensure that all resources in the district are allocated to support the highest level of student achievement and the strategic plan priorities with fiscal responsibility and transparency.

Evaluation Data Sources: Updated Finance guidelines that include payroll, travel, and contracts.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Update Finance department guidelines and train Finance staff. **Strategy's Expected Result/Impact:** Department written guidelines are communicated and understood by all staff. **Staff Responsible for Monitoring:** Director of Financial Services	**Dec**	**December Evidence of Progress** We have been review and updating current guidelines. We have also been developing guidelines for functions that have been added to the finance department.
	Mar	**March Evidence of Progress** We have completed the guidelines and have developed a committee to to develop ongoing training with staff and onboarding with new staff.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Growing the payroll duties from Human Capital **Strategy's Expected Result/Impact:** The full-cycle payroll process will be handled by Financial Services **Staff Responsible for Monitoring:** Director of Financial Services	**Dec** — **December Evidence of Progress** 85% The payroll team and HCM have continued to work on the transition. **Mar** — **March Evidence of Progress** 85% The payroll team and HCM have continued to work on the transition. We are working on communication processes between the teems. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

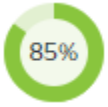
Strategy/Action 3 Details	Reviews
Strategy/Action 3: Transition contracts from Operations and review and update processes **Strategy's Expected Result/Impact:** All of contracts will be handled by Finance. **Staff Responsible for Monitoring:** Director of Financial Services	**Dec** — **December Evidence of Progress** 0% Finance has been managing the contracts and will take over the fully after hiring the Procurement, Contracts and Accounting Specialist. **Mar** — **March Evidence of Progress** 486 90% With the hiring of the new position Finance has fully taken over contract from operations. We have developed guidelines and working to make sure we are following District Policy and State guidelines. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Student Achievement and Fiscal Responsibility

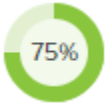
Performance Objective 1: For the 2020-21 academic year ensure that stakeholders have a clear understanding of district resources and how it is being used towards reaching district goals.

Evaluation Data Sources: Anecdotal feedback from directors and principals including Spring 2020 CEE survey reports.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Review and update working budget to actuals. Have a monthly monitoring within department. **Strategy's Expected Result/Impact:** Budget stays within appropriation. Report users have the most accurate budget available to them. **Staff Responsible for Monitoring:** Director of Financial Services and finance department	**Dec** — **December Evidence of Progress**  We have continued to improve our current reports available for buildings and departments to manage their budget. **Mar** — **March Evidence of Progress** We have continued to improve our current reports available for buildings and departments to manage their budget. We have also added a month-end procedure to review appropriations. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Finance will meet with administrators to make sure there is a clear understanding of their available budgets. **Strategy's Expected Result/Impact:** The people responsible will have the knowledge they need to make the best decisions towards reaching district goals. **Staff Responsible for Monitoring:** Director of Financial Services and finance department	**Dec** — **December Evidence of Progress** The Director of Financial Services, grant manager and budget analyst has started scheduling regular meeting to go over the budget questions. **Mar** — **March Evidence of Progress** The Director of Financial Services, grant manager and budget analyst has started scheduling regular meeting to go over the budget questions. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Review current reports available for stakeholders and work on ways to improve **Strategy's Expected Result/Impact:** Reports will be easy to access and understand. **Staff Responsible for Monitoring:** Director of Financial Services and Finance department	**Dec** — **December Evidence of Progress** We have continued to improve our current reports available for buildings and departments to manage their budget. **Mar** — **March Evidence of Progress** The finance department is working on onboarding and regular meetings with users to get their input and go over any changes. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: District will continue to submit and receive the Meritorious Budget Award through ASBO with our budget document. **Strategy's Expected Result/Impact:** Award from ASBO **Staff Responsible for Monitoring:** Director of Financial Services	**Dec** — **December Evidence of Progress**  We completed the 2020-21 MBA and summited it for review. **Mar** — **March Evidence of Progress** 488 We received the Meritorious Budget award for the 2020-21 budget with very few comments suggesting improvement. We are now starting the process for the 2021-22 Budget. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 5 Details	Reviews	
Strategy/Action 5: District will submit and receive the Comprehensive Annual Financial Report (CAFR) Award from ASBO and GFOA. **Strategy's Expected Result/Impact:** Award from ASBO and GFOA **Staff Responsible for Monitoring:** Director of Financial Services	**Dec** 	**December Evidence of Progress** We received award for our 2018-19 CAFR from both ASBO and GFOA. We submitted our 2019-20 CAFR to ASBO and GFOA for review.
	Mar 	**March Evidence of Progress** We submitted our 2019-20 CAFR to ASBO and GFOA for review and are still waiting for results.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Equity

Performance Objective 1: During the 2020-21 academic year, we will increase the number of participants in our stakeholder engagement budget input process compared to last year.

Evaluation Data Sources: Feedback, sign-in sheets, school participation, and online survey results.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Scheduled staff and community input sessions, coordinated with principals staff input sessions, and worked with communications for an online survey. **Strategy's Expected Result/Impact:** October and November Input Sessions documentation. Strategic planning focus group session **Staff Responsible for Monitoring:** Director of Financial Services	**Dec** — 95% **December Evidence of Progress** We split a lot of time planning on how to get input from our stakeholders at the beginning of the budget process. We had to zoom meeting for staff and then we did a recording and survey for our families, students and other community members. **Mar** — 95% **March Evidence of Progress** We had over 30 meeting with building and departments to get their input on what is happening and needed in their areas. **May** — 95% **May Evidence of Progress** 490 **June** **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Reynolds School District 7

Human Capital Management

2020-2021 Department Plan

491

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

492

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Safety Pillar - Employee Relations 4
- Goal 2: Equity Pillar - Hiring Practices 5
- Goal 3: Best Instruction/Organizational Culture Pillars - Employee Evaluations 7
- Goal 4: Organizational Culture Pillar - Customer Service 9

493

Goals

Goal 1: Safety Pillar - Employee Relations

Performance Objective 1: Human Capital Management will redesign the process for employee relations. The Assistant Superintendent of Human Capital Management will provide District administration with investigations training to minimize litigious action. This will include a standard, researched-based, clearly articulated, and progressive discipline model. HCM will develop a database of disciplinary actions to ensure consistency throughout the organization.

Evaluation Data Sources: By June 30, 2021, administrative staff will be trained in investigations and applicable progressive discipline.

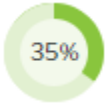
Strategy/Action 1 Details	Reviews	
Strategy/Action 1: By November 30, 2020, HCM will convene a committee comprised of bargaining unit leadership from all groups to review, revise, and standardize progressive discipline. **Strategy's Expected Result/Impact:** By June 30, 2021, administrative staff will be trained in investigations and applicable discipline. **Staff Responsible for Monitoring:** Rob Neu	**Dec**	**December Evidence of Progress** Discussions with REA, RAA, and OSEA taking place
	Mar	**March Evidence of Progress** Form committee of leaders to design process for legal review 494
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Equity Pillar - Hiring Practices

Performance Objective 1: Human Capital Management will implement best practices designed to increase the pool and hiring of candidates of color by five (5) percent by June 30, 2021.

Evaluation Data Sources: By June 30, 2021, 20% of RSD new hires will be people of color (current RSD staff is 15% people of color).
Administration 19%
Classified 22%
Licensed Staff 8%

Strategy/Action 1 Details	Reviews
Strategy/Action 1: HCM will create a "Grow Your Own" recruitment and retention program designed to increase the number of staff of color. Human Capital Management will develop a cohesive and comprehensive plan to grow RSD's own talent utilizing tuition support, paid internships, and release time to increase the number of staff of color and language diversity and retain them. **Strategy's Expected Result/Impact:** By March 31, 2021, HCM will present the "RSD Grow Your Own" plan to the Board. **Staff Responsible for Monitoring:** Jill Hunter/Rob Neu	**Dec** — **December Evidence of Progress**  HCM is working with a regional collaborative through MESD to implement GYO strategies. **Mar** — **March Evidence of Progress** The regional collaborative has secured the Meyer Trust Fund award of $7500 for paid leave while student teaching/ $2,500 for technology hardware **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: HCM will work with RHS to develop a cadet teacher program designed to train students for a career in education. **Strategy's Expected Result/Impact:** By April 30, 2021, HCM and RHS will design a cadet teacher program. **Staff Responsible for Monitoring:** Rob Neu/Wade Bakley	**Dec** — **December Evidence of Progress** On hold due to COVID uncertainty **Mar** — **March Evidence of Progress** Met with RHS and the GYO collaborative to determine the capacity of a cadet program. March 2021 **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: HCM will expand it's network of job search recruitment sites designed attract candidates of color to apply for jobs in RSD. **Strategy's Expected Result/Impact:** By October 31, 2020, HCM will expand it's network of diversified job search services by 5 services. **Staff Responsible for Monitoring:** Jill Hunter	**Dec** — **December Evidence of Progress** HCM researching sites to expand network. **Mar** — **March Evidence of Progress** HCM will select 5 sites to use beginning with Asst Supt, HCM **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

496

Goal 3: Best Instruction/Organizational Culture Pillars - Employee Evaluations

Performance Objective 1: Human Capital Management will review and revise the employee evaluation system.

Evaluation Data Sources: By June 2021, revisions to the employee evaluation system will be complete.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Human Capital Management will develop an evaluation committee in cooperation with REA, OSEA, and RAA to accomplish this task as it will fold into this year's negotiations. **Strategy's Expected Result/Impact:** The District-wide Evaluation Committee will review and align all evaluation instruments to the fullest extent possible to ensure consistency and coherence in the District Evaluation System., by June 30, 2021. **Staff Responsible for Monitoring:** Rob Neu/Wade Bakley	**Dec** — **December Evidence of Progress** 100% HCM arranged training of Cabinet and building administration to better utilize Frontline Employee Evaluation tools. **Mar** — **March Evidence of Progress** 100% Frontline training for admin continued and folding into review of process and custom documents. **May** — **May Evidence of Progress** 100% HCM created timeline with OSEA to assess the current evaluation platform and determine options for negotiating updated evaluation. 497 **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: The Classified Evaluation Committee will reconvene and complete an updated Classified Employee Program instrument and process. **Strategy's Expected Result/Impact:** The Classified Evaluation Committee will complete the redesign of the Classified Employee Evaluation Program by June 2021. **Staff Responsible for Monitoring:** Katrina Buttolph	**Dec** — **December Evidence of Progress** 5% N/A **Mar** — **March Evidence of Progress** 100% Forming Classified Evaluation committee to coincide with OSEA bargaining. Team will begin meeting in April. **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: HCM will convene a REA Article 5 Evaluation committee to address CDL/Hybrid/In-person updates to current and future changes and challenges to the licensed teacher evaluation program. **Strategy's Expected Result/Impact:** The Article 5 Evaluation Committee will collaborate with the REA Contract Maintenance Committee and Cabinet on a hybrid/in-person evaluation MOU by November 30, 2020. **Staff Responsible for Monitoring:** Rob Neu	**Dec** — **December Evidence of Progress** 0% Committee met twice to review and revise CDL evaluation and establish REA evaluation calendar. **Mar** — **March Evidence of Progress** 0% Committee will reconvene as needed to coincide with REA open bargaining. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Strategy 4: HCM will coordinate training for all District administration in the use of Employee Evaluation (formerly called My Learning Plan) through Frontline Education. **Strategy's Expected Result/Impact:** Improved evaluation performance and tracking by District administration. The training will be held for 75 people by November 30, 2020. **Staff Responsible for Monitoring:** Rob Neu	**Dec** — **December Evidence of Progress** 10% First training in December **Mar** — **March Evidence of Progress** 498 100% 3 trainings for building admin arranged through March **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

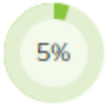
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Organizational Culture Pillar - Customer Service

Performance Objective 1: HCM will implement strategies that will improve HCM's level of customer service contributing to positive organizational culture.

Evaluation Data Sources: Five (5) percent increases on all indicators in the Center for Educational Effectiveness (CEE) Survey results

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Human Capital Management will collaborate with District and Bargaining Unit leadership to redesign and clarify the onboarding and offboarding processes for staff. **Strategy's Expected Result/Impact:** By October 2020, the draft redesigned processes will be shared for review and revision. By January 2021, the Board will receive an update on a redesigned set of processes. **Staff Responsible for Monitoring:** Katrina Buttolph	**Dec** 0% **December Evidence of Progress** Revised on boarding process and flowchart in place **Mar** 100% **March Evidence of Progress** Board presentation. **May** 100% **May Evidence of Progress** 499 **June** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: HCM will distribute a customized survey all staff to determine specific areas of improvement, strength, and staff needs, that will inform the department to determine future growth goals and ensure continuous improvement. **Strategy's Expected Result/Impact:** Completion in April, 2021 **Staff Responsible for Monitoring:** Tangela Sabir	**Dec** — **December Evidence of Progress**  N/A **Mar** — **March Evidence of Progress** Survey to designed and implemented in April, CEE survey completed **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: RSD Staff Handbook will be completed by November 30, 2020. **Strategy's Expected Result/Impact:** Completion, approval, and distribution in November 30, 2020 **Staff Responsible for Monitoring:** Rob Neu	**Dec** — **December Evidence of Progress** Revisions made to staff handbook 500 **Mar** — **March Evidence of Progress** Consultant reviewing, revising, and finalizing... **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: HCM will implement a monthly Staff Wellness newsletter that will inform employees of the many health and wellness opportunities through the Employee Assistance Program. **Strategy's Expected Result/Impact:** Providing staff with continuous updates to health and wellness opportunities and overall improved staff health. **Staff Responsible for Monitoring:** Jennifer Phy	**Dec** **December Evidence of Progress** Newsletters contain healthy recipes, EAP information, health webinars, etc.. This information is obtained by information we receive monthly from vendors (Kaiser, Moda, EAP) wellness departments **Mar** **March Evidence of Progress** Continued including vaccine information and updates **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: Ritz Carlton customer service training for 12-month Classified staff October 9, 2020. HCM will explore options for a continuous cycle of customer service training. **Strategy's Expected Result/Impact:** Improved customer service as measured by staff and stakeholders on the CEE survey results. **Staff Responsible for Monitoring:** Katrina Buttolph	**Dec** **December Evidence of Progress** Training was offered in October 501 **Mar** **March Evidence of Progress** **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 6 Details	Reviews
Strategy/Action 6: Employee Benefits Equity Committee will complete its work on an implementation plan in preparation for collective bargaining with all employee groups in 2020-2021 to move toward a district-wide comprehensive, equitable employee benefits programs for all work groups in 2021-2022. **Strategy's Expected Result/Impact:** Employee Benefits Equity Committee meeting minutes and report to School Board regarding viability and possible implementation plan of districtwide comprehensive, equitable employee benefits programs for all work groups by January, 2021. **Staff Responsible for Monitoring:** Jennifer Phy	**Dec** — **December Evidence of Progress** N/A due to calendar scheduling of members **Mar** — **March Evidence of Progress** Membership revised and committee reconvening to coincide with OSEA and REA bargaining. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Operations Department

2020-2021 Department Plan

503

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

504

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Equity 4
- Goal 2: Fiscal Responsiblity 6
- Goal 3: Student Achievement 9
- Goal 4: Communication 10

505

Goals

Goal 1: Equity

Performance Objective 1: Complete 2020 Facility Assessment and Master Plan

Evaluation Data Sources: Completed Master Plan

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Complete Facility Assessments **Strategy's Expected Result/Impact:** Facility Assessments including playgrounds and play fields **Staff Responsible for Monitoring:** Procurement Process for Architect Assessment Reports Meeting Minutes	**Dec** — **December Evidence of Progress** All Facilities Assessments completed **Mar** — **March Evidence of Progress** Draft Master Long Range Facilities Plan Completed; 506 **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Commence Facility Master Plan Committee Work **Strategy's Expected Result/Impact:** Master Plan Committee will have toured every district school older than 2018 Facility Assessment Data Shared with the Committee Committee will inform on District Standards & Assumptions for the Plan **Staff Responsible for Monitoring:** Master Plan Committee Member Roster Meeting Calendar with Topics and Sites for Tours Identified Work Toward Plan Completion for Spring 2021 Meeting Agendas & Minutes	**Dec** — **December Evidence of Progress** Due to COVID, site tours were virtual. **Mar** — **March Evidence of Progress** Assessment Plan was shared will be shared at April Facilities Assessment and Steering Committee meeting. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

507

Goal 2: Fiscal Responsiblity

Performance Objective 1: Develop Surplus Property Program

Evaluation Data Sources: Up to date Property, Furnishing & Equipment Inventory

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Establish effective surplus property process - removal and acquisition **Strategy's Expected Result/Impact:** Clear timeline and plan for removal of usable and no longer needed items from schools Clear process for acquiring additional furniture for sites when needed Complete Inventory with Images & Counts **Staff Responsible for Monitoring:** Images & Counts of Existing Inventory SmartSheet form and data finalized for use by sites to 'order' needed furniture Assessment of current storage space & measure capacity	**Dec** 	**December Evidence of Progress** December 17,2021 Friday Memo outlining Surplus procedures. Complete web-based picture gallery of all surplus items.
	Mar 	**March Evidence of Progress** Implementation of surplus procedures.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Fiscal Responsiblity

Performance Objective 2: Close out 2015 Bond

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Work with the Citizen's Oversight Committee to identify remaining Facilities projects aligned with scope of the previous Bond. **Strategy's Expected Result/Impact:** Identify outstanding opportunities for Facilities to increase support of student success **Staff Responsible for Monitoring:** Completion of Facilities assessments of Safety, Security, and Playgrounds	**Dec** — 25% **December Evidence of Progress** Completion of security, safety, and playground assessments. **Mar** — 75% **March Evidence of Progress** Principals have reviewed and provided feedback on draft Facilities Assessment. Facilities Assessment Complete; to be presented to Board in April 2021 **May** — 0% **May Evidence of Progress** **June** **June Evidence of Progress**

509

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Hire new Project Management firm to oversee remaining construction projects related to the 2015 Bond **Strategy's Expected Result/Impact:** Completion of identified Facilities projects **Staff Responsible for Monitoring:** Execution of vendor contracts Timely and accurate payment to vendors	**Dec** — 0% **December Evidence of Progress** **Mar** — 90% **March Evidence of Progress** CBRE|HEERY contracted to oversee remaining bond work including RHS Gym Seismic upgrade. **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: In conjunction with the Citizen's Oversight Committee, present final Bond report to Board **Strategy's Expected Result/Impact:** Effectively communicate good stewardship of Bond Funds to the Board and Community	**Dec** — **December Evidence of Progress** September COC meeting minutes **Mar** — **March Evidence of Progress** February COC meeting minutes **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

510

Goal 3: Student Achievement

Performance Objective 1: Complete Technology Services & Instructional Technology Audit

Evaluation Data Sources: Audit Report & Recommendations

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Incorporate technology assessment and future instructional technology need data into Facility Master Plan **Strategy's Expected Result/Impact:** Instructional Technology Need Assessment Section in Facility Master Plan **Staff Responsible for Monitoring:** Coordinate work between committees and consultants Provide technology assessment data to address future needs in technology master plan, including anticipated impact on cost	**Dec** — **December Evidence of Progress** 60% Technology Audit completed. **Mar** — **March Evidence of Progress** 75% Technology Audit shared with BRIC Architecture, facilitators of Facilities Steering and Master Planning Committee **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

511

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Communication

Performance Objective 1: Professional Development for Operations Team

Evaluation Data Sources: Training Documentation

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Participate in RTT Equity, Diversity, and InclusionTraining **Strategy's Expected Result/Impact:** Ensure that Operations Leadership will view all matters with an equity lens and be actively anti-racist.	**Dec** **December Evidence of Progress** 35% RTT meeting minutes **Mar** **March Evidence of Progress** 65% RTT meeting minutes **May** **May Evidence of Progress** **June** **June Evidence of Progress**

512

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Custodial Services

2020-2021 Department Plan

513

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

514

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Equity 4
- Goal 2: Custodial Standards of Service 5
- Goal 3: Custodial Communication Plan 6

515

Goals

Goal 1: Equity

Performance Objective 1: Achieving Our Potential: Provide training and support to custodial staff in the areas of equity, promoting strong staff to student connections by June 30, 2020. In-person Equity training will be a part of each month's department meeting. In addition, Equity training items will be e-mailed to all staff on a weekly basis.

Evaluation Data Sources: Was the meeting held? Was the equity training topic presented?

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Operations Leadership will meet to define training topics and general process for unified training. **Strategy's Expected Result/Impact:** Topics and format defined for 19/20 SY training to create training with a unified message for all operational employees. **Staff Responsible for Monitoring:** Agendas Meeting Minutes Operations Leadership Team Plan	**Dec**	**December Evidence of Progress** No in-person meetings
	Mar	**March Evidence of Progress** Meeting with Ops leadership to share training topic ideas 516
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Operations Equity Committee will develop topic materials for each equity training based on the established needs of Operations leadership. The committee will have one representative for each department to communicate information and feedback to Operations Administrators. **Strategy's Expected Result/Impact:** Define 2 to 4 training topics, discuss training opportunities and align with a one-page handout for Operations leadership to train their department staff. A timeline of training expectations will be created by the committee with deadline dates for each training to be completed. **Staff Responsible for Monitoring:** Agendas Meeting Minutes Operations Leadership Team Plan	**Dec**	**December Evidence of Progress** Discussed training topis based on RTT trainings
	Mar	**March Evidence of Progress** Plans to hold Zoom meeting to discuss current events from an equity lens
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Custodial Standards of Service

Performance Objective 1: Standardize service across custodial department

Evaluation Data Sources: Hillyard CCAP Custodial Management Software
Custodial Handbook
Monthly Training

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Utilize our vendor's New Custodial Management Program - Hillyard CCAP **Strategy's Expected Result/Impact:** Highlight areas requiring additional labor / show areas where additional duties can be assigned Adjust budget request to meet the needs of the department to delivery the service expected **Staff Responsible for Monitoring:** Site assessment to document size, type and number of cleaning surfaces and fixtures Establish through interviews the average use of hours per task type for day versus night custodial team members Upload data into program to assess results & plan for training, communication and budgetary impacts Custodial Supervisor	**Dec** — **December Evidence of Progress** Continue to issue standrds; e.g. Personal Use of Cell Phone **Mar** — **March Evidence of Progress** Continue to issue standrds **May** — **May Evidence of Progress** **June** — **June Evidence of Progress** 517

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Custodial Communication Plan

Performance Objective 1: Create and execute a department Communications Plan to address the issues expressed by staff in the CEE survey

Evaluation Data Sources: 1.) Was the Plan created?
2.) Was the Plan implemented?

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Plan and conduct monthly team meetings with full team or smaller groups to improve communication of need, expectation and train **Strategy's Expected Result/Impact:** Increased staff understanding of expectations, opportunities for training, improve efficiency, effectiveness and subsequent feedback survey results **Staff Responsible for Monitoring:** Department or Smaller Group Meeting Agendas & Minutes (50 direct reports) Training Topic Calendar Updated communication / standard for levels of clean & follow up inspection forms Custodial Supervisor	**Dec**	**December Evidence of Progress** COVID has necessitated communication within our department by e-mail, Zoom, etc.
	Mar	**March Evidence of Progress** Purchasing new technology so that staff my participate in Zoom meetings.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

518

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Plan and commence a Monthly Department written Newsletter **Strategy's Expected Result/Impact:** Produced Monthly Newsletter, Increased communication, employee morale, and efficiency Improved survey results on customer service and interactions with department staff **Staff Responsible for Monitoring:** Assessment of Software Programs Available for Newsletters Calendar of important communication timelines Completed Newsletters Custodial Supervisor	**Dec**	**December Evidence of Progress** Newsletter has not been produced - due to department staffing challenges
	Mar	**March Evidence of Progress** Newsletter has not been produced - due to department staffing challenges
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Establish Plan and Topic Calendar for Weekly Training Emails to refresh staff knowledge of 'how to' processes and steps to prevent unanticipated work demands in the future. **Strategy's Expected Result/Impact:** Improvement and more frequent communication to staff Provide refresher training and reminders for preventative maintenance or preparation work Improve preventative maintenance workflow, reduce emergency issues that could have been prevented, and as a result improve results on customer service for the team **Staff Responsible for Monitoring:** Weekly topic and plan for communications Weekly email archive and 'how to' go by's for future use Custodial Supervisor	**Dec** — **December Evidence of Progress** Training e-mails are being produced **Mar** — **March Evidence of Progress** Will provide key department training on the SafeSchools platform so that it is "signed of" on **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

519

Reynolds School District 7

Facilities Maintenance Services

2020-2021 Department Plan

520

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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Table of Contents

Goals 4
Goal 1: Equity 4
Goal 2: Student Achievement 7

522

Goals

Goal 1: Equity

Performance Objective 1: Create District wide signage understandable in multiple languages

Evaluation Data Sources: Current signage assessment

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Staff identify district wide signage, with district administrative input on development of universal language signs or communications. **Strategy's Expected Result/Impact:** Welcoming environment for all students, staff and community members. **Staff Responsible for Monitoring:** Facilities and Administrative Staff	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

523

Goal 1: Equity

Performance Objective 2: All operation staff will collaborate and participate in a uniformed training regarding cultural diversity and equity.

Strategy/Action 1 Details	Reviews		
Strategy/Action 1: Operations Leadership will meet to define training topics and general process for aligned training. **Strategy's Expected Result/Impact:** Topics and format defined for 10/20 SY training to create training with a unified message for all operational employees. **Staff Responsible for Monitoring:** Operations Leadership	**Dec**	**December Evidence of Progress**	
	Mar	**March Evidence of Progress**	
	May	**May Evidence of Progress**	
	June	**June Evidence of Progress**	

Strategy/Action 2 Details	Reviews		
Strategy/Action 2: Operations Equity Committee will develop topic materials for each equity training based on the established needs of Operations leadership. The committee will have one representative for each deparment to communicate information and feedback to Operations Administrators. **Strategy's Expected Result/Impact:** Define 2 to 4 topics, discuss training opportunities and align with a one-page handout for Operations leadership to train their department staff. A timeline of training expectations will be created by the committee with deadline dates for each training to be completed. **Staff Responsible for Monitoring:** Operations Equity Committee	**Dec**	**December Evidence of Progress**	
	Mar	**March Evidence of Progress**	
	May	**May Evidence of Progress**	524
	June	**June Evidence of Progress**	

Strategy/Action 3 Details	Reviews		
Strategy/Action 3: Develop a training library for collaborated and new hire training. Library will include a table of contents for training by topic, including length of time training will take to complete. **Strategy's Expected Result/Impact:** New staff will have the opportunity to review previous training's to be able to have the same knowledge as all operations staff when entering the next topic of training. Additionally, we will have a way to train staff who missed the assigned training time. **Staff Responsible for Monitoring:** Operations Equity Committee	**Dec**	**December Evidence of Progress**	
	Mar	**March Evidence of Progress**	
	May	**May Evidence of Progress**	
	June	**June Evidence of Progress**	

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Each department will schedule each training during each quarter based on departmental scheduling. Materials and topic will be sent out by the Operations Equity committee, with expectation of completion. Departments can elaborate on the topic, but will need to cover all information on handout provided. **Strategy's Expected Result/Impact:** A consistent message is being delivered at each training throughout all Operational departments to create a more welcoming environment for students and families. **Staff Responsible for Monitoring:** Operations Leadership	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

525

Goal 2: Student Achievement

Performance Objective 1: Create positive learning environments through timely response to work order repairs.

Evaluation Data Sources: School Dude Work Order data reports

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Train custodians to enter work orders on School Dude, including detailed information, so repairs can be made in a timely and efficient manner. **Strategy's Expected Result/Impact:** Needed building repairs will be reported early with enough detail for facilities staff to make repairs quickly and efficiently. **Staff Responsible for Monitoring:** School Dude work order system	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Specialist hired to review work orders and assign to appropriate area in facilities. Will monitor flow of work and determine if maintenance staff should complete, contractor assigned, or work delayed due to budget constraints or project required timelines. Communicate with stakeholder any reasons for delay. **Strategy's Expected Result/Impact:** Work orders will be completed timely, or reasons for delay will be communicated with stakeholders for better accountability. **Staff Responsible for Monitoring:** School Dude Work Order reports. Feedback surveys.	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

526

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Assess work strategies to maintain school grounds so they are welcoming and safe for students, staff and the public. Determine how to best utilize staff time and equipment to meet identified standards for district sites. Identify any additional staff, equipment or contractor time needed to bring sites to a manageable condition to maintain. **Strategy's Expected Result/Impact:** All sites will have a welcoming front and play areas. Play areas will be pleasing and safe for students. **Staff Responsible for Monitoring:** Visual assessments of sites. School Dude work orders.	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Review all open work orders to determine a priority list and timeline to complete repairs. Establish what may need to be deferred due to repairs needed during non-student days and budget constraints. Communicate timelines and delays to site administrators. **Strategy's Expected Result/Impact:** Site repairs will be completed on priority basis and any delays will be communicated to site staff. **Staff Responsible for Monitoring:** School Dude Work Order System	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Nutrition Services

2020-2021 Department Plan

528

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

529

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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Table of Contents

Goals 4
Goal 1: Communication and Collaboration to Improve Program Services 4
Goal 2: Maintaining Fiscal Responsibility 7
Goal 3: Equity 11

530

Goals

Goal 1: Communication and Collaboration to Improve Program Services

Performance Objective 1: Improve program services by improving communications with our team members and stakeholders.

Evaluation Data Sources: Improvement with attendance, employee satisfaction improvement, meal participation increases and the ability for families to find information on our website.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Site Supervisors will be working with Kitchen Mangers and staff to work through conflicts using restorative practices techniques to work through issues as they arise. **Strategy's Expected Result/Impact:** If their is a cohesive working team we would expect attendance to be better and we will have less need for substitute hours. **Staff Responsible for Monitoring:** Emily Southworth-Gissel is in charge of monitoring absenteeism. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment **Problem Statements:** School Processes & Programs 1 - Perceptions 4	**Dec**	**December Evidence of Progress** We have less people calling in sick and we are having more success with staff entering their leaves in iVisions. We will begin meetings with team members who are struggling with this starting in January. We are still dealing with the pandemic and we are only considering people who have been working. We have 6 team members on extended leave. 531
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Continue updating our recognition programs to keep them relevant and fresh. **Strategy's Expected Result/Impact:** We believe we will have less absenteeism and higher employee morale when our team members feel appreciated. We believe that we will have more opportunity for promotion when team morale is higher. **Staff Responsible for Monitoring:** Emily Southworth-Gissel is responsible for monitoring employee absenteeism. All management in charge of team morale. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Perceptions 4	**Dec** — **December Evidence of Progress** Team morale was very low in September due to many things that happened during the pandemic closure starting in March. We have done some form of employee recognition each month. Our teams have responded well to our tokens of appreciation. When the District office puts anything out about meals we make sure and forward that to all employees. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Update our website to include important information for program services and explanations of each program we participate. **Strategy's Expected Result/Impact:** Less family confusion and helpful resource center. Monitor how many times someone visits our pages and what pages are more popular. **Staff Responsible for Monitoring:** Office support team members and Coordinator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** School Processes & Programs 1	**Dec** — **December Evidence of Progress** The website just was revamped and we need to be trained on the website capabilities. At this time, we are not able to update the website. Training is being scheduled in January. 532 We are attempting to communicate with families on all meal service changes with the help of our communications department. They have actively been helping with social media, robo calls and the remind app. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Develop committee to help solve challenges during closure and for first year of re-opening schools. **Strategy's Expected Result/Impact:** To help solve department challenges during this time of rapid change. **Staff Responsible for Monitoring:** Site Supervisors, Dietitian and Coordinator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	**Dec** 	**December Evidence of Progress** We have instituted this committee. We focused on curbside services first. We had many things to solve with our teams now being exposed to the weather and dealing with how windy it can get. We made great strides in solving these challenges and are starting to work on hybrid ideas. Staff from this committee has tested out totes and carts we are planning to use for moving food to classrooms with. The unfortunate part of this is our planning continues to change as "building concerns" get identified. This has been a big obstacle for us and is frustrating to our committee members.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Maintaining Fiscal Responsibility

Performance Objective 1: Menu variety and monitoring

Evaluation Data Sources: Higher meal participation

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Monitor menu for most popular items during first quarter of the 20/21 SY. **Strategy's Expected Result/Impact:** Study meal participation for drops and trends. **Staff Responsible for Monitoring:** Site Supervisors, Dietitian and Coordinator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment **Problem Statements:** Demographics 2, 3, 4	**Dec** 0%	**December Evidence of Progress** We have not been able to do this as we had anticipated. We are still serving curbside and we are trying to limit purchasing and use what we have on hand. We hope to institute this once hybrid starts.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

534

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Create new recipes to utilize our commodity program products and reduce the amount of non-commodity purchases. Rotate items in menu and monitor for popularity **Strategy's Expected Result/Impact:** increase of meal participation **Staff Responsible for Monitoring:** Site Supervisors, Dietitian and Coordinator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1, 2, 3, 4	**Dec** — **December Evidence of Progress** We have made great process on this. We have two teams working on making supper meals that we can freeze in individual servings. This has worked great. These teams have worked with our Dietitian on adding flavor, overall look and getting the recipe yield to be consistent. We have made new recipes to utilize our commodity items we have in our freezers. This has been very exciting and we are moving our products better through this pandemic. We also used these meals for our winter food boxes. It has been a wonderful and creative way for us to limit purchasing as much as we can. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

535

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Participate in National School Lunch Week in October of 2020. **Strategy's Expected Result/Impact:** Increase of meal participation and awareness we are serving meals during the school closures. **Staff Responsible for Monitoring:** Site Supervisors, Dietitian and Coordinator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards **Problem Statements:** Demographics 2, 4	**Dec** — **December Evidence of Progress** This was done and our teams enjoyed participating this year. The theme was the red carpet for movies. We purchased posters, had them laminated and put them outside. We purchased t-shirts for our teams. We purchased fun lunch sacks with games on them for the kids. We got a lot of good comments back from the students. This was also Principal Appreciation month and we purchased small academy awards to have each team present to their building Principal. The teams really enjoyed doing this. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** 536 **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Create cultural specific menu items that meet program requirements and represent the community in which we serve. Create one or two menus items to try each quarter. First quarter will be research and recipe creation. Menu items on menu starting quarter 2. **Strategy's Expected Result/Impact:** increase in community satisfaction of representing the community we serve. **Staff Responsible for Monitoring:** Site Supervisors, Dietitian and Coordinator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1, 2, 3, 4	**Dec** — **December Evidence of Progress** 5% We have been doing some research on recipes when we can. During the pandemic its been challenging with each new day something new to solve. Finding time has been difficult. It is a challenge to find recipes we think we can create using products we have on our bids and meet the requirements for the meal pattern. The second challenge is making the recipe fit our price point for food cost. We have talked to other districts and everyone is finding this to be a challenge. We are all sharing. During this pandemic, we are watching our budget and will not be trying any of this until our financials look better. At this time, we are collecting ideas and looking for recipes that we believe we can make during school lunch. **Mar** — **March Evidence of Progress** **May** — **May Evidence of Progress** 537 **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Equity

Performance Objective 1: To increase our awareness and processes of providing information and tools to staff, student and families in a way that is useful for each individual.

Evaluation Data Sources: Improved recruitment processes. Successful team members. Happier customers.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Create assessment test for interviews in Spanish and Russian (to start). **Strategy's Expected Result/Impact:** We believe this will allow us to have better interview processes. **Staff Responsible for Monitoring:** Secretary **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	**Dec**	**December Evidence of Progress** We have not had time to work on this. HCM has stated they re working on similar ideas. We are excited to see what they come up with. Earlier this year, we asked them about a person who needs Spanish and has no computer. We were wondering if they had a plan for helping these individuals. They suggested they go to the library. We scheduled a zoom with them and helped them get their application in. It was challenging but we used the translators to help us.
	Mar	**March Evidence of Progress** 538
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Create application questions in Spanish and Russian (to start) to allow candidate the option of reading the interview questions in their native language. **Strategy's Expected Result/Impact:** We believe this will allow us to have a better interview process. **Staff Responsible for Monitoring:** Secretary **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	**Dec**	**December Evidence of Progress** We have not made any progress to this yet. We have deferred to February.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Provide access to meals to families by reviewing schools not on an application to see if they meet the Community Eligibility Provisions status requirements. review eligibility, create recommendation and apply for any school that meet group requirements. **Strategy's Expected Result/Impact:** This will help families by eliminating the need to pay for breakfast and lunch meals. Will provide free meals to all enrolled students within the eligible school. This will also, reduce the HB3454 impact on families and the District. **Staff Responsible for Monitoring:** Coordinator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 100% We have completed this step. We were fortunate enough to get all our school on CEP except Walt Morey, Sweetbriar, MLA and Arthur. The high school is a huge win as the majority of our negative balances were generated by the high school students. We are really thankful we could do this. This will be wonderful for our families. **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

539

Reynolds School District 7

Transportation Services

2020-2021 Department Plan

540

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

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Core Beliefs

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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.

541

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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Table of Contents

Goals 4
- Goal 1: Equity 4
- Goal 2: Student Achievement 5
- Goal 3: Communication 7

542

Goals

Goal 1: Equity

Performance Objective 1: Provide 6 equity training sessions to all Transportation Staff by June 30, 2021

Evaluation Data Sources: ZOOM Polls, Plus Delta's, Homework assignments and staff presentations

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Staff will be required to attend small group meetings. Participation will be required at all meetings. Staff will share new discoveries, experiences and opportunities for improvement department wide. **Strategy's Expected Result/Impact:** Small group discussion will encourage deeper conversations. Drivers will be assigned to the same groups in an effort to build relationships and encourage sharing and personal discoveries. **Staff Responsible for Monitoring:** Transportation Leadership Team **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development	**Dec** 50% **Mar** **May** **June**	**December Evidence of Progress** 4-Day, 4 hr., Virtual Workshop with a DEI Professional. We've developed a shared document with our commitments, standards and next steps. 58 participants in the Rosetta Stone Application. 56 registered to learn to speak Spanish, 2 registered to learn to speak Russian. **March Evidence of Progress** 543 **May Evidence of Progress** **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Student Achievement

Performance Objective 1: Develop a student management standard to be used on all elementary school routes. The standard will include practical responses to the issues we can anticipate, deescalation tools, regular coaching and documented timeline of progressive interaction.

Evaluation Data Sources: Bus Conduct referral system

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Identify one elementary principal that will collaborate and assist with practical responses, Student Management Committee formed **Strategy's Expected Result/Impact:** Effective responses to common behavior. Responses that assist in relationship building. Tools for being assertive but non-threatening while driving with back to students. Student Management Team conducts bi-monthly meetings. **Staff Responsible for Monitoring:** Transportation Coordinator, Transportation Supervisor and Training & Safety Lead - **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication **Problem Statements:** Student Learning 5	**Dec** 25%	**December Evidence of Progress** Principal selected. No meeting scheduled, yet. COVID-19 kept us all busy.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Feedback received from ZOOM Training sessions will be shared with Student Management Committee. The committee will build a model taken from driver and principal input. **Strategy's Expected Result/Impact:** Training team to develop a checklist to attach to incident or conduct referral, emailed request for assistance or intervention that outlines all progressive support offered to student(s) and driver to date. Transportation Coordinator to identify a school and request to pilot by March 2021 **Staff Responsible for Monitoring:** Transportation Coordinator, Safety & Training Lead, Student Management Committee - **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development	**Dec** 30%	**December Evidence of Progress** A committee was formed to include new and seasoned drivers. The committee met once in August to discuss the tools and practices that work. With additional driver feedback they will create a manual.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Following successful pilot Transportation Coordinator will reach out to others to request implementation at their schools. **Strategy's Expected Result/Impact:** Program continues to evolve with the addition of at least one more school. Improvements are made as we prepare to offer to other schools by Fall 2021 **Staff Responsible for Monitoring:** Transportation Leadership, Safety & Training Lead, Student Management Committee - **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development **Problem Statements:** Student Learning 5	**Dec** 0%	**December Evidence of Progress** Roll-Out plan now planned for Fall 2021.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Training, Coaching and Mentoring is offered to drivers continually. Trainers continue to liaise between school sites and Transportation. Bus safety demonstrations at schools. **Strategy's Expected Result/Impact:** Effective communication, using similar words and phrases and shared goals for bus expectations will provide consistency to students. When expectations are clear, anxiety is reduced creating a safer ride for all. Students arrive at school ready to learn. **Staff Responsible for Monitoring:** Transportation Leadership and Training staff with principal feedback	**Dec** 5%	**December Evidence of Progress** The shared document created from our continued DEI Work does include expectations, commitments from drivers and best practices agreed on by the group. It isn't in a manual, yet but it is planned to be included in the manual created by the committee.
	Mar	**March Evidence of Progress** 545
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Communication

Performance Objective 1: Communicate the need for timely loading and unloading practices at each school

Evaluation Data Sources: On-Time Schedule reports provided by GPS System

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Transportation Leadership on site the first week(s) of school to assist in establishing good practices in the load zones. **Strategy's Expected Result/Impact:** On-site, while in the load zone, Transportation staff will serve as a liaison between drivers, who must remain at the wheel and school staff. This opens up the line of communication and assists in building positive relationships between the two. Students see that transportation is connected to their school day and staff work as team on the bus as well. This could impact student management in a very positive way. **Staff Responsible for Monitoring:** Safety & Training Lead, Bus Drivers	**Dec** 5%	**December Evidence of Progress** Training Department is fully staffed. The team is putting together school assignments and schedules in anticipation of re-open.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Safety & Training Lead to create a schedule to ensure periodic visits to school sites. **Strategy's Expected Result/Impact:** As Transportation staff continue to be a positive presence outside of the bus at school sites, relationships are strengthened. Issues and concerns may be addressed while on site. **Staff Responsible for Monitoring:** Transportation Leadership	**Dec** 5%	**December Evidence of Progress** Training Department is fully staffed. The team is putting together school assignments and schedules.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

546

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Communication

Performance Objective 2: Develop a standard response outline to assist dispatch and call takers in first person resolution.

Evaluation Data Sources: On-time schedule data, fewer documented level 1 supervisor involved resolutions

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Transportation Leadership will collaborate with Dispatch Team to identify the most common occurrences in which they feel a supervisor is needed for decision making. **Strategy's Expected Result/Impact:** A decision tree develops. A standard response go by is created to assist when under pressure. Staff is empowered to make decisions quickly and effectively. Communication improves. Response time is shortened when not awaiting supervisor approval. Service to parents, school staff, community and drivers improves. Students are impacted by the change with fewer occurrences of a late bus, less radio chatter while on board buses and delays in service **Staff Responsible for Monitoring:** Transportation Leadership - **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development	**Dec** 	**December Evidence of Progress** Dispatch Team has created SOP's for situations they can anticipate. Transportation Leadership Team is currently reviewing all SOP's presented by this team.
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

547

Reynolds School District 7

Technology Services

2020-2021 Department Plan

548

Mission Statement

Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.

Technology Services Mission Statement:

Use resources efficiently to enable world class instruction and prepare students for a world yet to be imagined.

• Provide excellent customer service and training
• Drive district adoption and use of appropriate technology
• Constantly be improving processes and technology
• Increase staff retention and development

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

549

Core Beliefs

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.

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.

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
- Goal 1: Student Achievement 4
- Goal 2: Student Achievement 7
- Goal 3: Equity 11

550

Goals

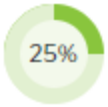
Goal 1: Student Achievement

Performance Objective 1: Complete 1-1 Device initiative K-12

Evaluation Data Sources: Reports on device distribution and usage.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Prepare iPads and Chromebooks for students **Strategy's Expected Result/Impact:** iPads will be ready for students to use with internet filtered and access to the content they need. **Staff Responsible for Monitoring:** Progress tracked in project management software	**Dec** 100% **December Evidence of Progress** Use of Microsoft Planner, Hired Project Manager in November **Mar** 100% **March Evidence of Progress** Used Microsoft Teams to manage progress 551 **May** 100% **May Evidence of Progress** **June** 100% **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Prepare Student Tech Teams and Library Assistants to be able to help troubleshoot iPads & Chromebooks **Strategy's Expected Result/Impact:** Device troubleshooting guides, students and library assistants are trained by staff **Staff Responsible for Monitoring:** Student are resolving basic iPad and Chromebook issues that are reported by students without needing assistance	**Dec** **December Evidence of Progress** Hired students to help with start of school **Mar** **March Evidence of Progress** Accomplished use of students and had library assistants do tech support. **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Create and document process for how students can get support with their iPads and Chromebooks **Strategy's Expected Result/Impact:** Process work flow diagram, Posters with QR codes for students to use when they need help, staff understand process **Staff Responsible for Monitoring:** Leadership team meetings periodically to track progress	**Dec**  **December Evidence of Progress** Tech Staff built troubleshooting guides for self service. **Mar** **March Evidence of Progress** Trained library on the troubleshooting guides **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 4 Details	Reviews	
Strategy/Action 4: Create electronic method for parent permission forms to get signed; record assets in database **Strategy's Expected Result/Impact:** Process is created and parents can sign forms online **Staff Responsible for Monitoring:** Forms have to be signed before devices can be distributed. Information entered in Alexandria/Destiny	**Dec** 	**December Evidence of Progress** Parents/Students signed forms, devices entered in Alexandria
	Mar 	**March Evidence of Progress** Maintaining records as devices are replaced and students enter and exit RSD.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

553

Goal 2: Student Achievement

Performance Objective 1: Implement Single Sign-on and Rostering Solution to provide a secure, complaint, and easy-to-use platform to deliver digital learning resources to teachers and students.

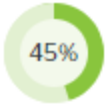
Evaluation Data Sources: Clever deployed
Surveys
Usage reports

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Configure online registration module in Synergy **Strategy's Expected Result/Impact:** Parents can use the online registration module to register students and verify information for returning students **Staff Responsible for Monitoring:** Progress is tracked on a project plan which details all of the sub-tasks	**Dec** **December Evidence of Progress** Completed for the start of school **Mar** **March Evidence of Progress** Working better solution for forms **May** **May Evidence of Progress** 554 **June** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews
Strategy/Action 2: Train staff who will be affected by this new change and related processes **Strategy's Expected Result/Impact:** Staff will know how to do their job using the new online process as well as help parents fill out the online registration form **Staff Responsible for Monitoring:** All identified staff will attend a training related to their job	**Dec** — **December Evidence of Progress** Trained staff in Clever, single sign on **Mar** — **March Evidence of Progress** Continued training with support of Instructional Technology TOSA's **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Translate parent guides and online registration pages **Strategy's Expected Result/Impact:** All documentation for parents (guides and forms) are translated in multiple language. **Staff Responsible for Monitoring:** Verify the translated documentation is available for parent as the go-live date gets closer	**Dec** — **December Evidence of Progress** Complete **Mar** — **March Evidence of Progress** 555 Working on translations of extra information - Comcast Internet Essentials **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: User Acceptance Testing (making sure the users can use the module to do what they need) **Strategy's Expected Result/Impact:** Users have tested and approved that the new module is working **Staff Responsible for Monitoring:** Make sure each part of the module is functioning - tracked in project plan	**Dec** **December Evidence of Progress** Didn't have time for proper testing **Mar** **March Evidence of Progress** Made up for chaotic start of school and got all apps working properly in Clever **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 5 Details	Reviews
Strategy/Action 5: Open computer labs for parents to fill out online registration **Strategy's Expected Result/Impact:** Parents will have an opportunity to fill out the online registration in a school setting with support **Staff Responsible for Monitoring:** Verify that open labs happen as scheduled	**Dec** **December Evidence of Progress** Did not do this due to pandemic 556 **Mar** **March Evidence of Progress**  Considering options for Spring **May** **May Evidence of Progress** **June** **June Evidence of Progress**

Strategy/Action 6 Details	Reviews
Strategy/Action 6: Training staff for 2020-21 district-wide use of online registration **Strategy's Expected Result/Impact:** Prepare all necessary staff to do their job using the new online registration process by Fall 2020 **Staff Responsible for Monitoring:** Schedule and verify trainings are held	**Dec** — **December Evidence of Progress** 100% Completed for all district **Mar** — **March Evidence of Progress** 100% **May** — **May Evidence of Progress** 100% **June** — **June Evidence of Progress** 100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

557

Goal 3: Equity

Performance Objective 1: Provide department staff 3 equity trainings before June 30, 2021.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Operations leadership to define training topics **Strategy's Expected Result/Impact:** Topics and format defined for 19-20 equity trainings **Staff Responsible for Monitoring:** Operations leadership will track	**Dec** 10%	**December Evidence of Progress** Talking about equity in student learning
	Mar 45%	**March Evidence of Progress** Reporting on equity - eg. devices and hotspots
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Operations Equity Committee to develop topics and materials for equity trainings **Strategy's Expected Result/Impact:** 2 to 4 training topics and materials **Staff Responsible for Monitoring:** Operations leadership will track	**Dec** 0%	**December Evidence of Progress**
	Mar 15%	**March Evidence of Progress** Planning on Spring Equity Trainings
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

Strategy/Action 3 Details	Reviews
Strategy/Action 3: Deliver 3 equity trainings to department staff **Strategy's Expected Result/Impact:** Create a more welcoming environment for students **Staff Responsible for Monitoring:** Trainings will be in team meeting minutes	**Dec** — **December Evidence of Progress** 5% Initial meetings **Mar** — **March Evidence of Progress** 35% Planning Spring Training **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 4 Details	Reviews
Strategy/Action 4: Ensure all department staff attend the trainings **Strategy's Expected Result/Impact:** All staff participate in the trainings **Staff Responsible for Monitoring:** Department head will monitor	**Dec** — **December Evidence of Progress** 35% Setting expectations on training and attendance **Mar** — **March Evidence of Progress** 75% Implementing equity mindset to all trainings **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

559

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Student & Family Services

2020-2021 Department Plan

560

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

561

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4
Goal 1: Equity and Student Achievement 4

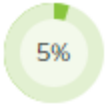
562

Goals

Goal 1: Equity and Student Achievement

Performance Objective 1: In collaboration with the Division of Academics, develop a locally designed and state-aligned framework for the implementation of a Multi-Tiered System of Student Support.

Evaluation Data Sources: Review of the District's approved plan for the development of a district Multi-Tiered System of Support.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Convene a committee of central office and site-based administrators to begin developing the framework. Input will be sought from teachers and support providers on the draft framework. By April 2021 building administrators will join the committee of central office administrators that began in March 2020. By May, 2021, teachers and support providers will join the committee. By June 2021, the Superintendent will share progress with the Board.	**Dec** — **December Evidence of Progress**  Started discussing the process. **Mar** — **March Evidence of Progress** Hired new Student Services Program Administrator - School Climate & Culture, Seth Jones. Starts March 22nd. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Equity and Student Achievement

Performance Objective 2: Create a master plan for English Language Learners and Multilingual Education.

Evaluation Data Sources: ELD Department Audit results from 2019 and data from Oregon Department of Education regarding HB3499.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Work cross-departmentally to create a multilingual education leadership group that will develop a master plan for ELD and Multilingual Education. By October 2020, the Director of Multilingual Education will select committee members. By April 2021, the Director of Multilingual Education will review October list and revise if necessary. She will plan the upcoming meetings to begin work. By May 2021, the Committee will begin to meet. By June 2021, the committee will provide progress report to the Superintendent. By February 2022, the Superintendent will bring recommendations to the Board for direction.	**Dec** — **December Evidence of Progress** 10% Selected committee members. **Mar** — **March Evidence of Progress** 15% Hired new Director of Multilingual Education **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

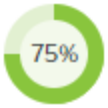
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

564

Goal 1: Equity and Student Achievement

Performance Objective 3: Provide professional development and support for social-emotional learning.

Evaluation Data Sources: Number of trainings and professional development opportunities offered for staff. Committee involvement in SEL planning and implementation.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Organize distance learning social emotional curriculum guide for social workers and counselors from the Social-Emotional Workgroup led by three School Site Administrators.	**Dec**	**December Evidence of Progress**
		SEL Committee created guide for teachers.
	Mar	**March Evidence of Progress**
		Books were delivered to all social workers and counselors.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

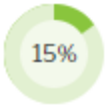
 No Progress Accomplished Continue/Modify Discontinue

565

Goal 1: Equity and Student Achievement

Performance Objective 4: Reduce disproportionate disciplinary practices for students of color and students in poverty.

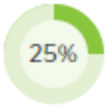
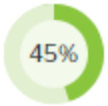
Evaluation Data Sources: District out of class and out of school suspension rates as reported to the Oregon Department of Education.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Work with Article 18 committee to create inclusive practices for students, such as discipline behavior reporting and a new MTSS module in Synergy.	**Dec** — **December Evidence of Progress**  Article 18 working on MTSS module. **Mar** — **March Evidence of Progress** Article 18 created guide for CDL behavior. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**
No Progress Accomplished Continue/Modify Discontinue	

Goal 1: Equity and Student Achievement

Performance Objective 5: Identify strategies and resources to support chronically absent students and their families.

Evaluation Data Sources: District YTD attendance data and end of year summative attendance data.

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Support school social workers to provide resources to families who are chronically absent. Use Chronic Absenteeism grant funds to improve absenteeism rates.	**Dec** **December Evidence of Progress**  Social Workers support students and families. **Mar** **March Evidence of Progress**  Plan for utilizing funds to improve Chronic Absenteeism. **May** **May Evidence of Progress** **June** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Equity and Student Achievement

Performance Objective 6: Review all departments under the purview of Student and Family Services to improve access, ensure equity and targeted, research-based allocation of resources to improve student outcomes.

Evaluation Data Sources: CEE data for the District and Internal Audits including SpEd and ELD data.

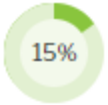
Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Continually check in with staff and provide additional support. Hire additional Program Administrator - School Climate and Culture to move this goal forward.	**Dec**	**December Evidence of Progress** Work closely with all Student & Family Services departments.
	Mar	**March Evidence of Progress** Hired Seth Jones, Student Services Program Administrator - School Climate & Culture.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

  No Progress Accomplished Continue/Modify Discontinue

Goal 1: Equity and Student Achievement

Performance Objective 7: Promote the development of positive social-emotional learning supports for general education students and students receiving special education services.

Evaluation Data Sources: Oregon Healthy Student Survey results; chronic absenteeism rates; student referrals and records for health and mental health service needs.

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Using SIA and other funds, hire 10 school social workers and 10 school counselors.	**Dec** 	**December Evidence of Progress** Working closely with social workers and counselors to provide extra support to families in need.
	Mar	**March Evidence of Progress** Student Health Survey starting March 1st.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

  No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Special Education Services

2020-2021 Department Plan

570

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

571

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4

Goal 1: By June 2021, 75% of students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day. Baseline: According 2019-20 Synergy Data, 60% of students receiving special education services in the Reynolds School District are educated in the general education setting, with their non-disabled peers, 80% of the school day or more. 4

Goal 2: By June 2021, 80% of parents of students receiving special education services in the Reynolds School District will report that Special Education Department delivers high quality customer services and engages them as full participants in their child's special education services, measured by parent surveys and Center for Educational Effectiveness survey. According to 2020 Center for Educational Effectiveness and Urban Collaborative Special Education Audit, approximately 50% of parents report that Special Education Department does not provide high quality customer services or engages them as full participants in their child's special education services. 7

572

Goals

Goal 1: By June 2021, 75% of students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Baseline: According 2019-20 Synergy Data, 60% of students receiving special education services in the Reynolds School District are educated in the general education setting, with their non-disabled peers, 80% of the school day or more.

Performance Objective 1: By December, 2020, 65% students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Evaluation Data Sources: -Presentation on Inclusive Practices
-Sign-in/Sign Sheets
-Professional Development Agendas
-Exit Tickets
-Accommodation, Modification Tracking Sheets
-Meeting Minutes Summaries

Strategy/Action 1 Details	Reviews 573	
Strategy/Action 1: Special Education Director and Program Administrators will conduct professional development with special education TOSAs on evidenced based practices in Inclusion. **Strategy's Expected Result/Impact:** It is expected that delivering professional development on evidenced based practices in Inclusion to TOSAs will help administration customize professional development for site based staff to support the population they serve and ensure that students' special education programs promote inclusive practices. **Staff Responsible for Monitoring:** -Director of Special Education -Program Administrators **Characteristics:** Clear and Shared Focus, Effective School Leadership, Focused Professional Development	**Dec** 	**December Evidence of Progress** Special Education Admin and TOSAs are doing a book study on the book, Your students, My Students, Our Students.
	Mar 	**March Evidence of Progress** Special Education Admin and TOSAs are doing a book study on the book, Your students, My Students, Our Students.
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

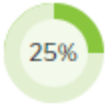
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2021, 75% of students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Baseline: According 2019-20 Synergy Data, 60% of students receiving special education services in the Reynolds School District are educated in the general education setting, with their non-disabled peers, 80% of the school day or more.

Performance Objective 2: By March, 2021, 70% students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Evaluation Data Sources: -Presentation on Inclusive Practices
-Sign-in/Sign Sheets
-Professional Development Agendas
-Exit Tickets
-Accommodation, Modification Tracking Sheets
-Meeting Minutes Summaries

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Special Education Director, Program Administrators, with the support of special education TOSAs will conduct professional development with special education TOSAs on evidenced based practices in Inclusion. **Strategy's Expected Result/Impact:** It is expected that delivering professional development on evidenced based practices in inclusion to site administration will help them lead the implementation of inclusive practices in their respective buildings and support their staff in serving students receiving special education in the least restrictive environment. **Staff Responsible for Monitoring:** -Director of Special Education -Program Administrators **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	**Dec** — **December Evidence of Progress**  Special Education Administration and TOSAs are in the pre-planning stages. 574 **Mar** — **March Evidence of Progress** Special Education Administration and TOSAs are in the planning stages. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2021, 75% of students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Baseline: According 2019-20 Synergy Data, 60% of students receiving special education services in the Reynolds School District are educated in the general education setting, with their non-disabled peers, 80% of the school day or more.

Performance Objective 3: By June, 2021, 75% students receiving special education services in the Reynolds School District will be educated in the general education setting 80% or more of the school day.

Evaluation Data Sources: -Presentation on Inclusive Practices
-Sign-in/Sign Sheets
-Professional Development Agendas
-Exit Tickets
-Accommodation, Modification Tracking Sheets
-Meeting Minutes Summaries

Strategy/Action 1 Details	Reviews
Strategy/Action 1: Special Education Director, Program Administrators, with the support of special education TOSAs and site administration will support special education staff in implementing inclusive practice and serving student receiving special education in the least restrictive environment. **Strategy's Expected Result/Impact:** It is expected that providing ongoing coaching and support to staff in the implementation of evidenced based inclusive practices will equip them with the skills and efficacy to deliver specially designed instruction and related services for students receiving special education in the least restrictive environment. **Staff Responsible for Monitoring:** -Presentation on Inclusive Practices -Sign-in/Sign Sheets -Professional Development Agendas -Exit Tickets -Accommodation, Modification Tracking Sheets -Meeting Minutes Summaries **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	**Dec** — **December Evidence of Progress** 25% Special Education Administration and TOSAs are in the pre-planning stages. **Mar** — **March Evidence of Progress** 50% Special Education Administration and TOSAs are in the planning stages. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

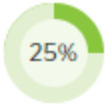
Goal 2: By June 2021, 80% of parents of students receiving special education services in the Reynolds School District will report that Special Education Department delivers high quality customer services and engages them as full participants in their child's special education services, measured by parent surveys and Center for Educational Effectiveness survey.

According to 2020 Center for Educational Effectiveness and Urban Collaborative Special Education Audit, approximately 50% of parents report that Special Education Department does not provide high quality customer services or engages them as full participants in their child's special education services.

Performance Objective 1: By December 2020, 60% of parents of students receiving special education services in the Reynolds School District will report that Special Education Department delivers high quality customer services and engages them as full participants in their child's special education services, measured by parent surveys.

Evaluation Data Sources: -parent surveys
-IEP meeting attendance
-IEP parent input

Strategy/Action 1 Details	Reviews
Strategy/Action 1: The Special Education Administration will convene quarterly meetings with parents to discuss special education services in the district and eliciting parent input on how to improve delivery of special education in the district. **Strategy's Expected Result/Impact:** It is believed engaging parents in ongoing dialogue regarding special education services and eliciting their input will strengthen collaboration and communication between our families and the school district and provide an opportunity for us take actionable steps to improve special education services based on parent feedback. **Staff Responsible for Monitoring:** -Director of Special Education -Program Administrators. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec** — **December Evidence of Progress** 25% Special Education Administration has scheduled two parent information sessions to elicit input from families on the delivery of special education services in the district. In February 2021, a parent survey will be sent to gather parent data on customer service. **Mar** — **March Evidence of Progress** 50% In February 2021, Special Education Administration scheduled five parent information sessions to elicit input from families on the delivery of special education services in the district. **May** — **May Evidence of Progress** **June** — **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Special Education Administration will provide increase parents accessibility to their child's educational records and in their native language. **Strategy's Expected Result/Impact:** It is believed that by providing parents easier access to their child's educational records and in their native language will increase their ability to full participants in special education process. **Staff Responsible for Monitoring:** -Special Education Director -Program Administrator **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	**Dec**  **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

English Learners

2020-2021 Department Plan

578

Mission Statement

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Vision

As a community, we prepare lifelong-leaners to achieve their full potential in a complex and interconnected world.

Core Beliefs

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.

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.

579

3. We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

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

Table of Contents

Goals 4

Goal 1: An ELD program guide for Reynolds School District will be created to ensure academic success for emergent bilinguals. 4

Goal 2: Increase professional development to all educators on multilingual education. 6

580

Goals

Goal 1: An ELD program guide for Reynolds School District will be created to ensure academic success for emergent bilinguals.

Performance Objective 1: RSD Program for English Learners will form a focus group that will meet in the 2020-2021 academic year.
The focus group will be comprised of certified and classified staff, REA representation, community members and organizations, family members and current and former students. The committee will meet regularly to understand best practices for English learners, and use this knowledge to co-create/revise the RSD program for English learners.

Evaluation Data Sources: Committee member roster
List of research resources pertaining to best practices for English learners
Agenda for meetings
Sign in sheets
Action items identified for program co-creation/revision

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Create an application for RSD staff and a separate application for families, students and the community in Microsoft Forms **Strategy's Expected Result/Impact:** Elicit volunteers for the committee from all stakeholder groups **Staff Responsible for Monitoring:** ELD Program Director **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** **Mar** **May** **June**	**December Evidence of Progress** 581 **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: ELD Program staff select members for the focus group from applications submitted. Focus will be a balance of members from all stakeholder groups. **Strategy's Expected Result/Impact:** Stakeholders from all groups have representation and input as we co-create/revise program model **Staff Responsible for Monitoring:** Director of ELD ELD TOSAS Select other ELD program staff **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: Create a mission and vision for the Department of Multilingual Education that is tied to the district's mission and vision and strategic plan.	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

 No Progress Accomplished Continue/Modify Discontinue

582

Goal 2: Increase professional development to all educators on multilingual education.

Performance Objective 1: Through professional development, educators will increase their understanding of emergent bilinguals to successfully support them in the classroom.

Evaluation Data Sources: Pre and Post exit ticket in PD - level of understanding

Strategy/Action 1 Details	Reviews	
Strategy/Action 1: Secondary teachers in the district will receive Constructing Meaning Professional Development. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Professional Development goals are: Design rigorous and relevant standards-based content that is accessible to all learners Plan lessons that address both linguistic and content demands Increase appropriate, explicit oral, and written language practice throughout all lessons. Teachers become proficient in utilizing ready-to-go editable template and strategies that can be applied to all content and/or lessons	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress** 583

Strategy/Action 2 Details	Reviews	
Strategy/Action 2: Secondary administrators in the district will receive Constructing Meaning Professional Development. The Leadership Strand seeks to deepen understanding of instructional look-fors and build capacity to conduct walkthroughs for teachers who are part of the CM learning group. The purpose of these instructional rounds is to calibrate the observational tool as well as to provide support to CM practicing teachers.	**Dec** **Mar** **May** **June**	**December Evidence of Progress** **March Evidence of Progress** **May Evidence of Progress** **June Evidence of Progress**

Strategy/Action 3 Details	Reviews	
Strategy/Action 3: A book study which will include both research and practical strategies to take the first steps towards excellence in educating culturally and linguistically diverse children will be provided to all teachers and administrators.	**Dec**	**December Evidence of Progress**
	Mar	**March Evidence of Progress**
	May	**May Evidence of Progress**
	June	**June Evidence of Progress**

  No Progress Accomplished Continue/Modify Discontinue

584

Reynolds School District

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

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: March 31, 2021

Action ☐
Report ☒

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. Upcoming Board Meetings
    a. Work Session: April 14, 2021
    b. Business Meeting: April 28, 2021
C. Board Vacancy: Position 2
    a. Applications accepted until April 9
    b. Interviews at April 14 Work Session
D. Returning to In-Person Meetings
    a. Board Meetings
    b. Budget Committee Meetings

Reynolds School District

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

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: March 31, 2021

Action ☐
Report ☒

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
    a. Communicable Disease Protocol - Dr. Christopher Ortiz
B. Student Achievement - Dr. Nicole MacTavish
C. Communications - Stephanie Field
D. Fiscal Responsibility - Christina Weinard
    a. Financial Report
    b. Enrollment Report
    c. Budget Update

Reynolds School District

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

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:	**RSD Comprehensive Communicable Disease Management Plan**
Policy:	Communicable Diseases and HIV and HBV – JHCC-AR
Date:	March 31, 2021

Action ☐
Report ☒

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:
The Reynolds School District (RSD) Comprehensive Communicable Disease Management Plan is a document adapted from Multnomah Education Service District (MESD). The plan contains the following: Communicable Disease Prevention Plan, Exposure Control Plan, Pandemic Response Plan, and COVID-19 Specific Considerations.

Previous Board Action:
Not Applicable

Background:
Board Policy JHCC-AR requires that RSD has its own Communicable Disease Plan. MESD created a final version of their plan in December 2020, and the RSD version was formatted and adopted in March 2021 with MESD's permission.

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

COMPREHENSIVE COMMUNICABLE DISEASE MANAGEMENT PLAN

Adapted for MESD and its component districts (Reynolds School District) with permission from Dr. Jan Olson and team's comprehensive communicable disease management plan for the Molalla River School District

THIS PLAN CONTAINS:

RSD Communicable Disease Prevention Plan

RSD Exposure Control Plan

RSD Pandemic Response Plan

COVID-19 Specific Considerations

TABLE OF CONTENTS

INTRODUCTION . . . 3
COMMUNICABLE DISEASE PREVENTION PLAN . . . 4
Communicable Disease Prevention . . . 5
Common Childhood Infectious Diseases . . . 5
Vaccines . . . 5
Hygiene . . . 6
Respiratory Hygiene/Cough Etiquette . . . 7
Environmental Surface Cleaning . . . 7
Communicable Disease Exclusion . . . 7
Restrictable Diseases . . . 9
Isolation Spaces . . . 9
Outbreaks of Illness, and Symptom Clusters . . . 10
Respiratory Illness . . . 10
Vaccine Preventable Disease . . . 10
Gastroenteritis . . . 11
Other Circumstances . . . 11
Animals in School . . . 11
Food Safety . . . 12
EXPOSURE CONTROL PLAN . . . 13
Exposure Prevention . . . 14
Employee Exposure Determination . . . 14
Universal & Standard Precautions . . . 15
Hand Hygiene . . . 15
Personal Protective Equipment (PPE) . . . 15
Respiratory Hygiene/Cough Etiquette . . . 16
Engineering and Work Practice Controls . . . 17
Regulated Waste Containers . . . 17
Sharps Safety . . . 17
Health Room, Isolation Space, and Classroom Safety . . . 18
Cleaning and Disinfecting Environmental Surfaces . . . 18
Transmission-Based Precautions . . . 18
Contact Precautions . . . 18
Droplet Precautions . . . 19
Airborne Precautions . . . 19
Exposure Incidents . . . 19
Needle-Stick Injuries . . . 20
Mucous Membranes . . . 20
Blood Spills . . . 20
Bites . . . 21
MESD Body Fluid Exposure Protocol . . . 21
PANDEMIC PLAN . . . 22
Purpose . . . 23
Control Measures . . . 23
Special Considerations . . . 26
GLOSSARY & REFERENCES . . . 27
COVID-19 SPECIFIC COMMUNICABLE DISEASE MANAGEMENT ADDENDUM . . . 30
COVID-19 TOOLS . . . 52

INTRODUCTION

The health and safety of all students and staff is a priority of Reynolds School District (RSD). The control of communicable diseases is an essential component of health and wellness in the school setting. Providing a safe, comfortable, and healthy environment facilitates the educational process, encourages social development, and allows children to acquire healthy attitudes toward school (NRC, 2020).

Illness and injury are not uncommon in the school setting and thus policies, procedures, and guidance regarding infection control are of utmost importance. When children are injured or feel unwell at school, it can create risk to others and impact the ability of a child to fully participate in their educational activities. In the Whole School, Whole Community, Whole Child model, school personnel collaborate for the best outcomes of the individual student, and the school population as a whole. To accomplish this goal, staff must have access to and be trained on resources and materials to identify appropriate measures and interventions for child health issues (ACSD, 2020).

The purpose of this comprehensive guide is to provide infection control guidance, practice standards, and protocols for Multnomah Education Service District (MESD) and its component school districts (Reynolds School District).

This document combines the district's Communicable Disease Prevention Plan, Exposure Control Plan, and

Pandemic Response Plan to form a Comprehensive Communicable Disease Management Plan.

This plan was adapted (with permission) from Dr. Jan Olson and team's comprehensive communicable disease management plan for the Molalla River School District, by the MESD School Health Services department in collaboration with district administration.

Original Author: Dr. Jan Olson, DNP, MSNEd, BSN, RN, NCSN, District Nurse

Original Collaborators: Amanda Bickford, BSN, RN, District Nurse
Tony Mann, Superintendent Rick Gill, Risk Manager
Dave Luce, Human Resources Administrator

Original Date: June 3, 2020

MESD Adaptation Adoption Date: July 13, 2020

Adaptation Team Lead: Heather Godsey, BSN, RN, Nurse Consultant – MESD School Health Services

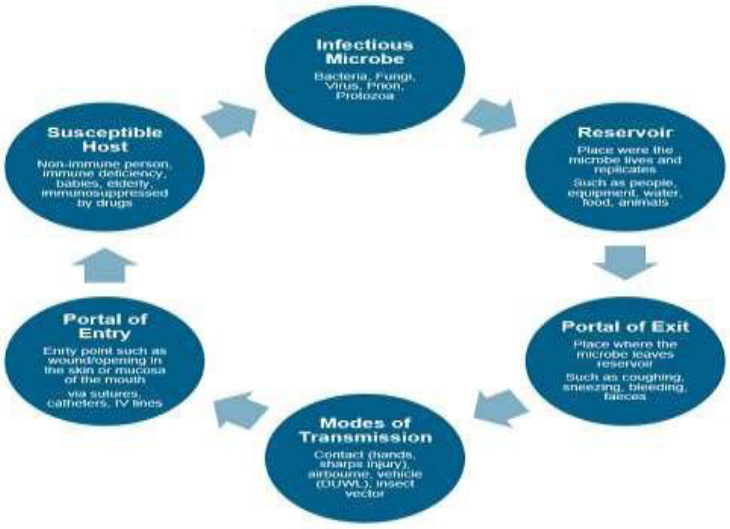
Adaptation Collaborators: Jamie Smith, MPH, BSN, RN, NCSN, Coordinator of School Health Services – MESD
Sam Breyer, MESD Superintendent
Lisa Ferguson, MS, BSN, RN, Communicable Disease Manager - Investigations and Case Management - Multnomah County Health Department

This manual, or portions of it, may not be reprinted without permission of School Health Services, Multnomah Education Service District. The EXPOSURE CONTROL PLAN in this manual is published by MESD to provide information on the development of an appropriate Exposure Control Plan. The manual is not intended as a substitute for a district's own careful review of OR-OSHA regulations which should be the basis for plan development. Agencies/Districts contracting with School Health Services for Bloodborne Pathogens Training may copy and/or revise all forms within this manual to meet their individual needs.

COMMUNICABLE DISEASE PREVENTION PLAN

Communicable disease control and prevention is of significant importance in creating a safe and healthy environment for students and staff.

A communicable disease is an infectious illness that is transmissible by contact with infected individuals or their bodily discharges or fluids, by contact with contaminated surfaces or objects, by ingestion of contaminated food or water, or by direct or indirect contact with disease vectors. Although the terms communicable disease, contagious disease, and contagious condition are often used interchangeably, it is important to note that not all communicable diseases that are spread by contact with disease vectors are considered to be “contagious” diseases since they cannot be spread from direct contact with another person (ACPHD, 2013).



In the school setting there is a prevention-oriented approach for communicable disease which is grounded in education, role modeling, and standard precautions and hygiene. However, the nature of a population- based setting lends to the need to establish practices for measures and interventions associated with exposures or potential exposure. This first section focuses on a population-based set of practices for communicable disease prevention, while the subsequent Exposure Control Plan discusses work-practice control measures for staff, per the OSHA Bloodborne Pathogen Standard (BBP, 29 CFR 1910.1030).

RSD Board Policies

Communicable Diseases JHCC

Communicable Diseases – Staff GBEB-AR

Communicable Diseases – Staff GBEB

Communicable Diseases – Students JHCC

Student Health Services and Requirements JHC

MESD Board Policies

Communicable Diseases JHCC/EBBA/GBEB-AR

Communicable Diseases – Students and Staff JHCC/GBEB

School Health Services and Requirements JHC

Oregon Legislation

OAR 333-019-0010 Disease Related School, Child Care, and Worksite Restrictions: Imposition of Restrictions

OAR 581-022-2200 Health Services

ORS 410-133-0000 School Based Health Services

Oregon Health Authority & Oregon Department of Education

Oregon Department of Education Communicable Disease Guidelines for Schools

Communicable Disease Prevention

There are a multitude of methods that can be applied to control communicable diseases at a variety of levels. Some of the most common include vector control, hygiene, sanitation, and immunization. Fully endorsing the control and prevention of communicable diseases requires a level of understanding of how communicable diseases can be spread.

Hand Hygiene

Cough Etiquette

Immunizations

Blood Borne Pathogen Training

Environmental Sanitation

Standard Precautions

Illness Policy

Food Safety

How these communicable diseases are spread depends on the specific infectious agent. Common ways in which communicable diseases spread include:

- Physical contact with an infected person, such as through touch (staphylococcus), sexual intercourse (gonorrhea, HIV), fecal/oral transmission (hepatitis A), or respiratory droplets (influenza, TB)
- Contact with a contaminated surface or object (Norovirus), food (salmonella, E. coli), blood (HIV, hepatitis B, hepatitis C), or water (cholera, listeria);
- Bites from insects or animals capable of transmitting the disease (mosquito: malaria and yellow fever; flea: plague); and
- Airborne; dispersed through or suspended in the air, in diseases such as measles.

In the school setting the most frequent risks are associated with direct contact with ill individuals or contaminated surfaces, or through respiratory spread via droplets in the air. Primary sources of illness prevention include hand and surface hygiene, teaching and encouraging cough and sneeze etiquette, isolation and exclusion of symptomatic individuals, and standard precautions. This section of the plan will provide a brief overview of, and procedures on addressing the following communicable disease issues in the school setting:

- Common Childhood Infectious Diseases
- Respiratory/Cough Etiquette
- Vaccines
- Environmental Surface Cleaning
- Hand Hygiene

[The district Exposure Control Plan in this manual discusses Standard Precautions in detail as well as Transmission Based Precautions which include contact, droplet, and airborne precautions. The District Pandemic Plan will address measures specific to novel virus response.]

Common Childhood Infectious Diseases

There are a variety of Common Childhood Infectious Diseases that are regularly encountered in the school setting. Routine childhood respiratory illnesses such as the common cold (adenoviruses, coronaviruses, rhinoviruses) or conditions such as bronchitis, sinusitis, and tonsillitis caused by a variety of bacteria and viruses occur throughout the year. Other conditions such as gastroenteritis (norovirus most frequently), croup (most commonly parainfluenza), and influenza (A & B) most often occur seasonally. Other common conditions include strep throat, hand foot and mouth disease, fifth disease, and staph skin infections. Other, more severe infectious diseases also occur sporadically throughout the school year (BCDC, 2009).

Vaccines

In the school setting, vaccines are an important step toward communicable disease control. Vaccines are a requirement for attending school in Oregon. However, it is important to remark that certain populations may not be vaccinated because of medical contraindications or philosophical decisions. Each school has a record of which students are and are not vaccinated with routine childhood immunizations as a primary control measure for outbreaks of vaccine preventable diseases. You can find more information on immunizations on the MESD School Health Services Website.

Under direction of the MESD Nurse Consultant:

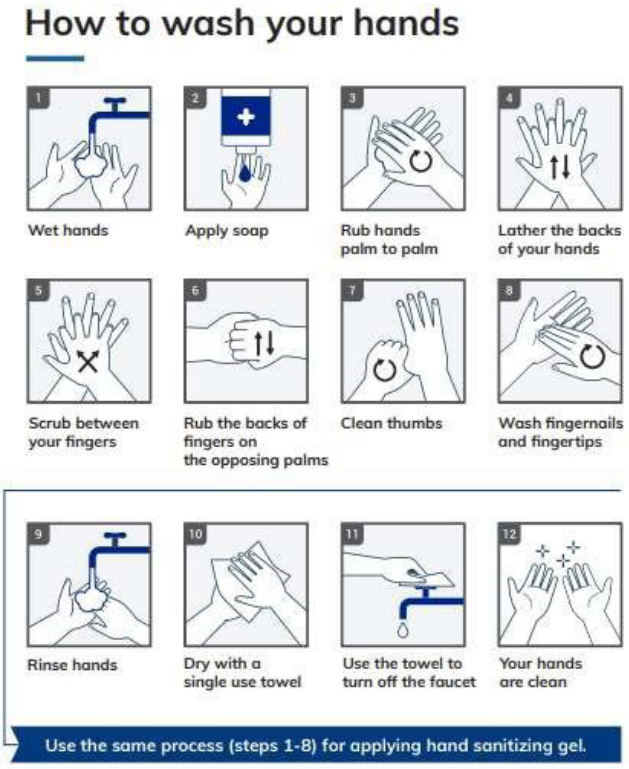
- When a positive case of a vaccine preventable disease (varicella, pertussis) is identified in the school setting, designated staff will run immunization reports to identify unvaccinated students in the building. The nurse consultant will work with the local public health authority and the school administrator to determine the need for exclusion or notification of exposure to members of the school community.
- In the event that a positive case is identified in the school building, or when the circulation of a vaccine preventable disease (such as measles) is increasing in incidence in a building or in the community, the nurse consultant will work with the local public health authority to determine the necessity for exclusion of unvaccinated students or staff.

Hygiene

Prevention-oriented measures are grounded in education of how diseases are transmitted, and practice application related to appropriate sanitizing measures and precautions. Hygiene and sanitation are some of the most important methods of disease prevention. Handwashing is one of the single most important methods of keeping germs at bay, specifically in the school setting. Appropriate handwashing practices should be taught, modeled by staff, and practiced by all.

Age appropriate hand hygiene curriculum can be found from a variety of resources and should be provided annually in the fall and as needed during peak illness season or specific increases of disease in the school setting.

Hand sanitizer, while not effective against a large number of pathogens, should be made available for times that handwashing is not immediately accessible. Hand sanitizer should be easily accessible throughout the building, specifically in high contact areas and at entrances and exits as feasible. Supervised stocks of hand sanitizer should be available in each classroom.



Students and staff should wash hands:

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

(CDC, 2020)

When immunocompromised students and staff are present, increase in hand hygiene frequency is a necessary illness-prevention intervention.

Respiratory Hygiene/Cough Etiquette

Respiratory hygiene and cough etiquette are terms used to describe infection prevention measures to decrease the transmission of respiratory illness (e.g., influenza and cold viruses). A respiratory infection can be spread when a person who is infected with a virus coughs or sneezes. The droplets released from an ill person's cough or sneeze can travel for several feet, reaching the nose or mouth of others and causing illness. Viruses can spread easily from person to person through direct contact via touching objects or shaking hands, and then touching one's eyes, nose, or mouth. Droplets can live for a short time on a variety of objects such as high-contact areas like doorknobs or desks.

Because some individuals cough without having respiratory infections (e.g., persons with chronic obstructive lung disease), and because some individuals can carry and spread diseases without ever showing any symptoms of illness, we do not always know who is infectious and who is not. Therefore, respiratory hygiene and cough etiquette are very important components to protecting yourself from illness and preventing others from becoming ill.

Like hand hygiene, respiratory hygiene is part of the standard precautions that should be taught, practiced, and modeled to prevent the spread of disease. Practices and interventions are described under "Respiratory Hygiene and Cough Etiquette and Transmission Based Measures" in the *Exposure Control Plan*.

(Image: Manitoba Department of Health)

Environmental Surface Cleaning

Clean schools contribute to healthy environments and reduce the risk of communicable disease transmission. Some of the important concepts associated with reduction in illness include: the scheduling *and documenting* of routine cleaning of classrooms, common areas, and shared objects and surfaces; ensuring adequate stock of appropriate sanitizers and disinfectants; ensuring garbage and sharps containers are emptied before they become full; and ensuring that any classrooms with pets have a cleaning plan in place to minimize odors or contamination. While environmental cleaning is largely governed by facilities management and custodial services, there are certain classroom measures that can be practiced to improve cleanliness and reduce the risk of illness-transmission during peak illness times, such as increasing access to sanitizing wipes, tissue, and hand sanitizer. (See the *Exposure Control Plan* for more detail on disinfection.)

Communicable Disease Exclusion

In the school environment, communicable diseases are easily transmitted from one individual to another by various routes, and can even be transmitted while an individual is not showing symptoms of illness. While some conditions are restrictable based on diagnosis, more often early identification of signs and symptoms of communicable disease is of paramount importance to increase the health of the school population and decrease school absenteeism. Effective control measures include education, avoidance of risk factors, sanitation, vaccination, early recognition of symptoms, health assessment, prompt diagnosis, and adequate isolation or treatment (ODE, 2020). Restriction of some communicable diseases may be imposed by the local public health authority for reportable conditions (Oregon Administrative Rule 333-019-0010), which is addressed in a subsequent section.

Oregon public health law mandates that persons who work in or attend school who are diagnosed with certain diseases or conditions be excluded from school until no longer contagious. However, diagnosis often presumes a provider visit and specific testing, and schools must often make decisions regarding exclusion based on non-diagnostic but readily identifiable signs or symptoms. As a matter of routine practice, individuals with the following symptoms of illness should be excluded from school per OAR 333-019-0010, Local Public Health Authority (LPHA) guidelines, and the Oregon Department of Education Communicable Disease Guidance Document.

Parents, students, and staff should be taught to not come to school if experiencing any of the following:

EXCLUSION CRITERIA	EXCLUSION ACTION
Fever: a temperature of 100.4°F or greater, with or without the symptoms below	Stay home until temperature is below 100.4°F for 24 hours WITHOUT the use of fever-reducing medication such as ibuprofen (Advil), acetaminophen (Tylenol), and aspirin, AND per guidance for primary COVID-19 symptoms
Skin rash or sores: ANY new rash if not previously diagnosed by a health care provider OR if rash is increasing in size OR if new sores or wounds are developing day-to-day OR if rash, sores or wounds are draining and cannot be completely covered with a bandage	Stay home until rash is resolved OR until sores and wounds are dry or can be completed covered with a bandage OR until diagnosis and clearance are provided by a licensed healthcare provider
Difficulty breathing or shortness of breath not explained by situations such as exercise: feeling unable to catch their breath, gasping for air, breathing too fast or too shallowly, breathing with extra effort such as using muscles of the stomach, chest, or neck	Seek medical attention; may return after symptom-free for 24 hours AND per guidance for primary COVID-19 symptoms
Concerning cough: persistent cough that is not yet diagnosed and cleared by a licensed healthcare provider OR any acute (non-chronic) cough illness OR cough that is frequent or severe enough to interfere with active participation in usual school activities	Stay home until 24 hours after cough resolves AND per guidance for primary COVID-19 symptoms. If pertussis ("whooping cough") is diagnosed by a licensed healthcare provider, student must be excluded from school until completion of a 5-day course of prescribed antibiotics or until cleared for return by the local public health authority. If COVID-19 is diagnosed, exclude until cleared for return by the local public health authority.
Diarrhea: three or more watery or loose stools in 24 hours OR sudden onset of loose stools OR student unable to control bowel function when previously able to do so	Stay home until 48 hours after diarrhea resolves OR with orders from a licensed health care provider to the school nurse
Vomiting: at least 1 episode that is unexplained	Stay home until 48 hours after last episode OR with orders from a licensed health care provider to the school nurse
Jaundice: yellowing of the eyes or skin (new or uncharacteristic)	May return with orders from a licensed health care provider to the school nurse
Concerning eye symptoms: colored drainage from the eyes OR unexplained redness of one or both eyes OR eye irritation accompanied by vision changes OR symptoms such as eye irritation, pain, redness, swelling or excessive tear production that prevent active participation in usual school activities	May return when redness and discharge are gone OR with orders from a licensed health care provider to a school nurse
Behavior change: unexplained uncharacteristic irritability, lethargy, decreased alertness, or increased confusion OR any unexplained behavior change accompanied by recent head injury not yet assessed and cleared by a licensed healthcare provider.	Refer to healthcare provider; student should not be at school until health and safety are addressed
Major health event: may include an illness lasting more than 2 weeks; a surgical procedure with potential to affect vital signs or active participation in school activities; or a new or changed health condition for which school staff is not adequately informed, trained, or licensed to provide care	Student should not be at school until health issues are safely addressed AND after the school has orders from a licensed health care provider to the school nurse
Student requiring more care than school staff can safely provide	School staff should follow appropriate process to address reasonable accommodations and school health service provision in accordance with applicable federal and state laws.

Restrictable Diseases

Restrictable diseases are specific infectious disease diagnoses that require students or staff to remain at home for a specified amount of time to limit transmission. Restriction is typically associated with the communicability or severity of a disease. Some restrictable diseases are also reportable* to the local public health authority (LPHA) – the MESD Nurse Consultant should always be contacted in these cases. The local public health authority typically also notifies the Nurse Consultant of confirmed cases of reportable illness in a student or staff member. There are occasions when the parent will notify the school first, and in these cases the school nurse (RN) should be notified and they will work with the MESD Nurse Consultant to determine the need for collaboration with the LPHA.

Students with diagnoses of disease restrictable by the local public health authority (LPHA) under Oregon Administrative Rule (OAR) 333-019-0010 should return to school when documentation is obtained from the local public health authority (LPHA) or healthcare provider indicating they are no longer communicable, including:

- Chickenpox (varicella)
- COVID-19*
- Diphtheria*
- Hepatitis A*
- Hepatitis E*
- Measles*
- Mumps*
- Pertussis* (whooping cough)
- Rubella*
- Salmonella enterica serotype Typhi infection*
- Scabies
- Shiga-toxigenic Escherichia coli (STEC) infection*
- Shigellosis*
- Infectious tuberculosis*

» If a report is made to the school office, administration, or other school staff regarding any communicable disease diagnosis in students or staff, this should immediately be referred to the school nurse (RN) and the MESD Nurse Consultant.

» This should be regarded as an urgent referral to the nurse consultant if the disease is regarded as a reportable condition.

» School staff receiving reports should follow confidentiality rules by not informing any other students, staff, or parents of the report, besides notifying the administrator and school RN.

» The MESD Nurse Consultant will confirm the diagnosis with the LPHA, and identify the need for communication, surveillance, or control measures. The interventions and communication are driven by multiple factors including the diagnosis, student health status, risk of exposure, number of individuals infected, and risk to cohorts or specific students and staff.

» Depending on the diagnosis and the identified interaction with a reported case, the nurse consultant may ask that the school RN directly notify any immunocompromised or pregnant students or staff members, so that they can reach out to their healthcare provider right away with any questions or concerns. The RN will work with their school's principal and counselor to ensure that any staff members or students who have identified as being in this higher-risk category will receive immediate notification of potential exposures.

Isolation Spaces

Per OAR 581-022-2220: The school district is required to maintain a prevention oriented health services program which includes health care and space that is appropriately supervised and adequately equipped for first aid, and isolates the sick or injured child from the student body.

When students are identified with restrictable diseases or excludable symptoms, they should be separated from the well-population, in an appropriate space until they can be dismissed to home. This isolation space should be separated from the healthcare area used to assess and treat injured and non-symptomatic children or to provide medication management and care of chronic healthcare conditions.

Outbreaks of Illness, and Symptom Clusters

Outbreaks are most often defined as compatible diagnoses or syndromes in individuals from 2 or more households in the same communicability time period. Because of the nature of the ongoing congregate setting of school, this definition is insufficient for the purposes of seasonal illness; rather an increase in morbidity or severity should be indicators to report to the school RN and nurse consultant for consideration of outbreak reports or control measure implementation. The attention to outbreaks, interventions, and resources are highly dependent on the severity or communicability of the syndrome or pathogen. Outbreak investigations will be facilitated through the MESD Nurse Consultant, in collaboration with the school nurse and health assistant, the school or district administrator, and the local public health authority (LPHA) with the use of the Oregon Health Authority Outbreak Toolkits for Schools.

Respiratory Illness

Respiratory illness or disease refers to the pathological conditions affecting the organs and tissues that make gas exchange possible, and includes conditions of the upper respiratory tract, trachea, bronchi, bronchioles, alveoli, pleura and pleural cavity, and the nerves and muscles of breathing. Respiratory diseases range from mild and self-limiting, such as the common cold, to life-threatening entities like bacterial pneumonia.

Respiratory illnesses are often observed in the school setting. The following indicators should be reported to the school RN, who will consult with the MESD Nurse Consultant:

- Any respiratory illness resulting in hospitalization or death of a student or staff member
- Diagnosed pneumonia in 3 or more individuals in the same cohort
- Unusually high (10 or more individuals, or ≥20% of a cohort, whichever is greater) population of individuals affected with compatible respiratory symptoms
- Prolonged illness, lasting longer than 3 days on average, among 10 or more persons (or ≥20%, whichever is greater) in the same cohort
- Any uncommon incidence of illness in more than two students

*In the event of respiratory illnesses related to novel viruses, the Pandemic Plan will be deferred to.

Vaccine Preventable Disease

A vaccine-preventable disease (VPD) is an infectious disease for which an effective preventive vaccine exists. Current VPDs routinely immunized for in the United States include:

- Diphtheria*
- Tetanus*
- Measles*
- Mumps*
- Rubella*
- Haemophilus influenzae type b infections (Hib)*
- Pneumococcal infections*
- Meningococcal disease*
- Pertussis (whooping cough) *
- Poliomyelitis (polio)*
- Hepatitis A*
- Hepatitis B*
- Varicella (chickenpox)
- Influenza

Most VPD's are also notifiable/reportable diseases*, meaning they are reportable to the local public health authority and are under consistent surveillance. Other diseases where a risk may arise for a particular person or group of people in specific situations are also notifiable conditions, but are not routinely immunized for in the US. These may include: cholera, plague, rabies, bat lyssavirus, yellow fever, Japanese encephalitis, Q fever, tuberculosis, and typhoid. While these conditions are uncommon locally, a diagnosed case would be of interest.

Reports of VPDs should be referred to the MESD Nurse Consultant, whether coming from a parent, provider, community member, or the local public health authority (LPHA). Indicators for possible nurse consultant report to the health department of school-identified VPDs include:

- A single case of a vaccine preventable disease that is also a reportable disease or uncommon locally
- More than 2 cases of diagnosed chickenpox (varicella) from separate households in the same classroom, or more than 5 cases in a school.
- More than 3 cases of diagnosed influenza from separate households in the same school setting.

Gastroenteritis

An outbreak of gastroenteritis is defined as more cases than expected for a given population and time period. For example, two children in a 25- person classroom with vomiting or diarrhea within one week could potentially indicate an outbreak. Because the nature of norovirus (viral gastroenteritis) is common, seasonal, and highly infectious, it is unlikely to result in an outbreak investigation unless the number infected, frequency, or duration is unusual. However, preventive measures to reduce spread would need to be immediately enhanced and enforced. Because symptoms of bacterial gastroenteritis may start with a similar presentation, it is important to evaluate the severity for the duration of illness.

Gastrointestinal indicators to report to the school nurse include:

- Multiple children with compatible symptoms in 48 hours within the same cohort, but separate households
- More than 2 cases of diarrhea with bloody stool in the school setting
- Sudden onset of vomiting in multiple persons in the same cohort
- Any unusual combination of gastrointestinal symptoms, severity, duration, or incidence

Other Circumstances

Less commonly, outbreaks of skin infections or other novel diseases occur, or unusual infectious disease circumstances arise.

To ensure that appropriate disease control, intervention, and follow-up occur, these unusual situations should be referred to the MESD Nurse Consultant, and will be handled on a case by case basis. Examples of these circumstances may include:

- More than 2 students from separate households with reported compatible skin infections in the same school setting or athletic team
- Any student or staff member coming into contact with blood, saliva, or feces from a non-domestic animal
- Any staff coming into contact with blood or other potentially infectious body fluid that is not their own (following the MESD Exposure Control Plan); *students coming into contact with the body fluids of others should be referred to the school nurse or principal*
- Any unusual combination of gastrointestinal symptoms, severity, duration, or incidence
- Any combination of illness symptoms, severity, duration, or frequency that seems unusual as compared to routine seasonal illness

In regard to determined outbreaks or novel diagnoses the nurse consultant may decide that additional control measures or data collection are necessary, and will consult with administration and the LPHA as needed.

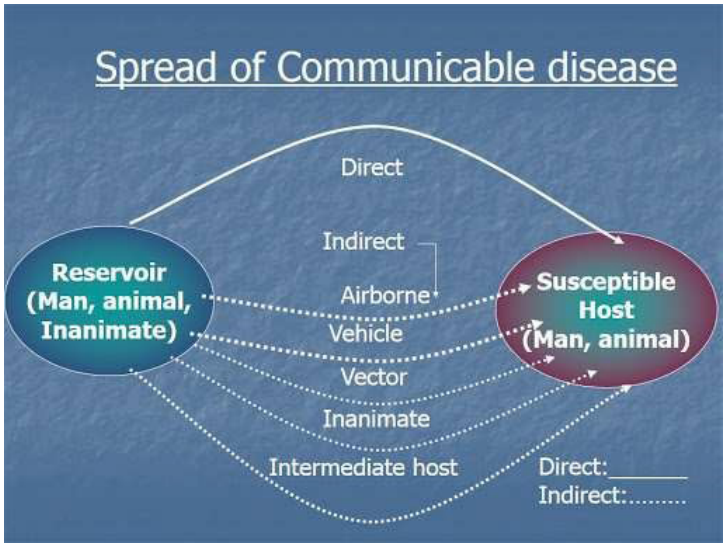
The MESD Nurse Consultant should always be consulted regarding any written communication that may be developed to notify parents, students, or staff about illness, disease outbreaks, and risks to students, families, and staff, and/or control measures specific to an outbreak or exposure. Any presentation of illness or combination of illnesses as described above should be reported to the MESD Nurse Consultant and the school administrator.

Animals in School

Animals in schools can have a positive effect in the school environment, but also may cause infectious disease issues or other issues for staff and students. MESD only allows for animals on district property with specific approval under specific circumstances. School board policies and district applications should be visited for clarification on this. Other considerations should be made in regard to controlling spread of infectious disease from animals:

- Wild mammals, alive or recently dead, should not be allowed in school. Bats and skunks have a significant risk of being rabid, and other wild animals may be more prone to causing injury through bites and scratches.
- Dogs, cats, and ferrets allowed in school should have a current rabies vaccine.

- Any animal bites on school property should be reported to the local public health authority for follow up.
- Animals who are ill should not be allowed into the school setting.
- Class pets should be removed if they become ill.
- Handwashing must occur before and after handling of animals to prevent disease transmission.
- Animals should not be present or handled in areas where food and drink are consumed or prepared.
- Children should not kiss high risk animals such as chicks, ducks, turtles, and other reptiles.
- Children should always be monitored with animal interactions.
- Consider the medical needs of students who may be immunosuppressed or who may have allergies, as they may become severely ill when exposed to certain pathogens.



- In the event of an animal bite in the school setting, please ensure standard first aid is followed and the student/staff is referred to medical care. Bites sustained from canines are reportable to the local public health authority.
- In the event that a student in a classroom is diagnosed with a disease known to be carried by animals (campylobacteriosis or salmonellosis, for example) any classroom animals should be removed from the classroom setting until the risk is determined to be resolved.

Food Safety

Food safety training and enforcement for nutrition services staff is supervised by nutrition services. For the purpose of population-based health and food preparation and consumption within the classroom, general food safety standards and disease prevention principles should be endorsed.

For elementary school classrooms

- Hand hygiene is enforced prior to eating
- General principles of food safety can be taught that are age appropriate
- Food sharing should not be allowed
- For classroom and school sponsored events, only commercially prepared products are permitted. No homemade food from non-licensed kitchens.

For middle school or high school culinary classrooms

- Hand hygiene should always be enforced
- Age appropriate food safety principles are taught
- Appropriate food handling processes must be taught, role modeled, and enforced. This includes overview of:
  - Hand hygiene and appropriate use of gloves
  - Clean surfaces and appropriate use of sanitizers
  - Separating raw and ready to eat foods/ avoidance of cross contamination
  - Cooking food to appropriate temperatures
  - Appropriate storage and refrigeration
  - Measures to prevent allergic reactions
  - Abstaining from food preparation when specific symptoms or specific illnesses have been identified

EXPOSURE CONTROL PLAN

This plan provides the employees of Reynolds School District with guidelines for handling any exposure to blood or other potentially infectious materials (OPIM). These established procedures are in accordance with local and state requirements, as well as federal occupational safety and health requirements (OSHA BBP Standard 1910.1030). Districts that contract with MESD for Bloodborne Pathogens training for their at-risk staff are assumed to agree to and ensure compliance with this Exposure Control Plan unless they specifically notify the MESD Nurse Consultant of any variance from the plan, in writing.

The principle of Standard Precautions holds that **all body fluids or other potentially infectious materials should be considered potentially infectious at all times, since many disease-causing bacteria and viruses may be carried in the body fluids of persons who show no symptoms of illness**. Standard Precautions shall be observed in all MESD sites in order to prevent contact with all body fluids and other potentially infectious materials, including blood, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, and peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids. Transmission-based Precautions should additionally be endorsed in special circumstances where specific risk is anticipated based on health status or incident with a student or staff member.

Disease transmission is facilitated by three conditions: high infectivity of a body fluid from an infectious person (carrier), a portal of exit from the carrier, and a portal of entry into a susceptible person. Any staff who may be expected to clean up body fluid spills; perform personal care for a student, perform initial first aid or injury response; or who are working with populations less able to control their body fluids in a congregate setting such as a school, are reasonably anticipated to have “occupational exposure” to blood or other potentially infectious material, and should be provided the required training and Personal Protective Equipment (PPE), to be aware of their risks and to be able to best protect themselves.

RSD Board Policies

First Aid – Infection Control EBBAA-AR

Communicable Diseases JHCC

Communicable Diseases – Staff GBEB-AR

Communicable Diseases – Staff GBEB

Communicable Diseases – Students JHCC

Student Health Services and Requirements JHC

MESD Board Policies

Infection Control – HIV, AIDS, HBV EBBAA/GBEBC/JHCCC

Bloodborne Pathogens – Exposure Control Plan for Compliance with OR-OSHA Standard GBEBC/JHCCC/EBBAA-AR

Staff Development – Nonlicensed GDL-AR

Communicable Diseases JHCC/EBBA/GBEB-AR

Communicable Diseases – Students and Staff JHCC/GBEB

OSHA

Blood Borne Pathogens 1910.1030

Personal Protective Equipment 1910 Subpart 116

Exposure Prevention

Per OSHA regulations, in order to reduce risk and promote prevention of infections related to blood or body fluids, the district will provide or promote specific trainings or practices to prepare staff, including:

- Blood Borne Pathogens (BBP) Training (this is an **annual** requirement for all at-risk staff. **The first class must be in-person**, and the subsequent annual updates may be taken online **through MESD's website** during work hours as long as the tasks to which the employee is assigned do not change). **Please note that the Safe Schools BBP Module, while a good general course for all school staff to take, is **not** an OSHA-approved training which meets the requirements for the training of **at-risk staff.***
- Hepatitis B vaccination (education and recommendations on Hepatitis B Vaccination are provided each year with BBP training). A waiver may be signed in lieu of immunization if staff opt out AFTER completing in-person BBP training and acknowledging their understanding of the risk and implications.
- Consistent use of Standard Precautions is expected any time the risk of exposure to body fluids is present.
- Routine training, refreshers, and understanding of appropriate first aid.
- Routine training or refreshers for staff who provide direct care to students or who work with students with specific disabilities, or health or behavior plans.

Employee Exposure Determination

Any employee with a risk of occupational exposure to blood and other potentially infectious body fluids is protected by the OSHA-required EXPOSURE CONTROL PLAN. Exposure determination for common job classifications in schools are noted below. Exposure determination of school employees is the responsibility of the school or district administrator. School districts must review job tasks and make individual determinations regarding exposure risks based on OR-OSHA criteria. Each school environment will need an individual assessment of risks to various employees. School administrators may need assistance with determination of risk for certain employees due to their specific job tasks and are encouraged to seek consultation with the MESD Nurse Consultant, the local public health authority, the district risk management department, or legal counsel regarding this risk of exposure.

CLASS A EXPOSURES: Job classifications in which all employees in said classification are assumed to have occupational exposure due to direct physical care in which blood or other potentially infectious material could be present (such as direct care for injuries, illness, medical/dental procedures, injections, etc.):

1. School Health Services staff in health-rooms or isolation spaces
2. Secretaries or other office assistants in schools without available health services staff
3. Custodial staff or any other staff expected to clean up body fluid spills
4. Athletic Trainers/Coaches/P.E. Teachers dealing with acute injuries
5. Unlicensed Assistive Personnel (UAP) who provide tasks taught or delegated by the school nurse
6. Staff working with SpEd populations or other populations who are not able to adequately contain their body fluids, or who expose others through behaviors such as biting, spitting, fecal smearing, and scratching.
7. Other persons who have a job description which requires them to provide first aid to students/staff

CLASS B EXPOSURES: Job classifications in which employees may be expected to have some occupational risk:

1. General Educational Teachers/Educational Assistants & Substitutes
2. School Psychologist
3. Physical/Occupational Therapists
4. Speech Language Pathologists
5. Students and Instructors in Health Occupation Programs
6. Bus Drivers

**It is the responsibility of the individual school district administrator to determine which school employee job descriptions place employees at risk for body fluid exposure.*

Universal & Standard Precautions

The premise of Universal Precautions is to treat all body fluids as potentially infectious. Standard Precautions align with this and provide a set of standards for hygiene and barrier protection (or Personal Protective Equipment [PPE]) during any and all encounters with body fluids.

Standard Precautions are regarded as the minimum infection prevention practices that apply to all direct care or exposure to body fluids, regardless of suspected or confirmed infection status of the individual, in any setting where there is an expected risk of body fluid exposure. In the school setting body fluid exposures most frequently occur with physical injury but may also occur relative to a health-related issue or procedure, or a developmental or behavioral issue or disability. Students and co-workers should be encouraged to care for their own bleeding injuries. If assistance is necessary, the use of disposable gloves and other barriers, followed by hand washing, is required for the designated caregiver when body fluids are present. There may be occasions when unanticipated contact with body fluids will occur, and in such cases, staff should follow the MESD Body Fluid Exposure Protocol (to be discussed below).

Standard Precautions endorse the appropriate use of personal protective equipment (PPE) and other practices such as hand hygiene and respiratory etiquette, as well as work practice controls such as sharps safety (handling needles, lancets, broken glass, etc.) and environmental disinfection.

When Standard Precautions alone cannot prevent transmission, they are supplemented with Transmission- Based Precautions. This second tier of infection prevention is used when there is a specific risk related to an ill student or staff in the school setting that can spread through contact, droplet, or airborne routes (e.g., skin contact, sneezing, coughing) and are always used in addition to Standard Precautions. While Transmission-Based Precautions are typically isolated to the health room with specific conditions, the exposure risk is still possible in the school setting and should be addressed as well.

Hand Hygiene

Hand hygiene is the most important measure to prevent the spread of infections. In the school setting hand hygiene is an important infection prevention method as a matter of habit with restroom use and food preparation. In the context of BBP and exposure control, hand hygiene should be enforced each time a staff member has an interaction with a student for standard first aid, medication administration, or direct care.

Hands should be washed prior to donning gloves, and after care is completed when gloves are removed.

Personal Protective Equipment (PPE)

Personal protective equipment (PPE) refers to wearable equipment that is designed to protect staff from exposure to or contact with infectious agents. PPE that is appropriate for various types of interactions and effectively covers personal clothing and skin likely to be soiled with blood, saliva, or other potentially infectious materials (OPIM) should be available to school staff, in the appropriate sizes. These include gloves, face masks, face coverings, protective eye wear, face shields, CPR masks, Kevlar sleeves or bite guards, and protective clothing (e.g., reusable or disposable gown). Contaminated PPE must be removed and disposed of before further contact with other surfaces or individuals occurs. Examples of appropriate use of PPE for adherence to Standard Precautions include:

- Use of gloves in all situations involving possible contact with blood or body fluids, mucous membranes, non-intact skin (e.g., exposed skin that is chapped, abraded, or with dermatitis), or OPIM. Gloves must be removed and replaced as soon as practical when they are contaminated, torn, punctured, or when their ability to function as a barrier is compromised. Always wash hands after glove removal.
- Use of gowns to protect skin and clothing during procedures or activities where contact with blood or body fluids is anticipated, such as diapering, toileting, feeding, suctioning, general cleansing, or providing first aid for students with erratic movements.

- Use of mouth, nose, and eye protection (such as a face shield) during activities that are likely to generate splashes or sprays of blood or other body fluids, such as: feeding, providing care to, or assisting with a child with forceful vomiting or coughing; suctioning a child with a tracheostomy with a history of forceful coughing or copious secretions; assisting in the care of a student with a severe injury and spurting blood; assisting a student with a head or facial wound; or assisting a student who displays erratic behavior that places the employee at risk (i.e. fighting, spitting).
- Use of Kevlar-sleeves or bite-guards when working with students with a history of biting or scratching behaviors.
- Use of mask, face covering, or face shield when respiratory transmission is of concern (see pandemic plan).

General Principles of PPE:

IF...	THEN...
It's wet (it's infectious)	Wear gloves, wash hands before and after gloves
It could splash into your face	Wear a face shield
It's spread through the air	Mask yourself and the student
It could splash on your clothes	Wear a gown
You are providing direct care or first aid	Wear gloves, wash hands before and after gloves
You are providing CPR	Use a barrier / CPR mask and gloves
There is a blood spill or body fluid spill	Summon BBP-trained staff for appropriate disinfection

Refer to Donning and Doffing (Applying and Removing) PPE addendum (page 59).

Respiratory Hygiene/Cough Etiquette

In the school setting, respiratory etiquette and hygiene are important measures to teach to staff and students as developmentally appropriate, and to remind them of on a frequent basis. In addition, visual alerts such as Cover Your Cough signage can be used.

Appropriate respiratory etiquette includes practices on:

- Covering mouth and nose with a tissue when coughing or sneezing
- Using the nearest waste receptacle to dispose of the tissue after use
- Performing hand hygiene (e.g., hand washing with soap and water, alcohol-based hand rub, or antiseptic hand wash) after having contact with respiratory secretions or contaminated objects/materials, such as a used tissue
- Sneezing or coughing into the fabric of an elbow joint when hand hygiene is not immediately accessible

*When tissues and hand hygiene are not accessible, individuals should be encouraged to cough into their elbow, away from others, and not directly into their hands, where they may subsequently contaminate other items or surfaces.

Further respiratory hygiene practice controls should be endorsed, such as:

- Having symptomatic individuals placed in a location where risks to others are minimized until dismissed to home. A face covering can be offered if tolerated. Spatial separation of the person with a respiratory infection from others is important since respiratory droplets travel through the air for on average 3-6 feet.
- Stressing hand hygiene after every contact with respiratory secretions is important.
- To ensure these practices can be followed, each school should maintain the availability of materials for adhering to Respiratory Hygiene/Cough Etiquette in shared areas:
- Provide tissues and no-touch trash receptacles for used-tissue disposal.
- Provide conveniently located dispensers of alcohol-based hand rub; where sinks are available, ensure that supplies for hand washing (i.e., soap, disposable towels) are consistently available.

Engineering and Work Practice Controls

Regulated Waste Containers

OR-OSHA defines regulated waste as "liquid or semi-liquid blood or other potentially infectious materials." There will be few items that are true regulated waste in a school setting, with the exception of contaminated sharps, or in the event of a traumatic event where **large amounts** of blood are present. Items with blood or other potentially infectious materials in a liquid or semi-liquid state, that if compressed would release liquid, must be disposed of in properly-labeled regulated waste containers that have a biohazard label. Items exempt from regulated waste are contaminated items such as diapers soaked with urine or feces, and feminine hygiene napkins, because the fluids are absorbed and contained easily within the product.

To determine what constitutes regulated waste that must go into a biohazard-labeled container, versus contaminated waste that can be disposed of in the regular trash in the school setting, requires some independent decision and judgment. If waste soiled with blood or body fluids, as identified in the OR-OSHA definition of other potentially infectious materials, is saturated to the point of dripping, or would release fluids under compression, it needs to be identified, handled, and discarded as regulated waste. It is recommended that extra absorbent materials be utilized to clean up large body fluid spills,
so that the waste is not liquid or dripping, and can therefore be disposed of in the normal trash as contaminated waste. School districts are encouraged to also review Oregon Statutes and Rules that govern the disposal of infectious waste.

Sharps Safety

Needle stick injuries (piercing the skin with a used needle) are a potential risk in any work environment where medications may be delivered via syringe or compatible device, or where lancets are used. In the school setting this is most often associated with care of students with specific medical conditions, such as type 1 diabetes. It is preferred that students provide self-care for such high-risk tasks whenever feasible, however this is not always safe developmentally or cognitively, nor in relationship to specific emergency medications. Staff should be appropriately trained by the school nurse to use injection devices. Handling of sharp instruments is covered with designated staff in specific training relative to their job responsibilities.

To reduce the risk of needle sticks, specific controls must be enforced in any situation where sharps are present:

1. Avoid using needles that must be taken apart or manipulated after use.
2. Do not recap, bend, or break one-time-use needles or other sharp devices. Two-hand manipulation of sharps is prohibited. For example, students needing glucose monitoring by use of a lancet device should be encouraged to remove the lancet from the device themselves. If the student is unable, the use of a tool such as needle nose pliers or medical clamps is required to prevent hand contact with the contaminated sharp.
3. Always dispose of used needles or lancets in a sharps container appropriately labeled with a biohazard sign.
4. Know and understand that needles should only be used a single time.
5. Participate in specific training related to injectable medications.
6. ALWAYS use a needle-stick-prevention tool in cases where a multi-use injection pen needs to be recapped after use. DO NOT EVER hold a cap, vial, or other container with your fingers while bringing the needle or sharp object toward the cap, vial, or container – use the prevention tool.

Contaminated sharps must be stored in closed puncture-resistant containers (sharps containers) with appropriate biohazard label and fill-line designation. It is the responsibility of the district to ensure the provision of a sharps container for each school/location (this is usually accomplished through a contract with the local refuse service provider), along with timely removal and replacement when containers become full.

Health Room, Isolation Space, and Classroom Safety

Eating, drinking, applying cosmetics or lip balm, and handling contact lenses are prohibited in potential exposure areas. Storage of food/beverages is prohibited in places where body fluids or other potentially infectious materials may come in contact with surfaces such as countertops, sinks, or refrigerators in health rooms. Health rooms, isolation spaces, and classrooms should strive to have furniture items and other surfaces that are made of materials that are easily disinfected, and move toward removing surfaces that cannot be easily cleaned between uses. Sinks used for first aid and health room purposes should not have dishes, cups, or utensils placed in them. If the only sink available in the health room area is the first aid sink, a separate clean water source should be used to medicate and hydrate students.

Cleaning and Disinfecting Environmental Surfaces.

The cleanliness of the district facilities at the professional level is the responsibility of facility and custodial services who have specific expertise in the appropriate formulations to use for specific circumstances. For this reason, any body fluid spills should be immediately referred to custodial services. Schools should determine and implement an appropriate written schedule and documentation log for cleaning and decontamination of high contact surfaces and areas that may be susceptible to contamination with blood or OPIM, and specifically such areas as the health room and isolation area.

In the event of a blood spill, blood spill kits should be accessible on campuses. If custodial services are not immediately available, then another trained staff member who has gone through the in-person MESD BBP class should be called to clean the spill up immediately. Appropriate PPE should always be used with any body fluid clean up (gloves at a minimum). Any articles used to clean body fluid spills must be handled with gloved hands and disposed of in an appropriate receptacle as defined by the individual school district. If an absorbent agent is used, sweepings must be disposed of in a similar manner. Brooms and dustpans must be cleaned with disinfectant. A CDC-recommended, freshly-mixed (no more than 24 hours old), diluted-bleach- solution (a 1:10 solution [1 part bleach to 9 parts water]) should be used to disinfect areas with body fluid spills. Keep students away from areas being disinfected, or use a disinfectant from the EPA's List N with asthma-safer ingredients. If a bleach solution is not available, the school may use an EPA-approved tuberculocidal agent instead. Absorb the fluid spill first, and then wash the surface with general cleaner. All surfaces must be visibly clean prior to using the disinfecting solution or the solution will be rendered ineffective. Leave the disinfectant on the contaminated surface for 10 minutes for blood spills, or follow manufacturer's directions.

All school settings should be equipped with a regulated (biohazardous) waste container to dispose of materials that are oversaturated with body fluids.

All disposal of biohazard waste will be in accordance with Environmental Protection Agency (EPA) guidelines. The directives for appropriate sanitizing and waste removal should come from the facilities department in coordination with a contracted, licensed refuse-disposal company.

Transmission-Based Precautions

- Contact Precautions
- Droplet Precautions
- Airborne Precautions

Transmission-Based Precautions are the second tier of basic infection control and are to be used in addition to Standard Precautions for individuals in certain infectious circumstances to prevent the potential spread of infectious agents for which additional precautions are required.

Contact Precautions

The use of Contact Precautions may be required when an open and draining lesion is identified at school. When an open and draining lesion, such as a cyst, boil, or abscess is identified in the school setting, the following precautions should be taken:

- Ensure appropriate student placement: The student should be removed from the classroom setting and placed in the health room while awaiting parent arrival. Open and draining skin wounds are an excludable condition.
- Use personal protective equipment (PPE) appropriately if the student requires care. This means that gloves must be worn. Unlike a clinical setting it is unlikely that gowns or masks will need to be used for contact precautions because staff should not be providing wound care or procedures beyond basic first aid necessitating the use of gloves.
- Limit student activity once an open and draining lesion is identified, the student's activity should be limited to reduce additional opportunity for contamination of surfaces.

Droplet Precautions

Use Droplet Precautions for students or staff known or suspected to be infected with pathogens transmitted by respiratory droplets that are generated by an individual who is coughing, sneezing, or talking. In the school setting this may be relevant during influenza season and specifically during the circulation of novel viruses.

- Source control for droplet precautions includes putting a face covering/mask on the ill individual.
- Ensure appropriate student placement as feasible; a student who becomes symptomatic when the risk of specific viruses is increased, should be placed in a room individually if possible, with appropriate supervision. Students may routinely be located in the health room with acute respiratory illness in typical seasons. However, during severe respiratory illness seasons and when the circulation of novel viruses has been identified, isolation rooms should be identified.
- Use personal protective equipment (PPE) appropriately. For staff screening ill students, masks should be donned upon entry into the isolation space.
- Limit activity of the ill student outside of isolation room; the student or staff's activity should be restricted, except travel as needed to dismiss to home.

Airborne Precautions

Use of Airborne Precautions for individuals known or suspected to be infected with pathogens transmitted by the airborne route (e.g., measles, chickenpox). Airborne precautions will rarely be used in the school setting; however, it is important to use identified control measures as increases of vaccine preventable respiratory diseases are on the rise related to increase in vaccine hesitancy.

- Source control for airborne precautions includes putting a face covering/mask on the ill individual.
- Ensure appropriate patient placement in isolation room as feasible. If an isolation room is not available, ensure the student is separated from other students and staff.
- Use personal protective equipment (PPE) appropriately, including a fit-tested NIOSH-approved N95 or higher level respirator for individuals having direct care contact with the student. If these masks are not available, medical-grade surgical masks should be worn.
- Limit activity of ill student (aside from travel to be dismissed to home).
- Immunization of susceptible persons as soon as possible. Following contact with an individual identified as having a vaccine preventable disease, individuals susceptible to any diagnosed infection, such as measles or varicella should be advised to immediately immunize against infection. It is important to note that the school district cannot compel anyone to immunize their children, but students and staff who are unvaccinated (or under-vaccinated) can be excluded for the maximum incubation period of a vaccine-preventable disease, up to 21 days from their last exposure.

Exposure Incidents

An exposure incident is regarded as an event where the potential or risk of exposure to infectious disease has occurred. This can occur through a variety of ways, but in the school setting this primarily occurs through: contact with body fluids via mucous membranes or open, unprotected skin; through a human or animal bite; or through a needle stick injury.

607

When an exposure has occurred, the affected staff should immediately clean the affected area following the district's

Body Fluid Exposure Protocol (below), call and be assessed by the MESD Nurse Consultant, and report the event to administration and fill out a district incident report. Students who are exposed to the body fluids of others should follow the initial preventive steps of the Body Fluid Exposure Protocol, and then the administrator should call the parent/guardian to recommend that they call their healthcare provider with any concerns or questions. This should be followed up with an incident report completed by the staff member who witnessed or was closest to the event.

Needle-Stick Injuries

If a staff member's skin is pierced or punctured with an object that may be contaminated with the body fluid of others, immediate first aid should occur including:

- Allow the wound to bleed, ideally by holding it under running water *(Do not suck the wound)*.
- Wash the wound thoroughly with soap and running water.
- Dry the wound and cover it with a clean dressing.
- Immediately notify your administrator and call the MESD Nurse Consultant for assessment/referral.
- As soon as feasible, complete an incident report for your supervisor.
- Staff may be referred immediately to an occupational health clinic for further assessment and possible treatment, and may be required to report back for subsequent blood tests.
- In the nature of this being a high-risk and stressful event, staff may be reminded that they can access supportive services for stress management (CDC, 2016a).

Mucous Membranes

Any potential body fluid exposure toward the face, including the nose, mouth, eyes, or skin should be immediately followed by flushing with running water following MESD's Body Fluid Exposure Protocol. Report incident to administrator immediately and call the MESD Nurse Consultant for assessment and possible referral to an occupational health clinic (CDC, 2016a).

Blood Spills

Blood spills frequently occur in small volumes in the school setting. Cleaning up minor spills requires the use of standard precautions, including use of personal protective equipment (PPE), as applicable. Spills should be absorbed before the area is cleaned (adding cleaning liquids to spills increases the size of the spill and should be avoided), and the area should then be disinfected after the cleaning has been completed. Generation of aerosols from spilled material should be avoided.

Using these basic principles, the management of spills should be flexible enough to cope with different types of spills, taking into account the following factors:

- The nature (type) of the spill (for example, sputum, vomit, feces, urine, blood or laboratory items)
- The pathogens most likely to be involved in these different types of spills – for example, stool samples may contain viruses, bacteria or protozoan pathogens,
- The size of the spill – for example: spot (few drops), small (<10 cm), or large (>10cm) circumference
- The type of surface – for example, carpet or impervious flooring
- The location involved – that is, whether the spill occurs in a contained area (such as a science laboratory), or in a common area or in a restroom
- Whether there is any likelihood of bare skin contact with the soiled (contaminated) surface.

Cleaning spills – equipment

Standard cleaning equipment, including an absorbent item (such as a mop or absorbent towels), cleaning bucket, and cleaning agents, should be readily available for spills management. While these spills should be deferred to custodial services for their expertise in sanitation, supplies should also be stored in an area known to all, in case custodial services are unavailable.

To help manage spills in areas where cleaning materials may not be readily available, a disposable 'spills kit' should be available. PPE should also be accessible including disposable gloves suitable for cleaning, face shield, and apron or disposable gown.

Bites

While blood borne pathogen transmission is less common via bites, concerns of other infectious diseases may be present. Staff should follow MESD's Exposure Protocol, including thoroughly cleaning the area with soap and water, notifying their supervisor of the event, calling the MESD Nurse Consultant for assessment and possible referral to an occupational health clinic, and filling out an incident report for the school.

If the bite occurred from a canine, this is reportable to the local public health authority.

MESD Body Fluid Exposure Protocol

For ANY accidental body fluid contact to unprotected skin or mucous membrane (eyes, nose, or mouth), or any punctures through the skin (including bites):

Get another adult to immediately take over your responsibilities so that you can take care of yourself right away.

For any body fluid contact to skin, IMMEDIATELY wash skin with soap and water for 2 minutes.

For body fluid contact with face, **flush eyes, nose, and mouth** for 10 minutes with running water (remove contacts first).

You must contact the MESD Nurse Consultant as soon as possible at (503) 257-1732 for all blood exposures; any body fluid contact to eyes, nose, or mouth; all human bites that break skin; any puncture with a contaminated object; or if you have any questions.

Notify your supervisor - same time, same day.

Complete all required district forms (at minimum an incident report form) and give them to your supervisor or the nurse consultant as directed.

The MESD Nurse Consultant will perform a full assessment of all occupational exposures as required by OSHA law, and refer employees for immediate follow-up at an occupational health clinic as necessary. This follow-up appointment, and any resulting care, treatment, or future appointments resulting from an occupational exposure are to be paid for by the employing district. It is assumed that all employees will follow their training and protocol on body fluid exposures, and notify their district supervisor of all body fluid exposure incidents, notifying whether or not they were referred by the MESD Nurse consultant for follow-up care.

609

PANDEMIC PLAN

A pandemic occurs when an infectious disease has spread globally. Most pandemics occur from novel viruses associated with influenza. Other viruses, such as coronaviruses are routinely surveyed due to the propensity for mutations, human to animal transmission, and potential for pandemic events.

Seasonal Respiratory Illness and Seasonal Influenza

Seasonal Respiratory Illness

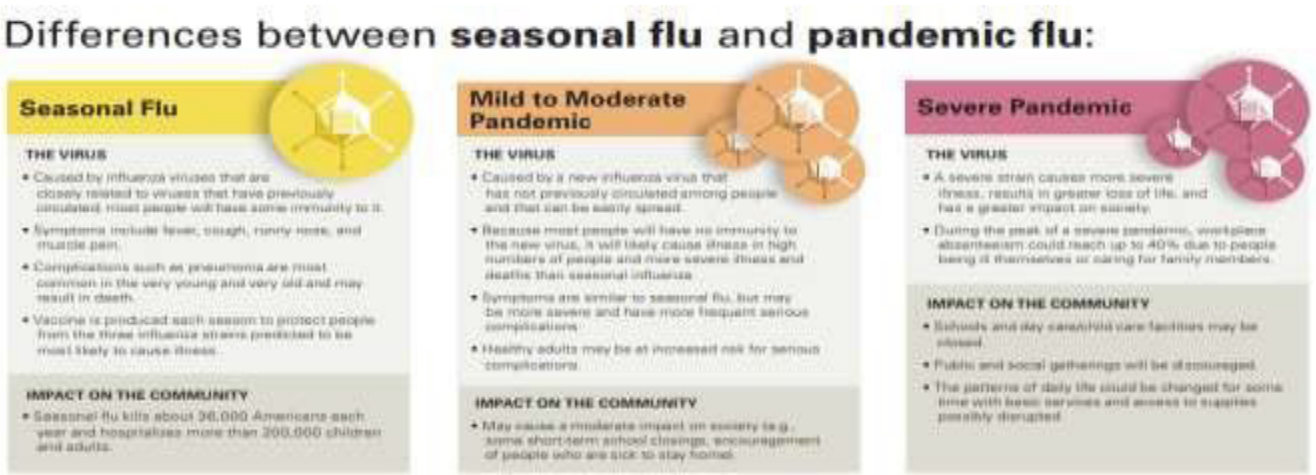
There are several viruses that routinely circulate in the community to cause upper viral respiratory illnesses. These viruses include rhinoviruses, coronaviruses, adenoviruses, enteroviruses, respiratory syncytial virus, human metapneumovirus, and parainfluenza. The “common cold” is caused by rhinoviruses, adenoviruses, and coronaviruses. The symptoms of these seasonal illnesses may vary in severity but include cough, low- grade fever, sore throat (SDDH, 2019; Weatherspoon, 2019).

Seasonal Influenza

Influenza (flu) is a contagious respiratory illness caused by influenza viruses. There are two main types of influenza (flu) virus: Types A and B. The influenza A and B viruses that routinely spread in people (human influenza viruses) are responsible for seasonal flu epidemics each year. Influenza can cause mild to severe illness. Serious outcomes of flu infection can result in hospitalization or death. Some people, such as older people, very young children, and people with underlying health conditions or weak immune systems, are at high risk of severe flu complications. Routine symptoms associated with flu include fever, cough, sore throat, runny nose, muscle aches, headaches, fatigue, and sometimes vomiting (CDC, 2020).

Novel, Variant, and Pandemic Viruses

Novel viruses refer to those not previously identified. A novel virus may be a new strain or a strain that has not previously infected human hosts. When a virus that has historically infected animals begins to infect humans, this is referred to as a variant virus. Pandemic refers to the global circulation of a novel or variant strain of respiratory viruses. The most common viruses associated with novel and pandemic outbreaks are influenza A and human coronavirus. A flu pandemic occurs when a new virus that is different from seasonal viruses emerges and spreads quickly between people, causing illness worldwide. Most people will lack immunity to these viruses. Pandemic flu can be severe, causing more deaths than seasonal flu. Because it is a new virus, a vaccine may not be available right away. A pandemic could, therefore, overwhelm normal operations in educational settings (CDC, 2016b).



(Image: CDC)

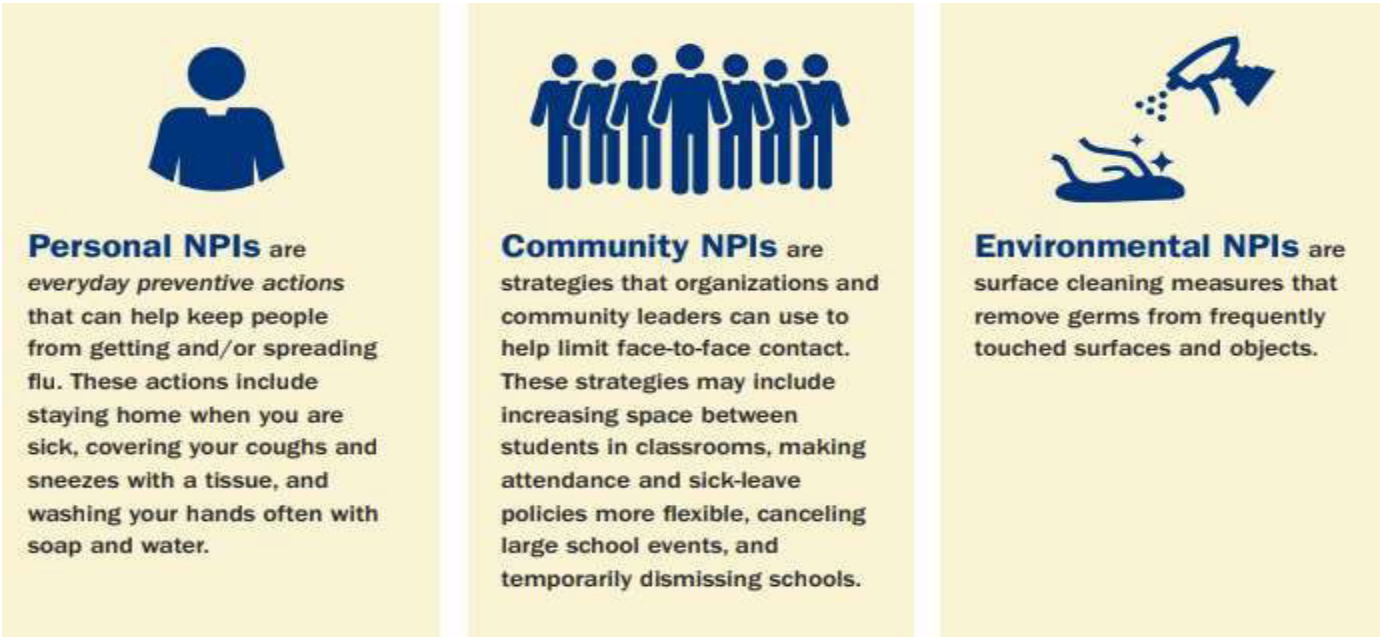
610

Purpose

The purpose of this document is to provide a guidance process to non-pharmaceutical interventions (NPIs) and their use during a novel viral respiratory pandemic. NPIs are actions, apart from getting vaccinated and taking antiviral medications, if applicable, that people and communities can take to help slow the spread of respiratory illnesses such as pandemic flu or novel coronaviruses. NPI's, specifically in regards to pandemic planning, are control measures that are incrementally implemented based on the level of threat to a community. This document should be used as a contingency plan that is modified with a response planning team based on the current level of pandemic threat.

Control Measures

While prophylactic vaccine and antiviral medication are appropriate interventions in some viral respiratory conditions, specifically seasonal influenza, these are not always accessible for novel strains. Non- pharmaceutical interventions (NPI's) are essential actions that can aid in the reduction of disease transmission. It is important to note that disease that is widely spread in the community has many options for transmission beyond the school setting, and the school district can only account for NPI's in the school setting and at school-sponsored events (CDC, 2017).



(Image: CDC)

Everyday Preventive Measures

Control measures to limit the spread of communicable diseases should be an active part of the school comprehensive and preventive health services plan. Routine control measures include:

- Hand hygiene (washing your hands for 20 seconds with soap and water with appropriate friction).
- Respiratory etiquette (cover your coughs and sneezes and throw the tissue in the garbage each use)
- Routine disinfection of shared items and flat surfaces
- Staying home when students or staff are sick, until they have been without symptoms for the specified timeframe, without the use of symptom-reducing medication.

Control Measures for Novel or Variant Viruses

Control measures associated with novel or variant viruses are based on the severity and incident of the specific virus. Some novel viruses are so mild they may go undetected, while others may present with more transmissibility or severity. Since new viruses have no historical context, public health guidance evolves as increased numbers of cases are identified, and patterns and risks are identified, and thus the guidance is unique to each specific event, respectively.

That being said, historical pandemic responses have provided a baseline set of evidence-based guidance to create a framework for response planning for such events in the school setting.

Control measures are incremental based on the current situation. The current situation will be defined by the public health official based on the severity, the incidence, and the proximity to the school setting. Level based responses will then be identified - these are generally defined as using a mild, moderate, and severe category, or for the purposes of this document, level 1, 2, and 3 categories.

When cases of novel viruses are identified globally

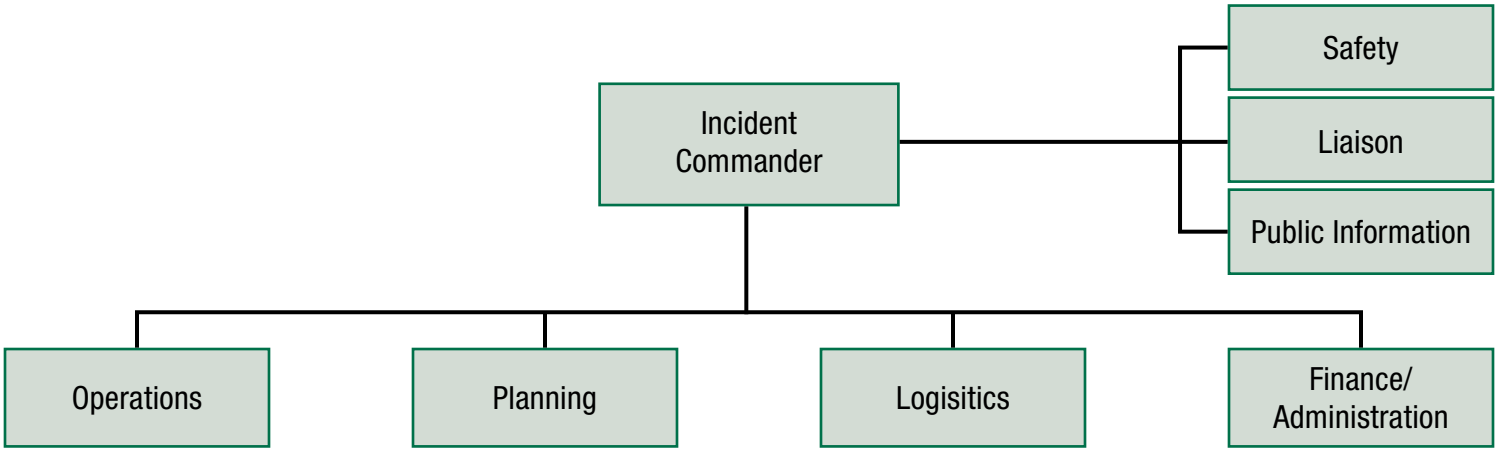
When a novel disease is identified, it is the due diligence of school health services personnel and school administration to pay close attention to trends. When a novel strain is identified, routine control and exclusion measures should continue. Other situations that may arise, including foreign travel by students or staff, may result in extended absenteeism. In cases where student or staff travel is restricted secondary to pandemic events, it is the staff and parent's responsibility to communicate this restriction to the school district. Routine infection control and communication should continue.

Routine Practices

Personal NPIs	Community NPIs	Environmental NPIs	Communication
• Routine hand hygiene • Respiratory Etiquette • Stay home when ill	Routine illness exclusion (as noted in Communicable Disease Prevention Plan)	Routine disinfection of high contact surfaces and shared items	Routine seasonal illness prevention and exclusion communication

When cases of novel viruses are identified regionally or nationally

When a novel disease is identified in the U.S., it is important to identify the geographic spread and specific public health messaging and direction. The Centers for Disease Control and Prevention (CDC) will have current national guidance. When novel viruses emerge in our state, the Oregon Health Authority (OHA) will provide direct, regional guidance. OHA will have an alert for pandemic-specific content that can be subscribed to for updates. An individual (preferably the school nurse, but always the MESD Nurse Consultant) within the district should be subscribed to this alert to keep the team updated. If the region impacted is in Multnomah County, the Local Public Health Authority (LPHA) will provide school-centered communication and will potentially host conference calls. When cases are identified in the local region, the LPHA will work with the MESD Nurse Consultant, who will liaise with each component school district, and take part in a response team comprised of School Health Services staff and district or individual school leaders, as appropriate or requested. Response teams should consist of individuals who can fulfill roles with expertise in district policy and administration, clinical information, human resources, building-level management, risk management, and facilities at minimum to meet the general structure of Incident Command.



When public health has deemed a novel virus a pandemic threat, defer to the CDC checklist for schools in order to establish a specific emergency response framework with key stakeholders. During this time, preparedness planning will need to be initiated on the continuity of education in the event of school closure. The response team should hold regular meetings.

Level One Actions: Virus Detected in the Region (Prevention Focused)

Personal NPIs	Community NPIs	Environmental NPIs	Communication
• Increase routine hand hygiene. • Use alcohol-based hand sanitizer when hand washing is not an option. • Cover coughs/sneezes, throw away tissues at each use, wash your hands. • Stay home when ill for at least 24 hours after fever free without the use of fever-reducing medication.	• Identify baseline absentee rates to determine if rates have increased by 20% or more. • Increase communication and education on respiratory etiquette and hand hygiene in the classroom. • Teachers can provide age-appropriate education. • Communicable Disease surveillance: monitoring and reporting student illness. • Increase space between students in the classroom. • Instruct students in small, stable groups as feasible.	• Increase sanitizing of flat surfaces and shared objects. • Devise prevention and post-exposure sanitizing strategies based on current recommendations. • Isolate students who become ill at school with febrile respiratory illness until parents can pick up. • Discourage the use of shared utensils in the classroom.	• Provide communications to families based on the current situation, general information, and public health guidance. • Provide communication to staff of the current situation. • Provide communication to immunocompromised student families to defer to personal providers in regard to attendance.

When cases of novel viruses are identified in the community or incidence is increasing.

When novel viruses are identified in the community, but not in a student or staff, the district will defer to local public health guidance. Increased public health guidance will likely occur if the overall incidence is increasing despite the proximity to the school. This guidance will vary by event, based on transmissibility, severity, and incidence. It is important to note that the school district can only apply controls around the school setting and school-sponsored events and activities. The school district cannot advise control measures around private clubs, organizations, or faith communities. Each of these congregate settings are responsible to follow local public health guidance as well.

When local transmission is detected, planning for cancellation of events and potential for dismissal and academic-continuity should be prioritized. As well, plans for potential prolonged staff absences should be prioritized.

Level Two Actions: Intervention Focused (Includes Level 1 Actions])

Personal NPIs	Community NPIs	Environmental NPIs	Communication
• Public health-specific guidance • Be prepared to allow your staff and students to stay home if someone in their house is sick.	• Public health guidance • Increase space between people at school following public health guidelines, as much as possible. • Consider temporary dismissal of students attending childcare facilities, K-12 schools (Teachers report to work, students do not report to school).	• Public health-specific guidance. • Modify, postpone, or cancel large school events as coordinated with or advised by public health officials.	• Work with LPHA to establish timely communication with staff and families about specific exposures. • Provide communication to staff about the use of sick time and a reminder to stay home when sick. • Advise parents to report actual symptoms when calling students in sick, as part of communicable disease surveillance.

When cases of novel viruses are identified in the school setting

When novel viruses are identified in the school setting, and the incidence is low, the local public health authority will provide a direct report to the MESD Nurse Consultant on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts. However, it is important to note that if the incidence is high in disease trends, the LPHA may not have the capacity to contact-trace and impose individual restrictions, and may create public statements that the school district should reiterate. If the school receives report of a confirmed case, they should immediately contact the MESD Nurse Consultant who will work with the school nurse and principal to gather cohort lists to allow the health department to complete their contact tracing efforts.

Level 3 Actions: Response Focused (Includes Level 1 & 2 Actions)

Personal NPIs	Community NPIs	Environmental NPIs	Communication
• Follow public health or government direction.	• Follow exclusion guidance designated by the Local Public Health Authority (LPHA), which may include social distancing, revised gathering requirements, or student dismissal.	• Follow local public health direction on environmental cleaning, which may include school closure and canceling major events.	• Coordinate Communication with the Local Public Health Authority. • Identify potentially immediately impacted student populations such as seniors and graduation track.

Post Event

Personal NPIs	Community NPIs	Environmental NPIs	Communication
• Routine hand hygiene and respiratory etiquette when LPHA deems processes may return to baseline. • Stay home when ill and until 24 hours fever free without the use of fever- reducing medications.	• Routine illness exclusion when LPHA deems processes may return to baseline.	• Routine sanitizing when LPHA deems processes may return to baseline.	• Routine illness prevention and exclusion communication. • Participate in post- event evaluation to determine what worked in a response plan and what needs to be revised. • Determine the plans needed to make up lost academic time.

Special Considerations

Employee Sick Leave

Administration and human resources should work together with their legal advisor to determine the need to temporarily revise or flex sick leave to accommodate any public health guidance in regard to lost work, such as maximum incubation period exclusion (10-21 days), or quarantines that can stretch to 24 days due to close contact with an ill individual. Prolonged exclusion may occur with individuals who are contacts to identified cases, who are immunocompromised, or who are identified as potential cases.

School Closures

If school closure is ordered by the state, the district will abide with executive orders. If a closure is advised by the local public health department, consultation should occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes.

Immunocompromised Students

Students with immunocompromising health conditions and treatments may require exclusion from school outside of public health guidance. These students should provide documentation from their provider. This change in placement should be accommodated as appropriate under IDEA and FAPE.

GLOSSARY & REFERENCES

Glossary of Terms

Administrative controls: Administrative controls are measures used in conjunction with engineering controls that eliminate or reduce the hazard. By following established safe work practices and procedures for accomplishing a task safely.

Airborne precautions: Precautions that are required to protect against airborne transmission of infectious agents. Diseases requiring airborne precautions include, but are not limited to: Measles, Severe Acute Respiratory Syndrome (SARS), Varicella (chickenpox), and Mycobacterium tuberculosis.

Antibody: A protein produced as an immune response against a specific antigen.

Antigen: A substance that produces an immune response.

Bacteria: Microscopic living organisms. Some bacteria are beneficial and some are harmless, but some can pathogenic (cause disease).

Biohazard Label: Legend (usually red or orange in color) to identify blood, regulated waste, or other potentially infectious materials (OPIM).

Biological Hazard: Any viable infectious agent that presents a potential risk to human health.

Blood borne pathogens: Microorganisms that can cause diseases, such as human immunodeficiency virus (HIV), hepatitis c virus (HCV), and hepatitis B virus (HBV), which are spread through contact with infected blood.

Communicable Disease: Illness that spreads from one person to another through contact with the infected person or their bodily fluids, or through contaminated food/water or disease vectors, such as mosquitos or mice.

Contact Tracing: Working with an infected person to determine who they have had contact with and potentially exposed, to an illness.

Contaminated Waste: Items or surfaces with the presence or reasonably-anticipated presence of blood or Other Potentially Infectious Materials (OPIM). These are items that are contaminated with body fluids, but with the capacity to absorb and contain those fluids so that they will not pool or drip. Examples of contaminated waste are diapers, sanitary pads, bandages, minor dressings from wounds or first aid treatment, and Personal Protective Equipment (PPE). Contaminated items do not need to be placed in a Regulated Waste Container unless they are not able to contain the fluid and there is the possibility that they will allow dripping or pooling of the fluid within the container.

Decontamination: The use of physical or chemical means to remove, inactivate, or destroy the bloodborne pathogens on the surface or item to the point where they are no longer capable of transmitting infectious particles. The surface or item is rendered safe for handling, use or disposal.

Droplet precautions: Preventive methods used for diseases or germs that are spread in tiny droplets caused by coughing and sneezing (examples: pneumonia, influenza, whooping cough, bacterial meningitis).

Engineering Controls: Protect individuals by engineering interventions that can be used to reduce hazard.

Epidemic: A disease affecting a large number of people in a community or region.

Exclusion: Preventing someone from entering a place or participating in an activity.

Exposure Incident: A specific mouth, eye, nose, (mucous membrane); non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties.

Immunocompromised: Having a weakened immune system that cannot respond normally to an infectious agent. This limits the body's ability to fight disease.

Isolation: Moving a symptomatic individual or positive case to an area separate from others. A method of controlling the spread of a disease.

Medical Wastes/Infectious Wastes: Blood, blood products, bodily fluids, any waste from human and animal tissues; tissue and cell cultures; human or animal body parts.

Novel: New—in medical terms, previously unidentified, as in, novel coronavirus.

Other Potentially Infectious Materials (OPIM): Human bodily fluid or tissue that can harbor or spread bloodborne pathogens, including but not limited to: saliva, cerebrospinal fluid, semen, vaginal secretions.

Pandemic: An epidemic that spreads over countries or continents.

Parenteral: Piercing the skin-barrier or mucous membranes through such events as needle sticks, human bites, cuts, and abrasions.

Pathogen: A microorganism that can cause disease.

Personal Protective Equipment or PPE: Items used when exposure to hazards cannot be engineered completely out of normal operations and when safe work practices and administrative controls cannot provide sufficient additional protection from exposure to infectious or hazardous conditions. PPE includes such items as: gloves, gowns, face shields, bite guards, and masks.

Quarantine: Separates and restricts the movement of people who were exposed to a contagious disease, to see if they become sick.

Regulated Waste: Liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling, including contaminated sharps; and pathological and microbial wastes containing blood or other potentially infectious materials.

Restrictable Diseases: Diseases that require exclusion from work, school, childcare facilities, for the protection of public health. According to the Oregon Health Authority, restrictable disease include: diphtheria, measles, Salmonella enterica serotype Typhi infection, shigellosis, Shiga-toxigenic Escherichia coli (STEC) infection, hepatitis A, tuberculosis, open or draining skin lesions infected with Staphylococcus aureus or Streptococcus pyogenes, chickenpox, mumps, pertussis, rubella, scabies, and any illness accompanied by diarrhea or vomiting.

Sanitize: Reduce contaminants (viruses, bacteria) on an object or surface.

Seasonal Illness: Illnesses whose occurrence appears to be associated with environmental factors (temperature and humidity changes). For example, colds, and other upper respiratory illness are more common during the winter months when people are more often indoors.

Sharps: Any devices that can be used to cut or puncture skin. Examples include: needles, syringes, and lancets (used to check blood sugar). Sharps must be disposed of in an approved container to avoid bloodborne pathogen exposure.

Standard Precautions: A set of infection control practices used to prevent transmission of diseases that can be acquired by contact with blood, body fluids, non-intact skin (including rashes), and mucous membranes. These measures are to be used when providing care to all individuals, whether or not they appear infectious or symptomatic; all human body fluids including blood are treated as if they are known to be infectious for bloodborne pathogens or other communicable diseases.

Surveillance: Collecting and analyzing data related to a disease in order to implement and evaluate control measures.

Transmission: How a disease spreads. There are four modes of transmission:

- Direct—physical contact with infected host or vector
- Indirect—contact with infected fluids or tissues
- Droplet—contact with respiratory particles sprayed into the air (sneezed or coughed)
- Droplet Nuclei—dried droplets that can remain suspended in the air for long periods of time (e.g., tuberculosis)

The mode of transmission of a disease will determine what PPE is required.

Universal Precautions: Preventing exposure to blood borne pathogens by assuming all blood and bodily fluids to be potentially infectious, and taking appropriate protective measures.

Vaccine: A preparation containing a weakened or killed germ. Vaccines stimulate the immune system to produce antibodies to prevent a person from contracting the illness.

Variant: A difference in the DNA sequence, a mutation. Viruses can change and mutate, and these variant forms can be intractable to established treatments.

Vector: A carrier of a pathogen (germ) that can transmit the pathogen to a living host. Mosquitoes, fleas, ticks, and rodents are examples of vectors.

Work practice controls: Measures intended to reduce the likelihood of exposure by changing the way a task is performed. They include appropriate procedures for handwashing, sharps disposal, lab specimen handling, laundry handling, contaminated material cleaning (OSHA, 2019b), and prohibiting two-handed manipulation of contaminated sharps.

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Images: CDC.gov, Manitoba Department of Health, Multicare.org, Open University, Prepare.gov

COVID-19 SPECIFIC COMMUNICABLE DISEASE MANAGEMENT ADDENDUM

This plan is intended to be used in conjunction with the district's School Health Services Manual, Communicable Disease Plan, Pandemic Plan, and Exposure Control Plan to meet the requirements of COVID-19 specific interventions in the school setting as designated by the Oregon Department of Education Ready Schools, Safe Learners guidance. This document addresses district-specific processes to comply with the listed interventions. This document also uses guidance from the Centers for Disease Control and Prevention Reopening Guidance for Public Spaces.

Resource Links

Oregon Department of Education | Oregon Health Authority | Local Public Health Authority | Centers for Disease Control & Prevention

Important Contacts

MESD Nurse Consultant, Communicable Disease Liaison – 503-257-1732

MESD Coordinator of School Health Services – 503-257-1732

Multnomah County Health Department Communicable Disease Team – 503-988-3406

Applicable Legislation

Emergency Rules Related to COVID-19

The Oregon Health Authority (OHA), Public Health Division, is temporarily adopting OAR 333-017-0800 and OAR 333-018-900, which add a definition of COVID-19 and add COVID-19 to the list of diseases reportable to public health authorities within 24 hours.

In addition, OHA is also adopting OAR 333-19-1000 related to exclusion from schools, children's facilities, food service facilities, and health care facilities.

Existing Rules and Statutes

School Centered

OAR 581-022-2220 Standards for Public Elementary and Secondary Schools: Health Services

OAR 581-022-2225 Emergency Plan and Safety Programs

OAR 166-400-0010 Educational Service Districts, School Districts, and Individual School Records

ORS 433.255[1] Persons with or exposed to restrictable disease excluded from school or children's facility

ORS 336.201[1] Nursing services provided by district

Occupational Health Centered

1910-1030 OSHA Bloodborne Pathogens

Public Health Centered

OAR 333-019-0015 Investigation and Control of Diseases: General Powers and Responsibilities

OAR 333-003-0050 Impending Public Health Crisis: Access to Individually Identifiable Health Information

ORS 431A.015[1] Authority of Public Health Director to take public health actions

Designated Staff Training and Communication

Designated Personnel

Designating staff for specific roles associated with COVID-19 prevention is important to ensure that appropriate control measures are observed in a consistent manner and to ensure that data collection is accurate and appropriate for communicable disease response.

Designated COVID-19 Points of Contact

- Designated staff will be responsible for responding to specific COVID-19 concerns within each school building, as appropriate; this may be the principal or school nurse, who will work with the MESD Nurse Consultant.
  - Talking points will be provided to answer simple and frequent inquiries.
- Designated responsible persons will be assigned per building for screening and isolation of ill persons, and appropriate data collection/data entry and data retrieval as needed.
- Designated personnel will be assigned to supervise the isolation space.
- Designated personnel will be assigned to facilitate tracking of documents of individuals entering and leaving schools and classrooms.
- Designated staff will be specifically trained to enforce social distancing during peak hours, such as arrival and departure, and transition periods.
- Designated staff will be identified to provide visual screening of all individuals entering the school each day.
- Designated staff will be trained to appropriately sanitize shared spaces in between cohorts to provide support to custodial staff.

Designated Resources

- Designated technology will be accessible in the health room and isolation areas to appropriately log students complaining of illness or being dismissed to home.
- Designated resources will also be made available to track sign-in information for each school and classroom for itinerant staff.
- Designated hand hygiene equipment will be located in key areas mapped throughout each building.
- Designated hand sanitizer and cleaning supplies will be accessible to each classroom space.

Staff Communication

- All staff will receive communication on when to stay home and when they will be required to leave work based on illness or contact history with a COVID-19 case.
- All staff will receive information on when to return to school based on public health guidance.
- All staff will receive ongoing communication in regard to logistical and operational changes as they are finalized or change for the district and for each school. Staff will be regarded as stakeholders in these decisions.
- Staff will receive communication in regard to scheduling changes and staggering processes. Custodial staff will be trained under the direction of facilities management to increase sanitation measures as appropriate in shared spaces and isolation spaces.
- Upon return to hybrid learning with in-person classes, staff and families will be notified of the presence of confirmed cases within their cohorts or buildings.
- Staff will be informed of isolation space location and process for referral.
- Staff will be informed on infection control procedures.

General Staff Training

- All staff will be trained and advised on the logistical, operational, and physical changes in each building to maintain infection control and appropriate operational practices associated with cohorting or physical distancing.
- All staff who interact with students will be trained on passive and visual screening and identification of excludable symptoms to determine when a student should be referred for symptom screening and isolation.
- Staff will be trained on appropriate use, care, application, and removal of PPE.
- Staff who have specific responsibilities assigned will participate in additional trainings associated with screening, isolation, exclusion, and sanitizing.
- Staff who will have to assist on cohort tracking will be trained in retrieving appropriate reports and rosters.
- Clinical staff will be trained in surveillance and outbreak response.

Communication and Training Methods

- Formal communications to staff will occur electronically.

Communication and training will utilize virtual connections to ensure that social distancing is maintained.

Background Information

COVID-19 is an infection caused by a new coronavirus. Coronaviruses are a group of viruses that can cause a range of symptoms. While many cause mild illness, some, like COVID-19, can also cause more severe symptoms. COVID-19 infection often causes fever, cough, and trouble breathing. COVID-19 has additionally been reported to cause symptoms such as muscle pain, sore throat, headache, fatigue, nausea, vomiting, diarrhea, congestion/runny nose, and loss of taste or smell. Some people with the virus have mild symptoms or no symptoms, while other people can get quite sick, and rarely people die from COVID-19-related complications (OHA, 2020).

COVID-19 is spread when people breathe in (or touch and expose themselves to) the droplets created when ill people cough, sneeze, sing, or talk. This can happen when someone is close to a sick person, within six feet. Rarely, people might catch COVID-19 by touching a surface that a person with the infection coughed or sneezed on, and then touching their own mouth, nose, or eyes. Coronaviruses cannot survive for long on surfaces, though, so this is not currently thought to be a common means of spread (OHA, 2020).

Executive orders to close schools and other public spaces in Oregon and across the globe have evolved to include the slow and incremental reopening public spaces. Relative to school districts, this requires coordinated infection control planning for the upcoming school year with a framework for specified areas of intervention for reopening.

Pediatric Populations

In Oregon, as of November 30, 2020, at least 75,431 individuals have been infected with COVID-19, and at least 912 lives have been lost due to COVID-19 (OHA, 2020).

It is important to note that complications from COVID-19 are well-documented in elderly and fragile populations. Likewise, individuals testing positive for COVID-19 are more frequently recognized in older individuals with chronic health conditions. Current research shows that children most frequently resolve mild to moderate illness with symptomatic care only, and rarely encounter severe disease or critical complications (Hasan, A., Mehmood, & Fergie, 2020).

Although the risk of infection and complication is currently not thought to be high in student groups, students that are chronically ill or immunocompromised—or who live with fragile or high-risk household members—must be accounted for. As schools reopen, accommodation for staff and students who are in high-risk categories will be necessary. These accommodations must be driven by the student or staff member's primary healthcare provider. Consideration must be paid to the reviewing of 504 plans, Individualized Education Plans (IEP), and Individualized Health Plans (IHP) of vulnerable populations.

Vulnerable Populations

Students and staff with specific underlying conditions may be at increased risk of complications from COVID-19 and it may be necessary to provide specific accommodations to these individuals to ensure safety.

Families of students who are high risk may produce provider's orders indicating when they must stay home beyond that of a general student. School nurses will identify and communicate with families of known high-risk students before school reopening.

Due to the high volume of students with asthma, communication should be made via district and school newsletter to advise families that students with asthma should connect with their provider prior to school starting to determine any measures that may be necessary for that student individually, to update any restrictions in writing, to update prescriptions for the school setting, and to help inform possible school accommodations. As needed, IHPs, 504s and IEPs may need to be revised by the education team to account for changes in provider orders or health restrictions, or to consider school accommodations.

It is also important to remember that many students and staff members may have fragile family or household members, and accommodations may be necessary for those situations. While we cannot compel families to disclose protected health information, a family provider or specialist can write a note expressing that the student and family could be kept safer with homebound instruction due to frail health in the family.

Vulnerable Individuals (CDC, 2020)

- People 65 years and older
- Individuals with underlying medical conditions, specifically those not well-controlled, including:
  - Asthma and other lung diseases
  - Heart Conditions
  - Diabetes
  - Chronic kidney disease
  - Liver disease
  - Hypertension
  - Blood disorders
  - Obesity (BMI>40)
  - Individuals considered to be immunocompromised, which includes:
    - Cancer treatment
    - Smoking
    - Bone marrow or organ transplants
    - Immune deficiencies
    - Poorly-controlled HIV/AIDS
    - Use of corticosteroids
    - Immunosuppressive therapy

Due to the nature of health privacy, staff members have the option to self-identify as high-risk and provide recommendations from their healthcare provider, to district Human Resources. While they do not have to provide a diagnosis to the district, documentation from the provider on restrictions may be necessary.

In any of these circumstances, specific measures may be put in place to reduce the risk of transmission to vulnerable populations:

Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19

- Offer alternative options for students and staff at higher risk for severe illness to limit their potential exposure.
  - Staff: telework, modified job responsibilities that limit exposure risk, accessible PPE
  - Students: virtual learning opportunities
  - Ensure protection of privacy

Leave (Time Off) Policies and Excused Absence Policies

Leave policies are the responsibility of Human Capital Management and district administration. Reference is made in this document relative to COVID-19 specific absences.

- Revised sick leave policies and practices should be provided that enable staff to stay home when they are sick, have been exposed, or are caring for someone who is sick related to COVID-19.
  - Communicate policies and procedures for leave, telework, and employee compensation.
  - Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members, and must be in alignment with contracts.
- Clearly define and communicate return-to-school guidelines after COVID-19 illness (as per public health requirements).

Back-Up Staffing Plan

- A roster of trained staff for key positions should be created for essential roles in the event that these individuals must be out for prolonged periods of time.

Guiding Principles for Mitigating Risk While Reopening Schools

Any setting where people gather poses increased risk for infectious disease transmission, including COVID-19. While children generally experience mild symptoms of COVID-19, it is important to note that individuals with mild symptoms, and less commonly those who are asymptomatic, may transmit infection to high-risk individuals (NCDHHS, 2020).

The American Academy of Pediatrics (2020) stresses the fundamental role of schools in providing academic instruction, social and emotional skills, safety, nutrition, physical activity, and mental health therapy. "Schools are critical to addressing racial and social inequity and strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school," according to the guidance. These coordinated interventions intend "to mitigate, not eliminate, risk" of SARS-CoV-2.

In regard to schools and reopening, the Centers for Disease Control (2020) identifies three categories of exposure risk for students and staff related to the risk of COVID-19 transmission. The risk of COVID-19 spread increases in school settings as follows:

Lowest Risk	More Risk	Highest Risk
Students and teachers engage in virtual-only classes, activities, and events.	Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or rotated scheduling to accommodate smaller class sizes).	Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

The risk level category will be systematically approached as the state and county lift restrictions. Public health guidance will provide information on recommendations in the school setting which will be used to revise interventions as they are delivered. Public Health Guidance will determine school's ability, capacity, and safety to reopen. It is important to remember that because statewide guidance and requirements are fluid based on the incidence in the state and communities, so too will infection control guidance be fluid. The district must be prepared to operate under the premise that guidance will be updated consistently by week until a stable environment of operations and disease transmission is established outside of the school setting. ODE offers Key Practices For Reducing Spread of COVID-19 In Schools.

Reopening Metrics

The Oregon Department of Education (ODE) and the Oregon Health Authority (OHA) created metrics for returning to in-person instruction. As we learn more about how the disease spreads and the effectiveness of safety protocols, these metrics are updated. For the most recent metrics refer to Ready Schools, Safe Learners.

Communicable Disease Management

Existing Communicable Disease Management Plan should be deferred to for standards in disease control and prevention. Increased attention and education should be paid to these measures, including reinforcing routine measures such as hand and respiratory hygiene, establishing screening protocols and isolation and exclusion practices, and ensuring access to appropriate PPE.

Measures to Limit Spread of Disease

Hand Hygiene and Respiratory Etiquette

There are some infection control measures that should be consistently practiced, taught, modeled, and reinforced in the school setting, even outside of pandemic spread. These primary principles include Hand Hygiene and Respiratory Etiquette:

- Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff upon entry to the building, prior to eating, after restroom use, and before and after recess.
  - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
  - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
  - Students and staff may also be encouraged to cough into their elbow and away from other individuals when tissues and handwashing is not immediately accessible.

Physical Distancing (Social Distancing/Spatial Distancing)

Physical or spatial distancing is the intentional physical distance placed between individuals to limit the likelihood of respiratory droplets reaching other individuals. While staying at home and avoiding groups of people are important measures in achieving this, as schools reopen spatial measures must be taken to ensure physical distance between individuals. Generally speaking, this is 6 feet between individuals, since respiratory droplets often spread between 3 and 6 feet (CDC, 2020).

623

(Image: Toronto Public Health)

Oregon Ready Schools, Safe Learners Physical Distancing content will be used to inform required practices in the school setting.

Room Capacity

- A minimum of 35 square feet per person will be used to determine individual room capacity.
- As needed, commons areas or alternate spaces will be used to place student cohorts for instruction time in order to maintain appropriate spacing.

Modified Layouts

- Excess furniture should be removed from classrooms to allow for increased spacing of desks.
- Desks or seating should be at least 6 feet apart when feasible.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced at appropriate distances.

Physical Barriers and Guides

- Physical barriers, such as sneeze guards and partitions, may be installed in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., front office desks, cafeteria).
- Physical guides, such as tape on floors or sidewalks and signs on walls, will be placed to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways, if feasible).

Staggered Scheduling

- Arrival and drop-off times will be staggered by location and cohort. Arrival will be adjusted by building as determined to be necessary and feasible.
- Departure times will be staggered to the extent feasible to promote physical distancing.
- Virtual opportunities will be used whenever feasible.
- Staggered and extended hallway passing should be endorsed to reduce hallway congestion and promote physical distancing.

Instruction & Activities

- Practices will be adopted to maintain 6 feet distancing during activities and instruction.
- Outdoor spaces should be used as much as feasible.
- When distancing cannot be maintained, staff will be encouraged to wear additional PPE beyond their face coverings.

Communal Spaces

- Communal and shared spaces (such as cafeteria and playgrounds) will be restricted as much as feasible. When used, use will be staggered, and spaces will be cleaned and disinfected between cohort use.
    - Increased restrictions may occur if there have been identified cases in the building.
- If feasible, physical barriers such as plastic flexible screens may be added between sinks, especially when students cannot be at least 3-6 feet apart.

Cohorting (Stable Student Groups)

Per Oregon Ready, Schools Safe Learners cohort content: Cohorts help manage risks in the potential spread of COVID-19. In particular, the size of the cohort matters for risk management. Student cohorting:

- limits the number of exposed people when a COVID-19 case is identified in the school
- quickly identifies exposed individuals when a COVID-19 case is reported, and
- minimizes school-wide disruptions in student learning.

Student cohorting not only helps to quickly identify exposed people, it also minimizes disruptions to learning, because only the cohort members would be affected by response to the exposure, rather than the entire school. Maintaining small, stable cohorts can decrease the risk of closure to in-person instruction. A smaller cohort size of 24-36 is

recommended for public health and safety (OHA, 2020). Accurate attendance tracking must be maintained for proper cohort tracking.

Cohorts will be established with minimum numbers where feasible, understanding that fewer encounters and smaller numbers per cohort lends to reduced transmission of infectious disease. It is important to note that cohorting may be more important in elementary settings where physical distancing is less likely to be maintained (AAP, 2020a). Cohorting will not be established based on the context of ability or disability. Cohorts will be established by grade levels in elementary settings and where feasible in upper grade levels. Per state guidelines: Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week.

Elementary

- Student and staff groupings will remain as static as possible by having the same group of children stay with the same staff as much as feasible.
- Interaction between cohort groups will be limited.
  - When groups will be mixed, ensure that this information is appropriately mapped for contact tracing if needed.
- Sanitizing of commons areas should be performed between each cohort's use.
- Rather than students moving to common spaces for special courses, staff should present to each classroom.
  - Staff moving between cohorts must practice hand hygiene in between interactions and use appropriate logs to track their building activities.
- Rosters of each cohort must be kept for all group encounters throughout the school day, including district- provided transportation.

High School and Middle School

- Maintain student cohorts throughout the day as feasible.
- Where stable cohorts are difficult to maintain, practices will be re-emphasized to maintain 6 feet distancing during activities and instruction.
- As much as feasible, student movement throughout the building should be limited.
- Paths throughout the building may be marked in one-way directions, with markers to indicate proper distancing.
- As feasible, staff should rotate between rooms rather than students moving between stable groups. Staff should wear face coverings, practice hand hygiene, and use designated logs to track their building activity.

Healthy Environments

Outside of isolating and excluding ill students and staff, sanitation and other preventive measures are crucial in providing healthy environments.

Cleaning and Disinfection

Routine sanitation measures will be in full effect in the school building, including processes to respond to potentially infectious material as outlined in the Exposure Control Plan.

- All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses will be cleaned and disinfected at least daily and between use as much as possible.
- Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
- A schedule will be designated by the Facilities Manager for increased routine cleaning and disinfection during pandemics.
- As necessary, additional custodial staff will be deployed.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet EPA disinfection criteria.
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Shared Objects

- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment, or desk) or limit use of supplies and equipment by one group of children at a time, and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- If individual supplies are a challenge, ensure that at minimum, students who are immunocompromised or in otherwise vulnerable populations for COVID-19 illness will have their own supplies.

Ventilation

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.
- In cases where open doors and windows impact the operational settings of the ventilation system, facilities management will be consulted.

Water Systems

- To minimize the risk of diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.

Face Coverings & Personal Protective Equipment (PPE)

Oregon Ready Schools, Safe Learners Face Covering content will be used to guide practices on face coverings in the school setting. Requirements around face coverings and PPE will evolve to align with current state public health guidelines, new or revised mandates, and ODE's requirements for the school setting.

When face coverings are used:

- Cloth face coverings must be laundered regularly
- Face coverings cannot be shared
- New disposable face covering must be used daily
- Face shields are reusable and should be designated to individual staff
- Plastic face shields should be wiped down regularly

Students

All students in grade kindergarten and older will be expected to wear face coverings in the school setting. Children who experience a medical condition or disability that precludes them from safely wearing a face covering will be addressed on an individual basis in collaboration with family, IEP team, physician, district RN, and administration, as applicable.

Students requiring breaks from masks must have a designated space to remove masks and take breaks that respects distancing and ventilation requirements. Breaks will also respect student dignity and developmental level.

Staff

Personal Protective Equipment (PPE) is specialized clothing or equipment used by staff in an occupational setting to reduce the risk of infection transmission or risk or chemical exposure. The district Exposure Control Plan (pages 15-26) should be consulted for necessary and appropriate use of PPE. For the purposes of COVID-19 response, where cloth facial coverings are used in unprecedented frequency, it should be clarified that face coverings are not synonymous with masks. Face coverings may include masks, cloth covers, or shields. PPE will be advised based on the interaction with students or the risk involved related to frequency and type of interaction, volume and duration of interaction and the developmental stages and health status of the individuals involved. For example, clinical staff or staff in isolation spaces may require a higher level of PPE than staff teaching in an academic space.

Personal Protective Equipment/Barriers		
INDIVIDUALS	RECOMMENDED PPE	REQUIRED PPE
Front office staff or other staff interacting with public or personnel	Face covering (and face shield if Plexiglas barriers are not an option)	Face covering alone or face covering with face shield or clear plastic barrier
Bus Drivers	Face covering	Face covering alone or face covering with face shield (face shield alone permitted on a limited basis)
Speech and Language Pathologists, Special Education Staff, anyone participating in articulation services, and staff teaching students with hearing impairment	Face covering (except while providing service that requires visualization of the mouth) and face shield	Face covering alone or face covering with face shield or clear plastic barrier; face shield or clear plastic barrier without face covering permitted when it is necessary for the student to see the whole face
Staff providing direct services, such as feeding.	Face covering and face shield, gown and gloves	Face covering and face shield
Staff moving in between cohorts and classes and staff interacting with the public	Face covering	Face covering alone or face covering with face shield (face shield alone permitted on a limited basis)
Child Nutrition Staff	Face covering, gloves for kitchen staff, face shield if Plexiglas barrier is not an option, and gloves for staff in direct student contact	Face covering alone or face covering with face shield, gloves (face shield alone permitted on a limited basis)
All staff	Face Covering	Face covering
Any persons in an environment where physical distancing cannot be maintained	Face Covering and face shield	Face covering alone or face covering and face shield (face shield alone permitted on a limited basis)
Clinical Staff	Medical grade mask and appropriate PPE per Transmission Based Precautions	Medical grade PPE per Transmission Based Precautions
Front line staff screening students with illness	Medical grade face mask, face shield, and gloves	Medical grade PPE per Transmission Based Precautions
Students/Staff that are coughing for other chronic reasons (asthma)	Face covering, as developmentally appropriate, or face shield as a last resort	Face covering, as developmentally appropriate
Acutely ill student in isolation	Face mask until parent picks up	Face covering or mask until parent picks up
Caregivers performing aerosol-generating procedures	Fit-tested NIOSH approved N95, gloves, face shield, gown if splash likely	Fit tested NIOSH approved N95, gloves, face shield

Additional Guidance for face covering use:

- Cloth face coverings must be laundered regularly or
- New disposable face covering must be used daily
- Face shields are reusable, should be designated to individual staff, and disinfected regularly.

627

N95 Masks and Surgical Masks

N95 respirators and surgical masks are examples of personal protective equipment that are used to protect the wearer from airborne particles and from liquid contaminating the face.

- The Centers for Disease Control and Prevention (CDC) does not recommend that the general public wear N95 respirators to protect themselves from respiratory diseases, including coronavirus (COVID-19). Those are critical supplies that must continue to be reserved for health care workers and other medical first responders, as recommended by current CDC guidance. Please note that N95 masks should be fit-tested, and the user trained for appropriate use.
- KN95 masks are filtering facepiece respirators that provide 95% protection against particulates.
- Unlike N95s, KN95 masks do not have to be fit tested. These masks are currently approved by the WHO as a safety measure from COVID-19; used by health care providers, patients, and citizens and currently advised by the WHO for extended use and reuse.
- Surgical masks are appropriate for cases where direct face to face interactions will occur, in order to create a physical barrier of protection. If worn properly, a surgical mask is meant to help block large-particle droplets, splashes, sprays, or splatter that may contain germs (viruses and bacteria), keeping it from reaching your mouth and nose. Surgical masks may also help reduce exposure of your saliva and respiratory secretions to others.

Face Shields

Face shields cover the entire face from the forehead to below the chin, and around the sides of the face, preventing contact with liquids including large respiratory droplets when there is an increased risk to the nose, mouth, and eyes. They are less obstructive than a mask for delivery of education and direct interaction, but are not recommended as a prime method of source control.

Cloth Face Coverings

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

Face coverings should be worn by all staff and students, and are essential in times when physical distancing is difficult. Teach and reinforce proper use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school.

Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings. Staff should avoid congregating in the same room with other adults without their face coverings, such a staff room while eating – this has been a source of outbreaks elsewhere.

Adequate Supplies

Support healthy hygiene behaviors by providing adequate supplies of PPE and hygiene items such as soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no- touch/foot-pedal trash cans. Each school should have hand sanitizer dispensers installed near all entry doors and other high traffic areas.

Staying Home When Appropriate & Exclusion of Students and Staff

It is crucial that school staff and families understand when individuals must stay home. It is important for all staff to role model appropriate behaviors. Communication will be made regularly to advise families not to send children to school ill and to remind staff not to report to work ill. Strict stay at home policies will be enforced.

For the purposes of disease mitigation, there are three levels of exclusion and sets of guidance on when to stay home. This includes:

- Being confirmed as a positive case of COVID-19 or being a presumptive case of COVID- 19, and being put in home isolation.
- Being a close contact of a confirmed or presumptive case, and quarantining at home.
- Having an illness that requires exclusion based on symptoms.

Case Contact / Close Contact

Close contact for COVID-19 is defined as being within 6 feet for at least fifteen cumulative minutes in a day to someone with COVID-19. A close contact of a confirmed or presumptive case of COVID-19 must quarantine at home for 14 days following their last known exposure to the case, and they must also have gone 24 hours fever-free without the use of fever-reducing medication. See Planning for COVID-19 Scenarios in Schools.

Routine Illness Exclusion

Students or staff experiencing excludable symptoms should not report to school, or should be dismissed to home. Routine exclusion of symptoms per Oregon Communicable Disease Guidelines for schools (below) will continue for non-primary symptoms associated with COVID-19, or *illnesses diagnosed as something other than COVID-19 during the COVID-19* pandemic:

When Should I Keep My Student Home?

NOTE: These are school instructions, not medical advice. Please contact your healthcare provider with health concerns. *The chart below lists the shortest time to stay home; your student may need to stay home longer for some illnesses.

Student's Symptoms or Illness	Student May Return to School When*
Fever: temperature by mouth greater than 100.4 degrees	No fever for at least 24 hours without the use of fever-reducing medicine AND after a COVID-19 test is negative, or 10 days if not tested.
Skin rash or open sores	Symptom-free, which mean that rash is gone, sores are dry or can be completely covered by a bandage, or with orders from healthcare provider to school nurse.
New Cough illness OR New difficulty breathing	In general, when symptom-free for 24 hours AND after a COVID-19 test is negative, or 10 days if not tested. If pertussis (whooping cough) is diagnosed, after taking 5-day course of prescribed antibiotics, or when cleared for return by local public health authority.
Diarrhea: 3 loose or watery stools in one day OR newly not able to control bowel movements	Symptom-free for 48 hours.
Vomiting	Symptom-free for 48 hours.
Headache with stiff neck and fever; OR with recent head injury	Fever-free for 24 hours symptom-free; or with orders from healthcare provider to school nurse.
Jaundice: (new) yellow color in eyes or skin	After orders from healthcare provider or local public health authority to school nurse.
Red eyes or eye discharge: yellow or brown drainage from eyes	Redness and discharge is gone OR with orders from healthcare provider to school nurse.
Acting different without a reason: unusually sleepy or grumpy OR acting differently after a head injury	After return to normal behavior OR with orders from healthcare provider to school nurse.
Major health event, like surgery OR an illness lasting 2 or more weeks	After orders from healthcare provider to school nurse.
Student's health condition requires more care than school	After measures are in place for student's safety.

629

(Image: Oregon Health Authority)

Screening for, Identifying, and Isolating Ill Students and Staff

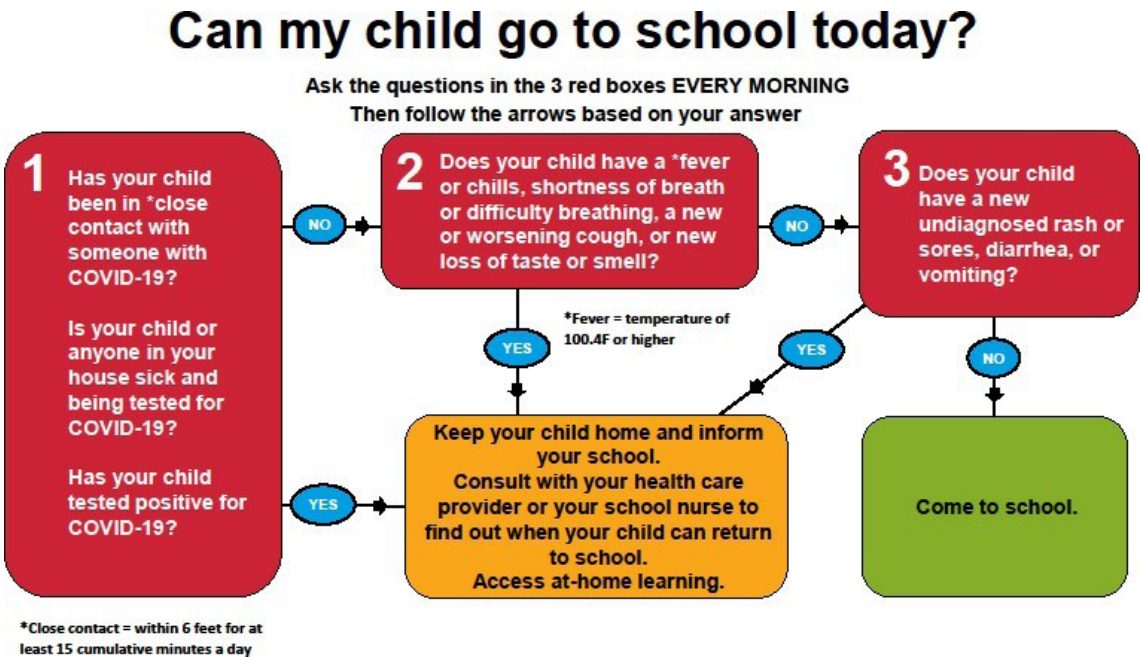
Identification of ill students and staff is crucial in illness prevention in school buildings. All staff, students, and families should have education provided on symptoms, in order to self-identify when developmentally possible. Screening will happen through a multi-layered approach:

1. Parents are educated on and asked to screen their students each morning before sending to school
2. Bus drivers visually screen (pg.66) students getting onto bus – daily documentation - school and parent notified if symptomatic
3. Designated school staff perform visual screening (pg.66) on all individuals entering the building each day – send symptomatic individuals to designated area for further screening and possible isolation
4. Cohort instructors/staff provide passive screening throughout school day for symptoms of exclusion – send symptomatic individuals to designated area for further screening and possible isolation
5. Additional (full) screening provided in health room to determine need to isolate individual.

Health Promotion, Prevention, and At-Home Screening

Parents will be provided a parent symptom screening algorithm or check list (see example below), and be advised to screen their students prior to sending to school. Parents will be advised on all clinical circumstances in which students should not attend school and when children will be excluded from school. Families and staff will additionally be provided with COVID-19 symptom checkers to use as tools to determine follow up. School staff should not provide medical advice.

- Multnomah County COVID-19 Symptom Checker
- Johns Hopkins Symptom Checker
- CDC Self-Checker



School Screening & Recognizing Signs and Symptoms

- Ensure that all staff are aware of symptoms associated with COVID-19.
- Screening at the beginning of the school day will occur through visual and passive screening. It is important to remember that students should undergo a screening at home and remain home with illness, and if they have been transported on the bus a passive screening will have occurred there as well. Thus, entrance to the school, or screening in class at the beginning of the school day is potentially the second or third screening.
- Individuals should be visually screened each day to determine if illness may be present. Individuals should remain 6 feet apart as they enter the building or school bus, and staff must ensure that they are not shamed or subjected to bias based on race, ethnicity, clothing, or perceived socioeconomic status. If individuals are positive for any items listed in Visual Screening, they should be sent to the office to be fully screened by designated staff.
- Passively screening students for signs of illness at the entry of each day and as the day progresses requires classroom staff to understand both Exclusion Criteria (pg. 41) and Staying Home When Appropriate (pg. 40), as well as signs and symptoms that would prompt referral to full screening by designated staff. Any student ill during the course of the day with fever, respiratory illness, achiness, or gastrointestinal issues should be referred to designated staff for full screening and isolation. Thus, preliminary screening that would prompt referral to the designated location would include observation or report of the following symptoms:

Visual Screening
(Observation Only)

- Unusual coloration (flushed, pale, or dusky)
- Unusual behavior (behavior change, lethargy, unusual fatigue)
- New or significant coughing
- Respiratory symptoms not typical for student
- Shortness of breath
- Chills
- Appearing ill
- Vomiting

Student Complaint
(Verbal Report)

- Nausea/vomiting/diarrhea
- Headache
- Muscle pain
- Fever
- Sore throat
- Loss of taste or smell
- General unwell feeling that prevents participation in class

FULL SCREENING
(Requires Action and Inquiry by Screening Staff)

- Fever and chills (Take temperature; should be under 100.4°F)
- Shortness of breath or difficulty breathing not explained by an underlying condition or relieved with medication
- Cough
- Nausea or vomiting
- Diarrhea
- New loss of taste or smell

Symptoms that require immediate emergency care:

- Breathing distress
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

- Designated staff will specifically screen students per the Full Screening Criteria to determine if symptoms are present that require isolation and dismissal as per Communicable Disease Plan and previously listed Exclusion Criteria.
- Students meeting exclusion criteria should be dismissed to home.
- Ill students must be placed in separate isolation space until picked up by parents.
- Students presenting to the office should be logged into the health room log.
- Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Symptomatic individuals will be logged into a symptom tracker shared by the front office, health room, and isolation space.

Isolate Those Who Are Sick

- Each school must have a designated isolation space with designated personnel to supervise the space. PPE must be available for designated staff to use Standard and Transmission-Based Precautions, as per the District Exposure Control Plan.
- The district Communicable Disease Plan should be referred to for isolation measures.
- COVID-19 specific isolation measures will be updated as state public health guidance is updated.

Isolation Measures
• Immediately separate students who are determined to have symptoms meeting exclusion criteria to isolation area. • Students awaiting pick up are supervised by staff in the designated isolation area. Student will be provided a face covering (if they can safely wear one). • Staff should wear a facial covering and maintain physical distancing, and never leave a child unattended. • While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. • If more than one student is in an isolation space, appropriate distance must be maintained, and appropriate barriers and privacy must be in place. • Staff will maintain student confidentiality as appropriate. • Ensure students are appropriately logged into shared Symptom Tracker Log. • Reinforce appropriate exclusion action with parents and staff using ODE/OHA's Planning for COVID-19 Scenarios in Schools.

Isolation Spaces

An appropriate isolation space as described in the Communicable Disease Plan and consistent with state legislation, should be accessible in each building. The intent is to mitigate the risk of transmission from an ill individual to well individuals.

The isolation space should observe public health guidelines to the extent feasible to ensure each element of infection prevention is followed as per Transmission Based Controls and COVID-19 guidance correctly. The isolation space should be logistically accessible in proximity to the health room, but not in such close proximity that infection risk is a concern.

CDC guidelines should be visited with the following five requirements in mind:

1. Isolation space must be separate from routine health room
2. Isolation space must have appropriate ventilation
3. Students must be supervised while in isolation space
4. Staff must have appropriate PPE while in the isolation space
5. Appropriate physical distancing, barriers, and confidentiality must be maintained in the isolation space

CDC Guidelines for Isolation Rooms

Isolation Space	CDC Guidelines
Physical distance	Maintain a distance of 6 feet or more between cots, chairs, or isolated individuals. Establish a non-permeable barrier between isolation spaces, which can be sanitized or removed between isolated individuals, such as plastic sheeting. A barrier should be high and long enough to prevent direct transfer of air between spaces, i.e. 6 feet or more in all directions from isolated individuals.
Cleaning and sanitizing	To limit the risk of exposure to aerosolized particles, plan disinfection after space has been empty 4 hours; or, disinfect while wearing full PPE (medical grade mask, gloves, isolation gown). After dismissal of ill student, close off areas used by a sick person and do not use these areas again until after cleaning and disinfecting. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children.
Ventilation	Designated isolation space should have adequate ventilation, i.e. exterior windows and/or ventilation fans. Ensure fans do not re-circulate into air supply; vent to exterior or into non-communicating space (wall voids, attic).
Hand hygiene	Care providers should wash hands frequently and thoroughly before and after providing care, including after removal of gloves. Ensure isolation space has ready access to soap and water. Sink at the entryway is preferred. If soap and water is not accessible, use hand sanitizer with 60% or greater alcohol content and wash hands with soap and water as soon as possible.
Face covering or mask; other PPE	Staff tending to symptomatic individuals should wear, at a minimum, a medical-grade face mask. Additional PPE may be needed, such as N-95 mask, gloves, face shield, etc. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
Student safety and well-being	Consult school nurse for direct care provision. Adjust protocols to age and developmental abilities. Ensure line of sight; keep ill student visible. To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing.

Surveillance Logs, Cohort Tracking, and Contact Tracing Documents

Symptom Surveillance Logs

Surveillance of reported illness in each school is an important measure to identify trends of illness, including increased incidence within the school setting. In order to collect this important data, a shared Symptom Tracking Log should be maintained for each school, and should be shared between the health room and isolation room staff, and the front office staff taking parent phone calls related to absences due to illness. Supervisors taking illness reports from their employees can also let the nurse or other health room staff know of reports of illness so that they may be added to the surveillance log.

COVID-19 Specific Surveillance Log:

A COVID-19 Specific Surveillance Log will be maintained for students and staff; this log will be able to identify individuals who:

- Are absent due to confirmed COVID-19
- Have any symptoms and have been in contact with a confirmed or presumptive case
- Call out absent with compatible illness or symptoms associated with COVID-19
- Have been dismissed to home for symptoms associated with COVID-19

In the event of an increased percentage of the student population being out due to illness, or specific clusters of illness symptoms, the MESD Nurse Consultant should be notified, and will work with the LPHA to investigate or confirm diagnoses. In these situations, or in the event that a parent or staff member reports a positive diagnosis of a restrictable illness, or reports being a close contact of a positive case of COVID-19, school staff will respond as directed by the MESD Nurse Consultant.

For specific indicators and identification of clusters of other illness within the school setting besides COVID-19, please refer to the district Communicable Disease Plan.

Contact Tracing & Cohort Tracking

The purpose of contact tracing is to be able to identify those with the potential exposure risk of a communicable disease. This occurs on a small scale readily throughout the year with specific communicable disease exposures. In regard to COVID-19, schools are required to report data on close contacts of confirmed cases to the local public health authority, to assist the health department with their contact-tracing efforts. **The school's role in contact tracing is cohort tracking.** Cohort tracking is described in greater detail on the Oregon School Nurses Association COVID-19 Toolkit webpage.

OAR 333-003-0050 authorizes school districts to release individually identifiable information relative to an Impending Public Health Crisis which includes a declared public health emergency, anyone exposed to a communicable disease, a reportable disease, or a condition of public health importance. COVID-19 response meets all of these categories.

A close contact for COVID-19 is regarded as: Someone who was within 6 feet of an infected person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to specimen collection) until the time the patient is isolated (CDC, 2020).

To be able to provide necessary information for the LPHA, each school must plan in advance by:

- Having easily accessible rosters of each stable cohort. This can be accomplished through accurate student rosters of each classroom, intervention group, and bus route.
- Having a mechanism for sign in/out of visitors or itinerant employees at the front office including contact info of the individual, and sign in/out in each classroom for visitors outside of the stable cohort.
- Having a list of all students accessing the health room, with time, duration, and date.
- Having a shared Symptom Tracking Log that documents individuals in the isolation space each day, as well as individuals who have called in sick each day.
- Reinforcing accurate attendance tracking is crucial in provision of accurate contact-tracing information to the LPHA.

In response to LPHA request, and in order to align with ODE/OHA guidance, each individual school must be able to produce:

- A list of students and staff, including their contact info, who would have interacted with a confirmed case if a member of the education community is diagnosed; this includes:
  - Classroom cohorts
  - Intervention and student support cohorts (SLP groups)
  - Lunchtime or recess cohorts
  - Transportation attendance rosters
  - List of all students accessing the health room, with time, duration, and date

Designated staff members should coordinate and ensure rosters and sign-ins are developed and maintained for a minimum of four weeks.

During this pandemic, all students should be accounted for, whether injured or ill, or visiting the health room for alternate reasons. It is important to be able to determine potential exposures in the health room while students are outside of their stable cohort, thus all students visiting the health room must be logged in.

Communication Systems

The district will implement and provide communications, including health promotion, communication of policies and restrictions, and communication regarding potential exposures or exclusions.

School Communication

Signs and Messages

- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering where applicable
- Broadcast regular announcements on reducing the spread of COVID-19
- Messages may be included on websites, in newsletters, and on district social media

Direct Communication

- Health promotion material should be shared in advance of in-person school reopening, specific to COVID-19
- In addition to posting exclusion criteria on web pages and in newsletters, families should be advised on policies related to sick students, potential home isolation criteria, and student exclusion criteria
- Families and staff will receive communication on any logistical changes for arrival and departure, physical distancing, schedule changes, and non-pharmaceutical interventions employed
- Age appropriate classroom curriculum will be used to encourage positive hygiene behaviors
- Families will be advised to report if:
  - Their student has symptoms of illness,
  - Their student has had a positive test for COVID-19,
  - Their student was exposed to someone with COVID-19 within the last 14 days.
    - The staff point of contact, to the best of their ability should attempt to obtain and document on the surveillance log:
      - Date of onset of illness and symptom description
      - Date of positive test, if applicable
      - Last day of exposure to confirmed or presumptive case (for case contacts)
      - If positive case, a list of household contacts in the district
      - Last day present in the school building
      - Staff should not advise other staff or families of potential exposures
      - Confidentiality should be strictly observed

Communication Regarding Confirmed Cases

For a complete overview of communication and response related to confirmed communicable disease cases, refer to the RSD & MESD Communicable Disease Communication Protocol (pg. 53).

- District specific protocols and practices will be communicated by the superintendent
- Building specific protocols will be communicated by the building administrator
- The MESD Nurse Consultant will inform school nurse, principal, and designated district contacts of all confirmed cases of COVID-19 communicated by the LPHA
- Any parent, student, or staff reports of illness should be reported to the school nurse and the MESD Nurse Consultant

» Staff, student, or parent reports diagnosis of, symptoms of, or health department notification of close contact with a positive COVID-19 case

» Report is provided to building administrator, school nurse, and MESD Nurse Consultant

» MESD Nurse Consultant advises administrator on next steps

» MESD Nurse Consultant collaborates with local public health authority (LPHA)

» Communication needs, process, and language are defined in collaboration between the MESD Nurse Consultant, the LPHA, the school administrator, and the district communications specialist and district admin as warranted

- The nurse consultant will work with the local public health authority to provide district administration with a letter to share with appropriate student families and staff, to inform those who have had close contact with a person diagnosed with COVID-19, to stay home and self-monitor for symptoms
- For communication tools such as sample letters and notifications, refer to Planning for COVID-19 Scenarios in Schools

Staff Self Identification

Staff will be given the opportunity to self-identify as high risk. Staff will be advised to report to administration if they:

- Have symptoms of COVID-19
- Have had a positive test for COVID-19
- Were exposed to someone with COVID-19 within the last 14 days

Sick staff members or students should not return until they have met criteria to discontinue home isolation.

Public Health Communication

- The MESD Nurse Consultant is the liaison with the Local Public Health Authority (LPHA) Communicable Disease (CD) Division and the Deputy Health Officer
- The MESD Nurse Consultant is subscribed to daily COVID-19 updates via Oregon Health Authority that reports the daily incident of disease and provides routine updates by region
- The MESD Nurse Consultant has established connection with the LPHA School Reopening Coordinator

Nutrition Services

Food Service personnel should follow all existing mandates on health and hygiene and food safety. Any specific measures or intervention will be coordination with the Facilities Manager and the Nutrition Manager. Additional measures will be endorsed during response to the COVID-19 outbreak to improve infection control measures around food services.

- Children should wash/sanitize hands prior to eating.
- Children using school lunch services will be served individually plated meals.
- Elementary school students should eat in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies.
- Middle school and high school lunch times should be staggered to maintain spatial distancing to the extent feasible. Shared spaces will be sanitized between use.
- Use of disposable food service items is promoted when feasible (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Food service personnel shall wear PPE as designated under PPE section.
- Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at any event, that meets current guidelines, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils, and ensure the safety of children with food allergies.

Transportation

Measures taken on transportation shall follow the processes of school operations to the extent feasible to employ distancing, health and hygiene measures, visual screening, and PPE use. Coordination with transportation services and the facilities manager will be ongoing.

Bus Drivers

- Transport vehicles (e.g., buses) that are used by the school, require that drivers practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings/face shields).
  - Bus drivers shall wear PPE as designated under PPE section.
- All frequently touched surfaces on school buses will be cleaned and disinfected at least daily and between use as much as possible.
- To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.

Bus Screening

- Bus drivers shall passively/visually screen students as they enter the bus, and mark attendance and any existence of symptoms of illness on a daily bus log. In recognition of transportation and safety measures, and the priority of the district to maintain student safety in all areas, buses will not remain stationed in the roadway for prolonged periods of time to assess students.

Measures will be taken to isolate students who become ill on bus routes and as soon as students arrive at school:

IF...	THEN...
Student is visibly ill upon entry into the bus	The bus driver should request the student remain at home, if age appropriate or parent present. If parent not present, see below. Document attendance and symptoms present on bus log. All efforts should be made to maintain dignity of student and family.
Student is visibly ill and parents are not present	Student should be given a face covering if they do not have their own, and should be seated close to the front, and as separate from other students as feasible. The bus driver should radio dispatch in an attempt to reach parents and notify school. Document attendance and symptoms present on bus log. Student should be immediately isolated upon arrival to school - school staff should report to bus to retrieve student and take to isolation space. All efforts should be made to maintain privacy and dignity of student.
Student becomes ill on bus route	Bus driver should provide student with face covering if they do not have their own, and contact dispatch to notify appropriate school and parents. Document attendance and symptoms present on bus log. Student should be immediately isolated upon arrival at school - school staff should report to bus to retrieve student and take to isolation space. All efforts should be made to maintain privacy and dignity of student.
Student is in distress during bus route	Follow existing emergency transportation procedures to contact EMS.

Distancing and Staggering

Create distance between children on school buses (e.g., seat children one child per row, skip rows) to the extent feasible. While maximum spacing (6 feet) should be observed with prolonged contact, minimum spacing (3 feet) may be observed with shorter durations of exposure.

When students unload from bus, they will be directed to exit bus one at a time. Markers shall be placed on the bus floor 3 feet apart to maintain minimum spatial distancing while exiting the bus.

Maintaining Healthy Operations

Schools may consider implementing several strategies to maintain healthy operations.

Regulatory Awareness

- Be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held

Visitors and Volunteers

- Communication will be made to essential visitors to indicate that they cannot report to buildings if they have been sick or in contact with sick persons in the past 14 days
- Non-essential visitors will be restricted
- Physical Distancing must be maintained for essential visitors
- Face coverings are required
- Visitors will be required to wash hands or use hand sanitizer upon arrival
- Visitors will be required to sign and out in at the front office and in any classroom entered
    - Front office sign-in should have an acknowledgement indicating the visitor has not been symptomatic or in contact with ill persons the past 14 days, and the visitor must leave contact information so that they can be included in contact tracing efforts in the event of a school exposure

Gatherings and Field Trips

- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible
- Limit activities involving external groups or organizations as possible and under executive orders – especially with individuals who are not from the local geographic area (e.g., community, town, city, county)
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible
- Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities

Participation in Community Response Efforts

- Consider participating with local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees)

Sharing Facilities

- Ensure that any organizations that share or use the school facilities also follow these considerations

Support Coping and Resilience

- Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed
- Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind
- Encourage employees and students to talk with people they trust about their concerns and how they are feeling
- Consider posting signage for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746

Continuity of Routine School Health Services

Ongoing school health services must be provided in tandem with COVID-19 specific interventions. School Health Services should continue operations per established RSD & MESD policies, procedures, School Health Services Manuals, and service contracts.

Special consideration should be paid to where care (such as diabetic care or medication administration) is provided for high risk students in vicinity to isolation rooms.

Routine annual training should observe social distanced methods or online delivery as feasible in each building.

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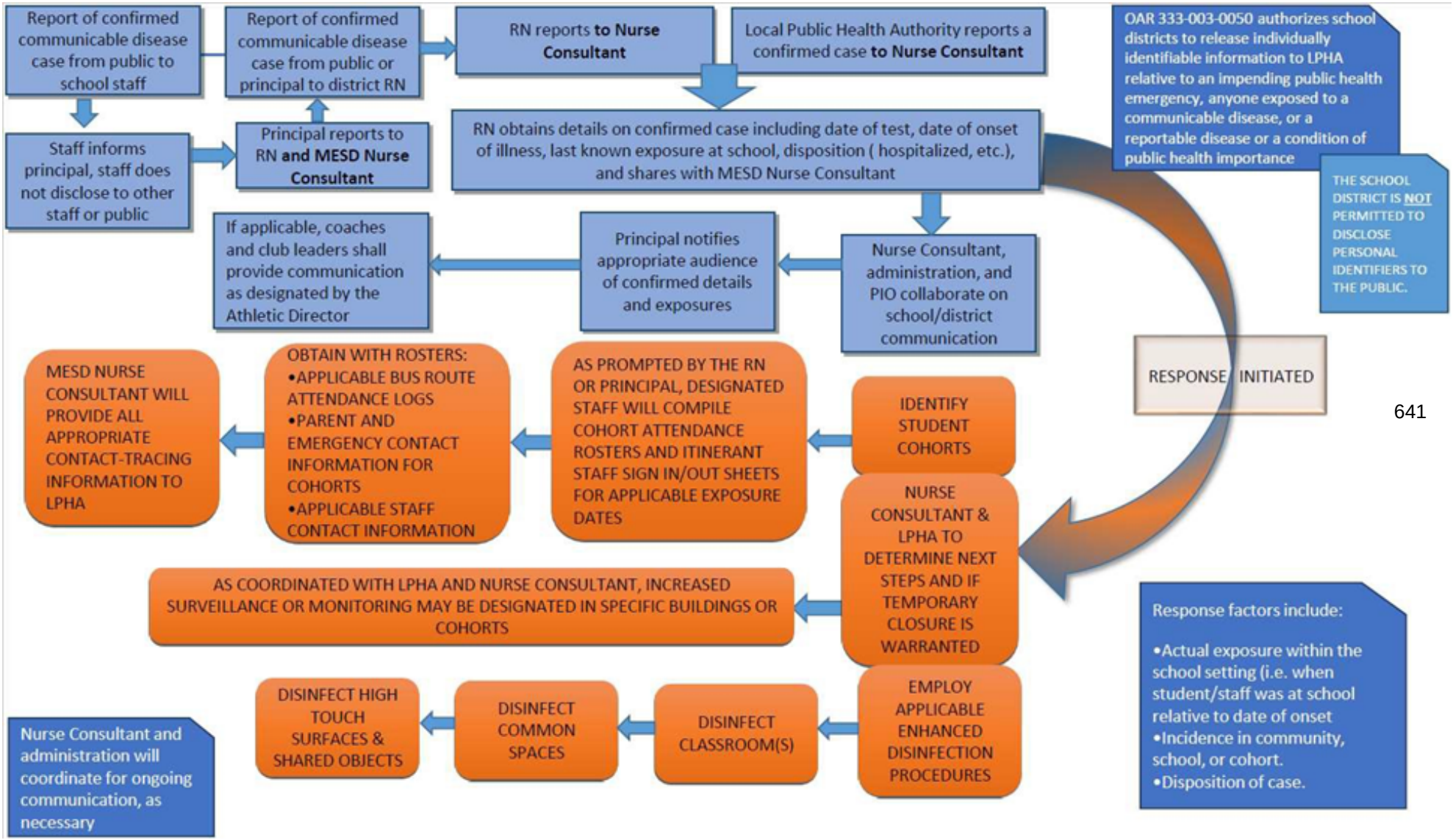
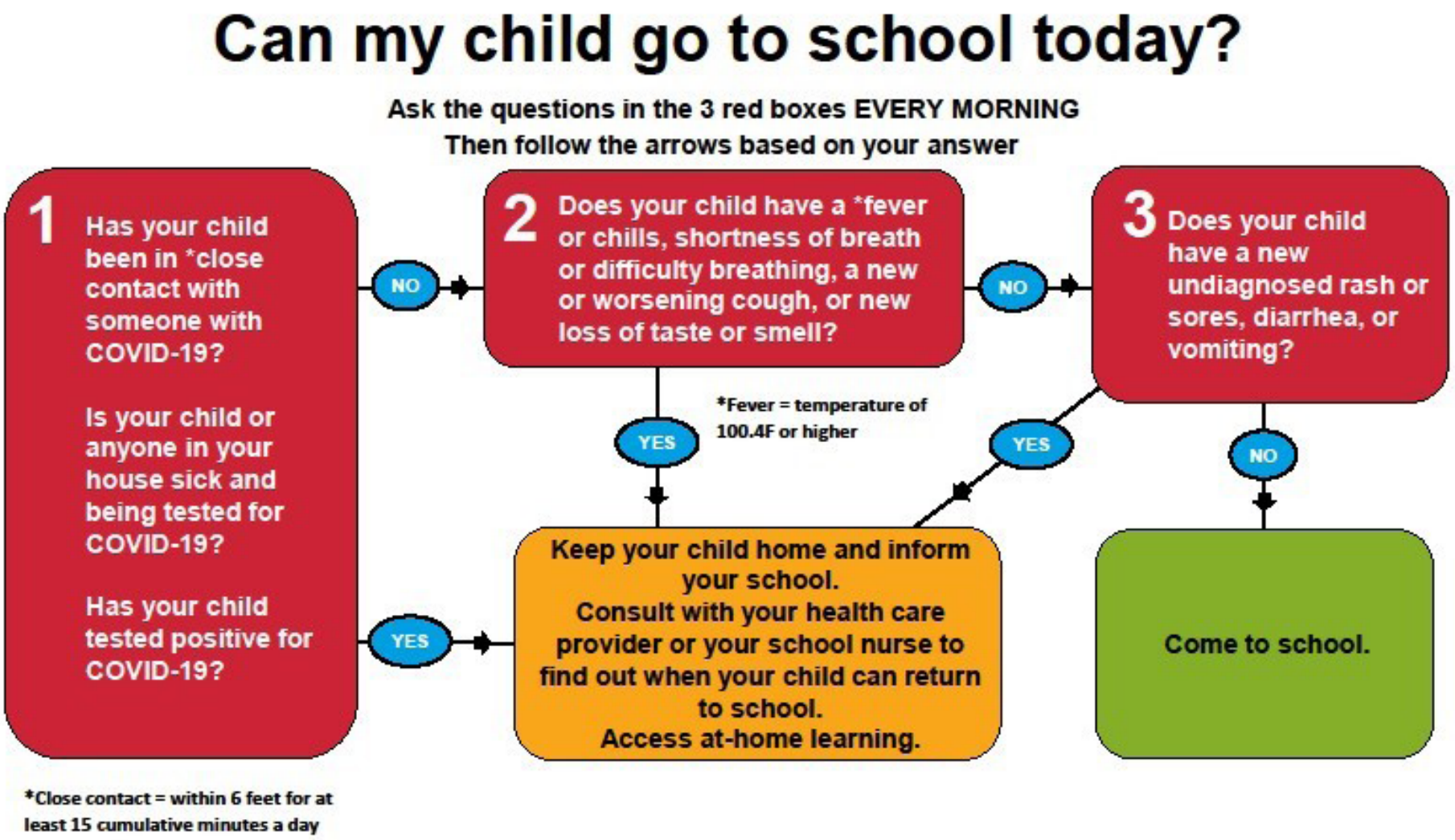
COVID-19 TOOLS

- RSD & MESD Communicable Disease Communication & Response Protocol.....pg. 53
- Parent Daily Symptom Checker Flowchart.....pg. 54
- RSD & MESD Daily Illness Self-Screening Checklist.....pg. 55
- Daily School Symptom Screening.....pg. 56
- Isolation Procedures.....pg. 57
- Symptom Tracking Tool.....pg. 58
- Donning & Doffing (Applying & Removing) PPE.....pg. 59

RSD & MESD Communicable Disease Communication & Response Protocol



Parent Daily Symptom Checker Flowchart



RSD & MESD Daily Illness Self-Screening Checklist

Multnomah Education Service District
We Support All Students to Achieve Excellence

DAILY ILLNESS SELF-SCREENING CHECKLIST

Published: November 30, 2020

Employees and parents/guardians of students will be required to self-screen daily for symptoms of illness before entering district property or using district transportation. In addition, this Self-Screening Checklist should be used to determine whether there is a risk for potential illness or exposure to COVID-19. *If an employee or student has any of the following symptoms, or COVID-19 exposure, the employee or the student should stay home, report or have parent/guardian report the absence and symptoms to the school or appropriate supervisor, and contact their healthcare provider as necessary.*

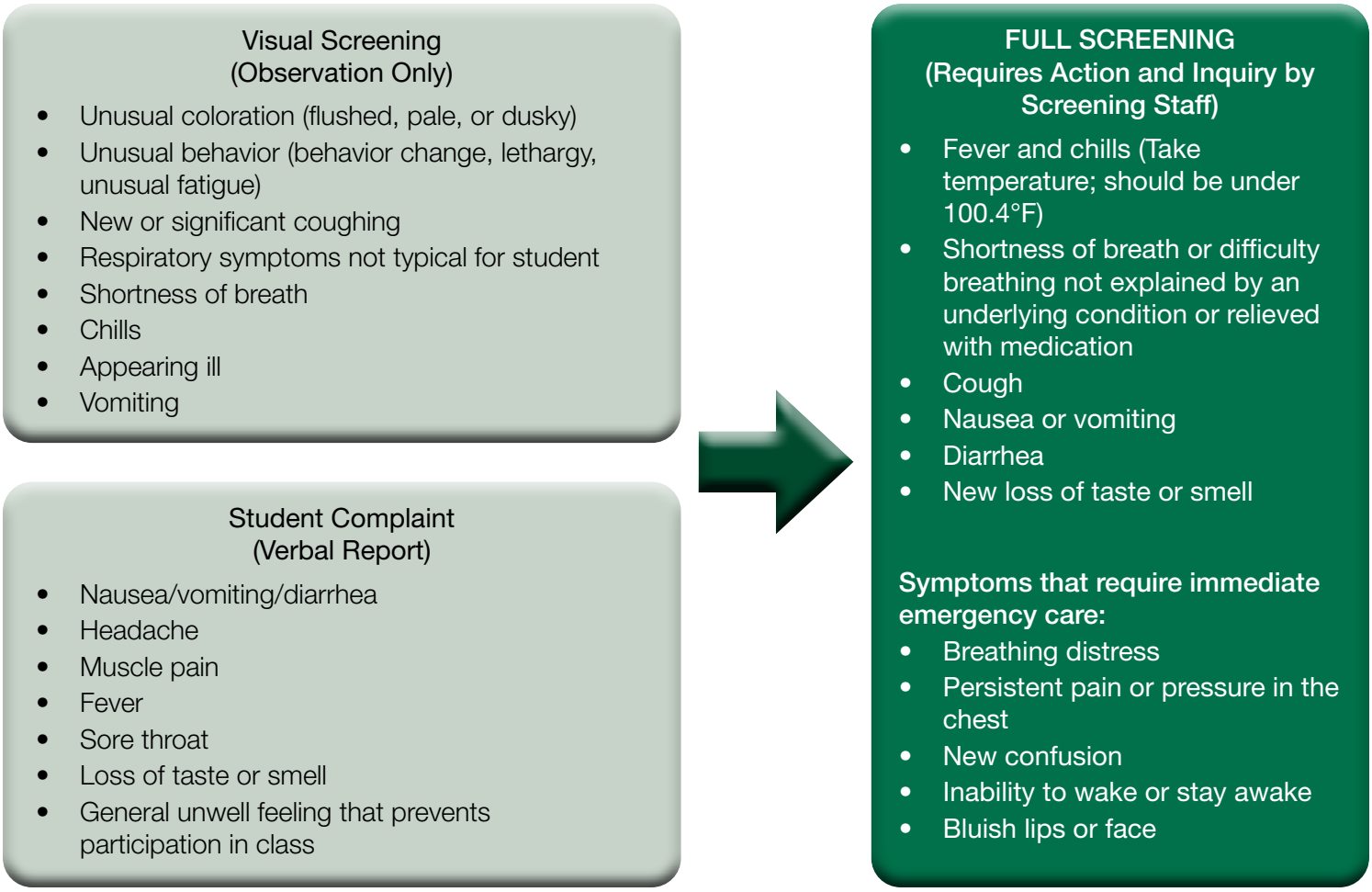
COVID-19 Diagnosis / Close Contact / Potential Exposure
❑ Employee, student, or someone in their household has been diagnosed with COVID-19 within the past 30 days
❑ Employee or student has had close contact (within 6ft of an infected person for at least 15 minutes) with a person diagnosed with COVID-19 within the past 30 days
❑ Employee or student has been asked to isolate or quarantine at home by a medical professional or a local public health department
❑ Employee or student has a *household member* who has been in close contact (within 6ft of an infected person for at least 15 minutes) with a person diagnosed with COVID-19, and the *household member* now has symptoms of illness
Primary Symptoms of COVID-19
❑ Fever (temperature of 100.4°F or higher)
❑ A new cough that has not been diagnosed or cleared by a healthcare provider
❑ Unexplained shortness of breath
❑ New loss of taste or smell
❑ Chills
❑ Difficulty breathing
Additional Excludable Symptoms of Illness
❑ Vomiting
❑ Diarrhea
❑ Undiagnosed rash or sores

*For information about exclusion see the Oregon Department of Education and the Oregon Health Authority guides: Planning for COVID-19 Scenarios in Schools and ODE/OHA Communicable Disease Guidance for the School Setting

643

Daily School Symptom Screening

The list of symptoms associated with COVID-19 is exhaustive, but there are specific indicators for isolation and exclusion. At the beginning of the day and as the day progresses, any visual observation of symptoms under visual screening indicators or symptoms reported under student complaint indicators should be immediately referred to designated screening personnel. These designated personnel should be identified in each building and staff should be advised of the process to communicate with these designated staff. Referral to designated staff will be non-discriminatory (not based on appearance or hygiene) and be respectful in nature.



Isolation Procedures

Isolation spaces should meet criteria listed on pages 55 and 56, and should not have signs that violate dignity or health privacy. Isolation spaces must have designated staff to monitor students, and the designated staff must have access to appropriate PPE and a sink for handwashing at the isolation space. Staff must use Standard and Transmission-Based Precautions , as per the District Exposure Control Plan (pages 15-25) and The district Communicable Disease Plan (pages 4- 14).

Upon referral to designated staff, staff should screen ill students for excludable symptoms. Individuals who screen positive for the following by designated staff must be isolated:

- Fever and chills [Take temperature (should be under 100.4 °F]
- New or worsening cough
- Shortness of breath or difficulty breathing not explained by an underlying condition or relieved with rescue medication
- New loss of taste or smell
- Nausea or vomiting
- Diarrhea
- New undiagnosed rash or sores

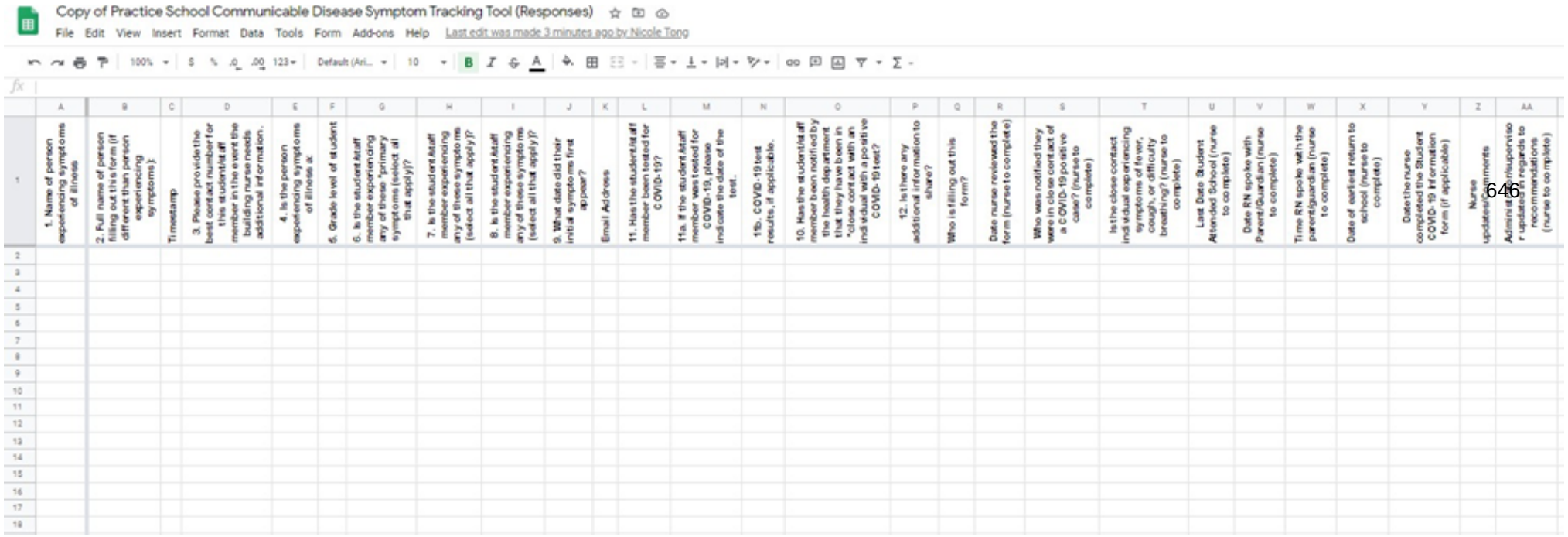
For students with Individual Health Plans (IHPs), these plans should be deferred to if symptoms might be associated with underlying health conditions. For specific symptoms associated with asthma or altered level of consciousness, defer to district standard procedures. Any concerning symptoms should be referred to the RN, specifically if a parent cannot immediately pick up their student. Any student in distress should have EMS (9-1-1) called immediately.

1. When it is determined that a student has symptoms that are excludable, initiate contact to parents for pick up.
2. Take the student to the isolation space pending parent pickup in a safe and respectful manner.
3. Explain to student the process in developmentally appropriate terms, avoiding phrases such as “isolation.”
4. Student will be provided a facial mask. Ensure that this is removed if student falls asleep to maintain safety.
5. Staff should wear a facial mask and gloves upon entry to isolation space.
6. Remain calm and practice measures to maintain student privacy, confidentiality, and dignity to the highest extent feasible.
7. Staff should promote respiratory etiquette and physical distancing in the isolation space.
8. If more than one student is in an isolation space, appropriate distance or barriers and privacy must be maintained between students.
9. Do not leave students unattended.
10. Ensure students are appropriately logged into Communicable Disease Surveillance Logs.
11. Reinforce appropriate exclusion action with parents using ODE/OHA’s COVID-19 Exclusion Summary Guidance for K-12 Schools on page 49.
12. Ensure appropriate sanitizing between each use of space.

Symptom Tracking Tool

Each school should have a way to track symptoms of illness present in their population at any given time so that efficient surveillance by the school health services team, and contact-tracing by the local public health authority can be completed during times of the year with seasonal illness, clusters of illness, or increased overall absences due to illness. This symptom tracker should be shared between front office staff taking phone calls from parents reporting student absences due to illness, and health-room or isolation space staff.

MESD has created a Symptom Tracking Tool to track students who are absent due to illness or who are sent home with excludable illness symptoms. The school nurse and the school administrator or their designee will have access to the information on the response sheet. The nurse will review the response sheet and follow up with students who have excludable illness symptoms, or who are a close contact with someone with COVID-19.


Copy of Practice School Communicable Disease Symptom Tracking Tool (Responses)

File Edit View Insert Format Data Tools Form Add-ons Help Last edit was made 3 minutes ago by Nicole Tong

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA
1	1. Name of person experiencing symptoms of illness	2. Full name of person filling out this form (if different than person experiencing symptoms):	Timestamp	3. Please provide the best contact number for this student/staff member in the event the building nurse needs additional information.	4. Is the person experiencing symptoms of illness a:	5. Grade level of student	6. Is the student/staff member experiencing any of these "primary" symptoms (select all that apply)?	7. Is the student/staff member experiencing any of these symptoms (select all that apply)?	8. Is the student/staff member experiencing any of these symptoms (select all that apply)?	9. What date did their initial symptoms first appear?	Email Address	11. Has the student/staff member been tested for COVID-19?	11a. If the student/staff member was tested for COVID-19, please indicate the date of the test.	11b. COVID-19 test results, if applicable.	10. Has the student/staff member been notified by the health department that they have been in "close contact with an individual with a positive COVID-19 test?	12. Is there any additional information to share?	Who is filling out this form?	Date nurse reviewed the form (nurse to complete)	Who was notified they were in close contact of a COVID-19 positive case? (nurse to complete)	Is the close contact individual experiencing symptoms of fever, cough, or difficulty breathing? (nurse to complete)	Last Date Student Attended School (nurse to complete)	Date RN spoke with Parent/Guardian (nurse to complete)	Time RN spoke with the parent/guardian (nurse to complete)	Date of earliest return to school (nurse to complete)	Date the nurse completed the Student COVID-19 Information form (if applicable)	Nurse updates/comments	Administrator/supervisor updates in regards to recommendations (nurse to complete)
2																											
3																											
4																											
5																											
6																											
7																											
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18																											

Donning & Doffing (Applying & Removing) PPE

Donning (applying) PPE

1. Perform appropriate hand hygiene.
2. Determine appropriate PPE to be worn depending on duties being performed.
3. Put on gown, if applicable.
   - Fully cover your torso from your neck to knees and your arms to the end of your wrists, then tie at the back.
   - The gown should be large enough to allow unrestricted movement without gaping.
   - Fasten at the back of the neck and waist.
4. Put on surgical mask or KN95 (if applicable).
   - Secure the ties or elastic bands at the middle of the head and neck.
   - Fit flexible band to the nose bridge.
   - Fit mask snug to face and below the chin.
   - Fit-check respirator according to manufacturer instructions.
5. Put on protective eyewear or face shield (if applicable).
   - Place over eyes/face and adjust to fit.
6. Put on gloves.
   - Extend the gloves to cover the wrist of the gown.

Donning must be performed in the correct order to prevent infection transmission.

Safe Practices to Remember

- Limit the number of surfaces touched when wearing PPE
- Do not touch your face while wearing PPE
- If you are interacting in close proximity to more than one individual for direct care, your PPE must be changed, and hand hygiene must be practiced in between each individual.
- If at any point your gloves become contaminated, you must dispose of them, perform hand hygiene, and then replace them with new gloves.
- Hair should be pulled back in settings where PPE is necessary.
- Jewelry should be minimized.

Doffing (removing) PPE

Following a correct doffing procedure is especially crucial in the control and prevention of infection. It is the most important step of preventing infection transmission. The doffing of PPE should protect your clothing, skin, and mucous membranes from contamination.

Remember that all PPE is contaminated after use. Perform hand hygiene immediately after each step of doffing. If you are in the isolation space, your gloves and gown should be removed before exiting the room.

1. Remove gloves.
    - Using one hand, grasp the palm of the other hand and peel off the first glove.
    - Hold the removed glove in the gloved hand.
    - Slide fingers of the ungloved hand under the remaining glove at the wrist and peel it off over the first glove.
    - Discard gloves in a waster container.
    - Perform hand hygiene appropriately
2. Remove gown.
    - Unfasten the ties, ensuring the sleeves do not make contact with your body.
    - Pull the gown away from the neck and shoulders, touching the inside only.
    - Turn the gown inside out.
    - Fold or roll the gown into a bundle and discard in the waste container.
3. Perform hand hygiene.
4. If applicable, exit isolation space.
5. Remove goggles/face shield, if applicable.
    - Remove from the back of the head by lifting headband or earpieces.
    - If reusable, place in the designated reprocessing receptacle. If not, discard in waste container.
6. Perform hand hygiene.
7. Remove mask/respirator.
    - Grasp the bottom ties/elastics, then the top ones, and remove without touching the front of the mask.
    - Discard in the waste container.
8. Immediately perform hand hygiene.

(Adapted from diagrams by Queensland Department of Health and the CDC)

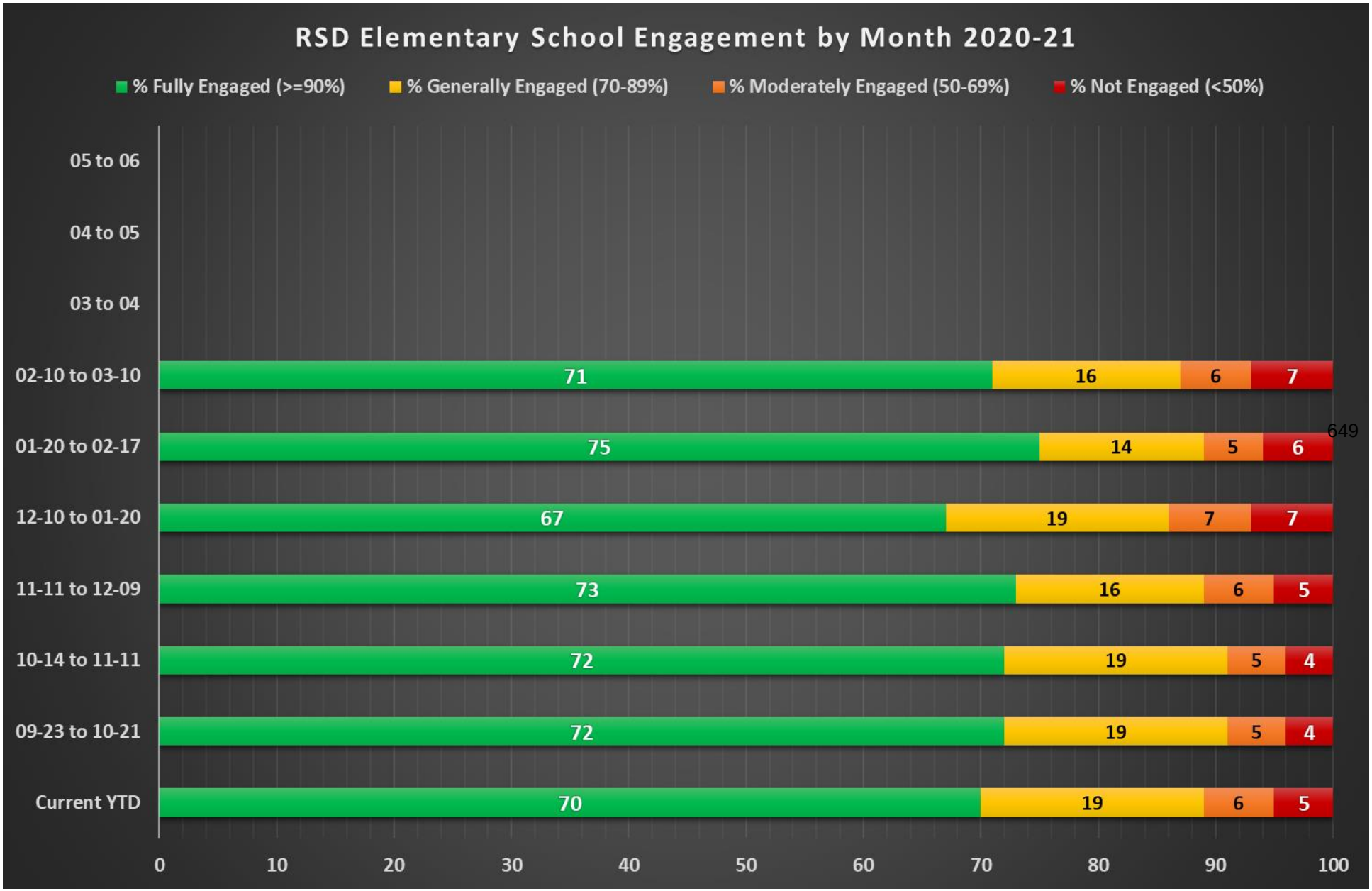
Video Resources

Donning PPE (CDC)

Doffing PPE (CDC)

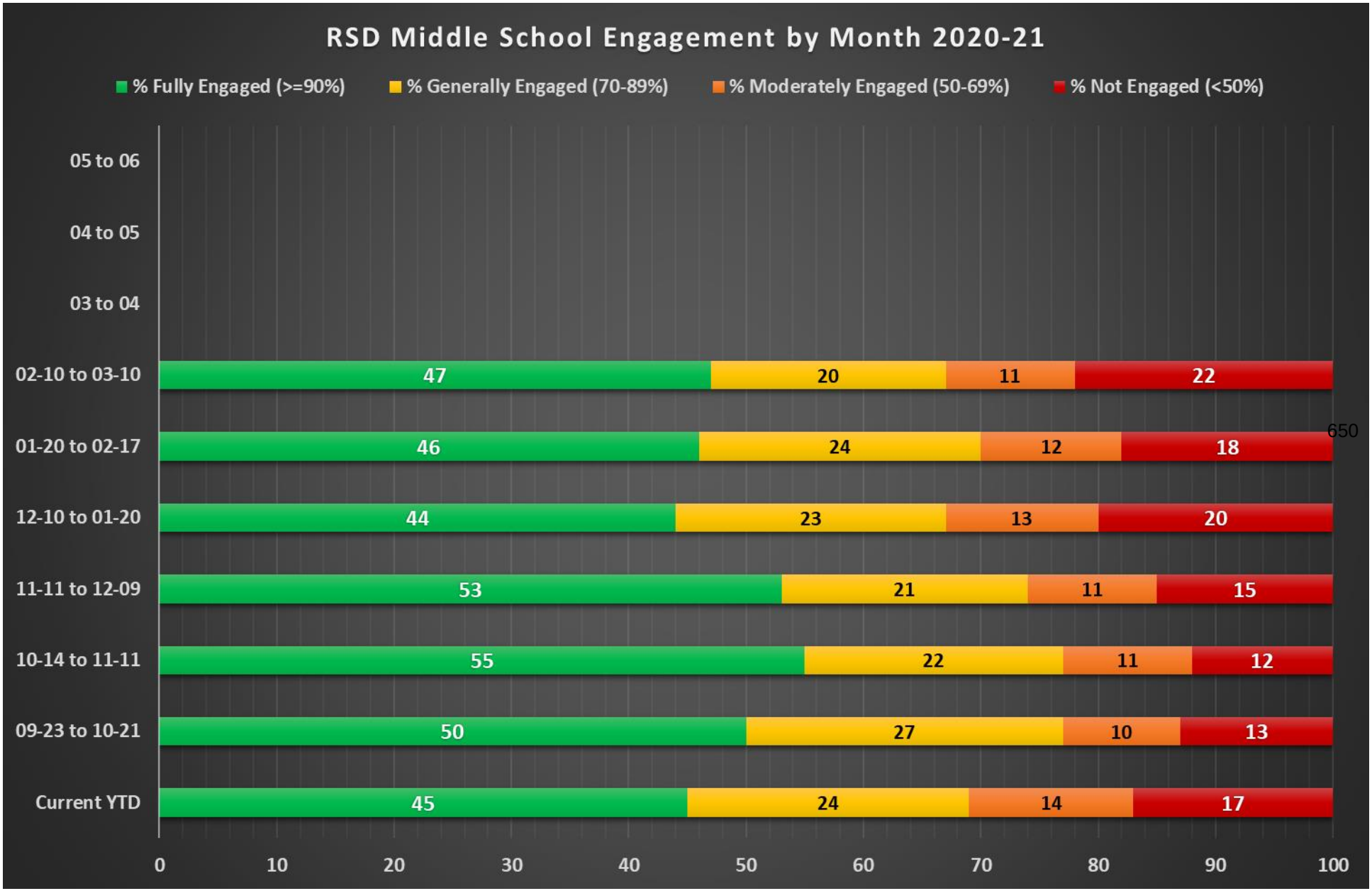
Handwashing (CDC)

RSD Student Engagement 2020-21

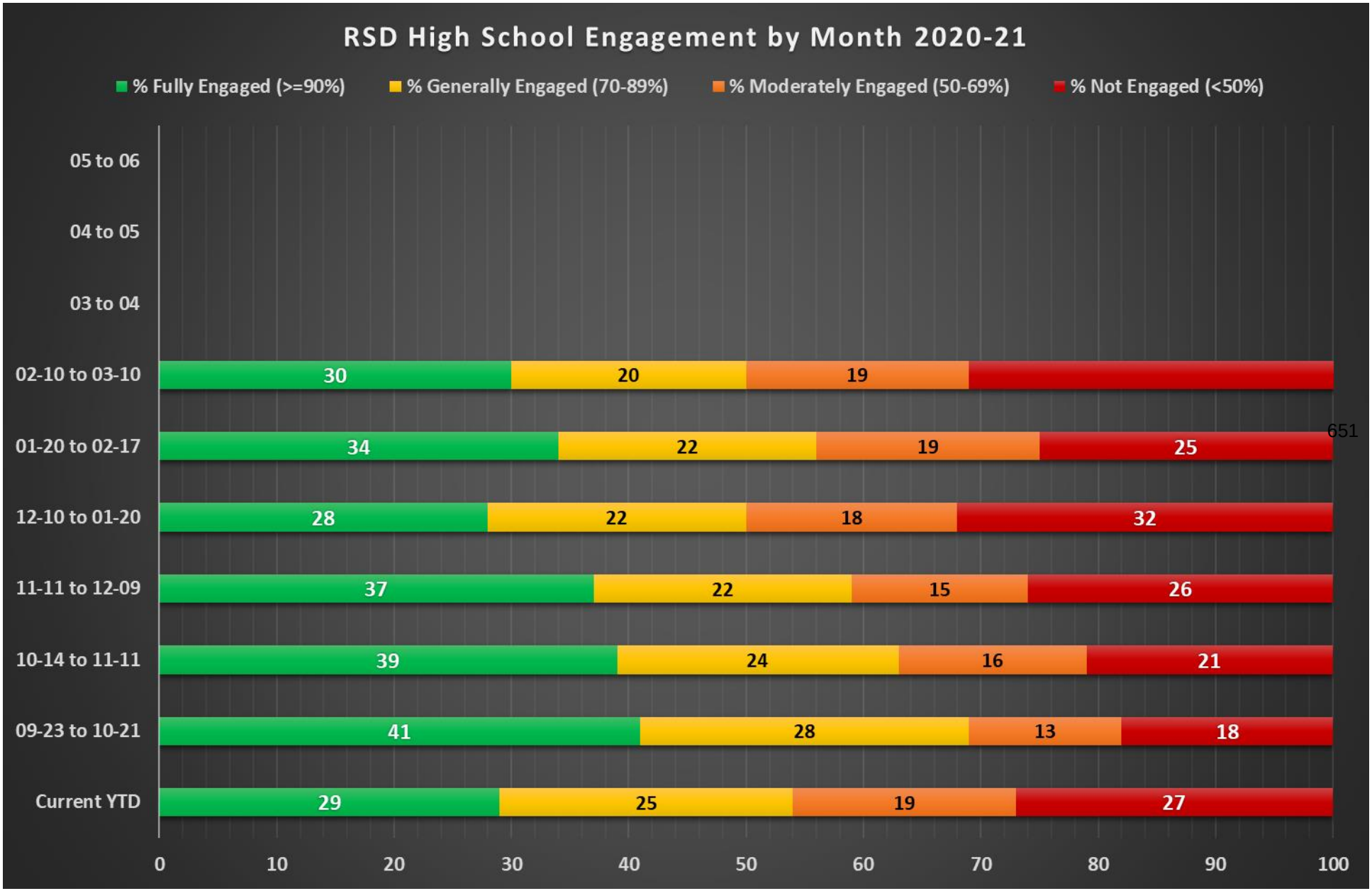


Created by Emily Summers

RSD Student Engagement 2020-21



RSD Student Engagement 2020-21



Comprehensive Distance Learning Update

March 31, 2021

Curriculum, Instruction & Assessment

- Families planning to enroll kindergarten students for the 21-22 school year will be able to register their children and experience our annual Kinder Connect activities at their local schools throughout April and May. Information will be available to families and community partners in upcoming weeks.
- **STAR Winter screening** window closed on March 16. All grades K-8 participated in Early Literacy (K-1), Reading, and Math assessments. The Winter screening results will be compared to 2019-20 results to be reported out to the Board in year-end Superintendent Evaluation.
- The **CEE Survey** closed on Friday, February 26, 2021. All classified and licensed staff, students in grades 4-12, parents and School Board members were invited to complete the survey. A district overview of the survey results will be presented at the April 1st RTT after a presentation to the Cabinet on March 30. A final presentation to the Board is being prepared for the May 12 work session.

Special Education

- The Special Education Audit is currently being presented to all district sites. To date, 13 out of 16 District schools have been presented the audit findings.
- Special Education Administration is working closely with Building Principals and site teams to support students receiving special education who are returning to in-person instruction.

Multilingual Education

- The department has been renamed the Department of Multilingual Education (DOME) to be more inclusive.
- Professional Development on educating culturally and linguistically diverse children is being planned for April-June.
- Parent Professional Development is being planned for late April/early May to inform, empower, and educate our families with facts and myths of an ELD program and ELD student.
- ELPA testing is beginning now and will run through the end of the school year for students whose parents would like them tested.

Instructional Technology

- **Seesaw Analytics** – 3,523 students have logged into Seesaw in the past 30 days.
- Schoology Analytics:

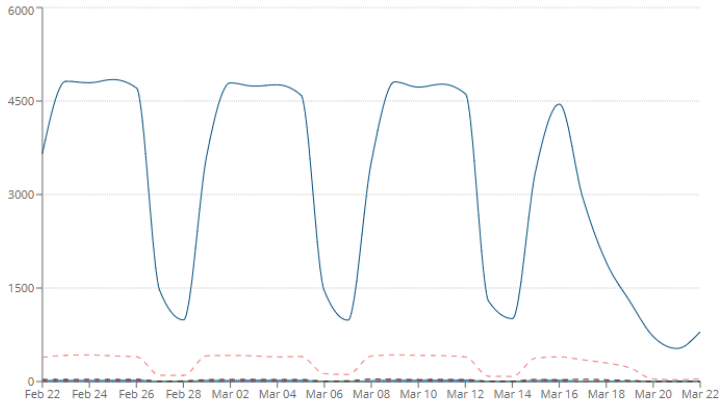
Feb 22, 2021 to Mar 22, 2021

ACTIVE USERS BY ROLE

Tracks when a unique user has at least one active session within a specified date range

Active Users | Sessions

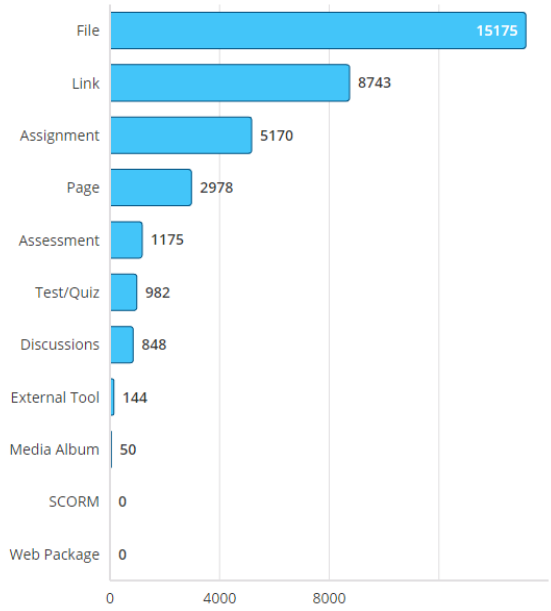
ROLE TYPE	DATE RANGE TOTAL
Classified/Classroom Assistant/Student Support	37
Conference Guest	0
Conference Presenter	0
District Admin and Principal	21
District-Wide Access	0
Parent	13
Student	6,351
System Admin	6
Teacher	633
Teacher Leader	57
Total Active Users	**7,118**



COURSE MATERIALS CREATED

35265

Total course materials created



COURSE MATERIALS BREAKDOWN

MATERIAL TYPE	SUBMISSIONS ↑	VIEWS
Assignment	40440	305325
Assessment	26754	174981
Test/Quiz	14756	136716
Discussions	10565	38474
File	—	88974
Link	—	110159
External Tool	—	11800
Page	—	53126
Media Album	—	11488
SCORM	—	—
Web Package	—	—
Totals	**92515**	**931043**

Reynolds School District

Superintendent's Report
Communications

March 31, 2021

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Hybrid Learning/CDL Communications

655

Reynolds
School District

Hybrid Learning/CDL Communications

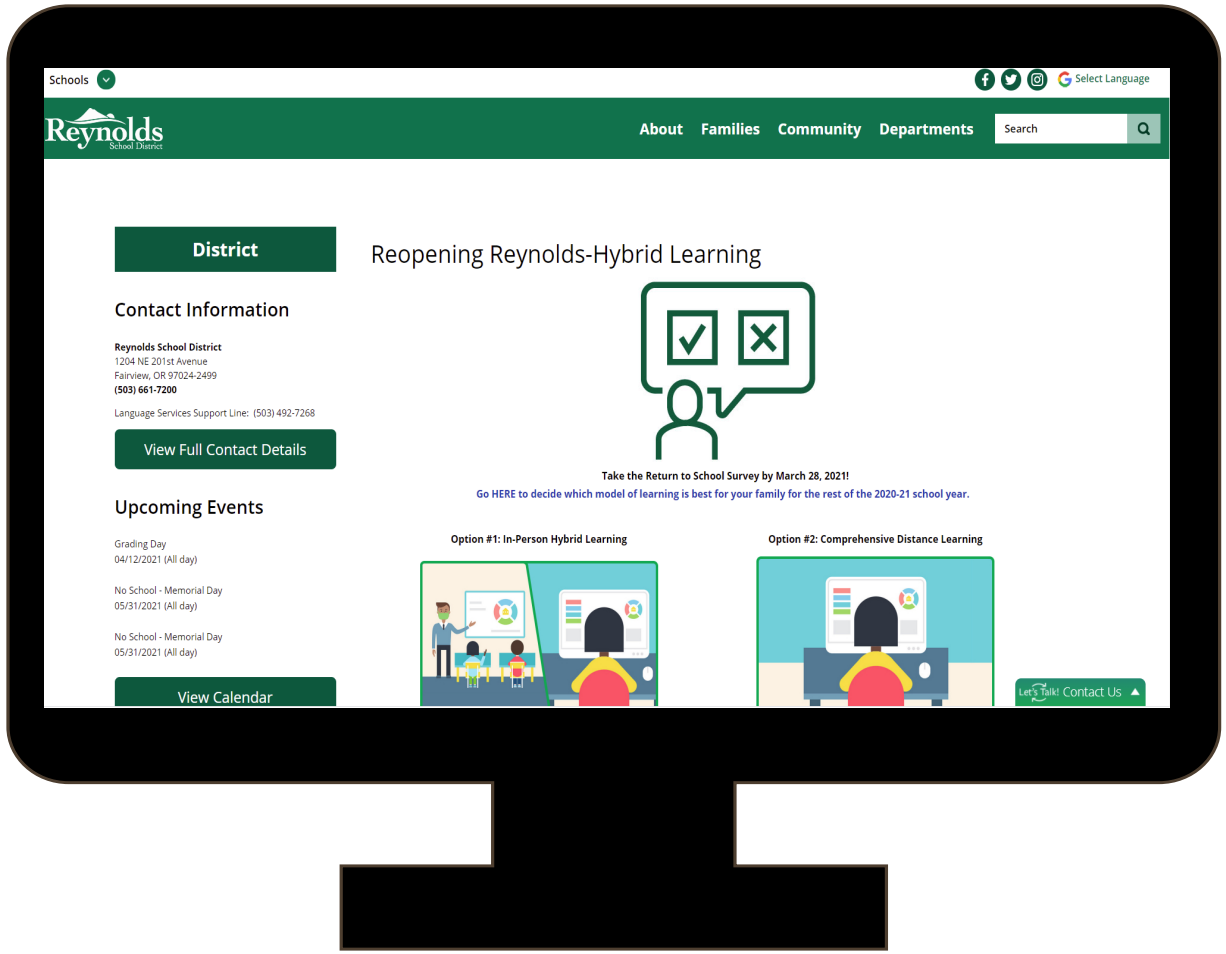
Date	Message	All Staff Email and/or Staff School Messenger	Family School Messenger (Email/Phone)	Remind App (Email, Text Message, Push Notification)	Social Media (Facebook, Twitter, Instagram)
3/5/2021	Superintendent's Message (re: executive order)	X	X	X	
3/5/2021	Governor's Announcement (staff)	X			
3/11/2021	Superintendent's Message (re: Hybrid CDL plans)	X	X	X	
3/11/2021	Hybrid/CDL Phase In	X			
3/15/2021	Reopening Reynolds - Safety Measures				X
3/16/2021	Superintendent's Message (re: new Hybrid timeline & survey)	X	X	X	
3/16/2021	Reopening Reynolds - Air Quality & Ventilation				X
3/17/2021	Reopening Reynolds - Safety Measures 2				X
3/18/2021	Community Partner Meeting (re: help families with survey)		*Meeting with shared printable information.*		
3/19/2021	Hybrid Learning Information				X
3/19/2021	Return to School Survey Reminder & Info	X	X		
3/21/2021	Reopening Reynolds - Pictures of Classrooms (x2)				X
3/22/2021	Return to School Survey Reminder & Info			X	
3/24/2021	Return to School Survey Reminder & Info				X
3/25/2021	Return to School Survey Reminder & Info	X	X		
3/26/2021	4 Tips to Prepare for Hybrid Learning (Mask Wearing)				X
3/27/2021	Return to School Survey Reminder & Info				X
3/28/2021	More Safety Steps (with Pictures)				X
3/28/2021	Return to School Survey Reminder & Info			X	

656

This is in addition to all school-based communications!

Reynolds School District

Hybrid Learning/CDL Information for Families:



657

Reynolds School District

Return to School Survey – 3/16/2021

658

Reynolds School District

Return to School Survey Results (as of 3/31/2021 @ 2:30pm)

School	Respondents	% approximate
Alder Elementary School	348	80%
Davis Elementary School	418	99%
Fairview Elementary School	271	92%
Glenfair Elementary School	392	91%
HB Lee Middle School	671	82%
Hartley Elementary School	331	80%
M. Scott Elementary School	254	62%
Reynolds High School	1684	62%
Reynolds Middle School	628	65%
Salish Ponds Elementary School	352	93%
Sweetbriar Elementary School	329	100%
Troutdale Elementary School	327	88%
Walt Morey Middle School	448	78%
Wilkes Elementary School	275	63%
Woodland Elementary School	323	87%

Model:	7,095 (total)	% approximate
Hybrid Learning	4,321	61%
Comprehensive Distance Learning	2,774	39%

659

Bus Transportation:	7,095 (total)	% approximate
Yes	2,891	41%
No	4,204	59%

Reynolds School District

Reynolds School District

Any questions?

Thank you!

As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

Fiscal Year 2020-21

February 2021 Board Report - Estimated Annual

GENERAL FUND

	Working Budget	2/28/2021 MTD	Fiscal Year Projected*	Budget Versus FY Projected
RESOURCES				**(Under) / Over**
Beginning Balance	14,522,218	-	18,958,789	4,436,571
Local Sources	29,887,141	274,361	28,686,634	(1,200,507)
Intermediate Sources	1,001,800	-	503,164	(498,636)
State Sources	104,883,164	8,987,558	102,243,588	(2,639,576)
Federal Sources	65,000	3,242	69,583	4,583
Other Financing Sources	-	-	1,232,761	1,232,761
				-
Total Resources	**150,359,323**	**9,265,161**	**151,694,519**	**102,435**
REQUIREMENTS				**Under / (Over)**
Instruction	83,220,180	6,626,397	81,500,507	1,719,673
Support Services	56,216,054	3,660,797	55,054,398	1,161,656
Community Services	462,610	13,361	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
				-
Total Expenditures	**150,359,323**	**10,300,555**	**140,594,883**	**9,764,440**
PERIOD NET ACTIVITY		**(1,035,394)**		
PROJECTED ENDING FUND BALANCE			**11,099,636**	
(Total Resources minus Requirements)				
		-		
PROJ ACTUAL SPEND DOWN/ (ADD BACK) IN CASH RESERVE			**7,859,153**	

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 02/01/2021 through 02/28/2021

Fiscal Year: 2020-2021

☐ Include Pre Encumbrance

	Budget	Range To Date	Year To Date	Balance	Encumbrance	Budget Balance	
INCOME							
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	$274,361.26	$27,543,200.01	$2,343,940.99	$0.00	$2,343,940.99	7.8%
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	$8,987,557.74	$77,011,267.74	$27,871,896.26	$0.00	$27,871,896.26	26.6%
Federal (+)	$65,000.00	$3,242.23	$56,935.24	$8,064.76	$0.00	$8,064.76	12.4%
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	$9,265,161.23	$124,802,952.92	$25,556,370.08	$0.00	$25,556,370.08	17.0%
Total : INCOME	$150,359,323.00	$9,265,161.23	$124,802,952.92	$25,556,370.08	$0.00	$25,556,370.08	17.0%
EXPENSES							
Expenditures							
Instruction (-)	$83,220,180.00	$6,626,396.90	$41,324,321.91	$41,895,858.09	$34,990,082.58	$6,905,775.51	8.3%
Support Services (-)	$56,216,054.00	$3,660,797.38	$26,302,916.74	$29,913,137.26	$16,187,220.79	$13,725,916.47	24.4%
Enterprise & Community (-)	$462,610.00	$13,360.52	$370,830.45	$91,779.55	$77,651.82	$14,127.73	3.1%
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)	($10,300,554.80)	($71,673,982.10)	($78,685,340.90)	($51,254,955.19)	($27,430,385.71)	18.2%
Total : EXPENSES	($150,359,323.00)	($10,300,554.80)	($71,673,982.10)	($78,685,340.90)	($51,254,955.19)	($27,430,385.71)	18.2%
NET ADDITION/(DEFICIT)	$0.00	($1,035,393.57)	$53,128,970.82	($53,128,970.82)	($51,254,955.19)	($1,874,015.63)	0.0%

End of Report

Multnomah County School District #7

FINANCIAL STATEMENT - General Fund by Object For the Period 02/01/2021 through 02/28/2021

Fiscal Year: 2020-2021

☐ Include Pre Encumbrance

	Budget	Range To Date	Year To Date	Balance	Encumbrance	Budget Balance	
INCOME							
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	$274,361.26	$27,543,200.01	$2,343,940.99	$0.00	$2,343,940.99	7.8%
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	$8,987,557.74	$77,011,267.74	$27,871,896.26	$0.00	$27,871,896.26	26.6%
Federal (+)	$65,000.00	$3,242.23	$56,935.24	$8,064.76	$0.00	$8,064.76	12.4%
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	$9,265,161.23	$124,802,952.92	$25,556,370.08	$0.00	$25,556,370.08	17.0%
Total : INCOME	$150,359,323.00	$9,265,161.23	$124,802,952.92	$25,556,370.08	$0.00	$25,556,370.08	17.0%
EXPENSES							
Expenditures							
Salaries (-)	$65,341,915.42	$4,980,632.47	$32,283,392.70	$33,058,522.72	$27,506,354.53	$5,552,168.19	8.5%
Benefits (-)	$39,601,507.30	$3,390,509.38	$19,190,319.01	$20,411,188.29	$15,811,506.47	$4,599,681.82	11.6%
Purchased Services (-)	$25,473,761.43	$1,703,965.32	$12,099,058.79	$13,374,702.64	$6,766,179.36	$6,608,523.28	25.9%
Supplies and Materials (-)	$5,681,279.85	$176,061.24	$2,343,766.09	$3,337,513.76	$1,041,016.55	$2,296,497.21	40.4%
Capital Outlay (-)	$2,452,177.00	$0.00	$837,524.06	$1,614,652.94	$107,130.50	$1,507,522.44	61.5%
Other Objects (-)	$1,681,658.00	$49,273.79	$1,444,008.45	$237,649.55	$22,767.78	$214,881.77	12.8%
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)	($10,300,442.20)	($71,673,982.10)	($78,685,340.90)	($51,254,955.19)	($27,430,385.71)	18.2%
Total : EXPENSES	($150,359,323.00)	($10,300,442.20)	($71,673,982.10)	($78,685,340.90)	($51,254,955.19)	($27,430,385.71)	18.2%
NET ADDITION/(DEFICIT)	$0.00	($1,035,280.97)	$53,128,970.82	($53,128,970.82)	($51,254,955.19)	($1,874,015.63)	0.0%

End of Report

Fiscal Year 2020-21

February 2021 Board Report - Estimated Annual

February 2020 and 2021 Respectively

GENERAL FUND

	FY 2019-20				FY 2020-21			
	Revised Budget	2/28/2020 MTD	Fiscal Year Projected	Monthly %	Working Budget	2/28/2021 MTD	Fiscal Year Projected	Monthly %
RESOURCES								
Beginning Balance	15,090,000	-	17,832,461	0.0%	14,522,218	-	18,958,789	0.0%
Local Sources	28,436,712	278,198	28,436,712	1.0%	29,887,141	274,361	28,686,634	0.9%
Intermediate Sources	1,896,800	-	1,352,888	0.0%	1,001,800	-	503,164	0.0%
State Sources	101,604,369	7,928,031	99,785,776	7.8%	104,883,164	8,987,558	102,243,588	8.6%
Federal Sources	65,000	3,162	44,480	4.9%	65,000	3,242	69,583	5.0%
Other Financing Source	-	-	-		-	-	1,232,761	0.0%
Total Resources	**147,092,881**	**8,209,391**	**147,452,317**	**5.6%**	**150,359,323**	**9,265,161**	**151,694,519**	**6.2%**
REQUIREMENTS								
Instruction	83,425,777	6,744,843	82,468,307	8.1%	83,220,180	6,626,397	81,500,507	8.0%
Support Services	55,212,249	4,119,257	54,578,583	7.5%	56,216,054	3,660,797	55,054,398	6.5%
Community Services	163,029	11,727	163,029	7.2%	462,610	13,361	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%
Total Expenditures	**147,092,881**	**10,875,827**	**138,910,634**	**7.4%**	**150,359,323**	**10,300,555**	**140,594,883**	**6.9%**
PERIOD NET ACTIVITY		(2,666,436)				(1,035,394)		
PROJECTED ENDING FUND BALANCE			8,541,683				11,099,636	
AVAILABLE PROJECTED ENDING FUND BALANCE			**8,541,683**				**11,099,636**	
PROJ. ACTUAL SPEND DOWN/(ADD BACK) IN CASH RESERVE			**9,290,778**				**7,859,153**	

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 February 2020 and 2021 Respectively

GENERAL FUND

	2019-20 EST YTD July - February	2020-21 EST YTD July - February	Compare to Prior Year July - February	Change %
REVENUES			*+ / (-)*	*+ / (-)*
Local Sources	26,787,247	27,543,200	755,953	2.8%
Intermediate Sources	193,953	-	(193,953)	0.0%
State Sources	73,868,704	77,011,268	3,142,564	4.3%
Federal Sources	31,836	56,935	25,100	78.8%
Debt Financing Source	-	1,232,761	1,232,761	0.0%
Total Revenues	**100,881,740**	**105,844,164**	**4,962,424**	4.9%
EXPENDITURES			*+ / (-)*	*+ / (-)*
Salaries	33,436,025	32,283,393	(1,152,632)	-3.4%
Benefits/Employer Costs	19,232,369	19,190,319	(42,050)	-0.2%
Purchased Services	14,167,051	12,099,059	(2,067,993)	-14.6%
Supplies and Materials	2,671,225	2,343,766	(327,459)	-12.3%
Capital Outlay	526,136	837,524	311,388	0.0%
Other Objects (Debts, Dues & Fees)	1,318,377	1,444,008	125,632	9.5%
Transfers	1,355,000	3,475,913	2,120,913	0.0%
Total Expenditures	**72,706,184**	**71,673,982**	**(1,032,202)**	-1.4%
PERIOD NET ACTIVITY	**28,175,556**	**34,170,182**	**5,994,626**	21.3%

REYNOLDS SCHOOL DISTRICT

Fiscal Year 2020-21

GENERAL FUND

Monthly Projections - As of February 28, 2021

	Budget 2020-21	TOTAL Projected FY 2020-21	Projected FY 2020-21 Difference	* Actuals July 2020 - February 2021	March 2021	April 2021	May 2021	June 2021	TOTAL Projected FY 2020-21
REVENUES			(Under) / Over						
Local (Taxes, Misc)	29,887,141	28,686,634	(1,200,507)	27,543,200	275,282	122,290	240,588	505,273	28,686,634
Intermediate	1,001,800	503,164	(498,636)	-	150,000	2,000	1,164	350,000	503,164
State	104,883,164	102,243,588	(2,639,576)	77,011,268	8,196,663	8,196,663	8,246,663	592,331	102,243,588
Federal	65,000	69,583	4,583	56,935	3,162	3,162	3,162	3,162	69,583
Other Financing Sources	-	1,232,761	1,232,761	1,232,761					1,232,761
Total Revenues	**135,837,105**	**132,735,730**	**(3,101,375)**	105,844,164	8,625,107	8,324,115	8,491,577	1,450,766	**132,735,729**
			-						
EXPENDITURES			Under / (Over)						
Salaries	65,341,915	63,857,147	1,484,768	32,283,393	5,648,147	5,643,689	5,661,202	14,620,716	63,857,147
Associated Payroll Costs	39,601,507	38,581,918	1,019,589	19,190,319	3,694,152	3,689,410	3,695,229	8,312,808	38,581,918
Purchased Services	25,473,761	24,716,796	756,965	12,099,059	2,549,552	2,635,020	2,556,553	4,876,613	24,716,796
Supplies and Materials	5,681,280	4,861,849	819,431	2,343,766	816,888	465,613	444,268	791,313	4,861,849
Capital Outlay	2,452,177	3,359,601	(907,424)	837,524	1,517,417	294,729	276,451	433,479	3,359,601
Other (Debts, Dues &Fees)	1,681,658	1,681,658	-	1,444,008	45,264	45,264	45,264	101,857	1,681,658
Transfers	3,535,913	3,535,913	-	3,475,913	-	60,000	-	-	3,535,913
Total Expenditures	**143,768,212**	**140,594,883**	**3,173,329**	**71,673,982**	**14,271,422**	**12,833,726**	**12,678,966**	**29,136,787**	**140,594,883**
			Under / (Over)						
SURPLUS / (DEFICIT)	**(7,931,107)**	**(7,859,153)**	**71,954**						
(Revenues minus Expenditures)									
			(Under) / Over						
Beg. Fund Balance	**14,522,218**	**18,958,789**	**4,436,571**						
			-						
End Fund Balance	**6,591,111**	**11,099,637**	**4,508,525**						
(Sum of Surplus/Deficit and Beg. Fund Balance)									

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
February 2021 Board Report - Estimated Annual

BOND CAPITAL PROJECTS FUND

	Working Budget	2/28/2021 MTD	Fiscal YTD	Fiscal Year Projected	Budget Versus FY Projected
RESOURCES					**(Under) / Over**
Beginning Balance	2,892,700	-	2,473,020	2,473,020	(419,680)
Bond Sale Proceeds	-	-	-	-	-
Local Sources ***(Incl. Interest Earnings)***	2,500	-	-	-	(2,500)
					-
Total Resources	**2,895,200**	**-**	**2,473,020**	**2,473,020**	(422,180)
REQUIREMENTS					**Under / (Over)**
Salaries	-	-	-	-	-
Employer Costs/Benefits	-	-	-	-	-
Purchased Services	442,200	-	53,237	442,200	-
Supplies and Materials	52,500	-	-	52,500	-
Capital Outlay	2,400,500	28,977	855,861	1,950,320	450,180
Other Objects	-	-	28,000	28,000	(28,000)
Contingencies	-	-	-	-	-
Total Expenditures	**2,895,200**	**28,977**	**937,098**	**2,473,020**	**422,180**
PERIOD NET ACTIVITY		**(28,977)**	**1,535,922**		
PROJECTED ENDING FUND BALANCE-ROLL TO 2020-21				**-**	
(Total Resources minus Requirements)					

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 02/01/2021 through 02/28/2021

Fiscal Year: 2020-2021

	02/01/2021 - 02/28/2021	Year To Date	Budget	Budget Balance	
INCOME					
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%
Total : INCOME	$0.00	$2,473,020.40	$2,895,200.00	$422,179.60	85.4%
EXPENSES					
Expenditures					
Facilities Acquisition & Contstruction (-)	$28,977.00	$937,097.98	$2,895,200.00	$1,958,102.02	32.4%
Sub-total : Expenditures	($28,977.00)	($937,097.98)	($2,895,200.00)	($1,958,102.02)	32.4%
Total : EXPENSES	($28,977.00)	($937,097.98)	($2,895,200.00)	($1,958,102.02)	32.4%
NET ADDITION/(DEFICIT)	($28,977.00)	$1,535,922.42	$0.00	($1,535,922.42)	0.0%

End of Report

Multnomah County School District #7

2015 Bond Capital Fund Report by Object For the Period 02/01/2021 through 02/28/2021

Fiscal Year: 2020-2021

	02/01/2021 - 02/28/2021	Year To Date	Budget	Budget Balance	
INCOME					
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%
Total : INCOME	$0.00	$2,473,020.40	$2,895,200.00	$422,179.60	85.4%
EXPENSES					
Expenditures					
Purchased Services (-)	$0.00	$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 (-)	$28,977.00	$855,860.76	$2,400,500.00	$1,544,639.24	35.7%
Other Objects (-)	$0.00	$28,000.00	$0.00	($28,000.00)	0.0%
Sub-total : Expenditures	($28,977.00)	($937,097.98)	($2,895,200.00)	($1,958,102.02)	32.4%
Total : EXPENSES	($28,977.00)	($937,097.98)	($2,895,200.00)	($1,958,102.02)	32.4%
NET ADDITION/(DEFICIT)	($28,977.00)	$1,535,922.42	$0.00	($1,535,922.42)	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	4-Feb-2021	23-Feb-2021	Pd Chg	Change 10/6 to Current	Rept Date vs March 2020 3/2020 Data	Change
Kndgtn	568	597	601	605	605	606	608	609	611	2	43	757	-146
1st	697	716	714	713	711	710	713	715	714	(1)	17	726	-12
2nd	681	701	699	701	700	701	700	699	700	1	19	730	-30
3rd	699	707	706	705	705	707	708	708	710	2	11	736	-26
4th	708	722	723	724	723	726	723	723	723	-	15	795	-72
5th	768	791	792	793	793	796	800	798	795	(3)	27	801	-6
6th	804	780	780	780	782	778	778	774	770	(4)	(34)	818	-48
7th	849	821	816	816	815	814	815	812	815	3	(34)	725	90
8th	729	715	718	721	721	722	721	719	718	(1)	(11)	778	-60
9th	758	834	826	813	813	817	813	816	815	(1)	57	729	86
10th	701	741	735	735	729	727	727	729	727	(2)	26	659	68
11th	608	677	675	660	660	655	653	655	656	1	48	679	-23
12th	730	809	812	794	796	790	788	792	794	2	64	682	112
SPED SC	65	77	77	80	80	81	81	82	84	2	19	170	-86
Total	**9,365**	**9,688**	**9,674**	**9,640**	**9,633**	**9,630**	**9,628**	**9,631**	**9,632**	**1**	**267**	**Total**	**-153**

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	13-Feb-2020	2-Mar-2020	Pd Chg	Change 10/3 to Current
Kndgtn	760	752	751	756	756	757	755	759	757	(2)	(3)
1st	729	736	724	727	729	732	732	730	726	(4)	(3)
2nd	736	732	730	730	731	729	728	727	730	3	(6)
3rd	751	750	742	737	736	734	727	736	736	-	(15)
4th	795	797	795	803	806	802	795	799	795	(4)	-
5th	798	804	802	808	806	806	804	801	801	-	3
6th	839	831	840	836	832	829	826	823	818	(5)	(21)
7th	746	753	750	739	744	742	737	729	725	(4)	(21)
8th	783	793	794	786	779	783	778	783	778	(5)	(5)
9th	748	797	756	748	746	741	739	738	729	(9)	(19)
10th	651	701	666	672	669	659	660	656	659	3	8
11th	717	767	715	702	702	705	701	684	679	(5)	(38)
12th	718	751	717	714	713	709	706	701	682	(19)	(36)
SPED SC	169	166	166	171	163	164	167	169	170	1	1
Total	**9,940**	**10,130**	**9,948**	**9,929**	**9,912**	**9,892**	**9,855**	**9,835**	**9,785**	**(50)**	**(155)**

Unit Change in Data 2020-2021 as Compared to 2019-2020 Exculding 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	2/4/2021 vs 2/13/2020	2/23/2021 vs 3/2/2020
Kndgtn	(192)	(155)	(150)	(151)	(151)	(151)	(147)	(150)	(146)
1st	(32)	(20)	(10)	(14)	(18)	(22)	(19)	(15)	(12)
2nd	(55)	(31)	(31)	(29)	(31)	(28)	(28)	(28)	(30)
3rd	(52)	(43)	(36)	(32)	(31)	(27)	(19)	(28)	(26)
4th	(87)	(75)	(72)	(79)	(83)	(76)	(72)	(76)	(72)
5th	(30)	(13)	(10)	(15)	(13)	(10)	(4)	(3)	(6)
6th	(35)	(51)	(60)	(56)	(50)	(51)	(48)	(49)	(48)
7th	103	68	66	77	71	72	78	83	90
8th	(54)	(78)	(76)	(65)	(58)	(61)	(57)	(64)	(60)
9th	10	37	70	65	67	76	74	78	86
10th	50	40	69	63	60	68	67	73	68
11th	(109)	(90)	(40)	(42)	(42)	(50)	(48)	(29)	(23)
12th	12	58	95	80	83	81	82	91	112
SPED SC	(104)	(89)	(89)	(91)	(83)	(83)	(86)	(87)	(86)
Total	**(575)**	**(442)**	**(274)**	**(289)**	**(279)**	**(262)**	**(227)**	**(204)**	**(153)**

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	4-Feb-2021	23-Feb-2021	PD Chg	Change 10/3 to Current	Rept Date vs March 2020 3/1/2020	Change
Alder	429	431	431	434	434	434	438	437	436	(1)	7	440	-4.00
Davis	397	421	423	421	420	420	421	424	424	-	27	427	-3.00
Fairview	287	293	290	291	291	291	290	291	292	1	5	321	-29.00
Glenfair	380	419	419	420	419	424	421	422	423	1	43	452	-29.00
Hartley	405	412	411	411	411	412	410	411	412	1	7	442	-30.00
M Scott	401	402	405	409	407	407	409	409	408	(1)	7	399	9.00
Salish Ponds	340	376	376	376	376	375	378	378	379	1	39	419	-40.00
Sweetbriar	301	301	302	300	300	302	304	304	304	-	3	345	-41.00
Troutdale	381	379	379	378	377	375	375	373	373	-	(8)	432	-59.00
Wilkes	431	430	432	434	435	435	436	433	437	4	6	495	-58.00
Woodland	378	376	373	376	376	377	376	376	373	(3)	(5)	445	-72.00
Lee MS	805	797	794	796	795	794	798	793	791	(2)	(14)	790	1.00
RMS	1002	961	963	963	964	963	966	965	962	(3)	(40)	951	11.00
WMMS	592	579	578	577	578	577	570	570	573	3	(19)	596	-23.00
RHS	2,573	2,765	2,749	2,707	2,706	2,700	2,693	2,701	2694	(7)	121	2,411	283.00
RLA	153	217	219	216	228	225	225	226	233	7	80	211	22.00
Cornerstone/Tutoring/Outside Plc	110	129	130	131	116	119	118	118	118	-	8	209	-91.00
Total	**9,365**	**9,688**	**9,674**	**9,640**	**9,633**	**9,630**	**9,628**	**9,631**	**9,632**	**1**	**267**	**9,785**	**-153.00**

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	13-Feb-2020	2-Mar-2020	PD Chg	Change 10/3 to Current
Alder	434	434	433	439	436	444	442	442	440	(2)	6
Davis	413	420	420	428	428	431	426	428	427	(1)	14
Fairview	327	327	326	324	324	324	323	323	321	(2)	(6)
Glenfair	463	469	460	458	456	449	449	455	452	(3)	(11)
Hartley	442	434	433	436	438	438	435	443	442	(1)	-
M Scott	401	401	394	398	398	398	398	395	399	4	(2)
Salish Ponds	427	427	421	425	428	423	422	420	419	(1)	(8)
Sweetbriar	341	337	336	341	341	346	345	345	345	-	4
Troutdale	430	432	430	429	431	432	429	426	432	6	2
Wilkes	507	507	505	497	496	498	496	496	495	(1)	(12)
Woodland	456	455	453	456	456	447	445	445	445	-	(11)
Lee MS	816	810	807	800	796	802	797	793	790	(3)	(26)
RMS	986	983	993	984	975	975	969	967	951	(16)	(35)
WMMS	594	599	596	597	594	591	591	596	596	-	2
RHS	2,562	2,700	2,533	2,503	2,485	2,463	2,454	2,431	2411	(20)	(151)
RLA	180	195	189	204	200	206	208	215	211	(4)	31
Cornerstone/Tutoring	161	200	219	210	230	225	226	215	209	(6)	48
Total	**9,940**	**10,130**	**9,948**	**9,929**	**9,912**	**9,892**	**9,855**	**9,835**	**9,785**	**(50)**	**(155)**

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	2/4/2021 vs 2/13/2020	2/23/2021 vs 3/2/2020
Alder	(5.00)	(3.00)	(2.00)	(5.00)	(2.00)	(10.00)	(4.00)	(5.00)	(4.00)
Davis	(16.00)	1.00	3.00	(7.00)	(8.00)	(11.00)	(5.00)	(4.00)	(3.00)
Fairview	(40.00)	(34.00)	(36.00)	(33.00)	(33.00)	(33.00)	(33.00)	(32.00)	(29.00)
Glenfair	(83.00)	(50.00)	(41.00)	(38.00)	(37.00)	(25.00)	(28.00)	(33.00)	(29.00)
Hartley	(37.00)	(22.00)	(22.00)	(25.00)	(27.00)	(26.00)	(25.00)	(32.00)	(30.00)
M Scott	0.00	1.00	11.00	11.00	9.00	9.00	11.00	14.00	9.00
Salish Ponds	(87.00)	(51.00)	(45.00)	(49.00)	(52.00)	(48.00)	(44.00)	(42.00)	(40.00)
Sweetbriar	(40.00)	(36.00)	(34.00)	(41.00)	(41.00)	(44.00)	(41.00)	(41.00)	(41.00)
Troutdale	(49.00)	(53.00)	(51.00)	(51.00)	(54.00)	(57.00)	(54.00)	(53.00)	(59.00)
Wilkes	(76.00)	(77.00)	(73.00)	(63.00)	(61.00)	(63.00)	(60.00)	(63.00)	(58.00)
Woodland	(78.00)	(79.00)	(80.00)	(80.00)	(80.00)	(70.00)	(69.00)	(69.00)	(72.00)
Lee MS	(11.00)	(13.00)	(13.00)	(4.00)	(1.00)	(8.00)	1.00	0.00	1.00
RMS	16.00	(22.00)	(30.00)	(21.00)	(11.00)	(12.00)	(3.00)	(2.00)	11.00
WMMS	(2.00)	(20.00)	(18.00)	(20.00)	(16.00)	(14.00)	(21.00)	(26.00)	(23.00)
RHS	11.00	65.00	216.00	204.00	221.00	237.00	239.00	270.00	283.00
RLA	(27.00)	22.00	30.00	12.00	28.00	19.00	17.00	11.00	22.00
Cornerstone/Tutoring/Outside Plc	(51.00)	(71.00)	(89.00)	(79.00)	(114.00)	(106.00)	(108.00)	(97.00)	(91.00)
Total	**(575)**	**(442)**	**(274)**	**(289)**	**(279)**	**(262)**	**(227)**	**(204)**	**(153)**

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment By Classroom
February 23, 2021

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE		PROJECTIONS 2020-21 Projected		2019-2020 @ March 2020	
															FTE	Grade	Projected	Diff	2019-2020	YOY Chg
Alder			14		27		26		28		29		15				*Alder*			
Bilingual Classrooms			18		19		24		21		19		18							
			18		19		27		20		19		31							
													32							
Montessori Kinder			12																	
Total		**0**	**62**		**65**		**77**		**69**		**67**		**96**	**436**	**-**		**438**	**-2**	**440**	**-37**
# of Classes			**3**		**3**		**3**		**3**		**3**		**4**							
Average Class Size			**16.67**		**21.67**		**25.67**		**23.00**		**22.33**		**24.00**							
Davis		**SPED SC**	22		22		25		24		25		22				*Davis*			
			21		23		25		23		23		22							
			21		23		26		27		24		26							
Total		**0**	**64**		**68**		**76**		**74**		**72**		**70**	**424**	**-**		**429**	**-5**	**427**	**-21**
# of Classes			**3**		**3**		**3**		**3**		**3**		**3**							
Average Class Size			**21.33**		**22.67**		**25.33**		**24.67**		**24.00**		**23.33**							
Fairview		**SPED SC**	14		16		16		22		21		17				*Fairview*			
			14		16		14		23		22		16							
			14		15		16				21		15							
Total		**0**	**42**		**47**		**46**		**45**		**64**		**48**	**292**	**-**		**314**	**-22**	**321**	**-22**
# of Classes			**3**		**3**		**3**		**2**		**3**		**3**							
Average Class Size			**14.00**		**15.67**		**15.33**		**22.50**		**21.33**		**16.00**							
Glenfair		**SPED SC**	21		20		28		25		20		22				*Glenfair*			
			20		19		29		24		20		23							
			21		19		28		24		20		21							
					19															
Total		**0**	**62**		**77**		**85**		**73**		**60**		**66**	**423**	**-**		**458**	**-35**	**452**	**-23**
# of Classes			**3**		**4**		**3**		**3**		**3**		**3**							
Average Class Size			**20.67**		**19.25**		**28.33**		**24.33**		**20.00**		**22.00**							

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment By Classroom
February 23, 2021

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE		PROJECTIONS 2020-21 Projected		2019-2020 @ March 2020	
															FTE	Grade	Projected	Diff	2019-2020	YOY Chg
Hartley		SPED SC	23		21		15		24		24		28				*Hartley*			
			23		19		16		25		22		28							
			23		20		15		21		23		27							
							15													
Total		**0**	**69**		**60**		**61**		**70**		**69**		**83**	**412**	**-**		**424**	**-12**	**442**	**-9**
# of Classes			**3**		**3**		**4**		**3**		**3**		**3**							
Average Class Size			**23.00**		**20.00**		**15.25**		**23.33**		**23.00**		**27.67**							
M Scott		SPED SC	20		21		29		23		24		24				*M Scott*			
			20		20		27		23		22		25							
			20		20				23		22		25							
					20															
Total			**60**		**81**		**56**		**69**		**68**		**74**	**408**	**-**		**408**	**0**	**399**	**-5**
# of Classes			**3**		**4**		**2**		**3**		**3**		**3**							
Average Class Size			**20.00**		**20.25**		**28.00**		**23.00**		**22.67**		**24.67**							
Salish Ponds		SPED SC	17		17		20		22		21		22				*Salish Ponds*			
			18		17		22		20		21		23							
			18		17		20		22		21		23							
					18															
Total		**0**	**53**		**69**		**62**		**64**		**63**		**68**	**379**	**-**		**429**	**-50**	**424**	**-15**
# of Classes			**3**		**4**		**3**		**3**		**3**		**3**							
Average Class Size			**17.67**		**17.25**		**20.67**		**21.33**		**21.00**		**22.67**							
Sweetbriar		SPED SC	19		18		22		19		25		32				*Sweetbriar*			
			19		18		21		19		23		33							
					16		11	x	9											
Total		**0**	**38**		**52**		**54**		**47**		**48**		**65**	**304**	**-**		**340**	**-36**	**345**	**10**
# of Classes			**2**		**3**		**2.5**	x	**2.5**		**2**		**2**							
Average Class Size			**19.00**		**17.33**		**21.60**		**18.80**		**24.00**		**32.50**							

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment By Classroom
February 23, 2021

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Added FTE Grade	PROJECTIONS 2020-21 Projected Projected	PROJECTIONS 2020-21 Projected Diff	2019-2020 @ March 2020 2019-2020	2019-2020 @ March 2020 YOY Chg
Troutdale		SPED SC	20		19		16		26		24		22				*Troutdale*			
			20		18		15		23		22		23							
			20		17		17		9	x	14		24							
											9	x	15							
Total		**0**	**60**		**54**		**48**		**58**		**69**		**84**	**373**	**-**		**427**	**-54**	**431**	**-10**
# of Classes			**3**		**3**		**3**		**2.5**		**3**		**3.5**							
Average Class Size			**20.00**		**18.00**		**16.00**		**23.20**		**23.00**		**24.00**							
Wilkes		SPED SC	19		19		19		20		26		22				*Wilkes*			
		10	19		18		16		19		26		24							
		4	19		18		16		20		24		21							
					20		18		20											
Total		**14**	**57**		**75**		**69**		**79**		**76**		**67**	**437**	**-**		**483**	**-46**	**495**	**10**
# of Classes			**3**		**4**		**4**		**4**		**3**		**3**							
Average Class Size			**19.00**		**18.75**		**17.25**		**19.75**		**25.33**		**22.33**							
Woodland		SPED SC	14		22		24		19		20		20				*Woodland*			
		6	15		21		21		17		20		21							
		10	15		22		19		20		20		21							
		6																		
Total		**22**	**44**		**65**		**64**		**56**		**60**		**62**	**373**	**-**		**440**	**-67**	**445**	**-8**
# of Classes			**3**		**3**		**3**		**3**		**3**		**3**							
Average Class Size			**14.67**		**21.67**		**21.33**		**18.67**		**20.00**		**20.67**							
SPED Outside Placements/Tutoring			0		1		2		6		7		12	**28**			**26**	**2**	**40**	**-14**
Grade Totals		**36**	**611**		**714**		**700**		**710**		**723**		**795**	**4,289**	**-**		**4,616**	**-327**	**4,661**	**(144)**
Total # of Classes			**32**		**37**		**33.5**		**32**		**32**		**33.5**							
Total Average Class Size			**18.72**		**19.30**		**20.90**		**22.19**		**22.59**		**23.73**							

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment By Classroom
February 23, 2021

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE		PROJECTIONS 2020-21 Projected		2019-2020 @ March 2020	
															FTE	Grade	Projected	Diff	2019-2020	YOY Chg

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Secondary Enrollment By Grade Level (Actual Attendance Count)
February 23, 2021

School	SPED SC	6th grade	7th grade	x	8th grade	x	9th grade	x	10th grade	x	11th Grade	x	12th Grade	Total	Added FTE		PROJECTIONS		@ March 2020	
																	Projected	Diff	2019-2020	YOY Chg
SPED Outside Placements/Tutoring		11	6		8		11		5		6		8	**55**			**0**	**55**	**130**	**36**
HB Lee MS	14	264	280		233									**791**			**780**	**11**	**790**	**65**
Reynolds MS	25	301	346		290									**962**			**996**	**-34**	**951**	**5**
Walt Morey MS	9	194	183		187									**573**			**608**	**-35**	**596**	**-3**
RHS + Middle College							803		707		567		617	**2694**			**2721**	**-27**	**2411**	**54**
Out of Dist Placement																	**0**	**0**	**0**	**0**
RLA							1		15		83		134	**233**			**210**	**23**	**211**	**21**
Cornerstone - SPED													29	**29**			**30**	**-1**	**29**	**0**
Cornerstone 1- SPED													6	**6**			**11**	**-5**	**10**	**-1**
Total	**48**	**770**	**815**		**718**		**815**		**727**		**656**		**794**	**5,343**	**-**		**5356**	**-13**	**5,128**	**177**
Total Reynolds:														**9,632**	**-**		**9,972**	**-340**	**9,789**	**33**

Comprehensive School | Targeted School | New Classroom Pending

Charter School Data

	Kndgtn	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	x	6th-8th Grade	Total	Added FTE		Projected	Diff	2019-2020	YOY Chg
														FTE	Grade				
Arthur Academy	30	31		30		30		26		21			**168**			**184**	**-16**	**179**	**-20**
Rockwood Preparatory Academy	62	47		55		44		43		37			**288**			**303**	**-15**	**293**	**-3**
MLA	48	47		48		48		48		47		285	**571**			**555**	**16**	**556**	**22**
													1027	**-**		**1042**	**-15**	**1028**	**-1**
													10,659	**-**		**11,014**	**-355**	**10,817**	**32**

SPED SC: Special Education Department Self-Contained Classroom where students spend 100% of their day.

-200

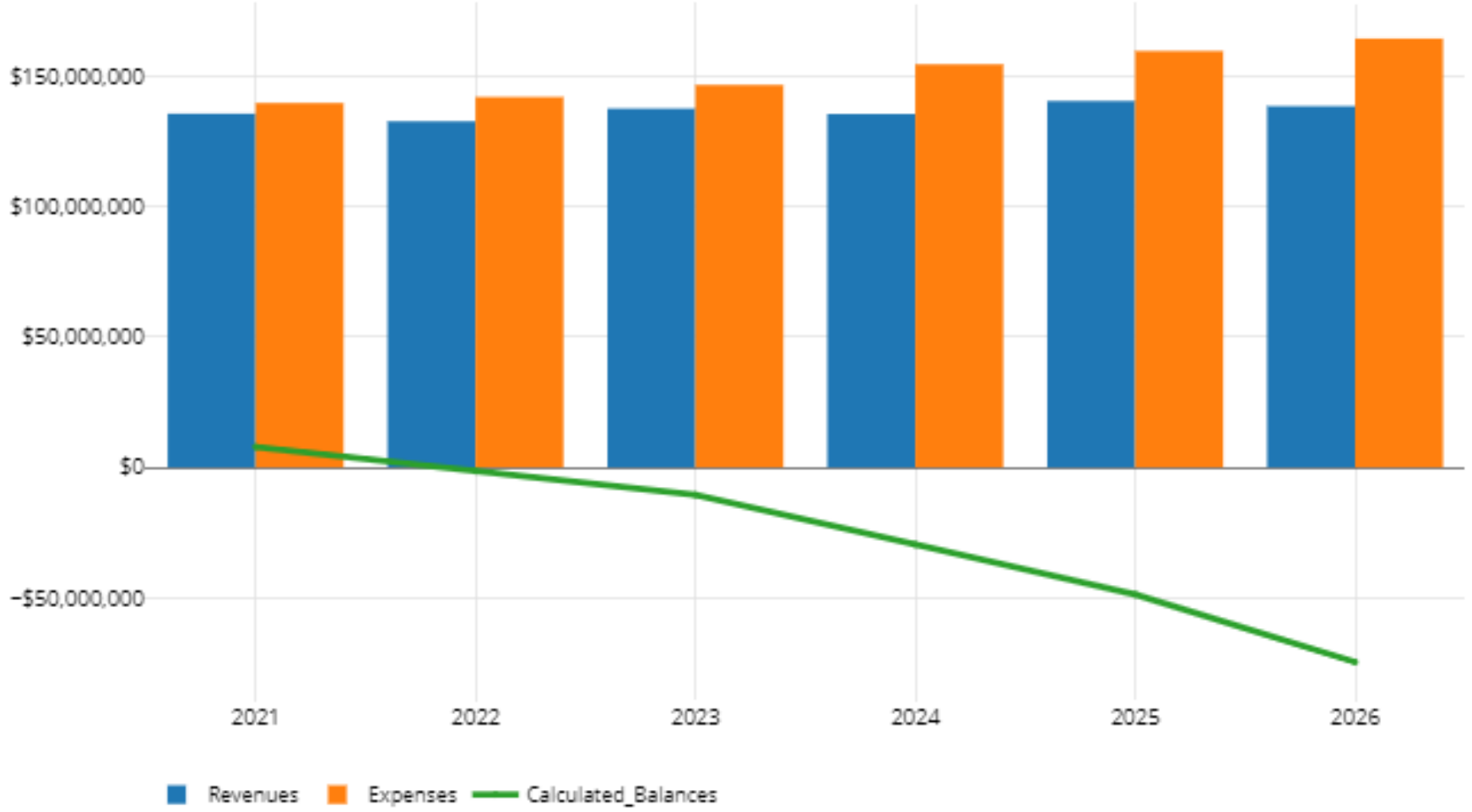
Reynolds School District

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

Budget Update

March 31, 2021

General Fund Projected Financial Summary



681

Reynolds School District

2021-2022 Extended ADMw (includes Charter Schools)

This is what is used for our SSF Payment

2021-2022 ADMw = 14,143.32

2020-2021 ADMw = 13,901.00

Extended ADMw = 14,143.32 (higher of the two years)

682

ADMw is a weighted average factoring in ESL, Pregnant and Parenting, Students experiencing Poverty, Students on IEP's and Students in Foster Care/Neglected/Delinquent

For 2020-21 extended ADMw is 14,246.13.
Our State Funding is estimated to decrease by $4.8 million between 2020-21 and 2021-22

Reynolds School District

Projected 2021-22 Enrollment

- 2021-22 (Submitted to ODE on 1/8/2021)
  - District – 9,532
  - Charter School – 1,070
  - Total – 10,602

- 2020-21 (as of 12/2020)
  - District – 9,545
  - Charter School – 1,034
  - Total – 10,579

Reynolds School District

2020-21 General Fund

02/28/2021	
Beginning Fund Balance	$ 18,958,789
Projected Resources	$ 132,735,730
Projected Expenditures	$ -140,594,883
Projected 2020-21 Ending Fund Balance	$ 11,099,637 8.36%

684

Fund Balance projected to decrease by $7.86 Million

Reynolds School District

2020-21 COVID Grants

ESSER I (CARES)	$3,512,395.90
Charter Schools Allocation	336,487.52
PPE	488,128.85
Internet Hotspots & Service for Students	180,000.00
Comcast 3rd Party Agreements for Students	50,000.00
Student Devices & Related Software and Accessories	1,078,067.37
Student Packets (Envelopes, Postage, Additional Hours)	30,626.39
Additional Hours, Hazard Pay & Supplies for Student Meal Service	225,527.54
Covering Nutrition Expenditures over Revenue in 2020-21	200,000.00
Additional Hours, Hazard Pay & Supplies for Maintenance and Facilities	117,260.01
5 FTE Teachers at the High School	500,000.00
1 FTE Technology – to support CDL	55,000.00
Computers for New Counselors, Social Workers, Middle School & High School Teachers	36,794.50
Admin - To oversee SEL	34,200.00
Professional Development for SEL	2,500.00
Reopening Schools Planning Time for Schools and District (Licensed and Classified extra hours)	23,637.63
Snacks for Elementary Hybrid Learning	39,000.00
Indirect Expense (3.39% grant overhead expense)	115,166.09

Reynolds School District

2020-21 COVID Grants (cont.)

GEER I (CDL)	$285,758.00
Charter School Allocation	27,375.62
Distance Learning Software	249,033.35
Indirect Expense (3.39% grant overhead expense)	9,349.03

Reynolds School District

2021-22 General Fund Budget Update

03/25/2021		
Projected Beginning Fund Balance	$ 11,099,637	
Projected Resources	$ 133,358,099	
Projected Expenditures	$ -137,723,832	
Projected 2020-21 Ending Fund Balance	$ 6,733,904	5%

687

Assumptions:

- State Funding of $9.1 Billion 49/51 split
- Status Quo Discretionary Budget
- 3% Increase for Utilities
- Status Quo Employee Contract Cost from 2020-21
  (all three groups currently in negotiations)
  - REA: 2% COLA
  - OSEA: 1% COLA
  - RAA: 1% COLA
- Decreased PERS cost for 2021 (about 3%)
- Liability Insurance rate increase of 15%
- $2.3 Million of General Fund expenses funded by ESSER II

Fund Balance projected to decrease by $4.3 Million

Reynolds School District

Goal Topic #1: Marginalized Students

Goal Topic #2: Culturally Responsive Instruction

Goal Topic #3: Student and Staff Wellness

Goal Topic #4: Professional Development

Prioritized 2021-2022 Budget Themes

(in order of priority)

#1 #2 #3 #4 **Mental Health Supports**

#1 #2 #3 #4 **Additional Academic Supports**

#1 #2 #3 #4 **Culturally Responsive Curriculum**

Reynolds School District

ESSER II (HEROES)

Goal Topic #1: Marginalized Students
Goal Topic #2: Culturally Responsive Instruction
Goal Topic #3: Student and Staff Wellness
Goal Topic #4: Professional Development

ESSER II (HEROES)	$13,812,540.00	
Charter School Allocations	1,323,241.00	
2020-21 Balance of the Year Teachers (Middle School and High School)	1,002,271.00	#1 #2 #3
2020-21 Balance of the Year Technology	83,837.00	#1 #3 #4
Move Licensed Subs from General Fund	1,390,346.00	#1 #2 #3 #4
Move Classified Subs from General Fund	597,550.00	#1 #2 #3 #4
Move Capital Projects from General Fund	320,107.00	#1 #3
Move General Education Teachers from Title	1,847,258.00	#1 #2 #3 #4
2021-22 Online Program	1,000,000.00	#1 #2 #3
Summer School	2,000,000.00	#1 #2 #3 #4
Add Special Education Contracted Services	408,149.00	#1 #2 #3 #4
Add 1 FTE Resource Teacher	110,262.00	#1 #2 #3 #4
Add 2 FTE General Education RHS Teachers	220,454.00	#1 #2 #3 #4
Student Technology Replacement	1,000,000.00	#1 #2 #3
Staff Technology	800,000.00	#1 #3 #4
Classroom Technology	200,000.00	#1 #2 #3
Hybrid Learning Expense	576,714.00	#3
Classroom Software	464,106.00	#1 #2 #3 #4
Indirect Expense	468,245.00	#3

Goal Topic #1: Marginalized Students

Goal Topic #2: Culturally Responsive Instruction

Goal Topic #3: Student and Staff Wellness

Goal Topic #4: Professional Development

2021-22 Student Investment Account (SIA)

SIA Continued from 2020-21	
Charter School Allocations	620,643.00
Indirect Expense	272,490.00
10 FTE Social Workers	868,931.00
10 FTE Counselors	956,311.00
MESD Nursing Services	545,805.00
Assistant Principals for Comprehensive or Targeted Schools (2.5 FTE)	449,114.00
Total SIA Continued from 2020-21	**3,713,219.00**

#1 #2 #3 #4

#1 #2 #3 #4

#1 #2 #3

690

#1 #2 #3 #4

Reynolds School District

Goal Topic #1: Marginalized Students

Goal Topic #2: Culturally Responsive Instruction

Goal Topic #3: Student and Staff Wellness

Goal Topic #4: Professional Development

2021-22 Student Investment Account (SIA)

Staff	Families	Average	New SIA for 2021-22		
1	1	1	Maintain class size - previously added FTE at the elementary level in 2019-20 and maintained in 2020-21 (approximately 13.17 FTE)	1,228,881.00	#1 #2 #3
2	2	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	100,000.00	#1 #2 #3 #4
3	4	3.5	Culturally Responsive Curriculum Adoption	567,439.00	#1 #2 #3 #4
6	3	4.5	Multi-Tiered Systems of Support (MTSS) Teachers on Special Assignment (TOSAs) for Comprehensive and Targeted Schools (approximately 10.0 FTE)	1,079,488.00	#1 #2 #3 #4
5	5	5	Assistant Principals for Comprehensive or Targeted Schools (approximately 1.5 FTE remaining to be funded)	269,469.00	#1 #2 #3 #4
4	8	6	Elementary Library Media Specialists (approximately 10.5 FTE)	1,079,488.00	#1 #2 #3 #4
			Total New	**$4,324,765.00**	
			TOTAL	**$8,038,059.00**	

691

Reynolds School District

Reynolds
School District

Reynolds School District

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

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: March 31, 2021

Action ☒
Report ☐

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 2020-2021-024 Public School Volunteer Appreciation Week
    II. Resolution 2020-2021-025 National Assistant Principal Appreciation Week
D. Acceptance of Grants
    I. Lines for Life: Suicide Prevention Mini Grant
    II. Project Lead the Way Grants
E. Approval of Proposed Student 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 Work Session

March 10, 2021
7:00 PM
Virtual Meeting

Attendance Taken at 7:06 PM. Yesenia Delgado: Present, Ana Gonzalez Muñoz: Present, John Lindenthal: Present, Ricki Ruiz: Present, Joe Teeny: Absent, Valerie Tewksbury: Present. Diego Hernandez: Absent

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 and ORS 192.660(2)(d) Negotiations. Executive Session is closed to the public.

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

- Chair Tewksbury called the March 10, 2021 Work Session to order on 7:02p.
- Instead of reading and approving Resolution 2020-2021-023, the Board will discuss the process for declaring a Board vacancy as Director Hernandez tendered his resignation today.
- Vice Chair Delgado read the Land Acknowledgement into the record.

III. 7:05p - Public to be Heard

IV. 7:05p - Budget Committee Applicant Interviews

- Three applicants were interviewed.

V. 7:50p - Special Education Review

- Dr. Lauren Katzman gave a presentation on Urban Collaborative's Special Education review.

VI. 8:20p - HB 3499 Directed Funding Update

VII. 8:35p - Update on Hybrid, CDL, and LIPI

VIII. 8:35p - Action Items

A. Resolution 2020-2021-023 Requesting Board Member Resignation (removed from agenda)

IX. 8:45p - Adjourn

Reynolds School District

Board of Education Business Meeting

February 24, 2021

7:00 PM

Virtual Meeting

Attendance Taken at 7:09 PM. Yesenia Delgado: Present, Ana Gonzalez Muñoz: Present, Diego Hernandez: Absent, John Lindenthal: Present, Ricki Ruiz: Present, Joe Teeny: Absent, Valerie Tewksbury: 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, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.

II. 7:00p - Call to Order

- Chair Tewksbury called the February 24, 2021 meeting to order at 7:03p.

A. Land Acknowledgement

- John Lindenthal read the Land Acknowledgement into the record.

B. Pledge of Allegiance

C. Consider Approval of the February 24, 2021 Agenda

I move to approve the February 24, 2021 agenda as presented. This motion, made by Yesenia Delgado and seconded by Ricki Ruiz, Passed.
Yea: 7, Nay: 0

III. 7:10p - Board Recognition

A. Student Recognition

- Hannah Koetje, 5th grader at Sweetbriar Elementary

B. Volunteer/Community Partner Recognition

- Les Schwab and their work at Margaret Scott Elementary

C. Staff Recognition

- Shaunice Silas, Principal at Reynolds Middle School

D. Resolution 2020-2021-017 Proclaiming the Celebration of Classified Employee Appreciation Week

- John Lindenthal read Resolution 2020-2021-017 into the record.

E. Resolution 2020-2021-018 Proclaiming the Celebration of Women's History Month

- John Lindenthal read Resolution 2020-2021-017 into the record.

F. Resolution 2020-2021-019 Proclaiming the Celebration of National School Social Worker Appreciation Week

- Yesenia Delgado read Resolution 2020-2021-019 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.

- Julie Phillips read a comment into the record.

V. 7:30p - Public Hearing: MLA Charter Renewal

- Jo Ann Lindenthal and Sheri Fitzsimmons gave a brief presentation on MLA.

VI. 7:45p - Bargaining Group Updates

VII. 7:55p - Presentation to the Board

A. Online School Proposal

- The 300+ students we have lost to online schools have all left during this school year.
- This would be a program of Reynolds, not a separate school. Students could go 100% online to some classes and some classes/electives in person.

Request - demographics of the students we have lost to online schools.

B. Graduation Data Report

C. Suicide Prevention Policy JHH - first reading

D. Meyer Memorial Trust Grant for the "Grow Your Own" Program

VIII. 8:45p - Board Reports

A. Board Announcements

i. Individual Board Members - Announcements and Reports

- Consensus of the Board to bring a resolution to the March 10 Work Session requesting Director Hernandez's resignation.

ii. Upcoming Board Meetings

IX. 8:55p - Superintendent's Reports

A. Announcements/Reports

B. Student Achievement

i. CDL Update

ii. HS Sports Update

C. Equity

D. Communications

E. Fiscal Responsibility

i. Financial Report

ii. Enrollment Report

iii. Budget Update

X. 9:15p - Consent Agenda

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

Yea: 5, Nay: 0

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 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

E. Proposed Calendars for the 2021-2022 School Year

F. MESD Local Service Plan 2021-2022 (Resolution 2020-2021-020)

XI. 9:20p - Action Items

A. 2021-2026 Strategic Plan

I move that the Board approve the 2021-2026 Strategic Plan as presented. This motion, made by Yesenia Delgado and seconded by John Lindenthal, Passed.

Yea: 5, Nay: 0

B. Online School Proposal

I move that the Reynolds School Board authorize further investigation into a potential online school for the 2021-2022 school year. This motion, made by John Lindenthal and seconded by Yesenia Delgado, Passed.

Yea: 5, Nay: 0

C. Authorization to Execute Utility Easement for Portland General Electric to Install and Maintain Electric Bus Charging Station

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. This motion, made by Ana Gonzalez Muñoz and seconded by Yesenia Delgado, Passed.

Yea: 5, Nay: 0

D. MOU with REA on Vaccine Sick Leave

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. This motion, made by Yesenia Delgado and seconded by John Lindenthal, Passed.Yea: 5, Nay: 0

XII. 9:30p - Board Discussion

XIII. 9:45p - Adjourn

- Chair Tewksbury adjourned the February 24, 2021 Business Meeting at 10:29p

RESOLUTION #2020-2021-024

PROCLAIMING THE CELEBRATION OF PUBLIC SCHOOL VOLUNTEER WEEK

WHEREAS students in Reynolds School District schools are the key to our community's and the world's future; and

WHEREAS the education of the District's students is best achieved through the combined efforts of families, staff, and community members alike; and

WHEREAS volunteers from the community who work with our students and in our schools are critical to the success achieved by the District's students; and

WHEREAS volunteer efforts enrich learning experiences beyond what are normally available for students; and

WHEREAS volunteers extend the District's financial resources by assisting staff;

NOW, THEREFORE, BE IT RESOLVED that in honor of the service of all students, Reynolds School District endorses and supports the recognition and celebration of the efforts of volunteers during the week of April 19th through 23rd, 2021 hereby established as Public Schools Volunteer Week.

Adopted this 31st day of March 2021.

Signed:

_____

Chair, Reynolds School District Board of Directors

Attest:

_____

Superintendent/Clerk

RESOLUCIÓN #2020-2021-024

PROCLAMACIÓN DE LA CELEBRACIÓN DE LA SEMANA DE VOLUNTARIOS EN LAS ESCUELAS PÚBLICAS

CONSIDERANDO que los estudiantes de las escuelas de Reynolds School District son la clave para el futuro de nuestra comunidad y del mundo; y

CONSIDERANDO que la educación de los estudiantes del distrito se logra mejor gracias a los esfuerzos combinados y por igual de las familias, el personal y los miembros de la comunidad; y

CONSIDERANDO que los voluntarios de la comunidad que trabajan con nuestros estudiantes y en nuestras escuelas son fundamentales para el éxito alcanzado por los estudiantes del distrito; y

CONSIDERANDO el esfuerzo de los voluntarios enriquece las experiencias de aprendizaje más allá de lo que normalmente están disponibles para los estudiantes; y

CONSIDERANDO que los voluntarios amplían los recursos financieros del distrito ayudando al personal;

AHORA, POR LO TANTO, SE RESUELVA que, en honor al servicio de todos los estudiantes, Reynolds School District avala y apoya el reconocimiento y la celebración de los esfuerzos de los voluntarios durante la semana del 19 al 23 de abril de 2021, establecido por la presente como La Semana del Voluntariado en las Escuelas Públicas.

Adoptado el 31de marzo de 2021

Firmado:

_____

Presidente, Junta Directiva de Reynolds School District

Doy fe:

_____

Superintendente/Secretario

RESOLUTION #2020-2021-025

PROCLAIMING THE CELEBRATION OF NATIONAL ASSISTANT PRINCIPALS WEEK

WHEREAS the Reynolds School Board has designated the week of April 5 through April 9, 2021 as "National Assistant Principals Week" in coordination with the efforts of the National Association of Elementary School Principals, the American Federation of School Administrators, and the National Association of Secondary School Principals working with the U.S. Congress and resolutions thereof;

WHEREAS an assistant principal, as a member of the school administration, interacts with many sectors of the school community, including support staff, instructional staff, students, and parents;

WHEREAS assistant principals are responsible for establishing a positive learning environment and building strong relationships between school and community;

WHEREAS assistant principals play a pivotal role in the instructional leadership of their schools by supervising student instruction, mentoring teachers, recognizing the achievements of staff, encouraging collaboration among staff, ensuring the implementation of best practices, monitoring student achievement and progress, facilitating and modeling data-driven decision making to inform instruction, and guiding the direction of targeted intervention and school improvement;

WHEREAS the day-to-day logistical operations of schools require assistant principals to monitor and address facility needs, attendance, transportation issues, and scheduling challenges, as well as to supervise extra- and co-curricular events;

WHEREAS assistant principals are entrusted with maintaining an inviting, safe, and orderly school environment that supports the growth and achievement of each and every student by nurturing positive peer relationships, recognizing student achievement, mediating conflicts, analyzing behavior patterns, and providing interventions when necessary;

NOW, THEREFORE, BE IT RESOLVED that in honor of the service of all elementary, middle level, and high school assistant principals, and to recognize the importance of their school leadership so that every child has access to a high-quality education, and to celebrate school leader accomplishments, the week of April 5 through April 9, 2021 is hereby designated in Reynolds School District to be " National Assistant Principals Week."

Adopted this 31st day of March 2021.

Signed:

_____

Chair, Reynolds School District Board of Directors

Attest:

_____

Superintendent/Clerk

RESOLUCIÓN #2020-2021-025

PROCLAMANDO LA CELEBRACIÓN DE LA SEMANA NACIONAL DE LOS SUBDIRECTORES

CONSIDERANDO que la Junta Directiva ha designado la semana del 5 al 9 de abril de 2021 como la “Semana Nacional de los Subdirectores" en coordinación con los esfuerzos de la Asociación Nacional de Directores de Escuelas Primarias, La Federación Americana de Administradores Escolares y la Asociación Nacional de Directores de Escuelas Secundarias que trabajan con el Congreso de los Estados Unidos y sus resoluciones;

CONSIDERANDO que un subdirector, como miembro de la administración escolar interactúa con muchos sectores de la comunidad escolar, entre ellos el personal de apoyo, el personal de instrucción, los estudiantes y los padres,

CONSIDERANDO que los subdirectores son responsables de establecer un entorno de aprendizaje positivo y de establecer relaciones sólidas entre la escuela y la comunidad;

CONSIDERANDO que los subdirectores desempeñan un rol fundamental en el liderazgo docente de sus escuelas supervisando la enseñanza de los estudiantes, asesorando a los maestros, reconociendo los logros del personal, fomentando la colaboración entre el personal, garantizando la implementación de las mejores prácticas, supervisando el logro y el progreso de los estudiantes, facilitando y modelando la toma de decisiones con base en datos para informar la instrucción, y guiando la dirección de intervenciones específicas para la mejora escolar;

CONSIDERANDO que las operaciones logísticas diarias de las escuelas requieren que los subdirectores supervisen y aborden las necesidades de las instituciones como asistencia, temas de transporte y los desafíos de programación, como así también eventos extra y co-curriculares;

CONSIDERANDO que los subdirectores están encargados de mantener un entorno escolar acogedor, seguro y ordenado que apoye el crecimiento y el logro de todos y cada uno de los estudiantes mediante el fomento de relaciones positiva entre compañeros, el reconocimiento del logro estudiantil, la mediación de conflictos, el análisis de patrones de comportamiento y la prestación de intervenciones cuando sea necesario.

AHORA, POR LO TANTO, SE RESELVE que, en honor al servicio de todos los subdirectores de primaria, nivel medio y secundaria, y para reconocer la importancia de su liderazgo escolar para que cada niño tenga acceso a una educación de alta calidad, y para celebrar los logros de los líderes escolares, la semana del 5 al 9 de abril de 2021 se designa en Reynolds School District como " Semana Nacional de Subdirectores."

Firmado:

_____

Presidente, Junta Directiva de Reynolds School District

Doy fe:

701

_____

Superintendente/Secretario

Reynolds School District

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

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: **Lines for Life: Suicide Prevention Mini Grant**

Policy: Student Health Services and Requirement - JHC

Date: March 31, 2021

Action ☐
Report ☒

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:
Reynolds School District (RSD) will spend the mini-grant to pay for a work group of school counselors, social workers, health teachers, and instructional coaches who will meet in March-April 2021. The work group will review options and recommend adoption of middle school curriculum focused on mental wellness and suicide prevention.

Previous Board Action:
Not Applicable

Background:
In response to Adi's Act (HB 52), each school district must develop a suicide prevention, intervention, and post-vention plan. Lines for Life is the technical advisor to districts on developing these plans and has awarded Reynolds a mini-grant of $1,500 toward this project.

Financial Implications:
RSD will be awarded $1,500. The funds will be spent to cover the curriculum rate for a work group of three school counselors/social workers and three health teachers.

Alternatives:
Not Applicable

Staff Recommendation:
Staff recommends the acceptance of the grant award from Lines for Life to adopt curriculum on mental wellness and suicide prevention.

Motion:
I move that the Board accept the grant award from Lines for Life.

March 1st, 2021

Deb Miller
Program Administrator
Reynolds School District
1204 NE 201st Ave.
Fairview, OR 97024

Re: School Suicide Prevention Plan Mini-Grant Request

Dear Deb:

Lines for Life's School Suicide Prevention and Wellness Program is pleased to inform you that we have approved a grant to your school district in the amount of $1,500.

School Suicide Prevention Plan mini-grants are made possible through collaborative efforts between Oregon Health Authority and Lines for Life.

Your award check will be mailed to you in the coming weeks. Enclosed with your award letter is a final grant report form. Report forms will be available as a fillable form on our website for completion. The final grant report is due no later than 6 months after funds are received.

Lines for Life extends its best wishes for your success with your district suicide prevention plan, and we look forward to your feedback in the final grant report.

Sincerely,

Kahae Rikeman, MSW
School Suicide Prevention and Wellness Program Manager
She/her/hers
Lines *for* Life
Preventing substance abuse and suicide
5100 SW Macadam Ave, Suite 400 | Portland, OR 97239
Direct: 503-575-3770 Main: 503.244.5211

Suicide Prevention Mini-Grant Spending Plan

Reynolds School District #7
1204 NE 201st Ave. Fairview, OR 97024
Phone: 503-661-7200

Contact People :
Deb Miller, Program Administrator, dgmiller@rsd7.net
Seth Jones, Program Administrator, sjones@rsd7.net
Margaret Breithaupt, Grant Accountant, mbreithaupt@rsd7.net

In response to Ady's Law (HB 52), each school district must develop a suicide prevention, intervention, and post-vention plan. Lines for Life is the Technical Advisor to districts on developing these plans and has awarded Reynolds with a mini-grant of $1500 toward this project.

Reynolds will spend the mini-grant to pay for a work group of school counselors, social workers, health teachers, and instructional coaches which will meet in March-April 2021. The work group will review options and recommend adoption of curriculum to add a unit to our Middle School Health curriculum focused on mental wellness and suicide prevention.

Work Group:	Hours:	Curriculum Rate/Hr:		
3 School counselors/Social Workers:	x5	$50.00	=	$750
3 Health Teachers	x5	$50.00	=	$750

Total Cost $1,500.00

Reynolds School District

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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Dr. Nicole MacTavish, Chief Academic Officer

Subject: **Acceptance of Grants from Project Lead the Way**

Policy: Funding Proposal Applications - DD

Date: March 31, 2021

Action ☒
Report ☐

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:
Project Lead the Way (PLTW) Launch (PreK-5) and Gateway (grades 6-8) provide professional development that engages teachers in a collaborative, hands-on learning professional development by completing online courses that introduce educators to PLTW and provide them with essential foundational knowledge. Teachers will develop an understanding of the activity-, project-, problem-based (APB) instructional approach, embrace their role as facilitators of learning, and gain familiarity with grade-level PLTW modules. The training experience is focused on pedagogy and in-depth exploration of the PLTW modules teachers will lead in their classrooms.

PLTW modules intentionally connect to Next Generation Science Standards (NGSS) and engage students to build knowledge and skills in areas including computer science, engineering, and biomedical science. In addition, each module empowers students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance. All units and teacher resources are offered in both English and Spanish.

PTWL provides grants to offset the costs associated with the Gateway and Launch programs and is offering grants to the following Reynolds schools for the 2021-2022 school year: Reynolds Middle School, H. B. Lee Middle School, Walt Morey Middle School, Wilkes Elementary, and Alder Elementary.

Previous Board Action:
Not Applicable

Background:
H.B. Lee has had the Project Lead the Way Gateway program since the 2016-17 school year, and Walt Morey and Reynolds Middle School have had the Gateway program since the 2017-18 school year. This would be the first year for Wilkes and Alder Elementary to participate. Reynolds High School has participated in Project Lead the Way in previous years.

Financial Implications:
The total amount of PLTW grants being awarded to RSD for the 2021-2022 school year is $31,000, broken down as follows:

Reynolds Middle School - $7500
H. B. Lee Middle School - $7500
Walt Morey Middle School - $1000
Wilkes Elementary - $7500
Alder Elementary - $7500

Alternatives:
Not Applicable

Staff Recommendation:
Staff recommends acceptance of these grant awards.

Motion:
I move that the Board accept the grants awarded by Project Lead the Way for the 2021-2022 school year.

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Grant Agreement

Grantee:	Alder Elementary School
Grant Amount	$10,000.00
Purpose of Grant	To offset the costs associated with the PLTW Launch program.
Award Date	February 9, 2021
Grant Period Start	January 19, 2021
Grant Period End	May 31, 2023
Grant Funded School Year(s)	2021-2022 2022-2023

Payment Schedule	
School Year	**Amount**
2021-2022	$7,500.00
2022-2023	$2,500.00

This grant is awarded to Alder Elementary School, ("Grantee"), by Project Lead The Way, Inc. ("PLTW"), in the amount of $10,000.00, and is subject to and conditioned upon the following grant requirements:

A. **Active PLTW School; Eligible Programs.**

1. This Grant Agreement is conditioned upon the Grantee being deemed an "Active PLTW School" within PLTW's records, which means that the Grantee meets the following requirements throughout each Grant Funded School Year: (i) The Grantee is subject to the PLTW Terms and Conditions or other signed written agreement between Grantee and PLTW and (ii) the teacher(s) for the applicable PLTW Program(s) have completed or will complete PLTW's Core Training or are undertaking a professional development plan which is acceptable to PLTW and such teacher(s) provide the instruction for the applicable PLTW Program(s) throughout the school year. PLTW's Grant Committee will review Grantee's compliance with these requirements on a regular basis during the Grant Period.

2. This grant may be used only for the PLTW Launch program. Grantee must offer at least one PLTW Launch module in one grade during the 2021-2022 school year and two different modules during the 2022-2023 school year.

B. **Grant Period.** Subject to Section I, this grant may be used during the period stated above (the "Grant Period"), and funds may be carried over to subsequent years but must be

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spent by the Grant Period End date. Grantee will return any funds that remain unspent to PLTW.

C. **Allowable Expenses.** The allowable expenses of the grant are checked below.

☒ PLTW Participation Fee

☒ Core Training: registration fees and related expenses, except as otherwise provided in Sections D and E

☒ Required computers and/or tablets

☒ Program required equipment and supplies

☒ Equipment and supplies listed as “Optional”

☐ Other:

D. **Unallowable Expenses.** Grantee may not use the grant funds for any of the following unallowable expenses:

☒ Salaries or Stipends

☒ Benefits

☒ Meals

☒ Infrastructure

☒ Renovations

☒ Indirect Costs

☒ Equipment and supplies listed as “Optional"

☒ Training Cancellation Fees

☒ Training Substitution Fees

☒ Training Registration Fees for a no-show participant

☒ Training Registration Fees where a participant did not earn a credential

☒ Any other expenses not specified as allowable

☐ Participation Fees

E. **Training Fees.** Grantee will not use the grant funds to pay training cancellation fees, fees associated with substitution of a training participant, registration fees for a participant that fails to attend training, and/or registration fees for a participant who does not earn a credential.

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F. **Reporting.** Grantee will provide PLTW grant reports by April 15 of each grant year. The reporting requirements are to be managed in the My Grants section of myPLTW. Submitting timely reports is the responsibility of the district/school receiving the grant and PLTW reserves the right to determine satisfactory progress. PLTW reserves the right to modify reporting requirements in its sole discretion from time to time.

G. **Access to Records.** Grantee will provide promptly such additional information, reports, required data collection and surveying, and documents as PLTW may request and will allow PLTW and its representatives to have reasonable access to files, records, accounts, or personnel that are associated with this grant, for the purpose of financial reviews, verifications, or program evaluations as may be deemed necessary by PLTW. Any such information, reports, documents or access shall be limited to the evaluation of the PLTW Program and the grant funding and shall be made consistent with any applicable federal or state laws relating to the provision of such information.

H. **Data Share Agreement.** Grantee agrees and allows PLTW to enter into a data share agreement with a grantor of funds to PLTW, or its designated research firm, to share data for evaluation purposes, as allowed under the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99) and any applicable state or federal regulations. PLTW will not share any personally identifiable data and will not use the data for commercial purposes, but PLTW may share information about program impact data to support its mission as related to this grant program.

I. **Compliance**. PLTW reserves the right to require a total or partial refund of any grant funds, may limit access to PLTW curriculum and support resources, and/or may terminate this Grant Agreement if Grantee has not fully complied with the terms and conditions of this Grant Agreement or is not so fully complying at any time during the Grant Period.

J. **Acceptance and Authorization.** Grantee's receipt of funds under this Grant Agreement is subject to the availability of funds available for this purpose. In such event of unavailability, this Grant Agreement will automatically terminate, and no additional funds will be distributed. Grantee agrees that execution of this document represents both its acceptance of the Grant funds subject to the terms of this Grant Agreement as well as Grantee's authorization for Participation Confirmation for programs set forth in this document. Grantee acknowledges and agrees the person signing this document is legally authorized to obligate the Grantee to its terms. Grantee agrees this Grant Agreement and the PLTW Terms and Conditions or other signed written agreement between Grantee and PLTW constitute the entire understanding between the parties regarding the grant funds during the Grant Period. Upon execution of the Grant Agreement, Grantee shall receive written confirmation of the grant funded programs contemplated by this agreement.

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Site Name	**PLTW Program**
Alder Elementary School	PLTW Launch

On behalf of Grantee, I understand and agree to the foregoing terms and conditions of the PLTW grant, and hereby certify my authority to execute this agreement on Grantee's behalf.

Authorized Signer: _____

Name: Margaret Breithaupt

Title: _____

Date: _____

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Grant Agreement

Grantee:	Wilkes Elementary School
Grant Amount	$10,000.00
Purpose of Grant	To offset the costs associated with the PLTW Launch program.
Award Date	February 9, 2021
Grant Period Start	January 19, 2021
Grant Period End	May 31, 2023
Grant Funded School Year(s)	2021-2022 2022-2023

Payment Schedule	
School Year	**Amount**
2021-2022	$7,500.00
2022-2023	$2,500.00

This grant is awarded to Wilkes Elementary School, ("Grantee"), by Project Lead The Way, Inc. ("PLTW"), in the amount of $10,000.00, and is subject to and conditioned upon the following grant requirements:

A. **Active PLTW School; Eligible Programs.**

1. This Grant Agreement is conditioned upon the Grantee being deemed an "Active PLTW School" within PLTW's records, which means that the Grantee meets the following requirements throughout each Grant Funded School Year: (i) The Grantee is subject to the PLTW Terms and Conditions or other signed written agreement between Grantee and PLTW and (ii) the teacher(s) for the applicable PLTW Program(s) have completed or will complete PLTW's Core Training or are undertaking a professional development plan which is acceptable to PLTW and such teacher(s) provide the instruction for the applicable PLTW Program(s) throughout the school year. PLTW's Grant Committee will review Grantee's compliance with these requirements on a regular basis during the Grant Period.

2. This grant may be used only for the PLTW Launch program. Grantee must offer at least one PLTW Launch module in one grade during the 2021-2022 school year and two different modules during the 2022-2023 school year.

B. **Grant Period.** Subject to Section I, this grant may be used during the period stated above (the "Grant Period"), and funds may be carried over to subsequent years but must be

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spent by the Grant Period End date. Grantee will return any funds that remain unspent to PLTW.

C. **Allowable Expenses.** The allowable expenses of the grant are checked below.

☒ PLTW Participation Fee

☒ Core Training: registration fees and related expenses, except as otherwise provided in Sections D and E

☒ Required computers and/or tablets

☒ Program required equipment and supplies

☒ Equipment and supplies listed as “Optional”

☐ Other:

D. **Unallowable Expenses.** Grantee may not use the grant funds for any of the following unallowable expenses:

☒ Salaries or Stipends

☒ Benefits

☒ Meals

☒ Infrastructure

☒ Renovations

☒ Indirect Costs

☒ Equipment and supplies listed as “Optional"

☒ Training Cancellation Fees

☒ Training Substitution Fees

☒ Training Registration Fees for a no-show participant

☒ Training Registration Fees where a participant did not earn a credential

☒ Any other expenses not specified as allowable

☐ Participation Fees

E. **Training Fees.** Grantee will not use the grant funds to pay training cancellation fees, fees associated with substitution of a training participant, registration fees for a participant that fails to attend training, and/or registration fees for a participant who does not earn a credential.

DocuSign Envelope ID: 73F1680F-E26A-4B78-A65E-F52E4EED1E2F

F. **Reporting.** Grantee will provide PLTW grant reports by April 15 of each grant year. The reporting requirements are to be managed in the My Grants section of myPLTW. Submitting timely reports is the responsibility of the district/school receiving the grant and PLTW reserves the right to determine satisfactory progress. PLTW reserves the right to modify reporting requirements in its sole discretion from time to time.

G. **Access to Records.** Grantee will provide promptly such additional information, reports, required data collection and surveying, and documents as PLTW may request and will allow PLTW and its representatives to have reasonable access to files, records, accounts, or personnel that are associated with this grant, for the purpose of financial reviews, verifications, or program evaluations as may be deemed necessary by PLTW. Any such information, reports, documents or access shall be limited to the evaluation of the PLTW Program and the grant funding and shall be made consistent with any applicable federal or state laws relating to the provision of such information.

H. **Data Share Agreement.** Grantee agrees and allows PLTW to enter into a data share agreement with a grantor of funds to PLTW, or its designated research firm, to share data for evaluation purposes, as allowed under the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99) and any applicable state or federal regulations. PLTW will not share any personally identifiable data and will not use the data for commercial purposes, but PLTW may share information about program impact data to support its mission as related to this grant program.

I. **Compliance**. PLTW reserves the right to require a total or partial refund of any grant funds, may limit access to PLTW curriculum and support resources, and/or may terminate this Grant Agreement if Grantee has not fully complied with the terms and conditions of this Grant Agreement or is not so fully complying at any time during the Grant Period.

J. **Acceptance and Authorization.** Grantee's receipt of funds under this Grant Agreement is subject to the availability of funds available for this purpose. In such event of unavailability, this Grant Agreement will automatically terminate, and no additional funds will be distributed. Grantee agrees that execution of this document represents both its acceptance of the Grant funds subject to the terms of this Grant Agreement as well as Grantee's authorization for Participation Confirmation for programs set forth in this document. Grantee acknowledges and agrees the person signing this document is legally authorized to obligate the Grantee to its terms. Grantee agrees this Grant Agreement and the PLTW Terms and Conditions or other signed written agreement between Grantee and PLTW constitute the entire understanding between the parties regarding the grant funds during the Grant Period. Upon execution of the Grant Agreement, Grantee shall receive written confirmation of the grant funded programs contemplated by this agreement.

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Site Name	**PLTW Program**
Wilkes Elementary School	PLTW Launch

On behalf of Grantee, I understand and agree to the foregoing terms and conditions of the PLTW grant, and hereby certify my authority to execute this agreement on Grantee's behalf.

Authorized Signer: _____

Name: Margaret Breithaupt

Title: _____

Date: _____

DocuSign Envelope ID: 09B24CAA-A92F-4012-8B55-EAE51178916C

Grant Agreement

Grantee:	Reynolds Middle School
Grant Amount	$7,500.00
Purpose of Grant	To offset the costs associated with the PLTW Gateway program.
Award Date	January 25, 2021
Grant Period Start	January 25, 2021
Grant Period End	May 31, 2023
Grant Funded School Year(s)	2021-2022 2021-2022

Payment Schedule	
School Year	**Amount**
2021-2022	$7,500.00
2021-2022	$0.00

This grant is awarded to Reynolds Middle School, ("Grantee"), by Project Lead The Way, Inc. ("PLTW"), in the amount of $7,500.00, and is subject to and conditioned upon the following grant requirements:

A. **Active PLTW School; Eligible Programs.**

1. This Grant Agreement is conditioned upon the Grantee being deemed an "Active PLTW School" within PLTW's records, which means that the Grantee meets the following requirements throughout each Grant Funded School Year: (i) The Grantee is subject to the PLTW Terms and Conditions or other signed written agreement between Grantee and PLTW and (ii) the teacher(s) for the applicable PLTW Program(s) have completed or will complete PLTW's Core Training or are undertaking a professional development plan which is acceptable to PLTW and such teacher(s) provide the instruction for the applicable PLTW Program(s) throughout the school year. PLTW's Grant Committee will review Grantee's compliance with these requirements on a regular basis during the Grant Period.

2. This grant may be used only for the PLTW Gateway program. Grantee must offer at least one section of either PLTW Gateway Computer Science for Innovators and Makers or App Creators to students during the 2021-2022 and 2022-2023 school years. Grantee is also committing to the following: Gateway computer science unit must be offered to sixth, seventh, and/or eighth grade students; Students enrolled in the PLTW Gateway computer science unit must be rostered in myPLTW; PLTW Gateway computer science teachers and students

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must participate in PLTW-administered surveys; be willing to participate in branding efforts within the school, district, and local community to promote this award (i.e. banners, press releases, media events); be willing to share PLTW Gateway computer science teacher and student stories and testimonials; allow visits (in-person or virtual) from PLTW and Verizon Innovative Learning staff; provide classroom information and interim budgets throughout the year if requested.

B. **Grant Period.** Subject to Section I, this grant may be used during the period stated above (the "Grant Period"), and funds may be carried over to subsequent years but must be spent by the Grant Period End date. Grantee will return any funds that remain unspent to PLTW.

C. **Allowable Expenses.** The allowable expenses of the grant are checked below.

☒ PLTW Participation Fee

☒ Core Training: registration fees and related expenses, except as otherwise provided in Sections D and E

☒ Required computers and/or tablets

☒ Program required equipment and supplies

☒ Equipment and supplies listed as "Optional"

☐ Other:

D. **Unallowable Expenses.** Grantee may not use the grant funds for any of the following unallowable expenses:

☒ Salaries or Stipends

☒ Benefits

☒ Meals

☒ Infrastructure

☒ Renovations

☒ Indirect Costs

☐ Equipment and supplies listed as "Optional"

☒ Training Cancellation Fees

☒ Training Substitution Fees

☒ Training Registration Fees for a no-show participant

☒ Training Registration Fees where a participant did not earn a credential

DocuSign Envelope ID: 09B24CAA-A92F-4012-8B55-EAE51178916C

☒ Any other expenses not specified as allowable

☐ Participation Fees

E. **Training Fees.** Grantee will not use the grant funds to pay training cancellation fees, fees associated with substitution of a training participant, registration fees for a participant that fails to attend training, and/or registration fees for a participant who does not earn a credential.

F. **Reporting.** Grantee will provide PLTW grant reports by April 15 of each grant year. The reporting requirements are to be managed in the My Grants section of myPLTW. Submitting timely reports is the responsibility of the district/school receiving the grant and PLTW reserves the right to determine satisfactory progress. PLTW reserves the right to modify reporting requirements in its sole discretion from time to time.

G. **Access to Records.** Grantee will provide promptly such additional information, reports, required data collection and surveying, and documents as PLTW may request and will allow PLTW and its representatives to have reasonable access to files, records, accounts, or personnel that are associated with this grant, for the purpose of financial reviews, verifications, or program evaluations as may be deemed necessary by PLTW. Any such information, reports, documents or access shall be limited to the evaluation of the PLTW Program and the grant funding and shall be made consistent with any applicable federal or state laws relating to the provision of such information.

H. **Data Share Agreement.** Grantee agrees and allows PLTW to enter into a data share agreement with a grantor of funds to PLTW, or its designated research firm, to share data for evaluation purposes, as allowed under the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99) and any applicable state or federal regulations. PLTW will not share any personally identifiable data and will not use the data for commercial purposes, but PLTW may share information about program impact data to support its mission as related to this grant program.

I. **Compliance**. PLTW reserves the right to require a total or partial refund of any grant funds, may limit access to PLTW curriculum and support resources, and/or may terminate this Grant Agreement if Grantee has not fully complied with the terms and conditions of this Grant Agreement or is not so fully complying at any time during the Grant Period.

J. **Acceptance and Authorization.** Grantee's receipt of funds under this Grant Agreement is subject to the availability of funds available for this purpose. In such event of unavailability, this Grant Agreement will automatically terminate, and no additional funds will be distributed. Grantee agrees that execution of this document represents both its acceptance of the Grant funds subject to the terms of this Grant Agreement as well as Grantee's authorization for Participation Confirmation for programs set forth in this document. Grantee acknowledges and agrees the person signing this document is legally authorized to obligate the Grantee to its terms. Grantee agrees this Grant Agreement and the PLTW Terms and Conditions or other signed written agreement between Grantee and PLTW constitute the entire understanding between the parties regarding the grant funds

DocuSign Envelope ID: 09B24CAA-A92F-4012-8B55-EAE51178916C

during the Grant Period. Upon execution of the Grant Agreement, Grantee shall receive written confirmation of the grant funded programs contemplated by this agreement.

DocuSign Envelope ID: 09B24CAA-A92F-4012-8B55-EAE51178916C

Site Name	PLTW Program
Reynolds Middle School	PLTW Gateway

On behalf of Grantee, I understand and agree to the foregoing terms and conditions of the PLTW grant, and hereby certify my authority to execute this agreement on Grantee's behalf.

Authorized Signer: _____

Name: Margaret Breithaupt

Title: _____

Date: _____

DocuSign Envelope ID: 0C2C333F-A284-4B72-B7E9-FAD26C8757F2

Grant Agreement

Grantee:	Walt Morey Middle School
Grant Amount	$8,500.00
Purpose of Grant	To offset the costs associated with the PLTW Gateway program.
Award Date	December 18, 2019
Grant Period Start	June 1, 2020
Grant Period End	May 31, 2023

Payment Schedule	
School Year	**Amount**
2020-2021	$6,500.00
2021-2022	$1,000.00
2022-2023	$1,000.00

This grant is awarded to Walt Morey Middle School, ("Grantee"), by Project Lead The Way, Inc. ("PLTW"), in the amount of $8,500.00, and is subject to Grantee's PLTW agreement and the following additional grant requirements:

A. **Eligible Programs.** This grant may be used only for the PLTW Gateway program. Grantee must offer at least one section of PLTW Gateway App Creators to students during the 2020-2021, 2021-2022, and 2022-2023 school years. Grantee is also committing to the following: Gateway computer science units must be offered to sixth, seventh, and/or eighth grade students; Students enrolled in one or both of the PLTW Gateway computer science units must be rostered in myPLTW; PLTW Gateway Computer Science teachers and students must participate in PLTW-administered surveys; be willing to participate in branding efforts within the school, district, and local community to promote this award (i.e. banners, press releases, media events); be willing to share PLTW Gateway Computer Science teacher and student stories and testimonials; allow visits from PLTW and Verizon Innovative Learning staff; provide classroom information and interim budgets throughout the year if requested.

B. **Grant Period.** This grant may be used during the period stated above; however, as described in Section I, continued access to PLTW curriculum and resources following the initial grant year is contingent upon meeting the requirements of the grant, including but not limited to the submission of annual reports as required under section F. Funds may be carried over to subsequent years but must be spent by the end date of the final grant year. Grantee will return any funds that remain unspent to PLTW.

C. **Allowable Expenses.** The allowable expenses of the grant are checked below.

DocuSign Envelope ID: 0C2C333F-A284-4B72-B7E9-FAD26C8757F2

☒ PLTW Participation Fee

☒ Core Training: registration fees and related expenses, except as otherwise provided in Sections D and E

☒ Required computers and/or tablets

☒ Program required equipment and supplies

☒ Equipment and supplies listed as “Optional”

☐ Other:

D. **Unallowable Expenses.** The unallowable expenses of the grant are checked below.

☒ Salaries or Stipends

☒ Benefits

☒ Meals

☒ Infrastructure

☒ Renovations

☒ Indirect Costs

☐ Equipment and supplies listed as “Optional"

☒ Training Cancellation Fees

☒ Training Substitution Fees

☒ Training Registration Fees for a no-show participant

☒ Training Registration Fees where a participant did not earn a credential

☒ Any other expenses not specified as allowable

☐ Participation Fees

E. **Training Fees.** Grantee will not use the grant funds to pay training cancellation fees, fees associated with substitution of a training participant, registration fees for a participant that fails to attend training, and/or registration fees for a participant who does not earn a credential.

F. **Reporting.** Grantee will provide PLTW grant reports by April 15 of each grant year. The reporting requirements are to be managed in the My Grants section of myPLTW. Submitting timely reports is the responsibility of the district/school receiving the grant and PLTW reserves the right to determine satisfactory progress. PLTW grantees must also be in good standing in order to receive any future grant funding.

DocuSign Envelope ID: 0C2C333F-A284-4B72-B7E9-FAD26C8757F2

G. **Access to Records.** Grantee will provide promptly such additional information, reports, required data collection and surveying, and documents as PLTW may request and will allow PLTW and its representatives to have reasonable access to files, records, accounts, or personnel that are associated with this grant, for the purpose of financial reviews, verifications, or program evaluations as may be deemed necessary by PLTW. Any such information, reports, documents or access shall be limited to the evaluation of the PLTW Program and the grant funding and shall be made consistent with any applicable federal or state laws relating to the provision of such information.

H. **Data Share Agreement.** Grantee agrees and allows PLTW to enter into a data share agreement with Grantor or its designated research firm to share data for evaluation purposes, as allowed under the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99) and any applicable state or federal regulations. PLTW will not share any personally identifiable data and will not use the data for commercial purposes, but PLTW may share information about program impact data to support its mission as related to this grant program.

I. **Compliance**. PLTW reserves the right to require a total or partial refund of any grant funds and may limit access to PLTW curriculum and support resources if Grantee has not fully complied with the terms and conditions of this Grant Agreement. Failure to submit reports under Section F, may constitute a basis for PLTW to require a refund or for PLTW to limit access to PLTW curriculum and support.

J. **Acceptance and Authorization.** Grantee agrees that execution of this document represents both its acceptance of the Grant funds subject to the terms of this agreement as well as Grantee's authorization for Participation Confirmation for programs set forth in this document. Grantee acknowledges and agrees the person signing this document is legally authorized to obligate the Grantee to its terms. Grantee agrees this Grant Agreement and the PLTW Terms and Conditions or other signed written agreement between Grantee and PLTW constitute the entire understanding between the parties regarding the grant funds during the Grant Period. Upon execution of the Grant Agreement, Grantee shall receive written confirmation of the grant funded programs contemplated by this agreement.

DocuSign Envelope ID: 0C2C333F-A284-4B72-B7E9-FAD26C8757F2

Site Name	**PLTW Program**
Walt Morey Middle School	PLTW Gateway

On behalf of Grantee, I understand and agree to the foregoing terms and conditions of the PLTW grant, and hereby certify my authority to execute this agreement on Grantee's behalf.

Authorized Signer: DocuSigned by: Tanya Pruett F79554DB2E8A4B1...

Name: Tanya Pruett

Title: Principal

Date: 1/14/2020

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Grant Agreement

Grantee:	HB Lee Middle School
Grant Amount	$7,500.00
Purpose of Grant	To offset the costs associated with the PLTW Gateway program.
Award Date	January 25, 2021
Grant Period Start	January 25, 2021
Grant Period End	May 31, 2023
Grant Funded School Year(s)	2021-2022 2021-2022

Payment Schedule	
School Year	**Amount**
2021-2022	$7,500.00
2021-2022	$0.00

This grant is awarded to HB Lee Middle School, ("Grantee"), by Project Lead The Way, Inc. ("PLTW"), in the amount of $7,500.00, and is subject to and conditioned upon the following grant requirements:

A. **Active PLTW School; Eligible Programs.**

1. This Grant Agreement is conditioned upon the Grantee being deemed an "Active PLTW School" within PLTW's records, which means that the Grantee meets the following requirements throughout each Grant Funded School Year: (i) The Grantee is subject to the PLTW Terms and Conditions or other signed written agreement between Grantee and PLTW and (ii) the teacher(s) for the applicable PLTW Program(s) have completed or will complete PLTW's Core Training or are undertaking a professional development plan which is acceptable to PLTW and such teacher(s) provide the instruction for the applicable PLTW Program(s) throughout the school year. PLTW's Grant Committee will review Grantee's compliance with these requirements on a regular basis during the Grant Period.

2. This grant may be used only for the PLTW Gateway program. Grantee must offer at least one section of either PLTW Gateway Computer Science for Innovators and Makers or App Creators to students during the 2021-2022 and 2022-2023 school years. Grantee is also committing to the following: Gateway computer science unit must be offered to sixth, seventh, and/or eighth grade students; Students enrolled in the PLTW Gateway computer science unit must be rostered in myPLTW; PLTW Gateway computer science teachers and students

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must participate in PLTW-administered surveys; be willing to participate in branding efforts within the school, district, and local community to promote this award (i.e. banners, press releases, media events); be willing to share PLTW Gateway computer science teacher and student stories and testimonials; allow visits (in-person or virtual) from PLTW and Verizon Innovative Learning staff; provide classroom information and interim budgets throughout the year if requested.

B. **Grant Period.** Subject to Section I, this grant may be used during the period stated above (the "Grant Period"), and funds may be carried over to subsequent years but must be spent by the Grant Period End date. Grantee will return any funds that remain unspent to PLTW.

C. **Allowable Expenses.** The allowable expenses of the grant are checked below.

☒ PLTW Participation Fee

☒ Core Training: registration fees and related expenses, except as otherwise provided in Sections D and E

☒ Required computers and/or tablets

☒ Program required equipment and supplies

☒ Equipment and supplies listed as "Optional"

☐ Other:

D. **Unallowable Expenses.** Grantee may not use the grant funds for any of the following unallowable expenses:

☒ Salaries or Stipends

☒ Benefits

☒ Meals

☒ Infrastructure

☒ Renovations

☒ Indirect Costs

☐ Equipment and supplies listed as "Optional"

☒ Training Cancellation Fees

☒ Training Substitution Fees

☒ Training Registration Fees for a no-show participant

☒ Training Registration Fees where a participant did not earn a credential

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☒ Any other expenses not specified as allowable

☐ Participation Fees

E. **Training Fees.** Grantee will not use the grant funds to pay training cancellation fees, fees associated with substitution of a training participant, registration fees for a participant that fails to attend training, and/or registration fees for a participant who does not earn a credential.

F. **Reporting.** Grantee will provide PLTW grant reports by April 15 of each grant year. The reporting requirements are to be managed in the My Grants section of myPLTW. Submitting timely reports is the responsibility of the district/school receiving the grant and PLTW reserves the right to determine satisfactory progress. PLTW reserves the right to modify reporting requirements in its sole discretion from time to time.

G. **Access to Records.** Grantee will provide promptly such additional information, reports, required data collection and surveying, and documents as PLTW may request and will allow PLTW and its representatives to have reasonable access to files, records, accounts, or personnel that are associated with this grant, for the purpose of financial reviews, verifications, or program evaluations as may be deemed necessary by PLTW. Any such information, reports, documents or access shall be limited to the evaluation of the PLTW Program and the grant funding and shall be made consistent with any applicable federal or state laws relating to the provision of such information.

H. **Data Share Agreement.** Grantee agrees and allows PLTW to enter into a data share agreement with a grantor of funds to PLTW, or its designated research firm, to share data for evaluation purposes, as allowed under the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99) and any applicable state or federal regulations. PLTW will not share any personally identifiable data and will not use the data for commercial purposes, but PLTW may share information about program impact data to support its mission as related to this grant program.

I. **Compliance**. PLTW reserves the right to require a total or partial refund of any grant funds, may limit access to PLTW curriculum and support resources, and/or may terminate this Grant Agreement if Grantee has not fully complied with the terms and conditions of this Grant Agreement or is not so fully complying at any time during the Grant Period.

J. **Acceptance and Authorization.** Grantee's receipt of funds under this Grant Agreement is subject to the availability of funds available for this purpose. In such event of unavailability, this Grant Agreement will automatically terminate, and no additional funds will be distributed. Grantee agrees that execution of this document represents both its acceptance of the Grant funds subject to the terms of this Grant Agreement as well as Grantee's authorization for Participation Confirmation for programs set forth in this document. Grantee acknowledges and agrees the person signing this document is legally authorized to obligate the Grantee to its terms. Grantee agrees this Grant Agreement and the PLTW Terms and Conditions or other signed written agreement between Grantee and PLTW constitute the entire understanding between the parties regarding the grant funds

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during the Grant Period. Upon execution of the Grant Agreement, Grantee shall receive written confirmation of the grant funded programs contemplated by this agreement.

DocuSign Envelope ID: 95D2AE91-4B13-4DDD-B2C3-B3F02EBF638B

Site Name	**PLTW Program**
HB Lee Middle School	PLTW Gateway

On behalf of Grantee, I understand and agree to the foregoing terms and conditions of the PLTW grant, and hereby certify my authority to execute this agreement on Grantee's behalf.

Authorized Signer: _____

Name: _____

Title: _____

Date: _____

Reynolds School District

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

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: March 31, 2021

Action ☒
Report ☐

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 to create proposed 2021-2022 certified staff calendars. After each meeting, committee members reported back to their constituent groups and gathered feedback and input. As part of the work, the committee consulted previous Reynolds School District calendars, calendars of surrounding school districts, and consulted with certificated, classified, and administrative staff. These data sources, as well as input from committee members, led to the recommended certified staff calendars approved by the board at the February 2021 business meeting.

From these approved certificated staff calendars, the following student calendars were derived: Elementary School, Middle School, High School, Reynolds Learning Academy and Community Transition Program (CTP).

Previous Board Action:

In February the Board accepted the recommendations of the calendar committee and voted for the approval of the 2021-2022 certified staff calendars as presented. The attached 2021-2022 student calendars are based on these staff calendars.

Background:
Each year a team of teachers and administrators comes together to make certificated staff calendar recommendations to the Board of Directors. Some of this process is described in contract language in the Reynolds Education Association contract. The contract requires that there be a calendar committee that includes at least three members appointed by Reynolds Education Association. The contract also requires a two-part process. The first part is to bring the dates for the first and last employee days and 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, in-service and conference days, allowing for REA review, and bring the finalized calendar recommendation(s) to the Board. Reynolds Education Association agreed to combine this into one step for the 2021-22 staff calendars because there were only minor changes from last year's calendars. The Board approved the proposed certificated staff calendars at the February 2021 business meeting.

The five student calendars presented here were derived from the approved certificated staff calendars. Administration brings these five student calendars to the Board for approval tonight.

Financial Implications:
There are no financial implications beyond the traditional costs of school staffing.

Alternatives:
The Board could reject the recommendations or redirect administration in some way through further direction or guidance.

Staff Recommendation:
Staff recommends the Board approve the recommended student calendars.

Motion:
I move that the Board approve the 2021-22 student calendars as presented.

REYNOLDS SCHOOL DISTRICT
Elementary School Student Calendar
2021-2022 SCHOOL YEAR

Revised 12/18/20

September 2021

7 Student's First Day (Grades 1st – 5th)
Staggered start for Kindergarten – check with school
13 Late Start
20 Late Start
27 Late Start

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	F	8	9	10	11
12	L	14	15	16	17	18
19	L	21	22	23	24	25
26	L	28	29	30		

School Start Times
Fairview, Salish Ponds, Troutdale and Woodland
7:40 AM to 2:10 PM Late Start 8:50 AM

Hartley, Sweetbriar, and Wilkes
8:15 AM to 2:45 PM Late Start 9:25 AM

Alder, Davis, Glenfair and Margaret Scott
8:50 AM to 3:20 PM Late Start 10:00 AM

October 2021

4 Late Start
8 *No School for Students or Staff
11 Late Start
18 Late Start
25 Late Start

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	N	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30
31						

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	10	11	12
13	L	15	N	PC	PC	19
20	H	H	H	H	H	26
27	L	29	30	31		

March 2022

7 Late Start
14 Late Start
16 *No School/Conference Prep
17-18 *No School/Conferences
21-25 *No School/Spring Break
28 Late Start

November 2021

1 Late Start
8 Late Start
11 *No School/Veteran's Day
12 *No School/Pupil Evaluation
15 Late Start
22 *No School/Conference Prep
23-24 *No School/Conferences
25-26 *No School/ Thanksgiving Break
29 Late Start

NOVEMBER 2021						
S	M	T	W	Th	F	S
	L	2	3	4	5	6
7	L	9	10	H	G	13
14	L	16	17	18	19	20
21	N	PC	PC	H	H	27
28	L	30				

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	G	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30

April 2022

4 Late Start
8 *No School/Pupil Evaluation
11 Late Start
18 Late Start
25 Late Start

December 2021

6 Late Start
13 Late Start
20-31 *No School/Winter Break

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	H	H	H	H	H	25
26	H	H	H	H	H	

MAY 2022						
S	M	T	W	Th	F	S
1	L	3	4	5	6	7
8	L	10	11	12	13	14
15	L	17	18	19	20	21
22	L	24	25	26	27	28
29	H	31				

May 2022

2 Late Start
9 Late Start
16 Late Start
23 Late Start
30 *No School/Memorial Day

January 2022

3 *No School/Planning
10 Late Start
17 *No School/MLK Day
24 Late Start
27 End of 1st Semester
31 *No School/Pupil Evaluation

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	N	4	5	6	7	8
9	L	11	12	13	14	15
16	H	18	19	20	21	22
23	L	25	26	27	28	29
30	G					

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	F	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 2022

6 Late Start
13 Late Start
15 Last Day of School

February 2022

7 Late Start
14 Late Start
21 *No School/President's Day
28 Late Start

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	10	11	12
13	L	15	16	17	18	19
20	H	22	23	24	25	26
27	L					

F = First Day of School (See grade level) or Final Day (in June)
L = Late Start (school starts 1 hour 10 minutes later)
***Dates in Bold** = No School Day for Students
N = No school for students.
PC = No school for students. Parent conferences.
H = No school for students or staff for Holiday Break.
G = No school for students. Staff report for grading/evaluation.

REYNOLDS SCHOOL DISTRICT
Middle School Student Calendar
2021-2022 SCHOOL YEAR

Revised 3/9/2021

September 2021

7 Student's First Day (6th Grade)
8 Student's First Day (7th, 8th Grade)
13 Late Start
20 Late Start
27 Late Start

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	F	F	9	10	11
12	L	14	15	16	17	18
19	L	21	22	23	24	25
26	L	28	29	30		

School Start Times
H. B. Lee
Walt Morey
Reynolds Middle

7:30 AM to 2:15 PM Late Start 8:40 AM

October 2021

4 Late Start
8 *No School for Students or Staff
11 Late Start
18 Late Start
21-22 *No School/Conferences
25 Late Start

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	N	9
10	L	12	13	14	15	16
17	L	19	N	PC	PC	23
24	L	26	27	28	29	30
31						

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	10	11	12
13	L	15	N	PC	PC	19
20	H	H	H	H	H	26
27	L	29	30	31		

March 2022

7 Late Start
14 Late Start
16 *No School/Conference Prep
17-18 *No School/Conferences
21-25 *No School/Spring Break
28 Late Start

November 2021

1 Late Start
8 Late Start
11 *No School/Veteran's Day
12 *No School/Pupil Evaluation
15 Late Start
21 Late Start
25-26 *No School/ Thanksgiving Break
29 Late Start

NOVEMBER 2021						
S	M	T	W	Th	F	S
	L	2	3	4	5	6
7	L	9	10	H	G	13
14	L	16	17	18	19	20
21	L	23	24	H	H	27
28	L	30				

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	G	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30

April 2022

4 Late Start
8 *No School/Pupil Evaluation
11 Late Start
18 Late Start
25 Late Start

December 2021

6 Late Start
13 Late Start
20-31 *No School/Winter Break

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	H	H	H	H	H	25
26	H	H	H	H	H	

MAY 2022						
S	M	T	W	Th	F	S
1	L	3	4	5	6	7
8	L	10	11	12	13	14
15	L	17	18	19	20	21
22	L	24	25	26	27	28
29	H	31				

May 2022

2 Late Start
9 Late Start
16 Late Start
23 Late Start
30 *No School/Memorial Day

January 2022

3 Late Start
10 Late Start
17 *No School/MLK Day
24 Late Start
27 End of 1st Semester
28 *No School/Pupil Evaluation
31 *No School/Planning

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	7	8
9	L	11	12	13	14	15
16	H	18	19	20	21	22
23	L	25	26	27	G	29
30	N					

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	F	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 2022

6 Late Start
13 Late Start
15 Last Day of School

February 2022

7 Late Start
14 Late Start
21 *No School/President's Day
28 *No School/Planning Late Start

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	10	11	12
13	L	15	16	17	18	19
20	H	22	23	24	25	26
27	L					

F = First Day of School (See grade level) or Final Day (in June)
L = Late Start (school starts 1 hour 10 minutes later)
***Dates in Bold** = No School Day for Students
N = No school for students.
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H = No school for students or staff for Holiday Break.
G = No school for students. Staff report for grading/evaluation.

REYNOLDS SCHOOL DISTRICT
High School Student Calendar
2021-2022 SCHOOL YEAR

Revised 3/9/2021

September 2021

7 Student's First Day (9th Grade)
8 Student's First Day (10th – 12th Grade)
13 Late Start
20 Late Start
27 Late Start

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	F	F	9	10	11
12	L	14	15	16	17	18
19	L	21	22	23	24	25
26	L	28	29	30		

School Start Times
Reynolds High

8:10 AM to 3:13 PM Late Start 9:20 AM

October 2021

4 Late Start
8 *No School for Students or Staff
11 Late Start
18 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
25 Late Start

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	N	9
10	L	12	13	14	15	16
17	L	19	20	PC	PC	23
24	L	26	27	28	29	30
31						

November 2021

1 Late Start
8 Late Start
11 *No School/Veteran's Day
12 *No School/Pupil Evaluation
15 Late Start
22 Late Start
25-26 *No School/ Thanksgiving Break
29 Late Start

NOVEMBER 2021						
S	M	T	W	Th	F	S
	L	2	3	4	5	6
7	L	9	10	H	G	13
14	L	16	17	18	19	20
21	L	23	24	H	H	27
28	L	30				

December 2021

6 Late Start
13 Late Start
20-31 *No School/Winter Break

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	H	H	H	H	H	25
26	H	H	H	H	H	

January 2022

3 Late Start
10 Late Start
17 *No School/MLK Day
24 Late Start
27 ½ Day Finals/*½ Day No School
28 ½ Day Finals/*½ Day No School/ End of Semester
31 *No School/Pupil Evaluation

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	7	8
9	L	11	12	13	14	15
16	H	18	19	20	21	22
23	L	25	26	N	N	29
30	G					

February 2022

7 Late Start
14 Late Start
21 *No School/President's Day
28 Late Start

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	10	11	12
13	L	15	16	17	18	19
20	H	22	23	24	25	26
27	L					

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	10	11	12
13	L	15	N	PC	PC	19
20	H	H	H	H	H	26
27	L	29	30	31		

March 2022

7 Late Start
14 Late Start
16 *No School/Conference Prep
17-18 *No School/Conferences
21-25 *No School/Spring Break
28 Late Start

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	G	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30

April 2022

4 Late Start
8 *No School/Pupil Evaluation
11 Late Start
18 Late Start
25 Late Start

MAY 2022						
S	M	T	W	Th	F	S
1	L	3	4	5	6	7
8	L	10	11	12	13	14
15	L	17	18	19	20	21
22	L	24	25	26	27	28
29	H	31				

May 2022

2 Late Start
9 Late Start
16 Late Start
23 Late Start
30 *No School/Memorial Day

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	F	10	11
12	L	N	F N	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 2022

6 Late Start
9 Last Day for Seniors
13 Late Start
14 ½ Day Finals/*½ Day No School
15 Last Day of School/½ Day Finals/ *½ Day No School

F = First Day of School (See grade level) or Final Day (in June)
L = Late Start (school starts 1 hour 10 minutes later)
***Dates in Bold** = No School Day for Students
N = No school for students.
PC = No school for students. Parent conferences.
H = No school for students or staff for Holiday Break.
G = No school for students. Staff report for grading/evaluation.

REYNOLDS SCHOOL DISTRICT
Reynolds Learning Academy Student Calendar
2021-2022 SCHOOL YEAR

Revised 3/9/2021

September 2021

7 New Students First Day
8 Returning Students First Day
13 Late Start
20 Late Start
27 Late Start

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	F	F	9	10	11
12	L	14	15	16	17	18
19	L	21	22	23	24	25
26	L	28	29	30		

School Start Times
Reynolds Learning Academy

9:05 AM to 3:45 PM Late Start 10:05 AM

October 2021

4 Late Start
8 *No School for Students or Staff
11 Late Start
18 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
25 Late Start

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	**N**	9
10	L	12	13	14	15	16
17	L	19	**N**	**PC**	**PC**	23
24	L	26	27	28	29	30
31						

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	10	11	12
13	L	15	**N**	**PC**	**PC**	19
20	**H**	**H**	**H**	**H**	**H**	26
27	L	29	30	31		

March 2022

7 Late Start
14 Late Start
16 *No School/Conference Prep
17-18 *No School/Conferences
21-25 *No School/Spring Break
28 Late Start

November 2021

1 Late Start
8 Late Start
11 *No School/Veteran's Day
12 *No School/Pupil Evaluation
15 Late Start
22 Late Start
25-26 *No School/ Thanksgiving Break
29 Late Start

NOVEMBER 2021						
S	M	T	W	Th	F	S
	L	2	3	4	5	6
7	L	9	10	**H**	**G**	13
14	L	16	17	18	19	20
21	L	23	24	**H**	**H**	27
28	L	30				

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	**G**	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30

April 2022

4 Late Start
8 *No School/Pupil Evaluation
11 Late Start
18 Late Start
25 Late Start

December 2021

6 Late Start
13 Late Start
20-31 *No School/Winter Break

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	**H**	**H**	**H**	**H**	**H**	25
26	**H**	**H**	**H**	**H**	**H**	

MAY 2022						
S	M	T	W	Th	F	S
1	L	3	4	5	6	7
8	L	10	11	12	13	14
15	L	17	18	19	20	21
22	L	24	25	26	27	28
29	**H**	31				

May 2022

2 Late Start
9 Late Start
16 Late Start
23 Late Start
30 *No School/Memorial Day

January 2022

3 Late Start
10 Late Start
17 *No School/MLK Day
24 Late Start
28 *No School/Pupil Evaluation
31 *No School/Planning

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	7	8
9	L	11	12	13	14	15
16	**H**	18	19	20	21	22
23	L	25	26	27	**G**	29
30	**N**					

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	F	10	11
12	L	14	F	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 2022

6 Late Start
9 Last Day for Seniors
13 Late Start
15 Last Day for Seniors

February 2022

7 Late Start
14 Late Start
21 *No School/President's Day
28 Late Start

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	10	11	12
13	L	15	16	17	18	19
20	**H**	22	23	24	25	26
27	L					

F = First Day of School (See grade level) or Final Day (in June)
L = Late Start (school starts 1 hour 10 minutes later)
***Dates in Bold** = No School Day for Students
N = No school for students.
PC = No school for students. Parent conferences.
H = No school for students or staff for Holiday Break.
G = No school for students. Staff report for grading/evaluation.

REYNOLDS SCHOOL DISTRICT
Community Transition Program Student Calendar
2021-2022 SCHOOL YEAR

Revised 3/9/2021

September 2021
7 First Day for Students
13 Late Start
20 Late Start
27 Late Start

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	F	8	9	10	11
12	L	14	15	16	17	18
19	L	21	22	23	24	25
26	L	28	29	30		

School Start Times
Community Transition Program

7:40 AM to 1:30 PM Late Start 8:50 AM

October 2021
4 Late Start
8 *No School for Students or Staff
11 Late Start
18 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
25 Late Start

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	**N**	9
10	L	12	13	14	15	16
17	L	19	**N**	**PC**	**PC**	23
24	L	26	27	28	29	30
31						

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	10	11	12
13	L	15	**N**	**PC**	**PC**	19
20	**H**	**H**	**H**	**H**	**H**	26
27	L	29	30	31		

March 2022
7 Late Start
14 Late Start
16 *No School/Conference Prep
17-18 *No School/Conferences
21-25 *No School/Spring Break
28 Late Start

November 2021
1 Late Start
8 Late Start
11 *No School/Veteran's Day
12 *No School/Pupil Evaluation
15 Late Start
22 Late Start
25-26 *No School/ Thanksgiving Break
29 Late Start

NOVEMBER 2021						
S	M	T	W	Th	F	S
	L	2	3	4	5	6
7	L	9	10	**H**	**G**	13
14	L	16	17	18	19	20
21	L	23	24	**H**	**H**	27
28	L	30				

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	**G**	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30

April 2022
4 Late Start
8 *No School/Pupil Evaluation
11 Late Start
18 Late Start
25 Late Start

December 2021
6 Late Start
13 Late Start
20-31 *No School/Winter Break

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	**H**	**H**	**H**	**H**	**H**	25
26	**H**	**H**	**H**	**H**	**H**	

MAY 2022						
S	M	T	W	Th	F	S
1	L	3	4	5	6	7
8	L	10	11	12	13	14
15	L	17	18	19	20	21
22	L	24	25	26	27	28
29	**H**	31				

May 2022
2 Late Start
9 Late Start
16 Late Start
23 Late Start
30 *No School/Memorial Day

January 2022
3 Late Start
10 Late Start
17 *No School/MLK Day
24 Late Start
28 *No School/Pupil Evaluation
31 *No School/Planning

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	7	8
9	L	11	12	13	14	15
16	**H**	18	19	20	21	22
23	L	25	26	27	**G**	29
30	**N**					

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	F	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 2022
6 Late Start
9 Last Day for Seniors
13 Late Start
15 Last Day for Seniors

February 2022
7 Late Start
14 Late Start
21 *No School/President's Day
28 Late Start

FEBRUARY 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	10	11	12
13	L	15	16	17	18	19
20	**H**	22	23	24	25	26
27	L					

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***Dates in Bold** = No School Day for Students
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H = No school for students or staff for Holiday Break.
G = No school for students. Staff report for grading/evaluation.

Reynolds School District

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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Appointment of Budget Committee Members**

Policy: Budget Committee – DBEA

Date: March 31, 2021

Action ☒
Report ☐

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 RSD Budget Committee currently has four vacancies:

- Position 8, term expiring June 30, 2023
- Position 10, term expiring June 30, 2023
- Position 12, term expiring June 30, 2021
- Position 13, term expiring June 30, 2022

The Board received three applications for the vacant positions. Such applications include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate.

Previous Board Action:
The Board interviewed applicants at the March 10, 2021 Work Session.

Background:
In accordance with Board policy, the School Board identified the vacant budget committee positions during Board meetings this year and has been accepting applications.

The budget committee will have the responsibility for reviewing the financial programs of the district, reviewing the proposed district budget as presented by the superintendent, and

recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

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:

1. Live and be registered to vote in the district
2. Not be an officer, agent or employee of the district.

No budget committee member may receive any type of compensation from the district.

The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year. Appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members expire each year.

The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public. The budget committee may request from the superintendent or business manager any information used in the preparation of or for revising the budget document. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee.

Financial Implications:
Not Applicable

Alternatives:
The Board could choose to seek more applications.

Staff Recommendation:
Staff recommends the Board appoint the three budget committee applicants.

Motion:
I move that the Board appoint the following individuals to the Budget Committee:

- Danielle Mayfield to Position 8
- Bill Peterson to Position 10
- Marissa Clarke to Position 12

Reynolds School District
Administration Offices
1204 NE 201st Avenue
Fairview, OR 97024
(503) 661-7200 • fax (503) 667-6932

BUDGET COMMITTEE APPLICATION
Reynolds School District

TO: Candidates for the Reynolds School District Budget Committee

The following application is designed to help the Board of Education learn more about you and your desire to serve on the Budget Committee.

Name Danielle Mayfield **Phone (home)** _____

Address [redacted] **Phone (work)** _____

City/Zip [redacted] **Phone (cell)** _____

1. Are you a registered voter in Reynolds School District? ☒ Yes ☐ No

2. Have you been a district resident for at least one year? ■ Yes ☐ No

3. Why are you interested in serving on the Budget Committee?

   I live in Reynolds and have a 5th grader and a kindergartener (they both attend Davis elementary). We love our neighborhood but would love to see more equity in our schools and that starts at the budgeting level. I would like to prioritize the needs of the neighborhood, including the large immigrant and refugee populations.

4. Have you served in similar capacities in the past and, if so, under what circumstances?

   I have been an active community member at Davis elementary school (parent group, parent english classes) and have attended several budget meetings (open to the public) but this would be a step towards representing our neighborhood and needs at a policy level. Which I am excited about!

5. Please describe your understanding of the time commitment required of a Budget Committee member.

   I view it as a very part-time job that I will be able to invest in even as I do freelance work and parent two children. My schedule has some flexibility in it, so I will be able to accomade the time committment for the next year.

6. Please provide us with a brief resume of your background and your activities in the community.

   Since 2015 when I moved to Rockwood I have been involved in the neighborhood. I lived at Barberry Village for over a year and got to know so many of my incredible neighbors from various cultural backgrounds. I have taught English to speakers of other languages at Barberry, Davis elementary, and at the Rosewood Initiative for the past 5 years. I have also been involved in the parent group at Davis elementary for the past five years, which has been such a rewarding experience--although challenging too as we try to make sure those who are farthest from the seats of power are listened to. I have been involved in collecting stories of rent hikes and displacement from my neighbors who continue to rent in Rockwood and support local grassroots organizations like Pueublo Unido and Gresham Standup by going to events, organizing my communities, and sharing concerns and needs I hear from my neighbors. I love this neighborhood so much and want to see it be a place where every single person can flourish.

Note: This application should be returned to the Board Secretary at Reynolds School District, 1204 NE 201st Avenue, Fairview, OR 97024 or emailed to schoolboard@rsd7.net. Interviews will be conducted at a Board Work Session and the Board will appoint the budget committee positions at the following Board Business Meeting. Dates and times will be communicated to all applicants in advance of these meetings.

Reynolds School District

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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Christina Weinard, Director of Financial Services

Subject: **MLA Charter Renewal**

Policy: Public Charter Schools – LBE

Date: March 31, 2021

Action ☒
Report ☐

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:
Multnomah Learning Academy (MLA) is requesting a renewal of its charter agreement with the Reynolds School District (District) because the current charter agreement expires on June 30, 2021. MLA is requesting a 10-year renewal. The District held a public hearing on February 24, 2021 to hear testimony regarding the school's request to extend their current charter agreement.

Previous Board Action:
The Board approved a 10 year renewal agreement with MLA on January 28, 2011.

Background:
Not Applicable

Financial Implications:
Not Applicable

Alternatives:
The Board could choose not to renewal the agreement with MLA.

Staff Recommendation:
Staff recommends that the Board approve the MLA Charter School renewal agreement.

Motion:
I move that the Board approve the renewal agreement with Multnomah Learning Academy as presented.

Charter School Agreement

between

Reynolds School District

and

Multnomah Learning Academy

Table of Contents

CHARTER SCHOOL AGREEMENT **6**

RECITALS **6**

CHARTER AGREEMENT **7**

1. Grant of Charter Renewal. **7**

2. Effective Date; Term **7**

2.1 Effective Date. 7
2.2 Term. 7
2.3 Renewal of Charter. 7

3. Relationship Between Corporation and Charter School. **8**

4. Grade Range of Charter School; Number of Students per Grade; Minimum. **8**

4.1 Number of Grades. 8
4.2 Number of Students in Classrooms, Grades and School. 8
4.3 Notification Requirement. 8
4.4 Minimum Number of Students in School. 8
4.5 On-line Courses. 8

5. Enrollment and Admissions. **9**

5.1 Voluntary Enrollment; Who is Eligible. 9
5.2 Phased Enrollments; Deadlines. 9
5.3 Application Process; First Phase of Enrollment Process. 9
5.4 Second and Third Enrollments. 10
5.5 Use of Waiting List; Filling Spaces if No Waiting List. 10
5.6 Preferences. 10
5.7 Nondiscrimination. 10

6. Special Education Students. **11**

6.1 Special Education Students; IDEA. 11
6.2 Application and Enrollment. 11
6.3 Child Find; Accepted Students Later Determined to be Special Education Students. 11
6.4 Administering the IEP's. 11

7. School Year; School Day; Hours of Operation. **12**

8. Records 13

9. Program and Curriculum, Goals, and Evaluation. 13

9.1 Acceptance by District of Program and Curriculum. 13
9.2 Responsibilities of Charter School. 13
9.3 Goals and Evaluation. 14
9.4 Annual Report. 14

10. School Facility and Transportation. 15

10.1 Address; Confirmation of Location. 15
10.2 Approvals and Permits; Payment of Expenses. 15
10.3 Transportation. 15

11. Financial Matters; Funding; Annual Budgets; Annual Audit. 15

11.1 No Tuition; Fees. 15
11.2 Annual Funding. 15
11.3 Annual Budgets. 17
11.4 Fiscal Agent. 17
11.5 Fiscal Year. 17
11.6 Financial Records, Audits and Accounting Reports. 17
11.7 Financial Management. 17
11.8 Other Sources of Funds for Charter School; Fund Raising. 18

12. Governance and Operation. 18

12.1 Corporate Status; Governing Board. 18
12.2 Exempt Status under Section 50l(c)(3) of Internal Revenue Code. 18
12.3 Nonreligious, Nonsectarian Status. 19
12.4 Operational Powers. 19

13. Employment Matters. 19

13.1 Corporation is Employer. 19
13.2 Staff Hiring, Compensation, Benefits, PERS. 19
13.3 Employee Records. 20
13.4 Criminal Records Checks. 20

14. Application of and Compliance with Laws. 20

14.1 Compliance with Laws; Non-Exemption from Certain Laws. 20
14.2 Waiver. 22
14.3 Amendment of Agreement to Conform to New and Changed Laws. 22
14.4 Policies. 22

15. Insurance and Indemnification. 22

15.1 Insurance. 22

15.2 Indemnification. 22
16. Relationship between District and Charter School..... 23
16.1 Full Faith and Credit. 23
16.2 District Disclaimer of Liability. 23
17. Termination. 24
17.1 Grounds for Termination. 24
17.2 Notice of Breach; Opportunity to Cure; Dispute Resolution. 24
17.3 Notice of Intent to Terminate; Hearing; Appeal. 25
17.4 Prompt Termination for Health and Safety Reasons. 25
17.5 Termination by Charter School; Dissolution. 26
17.6 Effects of Termination or Dissolution. 26
18. Miscellaneous Provisions. 26
18.1 Entire Agreement. 26
18.2 Severability. 27
18.3 Amendment. 27
18.4 No Waiver. 27
18.5 Governing Law. 27
18.6 Assignment; Successors and Assigns. 27
18.7 Notice. 27
18.8 Dispute Resolution; Mediation. 28
18.9 Attorney Fees. 28
18.10 Delegation. 29
18.11 Prior Actions. 29
18.12 Corporation Authority to Enter Into Agreement. 29
18.13 Incorporation of Application and Exhibits. 29
18.14 Section Titles. 29
18.15 Definition of Business Day. 29
EXHIBIT A 31
CHARTER SCHOOL GOALS AND EVALUATION GUIDELINES 31
EXHIBIT B 32
INSURANCE 32
1 Property Insurance. 32
2 Commercial General Liability Insurance. 32
3. Liability Insurance for Directors and Officers. 32

4. Business Auto Liability Insurance.....33

5. Workers' Compensation Insurance.....33

6. Honestv Bond. 33

7. Policy Requirements. 33

8. Proof of Insurance.....33

CHARTER SCHOOL AGREEMENT

DATED: _____, 2021

PARTIES: BOARD OF EDUCATION
REYNOLDS SCHOOL DISTRICT #7 ("District")

AND: MULTNOMAH LEARNING ACADEMY
An Oregon public benefit nonprofit corporation ("Corporation")

RECITALS

A. The Oregon legislature in 1999 enacted Senate Bill 100 ("SB 100") [1999 Oregon Laws, Chapter 200], most of which is codified in ORS Chapter 338, for certain purposes relating to charter schools as enumerated in that act.

B. On February 28, 2001, an application was submitted by the Corporation to the District for formation of Multisensory Learning Academy Charter School (the "Charter School") as a charter school to operate within the District.

C. The District Board held a public hearing on April 11, 2001 on the provisions of the Application and evaluated the criteria set forth in ORS 338.055, and the District has determined that the Application, as amended by this Agreement, complies with the purposes and requirements of SB 100.

D. By resolution adopted April 11, 2001, the District Board conditionally approved the Application and agreed to become the sponsor of the Charter School contingent upon the negotiation and execution of a contract acceptable to the Corporation and the District.

E. The District Board and Corporation entered into a Charter School Agreement effective September 6, 2001, to be in effect for a term of five years, subject to the renewal contemplated by this Agreement.

F. This agreement was renewed by the parties effective July 1, 2006 for a term of five years.

G. The Corporation requested a renewal of this Agreement and on December 9, 2010 the District held a public hearing on the renewal in accordance with ORS 338.065(4).

H. The District agreed to a renewal on January 13, 2011 effective July 1, 2011, to be in effect for a period of ten years, subject to renewal in accordance with this agreement and ORS Chapter 338.

I. The Corporation requested a renewal of this Agreement and on January 12, 2021

the District held a public hearing on the renewal in accordance with ORS 338.065(4).

J. The District agreed to a renewal on March 31, 2021 effective July 1, 2021, to be in effect for a period of ten years, subject to renewal in accordance with this Agreement and ORS Chapter 338.

K. This Agreement will constitute the agreement between the parties regarding the governance and operation of the Charter School and the legal authorization for the continuation of the Charter School under ORS 338.065(1).

L. The parties desire that the Charter School be authorized to operate and conduct its affairs in accordance with the terms of this Agreement and Oregon law.

CHARTER AGREEMENT

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual understandings, covenants, and payments herein described, the parties agree as follows:

1. Grant of Charter Renewal.

The Reynolds School District No. 7 Board of Education (referred to herein as either the "District" or the "District Board") has granted a charter to and is the sponsor of the Multnomah Learning Academy public charter school ("Charter School") operated by the Corporation in accordance with the terms of this Agreement, and hereby grants a renewal of that charter pursuant to the terms herein.

2. Effective Date; Term

2.1 Effective Date.

When this Agreement has been duly executed by both the District Board and the Corporation's board of directors, it shall be legally binding on both parties and shall act as the legal authorization for the continuation of the Multnomah Learning Academy as a public charter school, as provided in ORS 338.065(1).

2.2 Term.

The Corporation shall be permitted to operate the Charter School for a term of ten (10) school years, subject to the other terms of this Agreement. The first school year under this renewal shall begin in September 2021, and thus this renewal term shall expire June 30, 2031.

2.3 Renewal of Charter.

The term may be renewed or extended upon the authorization of the District Board as provided in ORS 338.065.

3. Relationship Between Corporation and Charter School.

The Corporation, and not the Charter School, is a party to this Agreement. Although many provisions in this Agreement refer to the Charter School and grant rights or impose obligations on the Charter School, it is the Corporation that has the legal responsibility under this Agreement to the District. Therefore, it is the responsibility of the Corporation to ensure that the Charter School fulfills all its obligations under this Agreement, and it is the Corporation that shall be held responsible for any failure of the Charter School to fulfill those obligations.

4. Grade Range of Charter School; Number of Students per Grade; Minimum.

4.1 Number of Grades.

The Charter School may provide instruction to students in grades Kindergarten through eighth grade and may add additional teachers and classrooms for one or more grades. However, on or before April 1 of each year of the Charter School's operation, the Corporation shall give notice to the District Board of the grades that will be included for the school year beginning the following September.

4.2 Number of Students in Classrooms, Grades and School.

The maximum number of students in any single classroom generally shall be twenty-four (24) for the elementary grades Kindergarten through fifth (5^{th}) and thirty (30) for the middle grades sixth (6^{th}) through eight (8^{th}). However, the Charter School may in its discretion allow some classrooms to have slightly more than twenty-four (24) for the elementary grades Kindergarten through fifth (5^{th}), but in no event shall a classroom have more than twenty-six (26) students. For the middle grades sixth (6^{th}) through eight (8^{th}), the Charter School may in its discretion allow some classrooms to have slightly more than thirty (30), but in no event shall a classroom have more than thirty-two (32) students. The above-mentioned limitations of number of students shall not apply to performance electives such as choir, drama, band and similar electives.

4.3 Notification Requirement.

The Charter School shall provide prior notification to the District of any change to the number of grades served or any 10% increase or decrease in student enrollment.

4.4 Minimum Number of Students in School.

As provided in ORS 338.115(5), the Charter School shall maintain an active enrollment of at least 25 students.

4.5 On-line Courses.

The Charter School may offer online courses to its students as part of its curriculum and in accordance with state and federal law and this Agreement, but the Charter School will not do so in any manner so that it is considered a virtual public charter school as defined by law and administrative rule. This means that the Charter School is not a virtual public charter school if it meets all of the following requirements in accordance with and as defined in OAR 581-026-0300(3):

(a) More than 50 percent of the core courses offered by the Charter School are offered at its physical location and are not online courses:

(b) More than 50 percent of the total number of students attending the Charter School are receiving instructional services at its physical location and not in an online course; and

(c) More than 50 percent of the minimum number of instructional hours required to be provided to students by the Charter School under OAR 581-022-0102 and OAR 581-022-2320 during a school year are provided at its physical location and not through an online course.

5. Enrollment and Admissions.

5.1 Voluntary Enrollment; Who is Eligible.

Student enrollment in the Charter School shall be voluntary. All students who reside within the state and meet the age requirements for the grade level in which they seek to enroll are eligible for enrollment. A student will be deemed admitted to and enrolled in the Charter School when the student's application has been unconditionally accepted by the Charter School following completion of a phase of the enrollment process described below and after conditions to such acceptance have been satisfied.

5.2 Phased Enrollments; Deadlines.

The Charter School may, in its discretion, elect to conduct a series of open enrollments (but not more than three) for each school year, provided the process conforms to this Agreement. Each year, the Charter School will set deadlines by which such applications must be received for each phase of the enrollment process. These deadlines may change from year to year at the discretion of the Charter School.

5.3 Application Process; First Phase of Enrollment Process.

5.3.1 Beginning January 1 of each year or a date set thereafter by the Charter School, prospective students may apply for admission to the Charter School for the school year that begins the following September. For the first phase of the enrollment process, if the number of applications received by the deadline for the first phase is less than or equal to the maximum number of students allowed for each grade under Section 4.2, then all the applications for that grade will be accepted. To illustrate, if the maximum number of students for a grade is 24, and if 15 applications are received, then all 15 applicants will be accepted. The remaining nine "available spaces" will be filled in the second or third phases.

5.3.2 If the number of applications received for any grade is greater than the maximum number of students allowed for that grade, then the Charter School will conduct an equitable lottery, in a manner determined by the Charter School and consistent with state law, to admit the maximum allowed number of students for that grade and to create a waiting list for subsequent admission should a space

become available later. To illustrate, if the maximum number of students for a grade is 24, and if 35 applications are received, then 24 applicants will be accepted through the lottery process, and a waiting list of 11 can be determined [with order of priority on the waiting list also determined through the lottery process].

5.4 Second and Third Enrollments.

5.4.1 If the Charter School receives fewer applications than the maximum number of students allowed for any grade, then the Charter School will set a second Application deadline. The admissions process will be the same as with the first phase, but will apply only with respect to the "available spaces," if any, for each grade. However, the Charter School may also accept additional applicants in order to create or expand a waiting list for any grade.

5.4.2 Finally, if after the second enrollment there still remain "available spaces" in any grade, or the Charter School desires to create or expand a waiting list for any grade, the Charter School will set a third application deadline shortly before the school year begins. The admissions process will be the same as with the second phase, again applying only with respect to the "available spaces" for each grade (or to create or expand a waiting list for any grade). Thereafter, including during the school year, additional students who apply will be added to the waiting list in the order the applications are received.

5.5 Use of Waiting List; Filling Spaces if No Waiting List.

If at any time a student who has been enrolled declines to attend the Charter School, or if an attending student withdraws or is permanently expelled, the Charter School may admit the next student on its waiting list for the applicable grade. If there is no waiting list, or if all students on the waiting list have already enrolled or have been extended an offer to enroll and have declined, the first student to apply and meet the conditions of enrollment shall be enrolled.

5.6 Preferences.

As provided in ORS 338.125(3), the Charter School gives admissions preference to (1) students who were enrolled in the Charter School in the prior year, and (2) applicants who have siblings who are presently enrolled in the Charter School and who were enrolled in the Charter School in the prior year. As provided in ORS 338.125(2), students who reside within the District are given preference for admissions and the lottery at each phase of enrollment and placement on the waiting list before students who reside outside of the District.

5.7 Nondiscrimination.

As provided in ORS 338.125(2), the Charter School may not limit student admission based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, the terms of an individualized education program, income level, proficiency in the English

language or athletic ability, but may limit admission to students within a given age group or grade level.

5.8 Nonresident Students; Limitations. As provided in ORS 338.125(2), if space is available the Charter School may admit students who do not reside in the District. At each phase of the enrollment process, preference will be given to residents of the District. In the event a nonresident student is enrolled in the Charter School, the Charter School agrees to:

a) Provide written notice of the student's enrollment to the District within 10 days. The written notice must include contact information for the enrolled student's parent or guardian.

b) Provide written notice of the student's withdrawal (for any reason other than graduation from high school) to the District within 10 days. The written notice must include contact information for the enrolled student's parent or guardian.

6. Special Education Students.

6.1 Special Education Students; IDEA.

In this Agreement, the term "special education students" means children with disabilities to whom the Individuals with Disabilities Education Act ("IDEA") applies.

6.2 Application and Enrollment.

Students shall be enrolled in the Charter School without regard to their status as a special education student. For any enrolled student with an IEP, the IEP will be implemented until a new IEP is developed or the IEP team has determined that the Charter School is not the proper placement.

6.3 Child Find; Accepted Students Later Determined to be Special Education Students.

Although Oregon's Charter School Law leaves the "Child Find" responsibility with the District, the Charter School will work closely with the District in helping the District to carry out its responsibilities with respect to students who are enrolled in the Charter School. The Charter School will ensure that at least one of its teaching staff or administrators has been trained in the Child Find process. The Charter School will notify the District if a Charter School student may need evaluation to determine eligibility for special education and will comply with the District's practice and policies for referral of any District student for evaluation. Any student referred for evaluation will remain enrolled at the Charter School unless and until an IEP team determines that the Charter School is not an appropriate placement for that student.

6.4 Administering the IEP's.

Although under ORS 338.165(1) the District is responsible for providing special

education and related services to the student, the Charter School will work closely with the District to ensure that services are provided. The parties expect that staff of the Charter School will be able to provide some special education services directly, as described in Section 6.4.3. Because there is no way to know prior to the execution of this Agreement the specific needs of special education students who will enroll at the Charter School, this Agreement provides a set of principles to guide the Charter School, with the specifics to be arranged by the IEP team.

6.4.1 The Charter School will refer a student to the District for all disciplinary issues.

6.4.2 A classroom teacher from the Charter School will be on the IEP team of each enrolled special education student. A District staff member will serve as case manager for all IEP's.

6.4.3 The Charter School will provide instructional services, accommodations and modifications that are identified in the IEP and that the Charter School staff are qualified and licensed to provide in a general education setting in accordance with federal and state special education laws. The Charter School will make reasonable efforts to provide an appropriate setting for the provision of related services. The Charter School will not change the student's program without IEP team action. The Charter School teachers will cooperate with the District in evaluation and reevaluation processes, including completing teacher observation/behavior checklists, and sharing results of academic assessments and work samples.

6.4.4 The Charter School shall protect all personally identifiable information relating to special education students attending the Charter School and will maintain a complete special education file.

6.4.5 Furthermore, as to those services identified in the IEP that the Charter School staff are not qualified or licensed to provide, providing or contracting for those services will be handled by the District.

6.4.6 If a special education student is not making satisfactory progress toward meeting the goals and objectives set forth in the student's IEP, the IEP team shall determine whether changes in services may be required or whether the Charter School continues to be the appropriate placement for that student.

7. School Year; School Day; Hours of Operation.

The Charter School may be flexible in its calendar and in the scheduling of its daily activities, provided it conforms to all requirements of state law. However, the Charter School anticipates that its annual calendar shall generally match the calendar of the District, and the Charter School may maintain a typical nine-month school year for its regular academic program. The number of instructional hours during each school year shall comply with requirements of state law.

8. Records.

The Charter School shall comply with all record keeping requirements of federal and state law and shall provide any reports, as necessary, to meet the District's reporting obligations to the Oregon Department of Education. Before the first year of operation, and from time to time thereafter as state requirements change, the District shall provide the Charter School with a list of records and information required for the District to meet its state reporting requirements. The Charter School shall comply with all applicable federal and state laws concerning the maintenance, retention and disclosure of student records, including, without limitation, the Oregon Public Records Law as provided in ORS 192.311-192.478. All records established and maintained in accordance with this Agreement shall be open to inspection by the District.

9. Program and Curriculum, Goals, and Evaluation.

9.1 Acceptance by District of Program and Curriculum.

9.1.1 The District accepts the curriculum and program design of the Charter School as set forth in the Application and as agreed to as set forth in this Agreement and agrees to waive any District program and curricular requirements that are not incorporated into such curriculum design or required by state law. The District's intent is to allow the Charter School, within the requirements of state law, to promote and implement new, innovative, and flexible programs, curricula, learning environments, and learning methods.

9.1.2 The parties agree that the Application sets forth the overall goals, standards and general operational policies of the Charter School, and that the Application is not a complete statement of each detail of Charter School's operation. To the extent that the Charter School desires to implement specific programs, policies, procedures or other specific terms of operation that supplement or otherwise differ from those in the Application, the Charter School shall be permitted to implement such programs, policies, procedures and specific terms of operation, provided that they are consistent with the goals, standards and general operational policies set forth in the Application, this Agreement and ORS chapter 338.

9.2 Responsibilities of Charter School.

The Charter School is responsible for doing the following in compliance with state law:

9.2.1 Designing and implementing its curriculum and other components of its educational program as set forth in the Application.

9.2.2 Conforming to all state requirements concerning subjects, academic content, instructional time, and other educational matters.

9.2.3 Providing required services, if any, to students who are English language learners (ESL students) under ORS 336.079 and other provisions of the law. The

Charter School and District will collaborate to provide services to ESL students, as needed, and may enter into a contract with the District for the provision of translation services, if both the District and the Charter School determine that such a contract is needed.

9.2.4 Providing required services, if any, to academically low achieving students and to talented and gifted students. The Charter School and District will collaborate to provide services to talented and gifted students, such as consultation and testing, as needed, and may enter into a contract with the District if both the District and Charter School determine that such a contract is needed.

9.2.5 Implementing the state-required assessments as provided in ORS 338.115(1)(L).

9.2.6 Surveying its student population for eligibility for free and reduced lunches under federal and state law if it elects to provide lunch for its students. The Charter School and the District may enter into a contract with the District to have the District Nutritional Services department provide meals for Charter School students.

9.2.7 Complying with laws concerning student welfare and safety, including without limitation, the training for and reporting of child abuse and sexual conduct with a minor.

9.2.8 Meeting the standards of OAR 581-026-0300(3) so that the Charter School is not a virtual public charter school as described at Section 4.5 of this Agreement.

9.3 Goals and Evaluation.

Although the Charter School has many goals, many of which are set forth in the Application, only the specific goals relating to student performance that are set forth in Exhibit A are to be considered in evaluating whether the Charter School has failed to meet the requirements for student performance (and thus could be a basis for termination of this Agreement) under ORS 338.105(1)(b).

9.4 Annual Report.

The Charter School will submit an annual report to the District and the State Board of Education in accordance with ORS 338.095(2) on the performance of the Charter School and its students by December 15 of each year. This report will include information necessary to make a determination of compliance with the requirements of ORS Chapter 338. This report will include, among other things, information relating to the goals and evaluation described in Section 9.3.

10. School Facility and Transportation.

10.1 Address; Confirmation of Location.

The Charter School administrative office and Kindergarten through fifth (5th) grade facility is currently located at 22565 NE Halsey Street, Fairview. The Charter School middle school facility is currently located at 3240 S. Troutdale Rd, Troutdale. The Charter School may relocate to an alternate location should such become available, subject to the consent of the District. Such consent shall not be unreasonably withheld.

10.2 Approvals and Permits; Payment of Expenses.

The Charter School is responsible for obtaining all necessary permits and approvals relating to use of the facility, including building and occupancy permits, and any health and safety approvals. The Charter School has full responsibility for all costs related to its facility and any playground equipment, other equipment, furniture, and fixtures; such responsibility include purchase costs, rental, utilities, maintenance, repair, cleaning, and replacement.

10.3 Transportation.

The District and the Charter School have negotiated pursuant to ORS 338.145(1) that the District is responsible for providing transportation of students to the Charter School subject to the limitations of ORS 338.145(2). The parties recognize that it is unlikely that many of the Charter School students will be able to use existing District bus routes for transportation to and from the Charter School; it is the responsibility of the parents and guardians of the students to arrange for transportation of the students to and from school.

11. Financial Matters; Funding; Annual Budgets; Annual Audit.

11.1 No Tuition; Fees.

The Charter School will not charge tuition to students. Pursuant to ORS 338.115(1)(p), the following laws shall apply to the Charter School: ORS 339.141, ORS 339.147, and ORS 339.155. In accordance with state law, the Charter School may charge reasonable fees for after-school programs, and student activities. The Charter School shall waive all fees for indigent students in accordance with applicable federal and state law.

11.2 Annual Funding.

11.2.1 Keeping Count. The Charter School shall identify and count, and keep accurate records of, its number of enrolled students and their days present and absent; attendance; special education students; students eligible for and enrolled in an English as a Second Language program under ORS 336.079; students eligible for free and reduced lunches; and other data required in order to calculate average daily membership, weighted average daily membership (ADMw), and related terms necessary to determine funding under state law, particularly ORS 338.155 and 327.013.

11.2.2 Calculating ADMw. For each school year, the District shall provide funding to the Charter School in accordance with ORS 338.155(2), as that formula may be changed from time to time. Until the law is changed, the funding shall be 95% of the District's General Purpose Grant per ADMw [as calculated under ORS 327.013] multiplied by the Charter School ADMw.

(a) The Charter School shall determine its ADMw for the period to be covered by reports given to the District [using projected ADMw for the first report specified below].

(b) The calculation of the additional amounts under ORS 327.013(1)(c) shall include, but not be limited to, an additional 1.0 for each special education student in average daily membership, and 0.5 for each student in average daily membership eligible for and enrolled in an English as a Second Language program under ORS 336.079.

(c) In addition, to take into account the "poverty factor" under ORS 327.013(1)(c)(A)(v)(I), the parties will use the same percentage used in calculating the District's adjusted poverty factor, as that percentage may be changed from time to time.

(d) As provided by ORS 338.165(4), the District and Charter School may negotiate for an alternative distribution of funds applicable to the additional 1.0 for each special education student other than the amount set forth in ORS 338.165(2). The District and Charter School may enter into a separate agreement to calculate the amount paid to the Charter School and the amount to be retained by the District for providing services for special education students.

(e) This Agreement will be changed to conform to any changes in state law relating to the calculation of ADMw or otherwise that affects funding of charter schools.

11.2.3 Reports to District. The Charter School shall give written reports to the District, containing the data set forth in Section 11.2.1 and 11.2.2, on the dates of each school year that the District requests such data.

11.2.4 Dates of Payments by District to Charter School. Pursuant to ORS 338.155(8), the District shall send payment to the Charter School in the approximate percentages set out below within 10 days after receiving payments from the State School Fund pursuant to ORS 327.095, which payments from the state are due monthly at the rate of 16.67% in July, 8.77% in each month of August through the following May, with reconciliation in June of each contract year.
The parties recognize that there may be fluctuations from month to month in the total sum on which these percentage amounts are calculated due to fluctuations in

the Charter School ADMw during a school year, as well as due to possible changes in the state's determination of the general purpose grant, and thus the amount payable by the District to the Charter School may change from month to month. There will be an adjustment with the final payment, as provided in state law, to reflect changes in calculation of ADMw and changes, if any, in the general purpose grant amount, as well as changes with respect to funding during prior school years that may be based on final calculations of ADMw and the general purpose grant amount that are not finalized until after the end of a school year.

11.2.5 End of State Funding. The financial commitment on the part of the District contained in this Agreement is subject to annual appropriation by the State of Oregon, and the District has no obligation to fund Charter School operations if State funding does not occur.

11.3 Annual Budgets.

On or before June 1 of each year, the Charter School shall submit to the District its proposed budget for the following school year, so that the District can review it as part of its consideration of the Charter School's financial stability. The Charter School shall be responsible for all costs associated with school operations, including the costs of subcontracting for goods and services, except as expressly provided in this Agreement.

11.4 Fiscal Agent.

The Charter School shall act as its own fiscal agent.

11.5 Fiscal Year.

The fiscal year of the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

11.6 Financial Records, Audits and Accounting Reports.

The Charter School shall maintain and retain appropriate financial records in accordance with all applicable federal and state laws. In accordance with ORS 338.095(3), the Charter School shall have an annual audit of the accounts of the Charter School prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990. The annual audit shall be forwarded to the District and the Department of Education.

11.7 Financial Management.

The Charter School shall at all times maintain appropriate governance and managerial procedures and financial controls so as to operate with a sound financial system in accordance with ORS 338.095(1) that is compatible with the budget and accounting system of the District and complies with the uniform budget and accounting system adopted by the State Board of Education under ORS 327.511 (as described in OAR 581-020-0335). The Charter School shall operate in accordance with Generally Accepted Accounting Practices (GAAP). Subject to this Agreement, the Charter School through its Board of Directors shall be fiscally responsible for its own operations within the limitations of any funding provided by the District and other revenues derived by Charter

School.

11.8 Other Sources of Funds for Charter School; Fund Raising.

In addition to the funding under Section 11.2, the Charter School may accept gifts, donations, grants and loans, including those described in ORS 338.155(9). The District shall also transfer to the Charter School its proportionate share of any federal, state, or other government grants (or other funding) that are made to the District, where the amount of the grant (or other funding) is based on the District's ADMw, ADMr, enrollment, or other count or calculation of number of students (examples would include lottery funds and school improvement fund grants). The District may charge the Charter School a maximum five percent (5%) fee for any grants received by Charter School and administered by the District beyond the general ADMw funding described in Section 11.2. The Charter School shall comply with all state and federal laws regarding reporting of charitable contributions. The Charter School shall record all gifts, donations, loans, and grants in the financial records required in Section 11.6. As provided in ORS 338.125 (10), the Charter School may conduct fund-raising activities, but it shall not require a student to participate in fund-raising activities as a condition of admission to the Charter School.

12. Governance and Operation.

12.1 Corporate Status; Governing Board.

12.1.1 The Corporation is and will remain an Oregon nonprofit corporation throughout the term of this Agreement. The Corporation shall govern and operate the Charter School as set forth in this Agreement, and the board of directors of the Corporation will be the governing board of the Charter School.

12.1.2 If the Corporation makes any changes to its Articles of Incorporation or Bylaws, it will give copies of the changes to the District. If the District believes that any such changes violate either this Agreement or state or federal law, it will so notify the Corporation. If the Corporation agrees, it will make necessary changes to the Articles or Bylaws to conform to this Agreement or the applicable law; if the parties do not agree, the matter will be resolved as provided in Section 18.8.

12.1.3 The Corporation' s Bylaws will include a provision specifying that upon termination of this Agreement or dissolution of the Charter School, the assets of the Charter School that were purchased with public funds shall be given to the State Board of Education, as provided in ORS 338.105(6).

12.2 Exempt Status under Section 50l(c)(3) of Internal Revenue Code.

The Corporation has applied to and received from the IRS a determination letter stating that the Corporation is recognized as an exempt organization under section 501 (c)(3) of the Internal Revenue Code. The District acknowledges that the requirements of ORS

338.035(2)(c) have been satisfied.

12.3 Nonreligious, Nonsectarian Status.

As provided in ORS 338.035(8), the Charter School shall not be affiliated with any nonpublic sectarian school or religious institution. As provided in ORS 338.115(4), the Charter School shall not violate the Establishment Clause of the First Amendment to the United States Constitution or section 5, Article I of the Oregon Constitution, or be religion based.

12.4 Operational Powers.

Subject to applicable federal and state laws and any restrictions in this Agreement, the Charter School shall have authority to exercise independently all powers granted to charter schools under Oregon law.

13. Employment Matters.

13.1 Corporation is Employer.

All provisions of this Section 13 are subject to state and federal laws. The District shall not be the employer of any employees of the Corporation or the Charter School. The Corporation may choose to enter into contracts to provide services to the School or to fulfill responsibilities of the Charter School under this Agreement, in which case the people actually providing the services or fulfilling the responsibilities will be employees of such contractor; otherwise, the Corporation will be the employer of the staff at Charter School. The Corporation shall control the selection of employees.

13.2 Staff Hiring, Compensation, Benefits, PERS.

13.2.1 The Corporation governing board, in its sole discretion, has complete authority to hire, evaluate, promote, discipline, supervise, and terminate Charter School employees, and to set all terms and conditions of employment, including all decisions regarding compensation and benefits. The Charter School will be responsible for providing coverage for all Charter School teachers requiring substitutes.

13.2.2 At least one-half of the total full-time equivalent (FTE) teaching and administrative staff at the Charter School shall be licensed in accordance with ORS 338.135(7). For any individual hired as a teacher, the Charter School shall provide the District with evidence of certification, if any, or other qualification within 60 days after the individual's initial date of hire.

13.2.3 For any employee of the District who chooses to work for the Charter School, any leave of absence from the District shall be governed by ORS 338.135.

13 .2.4 Licensed and classified staff and other employees of the Charter School

will not be included in the District's respective bargaining units. Employee membership in a labor organization and collective bargaining shall be governed by ORS 338.135.

13.2.5 Pursuant to ORS 338.135(5), the Charter School shall participate in the Public Employees Retirement System (PERS) for its employees.

13.3 Employee Records.

The Charter School shall be responsible for establishing and maintaining personnel records for its employees, and for the maintenance, retention and disclosure of employee records, all in compliance with all applicable federal and state laws. The Charter School shall meet any and all reporting obligations to the Teacher Standards and Practices Commission ("TSPC") regarding its employees.

13.4 Criminal Records Checks.

As provided in ORS 338.115(l)(h), ORS 181A.195, 326.603, 326.607, and 342.223 (relating to criminal records checks) shall apply to the Charter School.

14. Application of and Compliance with Laws.

14.1 Compliance with Laws; Non-Exemption from Certain Laws.

The Corporation and the Charter School shall comply with all applicable federal, state, and local laws and regulations (including Oregon Administrative Rules developed by the Oregon Department of Education regarding charter schools). As provided in ORS 338.l15(1), although statutes and rules that apply to school district boards, school districts or other public schools shall generally not apply to the Charter School, the following laws shall apply to the Charter School:

a. Federal law.

b. ORS 192.311 to 192.478 (Public Records Law).

c. ORS 192.610 to 192.690 (Public Meetings Law).

d. ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law).

e. ORS 181A.195, 326.603, 326.607, and 342.223 (Criminal Records Checks).

f. ORS 337.150 (Textbooks)

g. ORS 339.l41, 339.147 and 339.l55 (Tuition and Fees).

h. ORS 659.850, 659.855 and 659.860 (Discrimination).

i. ORS 30.260 to 30.300 (Tort Claims).

j. Health and safety statutes and rules.

k. The statewide assessment system developed by the Department of Education under ORS 329.485(2).

1. ORS 329.045 (Academic Content Areas).

m. Any statute or rule that establishes requirements for instructional time provided by a school each day or during a year.

n. ORS Chapter 338.

o. ORS 339.250(9) (prohibition of infliction of corporal punishment).

p. ORS 339.370 to ORS 339.400 (reporting of suspected child abuse and sexual conduct).

q. ORS 329.451 (diploma).

r. ORS 657 (Employment Department).

s. ORS 339.326 (Juvenile Notice).

t. ORS 329.496 (Physical Education).

u. Any other Board policy or rule later deemed necessary by the District that does not otherwise materially alter the terms of this contract.

v. ORS Chapters 279A, 279B and 279C (Public Contracting Code)

w. ORS 326.565, 326.575 and 326.580 (student records)

x. ORS 336.840 (use of personal electronic devices)

y. ORS 339.119 (consideration for educational services)

z. ORS 342.856 (core teaching standards)

aa. Statutes and rules that expressly apply to public charter schools

bb. Statutes and rules that apply to a special government body, as defined in ORS 174.117, or a public body, as defined in ORS 174.109.

cc. Any statute or rule that is listed in the charter.

14.2 Waiver.

As provided in ORS 338.025(2), the Charter School may apply to the State Board of Education to grant a waiver of any provision of ORS Chapter 338. The Charter School shall give the District a copy of any application for a waiver promptly after submitting it and shall give the District a copy of any grant of a waiver promptly after receiving it.

14.3 Amendment of Agreement to Conform to New and Changed Laws.

If, at any time during the term of this Agreement, the state develops any new rules, regulations or statutes that may affect the terms of this Agreement or otherwise affect the Charter School, the Charter School and the District shall review this Agreement and conform it accordingly.

14.4 Policies.

The Charter School shall adopt policies as may be required by law and may in its discretion adopt other policies governing operation of the Charter School; the Charter School shall make such policies available for review at the District's request.

15. Insurance and Indemnification.

15.1 Insurance.

The Charter School shall, at its own expense, secure and retain and provide proof of insurance of the types and in the amounts set forth in Exhibit B. As provided in ORS 338.115(13), prior to beginning operation, the Charter School shall show proof of such insurance to the District.

15.2 Indemnification.

15.2.1 Charter School Indemnifies District. Charter School agrees to indemnify and hold the District, its Board, agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including, without limitation, claims arising from (1) the possession, occupancy or use of property of Charter School (including after school use of buildings by outside groups), its faculty, students, patrons, employees, guests or agents; (2) civil rights violations, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with Charter School's operations. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any District Board member, officer, or employee. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act of any Charter School employee whose negligent or wrongful act or omission is caused or directed by the District. This

indemnification shall not apply to any damages incurred regarding any act or omission of the Charter School or Charter School Board that is later determined to be required by law or this Agreement. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

15.2.2 District Indemnifies Charter School. District agrees to indemnify and hold Charter School, its Board, agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including without limitation, claims arising from civil rights violation, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with District's operations. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any Charter School Board member, officer, or employee. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act of any District employee working at Charter School whose negligent or wrongful act or omission is caused or directed by Charter School. This indemnification shall not apply to any damages incurred regarding any act or omission of the District or District Board that is later determined to be required by law or this Agreement. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

15.2.3 Survival of Indemnification. This indemnification, defense and hold harmless obligation on behalf of Charter School and the District shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any lawsuit or administrative action, without relieving the indemnifying party of any of its obligations hereunder.

16. Relationship between District and Charter School.

16.1 Full Faith and Credit.

Charter School agrees that it will not extend the faith and credit of the District to any third person or entity. The Charter School acknowledges and agrees that it has no authority to enter into a contract that would bind the District. The Charter School's governing board has the authority to approve contracts to which the Charter School is a party, subject to the requirements and limitations of the Oregon Constitution, state law, and the provisions of this Agreement.

16.2 District Disclaimer of Liability.

The parties to this Agreement expressly acknowledge that the Charter School is not operating as the agent, or under the direction and control, of the District Board except as required by law or this Agreement, and that the District Board assumes no liability for any loss or injury resulting from:

16.2.1 The acts or omissions of the Charter School, its directors, trustees, agents or

employees;

16.2.2 The use and occupancy of the building occupied by Charter School or any matter in connection with the condition of such building; or

16.2.3 Any debt or contractual obligation incurred by the Charter School.

17. Termination.

17.1 Grounds for Termination.

As provided in ORS 338.105(1), the grounds for termination of this Agreement by the District are as follows:

(a) Failure to meet the terms of the Agreement or this ORS Chapter 338.

(b) Failure to meet the requirements for student performance stated in this Agreement.

(c) Failure to correct a violation of a federal or state law that is described in ORS 338.115.

(d) Failure to maintain insurance as described in this Agreement.

(e) Failure to maintain financial stability.

(f) Failure to maintain for one or more consecutive years, a sound financial management system as described in this Agreement.

17.2 Notice of Breach; Opportunity to Cure; Dispute Resolution.

17.2.1 The parties recognize that the grounds for termination in Section 17.1 may involve subjective judgment and may involve disputes between the parties as to whether proper grounds for termination exist, and therefore the following process is agreed to as a means for dealing with alleged breaches of this Agreement.

17.2.2 If the District believes that any breach of this Agreement by the Charter School has occurred, it will give the Charter School written notice setting forth the alleged breach.

17.2.3 If the Charter School agrees that a breach has occurred, the Charter School will cure the breach within thirty (30) days after the District notice was given. If, however, the breach is such that the Charter School, by acting with due diligence, could not reasonably complete the cure within such time, the Charter School shall not be in default unless the Charter School either (a) fails to commence to cure the breach within such 30-day or other specified period, or (b) fails to diligently

prosecute to completion all steps necessary to completely remedy the breach as soon as is reasonably practicable after the District gives such notice.

17.2.4 If the Charter School does not agree that a breach has occurred, the Charter School will give the District a written explanation of the reasons why it believes no breach has occurred. The parties will then attempt in good faith to resolve their differences, and either party may at any time request mediation of the dispute under Section 18.8.

17.2.5 If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the Charter School and District may agree to develop a plan for the Charter School to correct such deficiencies in accordance with ORS 338.105(2)(b).

17.3 Notice of Intent to Terminate; Hearing; Appeal.

17.3.1 If the breach by the Charter School has not been timely cured, or if it cannot be cured, and if the matter is not being resolved through mediation, then the District may decide to terminate this Agreement, in which case it will give the Charter School 60 days prior written notice of its intent to terminate this Agreement. Such notice shall state the grounds for termination.

17.3.2 The Charter School may appeal the District's decision to terminate this Agreement directly to the District Board. Charter School may respond to the allegations in the District's written notification by offering documentary evidence and oral argument. The District bears the burden of proving the allegations in the written notification by a preponderance of the evidence. Charter School has the burden of proof for any affirmative defense to the allegations by a preponderance of the evidence.

17.3.3 The Board's decision may only be appealed to the Oregon Department of Education according to ORS 338.105(3).

17.4 Prompt Termination for Health and Safety Reasons.

17.4.1 As provided in ORS 338.105(4), notwithstanding sections 17.1-17.3, the District may terminate this Agreement immediately and close the Charter School if the Charter School is endangering the health or safety of its students.

17.4.2 The Charter School governing body may request a hearing from the District on the termination of this Agreement under this subsection 17.4. The District shall hold a hearing within 10 days after receiving the request.

17.4.3 The Charter School governing body may appeal a decision of the District under this subsection 17.4 to the State Board of Education. The State Board of Education shall hold a hearing within 10 days after receiving the appeal request.

Throughout the appeals process, the Charter School shall remain closed at the discretion of the District unless the State Board of Education orders the District to open the Charter School and not terminate this Agreement.

17.5 Termination by Charter School; Dissolution.

17.5.1 As provided in ORS 338.105(7), the Charter School governing body may only terminate the Agreement or dissolve or close the Charter School at the end of a semester, unless the District agrees to another date. If the Charter School intends to terminate this Agreement or dissolve or close the Charter School, it shall give notice to the District at least 180 days prior to the proposed effective date of the termination, closure or dissolution.

17.5.2 If the Charter School should cease operations for whatever reason, including, but not limited to, the non-renewal or termination of this Agreement, or dissolution of the Corporation, it is agreed that the Charter School governing board shall supervise and have authority to conduct the winding up of the business and affairs of the Charter School; provided, however, that in doing so, the District does not assume any liability incurred by the Charter School beyond the funds allocated to it by the District under this Agreement.

17.5.3 Upon dissolution or termination, all permanent records shall be transferred to the District.

17.6 Effects of Termination or Dissolution.

Except as provided in Section 17.4, the Charter School shall remain open and operating until the effective date of any termination or dissolution under this Agreement after any appeals have been completed. As provided in ORS 338.105(5), termination of this Agreement shall not abridge the Charter School's legal authority to operate as a private or nonchartered public school. As provided in ORS 338.105(6), if this Agreement is terminated or the Charter School is dissolved, the assets of the Charter School that were purchased with public funds shall be given to the State Board of Education. The State Board of Education may disburse the assets of the Charter School to school districts or other public charter schools. Until the effective date of termination of this Agreement, the District shall continue to make the funding payments under Section 11.

18. Miscellaneous Provisions.

18.1 Entire Agreement.

This Agreement, with Exhibits and the Application, contains all terms, conditions and provisions of the agreement between the parties relating to creation and operation of the Charter School and contains the entire understanding and all representations of understandings and discussions of the parties relating thereto. All prior agreements, representations, drafts, statements, understandings, and discussions are merged herein and superseded and cancelled by this Agreement. Neither party is relying upon any

statement or representation not embodied in this Agreement or in any other written agreement made concurrently herewith.

18.2 Severability.

If any provision of this Agreement is determined to be unenforceable or invalid by a court of law for any reason, the remainder of the Agreement shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms of this Agreement.

18.3 Amendment.

This Agreement may be modified or amended only by written agreement between the Corporation and the District Superintendent (or designee) or District Board.

18.4 No Waiver.

The parties agree that no assent, express or implied, to any breach by either of them of anyone or more of the agreements expressed herein shall be deemed or be taken to constitute a waiver of any succeeding or other breach.

18.5 Governing Law.

This Agreement shall be governed by, subject to and construed under the laws of the State of Oregon without regard to its conflicts of law provisions. The parties intend that where this Agreement references federal or state law that they be bound by any amendment to such laws, upon the effective date of such amendments.

18.6 Assignment; Successors and Assigns.

This Agreement may not be assigned by the Corporation under any circumstances, it being expressly understood that the charter granted by this Agreement runs solely and exclusively to the Charter School. This does not limit the Corporation's or the Charter School's right to enter into contracts and leases to the full extent allowed to charter schools under Oregon law. Except as otherwise expressly provided in this Agreement, the provisions of this Agreement bind and benefit the legal representatives, successors and assigns of the parties.

18.7 Notice.

Any notice, statement, demand, request, consent, approval or other communication (collectively referred to in this Section 18.7 as "notice") required or permitted to be given or made by either party, or its agent, to the other, pursuant to this Agreement or pursuant to any applicable law or requirement of public authority, shall be in writing and given by one of the following methods (with the effective date of the notice to be as set forth below):

(i) by personal delivery to the person indicted on the execution page of this Agreement (to be effective when actually delivered);
(ii) by facsimile to the facsimile number set out on the execution page of this Agreement, provided that the original notice is sent by one of the other methods described in this

Section or by first class U.S. Mail [notice by facsimile to be deemed effective when receipt either is acknowledged by the addressee or its office or is confirmed by confirming transmission equipment (provided this occurs before 5 :00 p.m. Pacific Time on a business day, otherwise it will be deemed effective on the next business day)];
(iii) by registered or certified mail, postage prepaid, with return receipt requested (to be deemed effective two (2) days after mailing); or
(iv) by nationally recognized reputable overnight courier, prepaid (to be deemed effective on the date that the courier warrants that delivery will occur). Notice sent by courier or mail shall be addressed to the other party [to the attention of the person identified on the execution page of this Agreement] at the address set forth on the execution page of this Agreement or such other person or address which may be designated by a party in writing.

18.8 Dispute Resolution; Mediation.

18.8.1 If any dispute arises between the District and the Charter School concerning this Agreement, including, without limitation, an allegation of any breach or default, either party may request mediation of the matter. The party requesting mediation shall do so by giving written notice to that effect to the other party, specifying in the notice the nature of the dispute.

18.8.2 If the parties cannot agree upon a mediator, either party may request the Oregon Department of Education to appoint the mediator.

18.8.3 At any time during the mediation process, or if the parties are unable to reach an agreement through mediation, either party may give notice to the other party and to the mediator that it is terminating its participation in the mediation; after that, either party may request a hearing before and decision by the District Board.

18.8.4 The parties shall share equally the fees and expenses of any mediator and each party shall pay its own expenses incurred in any mediation.

18.8.5 As to any dispute that is not being determined through mediation, the Charter School may request a hearing before and decision by the District Board.

18.8.6 The Charter School may appeal to the State Board of Education concerning those matters within its jurisdiction under ORS Chapter 338.

18.9 Attorney Fees.

If any suit or action is commenced or instituted to interpret or enforce the terms of this Agreement, to exercise any remedy on account of a default, or otherwise relating to the provisions of this Agreement, the prevailing or non-defaulting party shall be entitled to recover from the losing or defaulting party its reasonable attorney fees and costs, in addition to all other sums provided by law, at trial, and on any reviews and appeals. Such sums shall be determined by the court.

18.10 Delegation.

The parties agree and acknowledge that the functions and powers of the District Board may be exercised by the Superintendent of the District, or by the Superintendent's designee, and the functions and powers of the Charter School board of directors may be exercised by the Executive Director of the Charter School or Executive Director's designee provided that any ultimate decision regarding renewal, non-renewal, or termination of this Agreement may be made only by the District Board and the Charter School board of directors.

18.11 Prior Actions.

As a condition precedent to this Agreement becoming effective on the effective date specified above in Section 2.1, the Corporation shall have taken, completed and satisfied on or before the date specified herein any action or obligation which is required to be completed before such effective date, and except as provided in Sections 2.2 and 10.1 (relating to the Charter School facility) the failure to do so shall constitute a breach of this Agreement.

18.12 Corporation Authority to Enter Into Agreement.

The Corporation expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Agreement on behalf of the Corporation and that the Board of Directors of the Corporation has duly approved of this Agreement. The Corporation shall provide to the District a copy of its written resolution authorizing the Corporation to enter into this Agreement.

18.13 Incorporation of Application and Exhibits.

Exhibits A (Goals and Evaluation, referred to in Section 9.4) and B (Insurance, referred to in Section 15.1), are attached hereto and incorporated herein by this reference.

18.14 Section Titles.

Section and paragraph titles in this Agreement are used for convenience only and are not intended to and shall not in any way enlarge, define, limit, or extend the rights or obligations of the parties or affect the interpretation of this Agreement.

18.15 Definition of Business Day.

For purpose of this Agreement, "business day" means a day in which the District's administrative offices are open. "Business day" does not include (a) Saturdays, (b) Sundays, (c) official state holidays listed in ORS 336.010, (d) federal holidays, (e) District scheduled spring vacation, (f) any day(s) in which the administrative office is closed due to inclement weather, or (g) any day that the District's administrative office is closed due to action taken by, or ordered to be closed by, the District's Board of Directors or the Board's designee, or the government of the City or County in which the District is located, or the State of Oregon, or the federal government.

EXECUTED this ___ day of_____, 2021

MULTNOMAH LEARNING ACADEMY
an Oregon public benefit nonprofit corporation
operating the Multnomah Learning Academy Charter School

By: _____

Title: President

Address for Notice Purposes:
President
Corporation Board of Directors
22565 NE Halsey Street
Fairview, OR 97024
Telephone: 503-405-7868
Fax: 503-405-7869

BOARD OF EDUCATION OF THE
REYNOLDS SCHOOL DISTRICT #7

By: _____

Title: School Board Chairperson

Address for Notice Purposes:
Superintendent
Reynolds School District #7
1204 NE 201 Ave.
Fairview, Oregon 97024-9642

Telephone: (503) 661-7200
Fax: (503) 667-6932

EXHIBIT A
TO CHARTER SCHOOL AGREEMENT

CHARTER SCHOOL GOALS AND EVALUATION GUIDELINES

As provided in Section 9.3 of the Agreement, only the following specific goals relating to student performance are to be considered in evaluating whether the Charter School has failed to meet the requirements for student performance (and thus could be a basis for termination of this Agreement) under ORS 338.105(1)(b).

SCHOOL GOALS AND EVALUATION

GOAL: Students' academic progress will be comparable to that of their neighborhood schools, which means that the mean statewide assessment score of the charter school will be comparable to the composite mean score of the neighborhood schools from which at least 75% of charter school students come.

REPORTING: Statewide test scores and the percent of children meeting or exceeding benchmarks in reading, written language and math will be reported. The evaluation of the charter school's testing and benchmark performance will take into account such factors as socioeconomic status, mobility, special education eligibility, the language spoken at home, and the length of time students have attended the charter school.

ADDITIONAL MEASURES OF STUDENT PROGRESS: In addition to statewide testing and benchmarks, the charter school will conduct its own achievement testing in reading, written language and math annually for all children, so that the school can track and report the rate of growth in these areas for each child. Portfolios may also be a part of the continuing assessment, showing examples of work by each child at every grade.

EVALUATION: The District Board of Education will consider the charter school's annual report of student progress. If the charter school students' performance is substantially below the goals set forth above, then the charter school principal and a Board of Education representative will meet with district administrators to develop a plan for addressing deficiencies.

EXHIBIT B
TO CHARTER SCHOOL AGREEMENT

INSURANCE

1 Property Insurance.

The parties anticipate that the Corporation will enter into a lease or other agreement relating to the Charter School facility. The Corporation shall ensure that such lease or other agreement provides that the facility is to be insured under an all-risk or special forms policy of insurance [such insurance may be purchased by the owner of the building or by the Corporation]. The Corporation shall also ensure that such policy is a replacement cost policy and is maintained throughout the term of this Agreement, including all extensions and renewals.

2 Commercial General Liability Insurance.

2.1 The Corporation shall maintain a commercial general liability insurance policy (occurrence form) with respect to the Charter School facility and the operation of the Charter School, in accordance with this Agreement. The policy shall be in effect no later than when the Charter School, or any of its employees, agents, or subcontractors, enters the School facility to do any work in connection with the School facility. The Corporation shall maintain such a policy thereafter throughout the term of the Agreement, including all extensions and renewals.

2.2 Subject to the following sentence, the limit of the Corporation policy shall be a minimum of $1,000,000 for bodily injury and property damage per occurrence, $3,000,000 annual aggregate. The minimum limits of liability may be satisfied by using a combination of commercial general liability insurance and commercial excess/umbrella liability insurance (following form). In addition, the Corporation's policy shall contain coverage for premises medical payments in a minimum amount of $10,000.

2.3 Such policy shall provide for contractual liability coverage with respect to the indemnity obligation set forth in Section 15.2 of this Agreement.

3. Liability Insurance for Directors and Officers.

The Corporation shall procure and maintain liability insurance for directors and officers in an amount not less than $1 ,000,000 each loss, $1,000,000 each policy year, covering the Charter School, the Corporation, the governing board of the Charter School, employees, and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of this Agreement.

4. Business Auto Liability Insurance.

If the Corporation owns or uses any vehicles for Charter School activities or purposes, then the Corporation shall procure and maintain business auto liability insurance with coverage for all owned, non-owned and hired vehicles with combined single limits of liability of $1,000,000 per occurrence for bodily injury and property damage.

5. Workers' Compensation Insurance.

The Corporation shall procure and maintain workers' compensation insurance pursuant to ORS chapter 656 on all Charter School employees.

6. Honesty Bond.

The Corporation shall procure and maintain honesty bond to cover all employees and volunteers of the Charter School. Limits are to be determined by the Charter School governing board, but no less than $25,000. Coverage shall include faithful performance and loss of moneys and securities.

7. Policy Requirements.

The insurance policies required by this Agreement (i) with respect only to the commercial general policy under Section 2 and the business auto liability policy under Section 4, shall name the District as an additional insured; (ii) shall be issued for periods of not less than one year; (iii) shall be issued by insurance companies admitted to do business in the State of Oregon; and (iv) shall contain a provision that they cannot be cancelled, reduced in amount, substantially modified, or not renewed without thirty (30) days prior written notice to the other party.

8. Proof of Insurance.

Charter School shall deliver to the District certificates of insurance required by this Agreement. If Charter School fails to provide such a certificate within ten (l0) days after demand by District, District may purchase the insurance required and bill Charter School. Charter School shall procure and pay for renewals of such insurance prior to the time of expiration of such policies, and Charter School shall deliver to District certificates of such renewal policies before the expiration of any existing policy.

Reynolds School District

REYNOLDS SCHOOL DISTRICT #7
PERSONAL/PROFESSIONAL SERVICES AGREEMENT

THIS AGREEMENT, entered into by and between the Reynolds School District #7 "RSD" and "Contractor", and in consideration of the following covenants, conditions, and considerations:

Contractor: Musco Corporation d/b/a Musco Sports Lighting, LLC

WITNESSETH:

1. **The contractor shall provide RSD with the following information:**

a. Company Legal Name Musco Corporation d/b/a Musco Sports Lighting, LLC

b. Contract Signer Name James M. Hansen Contract Signer Email _____

c. Mailing Address 100 1st Avenue West, Oskaloosa, Iowa 52577

d. Telephone Number 641-673-0411

e. Federal Tax ID No. 42-1107452 **Contractor must submit W-9 to RSD's Finance Department*

f. Business Designation (check one) ☐ Individual ☐ Sole proprietorship ☐ Partnership

☑ Corporation ☐ Community College ☐ Other: _____

Payment information will be reported to the IRS under the name and taxpayer ID number provided above. RSD is required by the Internal Revenue Service to obtain this information in order to report income paid to the Contractor by the District. If the information is not provided, RSD will be required to withhold 31 % of all future payments made to the Contractor.

1099 Withholding Exemption:
If exempt from backup withholding (form 1099 reporting), check this box ☑ and check your qualifying reason below:

- ☑ i. Corporation
- ☐ ii. Tax Exempt Charity under 501(a), or IRS
- ☐ iii. The United States or any of its agents or instrumentalities
- ☐ iv. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions
- ☐ v. A foreign government or any of its political subdivisions
- ☐ vi. District will deduct taxes from pay, which will occur monthly

f. Does Contractor now have, or have had within the prior year, contracts with other persons or entities to perform services similar to the services being performed hereunder? ■ Yes ☐ No ☐ N/A

g. Does Contractor have current statutory Worker's Compensation Insurance coverage for all persons performing services under this contract? ■ Yes ☐ No ☐ N/A

2. **Statement of Work:** Contractor agrees to perform the following services for the District (please be specific as to nature and dates of performance and expected time involved). **Attach an exhibit/additional sheet if needed.*
Instillation of lighting at RHS Field. See attached quote for more details.

3. Contract Term:

This Contract becomes effective on: 2/16/2021

Unless terminated earlier as provided below, this Contract shall continue through: 9/30/2021

4. Contractor shall be compensated in the manner provided in either subsection (a) or (b) below, whichever is completed.

a. The entire, agreed-upon compensation for the services to be performed under this contract is: $ 388,691
**Use additional sheets if needed.*

b. If services are to be charged at a periodic rate: Rate charged: $ _____ per (period) _____

What is the total estimated compensation? $ _____

Additional description of pay, if applicable:
Upon invoice.

If it appears during the course of this contract that the actual compensation will exceed the estimated amount, the Contractor shall notify the RSD Finance Department in writing. No payment in excess of the total estimated compensation shall be paid unless the Contractor has notified the Finance Department of the increase in time required to complete the services and received approval from the Finance Department to perform services up to the newly approved contract time.

Exhibits: As a condition to receiving the compensation above, the Contractor shall provide, in addition to the services stated above, the following additional documents or reports relating to the service performed: (*Check all that apply)*

☐ Exhibit A: Statement of Work ☐ Exhibit B: Contractor's Proposal ☐ Exhibit C: Insurance Requirements

☑ Other (please describe): QUOTE

If RSD is required by law to withhold any monies from Contractor (e.g., PERS), such withholding shall be deducted from the amount of compensation due to Contractor and the balance shall be paid to Contractor. Contractor must submit an invoice to Accounts Payable as an application for payment. The invoice shall itemize Contractor's charges and expenses.

5. If total compensation is in excess of $150,000, as stated in Section 4a above, or the estimated charges based upon the rate charge and anticipated time involved as stated in Section 4b above exceed $150,000, this contract shall not be binding upon RSD until approved by the RSD Board of Directors. If compensation is to be paid as stated in Section 4b, and it appears that the total payments under this Agreement shall exceed $150,000, Contractor shall notify RSD. RSD shall present this Agreement to the RSD Board of Directors for approval of compensation in excess of $150,000. No compensation shall be due or payable to Contractor in excess of $150,000 (in the aggregate) unless the RSD Board of Directors approves this Agreement.

6. Unless Contractor is a sole proprietorship, prior to performing any labor for this Contract, Contractor shall file with RSD Assistant Superintendent of Student & Family Services and District Operations a certificate of insurance evidencing that the persons performing services under this Contract are covered by the Contractor's statutory worker's compensation insurance. Contractor shall maintain such coverage during the term of this Contract.

7. Contractor is being employed as an independent contractor to provide the services stated in Section 2 above. The compensation paid to Contractor shall be for all materials, supplies, and labor required, necessary, or convenient for Contractor to provide services to RSD. Contractor shall be responsible for, and shall indemnify and hold RSD harmless from, any governmental assessments resulting from Contractor's services or compensation, including but not limited to

income tax, Social Security, worker's compensation, or employment insurance. RSD shall not have the right to direct or control the manner of Contractor's performance. RSD expressly disclaims any acts by its employees who attempt to direct or control Contractor's manner of performance; Contractor shall notify RSD should any RSD employee make an attempt to exercise direction or control over Contractor.

8. Contractor covenants and warrants to RSD that Contractor is an independent business, has performed such services for others in the past or is now performing such services for others, and is skilled and duly qualified to provide the services required under this Agreement.

9. This provision is required by statute. In addition to applicable federal and state laws, ORS 279B.220 requires that Contractor shall:

   a. Make payment promptly, as due, to all persons supplying to the contractor labor or material for the performance of the work provided for in the contract.
   b. Pay all contributions or amounts due the Industrial Accident Fund from the contractor or subcontractor incurred in the performance of the contract.
   c. Not permit any lien or claim to be filed or prosecuted against the state or a county, school district, municipality, municipal corporation or subdivision thereof on account of any labor or material furnished.
   d. Pay to the Department of Revenue all sums withheld from employees under ORS 316.167.

   If Contractor neglects or refuses to make prompt payment of any claim for labor or services furnished to it by any party in connection with this Contract as such claim becomes due, RSD may pay such claim to the party furnishing the goods or services and subtract the payment amount from funds due or to become due the Contractor. RSD's payment of such a claim shall not relieve Contractor or Contractor's surety, if any, from its obligation to any unpaid claims.

10. Payment for Medical Care: This provision is required by statute. As required by ORS 279B.230 and to the extent any of Contractor's employees are covered by Oregon employment laws, Contractor shall promptly, as due, make payment to any person, co-partnership, association, or corporation, furnishing medical, surgical, and hospital care or other needed care and attention, incident to sickness or injury, to the employees of Contractor, of all sums that Contractor agrees to pay for such services and all moneys and sums that Contractor collected or deducted from the wages of employees under any law, contract, or agreement for the purpose of providing or paying for such service.

11. Non-Appropriation; Adequate Funding: RSD is prohibited from contracting for services for which it has not received appropriated funds. If payment for work under this Contract extends into RSD's next fiscal year, RSD's obligation to pay for such work shall be subject to approval of future Board of Education ("Board") appropriations to fund this Contract. Moreover, continuation of this Contract at specified levels is specifically conditioned on adequate funding under the RSD's budget adopted in June of each year. RSD reserves the right to adjust the level of services provided for in this Contract in accordance with funding levels adopted by the Board. In the event that the RSD is not adequately funded, or funds are cut back, the RSD reserves the right to cancel all, or part of this contract.

12. Contractor shall fully indemnify, defend, and hold RSD harmless from any claims, actions, demands, judgment, losses, or costs (including attorney fees) directly resulting or arising out of any negligent act or omission by Contractor. This also applies when only RSD is the sole defendant in the action or lawsuit.

13. Contractor warrants to RSD that it/he/she has general liability insurance coverage in excess of $2,000,000 per occurrence, $3,000,000 in the annual aggregate for General Liability and Property Damage, and that Contractor shall maintain such insurance during the term of this agreement or for such longer time as RSD may request at the time of execution hereof. If Contractor will have physical or virtual access to any RSD students, Contractor is also required to provide proof of insurance for Sexual Abuse and Molestation coverage at the same levels required above.

   _____ *Initial if applicable.* Contractor warrants to RSD that it/he/she has professional malpractice insurance coverage for any errors or omissions by Contractor for the type of services being performed under this Agreement, with limits not less than $1,000,000 per occurrence.

   _____ *Initial if applicable.* Motor Vehicle Liability. If Contractor is providing services that require Contractor to transport transport RSD personnel, students, or property, then in addition to any legally required insurance coverage, Contractor shall maintain motor vehicle liability insurance of at least $1,000,000 for each claim, incident, or occurrence.

Certificate of Insurance. Upon RSD request, Contractor shall furnish to RSD a current certificate of insurance for each of the above coverages within 48 hours of RSD request. Each certificate must state the relevant deductible or retention level. For general liability coverage, the certificate must state that RSD, its agents, officers, volunteers, board members, and employees are additional insureds with respect to Contractor's services provided under this Contract. The certificate must specify an additional insured endorsement, and Contractor shall attach a copy of the endorsement to the certificate. If requested by RSD, Contractor shall also provide complete copies of insurance policies to RSD for review.

14. Contractor acknowledges that RSD is a public entity, and that persons or entities contracting with public entities are subject to certain state or federal law, rules, or regulations. To the extent any state or federal law, rule, or regulation is applicable to this Agreement, it is hereby incorporated by reference as if stated herein. It shall be Contractor's responsibility to become acquainted with the applicable laws, rules, and regulations, and Contractor shall indemnify and defend RSD in the event Contractor fails to comply with any applicable state or federal law, rule, or regulation.

15. Contractor acknowledges that RSD is a public entity, and that persons or entities contracting with public entities are subject to certain state or federal law, rules, or regulations. To the extent any state or federal law, rule, or regulation is applicable to this Agreement, it is hereby incorporated by reference as if stated herein. It shall be Contractor's responsibility to become acquainted with the applicable laws, rules, and regulations, and Contractor shall indemnify and defend RSD in the event Contractor fails to comply with any applicable state or federal law, rule or regulation.

16. Successors in Interest. This Contract shall bind and inure to the benefit of the parties, their successors, and approved assigns, if any.

17. No Third-Party Beneficiaries. RSD and Contractor are the only parties to this Contract and are the only parties entitled to enforce its terms. Nothing in this Contract provides any benefit or right, directly or indirectly, to third parties unless they are individually identified by name in this Contract and expressly described as intended beneficiaries of this Contract.

18. Hours of Labor. This provision is required by statute. As required by ORS 279B.020(5), 279B.235(3), and 279C.540(6), for Contractor's employees subject to Oregon employment laws:
    a. Maximum Hours: Employees shall be paid at least time and a half pay for all time worked in excess of 40 hours in any one week and for work performed on Saturdays, Sundays, New Year's Day (Jan. 1), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (first Monday in September), Thanksgiving Day (fourth Thursday in November), and Christmas Day (December 25).
    b. Exemption: The requirements of Section 15(a) do not apply to individuals who are excluded under ORS 653.010 to 653.261 or under 29 U.S.C. 201 to 209 from receiving overtime.
    c. Notice to Employees: Contractor must give notice in writing to its employees who perform work on this Contract, either at the time of hire or before commencement of work on this Contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work.

19. Time Limitation on Claim for Overtime. This provision is required by statute. For Contractor's employees subject to Oregon employment laws and as required by ORS 279C.545, any worker employed by Contractor shall be foreclosed from the right to collect for any overtime provided in ORS 279C.540 unless a claim for payment is filed with Contractor within 90 days from the completion of this Contract, providing Contractor has: (1) Caused a circular clearly printed in boldfaced 12-point type and containing a copy of this section to be posted in a prominent place alongside the door of the timekeeper's office or in a similar place that is readily available and freely visible to workers employed on the work, and (2) Maintained such circular continuously posted from the inception to the completion of this Contract on which workers are or have been employed.

20. Hazardous Materials. Contractor shall notify RSD before using any products containing hazardous materials to which RSD employees, students, or the general public may be exposed. Products containing hazardous materials are those products defined by Oregon Administrative Rules, Chapter 437. Upon RSD request, Contractor must immediately provide Material Safety Data Sheets to RSD for all materials subject to this provision.

21. Errors. Contractor shall perform any and all additional work necessary to correct errors in the work required under this Contract without undue delays or additional cost to RSD.

22. Access to Records; Contractor Financial Records. Contractor agrees that RSD and its authorized representatives are entitled to review all Contractor books, documents, papers, plans, and records, electronic or otherwise ("Records") directly pertinent to this Contract for the purpose of making audit, examination, excerpts, and transcripts. Contractor shall maintain all Records, fiscal and otherwise, directly relating to this Contract in accordance with generally accepted accounting principles so as to clearly document Contractor's performance. Following final payment and termination of this Contract, Contractor shall retain and keep accessible all Records for a minimum of three years, or such longer period as may be required by law, or until the conclusion of any audit, controversy, or litigation arising out of or related to this Contract, whichever date is later.

23. Ownership of Work Products. Contractor agrees that any and all specifically designed goods or services for RSD are intended as "works made for hire" by Contractor for RSD. As a work made for hire, all of said work products (including intellectual property) created by the Contractor, as part of Contractor's performance under this Contract shall be the exclusive property of the RSD. If any such work products contain Contractor's pre-existing intellectual property that is or could be protected by copyright, patent, or trademark laws, Contractor hereby grants RSD a perpetual, royalty-free, fully-paid, non-exclusive, and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, and use or re-use, in whole or in part, all such work products. RSD claims no right to any pre-existing work product of Contractor provided to RSD by Contractor in the performance of this Contract, except to copy, use, or re-use any such work product for RSD use only.

24. Work Performed on RSD Property. Contractor shall comply with the following:
    a. Identification: When performing work on RSD property, Contractor shall be in appropriate work attire (or uniform, if applicable) at all times. If Contractor does not have a specific uniform, then Contractor shall provide identification tags and/or any other mechanism the RSD in its sole discretion determines is required to easily identify Contractor. Contractor and its employees shall (i) display on their clothes the above-mentioned identifying information and (ii) carry photo identification and present it to any RSD personnel upon request. If Contractor cannot produce such identification or if the identification is unacceptable to RSD, RSD may provide, at its sole discretion, RSD-produced identification tags to Contractor, with costs to be borne by Contractor.
    b. Sign-in Required: As required by schools and other RSD locations, each that day Contractor's employees are present on RSD property, those employees must sign into the location's main office to receive an in-school identification/visitors tag. Contractor's employees must display this tag on their person at all times while on RSD property.
    c. No Smoking: All RSD properties are tobacco-free zones; Contractor is prohibited from using any tobacco product on RSD property.
    d. No Drugs: All RSD properties are drug-free zones as enforced by local law enforcement.
    e. No Weapons or Firearms: Except as provided by statute and RSD policy, all RSD properties are weapons- and firearms-free zones; Contractor is prohibited from possessing on its persons or in its vehicles any weapons or firearms while on RSD property.

25. Unsupervised Contact with Students. This provision is required by statute. "Unsupervised contact" with students means contact that provides the person opportunity and probability for personal communication or touch with students when not under direct RSD supervision. As required by ORS 326.603, Contractor shall ensure that Contractor, any subcontractors, and their officers, employees, and agents will have no direct, unsupervised contact with students while on RSD property. Contractor will work with RSD to ensure compliance with this requirement. If Contractor is unable to ensure through a security plan that none of its officers, employees, or agents or those of its subcontractors will have direct, unsupervised contact with students in a particular circumstance or circumstances, then Contractor shall notify RSD before beginning any work that could result in such contact. Contractor authorizes RSD to obtain information about Contractor and its history and to conduct criminal background checks, including fingerprinting, of any Contractor officers, employees, or agents who will have unsupervised contact with students. Contractor shall cause its employees and/or subcontractors, if any, to authorize RSD to conduct these background checks. Contractor shall pay all fees assessed by Oregon Department of Education for processing the background checks. RSD may deduct the cost of such fees from a progress or final payment to Contractor under this Contract, unless Contractor elects to pay such fees directly. If Contractor has unsupervised contact with students, Contractor acknowledges District's obligations related to reporting of child abuse and sexual conduct. If there are reports or allegations of sexual conduct or abuse involving one of Contractor's employees, Contractor agrees to immediately remove that employee from providing services to the District. Contractor will follow District's requests for removal of such employees following a report or allegation. Contractor will cooperate in any investigation being conducted by District, law enforcement, DHS, ODE and/or TSPC. Contractor has received information regarding abuse and sexual conduct and District will provide current information to Contractor on an annual basis.

26. Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Except in very specific circumstances, Contractor shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students or their families that Contractor may learn or obtain in the course and scope of its performance of this Contract. Any redisclosure of confidential student information must be in compliance with the redisclosure laws of FERPA. Contractor is not to redisclose information without prior written notification to and written permission of RSD.

27. Security. Any disclosure or removal of any RSD matter or property by Contractor shall be cause for immediate termination of this Contract. Contractor shall bear sole responsibility for any liability including, but not limited to, attorney fees resulting from any action or suit brought against RSD because of Contractor's willful or negligent release of information, documents, or property contained in or on RSD property. RSD hereby deems all information, documents, and property contained in or on RSD property privileged and confidential.

28. Employee Removal. At RSD's request, Contractor shall immediately remove any Contractor employee from all RSD properties in cases where RSD in its sole discretion determines that removal of that employee is in RSD's best interests.

29. Remedies. In case of Contractor breach of this Contract, RSD shall be entitled to any other available legal and equitable remedies. In case of RSD breach, Contractor's remedy shall be limited to termination of the Contract and receipt of Contract payments to which Contractor is entitled.

30. Controlling Law; Venue. The parties agree that Oregon law will govern any dispute related to this Contract, and any litigation arising out of the Contract shall be conducted in courts located in Multnomah County, Oregon.

31. Amendments; Renewal. Any amendments, consents to or waivers of the terms of this Contract must be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.

32. Counterparts. The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.

33. Entire Agreement. When signed by both parties, this Contract (and any attached exhibits) is their final and entire agreement. As their final and entire expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.

34. Notices. All notices or demands of any kind required or desired to be given by RSD or Contractor must be in writing and shall be deemed delivered upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the addresses herein.

35. This contract may be terminated by either party with a 30-day written notice. The RSD can immediately terminate the Agreement if the Contractor and/or any of the Contractor's employees or agents endanger the health or safety of RSD students or employees.

36. Standards. Contractor shall meet the highest standards prevalent in the industry or business most closely involved in providing the appropriate goods or services.

37. Performance. Should the Contractor fail to perform the scope of work or meet the performance standards of the RFP and/or contract, the Contracting Agency may (a) reduce or withhold payment under the contract, (b) require the Contractor to perform, at the Contractor's expense, any additional work necessary to perform the scope of work to meet the performance standards established under the contract, and/or (c) to declare a default of the resulting Contract, to terminate the resulting Contract, and to seek damages and other relief available under the resulting Contract and/or applicable law.

IN WITNESS WHEREOF, the parties do execute this Agreement, and except as provided above, the undersigned warrant to the other that they are executing this agreement pursuant to authority.

Reynolds School District #7	**Contractor**
Signature of Superintendent or Authorized Signer	Signature of Contractor
Christopher Ortiz, Ph.D., Ed. D.	James M. Hansen for Musco Sports Lighting, LLC
Printed Name	Contractor Name
Assistant Superintendent of Student & Family Services and District Operations	Secretary
Title	Contractor Title
	March 1, 2021
Date Signed	Date Signed

Review required for final authorization

Signature of Program Director	Date Signed
Signature of Site Manager	Date Signed

☐ **Account code for applicable charges** 415.4156.0380.031.650.000
(Required for revenue, expense, and pass-through funds)

☐ Board approval required if estimated charges exceed $150,000 Board approval date: _____

☐ Background check completed (required if in direct contact with students)

☐ Certificate of insurance provided

REYNOLDS SCHOOL DISTRICT #7

WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM FOR COVID-19

This WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM (herein referred to as the "Addendum") amends the terms of the Agreement between Contractor and the Reynolds School District #7. All terms of the Agreement are incorporated herein by this reference.

The novel coronavirus ("COVID-19"), has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. As a result, federal, state, and local governments and federal and state health agencies have provided orders, regulations, and guidance regarding COVID-19.

COVID-19 Liability. Contractor understands the hazards of COVID-19 and is familiar with the Centers for Disease Control Prevention ("CDC") guidelines and federal, state, and local orders regarding COVID-19. Contractor acknowledges that it understands the circumstances regarding COVID-19 and will take all necessary precautions as provided by the CDC and federal, state, and local governments. Contractor shall indemnify, defend, and hold harmless Reynolds School District #7 from and against any and all claims, demands, lawsuits, judgments, losses, or expenses of any nature arising out of Contractor's failure to follow the CDC, federal, state, or local orders or guidance regarding COVID-19 and that leads to, directly or indirectly, the infection of COVID-19 or any other illness or injury related to COVID-19.

COVID-19 Termination. Reynolds School District #7 may terminate this Agreement immediately and without notice if it is found that Contractor has failed to follow any regulations, orders, or guidance as provided by the CDC and federal, state, and local governments.

Force Majeure. Neither Reynolds School District #7 nor Contractor shall be responsible for delay, default, or termination of contract caused by any contingency beyond their control, including, but not limited to: war or insurrection (whether declared or not); plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including, but not limited to quarantine or other restrictions as directed by state or federal government; compliance with any law or governmental order, rule, regulation or direction; strikes or lockouts by the Parties' own employees; walkouts by the Parties' own employees; fires; natural calamities; riots; or requirements of governmental agencies.

Reynolds School District #7	**Contractor**
Signature of Superintendent or Authorized Signer	Signature of Contractor
Christopher Ortiz, Ph.D., Ed. D.	James M. Hansen for Musco Sports Lighting, LLC
Printed Name	Contractor Name
Assistant Superintendent of Student & Family Services and District Operations	Secretary
Title	Contractor Title
	March 1, 2021
Date Signed	Date Signed

Reynolds High School Stadium – Troutdale, OR
February 16, 2021

King County Directors Association
Master Project: 195250, **Contract Number:** 19-406, **Expiration:** 02/28/2021
Commodity: Sport Court/Field Lighting

Sales tax is not included.
*Pricing furnished is effective through **February 28, 2021** and is considered confidential.*

Quotation Price – Materials Delivered to Job Site and Installation

Football Field (30fc)	***$ 230,534.00***
50% East Practice Field – Poles F1 & F2	***$ 39,510.00***
• ***(6) TLC-LED-1200***	***$ 24,870.00***
• ***Pole Size Increase***	***$14,640.00***
Electrical Installation	***$ 116,088.00***
Adder for Bonding	***$ 2,559.00***
Total	***$ 388,691.00***

Light-Structure System with Total Light Control – TLC for LED™ technology

Guaranteed Lighting Performance
- Guaranteed light levels of 30fc and uniformity
- BallTracker™ technology – targeted light, optimizing visibility of the ball in play with no glare in the players typical line-of-sight

System Description
- (4) Pre-cast concrete bases with integrated lightning grounding
- (4) Galvanized steel poles
- Factory wired and tested remote electrical component enclosures
- Pole length, factory assembled wire harnesses
- (4) Factory wired poletop luminaire assemblies
- (28) Factory aimed and assembled luminaires, including BallTracker™ luminaires
- UL Listed assemblies

Control Systems and Services
- Control-Link® Control and Monitoring system with Show-Light™ entertainment package to provide six pre-programmed theatrical shows, onsite dimming, and custom color accent lighting control.

Operation and Warranty Services
- Reduction of energy and maintenance costs by 40% to 85% over typical 1500W metal halide equipment
- Product assurance and warranty program that covers materials and onsite labor, eliminating 100% of your maintenance costs for 25 years
- Support from Musco's Lighting Services Team – over 170 Team members dedicated to operating and maintaining your lighting system – plus a network of 1800+ contractors

©2016, 2020 Musco Sports Lighting, LLC

Payment Terms

Musco's Credit Department will provide payment terms.

Email or fax a copy of the Purchase Order to Musco Sports Lighting, LLC & KCDA:

Musco Sports Lighting, LLC
Attn: Amanda Hudnut
Fax: 800-374-6402
Email: musco.contracts@musco.com

KCDA
Attn: Valerie Buckbee
Email: vbuckbee@kcda.org

Purchase orders are to be issued directly to the KCDA along with a copy of this Quote.
All purchase orders should note the following: KCDA purchase – Contract Number: 19-406

Delivery Timing

6 - 8 weeks for delivery of materials to the job site from the time of order, submittal approval, and confirmation of order details including voltage, phase, and pole locations.

Due to the built-in custom light control per luminaire, pole locations need to be confirmed prior to production. Changes to pole locations after the product is sent to production could result in additional charges.

Installation Breakdown

- Deliver and unload Musco equipment
- Auger and set Musco pre-cast concrete foundations
- Assemble and stand Musco equipment
- Boring, trenching and backfill
- Conduit, wire, and in-ground boxes
- Installation of Musco Controls – See below
- Wire, energize, and commission – See below
- Site restoration, site restoration includes backfill compaction and grading, price does not include final grading or seeding.

Scope of Work:

The work shall be completed by, a licensed Electrical Contractor, Licensed in the State of Oregon, under contract to Musco Sports Lighting.

The Musco Light Structure System installation includes, unloading of the Musco equipment upon arrival to the job site, excavation and installation of concrete foundation (assumes class 5 material or better), assembly and installation of new galvanized steel poles, assembly and mounting of the light fixtures/fixture assemblies, electrical enclosures and wiring harnesses. Wiring of the Lighting System is from the light fixtures assemblies down to the remote electrical enclosures at the base of each pole where they will be terminated on the Musco supplied disconnect breaker.

Trench from building to each pole location and install a new in-ground box next to each pole. Install all new conduit from each ground box next to each new pole and from the inground boxes into each Musco pole base. All trenches will be backfilled, compacted, and graded (final grading and seeding will be by others). Install new Musco control cabinet next to existing distribution panel inside electrical room. Install rigid conduit from Musco control cabinet to outside wall of building. Install new wiring around the field to each inground box and from each in-ground box to the remote electrical enclosure on each Musco pole. Make up all connections at distribution panel, control cabinet, and at each pole. Energize and commission.

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Also included in this scope is all materials necessary to protect the site from the heavy equipment needed to perform the work. The basic site restoration is also included in this scope of work, which includes backfill compaction and grading. Compaction of trenches, grading, cleanup, and site restoration is included in the pricing, final grading and seeding shall be by others. The electrical permit is included, any other required permits will be by others.

Notes

- Price assumes existing panel does not need alteration or repair.
- Pricing assumes there is an electrical service on site and located within 300' of the field.
- Due to the built-in custom light control per luminaire, pole locations need to be confirmed prior to production.
- Getting electrical power to the site, coordination with the utility, and any power company fees are the responsibility of the owner
- The electrical permit is included; any other required permits will be by others.
- Assumes standard soil conditions – rock, bottomless, wet or unsuitable soil may require additional engineering, special installation methods and additional cost
- Pricing includes a detailed foundation design, signed and sealed by a licensed structural engineer, registered in the State of Oregon. Structural code and wind speed = 2018 IBC, 100 MPH C.

Thank you for considering Musco for your lighting needs. Please contact me with any questions or if you need additional details.

Rick Charbonneau
Sales Representative
Musco Sports Lighting, LLC
Phone: 971-221-8648
E-mail: rick.charbonneau@musco.com

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PERFORMANCE BOND

RSD2021.183

Travelers Casualty and Surety Company of America
Hartford, CT 06183

Bond No.: **107382256**

CONTRACTOR:
(Name, legal status and address)
Musco Sports Lighting, LLC
100 1st Avenue, West
Oskaloosa, IA 52577

SURETY:
(Name, legal status and principal place of business)
Travelers Casualty and Surety Company of America
One Tower Square 2SHS
Hartford, CT 06183

OWNER:
(Name, legal status and address)
Reynolds School District #7
1698 SW Cherry Park Rd
Troutdale, OR 97060

CONSTRUCTION CONTRACT
Date: **February 16, 2021**
Amount: **$388,691.00**
Description:
(Name and location)
Reynolds High School Stadium – Project #155987

BOND
Date: **March 2, 2021**
(Not earlier than Construction Contract Date)

Amount: **$388,691.00**
Modifications to this Bond: [ ] None [YES] See Section 16

CONTRACTOR AS PRINCIPAL
Company: *(Corporate Seal)*
Musco Sports Lighting, LLC
Signature:
Name and Title:

SURETY
Company: *(Corporate Seal)*
Travelers Casualty and Surety Company of America
Signature:
Name and Title: **Diane M. Vanderpool, Attorney-in-Fact**

(Any additional signatures appear on the last page of this Performance Bond.)

(FOR INFORMATION ONLY — Name, address and telephone)
AGENT or BROKER:
Reynolds & Reynolds, Inc.
300 Walnut, Suite 200
Des Moines, IA 50309
515-243-1724

OWNER'S REPRESENTATIVE:
(Architect, Engineer or other party:)

§ 1 The Contractor and Surety, jointly and severally, bind themselves, their heirs, executors, administrators, successors and assigns to the Owner for the performance of the Construction Contract, which is incorporated herein by reference.

§ 2 If the Contractor performs the Construction Contract, the Surety and the Contractor shall have no obligation under this Bond, except when applicable to participate in a conference as provided in Section 3.

§ 3 If there is no Owner Default under the Construction Contract, the Surety's obligation under this Bond shall arise after

.1 the Owner first provides notice to the Contractor and the Surety that the Owner is considering declaring a Contractor Default. Such notice shall indicate whether the Owner is requesting a conference among the Owner, Contractor and Surety to discuss the Contractor's performance. If the Owner does not request a conference, the Surety may, within five (5) business days after receipt of the Owner's notice, request such a conference. If the Surety timely requests a conference, the Owner shall attend. Unless the Owner agrees otherwise, any conference requested under this Section 3.1 shall be held within ten (10) business days of the Surety's receipt of the

Owner's notice. If the Owner, the Contractor and the Surety agree, the Contractor shall be allowed a reasonable time to perform the Construction Contract, but such an agreement shall not waive the Owner's right, if any, subsequently to declare a Contractor Default;

.2 the Owner declares a Contractor Default, terminates the Construction Contract and notifies the Surety; and

.3 the Owner has agreed to pay the Balance of the Contract Price in accordance with the terms of the Construction Contract to the Surety or to a contractor selected to perform the Construction Contract.

§ 4 Failure on the part of the Owner to comply with the notice requirement in Section 3.1 shall not constitute a failure to comply with a condition precedent to the Surety's obligations, or release the Surety from its obligations, except to the extent the Surety demonstrates actual prejudice.

§ 5 When the Owner has satisfied the conditions of Section 3, the Surety shall promptly and at the Surety's expense take one of the following actions:

§ 5.1 Arrange for the Contractor, with the consent of the Owner, to perform and complete the Construction Contract;

§ 5.2 Undertake to perform and complete the Construction Contract itself, through its agents or independent contractors;

§ 5.3 Obtain bids or negotiated proposals from qualified contractors acceptable to the Owner for a contract for performance and completion of the Construction Contract, arrange for a contract to be prepared for execution by the Owner and a contractor selected with the Owner's concurrence, to be secured with performance and payment bonds executed by a qualified surety equivalent to the bonds issued on the Construction Contract, and pay to the Owner the amount of damages as described in Section 7 in excess of the Balance of the Contract Price incurred by the Owner as a result of the Contractor Default; or

§ 5.4 Waive its right to perform and complete, arrange for completion, or obtain a new contractor and with reasonable promptness under the circumstances:

.1 After investigation, determine the amount for which it may be liable to the Owner and, as soon as practicable after the amount is determined, make payment to the Owner; or

.2 Deny liability in whole or in part and notify the Owner, citing the reasons for denial.

§ 6 If the Surety does not proceed as provided in Section 5 with reasonable promptness, the Surety shall be deemed to be in default on this Bond seven days after receipt of an additional written notice from the Owner to the Surety demanding that the Surety perform its obligations under this Bond, and the Owner shall be entitled to enforce any remedy available to the Owner. If the Surety proceeds as provided in Section 5.4, and the Owner refuses the payment or the Surety has denied liability, in whole or in part, without further notice the Owner shall be entitled to enforce any remedy available to the Owner.

§ 7 If the Surety elects to act under Section 5.1, 5.2 or 5.3, then the responsibilities of the Surety to the Owner shall not be greater than those of the Contractor under the Construction Contract, and the responsibilities of the Owner to the Surety shall not be greater than those of the Owner under the Construction Contract. Subject to the commitment by the Owner to pay the Balance of the Contract Price, the Surety is obligated, without duplication, for

.1 the responsibilities of the Contractor for correction of defective work and completion of the Construction Contract;

.2 additional legal, design professional and delay costs resulting from the Contractor's Default, and resulting from the actions or failure to act of the Surety under Section 5; and

.3 liquidated damages, or if no liquidated damages are specified in the Construction Contract, actual damages caused by delayed performance or non-performance of the Contractor.

§ 8 If the Surety elects to act under Section 5.1, 5.3 or 5.4, the Surety's liability is limited to the amount of this Bond.

§ 9 The Surety shall not be liable to the Owner or others for obligations of the Contractor that are unrelated to the Construction Contract, and the Balance of the Contract Price shall not be reduced or set off on account of any such unrelated obligations. No right of action shall accrue on this Bond to any person or entity other than the Owner or its heirs, executors, administrators, successors and assigns.

§ 10 The Surety hereby waives notice of any change, including changes of time, to the Construction Contract or to related subcontracts, purchase orders and other obligations.

§ 11 Any proceeding, legal or equitable, under this Bond may be instituted in any court of competent jurisdiction in the location in which the work or part of the work is located and shall be instituted within two years after a declaration of Contractor Default or within two years after the Contractor ceased working or within two years after the Surety refuses or fails

to perform its obligations under this Bond, whichever occurs first. If the provisions of this Paragraph are void or prohibited by law, the minimum period of limitation available to sureties as a defense in the jurisdiction of the suit shall be applicable.

§ 12 Notice to the Surety, the Owner or the Contractor shall be mailed or delivered to the address shown on the page on which their signature appears.

§ 13 When this Bond has been furnished to comply with a statutory or other legal requirement in the location where the construction was to be performed, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

§ 14 Definitions

§ 14.1 Balance of the Contract Price. The total amount payable by the Owner to the Contractor under the Construction Contract after all proper adjustments have been made, including allowance to the Contractor of any amounts received or to be received by the Owner in settlement of insurance or other claims for damages to which the Contractor is entitled, reduced by all valid and proper payments made to or on behalf of the Contractor under the Construction Contract.

§ 14.2 Construction Contract. The agreement between the Owner and Contractor identified on the cover page, including all Contract Documents and changes made to the agreement and the Contract Documents.

§ 14.3 Contractor Default. Failure of the Contractor, which has not been remedied or waived, to perform or otherwise to comply with a material term of the Construction Contract.

§ 14.4 Owner Default. Failure of the Owner, which has not been remedied or waived, to pay the Contractor as required under the Construction Contract or to perform and complete or comply with the other material terms of the Construction Contract.

§ 14.5 Contract Documents. All the documents that comprise the agreement between the Owner and Contractor.

§ 15 If this Bond is issued for an agreement between a Contractor and subcontractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

§ 16 Modifications to this bond are as follows:

SEE LIMITED MAINTENANCE PROVISION RIDER ATTACHED HERETO AND MADE A PART HEREOF

(Space is provided below for additional signatures of added parties, other than those appearing on the cover page.)

CONTRACTOR AS PRINCIPAL		**SURETY**	
Company:	*(Corporate Seal)*	Company:	*(Corporate Seal)*
Signature:		Signature:	
Name and Title:		Name and Title:	
Address:		Address:	

PAYMENT BOND

Travelers Casualty and Surety Company of America
Hartford, CT 06183

Bond No.: **107382256**

CONTRACTOR:
(Name, legal status and address)
Musco Sports Lighting, LLC
100 1st Avenue, West
Oskaloosa, IA 52577

SURETY:
(Name, legal status and principal place of business)
Travelers Casualty and Surety Company of America
One Tower Square 2SHS
Hartford, CT 06183

OWNER:
(Name, legal status and address)
Reynolds School District #7
1698 SW Cherry Park Rd
Troutdale, OR 97060

CONSTRUCTION CONTRACT
Date: **February 16, 2021**
Amount: **$388,691.00**
Description:
(Name and location)
Reynolds High School Stadium – Project #155987

BOND
Date: **March 2, 2021**
(Not earlier than Construction Contract Date)
Amount: **$388,691.00**
Modifications to this Bond: [ ] None [YES] See Section 18

CONTRACTOR AS PRINCIPAL
Company: *(Corporate Seal)*
Musco Sports Lighting, LLC
Signature:
Name and Title:

SURETY
Company: *(Corporate Seal)*
Travelers Casualty and Surety Company of America
Signature: Diane M. Vanderpool
Name and Title: **Diane M. Vanderpool, Attorney-in-Fact**

(Any additional signatures appear on the last page of this Payment Bond.)

(FOR INFORMATION ONLY — Name, address and telephone)

AGENT or BROKER:
Reynolds & Reynolds, Inc.
300 Walnut, Suite 200
Des Moines, IA 50309
515-243-1724

OWNER'S REPRESENTATIVE:
(Architect, Engineer or other party:)

§ 1 The Contractor and Surety, jointly and severally, bind themselves, their heirs, executors, administrators, successors and assigns to the Owner to pay for labor, materials and equipment furnished for use in the performance of the Construction Contract, which is incorporated herein by reference, subject to the following terms.

§ 2 If the Contractor promptly makes payment of all sums due to Claimants, and defends, indemnifies and holds harmless the Owner from claims, demands, liens or suits by any person or entity seeking payment for labor, materials or equipment

furnished for use in the performance of the Construction Contract, then the Surety and the Contractor shall have no obligation under this Bond. RSD2021.183

§ 3 If there is no Owner Default under the Construction Contract, the Surety's obligation to the Owner under this Bond shall arise after the Owner has promptly notified the Contractor and the Surety (at the address described in Section 13) of claims, demands, liens or suits against the Owner or the Owner's property by any person or entity seeking payment for labor, materials or equipment furnished for use in the performance of the Construction Contract and tendered defense of such claims, demands, liens or suits to the Contractor and the Surety.

§ 4 When the Owner has satisfied the conditions in Section 3, the Surety shall promptly and at the Surety's expense defend, indemnify and hold harmless the Owner against a duly tendered claim, demand, lien or suit.

§ 5 The Surety's obligations to a Claimant under this Bond shall arise after the following:

§ 5.1 Claimants, who do not have a direct contract with the Contractor,

.1 have furnished a written notice of non-payment to the Contractor, stating with substantial accuracy the amount claimed and the name of the party to whom the materials were, or equipment was, furnished or supplied or for whom the labor was done or performed, within ninety (90) days after having last performed labor or last furnished materials or equipment included in the Claim; and

.2 have sent a Claim to the Surety (at the address described in Section 13).

§ 5.2 Claimants, who are employed by or have a direct contract with the Contractor, have sent a Claim to the Surety (at the address described in Section 13).

§ 6 If a notice of non-payment required by Section 5.1.1 is given by the Owner to the Contractor, that is sufficient to satisfy a Claimant's obligation to furnish a written notice of non-payment under Section 5.1.1.

§ 7 When a Claimant has satisfied the conditions of Sections 5.1 or 5.2, whichever is applicable, the Surety shall promptly and at the Surety's expense take the following actions:

§ 7.1 Send an answer to the Claimant, with a copy to the Owner, within sixty (60) days after receipt of the Claim, stating the amounts that are undisputed and the basis for challenging any amounts that are disputed; and

§ 7.2 Pay or arrange for payment of any undisputed amounts.

§ 7.3 The Surety's failure to discharge its obligations under Section 7.1 or Section 7.2 shall not be deemed to constitute a waiver of defenses the Surety or Contractor may have or acquire as to a Claim, except as to undisputed amounts for which the Surety and Claimant have reached agreement. If, however, the Surety fails to discharge its obligations under Section 7.1 or Section 7.2, the Surety shall indemnify the Claimant for the reasonable attorney's fees the Claimant incurs thereafter to recover any sums found to be due and owing to the Claimant.

§ 8 The Surety's total obligation shall not exceed the amount of this Bond, plus the amount of reasonable attorney's fees provided under Section 7.3, and the amount of this Bond shall be credited for any payments made in good faith by the Surety.

§ 9 Amounts owed by the Owner to the Contractor under the Construction Contract shall be used for the performance of the Construction Contract and to satisfy claims, if any, under any construction performance bond. By the Contractor furnishing and the Owner accepting this Bond, they agree that all funds earned by the Contractor in the performance of the Construction Contract are dedicated to satisfy obligations of the Contractor and Surety under this Bond, subject to the Owner's priority to use the funds for the completion of the work.

§ 10 The Surety shall not be liable to the Owner, Claimants or others for obligations of the Contractor that are unrelated to the Construction Contract. The Owner shall not be liable for the payment of any costs or expenses of any Claimant under this Bond, and shall have under this Bond no obligation to make payments to, or give notice on behalf of, Claimants or otherwise have any obligations to Claimants under this Bond.

§ 11 The Surety hereby waives notice of any change, including changes of time, to the Construction Contract or to related subcontracts, purchase orders and other obligations.

§ 12 No suit or action shall be commenced by a Claimant under this Bond other than in a court of competent jurisdiction in the state in which the project that is the subject of the Construction Contract is located or after the expiration of one year from the date (1) on which the Claimant sent a Claim to the Surety pursuant to Section 5.1.2 or 5.2, or (2) on which the last labor or service was performed by anyone or the last materials or equipment were furnished by anyone under the Construction Contract, whichever of (1) or (2) first occurs. If the provisions of this Paragraph are void or prohibited by law, the minimum period of limitation available to sureties as a defense in the jurisdiction of the suit shall be applicable.

§ 13 Notice and Claims to the Surety, the Owner or the Contractor shall be mailed or delivered to the address shown on the page on which their signature appears. Actual receipt of notice or Claims, however accomplished, shall be sufficient compliance as of the date received.

§ 14 When this Bond has been furnished to comply with a statutory or other legal requirement in the location where the construction was to be performed, any provision in this Bond conflicting with said statutory or legal requirement shall be deemed deleted herefrom and provisions conforming to such statutory or other legal requirement shall be deemed incorporated herein. When so furnished, the intent is that this Bond shall be construed as a statutory bond and not as a common law bond.

§ 15 Upon request by any person or entity appearing to be a potential beneficiary of this Bond, the Contractor and Owner shall promptly furnish a copy of this Bond or shall permit a copy to be made.

§ 16 Definitions

§ 16.1 Claim. A written statement by the Claimant including at a minimum:

- **.1** the name of the Claimant;
- **.2** the name of the person for whom the labor was done, or materials or equipment furnished;
- **.3** a copy of the agreement or purchase order pursuant to which labor, materials or equipment was furnished for use in the performance of the Construction Contract;
- **.4** a brief description of the labor, materials or equipment furnished;
- **.5** the date on which the Claimant last performed labor or last furnished materials or equipment for use in the performance of the Construction Contract;
- **.6** the total amount earned by the Claimant for labor, materials or equipment furnished as of the date of the Claim;
- **.7** the total amount of previous payments received by the Claimant; and
- **.8** the total amount due and unpaid to the Claimant for labor, materials or equipment furnished as of the date of the Claim.

§ 16.2 Claimant. An individual or entity having a direct contract with the Contractor or with a subcontractor of the Contractor to furnish labor, materials or equipment for use in the performance of the Construction Contract. The term Claimant also includes any individual or entity that has rightfully asserted a claim under an applicable mechanic's lien or similar statute against the real property upon which the Project is located. The intent of this Bond shall be to include without limitation in the terms "labor, materials or equipment" that part of water, gas, power, light, heat, oil, gasoline, telephone service or rental equipment used in the Construction Contract, architectural and engineering services required for performance of the work of the Contractor and the Contractor's subcontractors, and all other items for which a mechanic's lien may be asserted in the jurisdiction where the labor, materials or equipment were furnished.

§ 16.3 Construction Contract. The agreement between the Owner and Contractor identified on the cover page, including all Contract Documents and all changes made to the agreement and the Contract Documents.

§ 16.4 Owner Default. Failure of the Owner, which has not been remedied or waived, to pay the Contractor as required under the Construction Contract or to perform and complete or comply with the other material terms of the Construction Contract.

§ 16.5 Contract Documents. All the documents that comprise the agreement between the Owner and Contractor.

§ 17 If this Bond is issued for an agreement between a Contractor and subcontractor, the term Contractor in this Bond shall be deemed to be Subcontractor and the term Owner shall be deemed to be Contractor.

§ 18 Modifications to this bond are as follows:

RSD2021.183

SEE LIMITED MAINTENANCE PROVISION RIDER ATTACHED HERETO AND MADE A PART HEREOF

(Space is provided below for additional signatures of added parties, other than those appearing on the cover page.)

CONTRACTOR AS PRINCIPAL		**SURETY**	
Company:	*(Corporate Seal)*	Company:	*(Corporate Seal)*
Signature:		Signature:	
Name and Title:		Name and Title:	
Address:		Address:	

Limited Maintenance Provision

Rider

To be attached to and form part of bond 107382256 issued by the Travelers Casualty and Surety Company of America on behalf of Musco Sports Lighting, LLC in the amount of Three Hundred Eighty-Eight Thousand Six Hundred Ninety-One and No/100ths U.S. Dollars ($388,691.00) and dated March 2, 2021 in favor Reynolds School District #7 for Reynolds High School Stadium – Project #155987

Principal and Surety shall guarantee that the work will be free of defective materials and workmanship for a period of Twelve (12) months following completion of the contract. Any additional warranty or guarantee whether expressed or implied is extended by the Principal or Manufacturer only, and the Surety assumes no liability for such a guarantee.

Musco Sports Lighting, LLC

By: _____

Travelers Casualty and Surety Company of America

By: _____
Diane M. Vanderpool, Attorney-in-Fact and

TRAVELERS

Travelers Casualty and Surety Company of America
Travelers Casualty and Surety Company
St. Paul Fire and Marine Insurance Company

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That Travelers Casualty and Surety Company of America, Travelers Casualty and Surety Company, and St. Paul Fire and Marine Insurance Company are corporations duly organized under the laws of the State of Connecticut (herein collectively called the "Companies"), and that the Companies do hereby make, constitute and appoint **Diane M. Vanderpool** of **Des Moines** **Iowa**, their true and lawful Attorney-in-Fact to sign, execute, seal and acknowledge any and all bonds, recognizances, conditional undertakings and other writings obligatory in the nature thereof on behalf of the Companies in their business of guaranteeing the fidelity of persons, guaranteeing the performance of contracts and executing or guaranteeing bonds and undertakings required or permitted in any actions or proceedings allowed by law.

IN WITNESS WHEREOF, the Companies have caused this instrument to be signed, and their corporate seals to be hereto affixed, this **3rd** day of **February, 2017.**

HARTFORD, CONN. — HARTFORD, CONN. — CORPORATE SEAL

State of Connecticut

City of Hartford ss.

By: _____
Robert L. Raney, Senior Vice President

On this the **3rd** day of **February, 2017**, before me personally appeared **Robert L. Raney**, who acknowledged himself to be the Senior Vice President of Travelers Casualty and Surety Company of America, Travelers Casualty and Surety Company, and St. Paul Fire and Marine Insurance Company, and that he, as such, being authorized so to do, executed the foregoing instrument for the purposes therein contained by signing on behalf of the corporations by himself as a duly authorized officer.

In Witness Whereof, I hereunto set my hand and official seal.

My Commission expires the **30th** day of **June, 2021**

MARIE C. TETREAULT NOTARY PUBLIC COMMECTICUT

Marie C Tetreault
Marie C. Tetreault, Notary Public

This Power of Attorney is granted under and by the authority of the following resolutions adopted by the Boards of Directors of Travelers Casualty and Surety Company of America, Travelers Casualty and Surety Company, and St. Paul Fire and Marine Insurance Company, which resolutions are now in full force and effect, reading as follows:

RESOLVED, that the Chairman, the President, any Vice Chairman, any Executive Vice President, any Senior Vice President, any Vice President, any Second Vice President, the Treasurer, any Assistant Treasurer, the Corporate Secretary or any Assistant Secretary may appoint Attorneys-in-Fact and Agents to act for and on behalf of the Company and may give such appointee such authority as his or her certificate of authority may prescribe to sign with the Company's name and seal with the Company's seal bonds, recognizances, contracts of indemnity, and other writings obligatory in the nature of a bond, recognizance, or conditional undertaking, and any of said officers or the Board of Directors at any time may remove any such appointee and revoke the power given him or her; and it is

FURTHER RESOLVED, that the Chairman, the President, any Vice Chairman, any Executive Vice President, any Senior Vice President or any Vice President may delegate all or any part of the foregoing authority to one or more officers or employees of this Company, provided that each such delegation is in writing and a copy thereof is filed in the office of the Secretary; and it is

FURTHER RESOLVED, that any bond, recognizance, contract of indemnity, or writing obligatory in the nature of a bond, recognizance, or conditional undertaking shall be valid and binding upon the Company when (a) signed by the President, any Vice Chairman, any Executive Vice President, any Senior Vice President or any Vice President, any Second Vice President, the Treasurer, any Assistant Treasurer, the Corporate Secretary or any Assistant Secretary and duly attested and sealed with the Company's seal by a Secretary or Assistant Secretary; or (b) duly executed (under seal, if required) by one or more Attorneys-in-Fact and Agents pursuant to the power prescribed in his or her certificate or their certificates of authority or by one or more Company officers pursuant to a written delegation of authority; and it is

FURTHER RESOLVED, that the signature of each of the following officers: President, any Executive Vice President, any Senior Vice President, any Vice President, any Assistant Vice President, any Secretary, any Assistant Secretary, and the seal of the Company may be affixed by facsimile to any Power of Attorney or to any certificate relating thereto appointing Resident Vice Presidents, Resident Assistant Secretaries or Attorneys-in-Fact for purposes only of executing and attesting bonds and undertakings and other writings obligatory in the nature thereof, and any such Power of Attorney or certificate bearing such facsimile signature or facsimile seal shall be valid and binding upon the Company and any such power so executed and certified by such facsimile signature and facsimile seal shall be valid and binding on the Company in the future with respect to any bond or understanding to which it is attached.

I, **Kevin E. Hughes**, the undersigned, Assistant Secretary of Travelers Casualty and Surety Company of America, Travelers Casualty and Surety Company, and St. Paul Fire and Marine Insurance Company, do hereby certify that the above and foregoing is a true and correct copy of the Power of Attorney executed by said Companies, which remains in full force and effect.

Dated this 2nd day of March, 2021

HARTFORD, CONN. — HARTFORD, CONN. — CORPORATE SEAL

Kevin E. Hughes
Kevin E. Hughes, Assistant Secretary

To verify the authenticity of this Power of Attorney, please call us at 1-800-421-3880.
Please refer to the above-named Attorney-in-Fact and the details of the bond to which the power is attached.

CERTIFICATE OF LIABILITY INSURANCE

DATE(MM/DD/YYYY) 02/25/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Aon Risk Services Central, Inc. Omaha NE Office 17807 Burke Street Suite 401 Omaha NE 68118 USA	CONTACT NAME: PHONE (A/C. No. Ext): (402) 697-1400 FAX (A/C. No.): (402) 697-0017 E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A:	Sentry Insurance A Mutual Company	24988
INSURER B:	Sentry Casualty Company	28460
INSURER C:	Indian Harbor Insurance Company	36940
INSURER D:	Travelers Property Cas Co of America	25674
INSURER E:		
INSURER F:		

INSURED
Musco Sports Lighting, LLC
c/o Musco Corporation
100 1st Ave W
Oskaloosa IA 52577 USA

COVERAGES **CERTIFICATE NUMBER:** 570086145656 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. **Limits shown are as requested**

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO-JECT X LOC OTHER:			901687704	07/01/2020	07/01/2021	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$1,000,000 $300,000 $10,000 $1,000,000 $2,000,000 $2,000,000
A	AUTOMOBILE LIABILITY X ANY AUTO OWNED AUTOS ONLY X HIRED AUTOS ONLY SCHEDULED AUTOS X NON-OWNED AUTOS ONLY			90-16877-03	07/01/2020	07/01/2021	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$1,000,000
D	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $10,000			ZUP61M9917720NF	07/01/2020	07/01/2021	EACH OCCURRENCE AGGREGATE	$15,000,000 $15,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N N (Mandatory In NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		901687701 AOS	07/01/2020	07/01/2021	X PER STATUTE OTH-ER	
B				901687702 AZ, WI	07/01/2020	07/01/2021	E.L. EACH ACCIDENT E.L. DISEASE-EA EMPLOYEE E.L. DISEASE-POLICY LIMIT	$1,000,000 $1,000,000 $1,000,000
C	Archit&Eng Prof			CE07421139 Claims-Made SIR applies per policy terms & conditions	07/01/2020	07/01/2021	Aggregate SIR Each Claim	$5,000,000 $250,000 $5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

RE: Musco Project No. 155987 - Reynolds High School Stadium. Reynolds School District #7, its agents, officers, volunteers, board members and employees are included as Additional Insured in accordance with the policy provisions of the General Liability policy. General Liability policy evidenced herein is Primary and Non-Contributory to other insurance available to an Additional Insured, but only in accordance with the policy's provisions. A Waiver of Subrogation is granted in favor of Certificate Holder in accordance with the policy provisions of the General Liability, Automobile Liability and Workers' Compensation policies.

CERTIFICATE HOLDER

Reynolds School District #7
1698 SW Cherry Park Road
Troutdale OR 97060 USA

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Holder Identifier : ABGHIMN

Certificate No : 570086145656

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The ACORD name and logo are registered marks of ACORD

SENTRY INSURANCE A MUTUAL COMPANY
STEVENS POINT, WISCONSIN
(A PARTICIPATING MUTUAL COMPANY)
A MEMBER OF THE SENTRY FAMILY OF INSURANCE COMPANIES

COMMERCIAL GENERAL LIABILITY

NAMED INSURED	ENDORSEMENT EFFECTIVE	POLICY NUMBER
MUSCO CORPORATION	07-01-20	90-16877-04

ADDITIONAL INSURED - OWNERS, LESSEES OR CONTRACTORS - SCHEDULED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

NAME OF ADDITIONAL INSURED PERSON(S) OR ORGANIZATION(S)
ANY & ALL OWNERS, LESSES OR CONTRACTORS

LOCATION(S) OF COVERED OPERATIONS
ANY AND ALL PROJECTS FOR WHICH THE CONTRACT REQUIRES COVERAGE FOR COMPLETED OPERATIONS

Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

CG 20 10 04 13

Copyright, Insurance Services Office, Inc., 2012

ADDITIONAL INSURED - OWNERS, LESSEES OR CONTRACTORS - SCHEDULED PERSON OR ORGANIZATION - CONTINUED

A. Section II - WHO IS AN INSURED is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by:

1. Your acts or omissions; or

2. The acts or omissions of those acting on your behalf;

in the performance of your ongoing operations for the additional insured(s) at the location(s) designated above.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and

2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following additional exclusions apply:

This insurance does not apply to "bodily injury" or "property damage" occurring after:

1. All work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed by or on behalf of the additional insured(s) at the location of the covered operations has been completed; or

2. That portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.

C. With respect to the insurance afforded to these additional insureds, the following is added to SECTION III - LIMITS OF INSURANCE:

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance.

1. Required by the contract or agreement; or

2. Available under the applicable Limits of Insurance shown in the Declarations;

whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

CG 20 10 04 13

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COMMERCIAL GENERAL LIABILITY
CG 20 37 04 13

POLICY NUMBER: 90-16877-04

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED - OWNERS, LESSEES OR CONTRACTORS - COMPLETED OPERATIONS

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART
PRODUCTS/COMPLETED OPERATIONS LIABILITY COVERAGE PART

SCHEDULE

NAME OF ADDITIONAL INSURED PERSON(S) OR ORGANIZATION(S)	LOCATION AND DESCRIPTION OF COMPLETED OPERATIONS
ANY AND ALL OWNERS, LESSEES OR CONTRACTORS	ANY AND ALL PROJECTS FOR WHICH THE CONTRACT REQUIRES COVERAGE FOR COMPLETED OPERATIONS
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.	

A. SECTION II - WHO IS AN INSURED is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury" or "property damage" caused, in whole or in part, by "your work" at the location designated and described in the Schedule of this endorsement performed for that additional insured and included in the "products-completed operations hazard".

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and

2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

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ADDITIONAL INSURED - OWNERS, LESSEES OR
CONTRACTORS - COMPLETED OPERATIONS - CONTINUED

B. With respect to the insurance afforded to these additional insureds, the following is added to SECTION III - LIMITS OF INSURANCE:

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or

2. Available under the applicable Limits of Insurance shown in the Declarations;

whichever is less.

This endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

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POLICY NUMBER: 90-16877-03 00 191

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US (WAIVER OF SUBROGATION)

This endorsement modifies insurance provided under the following:

AUTO DEALERS COVERAGE FORM
BUSINESS AUTO COVERAGE FORM
MOTOR CARRIER COVERAGE FORM

With respect to coverage provided by this endorsement, the provisions of the Coverage Form apply unless modified by the endorsement.

This endorsement changes the policy effective on the inception date of the policy unless another date is indicated below.

NAMED INSURED: MUSCO CORPORATION
ENDORSEMENT EFFECTIVE DATE: 07-01-20

SCHEDULE

NAME(S) OF PERSON(S) OR ORGANIZATIONS(S): ALL WRITTEN CONTRACTS PROVIDED SUCH CONTRACT WAS MADE PRIOR TO LOSS.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

The TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US Condition does not apply to the person(s) or organizations(s) shown in the Schedule, but only to the extent that subrogation is waived prior to the "accident" or the "loss" under a contract with that person or organization.

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NAMED INSURED	ENDORSEMENT EFFECTIVE	POLICY NUMBER
MUSCO CORPORATION	07-01-20	90-16877-04

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

WAIVER OF TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART
PRODUCTS/COMPLETED OPERATIONS LIABILITY COVERAGE PART

SCHEDULE

NAME OF PERSON OR ORGANIZATION: ALL WRITTEN CONTRACTS PROVIDED SUCH CONTRACT WAS MADE PRIOR TO LOSS.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

The following is added to Paragraph 8. TRANSFER OF RIGHTS OF RECOVERY AGAINST OTHERS TO US of SECTION IV - CONDITIONS:

We waive any right of recovery we may have against the person or organization shown in the Schedule above because of payments we make for injury or damage arising out of your ongoing operations or "your work" done under a contract with that person or organization and included in the "products-completed operations hazard". This waiver applies only to the person or organization shown in the Schedule above.

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SENTRY CASUALTY COMPANY
Carrier Code No. 37877

WORKERS' COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY

POLICY NUMBER: 90-16877-01 00 191

WAIVER OF OUR RIGHT TO RECOVER FROM OTHERS ENDORSEMENT

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule. (This agreement applies only to the extent that you perform work under a written contract that requires you to obtain this agreement from us.)

This agreement shall not operate directly or indirectly to benefit any one not named in the Schedule.

Schedule

"ALL WRITTEN CONTRACTS PROVIDED SUCH CONTRACT WAS MADE PRIOR TO LOSS"

WC 00 03 13 (Ed. 04-84)

Copyright 1983 National Council on Compensation Insurance.

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

PRIMARY AND NONCONTRIBUTORY - OTHER INSURANCE CONDITION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART
PRODUCTS/COMPLETED OPERATIONS LIABILITY COVERAGE PART

The following is added to the OTHER INSURANCE Condition and supersedes any provision to the contrary:

PRIMARY AND NONCONTRIBUTORY INSURANCE

This insurance is primary to and will not seek contribution from any other insurance available to an additional insured under your policy provided that:

(1) The additional insured is a Named Insured under such other insurance; and

(2) You have agreed in writing in a contract or agreement that this insurance would be primary and would not seek contribution from any other insurance available to the additional insured.

CG 20 01 04 13

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

NOTICE OF CANCELLATION - CERTIFICATE HOLDERS

This endorsement modifies the coverage provided under the following:

BUSINESSOWNERS COVERAGE FORM
COMMERCIAL AUTOMOBILE COVERAGE PARTS
COMMERCIAL PROPERTY COVERAGE PART
CRIME AND FIDELITY COVERAGE PART
COMMERCIAL INLAND MARINE COVERAGE PART
COMMERCIAL GENERAL LIABILITY COVERAGE PARTS
COMMERCIAL EXCESS/UMBRELLA LIABILITY COVERAGE FORM
EMPLOYMENT RELATED PRACTICES LIABILITY
POLLUTION LIABILITY COVERAGE
ERRORS AND OMISSIONS COVERAGE FORM

In the event we can cancel this policy, we shall endeavor to also mail to the person(s) or organization(s) listed in the Schedule for this endorsement, advance written notice of cancellation.

This notification of cancellation of the policy is intended as a courtesy only. Our failure to provide such notification to the person(s) or organization(s) shown in the Schedule will not extend any policy cancellation date nor impact or negate any cancellation of the policy. This endorsement does not entitle the person(s) or organization(s) listed or described in the Schedule below to any benefit, rights or protection under this policy.

Failure by us to provide this notice of cancellation to the person(s) or organization(s) listed or described in the Schedule below will not impose liability of any kind upon us.

Any of these provisions that conflict with a law that controls the notice of cancellation of the insurance in this endorsement is changed by this statement to comply with the law.

SCHEDULE

Person(s) or Organization(s) including mailing address:

PER LIST ON FILE WITH AGENT

30 DAY NOTICE OF CANCELLATION

All other terms and conditions of this policy remain unchanged.

IL 70 58 02 14

Reynolds School District

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

To: Board of Directors

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

Prepared by: John Krull, Interim Director, Technology Services

Subject: **Approve 2021 E-RATE Access Switches Contract with Bridge Data Solutions and Station Cabling Contract with IES Communications**

Policy: Capital Improvement - Educational Program - FEA

Date: March 31, 2021

Action	☒
Report	☐

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:
On January 5, 2021 Reynolds School District issued a Request for Proposal (RFP # 2021 E-Rate RSD7 Cat 6 Station Cable – Fiber - Access Switches). Bidders could respond to all or part of the sections of the RFP. The winning bid for access switches was submitted by Bridge Data Solutions. The winning bid for station cabling was submitted by IES Communications.

Please refer to the following attachments: Bridge Data agreement 030521, IES - RSD7 E-rate agreement 031721

Previous Board Action:
Not Applicable

Background:
On January 5, 2021 Reynolds School District issued a Request for Proposal (RFP # 2021 E-Rate RSD7 Cat 6 Station Cable – Fiber - Access Switches) as part of its E-rate application Form 470 submitted to the Universal Service Administrative Company (USAC). USAC administers the Universal Service Fund under the direction of the Federal Communications Commission (FCC). The Universal Service Fund helps schools and libraries across the U.S. stay connected to information and resources through the internet with the E-rate program. The Eligible Services List (ESL) for each funding year provides guidance on the eligibility of products and services under the Schools and Libraries Program. Category one services includes data transmission services and/or internet access for which Multnomah Education Service District (MESD) applies.

Category Two includes equipment, materials, supplies, and labor for "internal connections" which are used to connect the district to the internet access provided by MESD. Reynolds School District is applying to USAC for Category Two services under which the access switches and station cabling fall.

USAC funds projects as a percentage of the project depending on the school district's Free and Reduced Lunch (FRL) count. Reynolds School District currently receives an 85% discount. Reynolds chooses a SPI billing method which enables the vendor to directly bill USAC for their portion with Reynolds only paying the remaining 15%.

For access switches, the RFP asked for bids to replace some of the existing Cisco 2960 access layer switches that do not support PoE++ (Power Over Ethernet) and Multi-Gigabit ethernet connections to support additional Wi-Fi bandwidth. The network switches quote does not include installation or configuration services as it will be performed by Reynolds staff after delivery to the Technology Services office.

The need is for schools that did not recently receive switch upgrades as part of a building project. The following schools will receive switches with number in parentheses:
Reynolds HS (8), Alder (7), Davis (4), Glenfair (4), Hartley (4), H.B. Lee (6), M. Scott (6), W. Morey (6), RLA (4) Reynolds MS (6) Salish Ponds (10) Sweetbriar (4) and Woodland (4).

For station cabling, the RFP called to replace some of our existing category 5 station cabling with category 6 cabling. Instructions included:

1. Vendor must provide new cabling and installation equivalent in functionality and performance and in the quantity requested according to district specifications.
2. Vendor must provide, install, terminate, and test green Category 6 cable between patch panels in telecom rooms to the network jacks in locations specified at the specified schools.
3. All work not found in conformance with the intent of the proposal shall be repaired promptly at no additional charge to RSD7.

Install will occur at the following sites who have not been upgraded during a previous building project:

- Glenfair ES – 1 relocated MDF, 400 new cable runs
- Hartley ES – 1 relocated IDF, 300 new cable runs
- Margaret Scott ES – 1 relocated MDF, 250 new cable runs
- H.B. Lee MS – 500 new cable runs
- Walt Morey MS – 460 new cable runs
- Reynolds MS – 1 IDF Relocation, 630 new cable runs
- Reynolds HS – 750 new cable runs
- Alder ES – 330 new cable runs
- Davis ES – 290 new cable runs
- Salish Ponds ES – 450 new cable runs
- Woodland ES – 300 new cable runs
- Sweetbriar ES – 330 new cable runs
- RLA-W – 180 new cable runs

These new switches and station cabling will ensure that each school has the capability to access internet bandwidth of 10 gigabits per second (Gb/s) from each site which is to be provided by MESD. The district is also upgrading fiber where necessary. All this is necessary as bandwidth and access needs continue to increase for students, teachers, and staff, all of whom have devices accessing the internet for learning, information, resources, and communication.

By March 24, 2021 Reynolds School District will have completed Form 471 to USAC to name Bridge Data Solutions as our selection for access switches and Dynamic Tech Solutions, Inc. for our selection for station cabling pending Board approval. USAC will then review and, at its discretion, approve our request. Final awarding of these contracts is dependent on receiving a funding commitment letter from USAC.

Financial Implications:
Bridge Data Solutions bid for access switches is for $256,018.54. Given our FRL percentage, Reynolds will be responsible for $38,402.78, if and when USAC approves.

IES Communications bid for Station Cabling is for $1,316,209.74. Given our FRL percentage, Reynolds will be responsible for $197,431.46 if and when USAC approves.

Alternatives:
Do not upgrade switches or cabling.

Staff Recommendation:
Staff recommends the Board authorizes staff to proceed with executing the attached agreements with Bridge Data Solutions and IES Communications.

Motion:
I move that the Board authorizes staff to proceed with executing the attached agreements with Bridge Data Solutions and IES Communications.

REYNOLDS SCHOOL DISTRICT #7
PERSONAL/PROFESSIONAL SERVICES AGREEMENT

THIS AGREEMENT, entered into by and between the Reynolds School District #7 "RSD" and "Contractor", and in consideration of the following covenants, conditions, and considerations:

Contractor: Bridge Data Solutions SPIN No. 143052446

WITNESSETH:

1. The contractor shall provide RSD with the following information:

a. Company Legal Name: Bridge Data Solutions

b. Contract Signer Name: John Kurzhals Contract Signer Email: john.kurzhals@bridge-data.com

c. Mailing Address: 8201 164th Ave NE Suite 200 Redmond, WA 98052

d. Telephone Number: (503) 680-9542

e. Federal Tax ID No.: 42-1263575 **Contractor must submit W-9 to RSD's Finance Department*

f. Business Designation (check one) ☐ Individual ☐ Sole proprietorship ☐ Partnership

☑ Corporation ☐ Community College ☐ Other: _____

Payment information will be reported to the IRS under the name and taxpayer ID number provided above. RSD is required by the Internal Revenue Service to obtain this information in order to report income paid to the Contractor by the District. If the information is not provided, RSD will be required to withhold 31 % of all future payments made to the Contractor.

1099 Withholding Exemption:
If exempt from backup withholding (form 1099 reporting), check this box ☐ and check your qualifying reason below:

☐ i. Corporation
☐ ii. Tax Exempt Charity under 501(a), or IRS
☐ iii. The United States or any of its agents or instrumentalities
☐ iv. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions
☐ v. A foreign government or any of its political subdivisions
☐ vi. District will deduct taxes from pay, which will occur monthly

f. Does Contractor now have, or have had within the prior year, contracts with other persons or entities to perform services similar to the services being performed hereunder? ☐ Yes ☒ No ☐ N/A

g. Does Contractor have current statutory Worker's Compensation Insurance coverage for all persons performing services under this contract? ☒ Yes ☐ No ☐ N/A

2. Statement of Work: Contractor agrees to perform the following services for the District (please be specific as to nature and dates of performance and expected time involved). **Attach an exhibit/additional sheet if needed.*

A Statement of Work will be submitted if/when the District provides specific requirements and scope.

807

3. Contract Term:

This Contract becomes effective on: 7/1/2021

Unless terminated earlier as provided below, this Contract shall continue through: _____

4. Contractor shall be compensated in the manner provided in either subsection (a) or (b) below, whichever is completed.

a. The entire, agreed-upon compensation for the services to be performed under this contract is: $ _____
**Use additional sheets if needed.*

b. If services are to be charged at a periodic rate: Rate charged: $ _____ per (period) _____

What is the total estimated compensation? $ $256,018.54

Additional description of pay, if applicable:

Contractor will bill USAC for their portion of contracted (expected to be 80%) via the SPI billing method. Pending USAC/E-rate approval.

If it appears during the course of this contract that the actual compensation will exceed the estimated amount, the Contractor shall notify the RSD Finance Department in writing. No payment in excess of the total estimated compensation shall be paid unless the Contractor has notified the Finance Department of the increase in time required to complete the services and received approval from the Finance Department to perform services up to the newly approved contract time.

Exhibits: As a condition to receiving the compensation above, the Contractor shall provide, in addition to the services stated above, the following additional documents or reports relating to the service performed: (*Check all that apply)*

☐ Exhibit A: Statement of Work ☑ Exhibit B: Contractor's Proposal ☑ Exhibit C: Insurance Requirements

☑ Other (please describe): notice of intent to award

If RSD is required by law to withhold any monies from Contractor (e.g., PERS), such withholding shall be deducted from the amount of compensation due to Contractor and the balance shall be paid to Contractor. Contractor must submit an invoice to Accounts Payable as an application for payment. The invoice shall itemize Contractor's charges and expenses.

5. If total compensation is in excess of $150,000, as stated in Section 4a above, or the estimated charges based upon the rate charge and anticipated time involved as stated in Section 4b above exceed $150,000, this contract shall not be binding upon RSD until approved by the RSD Board of Directors. If compensation is to be paid as stated in Section 4b, and it appears that the total payments under this Agreement shall exceed $150,000, Contractor shall notify RSD. RSD shall present this Agreement to the RSD Board of Directors for approval of compensation in excess of $150,000. No compensation shall be due or payable to Contractor in excess of $150,000 (in the aggregate) unless the RSD Board of Directors approves this Agreement.

6. Unless Contractor is a sole proprietorship, prior to performing any labor for this Contract, Contractor shall file with RSD Assistant Superintendent of Student & Family Services and District Operations a certificate of insurance evidencing that the persons performing services under this Contract are covered by the Contractor's statutory worker's compensation insurance. Contractor shall maintain such coverage during the term of this Contract.

7. Contractor is being employed as an independent contractor to provide the services stated in Section 2 above. The compensation paid to Contractor shall be for all materials, supplies, and labor required, necessary, or convenient for Contractor to provide services to RSD. Contractor shall be responsible for, and shall indemnify and hold RSD harmless from, any governmental assessments resulting from Contractor's services or compensation, including but not limited to

income tax, Social Security, worker's compensation, or employment insurance. RSD shall not have the right to direct or control the manner of Contractor's performance. RSD expressly disclaims any acts by its employees who attempt to direct or control Contractor's manner of performance; Contractor shall notify RSD should any RSD employee make an attempt to exercise direction or control over Contractor.

8. Contractor covenants and warrants to RSD that Contractor is an independent business, has performed such services for others in the past or is now performing such services for others, and is skilled and duly qualified to provide the services required under this Agreement.

9. This provision is required by statute. In addition to applicable federal and state laws, ORS 279B.220 requires that Contractor shall:

    a. Make payment promptly, as due, to all persons supplying to the contractor labor or material for the performance of the work provided for in the contract.
    b. Pay all contributions or amounts due the Industrial Accident Fund from the contractor or subcontractor incurred in the performance of the contract.
    c. Not permit any lien or claim to be filed or prosecuted against the state or a county, school district, municipality, municipal corporation or subdivision thereof on account of any labor or material furnished.
    d. Pay to the Department of Revenue all sums withheld from employees under ORS 316.167.

    If Contractor neglects or refuses to make prompt payment of any claim for labor or services furnished to it by any party in connection with this Contract as such claim becomes due, RSD may pay such claim to the party furnishing the goods or services and subtract the payment amount from funds due or to become due the Contractor. RSD's payment of such a claim shall not relieve Contractor or Contractor's surety, if any, from its obligation to any unpaid claims.

10. Payment for Medical Care: This provision is required by statute. As required by ORS 279B.230 and to the extent any of Contractor's employees are covered by Oregon employment laws, Contractor shall promptly, as due, make payment to any person, co-partnership, association, or corporation, furnishing medical, surgical, and hospital care or other needed care and attention, incident to sickness or injury, to the employees of Contractor, of all sums that Contractor agrees to pay for such services and all moneys and sums that Contractor collected or deducted from the wages of employees under any law, contract, or agreement for the purpose of providing or paying for such service.

11. Non-Appropriation; Adequate Funding: RSD is prohibited from contracting for services for which it has not received appropriated funds. If payment for work under this Contract extends into RSD's next fiscal year, RSD's obligation to pay for such work shall be subject to approval of future Board of Education ("Board") appropriations to fund this Contract. Moreover, continuation of this Contract at specified levels is specifically conditioned on adequate funding under the RSD's budget adopted in June of each year. RSD reserves the right to adjust the level of services provided for in this Contract in accordance with funding levels adopted by the Board. In the event that the RSD is not adequately funded, or funds are cut back, the RSD reserves the right to cancel all, or part of this contract.

12. Contractor shall fully indemnify, defend, and hold RSD harmless from any claims, actions, demands, judgment, losses, or costs (including attorney fees) directly resulting or arising out of any negligent act or omission by Contractor. This also applies when only RSD is the sole defendant in the action or lawsuit.

13. Contractor warrants to RSD that it/he/she has general liability insurance coverage in excess of $2,000,000 per occurrence, $3,000,000 in the annual aggregate for General Liability and Property Damage, and that Contractor shall maintain such insurance during the term of this agreement or for such longer time as RSD may request at the time of execution hereof. If Contractor will have physical or virtual access to any RSD students, Contractor is also required to provide proof of insurance for Sexual Abuse and Molestation coverage at the same levels required above.

    _____ *Initial if applicable.* Contractor warrants to RSD that it/he/she has professional malpractice insurance coverage for any errors or omissions by Contractor for the type of services being performed under this Agreement, with limits not less than $1,000,000 per occurrence.

    _____ *Initial if applicable.* Motor Vehicle Liability. If Contractor is providing services that require Contractor to transport transport RSD personnel, students, or property, then in addition to any legally required insurance coverage, Contractor shall maintain motor vehicle liability insurance of at least $1,000,000 for each claim, incident, or occurrence.

Certificate of Insurance. Upon RSD request, Contractor shall furnish to RSD a current certificate of insurance for each of the above coverages within 48 hours of RSD request. Each certificate must state the relevant deductible or retention level. For general liability coverage, the certificate must state that RSD, its agents, officers, volunteers, board members, and employees are additional insureds with respect to Contractor's services provided under this Contract. The certificate must specify an additional insured endorsement, and Contractor shall attach a copy of the endorsement to the certificate. If requested by RSD, Contractor shall also provide complete copies of insurance policies to RSD for review.

14. Contractor acknowledges that RSD is a public entity, and that persons or entities contracting with public entities are subject to certain state or federal law, rules, or regulations. To the extent any state or federal law, rule, or regulation is applicable to this Agreement, it is hereby incorporated by reference as if stated herein. It shall be Contractor's responsibility to become acquainted with the applicable laws, rules, and regulations, and Contractor shall indemnify and defend RSD in the event Contractor fails to comply with any applicable state or federal law, rule, or regulation.

15. Contractor acknowledges that RSD is a public entity, and that persons or entities contracting with public entities are subject to certain state or federal law, rules, or regulations. To the extent any state or federal law, rule, or regulation is applicable to this Agreement, it is hereby incorporated by reference as if stated herein. It shall be Contractor's responsibility to become acquainted with the applicable laws, rules, and regulations, and Contractor shall indemnify and defend RSD in the event Contractor fails to comply with any applicable state or federal law, rule or regulation.

16. Successors in Interest. This Contract shall bind and inure to the benefit of the parties, their successors, and approved assigns, if any.

17. No Third-Party Beneficiaries. RSD and Contractor are the only parties to this Contract and are the only parties entitled to enforce its terms. Nothing in this Contract provides any benefit or right, directly or indirectly, to third parties unless they are individually identified by name in this Contract and expressly described as intended beneficiaries of this Contract.

18. Hours of Labor. This provision is required by statute. As required by ORS 279B.020(5), 279B.235(3), and 279C.540(6), for Contractor's employees subject to Oregon employment laws:
    a. Maximum Hours: Employees shall be paid at least time and a half pay for all time worked in excess of 40 hours in any one week and for work performed on Saturdays, Sundays, New Year's Day (Jan. 1), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (first Monday in September), Thanksgiving Day (fourth Thursday in November), and Christmas Day (December 25).
    b. Exemption: The requirements of Section 15(a) do not apply to individuals who are excluded under ORS 653.010 to 653.261 or under 29 U.S.C. 201 to 209 from receiving overtime.
    c. Notice to Employees: Contractor must give notice in writing to its employees who perform work on this Contract, either at the time of hire or before commencement of work on this Contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work.

19. Time Limitation on Claim for Overtime. This provision is required by statute. For Contractor's employees subject to Oregon employment laws and as required by ORS 279C.545, any worker employed by Contractor shall be foreclosed from the right to collect for any overtime provided in ORS 279C.540 unless a claim for payment is filed with Contractor within 90 days from the completion of this Contract, providing Contractor has: (1) Caused a circular clearly printed in boldfaced 12-point type and containing a copy of this section to be posted in a prominent place alongside the door of the timekeeper's office or in a similar place that is readily available and freely visible to workers employed on the work, and (2) Maintained such circular continuously posted from the inception to the completion of this Contract on which workers are or have been employed.

20. Hazardous Materials. Contractor shall notify RSD before using any products containing hazardous materials to which RSD employees, students, or the general public may be exposed. Products containing hazardous materials are those products defined by Oregon Administrative Rules, Chapter 437. Upon RSD request, Contractor must immediately provide Material Safety Data Sheets to RSD for all materials subject to this provision.

21. Errors. Contractor shall perform any and all additional work necessary to correct errors in the work required under this Contract without undue delays or additional cost to RSD.

22. Access to Records; Contractor Financial Records. Contractor agrees that RSD and its authorized representatives are entitled to review all Contractor books, documents, papers, plans, and records, electronic or otherwise ("Records") directly pertinent to this Contract for the purpose of making audit, examination, excerpts, and transcripts. Contractor shall maintain all Records, fiscal and otherwise, directly relating to this Contract in accordance with generally accepted accounting principles so as to clearly document Contractor's performance. Following final payment and termination of this Contract, Contractor shall retain and keep accessible all Records for a minimum of three years, or such longer period as may be required by law, or until the conclusion of any audit, controversy, or litigation arising out of or related to this Contract, whichever date is later.

23. Ownership of Work Products. Contractor agrees that any and all goods or services provided by or developed for RSD are intended as "works made for hire" by Contractor for RSD. As a work made for hire, all work products (including intellectual property) created by the Contractor, as part of Contractor's performance under this Contract shall be the exclusive property of the RSD. If any such work products contain Contractor's intellectual property that is or could be protected by federal copyright, patent, or trademark laws, Contractor hereby grants RSD a perpetual, royalty-free, fully-paid, non-exclusive, and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, and use or re-use, in whole or in part, and to authorize others to do so, all such work products. RSD claims no right to any pre-existing work product of Contractor provided to RSD by Contractor in the performance of this Contract, except to copy, use, or re-use any such work product for RSD use only.

24. Work Performed on RSD Property. Contractor shall comply with the following:
    a. Identification: When performing work on RSD property, Contractor shall be in appropriate work attire (or uniform, if applicable) at all times. If Contractor does not have a specific uniform, then Contractor shall provide identification tags and/or any other mechanism the RSD in its sole discretion determines is required to easily identify Contractor. Contractor and its employees shall (i) display on their clothes the above-mentioned identifying information and (ii) carry photo identification and present it to any RSD personnel upon request. If Contractor cannot produce such identification or if the identification is unacceptable to RSD, RSD may provide, at its sole discretion, RSD-produced identification tags to Contractor, with costs to be borne by Contractor.
    b. Sign-in Required: As required by schools and other RSD locations, each that day Contractor's employees are present on RSD property, those employees must sign into the location's main office to receive an in-school identification/visitors tag. Contractor's employees must display this tag on their person at all times while on RSD property.
    c. No Smoking: All RSD properties are tobacco-free zones; Contractor is prohibited from using any tobacco product on RSD property.
    d. No Drugs: All RSD properties are drug-free zones as enforced by local law enforcement.
    e. No Weapons or Firearms: Except as provided by statute and RSD policy, all RSD properties are weapons- and firearms-free zones; Contractor is prohibited from possessing on its persons or in its vehicles any weapons or firearms while on RSD property.

25. Unsupervised Contact with Students. This provision is required by statute. "Unsupervised contact" with students means contact that provides the person opportunity and probability for personal communication or touch with students when not under direct RSD supervision. As required by ORS 326.603, Contractor shall ensure that Contractor, any subcontractors, and their officers, employees, and agents will have no direct, unsupervised contact with students while on RSD property. Contractor will work with RSD to ensure compliance with this requirement. If Contractor is unable to ensure through a security plan that none of its officers, employees, or agents or those of its subcontractors will have direct, unsupervised contact with students in a particular circumstance or circumstances, then Contractor shall notify RSD before beginning any work that could result in such contact. Contractor authorizes RSD to obtain information about Contractor and its history and to conduct criminal background checks, including fingerprinting, of any Contractor officers, employees, or agents who will have unsupervised contact with students. Contractor shall cause its employees and/or subcontractors, if any, to authorize RSD to conduct these background checks. Contractor shall pay all fees assessed by Oregon Department of Education for processing the background checks. RSD may deduct the cost of such fees from a progress or final payment to Contractor under this Contract, unless Contractor elects to pay such fees directly. If Contractor has unsupervised contact with students, Contractor acknowledges District's obligations related to reporting of child abuse and sexual conduct. If there are reports or allegations of sexual conduct or abuse involving one of Contractor's employees, Contractor agrees to immediately remove that employee from providing services to the District. Contractor will follow District's requests for removal of such employees following a report or allegation. Contractor will cooperate in any investigation being conducted by District, law enforcement, DHS, ODE and/or TSPC. Contractor has received information regarding abuse and sexual conduct and District will provide current information to Contractor on an annual basis.

26. Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Except in very specific circumstances, Contractor shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students or their families that Contractor may learn or obtain in the course and scope of its performance of this Contract. Any redisclosure of confidential student information must be in compliance with the redisclosure laws of FERPA. Contractor is not to redisclose information without prior written notification to and written permission of RSD.

27. Security. Any disclosure or removal of any RSD matter or property by Contractor shall be cause for immediate termination of this Contract. Contractor shall bear sole responsibility for any liability including, but not limited to, attorney fees resulting from any action or suit brought against RSD because of Contractor's willful or negligent release of information, documents, or property contained in or on RSD property. RSD hereby deems all information, documents, and property contained in or on RSD property privileged and confidential.

28. Employee Removal. At RSD's request, Contractor shall immediately remove any Contractor employee from all RSD properties in cases where RSD in its sole discretion determines that removal of that employee is in RSD's best interests.

29. Remedies. In case of Contractor breach of this Contract, RSD shall be entitled to any other available legal and equitable remedies. In case of RSD breach, Contractor's remedy shall be limited to termination of the Contract and receipt of Contract payments to which Contractor is entitled.

30. Controlling Law; Venue. The parties agree that Oregon law will govern any dispute related to this Contract, and any litigation arising out of the Contract shall be conducted in courts located in Multnomah County, Oregon.

31. Amendments; Renewal. Any amendments, consents to or waivers of the terms of this Contract must be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.

32. Counterparts. The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.

33. Entire Agreement. When signed by both parties, this Contract (and any attached exhibits) is their final and entire agreement. As their final and entire expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.

34. Notices. All notices or demands of any kind required or desired to be given by RSD or Contractor must be in writing and shall be deemed delivered upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the addresses herein.

35. This contract may be terminated by either party with a 30-day written notice. The RSD can immediately terminate the Agreement if the Contractor and/or any of the Contractor's employees or agents endanger the health or safety of RSD students or employees.

36. Standards. Contractor shall meet the highest standards prevalent in the industry or business most closely involved in providing the appropriate goods or services.

37. Performance. Should the Contractor fail to perform the scope of work or meet the performance standards of the RFP and/or contract, the Contracting Agency may (a) reduce or withhold payment under the contract, (b) require the Contractor to perform, at the Contractor's expense, any additional work necessary to perform the scope of work to meet the performance standards established under the contract, and/or (c) to declare a default of the resulting Contract, to terminate the resulting Contract, and to seek damages and other relief available under the resulting Contract and/or applicable law.

IN WITNESS WHEREOF, the parties do execute this Agreement, and except as provided above, the undersigned warrant to the other that they are executing this agreement pursuant to authority.

Reynolds School District #7	**Contractor**
	Digitally signed by John Kurzhals DN: cn=John Kurzhals gn=John Kurzhals c=US United States l=US United States o=Bridge Data Solutions e=john.kurzhals@bridge-data.com Reason: I am the author of this document Location: Date: 2021-03-05 14:26-08:00
Signature of Superintendent or Authorized Signer	Signature of Contractor
	John Kurzhals
Printed Name	Contractor Name
	Account Executive
Title	Contractor Title
	3-5-2021
Date Signed	Date Signed

Review required for final authorization

Signature of Program Director	Date Signed
Signature of Site Manager	Date Signed

☐ **Account code for applicable charges** _____
(Required for revenue, expense, and pass-through funds)

☐ Board approval required if estimated charges exceed $150,000 Board approval date: _____

☐ Background check completed (required if in direct contact with students)

☐ Certificate of insurance provided

REYNOLDS SCHOOL DISTRICT #7

WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM FOR COVID-19

This WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM (herein referred to as the "Addendum") amends the terms of the Agreement between Contractor and the Reynolds School District #7. All terms of the Agreement are incorporated herein by this reference.

The novel coronavirus ("COVID-19"), has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. As a result, federal, state, and local governments and federal and state health agencies have provided orders, regulations, and guidance regarding COVID-19.

COVID-19 Liability. Contractor understands the hazards of COVID-19 and is familiar with the Centers for Disease Control Prevention ("CDC") guidelines and federal, state, and local orders regarding COVID-19. Contractor acknowledges that it understands the circumstances regarding COVID-19 and will take all necessary precautions as provided by the CDC and federal, state, and local governments. Contractor shall indemnify, defend, and hold harmless Reynolds School District #7 from and against any and all claims, demands, lawsuits, judgments, losses, or expenses of any nature arising out of Contractor's failure to follow the CDC, federal, state, or local orders or guidance regarding COVID-19 and that leads to, directly or indirectly, the infection of COVID-19 or any other illness or injury related to COVID-19.

COVID-19 Termination. Reynolds School District #7 may terminate this Agreement immediately and without notice if it is found that Contractor has failed to follow any regulations, orders, or guidance as provided by the CDC and federal, state, and local governments.

Force Majeure. Neither Reynolds School District #7 nor Contractor shall be responsible for delay, default, or termination of contract caused by any contingency beyond their control, including, but not limited to: war or insurrection (whether declared or not); plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including, but not limited to quarantine or other restrictions as directed by state or federal government; compliance with any law or governmental order, rule, regulation or direction; strikes or lockouts by the Parties' own employees; walkouts by the Parties' own employees; fires; natural calamities; riots; or requirements of governmental agencies.

Reynolds School District #7	**Contractor**
	Digitally signed by John Kurzhals DN: cn=John Kurzhals gn=John Kurzhals c=US United States l=US United States o=Bridge Data Solutions e=john.kurzhals@bridge-data.com Reason: I am the author of this document Location: Date: 2021-03-05 14:26-08:00
Signature of Superintendent or Authorized Signer	Signature of Contractor
	John Kurzhals
Printed Name	Contractor Name
	Account Executive
Title	Contractor Title
	3-5-2021
Date Signed	Date Signed

814

Request for Proposal
RFP # 2021 E-Rate RSD7 Cat 6 Station Cable – Fiber - Access Switches

ISSUE DATE: January 5, 2021
QUESTION DEADLINE: January 22, 2021
Mandatory Walk-through: January 18, 2021
CLOSING DATE: February 3, 2021
CLOSING TIME: 2:00 PM, Pacific Time

Request for Proposal
RFP # 2021 E-Rate RSD7 Cat 6 Station Cable – Fiber - Access Switches

A. NOTICE OF REQUEST FOR PROPOSAL (RFP)

The Reynolds School District 7 (RSD7) is inviting proposals from qualified individuals, firms, partnerships, corporations, associations, or professional organizations (bidders) for proposals and quotes to:

1. Supply and install Category 6 cabling in 13 of our school buildings
2. Supply and install single mode fiber cabling in 5 of our school buildings
3. Supply access layer network switches

Partial RFP bid responses will be accepted. Bidders may respond to any number of the above proposals.

The responses and deliverables must be in compliance with all applicable state and federal regulations, in addition to the performance standards described below. Any bidder must be an eligible service provider willing to complete the necessary communications and paperwork associated with the E-rate program using the SPI billing method.

B. PROPOSAL SUBMITTAL

All responses must be received by 2:00 pm, February 3, 2021

All proposals shall be firm offers subject to acceptance by RSD7 and may not be withdrawn for a period of 90 calendar days following the last day to submit bids. Proposals may not be amended once submitted to RSD7, except as permitted by RSD7.

It is the sole responsibility of the person submitting the proposal to ensure that it is delivered on time. Any proposal submitted after the deadline will not receive consideration.

To submit a response to this request please email one (1) electronic copy to Lauren Tonn, Procurement, Contracts and Accounting Specialist via e-mail address contracts@rsd7.net. The email must be clearly marked with the bidder's name/identification and the subject must be the words:

"PROPOSAL RESPONDING TO RFP # 2021 E-Rate RSD7" and the portion of the RFP for which the response is addressing: Cat 6 Station Cable, Fiber, and/or Access Switches

The proposals will be opened publicly by electronic means as allowed by the law.

RSD7 shall not be responsible for, nor accept as a valid excuse a late proposal delivery, any delay in email service.

FOR YOUR CONVENIENCE:
An electronic copy of this RFP can be accessed via Reynolds School District website.

URL: https://www.reynolds.k12.or.us/rfps.

C. QUESTIONS, POSSIBLE ADDENDUMS AND WITHDRAWAL OF PROPOSALS

For questions or comments regarding this RFP process or the RFP documents, please submit your questions or comments in writing. You may submit requests for information and/or clarification in writing until 2:00 pm January 22, 2021. Questions must be sent to Lauren Tonn, Procurement, Contracts and Accounting Specialist via e-mail address contracts@rsd7.net. RSD7 shall not be obligated to answer any questions received after the above-specified deadline or any questions submitted in a manner other than as instructed above.

RSD7 will respond in writing to all questions. All answers will be provided as a numbered questions and answer document, for example, RFP Q&A #1 and posted at https://www.reynolds.k12.or.us/rfps.

If it becomes necessary for RSD7 to revise any part of this RFP, or to provide clarification or additional information after the documents are released, updates will be posted at https://www.reynolds.k12.or.us/rfps.

RSD7 shall not, under any circumstance, be liable for any pre-contractual expenses incurred by potential contractors, and potential contractors shall not include any such expenses as part of their RFP. Pre-contractual expenses are defined as any expenses incurred by a potential contractor in: (1) preparing its proposal in response to this RFP; (2) submitting that proposal to RSD7; (3) negotiating with RSD7 any matter related to this RFP, including a possible contract; or (4) engaging in any other activity prior to the effective date of award, if any, of a contract resulting from this RFP.

Withdrawal of Proposal: Any proposer may withdraw a proposal, either personally or by written request at any time prior to the scheduled closing time for receipt of proposals.

To withdraw your proposal, contact Lauren Tonn, Procurement, Contracts and Accounting Specialist via e-mail address contracts@rsd7.net.

D. GENERAL INSTRUCTIONS

1. **Scope of Contract**. To replace some of our existing category 5 station cabling with category 6 cabling, to install and extend single mode fiber to new MDF or IDF locations, and/or provide access layer network switches.

A. Station Cabling Instructions

1. Vendor must provide new cabling and installation equivalent in functionality and performance and in the quantity requested in the specifications below.
2. Vendor must provide, install, terminate, and test green Category 6 cable between patch panels in telecom rooms to the network jacks in locations specified at the specified schools.
3. All work not found in conformance with the intent of the proposal shall be repaired promptly at no additional charge to RSD7.

a. Station Cabling Specifications

i. Existing Cat5/Cat5e network cabling will be decommissioned and removed
ii. New plenum rated green category 6 cable will be installed to all network jack locations from the corresponding telecom room in the specified schools.
iii. All Category 6 cable with be green and a minimum of 24 AWG.
iv. Vendor will provide green RJ45 wall jacks that fit into existing Panduit wall plates where plates exist, provide new wall plates where they do not already exist, and rack mounted modular patch panels in locations where existing patch panels are full.
v. Vendor will provide Panduit modular 24-port or 48-port patch panels or equivalent compatible when there are not enough existing patch panels to terminate the new cables.
vi. Vendor will provide 6", 1', or 5' as length needed, green Cat6 patch cables to be used between each new data port and the network switches
vii. All wall plates and patch panels will be labeled according to our existing labeling scheme.
viii. All equipment must be in new condition. No refurbished or used equipment will be accepted.
ix. All Category 6 cable paths shall be tested at each jack for the following parameters and meet the requirements imposed by the ANSI/TIA/EIA 568-C building wiring and the manufacture's written specification
x. The following types of conduit are approved for interior uses:
xi. Rigid galvanized conduit, zinc coated and manufactured in accordance with UL-6
xii. Intermediate Metal Conduit (IMC), zinc coated galvanized steel to comply with UL-1242, Type J and ANSI Standards
xiii. Electrical Metallic Tubing (EMT), zinc-coated steel to comply with UL-797

xiv. Liquid tight flexible metal conduit, zinc steel core with smooth gray abrasion resistant, liquid tight, polyvinyl chloride covering (with integral ground wire wound in steel core), to comply with UL360

xv. Flexible metal conduit (if approved, see below), to comply with UL360

xvi. The vendor will install quantity shown below Category 6 cables at each of the following schools:

Glenfair ES – 1 relocated MDF, 400 new cable runs
Hartley ES – 1 relocated IDF, 300 new cable runs
Margaret Scott ES – 1 relocated MDF, 250 new cable runs
H.B. Lee MS – 500 new cable runs
Walt Morey MS – 460 new cable runs
Reynolds MS – 1 IDF Relocation, 630 new cable runs
Reynolds HS – 750 new cable runs
Alder ES – 330 new cable runs
Davis ES – 290 new cable runs
Salish Ponds ES – 450 new cable runs
Woodland ES – 300 new cable runs
Sweetbriar ES – 330 new cable runs
RLA-W – 180 new cable runs

B. Fiber Installation Instructions

1. Three MDF/IDF fiber locations are being moved to a new location within the building.
2. Existing 12 strand single mode fiber cabling should be extended to the new MDF/IDF locations within the school building. This will require splicing into existing fiber terminations and installation of new fiber cable to extend the fiber optic cabling to the new location.

a. Fiber Specifications

i. All fiber will be at least 12-strand OS1.
ii. All fiber runs will include two breakout panels (one at each end).
iii. All breakout panels will be compatible with existing BEJED FDUs.
iv. All connectors will be LC type.
v. All field terminated intra-building fiber cables shall be installed within 1" orange inner duct and/or utilize armored fiber optic cable. Fiber shall be tight buffer and jacket ratings shall be suitable for application.
vi. All fiber strands shall be tested using OTDR equipment to a maximum loss of 1.0 dB/km on 1310 and 1550 nm. Any strands failing tests should be repaired or replaced at no additional cost. Testing results should be made available to RSD7 at the time of job completion.
vii. All equipment must be in new condition. No refurbished or used equipment will be accepted.

viii. Fiber shall be tight buffer and jacket ratings shall be suitable for application. The fiber will meet the specifications listed in ANSI/TIA-568-C.3 and the transmission performance parameters listed in Table 1.

ix. Any factory assembled fiber trunk assemblies used shall be terminated with MPO type connectors. MPO shall plug directly into factory assembled fiber cassettes that present a duplex “LC” connector

x. In all cases, fiber will be certified to perform at or better than the values listed in Table 1 (below).

Optical fiber cable type	Wavelength (nm)	Maximum attenuation (dB/km)
Single mode	1310	1.0
Single mode	1550	1.0

Table 1 - Fiber Optic Performance

xi. Equally important is the pathway specified. When need arises to replace medium of any type the better the pathway the easier the replacement. Specifying a multi-channel pathway by means of innerduct, cell type material, or tubes facilitating blown fiber is highly recommended and should be included to allow for installation of new media without having to remove the existing media wherein at possible.

xii. The following schools will be included in this work:

Glenfair E.S.	Extend 24 strands SMF to new MDF location – Install new 12 strand SMF to Library
Margaret Scott E.S.	Extend 12 strands SMF to new MDF location
Reynolds M.S.	Extend 12 strands SMF to new IDF location

C. Access Switches Instructions

1. Replace some existing Cisco 2960 access layer switches that do not support PoE++ and Multi-Gigabit ethernet connections to support additional Wi-Fi bandwidth. All network switches quotes should not include installation or configuration services. Installation and configuration to be performed by Reynolds staff and delivered to the Technology Services office.

2. Vendor must provide Access Layer Switches equivalent in functionality and performance and in the quantity requested below.

   a. Access Switch Specifications

   i. Dell Networking N2248PX-ON or equivalent
   ii. All equipment must be in new condition. No refurbished or used equipment will be accepted
   iii. Each access layer switch should have at least two redundant, hot swappable 120/240v AC power supplies
   iv. Each access layer switch will have 1440W or more PoE+ on all ports
   v. Each access layer switch must have 2 or more SFP+ uplink ports
   vi. Each access layer switch will have at least 48 Copper Ethernet Multi-Gigabit Ports supporting 10mbps, 100mbps, 1000mbps, 2.5Gbps or more
   vii. Supports the following, at minimum, the following networking protocols: LLDP, QoS, LACP, Spanning Tree (STP, MSTP, RSTP), 802.1Q, SNMP, SSH, VLAN, 802.1X, 802.3at PoE+, Multicast
   viii. Individual switches can be stacked together using stacking cables to act as one managed switch "stack", supporting at least 9 individual switches per stack
   ix. Equipment must support ingress/egress QoS/CoS traffic classification, marking, policing, queuing, and shaping for DSCP and/or IP Precedence based traffic prioritization
   x. Equipment pricing must include appropriate licenses to use all ports and "LAN Base" for use with full Layer 2 switching features, QoS, remote management, and stacking features
   xi. Equipment pricing must include any required stacking modules, 10G uplink modules, and stacking cables
   xii. Manufacturer provided lifetime hardware warranty

b. Quantity

i. The following quantiles will be needed (note delivery will be to district central office and will be installed by district staff: **73 Dell Networking N2248PX-ON switches or equivalent, stacking modules, licenses, stacking cables.**

For Documenting purposes only:

School	Quantity	Model or equivalent
Reynolds HS	8	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Alder ES	7	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Davis ES	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Glenfair ES	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Hartley ES	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
H.B. Lee MS	6	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
M. Scott ES	6	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
W. Morey MS	6	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
RLA-W	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Reynolds MS	6	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Salish Ponds ES	10	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Sweebriar ES	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Woodland ES	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables

1.2 Warranties All warranties by Vendor and manufacturer on both products and labor must be specified in the proposal. The Vendor's warranties shall commence with acceptance of/or payment for the work in full. Minimum acceptable warranty on hardware, parts, and labor is 3 years except for Access Layer Switches, which is lifetime.

1.3 Service. The Vendor must provide terms of service should repair become necessary and the work and materials needed that are not covered under warranty.

1.4 Vendor Site Visit. Station Cabling and Fiber Vendors are required to attend a mandatory walk-through tour and Q&A session to be conducted on the date and time listed below.

IMPORTANT NOTICE: Station Cabling and Fiber RFP Bidders Must Attend a Mandatory Walk-through Tour: January 18, 2021; 9:30 AM to 4:30 PM. Participation in a walk-through tour is required in order to be eligible to submit a Proposal to this RFP. Participants can be assured that social distancing and mask mandates will be adhered to during this walkthrough in accordance with ODE/OHA guidelines.

2.0 Evaluation Methodology

Vendor is expected to be thoroughly familiar with any rules or regulations required for the E-rate program. Each proposal will be evaluated based on criteria and priorities as defined by RSD7, who will choose the submission that, taken as a whole, and in RSD7's sole opinion, is in the best interest of the organization. Proposals should address the evaluation criteria itemized below.

The evaluation criteria include, but are not necessarily limited to, the following:

- Price for all parts, labor, design, project management, programming, and shipping and handling.
- The proposal's alignment with the desired solution as described in section 1, above.
- Vendor to provide at least one customer reference that can speak to the quality of their work as it relates to this project.

2.1 Evaluation Criteria

- Price – 40%
- Meeting required specifications – 30%
- Compatibility with Existing Systems – 15%
- Customer Reference Evaluation – 10%
- Prior Experience with District – 5%

3.0 Response to Request for Proposal. Response to Request for Proposal to receive consideration shall be made in accordance with the following instructions:

A. Items not eligible for reimbursement under E-rate must be itemized in the bid.

B. The price must be separated by schools as well as totaled for all schools.

C. Include, at least one customer reference that can speak to the quality of their work as it relates to this project.

D. Service Provider must provide a Service Provider Identification Number (SPIN) and meet all other qualifications for "Service Providers" as defined by USAC (http://www.usac.org/sl/service-providers/default.aspx).

E. Response to Request for Proposal shall be delivered to District, on or before the day and hour set for the receipt of Response to Request for Proposal and bearing the name of the Responding Contractor. Any Response to Request for Proposal received after the scheduled closing time for receipt of Response to Request for Proposal shall be returned to the Responding Contractor unopened.

4.0 Withdrawal of RFP. Any Responding Contractor may withdraw his/her RFP, either personally or by written request, at any time prior to the scheduled closing time for receipt of Response to Request for Proposal. However, a Responding Contractor is prohibited from responding again on the same work after withdrawing his/her RFP.

5.0 Agreement. The form of agreement for the Contract, which the successful Responding Company (the bidder), as Contractor, will be required to execute will include this RFP and the Supplementary General Conditions on page 20. The contract that will be executed will include these and other Contract documents.

6.0 Addenda. Any addenda or bulletins issued during the time of RFP issuance, or forming a part of the documents furnished for the preparation of RFP, shall be covered in the RFP and shall be made a part of the contract. Failure to acknowledge receipt of all addenda on the proposal response page 10 or to include all addenda with the RFP proposal documents may be sufficient cause for rejecting the submitted proposal.

7.0 Opening of Response to Request for Proposal. At the time and place set forth for the opening and reading of Response to Request for Proposal, each and every RFP received prior to the scheduled closing time for receipt of Response to Request for Proposal will be publicly opened via electronic means as allowed by the law. Responding Contractors or their representatives and other interested persons may be present at the opening of Response to Request for Proposal via electronic means. No award will be made at this time.

8.0 Award or Rejection of Response to Request for Proposal. The contract will be awarded at District's sole discretion. District reserves the right to reject any or all Response to Request for Proposal and/or waive any RFP informality. It is the intent of the District to award Contract(s) either "individually", "as a whole" or "in any combination", whichever would be in the best interest of the District. Award is contingent upon timely compliance with all RFP conditions and specifications, and negotiations. Pursuant to ORS 279B, the District reserves the right to award a Contract to the qualified responder(s) whose proposal meets the evaluation standards and will be most advantageous to the school district with price and all other factors considered, or to reject all Response to Request for Proposals, whichever is in the best interest of the District. The district further reserves the right to award RFP items on an individual per line-item basis to one or more Responses, whichever is in the best interest of the district. The successful Responder(s) will be notified in the event of an award.

9.0 Inspection of Responding Contractor's Facility. As part of the District's evaluation process, the District reserves the right to inspect the facilities of the Responding Contractors prior to award of the contract. If representative(s) of the District determine after such inspection that the Contractor may not be capable of providing proper and satisfactory service/product to the District, the Contractor may not be considered for an award. Additionally, the District reserves the right to inspect the Contractor's facility during the contract period, any time during normal business hours upon prior notice. Responding Contractor may also be required to show evidence of their ability to furnish standard material from identified manufacturer. The District will make these contacts as a verification of availability and may act as sole judge as to the responsiveness; and therefore, the Contractors' available facility.

10.0 Contractor's Past Performance. A Contractor may be ruled "Non-Responsive"/ "Non-Responsible" based upon Contractor's unacceptable past performance which may include but not

limited to: constant late/non deliveries, constant partial deliveries, delivery of wrong materials, products not meeting specification, providing incorrect prices, invoicing problems, default, etc.

11.0 Contractor Qualifications. In order to be considered for an award, the Contractor shall meet the following requirements:

A. The Contractor shall be required to verify that they have been "In The Business" of providing this type of equipment/services for a minimum period of three (3) consecutive years.

B. The successful bidder will be responsible for qualifying for and adhering to the Federal E-rate program.

12.0 Conflict of Interest. By its signature hereunder, Contractor certifies that no District employee whose position in the District's service enable him/her to influence any award of your offer or any competing offer and no District employee, spouse or economic dependent of such employee, shall have any direct financial interest in any transaction resulting from this request for proposal. If such conflict exists, the Contractor will notify the District in writing.

13.0 If Bidder Protest. Any bidder who submitted a proposal to the District may file a protest provided that each and all of the following are complied with:

13.1 The protest is in writing;
13.2 The protest is filed and received by the District's Chief Financial Officer or designee not more than three (3) calendar days following the date of the District's selection of the apparent lowest responsible bidder;
13.3 The written protest sets forth, in detail, all grounds for the protest, including without limitation all facts, supporting documentation, legal authorities and argument in support of the ground for the protest; any matters not set forth in the written protest shall be deemed waived. All factual contentions must be supported by competent, admissible and credible evidence.

Any protest not conforming to the foregoing shall be rejected by the District as invalid. Provided that a protest is filed in strict conformity with the foregoing, the District's Chief Financial Officer, Christina Weinard, or such individual(s) as may be designated in his/her discretion, shall review and evaluate the basis of the protest, and shall provide a written decision to the bidder submitting the protest concurring with or denying the protest. The District's written decision shall be final and not subject to reconsideration or appeal. No bidder shall seek judicial relief, in any form, relative to the District's intent to award the Contract, or the protest thereof, unless the foregoing protest procedure has been strictly and timely complied with by the bidder. The issuance of a written decision by the District shall be an express condition precedent to the institution of any legal proceeding relative to the proposal process, the District's intent to award the Contract, or the District's determination to reject all proposals.

14.0 TERM OF CONTRACT. Any contract will be contingent upon the approval of E-Rate funding and governing board approval. The Universal Service discount mechanism for schools and libraries, commonly known as the E-Rate program, administered by the Universal Service Administrative Co. (USAC) for the Federal Communications Commission will fund a portion of this RFP. This proposal will be funded only if approved by USAC and if USAC appropriates the funds. Term of this agreement shall be July 1, 2021 through June 30, 2022. RSD7 reserves the right to extend the contract annually for up to four (4) additional years; not to exceed a total of five (5) years. In addition, the district reserves the right to fund, (proceed with project or purchase) or not to fund, regardless of E-rate approval.

The Contract is expected to begin on or about 7/1/2021 and extend to 6/30/2022.

RFP FORM A **<u>This form is required to be submitted with each proposal.</u>**

TO: REYNOLDS SCHOOL DISTRICT 7, an Oregon School District, acting by and through its Board of Education ("District"), 1204 NE 201st, Fairview, OR 97024

RE: **PROPOSAL RESPONDING TO RFP # 2021 E-Rate RSD7 and the portion of the RFP for which the response is addressing: Cat 6 Station Cable, Fiber, and/or Access Switches**

FROM:

Bridge Data Solutions SPIN NUMBER 143052446

8201 164th Ave NE Suite 200 Tax ID: 46-1263575

Redmond, WA 98052

Telephone 503.680.9542 Fax 888.509.0871

<u>john.kurzhals@bridge-data.com</u>

John Kurzhals, Account Executive

2-3-2021

and the portion of the RFP for which the response is addressing: Cat 6 Station Cable, Fiber, and/or Access Switches

RFP Proposal Amount (for each).

Write out the total amount of your proposal.

Numeric Proposal Amount: $__256,018.54 <u>(Access Switches ONLY)</u>_____

Written Proposal Amount: __Two Hundred Fifty-Six Thousand Eighteen dollars and 54 cents____

In the event of a conflict between the written and numeric version of the proposal, the written will prevail.

For Station Cabling:

School	Need	Cost of Materials	Labor	Total	Cost Per Cable Run
Glenfair ES	1 relocated MDF, 400 new cable				
Hartley ES	1 relocated IDF, 300 new cable runs				
Margaret Scott ES	1 relocated MDF, 250 new cable runs				
H.B. Lee MS	500 new cable runs				
Walt Morey MS	460 new cable runs				
Reynolds MS	1 IDF Relocation, 630 new cable runs				
Reynolds HS	750 new cable runs				
Alder ES	330 new cable runs				
Davis ES	290 new cable runs				
Salish Ponds ES	450 new cable runs				
Woodland ES	300 new cable runs				
Sweetbriar ES	330 new cable runs				
RLA-W	180 new cable runs				
	TOTAL				Avg./Run

For Fiber:

School	Need	Cost of Materials	Labor	Total	Cost Per Fiber Run
Glenfair E.S.	Extend 24 strands SMF to new MDF location – Install new 12 strand SMF to Library				
Margaret Scott E.S.	Extend 12 strands SMF to new MDF location				
Reynolds M.S.	Extend 12 strands SMF to new IDF location				
	TOTAL				Avg./Fiber

For Switches:

Switch Cost	Licensing	Warranty	Cables	Other	Total	Extended Cost x 73
$3,331.54/ea	Included	Included	$1,765.08	$11,051.04		$256,018.54

i. Dell Networking N2248PX-ON or equivalent

Yes	No	Partly	Comments
X			Bridge Data is providing original Dell N2248-PX-ON switches.

ii. All equipment must be in new condition. No refurbished or used equipment will be accepted

Yes	No	Partly	Comments
X			Bridge Data is providing factory new Dell N2248-PX-ON switches in original unopened boxes.

iii. Each access layer switch should have at least two redundant, hot swappable 120/240v AC power supplies

Yes	No	Partly	Comments
X			Each Dell N2248PX-ON switch will be provided with two 1600W redundant power supplies

iv. Each access layer switch will have 1440W or more PoE+ on all ports

Yes	No	Partly	Comments
X			All Dell N2248PX-ON switches will provide 24x POE+ up to 30w (720w) & 24x POE++ up to 60w (1440w) – 48pts total

v. Each access layer switch must have 2 or more SFP+ uplink ports

Yes	No	Partly	Comments
X			Each Dell N2248PX-ON switch includes 4x SFP28 ports capable of using 10GbE SFP+ transceivers.

vi. Each access layer switch will have at least 48 Copper Ethernet Multi-Gigabit Ports supporting 10mbps, 100mbps, 1000mbps, 2.5Gbps or more

Yes	No	Partly	Comments
X			Each Dell N2248PX-ON switch includes 48x RJ45 ports capable of 10M/100M/1G/2.5G

vii. Supports the following, at minimum, the following networking protocols: LLDP, QoS, LACP, Spanning Tree (STP, MSTP, RSTP), 802.1Q, SNMP, SSH, VLAN, 802.1X, 802.3at PoE+, Multicast

Yes	No	Partly	Comments
X			All Dell N2248PX-ON switches support LLDP, QoS, LACP, Spanning Tree (STP, MSTP, RSTP), 802.1Q, SNMP, SSH, VLAN, 802.1X, 802.3at PoE+, Multicast

viii. Individual switches can be stacked together using stacking cables to act as one managed switch “stack”, supporting at least 9 individual switches per stack

Yes	No	Partly	Comments
X			The Dell N2248PX-ON switches support up to 624 1/2.5/25GbE ports in a 12-unit stack for high-density, high-availability in IDFs, MDFs and wiring closets.

ix. Equipment must support ingress/egress QoS/CoS traffic classification, marking, policing, queuing, and shaping for DSCP and/or IP Precedence based traffic prioritization

Yes	No	Partly	Comments

X			We support QoS/CoS/DSCP
			• QoS
			  ○ Ingress/Egress
			  ○ DiffServ
			  ○ CoS
			  ○ Marking: dot1p, DSCP
			• QoS ACLs:
			  ○ IP DSCP Marking (I/O)
			  ○ IP Precedence (I/O)
			  ○ CoS (I/O)
			  ○ Rule: Assign Queue Input only
			  ○ Interface: Inbound, Outbound
			• QoS DiffServ
			  ○ IP DSCP Marking (I/O)
			  ○ IP Precedence (I/O)
			  ○ CoS (I/O)
			  ○ Policy Inbound: Mark CoS, DSCP
			  ○ Policy Inbound: Police (Simple/Single/two rate)
			  ○ Policy Inbound: Assign Queue
			  ○ Policy Outbound: Mark CoS, DSCP
			  ○ Policy Outbound: Police (Simple/Single/two rate)
			  ○ Policy Outbound: No Assign Queue
			• CoS:
			  ○ Mapping - Per interface
			  ○ DSCP Mapping
			  ○ Interface traffic shaping (whole Egress Interface)
			  ○ Strict Priority, WRED.

x. Equipment pricing must include appropriate licenses to use all ports and "LAN Base" for use with full Layer 2 switching features, QoS, remote management, and stacking features

Yes	No	Partly	Comments
X			The N2248PX-On switches include all licensing to enable the Layer 3 standard feature set, which includes L2, stacking, QoS, Remote Management (web/telnet/ssh).

xi. Equipment pricing must include any required stacking modules, 10G uplink modules, and stacking cables

Yes	No	Partly	Comments
X			Stacking cables and 10GbE LR 1310nm transceivers have been provided to accommodate 13x separate stacks as shown on page 8 of the RFP #2021 document.

xii. Manufacturer provided lifetime hardware warranty

Yes	No	Partly	Comments
X			Lifetime Limited Hardware Warranty with Basic Hardware Service Next Business Day Parts is included

RFP FORM B **<u>This form is required to be submitted with your proposal.</u>**
CERTIFICATION

I certify that I have read Request for Proposal #2021 E-Rate RSD7 Station Cabling and the instructions for submitting an RFP. I further certify that I must **email one (1) electronic copy to** contracts@rsd7.net of the firm's proposal in response to this request and that I am authorized to commit the firm to the proposal submitted.

In submitting this Request for Proposal, the undersigned acknowledges receipt of all Addendums issued by or on behalf of the District, as set forth below. The undersigned further confirms that this Request for Proposal incorporates and is inclusive of, all items or other matters contained in Addendums _____ (if any) issued. The **Addendum Nos._____no addendums_____ received, acknowledged and incorporated into this Request for Proposal are noted above.** The undersigned hereby proposes and agrees to furnish and deliver the goods or services as quoted in accordance with the terms, conditions, specifications, and prices herein quoted.

Signature	John Kurzhals Typed or Printed Name
Account Executive Title	Bridge Data Solutions Company
8201 164th Ave NE Suite 200 Address	Redmond, WA 98052 Address
(503) 680-9542 Telephone	(888) 509-0871 Fax
2-3-2021 Date	john.kurzhals@bridge-data.com E-Mail

If you are responding as a corporation, please place your corporate seal in the space below:

BID FORM C **<u>This form is required to be submitted with your proposal, if applicable.</u>**

SUBCONTRACTORS LIST

The following is a list of the subcontractors that will be used in the work if the Proposer is awarded the contract, and no subcontractor not listed below will be used without the written approval of the Reynolds School District 7. Additional numbered pages outlining this portion of the Proposal may be attached to this page. NOTE; Subcontractor's address, telephone number, license number, and expiration date information may be omitted from this form but MUST be submitted within twenty four hours; (1) working day, following the opening of Proposals. Subcontractor's name, city of location, and type of work must be stated on the Proposal enclosed in the sealed envelope.

Proposer Name

SUBCONTRACTORS LIST All subcontractors in excess of ½ of 1% of total Proposal must be listed

<table>
<tr><td colspan="2">SUBCONTRACTOR:</td><td rowspan="3">TYPE OF WORK:

Phone: ( )</td></tr>
<tr><td colspan="2">Location/Address:</td></tr>
<tr><td>LICENSE NO.:</td><td>Expiration Date:
/ /</td></tr>
<tr><td colspan="2">SUBCONTRACTOR:</td><td rowspan="3">TYPE OF WORK:

Phone: ( )</td></tr>
<tr><td colspan="2">Location/Address:</td></tr>
<tr><td>LICENSE NO.:</td><td>Expiration Date:
/ /</td></tr>
<tr><td colspan="2">SUBCONTRACTOR:</td><td rowspan="2">TYPE OF WORK:

Phone: ( )</td></tr>
<tr><td colspan="2">Location/Address:</td></tr>
</table>

A. The implementation of this RFP is contingent on E-rate funding. Any contract will be contingent upon the approval of E-Rate funding and governing board approval. The Universal Service discount mechanism for schools and libraries, commonly known as the E-Rate program, administered by the Universal Service Administrative Co. (USAC) for the Federal Communications Commission will fund a portion of this RFP. This proposal will be funded only if approved by USAC and if USAC appropriates the funds. Term of this agreement shall be July 1, 2021 through June 30, 2022. The Reynolds School District 7 reserves the right to extend the contract annually for up to four (4) additional years; not to exceed a total of five (5) years. In addition, the district reserves the right to fund, (proceed with project or purchase) or not to fund, regardless of E-rate approval.

B. The agreed liquidated damages provision established in Article 4 of the General Conditions is Not Applicable on this Requirements Contract.

C. Vendor will provide performance bond within 10 days of being awarded the contract.

D. Insurance. Within 10 days after notification of award, the vendor shall furnish to the Reynolds School District #7 a Certificate of Insurance showing compliance within the following limitations: 1) The Vendor agrees to comply with the provisions of Worker's Compensation Laws of the State of Oregon.

E. The Bidder's Federal Tax ID # and W-9 form are required for payment of invoices.

F. The number of Contract Agreements to be fully executed is to be four (4) sets. This allows one (1) original to be provided to the awarded bidder. There are no drawings to be furnished on this RFP. The RFP specifications and addendums are available online.

Bridge Data SOLUTIONS
8201 164TH AVE NE, SUITE 200, REDMOND, WA 98052
P. (425) 584-7959
F. (888) 509-0871
E. accounting@bridge-data.com

PREPARED FOR
Company: Reynolds School District
Address: 1204 NE 201st Avenue | Fairview, OR 97024-2499
Phone: (503) 661-7200

QUOTATION

Quote Number: BDS201230-JK-2a
Quote Date: 02-Feb-21
Valid Until: 24-Feb-21
Credit Terms: Net 30
Shipping Terms: Prepay & Add

LINE	PART NUMBER	DESCRIPTION	QTY	UNIT PRICE	EXT PRICE
		Dell Powerswitch N2248PX-ON			
1.01	**210-ASPX**	**Powerswitch N2248PX-ON, 48x1/2.5G, PoE 30W/60W, 4x25G, 2x40G Stacking, 1xAC PSU, IO/PS airflow, OS6. Each includes the following:**	**73**	**$3,331.54**	**$243,202.42**
1.02	828-9438	Basic Business Hours (5x10) Next Business Day Parts Delivery Initial Year	1		
1.03	828-9439	Dell Hardware Limited Warranty 1 Year	1		
1.04	828-9440	Lifetime Limited Hardware Warranty with Basic Hardware Service Next Business Day Parts Only	1		
1.05	470-AAIB	Dell Networking, Cable, QSFP+ to QSFP+, 40GbE Passive Copper Direct Attach Cable, 0.5 m	1		
1.06	450-AJHK	Power Supply, 1600W AC, Hot Swap, N2248PX, N3224PX, N3248PXE, MPS-1S Shelf, MPS-3S Shelf	1		
1.07	450-AAFH	Power Cord, 125V, 15A, 10 Feet, NEMA 5-15/C13	2		
1.08	770-BDRL	ReadyRails, Full set, 2x outer and 2x inner rail, 2 or 4 post racks, for select Dell Networking 1U	1		
1.09	343-BBPO	Dell EMC Networking N2200-ON Series Americas User Guide	1		
				Subtotal:	**$243,202.42**
		Extra Stacking Cables & LR Transceivers			
2.01	470-AAVR	Dell Networking Cable QSFP+ to QSFP+ 40GbE Passive Copper Direct Attach Cable 1 meter	6	$87.80	$526.80
2.02	470-ABQD	Dell Networking Cable, 40GbE, QSFP+ to QSFP+, Passive Copper Direct Attach Cable, 2Meter	6	$111.22	$667.32
2.03	332-1363	Dell Networking Cable QSFP+ to QSFP+ 40GbE Passive Copper Direct Attach Cable 3 meter	1	$570.96	$570.96
2.04	407-BBEE	Dell Networking Transceivers SFP+, 10GbE, LR, 1310nm Wavelength, 10km Reach **(set of 28)**	1	$11,051.04	$11,051.04
				Subtotal:	**$12,816.12**

- **Price excludes shipping & handling and taxes unless otherwise indicated. Estimates for those charges are available upon request.**
- **Purchase orders can be emailed to orders@bridge-data.com.**

TOTAL PRICE: $256,018.54

Finance Department
1204 NE 201st Avenue
Fairview, OR 97024
503-661-7200

NOTIFICATION OF INTENT TO AWARD

RFP 2021 E-RATE Cat 6 Station Cable – Fiber – Access Switches

To: Proposers and Other Interested Persons

From: Reynolds School District # 7

Date: February 16, 2021

Reynolds School District has concluded its assessment of the proposals received for "RFP 2021 E-RATE Cat 6 Station Cable – Fiber – Access Switches".

The Committee has selected the following proposer for the award on Access Switches:

Bridge Data Solutions
SPIN No. 143052446

Per OAR 137 Division 48, Reynolds School District shall direct negotiations toward obtaining a written agreement on:

(A) The consultant's performance obligations and performance schedule;
(B) Payment methodology and a maximum amount payable to the Consultant for the specific services required under the Contract that is fair and reasonable to the Contracting Agency as determined solely by the Contracting Agency, taking into account the value, scope, complexity and nature of the specific services; and
(C) Any other provisions the Contracting Agency believes to be in the Contracting Agency's best interest to negotiate.

Furthermore,

Reynolds School District shall either orally or in writing, formally terminate negotiations with the highest ranked proposer if the Reynolds School District and Proposer are unable for any reason to reach agreement on a Contract within a reasonable amount of time. Reynolds School District may thereafter negotiate with the second-ranked Proposer, and if necessary, with the third ranked Proposer until negotiations result in a Contract.

Finance Department
1204 NE 201st Avenue
Fairview, OR 97024
503-661-7200

Protest of Intent to Award: Adversely-affected or aggrieved Offerors shall have seven (7) calendar days from the date of the Intent-to-Award Announcement within which to file a written protest. Protests submitted after that date will not be considered. Protests must specify the grounds upon which the protest is based.

Please direct any questions regarding this notice to the attention of John Krull at johnkrull@partner.rsd7.net

Sincerely,

John Krull

John Krull

Interim Director of Technology Services

Reynolds School District

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 03/01/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER

Forest Park Insurance Services, Inc
13119 Seattle Hill Rd, Building 1-102
Snohomish, WA 98296

CONTACT NAME: Kenny Zener
PHONE (A/C, No, Ext): (206)364-4230 FAX (A/C, No): (206)367-4882
E-MAIL ADDRESS: kenny@forestparkins.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Capitol Specialty Insurance Corporation	
INSURER B : United States Liability Insurance Group	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED

Bridge Data Solutions, Inc
1420 NW GILMAN BLVD STE 2118
ISSAQUAH, WA 98027

COVERAGES **CERTIFICATE NUMBER: 00001128-1267061** **REVISION NUMBER: 1**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	CLAIMS-MADE OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	HIRED AUTOS ONLY / NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						PER STATUTE OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? N / A (Mandatory in NH)						E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Professional Liab			SGC0007597-04	01/26/2021	01/26/2022		2,000,000
B	Employment Practices			EPL-1565252B	01/19/2021	01/19/2022		1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

Reynolds Schools District #7
1218 NE 201st Ave
Fairview, OR 97024

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

(KBZ)

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Printed by KBZ on March 01, 2021 at 01:01PM

THE HARTFORD
BUSINESS SERVICE CENTER
3600 WISEMAN BLVD
SAN ANTONIO TX 78251

March 1, 2021

Reynolds School District #7
1218 NE 201ST AVE
FAIRVIEW OR 97024

Account Information:

Policy Holder Details :	BRIDGE DATA SOLUTIONS INC

Contact Us

Business Service Center
Business Hours: Monday - Friday
(7AM - 7PM Central Standard Time)
Phone: (866) 467-8730
Fax: (888) 443-6112
Email: agency.services@thehartford.com
Website: https://business.thehartford.com

Enclosed please find a Certificate Of Insurance for the above referenced Policyholder. Please contact us if you have any questions or concerns.

Sincerely,

Your Hartford Service Team

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 03/01/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

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PRODUCER HARTFORD CUSTOMER CENTER/PHS 52814000 The Hartford Business Service Center 3600 Wiseman Blvd San Antonio, TX 78251	**CONTACT NAME:** **PHONE (A/C, No, Ext):** (866) 467-8730 **FAX (A/C, No):** (888) 443-6112 E-MAIL ADDRESS:
INSURED BRIDGE DATA SOLUTIONS INC 1420 NW GILMAN BLVD STE 2118 ISSAQUAH WA 98027-5394	**INSURER(S) AFFORDING COVERAGE** — **NAIC#** **INSURER A :** Sentinel Insurance Company Ltd. — 11000 **INSURER B :** **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED.NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/Y YY)	LIMITS	
A	COMMERCIAL GENERAL LIABILITY CLAIMS-MADE [X] OCCUR [X] General Liability GEN'L AGGREGATE LIMIT APPLIES PER: POLICY [ ] PRO-JECT [X] LOC OTHER:			52 SBM AA5875	01/26/2021	01/26/2022	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$1,000,000 $1,000,000 $10,000 $1,000,000 $2,000,000 $2,000,000
A	**AUTOMOBILE LIABILITY** ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS [X] HIRED AUTOS [X] NON-OWNED AUTOS			52 SBM AA5875	01/26/2021	01/26/2022	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$1,000,000
A	[X] **UMBRELLA LIAB** [X] OCCUR **EXCESS LIAB** CLAIMS-MADE DED [X] RETENTION $ 10,000			52 SBM AA5875	01/26/2021	01/26/2022	EACH OCCURRENCE AGGREGATE	$5,000,000 $5,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** Y/N [ ] If yes, describe under DESCRIPTION OF OPERATIONS below	N/ A					PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE -EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	
A	EMPLOYMENT PRACTICES LIABILITY			52 SBM AA5875	01/26/2021	01/26/2022	Each Claim Limit Aggregate Limit	$10,000 $10,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES **(ACORD 101, Additional Remarks Schedule, may be attached if more space is required)**

Those usual to the Insured's Operations.

CERTIFICATE HOLDER

Reynolds School District #7
1218 NE 201ST AVE
FAIRVIEW OR 97024

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Susan L. Castaneda

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REYNOLDS SCHOOL DISTRICT #7
PERSONAL/PROFESSIONAL SERVICES AGREEMENT

THIS AGREEMENT, entered into by and between the Reynolds School District #7 "RSD" and "Contractor", and in consideration of the following covenants, conditions, and considerations:

Contractor: IES Communications – Spin Number: 143034132

WITNESSETH:

1. The contractor shall provide RSD with the following information:

a. Company Legal Name IES Communications, LLC

b. Contract Signer Name Steven Schneider Contract Signer Email Steven.Schneider@iescomm.com

c. Mailing Address Tualatin, OR 97062

d. Telephone Number (503) 810-0300

e. Federal Tax ID No. 16-1664197 **Contractor must submit W-9 to RSD's Finance Department*

f. Business Designation (check one) ☐ Individual ☐ Sole proprietorship ☐ Partnership

☐ Corporation ☐ Community College ☑ Other: Limited Liability Company

Payment information will be reported to the IRS under the name and taxpayer ID number provided above. RSD is required by the Internal Revenue Service to obtain this information in order to report income paid to the Contractor by the District. If the information is not provided, RSD will be required to withhold 31 % of all future payments made to the Contractor.

1099 Withholding Exemption:
If exempt from backup withholding (form 1099 reporting), check this box ☐ and check your qualifying reason below:

- ☐ i. Corporation
- ☐ ii. Tax Exempt Charity under 501(a), or IRS
- ☐ iii. The United States or any of its agents or instrumentalities
- ☐ iv. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions
- ☐ v. A foreign government or any of its political subdivisions
- ☐ vi. District will deduct taxes from pay, which will occur monthly

f. Does Contractor now have, or have had within the prior year, contracts with other persons or entities to perform services similar to the services being performed hereunder? ☒ Yes ☐ No ☐ N/A

g. Does Contractor have current statutory Worker's Compensation Insurance coverage for all persons performing services under this contract? ☒ Yes ☐ No ☐ N/A

2. Statement of Work: Contractor agrees to perform the following services for the District (please be specific as to nature and dates of performance and expected time involved). **Attach an exhibit/additional sheet if needed.*

See attached SOW and Quote

842

3. Contract Term:

This Contract becomes effective on: 7/1/21

Unless terminated earlier as provided below, this Contract shall continue through: na

4. Contractor shall be compensated in the manner provided in either subsection (a) or (b) below, whichever is completed.

a. The entire, agreed-upon compensation for the services to be performed under this contract is: $ $1,298,264.09
**Use additional sheets if needed.*

b. If services are to be charged at a periodic rate: Rate charged: $ na per (period) na

What is the total estimated compensation? $ na

Additional description of pay, if applicable:

Contract is subject to funding commitment from USAC as part of Reynold's School District's E-rate Application. Billing with be in the according to SPI rules with Reynold's School District billed 15% according to E-rate allocation.

If it appears during the course of this contract that the actual compensation will exceed the estimated amount, the Contractor shall notify the RSD Finance Department in writing. No payment in excess of the total estimated compensation shall be paid unless the Contractor has notified the Finance Department of the increase in time required to complete the services and received approval from the Finance Department to perform services up to the newly approved contract time.

Exhibits: As a condition to receiving the compensation above, the Contractor shall provide, in addition to the services stated above, the following additional documents or reports relating to the service performed: (*Check all that apply)*

☑ Exhibit A: Statement of Work ☑ Exhibit B: Contractor's Proposal ☑ Exhibit C: Insurance Requirements

☐ Other (please describe): _____

If RSD is required by law to withhold any monies from Contractor (e.g., PERS), such withholding shall be deducted from the amount of compensation due to Contractor and the balance shall be paid to Contractor. Contractor must submit an invoice to Accounts Payable as an application for payment. The invoice shall itemize Contractor's charges and expenses.

5. If total compensation is in excess of $150,000, as stated in Section 4a above, or the estimated charges based upon the rate charge and anticipated time involved as stated in Section 4b above exceed $150,000, this contract shall not be binding upon RSD until approved by the RSD Board of Directors. If compensation is to be paid as stated in Section 4b, and it appears that the total payments under this Agreement shall exceed $150,000, Contractor shall notify RSD. RSD shall present this Agreement to the RSD Board of Directors for approval of compensation in excess of $150,000. No compensation shall be due or payable to Contractor in excess of $150,000 (in the aggregate) unless the RSD Board of Directors approves this Agreement.

6. Unless Contractor is a sole proprietorship, prior to performing any labor for this Contract, Contractor shall file with RSD Assistant Superintendent of Student & Family Services and District Operations a certificate of insurance evidencing that the persons performing services under this Contract are covered by the Contractor's statutory worker's compensation insurance. Contractor shall maintain such coverage during the term of this Contract.

7. Contractor is being employed as an independent contractor to provide the services stated in Section 2 above. The compensation paid to Contractor shall be for all materials, supplies, and labor required, necessary, or convenient for Contractor to provide services to RSD. Contractor shall be responsible for, and shall indemnify and hold RSD harmless from, any governmental assessments resulting from Contractor's services or compensation, including but not limited to

income tax, Social Security, worker's compensation, or employment insurance. RSD shall not have the right to direct or control the manner of Contractor's performance. RSD expressly disclaims any acts by its employees who attempt to direct or control Contractor's manner of performance; Contractor shall notify RSD should any RSD employee make an attempt to exercise direction or control over Contractor.

8. Contractor covenants and warrants to RSD that Contractor is an independent business, has performed such services for others in the past or is now performing such services for others, and is skilled and duly qualified to provide the services required under this Agreement.

9. This provision is required by statute. In addition to applicable federal and state laws, ORS 279B.220 requires that Contractor shall:

    a. Make payment promptly, as due, to all persons supplying to the contractor labor or material for the performance of the work provided for in the contract.
    b. Pay all contributions or amounts due the Industrial Accident Fund from the contractor or subcontractor incurred in the performance of the contract.
    c. Not permit any lien or claim to be filed or prosecuted against the state or a county, school district, municipality, municipal corporation or subdivision thereof on account of any labor or material furnished.
    d. Pay to the Department of Revenue all sums withheld from employees under ORS 316.167.

    If Contractor neglects or refuses to make prompt payment of any claim for labor or services furnished to it by any party in connection with this Contract as such claim becomes due, RSD may pay such claim to the party furnishing the goods or services and subtract the payment amount from funds due or to become due the Contractor. RSD's payment of such a claim shall not relieve Contractor or Contractor's surety, if any, from its obligation to any unpaid claims.

10. Payment for Medical Care: This provision is required by statute. As required by ORS 279B.230 and to the extent any of Contractor's employees are covered by Oregon employment laws, Contractor shall promptly, as due, make payment to any person, co-partnership, association, or corporation, furnishing medical, surgical, and hospital care or other needed care and attention, incident to sickness or injury, to the employees of Contractor, of all sums that Contractor agrees to pay for such services and all moneys and sums that Contractor collected or deducted from the wages of employees under any law, contract, or agreement for the purpose of providing or paying for such service.

11. Non-Appropriation; Adequate Funding: RSD is prohibited from contracting for services for which it has not received appropriated funds. If payment for work under this Contract extends into RSD's next fiscal year, RSD's obligation to pay for such work shall be subject to approval of future Board of Education ("Board") appropriations to fund this Contract. Moreover, continuation of this Contract at specified levels is specifically conditioned on adequate funding under the RSD's budget adopted in June of each year. RSD reserves the right to adjust the level of services provided for in this Contract in accordance with funding levels adopted by the Board. In the event that the RSD is not adequately funded, or funds are cut back, the RSD reserves the right to cancel all, or part of this contract.

12. Contractor shall fully indemnify, defend, and hold RSD harmless from any claims, actions, demands, judgment, losses, or costs (including attorney fees) directly resulting or arising out of any negligent act or omission by Contractor. This also applies when only RSD is the sole defendant in the action or lawsuit.

13. Contractor warrants to RSD that it/he/she has general liability insurance coverage in excess of $2,000,000 per occurrence, $3,000,000 in the annual aggregate for General Liability and Property Damage, and that Contractor shall maintain such insurance during the term of this agreement or for such longer time as RSD may request at the time of execution hereof. If Contractor will have physical or virtual access to any RSD students, Contractor is also required to provide proof of insurance for Sexual Abuse and Molestation coverage at the same levels required above.

    _____ *Initial if applicable.* Contractor warrants to RSD that it/he/she has professional malpractice insurance coverage for any errors or omissions by Contractor for the type of services being performed under this Agreement, with limits not less than $1,000,000 per occurrence.

    _____ *Initial if applicable.* Motor Vehicle Liability. If Contractor is providing services that require Contractor to transport transport RSD personnel, students, or property, then in addition to any legally required insurance coverage, Contractor shall maintain motor vehicle liability insurance of at least $1,000,000 for each claim, incident, or occurrence.

Certificate of Insurance. Upon RSD request, Contractor shall furnish to RSD a current certificate of insurance for each of the above coverages within 48 hours of RSD request. Each certificate must state the relevant deductible or retention level. For general liability coverage, the certificate must state that RSD, its agents, officers, volunteers, board members, and employees are additional insureds with respect to Contractor's services provided under this Contract. The certificate must specify an additional insured endorsement, and Contractor shall attach a copy of the endorsement to the certificate. If requested by RSD, Contractor shall also provide complete copies of insurance policies to RSD for review.

14. Contractor acknowledges that RSD is a public entity, and that persons or entities contracting with public entities are subject to certain state or federal law, rules, or regulations. To the extent any state or federal law, rule, or regulation is applicable to this Agreement, it is hereby incorporated by reference as if stated herein. It shall be Contractor's responsibility to become acquainted with the applicable laws, rules, and regulations, and Contractor shall indemnify and defend RSD in the event Contractor fails to comply with any applicable state or federal law, rule, or regulation.

15. Contractor acknowledges that RSD is a public entity, and that persons or entities contracting with public entities are subject to certain state or federal law, rules, or regulations. To the extent any state or federal law, rule, or regulation is applicable to this Agreement, it is hereby incorporated by reference as if stated herein. It shall be Contractor's responsibility to become acquainted with the applicable laws, rules, and regulations, and Contractor shall indemnify and defend RSD in the event Contractor fails to comply with any applicable state or federal law, rule or regulation.

16. Successors in Interest. This Contract shall bind and inure to the benefit of the parties, their successors, and approved assigns, if any.

17. No Third-Party Beneficiaries. RSD and Contractor are the only parties to this Contract and are the only parties entitled to enforce its terms. Nothing in this Contract provides any benefit or right, directly or indirectly, to third parties unless they are individually identified by name in this Contract and expressly described as intended beneficiaries of this Contract.

18. Hours of Labor. This provision is required by statute. As required by ORS 279B.020(5), 279B.235(3), and 279C.540(6), for Contractor's employees subject to Oregon employment laws:
    a. Maximum Hours: Employees shall be paid at least time and a half pay for all time worked in excess of 40 hours in any one week and for work performed on Saturdays, Sundays, New Year's Day (Jan. 1), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (first Monday in September), Thanksgiving Day (fourth Thursday in November), and Christmas Day (December 25).
    b. Exemption: The requirements of Section 15(a) do not apply to individuals who are excluded under ORS 653.010 to 653.261 or under 29 U.S.C. 201 to 209 from receiving overtime.
    c. Notice to Employees: Contractor must give notice in writing to its employees who perform work on this Contract, either at the time of hire or before commencement of work on this Contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work.

19. Time Limitation on Claim for Overtime. This provision is required by statute. For Contractor's employees subject to Oregon employment laws and as required by ORS 279C.545, any worker employed by Contractor shall be foreclosed from the right to collect for any overtime provided in ORS 279C.540 unless a claim for payment is filed with Contractor within 90 days from the completion of this Contract, providing Contractor has: (1) Caused a circular clearly printed in boldfaced 12-point type and containing a copy of this section to be posted in a prominent place alongside the door of the timekeeper's office or in a similar place that is readily available and freely visible to workers employed on the work, and (2) Maintained such circular continuously posted from the inception to the completion of this Contract on which workers are or have been employed.

20. Hazardous Materials. Contractor shall notify RSD before using any products containing hazardous materials to which RSD employees, students, or the general public may be exposed. Products containing hazardous materials are those products defined by Oregon Administrative Rules, Chapter 437. Upon RSD request, Contractor must immediately provide Material Safety Data Sheets to RSD for all materials subject to this provision.

21. Errors. Contractor shall perform any and all additional work necessary to correct errors in the work required under this Contract without undue delays or additional cost to RSD.

22. Access to Records; Contractor Financial Records. Contractor agrees that RSD and its authorized representatives are entitled to review all Contractor books, documents, papers, plans, and records, electronic or otherwise ("Records") directly pertinent to this Contract for the purpose of making audit, examination, excerpts, and transcripts. Contractor shall maintain all Records, fiscal and otherwise, directly relating to this Contract in accordance with generally accepted accounting principles so as to clearly document Contractor's performance. Following final payment and termination of this Contract, Contractor shall retain and keep accessible all Records for a minimum of three years, or such longer period as may be required by law, or until the conclusion of any audit, controversy, or litigation arising out of or related to this Contract, whichever date is later.

23. Ownership of Work Products. Contractor agrees that any and all goods or services provided by or developed for RSD are intended as "works made for hire" by Contractor for RSD. As a work made for hire, all work products (including intellectual property) created by the Contractor, as part of Contractor's performance under this Contract shall be the exclusive property of the RSD. If any such work products contain Contractor's intellectual property that is or could be protected by federal copyright, patent, or trademark laws, Contractor hereby grants RSD a perpetual, royalty-free, fully-paid, non-exclusive, and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, and use or re-use, in whole or in part, and to authorize others to do so, all such work products. RSD claims no right to any pre-existing work product of Contractor provided to RSD by Contractor in the performance of this Contract, except to copy, use, or re-use any such work product for RSD use only.

24. Work Performed on RSD Property. Contractor shall comply with the following:
    a. Identification: When performing work on RSD property, Contractor shall be in appropriate work attire (or uniform, if applicable) at all times. If Contractor does not have a specific uniform, then Contractor shall provide identification tags and/or any other mechanism the RSD in its sole discretion determines is required to easily identify Contractor. Contractor and its employees shall (i) display on their clothes the above-mentioned identifying information and (ii) carry photo identification and present it to any RSD personnel upon request. If Contractor cannot produce such identification or if the identification is unacceptable to RSD, RSD may provide, at its sole discretion, RSD-produced identification tags to Contractor, with costs to be borne by Contractor.
    b. Sign-in Required: As required by schools and other RSD locations, each that day Contractor's employees are present on RSD property, those employees must sign into the location's main office to receive an in-school identification/visitors tag. Contractor's employees must display this tag on their person at all times while on RSD property.
    c. No Smoking: All RSD properties are tobacco-free zones; Contractor is prohibited from using any tobacco product on RSD property.
    d. No Drugs: All RSD properties are drug-free zones as enforced by local law enforcement.
    e. No Weapons or Firearms: Except as provided by statute and RSD policy, all RSD properties are weapons- and firearms-free zones; Contractor is prohibited from possessing on its persons or in its vehicles any weapons or firearms while on RSD property.

25. Unsupervised Contact with Students. This provision is required by statute. "Unsupervised contact" with students means contact that provides the person opportunity and probability for personal communication or touch with students when not under direct RSD supervision. As required by ORS 326.603, Contractor shall ensure that Contractor, any subcontractors, and their officers, employees, and agents will have no direct, unsupervised contact with students while on RSD property. Contractor will work with RSD to ensure compliance with this requirement. If Contractor is unable to ensure through a security plan that none of its officers, employees, or agents or those of its subcontractors will have direct, unsupervised contact with students in a particular circumstance or circumstances, then Contractor shall notify RSD before beginning any work that could result in such contact. Contractor authorizes RSD to obtain information about Contractor and its history and to conduct criminal background checks, including fingerprinting, of any Contractor officers, employees, or agents who will have unsupervised contact with students. Contractor shall cause its employees and/or subcontractors, if any, to authorize RSD to conduct these background checks. Contractor shall pay all fees assessed by Oregon Department of Education for processing the background checks. RSD may deduct the cost of such fees from a progress or final payment to Contractor under this Contract, unless Contractor elects to pay such fees directly. If Contractor has unsupervised contact with students, Contractor acknowledges District's obligations related to reporting of child abuse and sexual conduct. If there are reports or allegations of sexual conduct or abuse involving one of Contractor's employees, Contractor agrees to immediately remove that employee from providing services to the District. Contractor will follow District's requests for removal of such employees following a report or allegation. Contractor will cooperate in any investigation being conducted by District, law enforcement, DHS, ODE and/or TSPC. Contractor has received information regarding abuse and sexual conduct and District will provide current information to Contractor on an annual basis.

26. Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Except in very specific circumstances, Contractor shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students or their families that Contractor may learn or obtain in the course and scope of its performance of this Contract. Any redisclosure of confidential student information must be in compliance with the redisclosure laws of FERPA. Contractor is not to redisclose information without prior written notification to and written permission of RSD.

27. Security. Any disclosure or removal of any RSD matter or property by Contractor shall be cause for immediate termination of this Contract. Contractor shall bear sole responsibility for any liability including, but not limited to, attorney fees resulting from any action or suit brought against RSD because of Contractor's willful or negligent release of information, documents, or property contained in or on RSD property. RSD hereby deems all information, documents, and property contained in or on RSD property privileged and confidential.

28. Employee Removal. At RSD's request, Contractor shall immediately remove any Contractor employee from all RSD properties in cases where RSD in its sole discretion determines that removal of that employee is in RSD's best interests.

29. Remedies. In case of Contractor breach of this Contract, RSD shall be entitled to any other available legal and equitable remedies. In case of RSD breach, Contractor's remedy shall be limited to termination of the Contract and receipt of Contract payments to which Contractor is entitled.

30. Controlling Law; Venue. The parties agree that Oregon law will govern any dispute related to this Contract, and any litigation arising out of the Contract shall be conducted in courts located in Multnomah County, Oregon.

31. Amendments; Renewal. Any amendments, consents to or waivers of the terms of this Contract must be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.

32. Counterparts. The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.

33. Entire Agreement. When signed by both parties, this Contract (and any attached exhibits) is their final and entire agreement. As their final and entire expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.

34. Notices. All notices or demands of any kind required or desired to be given by RSD or Contractor must be in writing and shall be deemed delivered upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the addresses herein.

35. This contract may be terminated by either party with a 30-day written notice. The RSD can immediately terminate the Agreement if the Contractor and/or any of the Contractor's employees or agents endanger the health or safety of RSD students or employees.

36. Standards. Contractor shall meet the highest standards prevalent in the industry or business most closely involved in providing the appropriate goods or services.

37. Performance. Should the Contractor fail to perform the scope of work or meet the performance standards of the RFP and/or contract, the Contracting Agency may (a) reduce or withhold payment under the contract, (b) require the Contractor to perform, at the Contractor's expense, any additional work necessary to perform the scope of work to meet the performance standards established under the contract, and/or (c) to declare a default of the resulting Contract, to terminate the resulting Contract, and to seek damages and other relief available under the resulting Contract and/or applicable law.

IN WITNESS WHEREOF, the parties do execute this Agreement, and except as provided above, the undersigned warrant to the other that they are executing this agreement pursuant to authority.

Reynolds School District #7	**Contractor**
	Steven Schneider Digitally signed by Steven Schneider Date: 2021.03.18 15:10:05 -07'00'
Signature of Superintendent or Authorized Signer	Signature of Contractor
	IES Communications, LLC
Printed Name	Contractor Name
	Steven Schneider, Legal Director
Title	Contractor Title
	March 17, 2021
Date Signed	Date Signed

Review required for final authorization

Signature of Program Director	Date Signed
Signature of Site Manager	Date Signed

☑ **Account code for applicable charges** 252.2660.0480.041.054.000
(Required for revenue, expense, and pass-through funds)

☑ Board approval required if estimated charges exceed $150,000 Board approval date: 3/31/21

☐ Background check completed (required if in direct contact with students)

☑ Certificate of insurance provided

REYNOLDS SCHOOL DISTRICT #7

WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM FOR COVID-19

This WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM (herein referred to as the "Addendum") amends the terms of the Agreement between Contractor and the Reynolds School District #7. All terms of the Agreement are incorporated herein by this reference.

The novel coronavirus ("COVID-19"), has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. As a result, federal, state, and local governments and federal and state health agencies have provided orders, regulations, and guidance regarding COVID-19.

COVID-19 Liability. Contractor understands the hazards of COVID-19 and is familiar with the Centers for Disease Control Prevention ("CDC") guidelines and federal, state, and local orders regarding COVID-19. Contractor acknowledges that it understands the circumstances regarding COVID-19 and will take all necessary precautions as provided by the CDC and federal, state, and local governments. Contractor shall indemnify, defend, and hold harmless Reynolds School District #7 from and against any and all claims, demands, lawsuits, judgments, losses, or expenses of any nature arising out of Contractor's failure to follow the CDC, federal, state, or local orders or guidance regarding COVID-19 and that leads to, directly or indirectly, the infection of COVID-19 or any other illness or injury related to COVID-19.

COVID-19 Termination. Reynolds School District #7 may terminate this Agreement immediately and without notice if it is found that Contractor has failed to follow any regulations, orders, or guidance as provided by the CDC and federal, state, and local governments.

Force Majeure. Neither Reynolds School District #7 nor Contractor shall be responsible for delay, default, or termination of contract caused by any contingency beyond their control, including, but not limited to: war or insurrection (whether declared or not); plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including, but not limited to quarantine or other restrictions as directed by state or federal government; compliance with any law or governmental order, rule, regulation or direction; strikes or lockouts by the Parties' own employees; walkouts by the Parties' own employees; fires; natural calamities; riots; or requirements of governmental agencies.

Reynolds School District #7	**Contractor**
	Steven Schneider Digitally signed by Steven Schneider Date: 2021.03.18 15:10:20 -07'00'
Signature of Superintendent or Authorized Signer	Signature of Contractor
	IES Communications, LLC
Printed Name	Contractor Name
	Steven Schneider, Legal Director
Title	Contractor Title
	March 17, 2021
Date Signed	Date Signed

Request for Proposal
RFP # 2021 E-Rate RSD7 Cat 6 Station Cable – Fiber - Access Switches

ISSUE DATE: January 5, 2021
QUESTION DEADLINE: January 22, 2021
Mandatory Walk-through: January 18, 2021
CLOSING DATE: February 3, 2021
CLOSING TIME: 2:00 PM, Pacific Time

Request for Proposal
RFP # 2021 E-Rate RSD7 Cat 6 Station Cable – Fiber - Access Switches

A. NOTICE OF REQUEST FOR PROPOSAL (RFP)

The Reynolds School District 7 (RSD7) is inviting proposals from qualified individuals, firms, partnerships, corporations, associations, or professional organizations (bidders) for proposals and quotes to:

1. Supply and install Category 6 cabling in 13 of our school buildings
2. Supply and install single mode fiber cabling in 5 of our school buildings
3. Supply access layer network switches

Partial RFP bid responses will be accepted. Bidders may respond to any number of the above proposals.

The responses and deliverables must be in compliance with all applicable state and federal regulations, in addition to the performance standards described below. Any bidder must be an eligible service provider willing to complete the necessary communications and paperwork associated with the E-rate program using the SPI billing method.

B. PROPOSAL SUBMITTAL

All responses must be received by 2:00 pm, February 3, 2021

All proposals shall be firm offers subject to acceptance by RSD7 and may not be withdrawn for a period of 90 calendar days following the last day to submit bids. Proposals may not be amended once submitted to RSD7, except as permitted by RSD7.

It is the sole responsibility of the person submitting the proposal to ensure that it is delivered on time. Any proposal submitted after the deadline will not receive consideration.

To submit a response to this request please email one (1) electronic copy to Lauren Tonn, Procurement, Contracts and Accounting Specialist via e-mail address contracts@rsd7.net. The email must be clearly marked with the bidder's name/identification and the subject must be the words:

"PROPOSAL RESPONDING TO RFP # 2021 E-Rate RSD7" and the portion of the RFP for which the response is addressing: Cat 6 Station Cable, Fiber, and/or Access Switches

The proposals will be opened publicly by electronic means as allowed by the law.

RSD7 shall not be responsible for, nor accept as a valid excuse a late proposal delivery, any delay in email service.

FOR YOUR CONVENIENCE:
An electronic copy of this RFP can be accessed via Reynolds School District website.

URL: https://www.reynolds.k12.or.us/rfps.

C. QUESTIONS, POSSIBLE ADDENDUMS AND WITHDRAWAL OF PROPOSALS

For questions or comments regarding this RFP process or the RFP documents, please submit your questions or comments in writing. You may submit requests for information and/or clarification in writing until 2:00 pm January 22, 2021. Questions must be sent to Lauren Tonn, Procurement, Contracts and Accounting Specialist via e-mail address contracts@rsd7.net. RSD7 shall not be obligated to answer any questions received after the above-specified deadline or any questions submitted in a manner other than as instructed above.

RSD7 will respond in writing to all questions. All answers will be provided as a numbered questions and answer document, for example, RFP Q&A #1 and posted at https://www.reynolds.k12.or.us/rfps.

If it becomes necessary for RSD7 to revise any part of this RFP, or to provide clarification or additional information after the documents are released, updates will be posted at https://www.reynolds.k12.or.us/rfps.

RSD7 shall not, under any circumstance, be liable for any pre-contractual expenses incurred by potential contractors, and potential contractors shall not include any such expenses as part of their RFP. Pre-contractual expenses are defined as any expenses incurred by a potential contractor in: (1) preparing its proposal in response to this RFP; (2) submitting that proposal to RSD7; (3) negotiating with RSD7 any matter related to this RFP, including a possible contract; or (4) engaging in any other activity prior to the effective date of award, if any, of a contract resulting from this RFP.

Withdrawal of Proposal: Any proposer may withdraw a proposal, either personally or by written request at any time prior to the scheduled closing time for receipt of proposals.

To withdraw your proposal, contact Lauren Tonn, Procurement, Contracts and Accounting Specialist via e-mail address contracts@rsd7.net.

D. GENERAL INSTRUCTIONS

1. **Scope of Contract**. To replace some of our existing category 5 station cabling with category 6 cabling, to install and extend single mode fiber to new MDF or IDF locations, and/or provide access layer network switches.

A. Station Cabling Instructions

1. Vendor must provide new cabling and installation equivalent in functionality and performance and in the quantity requested in the specifications below.
2. Vendor must provide, install, terminate, and test green Category 6 cable between patch panels in telecom rooms to the network jacks in locations specified at the specified schools.
3. All work not found in conformance with the intent of the proposal shall be repaired promptly at no additional charge to RSD7.

a. Station Cabling Specifications

i. Existing Cat5/Cat5e network cabling will be decommissioned and removed
ii. New plenum rated green category 6 cable will be installed to all network jack locations from the corresponding telecom room in the specified schools.
iii. All Category 6 cable with be green and a minimum of 24 AWG.
iv. Vendor will provide green RJ45 wall jacks that fit into existing Panduit wall plates where plates exist, provide new wall plates where they do not already exist, and rack mounted modular patch panels in locations where existing patch panels are full.
v. Vendor will provide Panduit modular 24-port or 48-port patch panels or equivalent compatible when there are not enough existing patch panels to terminate the new cables.
vi. Vendor will provide 6", 1', or 5' as length needed, green Cat6 patch cables to be used between each new data port and the network switches
vii. All wall plates and patch panels will be labeled according to our existing labeling scheme.
viii. All equipment must be in new condition. No refurbished or used equipment will be accepted.
ix. All Category 6 cable paths shall be tested at each jack for the following parameters and meet the requirements imposed by the ANSI/TIA/EIA 568-C building wiring and the manufacture's written specification
x. The following types of conduit are approved for interior uses:
xi. Rigid galvanized conduit, zinc coated and manufactured in accordance with UL-6
xii. Intermediate Metal Conduit (IMC), zinc coated galvanized steel to comply with UL-1242, Type J and ANSI Standards
xiii. Electrical Metallic Tubing (EMT), zinc-coated steel to comply with UL-797

xiv. Liquid tight flexible metal conduit, zinc steel core with smooth gray abrasion resistant, liquid tight, polyvinyl chloride covering (with integral ground wire wound in steel core), to comply with UL360

xv. Flexible metal conduit (if approved, see below), to comply with UL360

xvi. The vendor will install quantity shown below Category 6 cables at each of the following schools:

- Glenfair ES – 1 relocated MDF, 400 new cable runs
- Hartley ES – 1 relocated IDF, 300 new cable runs
- Margaret Scott ES – 1 relocated MDF, 250 new cable runs
- H.B. Lee MS – 500 new cable runs
- Walt Morey MS – 460 new cable runs
- Reynolds MS – 1 IDF Relocation, 630 new cable runs
- Reynolds HS – 750 new cable runs
- Alder ES – 330 new cable runs
- Davis ES – 290 new cable runs
- Salish Ponds ES – 450 new cable runs
- Woodland ES – 300 new cable runs
- Sweetbriar ES – 330 new cable runs
- RLA-W – 180 new cable runs

B. Fiber Installation Instructions

1. Three MDF/IDF fiber locations are being moved to a new location within the building.
2. Existing 12 strand single mode fiber cabling should be extended to the new MDF/IDF locations within the school building. This will require splicing into existing fiber terminations and installation of new fiber cable to extend the fiber optic cabling to the new location.

a. Fiber Specifications

i. All fiber will be at least 12-strand OS1.

ii. All fiber runs will include two breakout panels (one at each end).

iii. All breakout panels will be compatible with existing BEJED FDUs.

iv. All connectors will be LC type.

v. All field terminated intra-building fiber cables shall be installed within 1" orange inner duct and/or utilize armored fiber optic cable. Fiber shall be tight buffer and jacket ratings shall be suitable for application.

vi. All fiber strands shall be tested using OTDR equipment to a maximum loss of 1.0 dB/km on 1310 and 1550 nm. Any strands failing tests should be repaired or replaced at no additional cost. Testing results should be made available to RSD7 at the time of job completion.

vii. All equipment must be in new condition. No refurbished or used equipment will be accepted.

viii. Fiber shall be tight buffer and jacket ratings shall be suitable for application. The fiber will meet the specifications listed in ANSI/TIA-568-C.3 and the transmission performance parameters listed in Table 1.

ix. Any factory assembled fiber trunk assemblies used shall be terminated with MPO type connectors. MPO shall plug directly into factory assembled fiber cassettes that present a duplex “LC” connector

x. In all cases, fiber will be certified to perform at or better than the values listed in Table 1 (below).

Optical fiber cable type	Wavelength (nm)	Maximum attenuation (dB/km)
Single mode	1310	1.0
Single mode	1550	1.0

Table 1 - Fiber Optic Performance

xi. Equally important is the pathway specified. When need arises to replace medium of any type the better the pathway the easier the replacement. Specifying a multi-channel pathway by means of innerduct, cell type material, or tubes facilitating blown fiber is highly recommended and should be included to allow for installation of new media without having to remove the existing media wherein at possible.

xii. The following schools will be included in this work:

Glenfair E.S.	Extend 24 strands SMF to new MDF location – Install new 12 strand SMF to Library
Margaret Scott E.S.	Extend 12 strands SMF to new MDF location
Reynolds M.S.	Extend 12 strands SMF to new IDF location

C. Access Switches Instructions

1. Replace some existing Cisco 2960 access layer switches that do not support PoE++ and Multi-Gigabit ethernet connections to support additional Wi-Fi bandwidth. All network switches quotes should not include installation or configuration services. Installation and configuration to be performed by Reynolds staff and delivered to the Technology Services office.

2. Vendor must provide Access Layer Switches equivalent in functionality and performance and in the quantity requested below.

a. Access Switch Specifications

i. Dell Networking N2248PX-ON or equivalent
ii. All equipment must be in new condition. No refurbished or used equipment will be accepted
iii. Each access layer switch should have at least two redundant, hot swappable 120/240v AC power supplies
iv. Each access layer switch will have 1440W or more PoE+ on all ports
v. Each access layer switch must have 2 or more SFP+ uplink ports
vi. Each access layer switch will have at least 48 Copper Ethernet Multi-Gigabit Ports supporting 10mbps, 100mbps, 1000mbps, 2.5Gbps or more
vii. Supports the following, at minimum, the following networking protocols: LLDP, QoS, LACP, Spanning Tree (STP, MSTP, RSTP), 802.1Q, SNMP, SSH, VLAN, 802.1X, 802.3at PoE+, Multicast
viii. Individual switches can be stacked together using stacking cables to act as one managed switch “stack”, supporting at least 9 individual switches per stack
ix. Equipment must support ingress/egress QoS/CoS traffic classification, marking, policing, queuing, and shaping for DSCP and/or IP Precedence based traffic prioritization
x. Equipment pricing must include appropriate licenses to use all ports and “LAN Base” for use with full Layer 2 switching features, QoS, remote management, and stacking features
xi. Equipment pricing must include any required stacking modules, 10G uplink modules, and stacking cables
xii. Manufacturer provided lifetime hardware warranty

b. Quantity

i. The following quantiles will be needed (note delivery will be to district central office and will be installed by district staff: **73 Dell Networking N2248PX-ON switches or equivalent, stacking modules, licenses, stacking cables.**

For Documenting purposes only:

School	Quantity	Model or equivalent
Reynolds HS	8	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Alder ES	7	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Davis ES	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Glenfair ES	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Hartley ES	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
H.B. Lee MS	6	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
M. Scott ES	6	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
W. Morey MS	6	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
RLA-W	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Reynolds MS	6	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Salish Ponds ES	10	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Sweebriar ES	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables
Woodland ES	4	Dell Networking N2248PX-ON or equivalent, stacking modules, licenses, stacking cables

1.2 Warranties All warranties by Vendor and manufacturer on both products and labor must be specified in the proposal. The Vendor's warranties shall commence with acceptance of/or payment for the work in full. Minimum acceptable warranty on hardware, parts, and labor is 3 years except for Access Layer Switches, which is lifetime.

1.3 Service. The Vendor must provide terms of service should repair become necessary and the work and materials needed that are not covered under warranty.

1.4 Vendor Site Visit. Station Cabling and Fiber Vendors are required to attend a mandatory walk-through tour and Q&A session to be conducted on the date and time listed below.

IMPORTANT NOTICE: Station Cabling and Fiber RFP Bidders Must Attend a Mandatory Walk-through Tour: January 18, 2021; 9:30 AM to 4:30 PM. Participation in a walk-through tour is required in order to be eligible to submit a Proposal to this RFP. Participants can be assured that social distancing and mask mandates will be adhered to during this walkthrough in accordance with ODE/OHA guidelines.

2.0 Evaluation Methodology

Vendor is expected to be thoroughly familiar with any rules or regulations required for the E-rate program. Each proposal will be evaluated based on criteria and priorities as defined by RSD7, who will choose the submission that, taken as a whole, and in RSD7's sole opinion, is in the best interest of the organization. Proposals should address the evaluation criteria itemized below.

The evaluation criteria include, but are not necessarily limited to, the following:

- Price for all parts, labor, design, project management, programming, and shipping and handling.
- The proposal's alignment with the desired solution as described in section 1, above.
- Vendor to provide at least one customer reference that can speak to the quality of their work as it relates to this project.

2.1 Evaluation Criteria

- Price – 40%
- Meeting required specifications – 30%
- Compatibility with Existing Systems – 15%
- Customer Reference Evaluation – 10%
- Prior Experience with District – 5%

3.0 Response to Request for Proposal. Response to Request for Proposal to receive consideration shall be made in accordance with the following instructions:

A. Items not eligible for reimbursement under E-rate must be itemized in the bid.

B. The price must be separated by schools as well as totaled for all schools.

C. Include, at least one customer reference that can speak to the quality of their work as it relates to this project.

D. Service Provider must provide a Service Provider Identification Number (SPIN) and meet all other qualifications for "Service Providers" as defined by USAC (http://www.usac.org/sl/service-providers/default.aspx).

E. Response to Request for Proposal shall be delivered to District, on or before the day and hour set for the receipt of Response to Request for Proposal and bearing the name of the Responding Contractor. Any Response to Request for Proposal received after the scheduled closing time for receipt of Response to Request for Proposal shall be returned to the Responding Contractor unopened.

4.0 Withdrawal of RFP. Any Responding Contractor may withdraw his/her RFP, either personally or by written request, at any time prior to the scheduled closing time for receipt of Response to Request for Proposal. However, a Responding Contractor is prohibited from responding again on the same work after withdrawing his/her RFP.

5.0 Agreement. The form of agreement for the Contract, which the successful Responding Company (the bidder), as Contractor, will be required to execute will include this RFP and the Supplementary General Conditions on page 20. The contract that will be executed will include these and other Contract documents.

6.0 Addenda. Any addenda or bulletins issued during the time of RFP issuance, or forming a part of the documents furnished for the preparation of RFP, shall be covered in the RFP and shall be made a part of the contract. Failure to acknowledge receipt of all addenda on the proposal response page 10 or to include all addenda with the RFP proposal documents may be sufficient cause for rejecting the submitted proposal.

7.0 Opening of Response to Request for Proposal. At the time and place set forth for the opening and reading of Response to Request for Proposal, each and every RFP received prior to the scheduled closing time for receipt of Response to Request for Proposal will be publicly opened via electronic means as allowed by the law. Responding Contractors or their representatives and other interested persons may be present at the opening of Response to Request for Proposal via electronic means. No award will be made at this time.

8.0 Award or Rejection of Response to Request for Proposal. The contract will be awarded at District's sole discretion. District reserves the right to reject any or all Response to Request for Proposal and/or waive any RFP informality. It is the intent of the District to award Contract(s) either "individually", "as a whole" or "in any combination", whichever would be in the best interest of the District. Award is contingent upon timely compliance with all RFP conditions and specifications, and negotiations. Pursuant to ORS 279B, the District reserves the right to award a Contract to the qualified responder(s) whose proposal meets the evaluation standards and will be most advantageous to the school district with price and all other factors considered, or to reject all Response to Request for Proposals, whichever is in the best interest of the District. The district further reserves the right to award RFP items on an individual per line-item basis to one or more Responses, whichever is in the best interest of the district. The successful Responder(s) will be notified in the event of an award.

9.0 Inspection of Responding Contractor's Facility. As part of the District's evaluation process, the District reserves the right to inspect the facilities of the Responding Contractors prior to award of the contract. If representative(s) of the District determine after such inspection that the Contractor may not be capable of providing proper and satisfactory service/product to the District, the Contractor may not be considered for an award. Additionally, the District reserves the right to inspect the Contractor's facility during the contract period, any time during normal business hours upon prior notice. Responding Contractor may also be required to show evidence of their ability to furnish standard material from identified manufacturer. The District will make these contacts as a verification of availability and may act as sole judge as to the responsiveness; and therefore, the Contractors' available facility.

10.0 Contractor's Past Performance. A Contractor may be ruled "Non-Responsive"/ "Non-Responsible" based upon Contractor's unacceptable past performance which may include but not

limited to: constant late/non deliveries, constant partial deliveries, delivery of wrong materials, products not meeting specification, providing incorrect prices, invoicing problems, default, etc.

11.0 Contractor Qualifications. In order to be considered for an award, the Contractor shall meet the following requirements:

A. The Contractor shall be required to verify that they have been "In The Business" of providing this type of equipment/services for a minimum period of three (3) consecutive years.

B. The successful bidder will be responsible for qualifying for and adhering to the Federal E-rate program.

12.0 Conflict of Interest. By its signature hereunder, Contractor certifies that no District employee whose position in the District's service enable him/her to influence any award of your offer or any competing offer and no District employee, spouse or economic dependent of such employee, shall have any direct financial interest in any transaction resulting from this request for proposal. If such conflict exists, the Contractor will notify the District in writing.

13.0 If Bidder Protest. Any bidder who submitted a proposal to the District may file a protest provided that each and all of the following are complied with:

13.1 The protest is in writing;
13.2 The protest is filed and received by the District's Chief Financial Officer or designee not more than three (3) calendar days following the date of the District's selection of the apparent lowest responsible bidder;
13.3 The written protest sets forth, in detail, all grounds for the protest, including without limitation all facts, supporting documentation, legal authorities and argument in support of the ground for the protest; any matters not set forth in the written protest shall be deemed waived. All factual contentions must be supported by competent, admissible and credible evidence.

Any protest not conforming to the foregoing shall be rejected by the District as invalid. Provided that a protest is filed in strict conformity with the foregoing, the District's Chief Financial Officer, Christina Weinard, or such individual(s) as may be designated in his/her discretion, shall review and evaluate the basis of the protest, and shall provide a written decision to the bidder submitting the protest concurring with or denying the protest. The District's written decision shall be final and not subject to reconsideration or appeal. No bidder shall seek judicial relief, in any form, relative to the District's intent to award the Contract, or the protest thereof, unless the foregoing protest procedure has been strictly and timely complied with by the bidder. The issuance of a written decision by the District shall be an express condition precedent to the institution of any legal proceeding relative to the proposal process, the District's intent to award the Contract, or the District's determination to reject all proposals.

14.0 TERM OF CONTRACT. Any contract will be contingent upon the approval of E-Rate funding and governing board approval. The Universal Service discount mechanism for schools and libraries, commonly known as the E-Rate program, administered by the Universal Service Administrative Co. (USAC) for the Federal Communications Commission will fund a portion of this RFP. This proposal will be funded only if approved by USAC and if USAC appropriates the funds. Term of this agreement shall be July 1, 2021 through June 30, 2022. RSD7 reserves the right to extend the contract annually for up to four (4) additional years; not to exceed a total of five (5) years. In addition, the district reserves the right to fund, (proceed with project or purchase) or not to fund, regardless of E-rate approval.

The Contract is expected to begin on or about 7/1/2021 and extend to 6/30/2022.

RFP FORM A **<u>This form is required to be submitted with each proposal.</u>**

TO: REYNOLDS SCHOOL DISTRICT 7, an Oregon School District, acting by and through its Board of Education ("District"), 1204 NE 201st, Fairview, OR 97024

RE: **PROPOSAL RESPONDING TO RFP # 2021 E-Rate RSD7 and the portion of the RFP for which the response is addressing: Cat 6 Station Cable, Fiber, and/or Access Switches**

FROM:

IES Communications – Spin Number: 143034132

9500 SW Tualatin-Sherwood Rd – Tax ID: 16-1664197

Tualatin, OR 97062

503.810.0300

Nick.Becker@iescomm.com

X Nick Becker

Nick Becker
Account Manager

Nick Becker – Account Manager – February 3rd, 2021

and the portion of the RFP for which the response is addressing: Cat 6 Station Cable, Fiber, and/or Access Switches
RFP Proposal Amount (for each).
Write out the total amount of your proposal.
Numeric Proposal Amount: $_____
Written Proposal Amount: _____
In the event of a conflict between the written and numeric version of the proposal, the <u>written</u> will prevail.

For Station Cabling: See IES Customer Pricing Breakdown

School	Need	Cost of Materials	Labor	Total	Cost Per Cable Run
Glenfair ES	1 relocated MDF, 400 new cable	$ 31,263.58	$ 68,179.62	$ 100,185.70	$ 250.46
Hartley ES	1 relocated IDF, 300 new cable runs	$ 24,243.49	$ 53,155.22	$ 78,141.21	$ 260.47
Margaret Scott ES	1 relocated MDF, 250 new cable runs	$ 20,264.90	$ 45,232.67	$ 66,240.07	$ 264.96
H.B. Lee MS	500 new cable runs	$ 38,137.90	$ 83,247.59	$ 122,128.00	$ 244.26
Walt Morey MS	460 new cable runs	$ 35,139.84	$ 77,540.25	$ 113,422.60	$ 246.57
Reynolds MS	1 IDF Relocation, 630 new cable runs	$ 47,813.69	$ 107,231.53	$ 155,787.72	$ 247.28
Reynolds HS	750 new cable runs	$ 56,216.66	$ 125,828.52	$ 182,787.67	$ 243.72
Alder ES	330 new cable runs	$ 27,448.45	$ 57,463.98	$ 85,654.93	$ 259.56
Davis ES	290 new cable runs	$ 27,586.88	$ 55,761.00	$ 84,090.38	$ 289.97
Salish Ponds ES	450 new cable runs	$ 29,276.18	$ 67,165.53	$ 97,184.21	$ 215.96
Woodland ES	300 new cable runs	$ 23,795.61	$ 52,370.94	$ 76,909,05	$ 256.36
Sweetbriar ES	330 new cable runs	$ 25,950.78	$ 56,736.98	$ 83,430.26	$ 252.82
RLA-W	180 new cable runs	$ 15,443.00	$ 36,116.78	$ 52,302.28	$ 290.57
	TOTAL	**$ 412,233.47**	**$ 886,030.61**	**$ 1,298,246.08**	Avg./Run
					185ft

For Fiber: See IES Customer Pricing Breakdown for all (5) schools

School	Need	Cost of Materials	Labor	Total	Cost Per Fiber Run
Glenfair E.S.	Extend 24 strands SMF to new MDF location – Install new 12 strand SMF to Library	$ 3,504.90	$ 4,140.00	$ 7,644.90	
Margaret Scott E.S.	Extend 12 strands SMF to new MDF location	$ 553.67	$ 1,812.90	$ 2,366.57	
Reynolds M.S.	Extend 12 strands SMF to new IDF location	$ 421.33	$ 942.20	$ 1,363.53	
	TOTAL				Avg./Fiber

For Switches: No Bid

Switch Cost	Licensing	Warranty	Cables	Other	Total	Extended Cost x 73

i. Dell Networking N2248PX-ON or equivalent

Yes	No	Partly	Comments

ii. All equipment must be in new condition. No refurbished or used equipment will be accepted

Yes	No	Partly	Comments

iii. Each access layer switch should have at least two redundant, hot swappable 120/240v AC power supplies

Yes	No	Partly	Comments

iv. Each access layer switch will have 1440W or more PoE+ on all ports

Yes	No	Partly	Comments

No Bid

v. Each access layer switch must have 2 or more SFP+ uplink ports

Yes	No	Partly	Comments

vi. Each access layer switch will have at least 48 Copper Ethernet Multi-Gigabit Ports supporting 10mbps, 100mbps, 1000mbps, 2.5Gbps or more

Yes	No	Partly	Comments

vii. Supports the following, at minimum, the following networking protocols: LLDP, QoS, LACP, Spanning Tree (STP, MSTP, RSTP), 802.1Q, SNMP, SSH, VLAN, 802.1X, 802.3at PoE+, Multicast

Yes	No	Partly	Comments

viii. Individual switches can be stacked together using stacking cables to act as one managed switch "stack", supporting at least 9 individual switches per stack

Yes	No	Partly	Comments

ix. Equipment must support ingress/egress QoS/CoS traffic classification, marking, policing, queuing, and shaping for DSCP and/or IP Precedence based traffic prioritization

Yes	No	Partly	Comments

x. Equipment pricing must include appropriate licenses to use all ports and "LAN Base" for use with full Layer 2 switching features, QoS, remote management, and stacking features

Yes	No	Partly	Comments

xi. Equipment pricing must include any required stacking modules, 10G uplink modules, and stacking cables

Yes	No	Partly	Comments

xii. Manufacturer provided lifetime hardware warranty

Yes	No	Partly	Comments

RFP FORM B
CERTIFICATION

This form is required to be submitted with your proposal.

I certify that I have read Request for Proposal #2021 E-Rate RSD7 Station Cabling and the instructions for submitting an RFP. I further certify that I must **email one (1) electronic copy to** contracts@rsd7.net of the firm's proposal in response to this request and that I am authorized to commit the firm to the proposal submitted.

In submitting this Request for Proposal, the undersigned acknowledges receipt of all Addendums issued by or on behalf of the District, as set forth below. The undersigned further confirms that this Request for Proposal incorporates and is inclusive of, all items or other matters contained in Addendums_____(if any) issued. The **Addendum Nos._____received, acknowledged and incorporated into this Request for Proposal are noted above.** The undersigned hereby proposes and agrees to furnish and deliver the goods or services as quoted in accordance with the terms, conditions, specifications, and prices herein quoted.

Signature	Tom Emma Typed or Printed Name
Vice President of Finance Title	IES Communications, LLC Company
2801 South Fair Lane Tempe, AZ 85282 Address	Address
480.379.6237 Telephone	Fax
2/03/2021 Date	tom.emma@iescomm.com E-Mail

If you are responding as a corporation, please place your corporate seal in the space below:

BID FORM C **<u>This form is required to be submitted with your proposal, if applicable.</u>**

SUBCONTRACTORS LIST

The following is a list of the subcontractors that will be used in the work if the Proposer is awarded the contract, and no subcontractor not listed below will be used without the written approval of the Reynolds School District 7. Additional numbered pages outlining this portion of the Proposal may be attached to this page. NOTE; Subcontractor's address, telephone number, license number, and expiration date information may be omitted from this form but MUST be submitted within twenty four hours; (1) working day, following the opening of Proposals. Subcontractor's name, city of location, and type of work must be stated on the Proposal enclosed in the sealed envelope.

Proposer Name

SUBCONTRACTORS LIST All subcontractors in excess of ½ of 1% of total Proposal must be listed

<table>
<tr><td colspan="2">SUBCONTRACTOR:</td><td rowspan="3">TYPE OF WORK:

Phone: ( )</td></tr>
<tr><td colspan="2">Location/Address:</td></tr>
<tr><td>LICENSE NO.:</td><td>Expiration Date:
/ /</td></tr>
<tr><td colspan="2">SUBCONTRACTOR:</td><td rowspan="3">TYPE OF WORK:

Phone: ( )</td></tr>
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<tr><td colspan="2">SUBCONTRACTOR:</td><td rowspan="2">TYPE OF WORK:

Phone: ( )</td></tr>
<tr><td colspan="2">Location/Address:</td></tr>
</table>

A. The implementation of this RFP is contingent on E-rate funding. Any contract will be contingent upon the approval of E-Rate funding and governing board approval. The Universal Service discount mechanism for schools and libraries, commonly known as the E-Rate program, administered by the Universal Service Administrative Co. (USAC) for the Federal Communications Commission will fund a portion of this RFP. This proposal will be funded only if approved by USAC and if USAC appropriates the funds. Term of this agreement shall be July 1, 2021 through June 30, 2022. The Reynolds School District 7 reserves the right to extend the contract annually for up to four (4) additional years; not to exceed a total of five (5) years. In addition, the district reserves the right to fund, (proceed with project or purchase) or not to fund, regardless of E-rate approval.

B. The agreed liquidated damages provision established in Article 4 of the General Conditions is Not Applicable on this Requirements Contract.

C. Vendor will provide performance bond within 10 days of being awarded the contract.

D. Insurance. Within 10 days after notification of award, the vendor shall furnish to the Reynolds School District #7 a Certificate of Insurance showing compliance within the following limitations: 1) The Vendor agrees to comply with the provisions of Worker's Compensation Laws of the State of Oregon.

E. The Bidder's Federal Tax ID # and W-9 form are required for payment of invoices.

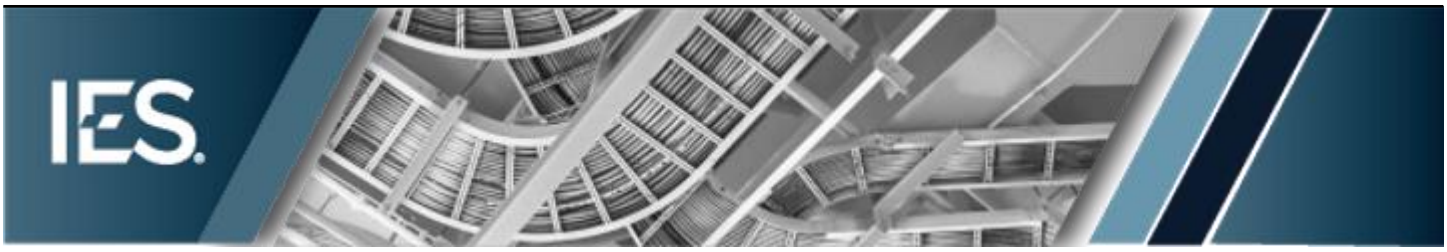
F. The number of Contract Agreements to be fully executed is to be four (4) sets. This allows one (1) original to be provided to the awarded bidder. There are no drawings to be furnished on this RFP. The RFP specifications and addendums are available online.

Nick Becker
Nick.Becker@iescomm.com

www.iescomm.com

Reynolds School District

216464 - RSD7 Station Cabling and Fiber RFP
3/18/2021



CLIENT

Reynolds School District

Lauren Tonn

1204 NE 201st Ave

Fairview, OR 97024

Quote Date: 3/18/2021

Web ID: 216464

Site Code:

Project: RSD7 Station Cabling

BACKGROUND:

IES Communications (IES) is pleased to submit for your review and approval the following proposal. Please feel free to contact us with any questions you might have during your review. The following is an outline of IES's proposal.

MANAGEMENT QUALITY ASSURANCE:

IES's plan for ensuring quality in the project starts with our pre-installation review. From the initial exchange of information concerning the project, an engineered and documented installation package has been constructed as part of the response process.

OVERVIEW:

IES shall install a Structured Cabling Solution for approximately (5,170) CAT6 CMP rated cables to various workstation outlets as indicated on specified drawings. All cabling installed shall be in compliance with the ANSI/TIA/EIA 568-B Commercial Building Telecommunications Cabling Standards. This proposal is based on customer provided drawings Reynolds Closets and High Level Network Layout, Reynolds RFP and a site jobwalk on 1/18/2021. Work hours have been priced for normal business hours 7am - 3:30pm.

Scope of Work

Horizontal Cabling

The following structured cabling scope consists of a standard RSD7 structured cabling plant comprised of Pan/Gen Cabling & Components in accordance with the provided bid documents Reynolds RFP and Reynolds Closets and HighLevel Network Layout

Provide and install (5170) new segments of Pan/Gen Category 6 plenum rated 4-Pair UTP Cables (green) from the IDF low voltage wiring rack to each outlet location/type shown on the drawings, within existing and new J-Hooks pathways provided by IES.

The new segments of CAT6 cables will be terminated onto Panduit Category 6 jacks at the workstations/devices. Green jacks will be installed on all standard locations. The jacks will be installed into either a flush mount faceplate or surface mount modules as required. In the MDF/IDF the new cable segments will be terminated onto Category 6 modular green jack and land onto a modular 48-Port patch panels.

Please refer to the table below showing the cable counts per schools:

CAT6 CABLE OUTLET TYPES & QUANTITIES						
Schools	CAT6 Cables					
Glenfair ES	400					
Hartley ES	300					
Margaret Scott ES	250					
H.B. Lee MS	500					
Walt Morey MS	460					
Reynolds MS	630					
Reynolds HS	750					
Alder ES	330					
Davis ES	290					
Salish Ponds ES	450					
Woodland ES	300					
Sweetbiar ES	330					
RLA-W	180					
						Total Cables
Total Cables Counts:	5170					5170

HORIZONTAL CABLING NOTES:

Pull string and/ or ropes will be left along all cable routes, to include conduits and sleeves, to facilitate the future installation of additional cables.

Conduits and sleeves will not surpass the 40% fill ratio at any time.

Install fire barrier material into all sleeves, conduits, and other penetrations created for the purpose of distributing the horizontal cabling. The barrier material shall be installed so that the final penetration has the same fire rating as the original wall/ floor.

All cables provided under this scope of work will be labeled at both ends of the cable segment, in accordance with ANSI/TIA-606 Administration Standards.

All workstation outlets, faceplates, and enclosures will be labeled with a computer- generated, adhesive backed labels.

All patch panels will be labeled with permanent computer-generated, adhesive backed labels.

Perform acceptance testing on all newly installed, fully terminated CAT6 horizontal cable segments, in accordance with ANSI/TIA-568-C.2, utilizing a Level IV test set.

Patch Cords

Provide and install a mixture of 6", 1' and 5' patch cords between patch panel and customer provided network switch.

Provide and install (3,060) 6inch CAT6 green patch cords for the Telecom Rooms.

Provide and install (1,115) 1 feet CAT6 blue patch cords for the Telecom Rooms.

Provide and install (995) 5 feet CAT6 blue patch cords for the Telecom Rooms.

Demo

Provide labor to demolish existing CAT5/CAT5E cabling in its entirety from the workstation outlet to the nearest MDF/IDF's. Cabling will be decommissioned and removed from (13) RSD7 schools listed.

Project Standards

QUALITY ASSURANCE

An IES Project Manager will have the responsibility of meeting all quality objectives as defined in the installation package. Upon completion of specific tasks throughout the project, the Project Manager will be required to sign off before any additional work may be performed.

Each IES project is completed following the installation package, IES Standards Manual and IES Quality Audit policy. Informal and formal audits will be conducted throughout the life of the project. In case of any discrepancies between the installation criteria and the delivered product, a punch list will be developed and the corrections will be made promptly. After the final project audit has been completed, and any discrepancies corrected, a CLIENT representative will be asked to sign a project acceptance form.

INSTALLATION STANDARDS

All exposed cabling shall be neatly dressed and bundled.

IES shall test each U/UTP cable with a Fluke DTX-1800 and will fully certify each U/UTP cable in accordance with industry standards. IES shall provide the end user with test results in electronic format.

Unless otherwise notified IES shall implement an industry standard labeling scheme in accordance with the TIA/EIA-606A and TIA/EIA-942.

All cables shall be labeled within 4 inches of the termination point with a machine generated label.

Unless specifically stated in the scope of work there will be NO service loop at the workstation end.

IES shall support all cabling every 4-5 feet in accordance with the TIA/EIA 568-C.

LABELING / DOCUMENTATION

Documentation is critical to the success of an installation and contributes significantly to the ongoing level of customer satisfaction. Our engineered installation plan will serve as an installation blueprint.

An electronically printed adhesive label will be installed at the cable destination end to denote the origination point and the destination point on the faceplate and the patch panel. All labeling will conform to the ANSI/TIA/EIA 606, Administration Standard for the Telecommunications infrastructure of commercial Buildings.

All red line as-builds will be supplied to CLIENT and they will be updated throughout the project. Upon completion of the project, a logical drawing of the communication system will be provided to CLIENT.

Upon completion of the project, a cabling matrix will be provided to CLIENT that documents the location of all cabling within the TR and the floor.

Upon completion of the project, a complete turnover package will be submitted to CLIENT containing updated drawing as builds, cabling matrix, test results and any other pertinent information pertaining to the project.

General Terms and Conditions

The following terms and conditions may be super ceded if a current MSA (master service agreement) is in place:

A current MSA (Master Service Agreement) may supersede the below terms

TERMS OF PAYMENT: The customer agrees to pay IES (Contractor) the total purchase price, plus applicable sales tax, listed for the material and labor used as outlined in this Purchase Agreement. Material balance will be due upon customer acceptance. Contractor will provide labor progress invoices for work performed in association with this Purchase Agreement. All invoices are due no later than 30 days from receipt. If customer elects to finance the services and equipment on this Purchase Agreement through a Contractor third party authorized leasing source, an initial deposit of 20% is required at signing of this Purchase Agreement. The Contractor Finance department must give approval for special arrangements or terms other than stated herein.

LATE CHARGES ON PAST DUE ACCOUNTS: Customer agrees to pay Contractor 1.5% interest per month (an annual rate of 18%) on any unpaid balance after the due date.

EXPEDITE CHARGE: To avoid an expedite charge, Contractor must receive a signed Purchase Agreement and purchase order (if customers purchasing policy requires that a purchase order be issued) five (5) business days prior to the work commencing. Any special rush requests, if not included in this Purchase Agreement will be invoiced separately at a rate not to exceed 10% of this Purchase Agreements total selling price.

TIMELINE: Customer recognizes that if the project is delayed or accelerated due to reasons beyond the reasonable control of Contractor or its employees, that Contractor may incur additional expenses. Such expenses may include, but are not limited to, employee wages, materials, mileage, design and re-engineering fees and lodging. Customer agrees to reimburse Contractor for these additional expenses at a rate equal to Contractor’s standard fees.

CHANGE IN SCOPE: Any change to the scope of work, as specified in this Purchase Agreement, which is requested by the customer or its duly authorized representative may only be effected through a written change order. The change order must be signed by an authorized representative of the customer, and an additional purchase order, or an amendment to the original purchase order, issued. All change orders to the original scope of work shall be bound to the Terms and Conditions stated herein.

CANCELLATION: Customer acknowledges that this is a non-cancelable Purchase Agreement. If customer elects to return any material or equipment delivered as part of this Purchase Agreement it must be un-used and in its original packaging. Customer will be liable for any restocking fees incurred by Contractor, at a rate equal to the amount charged to Contractor, on all returned material and equipment. Customer will also be liable for any and all labor hours performed at Contractor‘s standard hourly rate.

CUSTOMER RESPONSIBILITIES: Unless stated otherwise in the General Notes, Exclusions and Clarifications section of this contract it is the responsibility of the customer to provide the following:
A safe and secure method for storing all materials and equipment related to this project.
Copies of floor plans (electronic CAD files preferred in the DWG or DXF format) including the furniture layout and outlet locations (outlet locations maybe hand drawn).
Adequate environment at the work site IE: ventilation, lighting etc.
A single point of contact for the duration of the project.

LIMITATION: All prices remain in effect for fifteen (30) days from the date of this Purchase Agreement.

INSURANCE: IES will maintain the following types of insurance coverage and liability limits:
Commercial automobile insurance for all non-owned vehicles, covering bodily injury and property damage, with a limit of $1,000,000 for each occurrence.
Commercial general liability insurance covering bodily injury, property damage, and contractual liability, with a limit of $1,000,000 for each occurrence and $2,000,000 general aggregate.
Workers' compensation, with the statutory requirement for coverage.
Additional Insured: IES will name CLIENT as an additional insured on IES’ Commercial general liability policy.
Waiver of Subrogation: Rights of subrogation under the policies listed above will be waived in favor of CLIENT.
Certification: IES will provide CLIENT with a certificate of insurance confirming all insurance

Pricing:

Labor	$886,030.61
Material	$402,580.97
Other	$9,652.50
Total with tax	$1,298,264.08

The total lump sum for this proposal is **$1,298,264.08** which includes all tax, material, labor, equipment, supplies, travel expenses and misc. expenses. Excluded from this proposal are any adds, moves, or changes during project, which will be billed separate from original proposal.

Authorization

Dear Lauren Tonn **Web ID: 216464**

By signing below, I am accepting this proposal and the attached terms and conditions.

Customer Authorized Signature _____ Date _____

Customer Print Name _____ Customer Title _____

IES Communications, LLC

Account Rep: Nick Becker

Azimuth Authorized Signature _____ Date _____

Azimuth Print Name _____

NOTES AND EXCLUSIONS

The following activities are not included unless specifically listed in the above detailed Scope of Work; and if required, additional charges may apply:

Installation of cable tray or conduit.

All vertical conduit sleeves between floors and entrance into the MPOE, MDF and IDF's to be provided by the electrical contractor or General Contractor.

All work is scheduled for regular business hours unless otherwise noted.

Costs associated with parking

Technicians must have free and clear access to all areas being cabled.

Coring and drilling of walls, floors, or headers

Improvement to building grounding system

Underground trenching or boring

Concrete/asphalt cutting or patching

Architecture or Engineer design or Consulting fees

Engineered stamped drawings

Cutting, patching, painting

Modifications to correct existing code/building violations or upgrade of systems to comply with State or City codes expressly excluded.

All electrical is provided and installed by others.

Any changes to the scope of work must be submitted in writing prior to the work being performed.

This proposal does not include labor to move furniture, PC or other end user equipment that will preclude IES from performing their duties.

IES will not certify cable runs longer than 100meters.

Exclude all MDF/IDF build-out.

Exclude all fiber cabling.

Exclude bid and performance bond.

Exclude all (73) Dell Networking N2248PX-ON switches.

Asbestos and lead paint needs to be abated prior to IES installation. IES has excluded these costs.

NOTES AND EXCLUSIONS

The following activities are not included unless specifically listed in the above detailed Scope of Work; and if required, additional charges may apply:

Exclude after Hours, Weekend or OT hours.

IES assumes the existing MDF/IDFs are code compliant. IES has excluded the cost to upgrade.

Customer Pricing Breakdown

Description	Labor	Material	Other	Services	Total	Tax	Including Tax
Glenfair ES	$68,179.62	$31,263.58	$742.50	$0.00	$100,185.70	$0.00	$100,185.70
Hartley ES	$53,155.22	$24,243.49	$742.50	$0.00	$78,141.21	$0.00	$78,141.21
Margaret Scott ES	$45,232.67	$20,264.90	$742.50	$0.00	$66,240.07	$0.00	$66,240.07
H.B. Lee MS	$83,247.59	$38,137.90	$742.50	$0.00	$122,128.00	$0.00	$122,128.00
Walt Morey MS	$77,540.25	$35,139.84	$742.50	$0.00	$113,422.60	$0.00	$113,422.60
Reynolds MS	$107,231.53	$47,813.69	$742.50	$0.00	$155,787.72	$0.00	$155,787.72
Reynolds HS	$125,828.52	$56,216.66	$742.50	$0.00	$182,787.67	$0.00	$182,787.67
Alder ES	$57,463.98	$27,448.45	$742.50	$0.00	$85,654.93	$0.00	$85,654.93
Davis ES	$55,761.00	$27,586.88	$742.50	$0.00	$84,090.38	$0.00	$84,090.38
Salish Ponds ES	$67,165.53	$29,276.18	$742.50	$0.00	$97,184.21	$0.00	$97,184.21
Woodland ES	$52,370.94	$23,795.61	$742.50	$0.00	$76,909.05	$0.00	$76,909.05
Sweetbriar ES	$56,736.98	$25,950.78	$742.50	$0.00	$83,430.26	$0.00	$83,430.26
RLA-W	$36,116.78	$15,443.00	$742.50	$0.00	$52,302.28	$0.00	$52,302.28
Project Totals:	$886,030.61	$402,580.97	$9,652.50	$0.00	$1,298,264.08	$0.00	$1,298,264.08

879

Reynolds School District

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

To:	Board of Directors
From:	Dr. Nicole MacTavish, Chief Academic Officer
Prepared by:	Debbie Nicolai, Director of Curriculum, Instruction & Innovation
Subject:	**Culturally Relevant Text Adoption**
Policy:	Instructional Resources/Instructional Materials - IIA
Date:	March 31, 2021

Action ☒
Report ☐

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:
Research clearly shows that the use of Culturally Relevant Text (CRT) for instructional purposes improves student achievement outcomes. Students have a better understanding of books and, as a result, become more engaged in their reading. As student enjoyment and interest increases, students become motivated to read more. The Curriculum Department is recommending a purchase of Culturally Relevant Text to enhance current instructional materials.

Please refer to the following attachments:

- CRT Rubric English
- CRT Rubric Spanish
- CRT Book List Samples
- CRT Research Summary
- CRT Committee Members

Previous Board Action:
Not Applicable

Background:
The current environment in our city, state, and nation has brought attention to the negative effects of systemic bias, implicit bias, and explicit bias against peoples of color in our society.

Staff, families, and community members are united in a desire to make the Reynolds School District educational system more affirming of all peoples, and specifically for students of color. This requires the ability for our schools to engage students in learning materials that are reflective of all races, cultures, and identities. Reynolds School District acknowledges this diversity as an asset.

A committee was formed to identify Culturally Relevant Text that represents the diversity of our students and is of high caliber for literacy instruction. Community partners, families, students, and staff members were invited to participate in this work. Invitations were sent in multiple languages. Staff members and community partners personally invited family members to participate. Translation service were available at all committee meetings.

Committee membership requests were received from:

- 49 staff members (five are bilingual)
- Three former/current students (one bilingual)
- 45 parents (12 bilingual)

Participant languages include Spanish, French, Tigrinya, and English

To begin the work, the committee designed an affinity interview that sought to identify characteristics of literature and/or storytelling that are most important to our families. These interviews were conducted to elevate the voices of our most marginalized families, who may not be represented on the committee. Committee members and district/school liaisons captured the responses of 34 families in English, Spanish, Somali, Vietnamese, and Russian.

The committee examined a range of research materials. The Research Summary attachment lists the resources that strongly influenced our work. Our research findings identified the following three patterns in most sources:

- The US Department of Education, and most state government educational agencies (including Oregon), have enacted legislation to ensure schools are responsive to students' diverse identities and that all schools provide a 360^{o} perspective to the study of cultural histories, including American history.
- Culturally Relevant Text enhances students' abilities to interact with text, thereby decreasing implicit, explicit and systemic barriers to students of non-dominant culture backgrounds and increasing student achievement outcomes for all.
- Culturally Relevant Text is a critical component of Culturally Responsive Teaching. Culturally Responsive Teaching, a pedagogy that recognizes and affirms students' cultural references in all aspects of teaching and learning, is explicit in a system that believes all students can achieve the highest levels of learning.

For two months, committee members collaborated to create a rubric that would identify and evaluate inclusive, non-stereotypical, anti-racist, anti-biased characteristics of books and text. The rubric was tested by school staff, parents, and administrators in an effort to ensure that its use would assure a more calibrated and validated evaluation of instructional materials. The

rubric was, and still is, used by committee members and school administrators/staff to identify literature that meets the criteria for cultural relevancy.

There is no doubt that the efficacy of this work is tantamount to our success in serving Reynolds' students. The urgency of this adoption is evident in achievement data, engagement data, and survey data of home-to-school relationships.

The Reynolds School District is uniquely poised to act on the adoption of Culturally Relevant Text this year due to unexpected, unexpended Curriculum Department funds during Comprehensive Distance Learning.

The Reynolds School District is uniquely poised to act on the adoption of Culturally Relevant Text next year due to the Oregon Department of Education's requirement to adopt and purchase English Language Arts/English Learner instructional materials during SY 21-22. The identification, purchase and implementation of Culturally Relevant Text will become an integral component of the adoption cycle.

The work of this committee is far from over. Additional tasks include:

- Elevate the urgency and efficacy of Culturally Relevant Text during the English Language Arts/English Learner instructional materials state adoption process of SY 21-22.
- Design staff training in the use of Culturally Relevant Text within a more responsive and affirming instructional model – in all content areas, in all grades.
- Deliver training to all administrators, teachers and media staff in the use of Culturally Relevant Text.
- Measure implementation of staff training in the use of Culturally Relevant Text to effectively engage our students in literacy learning.
- Continue to identify Culturally Relevant Text for future annual purchases.
- Continue to train staff in the use of Culturally Relevant Text.

Financial Implications:
The Curriculum Department has earmarked funds for this purchase within the SY 20-21 approved department budget appropriations. Due to nursing contracts coming in under what was initially budgeted, and late hires of school counselor positions, there are additional dollars in the Student Investment Account that must be spent by June 30, 2021. Additionally, federal grant funds have been dedicated to this endeavor in alignment with grant guidelines and intended outcomes.

The Curriculum Department budget will annually earmark funds for the purchase of CRT instructional materials in the future.

General Fund – Elementary, Middle, High Programs – Classroom Textbooks	$225,000
General Fund – Staff Development – Textbooks – Training Materials	$150,000
Federal Title Grants	$180,000
Student Investment Account	$230,000
TOTAL	$785,000

Alternatives:
Not Applicable

Staff Recommendation:
Administration recommends the adoption of Culturally Relevant Text instructional materials for use in classrooms grades K-12.

Motion:
I move that the Board approve the adoption of Culturally Relevant Text instructional materials for use in classrooms grades K-12.

Reynolds School District

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

To:	Board of Directors
From:	Dr. Nicole MacTavish, Chief Academic Officer
Prepared by:	Debbie Nicolai, Director of Curriculum, Instruction & Innovation
Subject:	**Culturally Relevant Text Expenditure Approval**
Policy:	Instructional Resources/Instructional Materials - IIA
Date:	March 31, 2021

Action ☒
Report ☐

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:
Research clearly shows that the use of Culturally Relevant Text (CRT) for instructional purposes improves student achievement outcomes. Students have a better understanding of books and, as a result, become more engaged in their reading. As student enjoyment and interest increases, students become motivated to read more. The Curriculum Department is recommending a purchase of Culturally Relevant Text to enhance current instructional materials.

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The work of this committee is far from over. Additional tasks include:

- Elevate the urgency and efficacy of Culturally Relevant Text during the English Language Arts/English Learner instructional materials state adoption process of SY 21-22.
- Design staff training in the use of Culturally Relevant Text within a more responsive and affirming instructional model – in all content areas, in all grades.
- Deliver training to all administrators, teachers and media staff in the use of Culturally Relevant Text.
- Measure implementation of staff training in the use of Culturally Relevant Text to effectively engage our students in literacy learning.
- Continue to identify Culturally Relevant Text for future annual purchases.
- Continue to train staff in the use of Culturally Relevant Text.

Financial Implications:
The Curriculum Department has earmarked funds for this purchase within the SY 20-21 approved department budget appropriations. Due to nursing contracts coming in under what was initially budgeted, and late hires of school counselor positions, there are additional dollars in the Student Investment Account that must be spent by June 30, 2021. Additionally, federal grant funds have been dedicated to this endeavor in alignment with grant guidelines and intended outcomes.

The Curriculum Department budget will annually earmark funds for the purchase of CRT instructional materials in the future.

General Fund – Elementary, Middle, High Programs – Classroom Textbooks	$225,000
General Fund – Staff Development – Textbooks – Training Materials	$150,000
Federal Title Grants	$180,000
Student Investment Account	$230,000
TOTAL	$785,000

Alternatives:
Not Applicable

Staff Recommendation:
Administration recommends approval of the Authorization to Spend Over $150,000 for Culturally Relevant Text instructional materials for use in classrooms grades K-12.

Motion:
I move that the Board approve the Authorization to Spend Over $150,000 for Culturally Relevant Text instructional materials for use in classrooms grades K-12.

Reynolds School District

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

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 – GCCB/GDCB/IKAAA, Instructional Goal – IA
Date:	March 31, 2021

Action ☐
Report ☒

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.

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 ideal for every student, some students have thrived in this environment. 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 meet the needs of all students and families residing within the Reynolds School District attendance area.

For the program to start in Fall 2021, including time to accommodate the hiring of staff and the renovation of facilities, planning needs to start immediately. A three-year commitment is recommended to attract families and staff to the program.

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, limiting student/teacher interactions and relationships. This discontinued program did

not use district teachers to present core instruction, but rather a contracted service that was more impersonal and did not foster the level of relationships that we value as the foundation of our schools.

This 2014 program was not financially solvent, as it primarily served students already attending school within the Reynolds School District. The current proposal 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.

During the February 2021 Board Business Meeting, the Board requested further investigation into students who had left the district and for what reasons, and that budgeting work be completed for scaled scenarios.

Background:
In the fall of 2020, Reynolds School District had 352 students leave the district for online school programs, reaching our 3% cap with ODE. Denials have been sent to 70 additional students. The estimated loss of ADMw K-12 revenue is approximately $2,955,000.

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 polish 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 previous program.

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:
One-time capital improvement costs to bring facilities up to code are estimated at $549,000 with the renovation of an existing Edgefield building. This is an estimate, pending a full project evaluation.

The projected annual operating cost for a K-12, elementary, middle school, and high school options are outlined below. These are based on current cost estimates used for budgeting.

Revenue and Funding:

1. Projected revenue resulting from increased enrollment as students return from non-district online schools is noted in the respective tables below. This is based on an estimated ADMw of 10% SpEd and 14% ELD enrollment.
    - Projected Revenue for Each Program Option:

K-12	$2,940,000	*(352 students)*
Elementary	$980,000	*(118 students)*
Middle School	$820,000	*(98 students)*
High School	$1,140,000	*(136 students)*

2. Elementary and Secondary School Emergency Relief (ESSER-II) Fund
    - $1,000,000 as proposed in the 2021-2022 budget.

K-12 Program 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: $2,940,000)

Of important note: Some costs of the reduced program offerings remain fixed. This includes the staffing costs for a principal, counselor, secretary, Special Education and ELD services, as well as transportation and nutrition costs. There is an economy of scale at play as you serve more students. Because of this, the sum of the total projected costs (below) for each reduced program will exceed the projected costs of the full K-12 program.

Elementary Program Budget: On-Going Summary

Staffing	$1,110,000
Materials, Supplies	$10,000
Student Technology	$33,000
Staff Technology	$10,000
Edgenuity	Not Needed
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:	$1,221,792

(Projected Revenue: $980,000)

Middle School Program Budget: On-Going Summary

Staffing	$1,055,000
Materials, Supplies	$10,000
Student Technology	$33,000
Staff Technology	$10,000
Edgenuity	$87,500
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:	$1,254,292

(Projected Revenue: $820,000)

High School Program Budget: On-Going Summary

Staffing	$1,055,000
Materials, Supplies	$10,000
Student Technology	$33,000
Staff Technology	$10,000
Edgenuity	$87,500
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:	$1,254,292

(Projected Revenue: $1,140,000)

Alternatives:
Not Applicable

Staff Recommendation:
Direction from the Board to plan for a grade 9-12 online program for the 2021-22, 2022-23 and 2023-24 school years.

Motion:
I move that the Reynolds School Board authorize planning for a grade 9-12 online program for the 2021-22, 2022-23 and 2023-24 school years.

Reynolds School District

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

To: Board of Directors

From: Dr. Nicole MacTavish, Chief Academic Officer

Prepared by: Liza Holland; Assistant, Human Capital Management

Subject: **Memorandum of Understanding with OSEA Reynolds Chapter #37**

Policy: Board Powers and Duties – AE

Date: March 31, 2021

Action ☒
Report ☐

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 Oregon School Employees Association (OSEA) Reynolds Chapter #37 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 OSEA 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: "OSEA 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 to be vaccinated against COVID-19.

Staff is requesting that the Board formally approve the MOU with OSEA, which will serve as the protocols for additional sick leave in the event that 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 Oregon School Employees Association Chapter #37 as proposed.

Motion:
I move that the Board approve the MOU between OSEA and Reynolds School District, which will serve as the protocols for additional sick leave in the event a member has an adverse reaction to the COVID-19 vaccination.

MEMORANDUM OF UNDERSTANDING
VOLUNTARY VACCINATION FOR COVID-19

The parties to this agreement are the Oregon School Employees Association (OSEA) Reynolds Chapter #37 (Union) and the Reynolds School District (District).

The parties agree that as employees become eligible for COVID-19 vaccination, they will jointly encourage bargaining unit members to get vaccinated as expeditiously as possible. However, COVID-19 vaccination is not required as a term or condition of employment. The following shall govern the voluntary vaccination of employees:

1. Whether and when to obtain a COVID-19 vaccine is exclusively the employee's decision. There shall be no discrimination, retaliation, or other adverse employment consequences as a result of an employee's decision to get or not get vaccinated for COVID-19.
2. Employees who choose to receive the COVID-19 vaccine will be responsible for making arrangements to get the COVID-19 vaccine through a health care provider of their choice.
3. The District shall provide employees with up to two (2) hours of paid leave during their normal work day to receive each dose of the COVID-19 vaccine.
4. Employees who choose to get vaccinated shall provide the District with proof of vaccination, such as a doctor's note or vaccination card, to receive the paid leave provided by this MOU.
5. Employees who choose to get vaccinated during their regularly-scheduled work day must obtain the approval of their immediate supervisor. Requests for leave to get vaccinated during the employee's workday may be denied only due to operational necessity. If an employee's request for leave is denied, the immediate supervisor and the employee shall attempt to agree upon an alternate date for

the employee to receive the vaccine, which shall be no later than fourteen (14) days from the original date of leave requested by the employee. If the District cannot accommodate an employee's request for leave due to operational necessity or the employee and the immediate supervisor cannot agree to an alternate date within the time frame set forth in this section, the employee shall receive two (2) hours of straight-time pay for each dose of the vaccination that is received on the employee's personal time. Payment for this time is conditioned upon the employee providing proof of vaccination, such as a doctor's note or vaccination card.

6. The proof of vaccination provided by an employee pursuant to this MOU will be treated as a confidential medical record.

   Certain individuals who have received the COVID-19 vaccine have experienced mild to moderate side effects. In the event that an employee experiences side effects due to vaccination such that the employee cannot report to work, the employee will be granted 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 employee may have. In order for the member to access this 1-day sick leave grant, the member will be required to enter this day under the leave plan, 'COVID Vaccine OSEA 1-day Sick Leave grant'. This leave plan will be added to members leave plan on an as needed basis. This 1-day sick leave grant must be used in a full day increment. It is the responsibility of the supervisor to track their staff members 48-hour period from the time of the first or second dose of vaccine. This will be retroactive to accommodate members who have already been vaccinated.

7. Otherwise, all other policies and procedures regarding the use of sick leave shall apply.

8. The parties understand that vaccination is just one means available to reduce the spread of COVID-19. Nothing herein is intended to modify or abrogate any

agreement reached by the parties concerning social distancing, mask wearing, distribution and use of PPE, cleaning protocols, or other measures taken to minimize the risk of exposure to COVID-19.

9. The parties agree that this memorandum of understanding applies solely to the ongoing COVID-19 pandemic and vaccines related to COVID-19. This MOU shall not serve as past practice or binding precedent for other subjects. This MOU is not intended to modify or amend the parties' collective bargaining agreement or waive the parties' contractual or legal rights except as expressly identified herein. This MOU may be modified only by mutual agreement reduced to writing and signed by a representative of each party.
10. Any dispute over the interpretation or application of this MOU will be subject to the grievance and arbitration provision of the parties' agreement.

This MOU will be retroactive from January 25, 2021, and remain in effect through September 1, 2021, unless the parties mutually agree in writing to terminate this MOU prior to that date or extend this MOU beyond that date.

FOR THE DISTRICT:

Nicole MacTavish — Mar 15, 2021

Dr. Nicole MacTavish, Chief Academic Officer — Date

FOR OSEA Chapter:

Susan Mutschler — Mar 11, 2021

Susan Mutschler, Chapter 37 President — Date

FOR OSEA:

Teri Staudinger — Mar 11, 2021

Teri Staudinger, Field Representative — Date

Reynolds School District

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

To: Board of Directors

From: Dr. Nicole MacTavish, Chief Academic Officer

Prepared by: Liza Holland; Assistant, Human Capital Management

Subject: **Memorandum of Understanding with OSEA Reynolds Chapter #37: Inclement Weather**

Policy: Board Powers and Duties

Date: March 31, 2021

Action ☒
Report ☐

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:

Reynolds School District (RSD) and Oregon School Employees Association (OSEA) Reynolds Chapter #37 have reached an agreement on a Memorandum of Understanding (MOU) for the purpose of addressing inclement weather. RSD and OSEA are committed to ensuring all staff be made whole in accordance with OSEA Collective Bargaining Agreement Emergency Closure, Article 7.

Please refer to the following attachments: Inclement Weather Emergency Closure MOU, OSEA Contract 2018 – 2021

Previous Board Action:

Not Applicable

Background:

Due to hazardous air quality and unsafe working conditions caused by wildfires along the west coast, Reynolds School District closed from September 11 – September 17, 2020. For classified staff who were unable to perform their duties remotely, this closure exhausted their personal leave.

In February 2021, Oregon experienced a winter storm that caused all worksites to be closed from February 11 – 16, 2021. For those staff who were unable to perform their duties remotely and had no paid leave remaining, Reynolds School District has collaborated with OSEA to facilitate as-needed personal leave grants.

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 Oregon School Employees Association Chapter #37 as proposed.

Motion:
I move that the Board approve the MOU between OSEA and Reynolds School District, which will serve as the protocol for personal leave grants to classified employees impacted by two major weather events during the 20-21 school year.

Memorandum of Agreement

Between Reynolds School District and
Oregon School Employees Association
RE: Inclement Weather / Emergency Closure

This Agreement is between the Reynolds School District (District) and the Oregon School Employees Association, Chapter 37-Reynolds, for the purpose of addressing the Inclement Weather. The parties are committed to ensuring all staff be made whole in accordance with OSEA Collective Bargaining Agreement Emergency Closure, Article 7.

The Personal Leave grant will be added to the members' leave plans on an as-needed basis. This additional Personal Leave grant time may only be used on the dates noted below when the District office was closed due to inclement weather.

Thursday, February 11, 2021 (District Closure):
No iVisions entries are needed by staff members who reported to work. Employees will be paid for their entire shift. For all staff members who were scheduled to work and did not report to work, leave must be entered in iVisions for the staff member's entire shift.

Friday, February 12, 2021 (District Closure)
No iVisions entries are needed by staff members who reported to work. Employees will be paid for their entire shift. For all staff members who were scheduled to work and did not report to work, leave must be entered in iVisions for the staff member's entire shift.

Tuesday, February 16, 2021 (District Closure)
No iVisions entries are needed by staff members who reported to work. Employees will be paid for their entire shift. For all staff members who were scheduled to work and did not report to work, leave must be entered in iVisions for the staff member's entire shift.

OSEA Contract Article 7, Emergency Closure

When the District declares school closures due to weather or other emergencies, employees are not required to report to work unless they have been designated essential staff by the Superintendent's office.

> Article 7, Section A.2: In the event an employee is required to report to work on a closure day due to inclement weather, the employee will receive his/her hourly rate plus an additional $5.00 (five dollars) per hour for the hours worked. If the employee is requested to work with custodial, grounds, or maintenance staff doing outside inclement weather preparation or snow/ice removal, the employee will receive their hourly rate plus an additional $10.00 (ten dollars) per hour for the hours worked.
>
> In the event an employee voluntarily requests to report to work, and receives approval from their supervisor to do so, on a closure day due to inclement weather, the employee will receive their hourly rate per hour for the hours worked.

TENTATIVE AGREEMENT

Note: This does not include natural disasters that may require the District, with input from OSEA, to determine a different set of essential staff. A natural disaster is an event that results in large-scale loss of life or damage to property. It could be related to weather, geology, or pandemic.

The Superintendent has designated the following as essential staff that need to report to work:

2020-2021 Essential Staff:

Classified Staff:
- Custodians
- Grounds/Maintenance

District Office Campus:
- Financial Services Staff
- Transportation Mechanics and Leads
- Nutrition Services Warehouse Driver
- Language Services Coordinator

Other Staff:
• All District Office Administrators, Supervisors, Specialists and Confidential Staff
• All Building Administrators

Essential employees not able to attend work because of weather-related causes shall fall under the same terms as non-essential employees regarding days that may be used to account for inclement weather days (please see OSEA Contract, Article 7 Emergency Closure, A.4).

TENTATIVE AGREEMENT

OSEA	**REYNOLDS SCHOOL DISTRICT**
_____	_____
Susan Mutschler, OSEA President	Danna Diaz, Superintendent
_____	_____
Date	Date
_____	_____
Teri Staudinger, Field Representative	Nicole MacTavish, Chief Academic Officer
_____	_____
Date	Date

Reynolds School District

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

To: Board of Directors

From: Dr. Nicole MacTavish, Chief Academic Officer

Prepared by: Liza Holland; Assistant, Human Capital Management

Subject: **Memorandum of Understanding with OSEA Reynolds Chapter #37: Returning to In-Person Instruction**

Policy: Board Powers and Duties – AE

Date: March 31, 2021

Action ☒
Report ☐

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 Oregon School Employees Association (OSEA) Chapter #37 have reached an agreement on a Memorandum of Understanding (MOU) for the purpose of outlining working conditions and safeguards for classified staff as students return to on-site learning. RSD and OSEA are committed to reopening schools safely for students and staff, and in accordance with the Governor's Executive Order No. 21-06 and 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: "OSEA Returning to In-Person Instruction MOU"

Previous Board Action:
Not Applicable

Background:
Oregon Governor Brown issued Executive Order 21-06 on March 12, 2021 which directed public schools to offer fully on-site or hybrid in-person instruction. In accordance with Executive Order No. 21-06 and ODE guidance under *Ready Schools Safe Learners*, Oregon educators have begun

to return to in-person instruction. Reynolds School District has collaborated with collective bargaining groups to facilitate staff return.

Staff is requesting that the Board formally approve the MOU with OSEA to serve as the protocol for classified employees to work onsite as students return to the classroom.

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 Oregon School Employees Association Chapter #37 as proposed.

Motion:
I move that the Board approve the MOU between OSEA and Reynolds School District, which will serve as the protocol for classified staff to work onsite for the duration of the agreement

Reynolds School District

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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Christina Weinard, Director of Financial Services

Subject: **Resolution #2020-2021-023 Amending the Adopted Budget**

Policy: Budget Transfer Authority – DBK-AR

Date: March 31, 2021

Action ☒
Report ☐

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 District is requesting an amendment to the 2020-21 budget to transfer appropriations between major functions: $550,000 from 2000 major function level to 1000 major function level and $100,000 from 3000 major function level to 1000 major function level in the Federal Programs Fund, due to increased expenditures in the 1000 major function level. Increasing Capital Projects Fund 400 revenue and expenditures in major function level 5000 in the amount of $16,215,578 to appropriate the Reissuance of the Full Faith and Credit Refunding Obligation, Series 2010. Increase major function level 2000 in the amount of $57,845 in the School Improvement Projects Fund 417 due to increased beginning fund balance.

Previous Board Action:
The Board adopted the 2020-21 budget per Resolution #2019-2020-016 and;
The Board adopted Resolution #2020-2021-003 and;
The Board adopted Resolution #2020-2021-011 and;
The Board adopted Resolution #2020-2021-012 and the Board approved the Full Faith and Credit Refunding, Series 2010 by adopting Resolution #2020-2021-008.
The Board adopted Resolution #2020-2021-013

Background:
Due to expenditure levels in the 1000 major function level in Federal Programs Fund, the

District is requesting a transfer of appropriations between major function levels 2000 of $550,000 and major function level 3000 of $100,000 to major function level 1000 in Federal Programs Fund.

The District adopted Resolution 2020-2021-008 Authorizing the Issuance and Negotiated Sale of a Full Faith and Credit Agreement of the District which shall be issued in an aggregate principal amount sufficient to refund all or a portion of the Refundable Obligations and in an amount not to exceed $16,215,578 to finance bus purchases and to pay the costs related to the authorization, sale, issuance and delivery of the Agreement.

Due to increased Beginning Fund Balance, the District is requesting an increase in appropriation level in major function level 2000 of $57,845 in School Improvement Projects Fund 417.

Financial Implications:
The proposed request is to transfer between appropriation levels in Federal Programs Fund from major function level 2000 to 1000 in the amount of $550,000 and from major function level 3000 to 1000 in the amount of $100,000 to accommodate expenditures in the 1000 function level. Increase appropriations in the Capital Projects Fund 400 in expenditures major function 5000 by $16,215,578 for the Refunding of the Full Faith and Credit Refunding Obligations, Series 2010 in the 2020-21 budget and increase appropriations in the School Improvement Fund 417 in major function 2000 by $57,845 due to increased beginning fund balance.

Alternatives:
The Board could decide not to adopt the resolution.

Staff Recommendation:
Staff recommends the Board adopt Resolution #2020-2021-023, as proposed.

Motion:
I move that the Board adopt Resolution #2020-2021-023 A Resolution Amending the 2020-21 Budget by appropriation transfer from major function level 2000 to 1000 in the amount of $550,000 and from major function level 3000 to 1000 in the amount of $100,000 in the Federal Programs Fund; Authorizing an 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 $16,215,578 and increase to School Improvement Projects Fund 417 Beginning Fund Balance and Expenditures in major function 2000 in the amount of $57,845.

Resolution #2020-2021-023

A RESOLUTION AUTHORIZING THE BUDGET TRANSFER OF APPROPRIATIONS IN FEDERAL PROGRAMS FUND TO ACCOMMODATE EXPENDITURES AND INCREASE OF THE CAPITAL PROJECTS FUND 400 TO APPROPRIATE THE REFUNDING OF THE FULL FAITH AND CREDIT REFUNDING OBLIGATIONS, SERIES 2010 AND INCREASE IN APPROPRIATION FOR FUND 417 SCHOOL IMPROVEMENT PROJECTS TO APPROPRIATE INCREASED BEGINNING FUND BALANCE

WHEREAS, the Board adopted the 2020-21 Budget through Resolution #2019-2020-016 based on assumptions and information known at that time, and Resolution #2020-2021-003 Amending the Adopted Budget, Resolution #2020-2021-011 Amending the Adopted Budget and #2020-2021-012 Amending the Adopted Budget and #2020-2021-013 Amending the Adopted Budget, and

WHEREAS, Oregon Local Budget Law, ORS 294.480, allows budget changes after adoption under prescribed guidelines, and

WHEREAS, the District requires an appropriation transfer in the Federal Programs Fund to accommodate for expenditures, and

WHEREAS, the District requires an increase to the Capital Projects Fund 400 to appropriate the Refunding of the Full Faith and Credit Refunding Obligations, Series 2010, and

WHEREAS, the Board approved the Environmental Protection Agency (EPA) 2019 Diesel Emission Reduction Act (DERA) School Bus Rebate, and the Portland General Electric (PGE) 2020 Electric School Bus Grant, and the Board approved the authorization for purchase of school buses related to the EPA, DERA and PGE grants, and

WHEREAS, the District requires an increase in the School Improvement Projects Fund 417 due to increased beginning fund balance, and

WHEREAS, the Board desires to modify the 2020-21 Adopted Budget, to transfer between appropriation levels in Federal Programs Fund of $550,000 from major function 2000 and $100,000 from major function 3000 to major function level 1000 and increase appropriations by $16,215,578, in the Capital Projects Fund 400 and increase appropriations in the School Improvement Projects Fund 417 by $57,845,

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of Reynolds District #7 to approve the following adjustments to the 2020-21 Budget:

Major Function	Item Description	Approved Budget 2020-21	This Amendment	Adopted Budget 2020-21
GENERAL FUND				
Requirements				
1000	Instruction	83,220.180	-	83,220,180
2000	Support Services	56,216,054	-	56,216,054
3000	Community Services	462,610	-	462,610
5110	Long-Term Debt Service	333,455	-	333,455
5200	Transfers	3,535,913	-	3,535,913
6000	Contingency	1,620,145	-	1,620,145
7000	Ending Fund Balance	4,970,966	-	4,970,966
TOTAL		**150,359,323**	**-**	**150,359,323**

FEDERAL PROGRAMS				
Requirements				
1000	Instruction	6,156,416	650,000	6,806,416
2000	Support Services	4,098,605	-550,000	3,548,605
3000	Community Services	510,181	-100,000	410,181
TOTAL		**10,765,202**	**-**	**10,765,202**

STATE & OTHER PROGRAMS FUND				
Requirements				
1000	Instruction	6,554,689	-	6,554,689
2000	Support Services	14,489,992	-	14,489,992
3000	Community Services	527,413	-	527,413
4000	Building Acquisition, Construction and Improvement Services	2,500,000	-	2,500,000
6000	Contingency	242,101	-	242,101
7000	Ending Fund Balance	111,910	-	111,910
TOTAL		**24,426,105**	**-**	**24,426,105**

NUTRITION SERVICES				
Requirements				
3000	Community Services	8,295,050	-	8,295,050
6000	Contingency	20,000	-	20,000
TOTAL		**8,315,050**	**-**	**8,315,050**

EARLY RETIREMENT FUND				
Requirements				
2000	Support Services	300,000	-	300,000
TOTAL		**300,000**	**-**	**300,000**

INSURANCE RESERVE FUND				
Requirements				
2000	Support Services	650,000	-	650,000
3000	Community Services	-	-	0
TOTAL		**650,000**	**-**	**650,000**

2005 DEBT SERVICE G.O. BONDS				
Requirements				
5000	Long-Term Debt Service	1,500,000	-	1,500,000
TOTAL		**1,500,000**	**-**	**1,500,000**

2015 DEBT SERVICE G.O. BONDS				
Requirements				
5000	Long-Term Debt Service	9,900,050	-	9,900,050
7000	End Fund Balance	3,961,180	-	3,961,180
TOTAL		**13,861,230**	**-**	**13,861,230**

DEBT SERVICE PERS BONDS				
Requirements				
5000	Long-Term Debt Service	8,910,490	-	8,910,490
7000	End Fund Balance	596,446	-	596,446
TOTAL		**9,506,936**	**-**	**9,506,936**

CAPITAL PROJECTS FUND				
Requirements				
2000	Support Services	-	-	0
4000	Building Acquisition, Construction and Improvement Services	1,224,377	-	1,224,377
5000	Long-Term Debt Service	2,838,398	16,215,578	19,053,976
TOTAL		**4,062,775**	**16,215,578**	**20,278,353**

2015 CAPITAL PROJECTS FUND
Requirements

4000	Building Acquisition, Construction and Improvement Services	2,895,200	-	2,895,200
TOTAL		**2,895,200**	**-**	**2,895,200**

SCHOOL IMPROVEMENT FUND QZAB				
Requirements				
2000	Support Services	175,000	57,845	232,845
TOTAL		**175,000**	**57,845**	**232,845**

TOTAL ALL FUNDS				
Requirements				
1000	Instruction	95,931,285	650,000	96,581,285
2000	Support Services	75,929,651	-492,155	75,437,496
3000	Community Services	9,795,254	-100,000	9,695,254
4000	Building Acquisition, Construction and Improvement Services	6,619,577	-	6,619,577
5110	Long-Term Debt Service	23,482,393	16,215,578	39,697,971
5200	Transfers	3,535,913	-	3,535,913
6000	Contingency	1,882,246	-	1,882,246
7000	Ending Fund Balance	9,640,502	-	9,640,502
TOTAL		**226,816,821**	**16,273,423**	**243,090,244**

Effective Date: Upon Adoption

Passed and adopted by the Reynolds School Board this 31st day of March 2021.

_____
Valerie Tewksbury, Board Chair

_____
Dr. Danna Diaz, Clerk

Reynolds School District

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

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: March 31, 2021

Action ☐
Report ☒

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

Reynolds School District

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

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:	March 31, 2021

Action ☒
Report ☐

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