



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

**Reynolds School District
Board of Education Working**

September 8, 2021

7:00 PM

Virtual Meeting

I.	6:00p - Executive Session	2
II.	7:00p - Call to Order and Land Acknowledgement	3
III.	7:05p - Public to be Heard	5
IV.	7:25p - First Day of School Update and Care & Connection Week Snapshot	6
V.	7:35p - Superintendent 2021-2022 Goals and Action Plan (first reading)	21
VI.	7:45p - Action Items	
	A. MOU for In-Person Learning with REA	44
	B. MOU for In-Person Learning with OSEA	55
VII.	8:30p - Adjourn	64



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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: September 8, 2021

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Summary:

The Reynolds School Board and the Superintendent will recess into Executive Session under ORS 192.660(2)(a) Personnel and ORS 192.660(2)(h) Negotiations.

Executive Session is closed to the public.



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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: September 8, 2021

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Summary:

- a. Call to Order
- b. Land Use Acknowledgement

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.

Land Use Acknowledgment & Guidelines



Approved and Adopted 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.



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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: September 8, 2021

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations, and elicit and honor all voices.

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 before the meeting.

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

To: Board of Directors

From: Dr. Sara Hahn-Huston, Executive Director of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Superintendent’s Action Plan

Policy: [Evaluation of the Superintendent – CBG](#)

Date: September 8, 2021

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Summary:

Dr. Hahn-Huston will give the Board an update on the first two days of school.

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



School Highlights for 2021-22 Week 1

Dr. Sara Hahn-Huston
Executive Director of Schools

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School Highlights



Prioritizing Relationships



Engaging and Positive Culture



Welcoming Environment



Teamwork and Togetherness



Helpful and Supportive



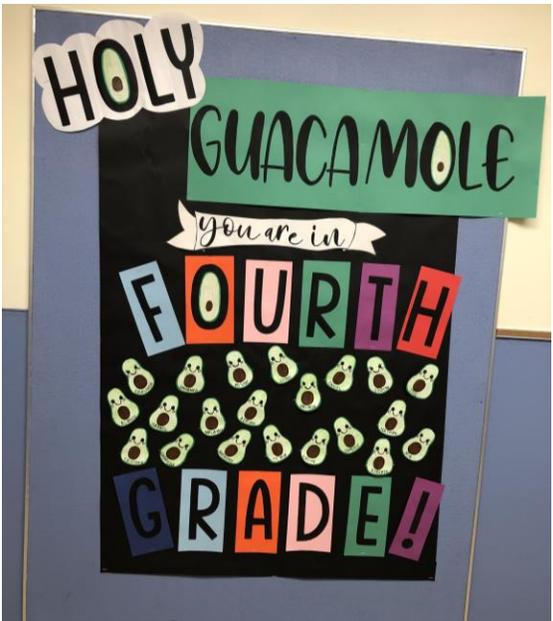
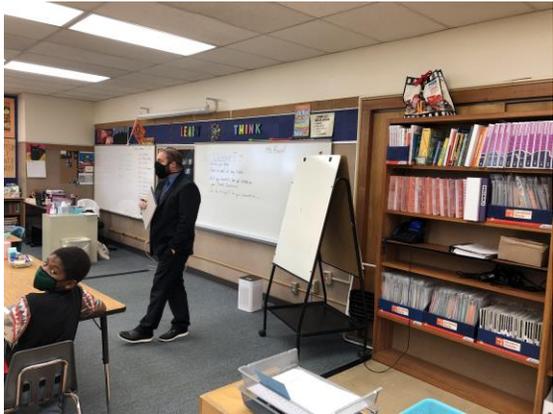
Authentic Belonging for all

Caring for our School Communities

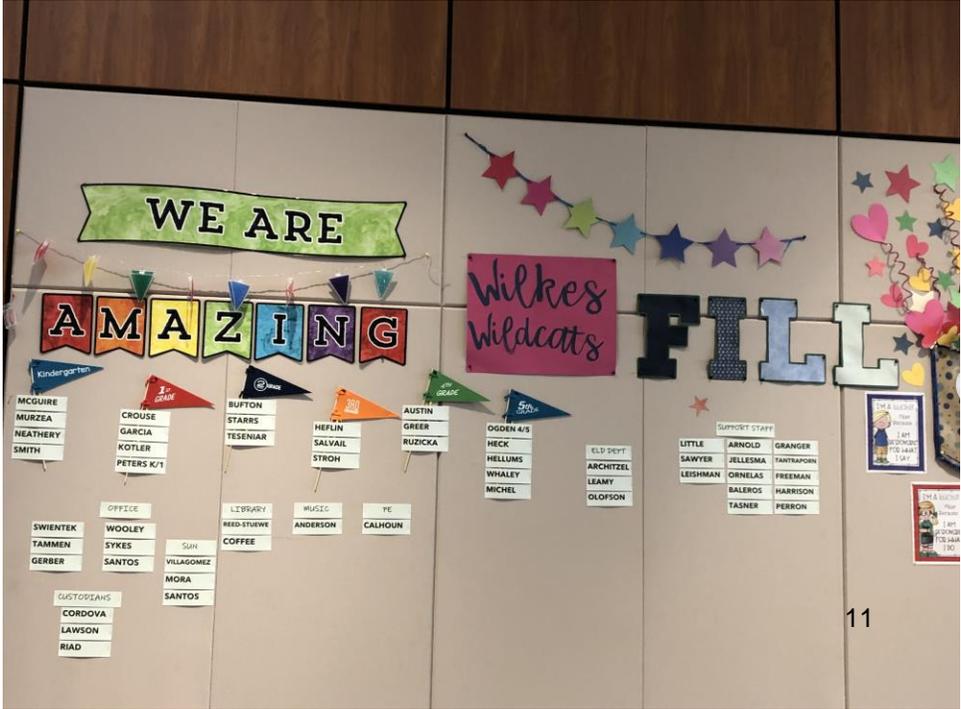
Prioritizing Relationships



Engaging and Positive Culture



Welcoming Environment



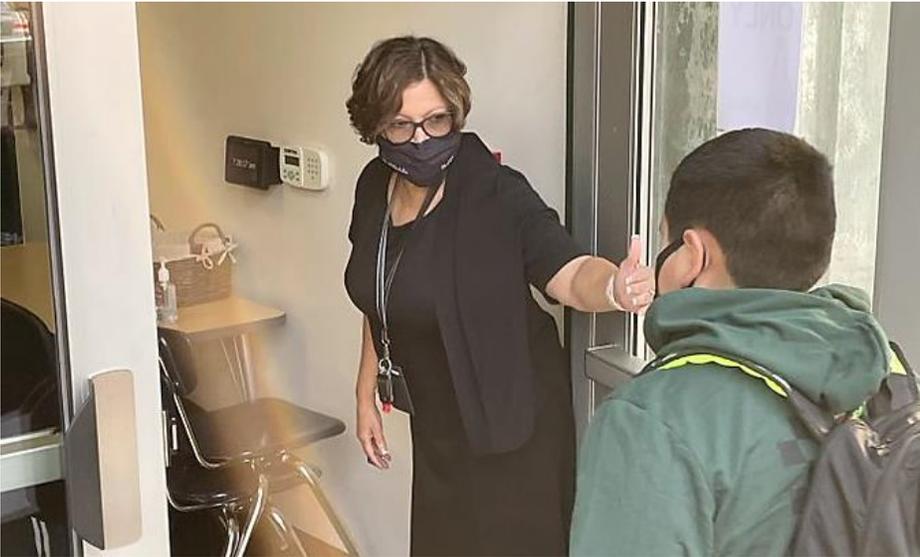
Teamwork and Togetherness



12

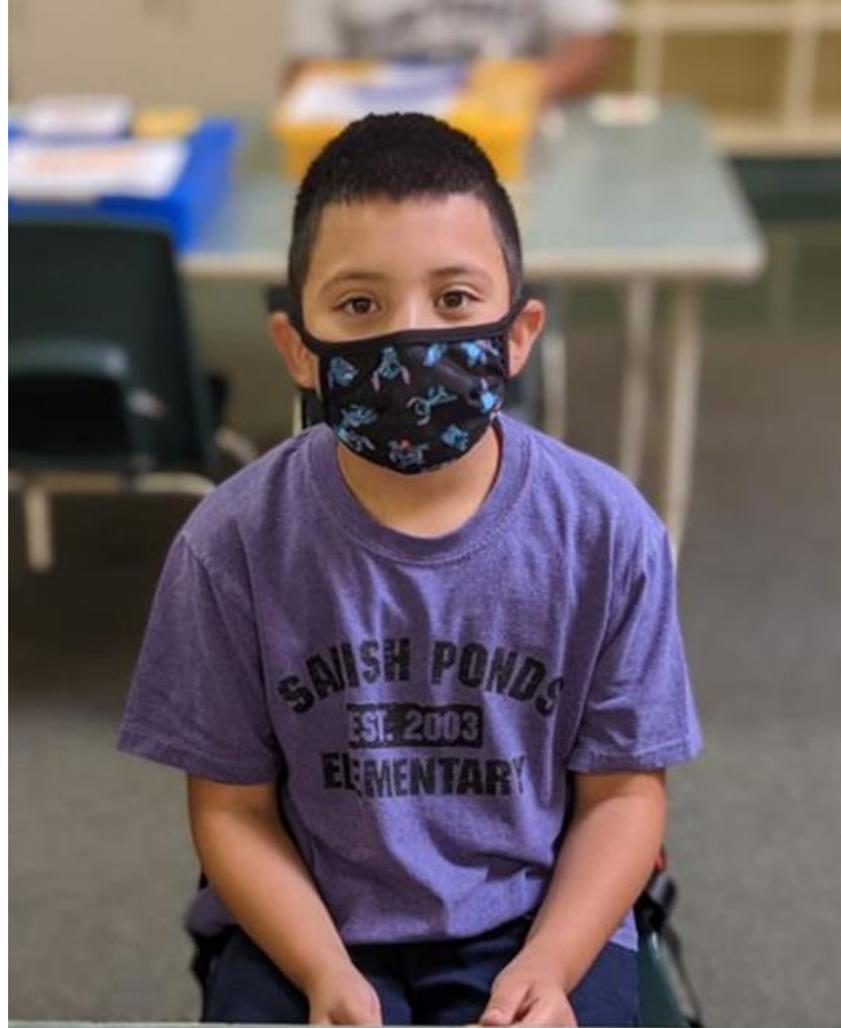


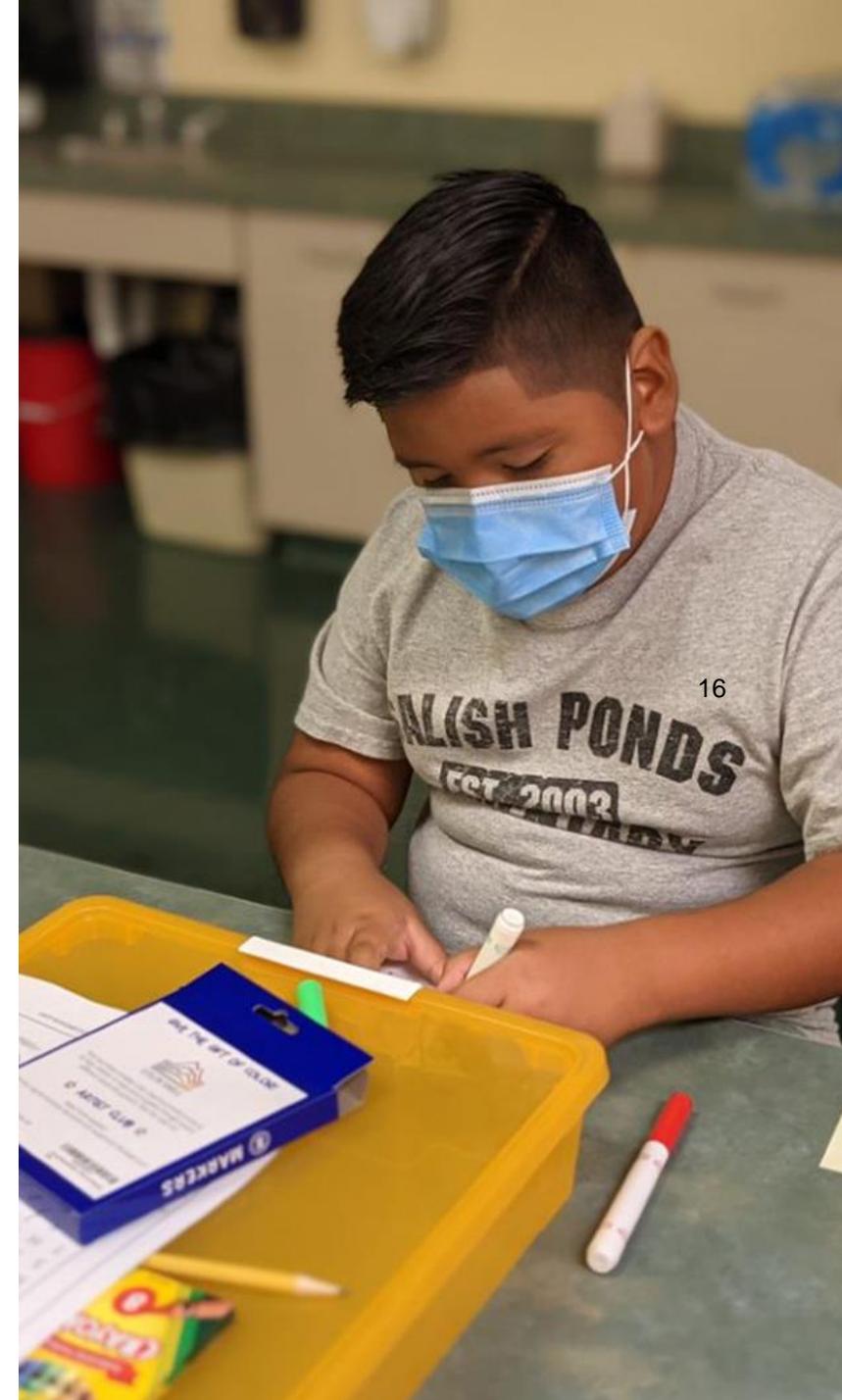
Helpful and Supportive



Authentic Belonging for All!!









Update - New Elementary School Start Times

Background

In response to a shortage of school bus drivers we modified start times at 8 elementary schools so we would be able to provide bus transportation, safely, for all RSD students.

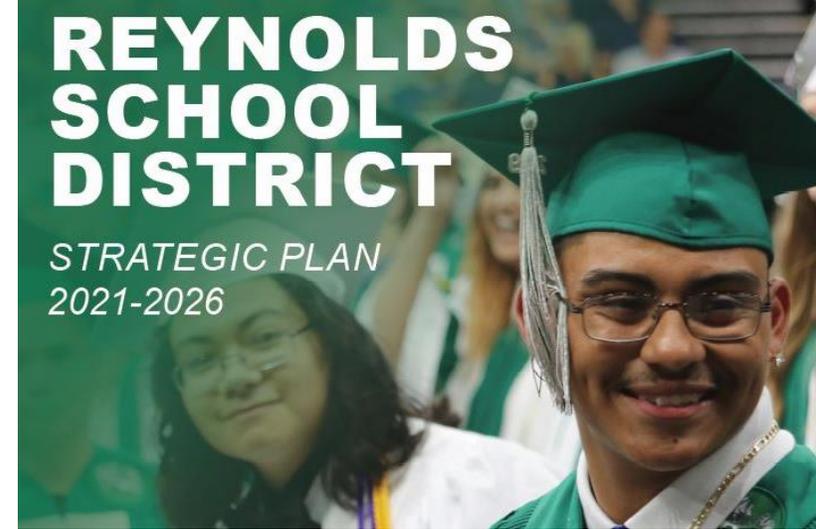
Update

- Schools that moved to a later start time are optimistic this may help families with morning attendance
- Collaborative with a solutions-oriented approach as transportation rebalancing gets underway
- Planning underway for expanded childcare support for schools impacted by the change.

School	New Times (old times)
Alder Elementary	9:20am – 3:50pm 8:50 – 3:20pm
Davis Elementary	9:20am – 3:50pm 8:50 – 3:20
Glenfair Elementary	9:20am – 3:50pm 8:50 – 3:20pm
Scott Elementary	9:20am – 3:50pm 8:50 – 3:20
Fairview Elementary	8:50am – 3:20pm 7:40 – 2:10pm
Salish Ponds Elem.	8:50am – 3:20pm 7:40 – 2:10pm
Troutdale Elementary	8:50am – 3:20pm 7:40 - 2:10pm
Woodland Elem.	8:50am – 3:20pm 7:40 – 2:10pm

Looking Ahead to Fall

Strategic Action Plan Alignment and Implementation



Fall School Improvement Plan Presentations to the School Board

- October 8 – Elementary Schools
- November 17 - Secondary Schools

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Thank You!



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To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: Superintendent’s Action Plan
Policy: [Evaluation of the Superintendent – CBG](#)
Date: September 8, 2021

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Summary:

This is a first reading of the Superintendent’s 2021-2022 Goals and Action Plan.

Previous Board Action:

The Board annually approves the Superintendent’s goals.

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

Superintendent Action Plan 2021-2022

GOAL 1: By June 2022, all 3rd grade students will increase from 33% to 40% reading at/above benchmark level.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<ul style="list-style-type: none"> • By September 2021, the Academics Department will create and lead the Instructional Leadership Team (ILT) for the district and align all professional learning to the strategic plan (literacy, multilingual education, and special education) by developing Tier 1 Instructional Framework. • By September 2021, the Academics Department will Develop a Professional Learning Calendar for 2021-22 with a focus on literacy and culturally and linguistically responsive teaching. • By September 2021, the Academics Department will Purchase and distribute Culturally Relevant Text to schools and classrooms. • By September 2021, the Academics Department will develop an assessment guide for schools. • By December 2021, the ILT, in collaboration with principals and teacher leaders, will develop a tool for instructional leadership cycles to monitor inclusive and equitable instructional practices across the district. • By January 2022, the Academics Department, in collaboration with communications department, will co-develop the public facing dashboard with CEE and post for public view. • By March 2022, the Academics Department, in collaboration with communications department, will facilitate the CEE survey for both internal and external shareholders. • By November 2021, March 2022, and June 2022, the Academics Team will lead the STAR interim assessments and support all departments and schools 	Dr. Koreen Barreras-Brown	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

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Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<p>in accessing the data effectively and monitoring progress towards goals.</p> <ul style="list-style-type: none"> By May 2022, the Academics Department will lead ELA/ELP Adoption Committee (all levels) to recommend culturally and linguistically responsive curriculum to the school board for adoption. By June 2022, the Academics Department will lead the facilitation of the OSAS and support all schools and departments in accessing the data effectively and monitoring progress towards goals. 				
<ul style="list-style-type: none"> By May 2022, the Division of Student & Family Services, in collaboration with the Division of Academics and district stakeholders, will develop a District-wide Multi-Tiered System of Student Support Framework for academic support. 	Dr. Christopher Ortiz	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input checked="" type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> Budgets at department level will be encumbered at 75% by January 2022 Provided one-on-one professional development to secretaries and principals on school budgets Accessibility to accounting software (iVisions) Added a control report allowing staff to see real time budget, expenditures and encumbrances 	Anthony Lebron	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input checked="" type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> Human Capital Management will work across all departments to ensure that estimated certified and 	Dr. Angela Freeman	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May

Superintendent Action Plan 2021-2022

GOAL 1: By June 2022, all 3 rd grade students will increase from 33% to 40% reading at/above benchmark level.				
Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
classified FTE across the district are allocated by March 1, 2022 and openings posted by March 21, 2022.		<input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • By September, 2021 The Office of Schools will establish a timeline for school administrators to follow that outlines the SIP process for the year. • The Office of Schools will work with school administrators to ensure alignment between the goals and actionable steps in their school SIPs, to district goals and strategic initiatives in the area of literacy. • The Office of Schools will create and implement a professional learning plan for school administrators focused on anti-racist instructional leadership development. • The Office of Schools will conduct observational visits to schools routinely to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of literacy, is in effect at all schools districtwide. • The Office of Schools will lead and support school administrators with school PLC and Equity teams, inclusive of disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations. 	Dr. Sara Hahn-Huston	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

GOAL 2: By June 2022, all 3rd grade English Language Learners (ELLs) will increase from 9% to 20% reading at/above benchmark level.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<ul style="list-style-type: none"> • By September 2021, the Academics Department will create and lead the Instructional Leadership Team (ILT) for the district and align all professional learning to the strategic plan (literacy, multilingual education, and special education) by developing Tier 1 Instructional Framework. • By September 2021, the Academics Department will Develop a Professional Learning Calendar for 2021-22 with a focus on literacy and culturally and linguistically responsive teaching. • By September 2021, the Academics Department will Purchase and distribute Culturally Relevant Text (focus on multilingual education) to schools and classrooms. • By September 2021, the Academics Department will develop an assessment guide for schools to include the ELPA summative and screener. • By December 2021, the ILT, in collaboration with principals and teacher leaders, will develop a tool for instructional leadership cycles to monitor inclusive and equitable instructional practices across the district with a focus on multilingual education. • By January 2022, the Academics Department, in collaboration with the communications department, will co-develop the public facing dashboard with CEE that focuses on our strategic areas and post for public view. • By March 2022, the Academics Department, in collaboration with the communications department, will facilitate the CEE survey in multiple languages for both internal and external shareholders. 	Dr. Koreen Barreras-Brown	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

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Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<ul style="list-style-type: none"> By November 2021, March 2022, and June 2022, the Academics Team will lead the STAR interim assessments and support all departments and schools in accessing the data effectively and monitoring progress towards goals with a focus on our students who are emerging multilingual. By May 2022, the Academics Department will lead ELA/ELP Adoption Committee (all levels) to recommend culturally and linguistically responsive curriculum to the school board for adoption. By June 2022, the Academics Department will lead the facilitation of the OSAS and support all schools and departments in accessing the data effectively and monitoring progress towards goals with a focus on students who are emerging multilingual. 				
<ul style="list-style-type: none"> By June 2022, the Division of Student & Family Services-the Department of Multilingual Education will increase K-12 teacher readiness focused on quality instructional design strategies for sheltering instruction to accelerate learning and ensure access to core instruction for English Learners. 	Dr. Christopher Ortiz	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input checked="" type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> Analyze annually the ratio of State School Fund dollars allocated to ELL programs is budgeted appropriately Ensure any grant dollars received are spent appropriately and meet fiscal compliance Review staffing ratios to ensure funding sources are aligned appropriately and equitably 	Anthony Lebron	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input checked="" type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

GOAL 2: By June 2022, all 3rd grade English Language Learners (ELLs) will increase from 9% to 20% reading at/above benchmark level.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
		Development		
<ul style="list-style-type: none"> Human Capital Management will take active measures to fill positions with staff that reflect our student population. Reynolds School District will host a job fair in April to recruit and hire candidates early in hiring season. 	Dr. Angela Freeman	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input checked="" type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> By September, 2021 The Office of Schools will establish a timeline for school administrators to follow that outlines the SIP process for the year. The Office of Schools will work with school administrators to ensure alignment between the goals and actionable steps in their school SIPs, to district goals and strategic initiatives in the area of improved Reading for English Learners. The Office of Schools will create and implement a professional learning plan for school administrators focused on anti-racist instructional leadership development. The Office of Schools will conduct observational visits to schools routinely to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of UDL and Culturally Responsive Teaching, is in effect at all schools districtwide. The Office of Schools will lead and support school administrators with school PLC and Equity teams, 	Dr. Sara Hahn-Huston	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

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Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
inclusive of disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations.				

Superintendent Action Plan 2021-2022

GOAL 3: By June 2022, all 3rd grade students receiving Special Education services will increase from 10% to 20% reading at/above benchmark level.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<ul style="list-style-type: none"> • By September 2021, the Academics Department will create and lead the Instructional Leadership Team (ILT) for the district and align all professional learning to the strategic plan (literacy, multilingual education, and special education) by developing Tier 1 Instructional Framework. • By September 2021, the Academics Department will Develop a Professional Learning Calendar for 2021-22 with a focus on literacy and culturally and linguistically responsive teaching. • By September 2021, the Academics Department will Purchase and distribute Culturally Relevant Text (focus on multilingual education) to schools and classrooms. • By September 2021, the Academics Department will develop an assessment guide for schools to include the ELPA summative and screener. • By December 2021, the ILT, in collaboration with principals and teacher leaders, will develop a tool for instructional leadership cycles to monitor inclusive and equitable instructional practices across the district with a focus on multilingual education. • By January 2022, the Academics Department, in collaboration with the communications department, will co-develop the public facing dashboard with CEE that focuses on our strategic areas and post for public view. • By March 2022, the Academics Department, in collaboration with the communications department, will facilitate the CEE survey in multiple languages for both internal and external shareholders. 	Dr. Koreen Barreras-Brown	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

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<ul style="list-style-type: none"> By November 2021, March 2022, and June 2022, the Academics Team will lead the STAR interim assessments and support all departments and schools in accessing the data effectively and monitoring progress towards goals with a focus on our students who have special needs. By May 2022, the Academics Department will lead ELA/ELP Adoption Committee (all levels) to recommend culturally and linguistically responsive curriculum (to includes support for students with special needs) to the school board for adoption with a focus on supporting our students with special needs. By June 2022, the Academics Department will lead the facilitation of the OSAS and support all schools and departments in accessing the data effectively and monitoring progress towards goals with a focus on students with special needs. 				
<ul style="list-style-type: none"> Review Maintenance of Effort throughout the year to ensure compliance Work with Multnomah Educational Services District to pay invoices in a timely manner Review budgets and spending in collaboration with the Special Education Director 	Anthony Lebron	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input checked="" type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> Human Capital Management will take active measures to fill positions with staff that reflect our student population. Reynolds School District will host a job fair in April to recruit and hire candidates early in hiring season. 	Dr. Angela Freeman	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input checked="" type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

GOAL 3: By June 2022, all 3rd grade students receiving Special Education services will increase from 10% to 20% reading at/above benchmark level.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
		<input type="checkbox"/> Professional Development	Culture	
<ul style="list-style-type: none"> • By September, 2021 The Office of Schools will establish a timeline for school administrators to follow that outlines the SIP process for the year. • The Office of Schools will work with school administrators to ensure alignment between the goals and actionable steps in their school SIPs, to district goals and strategic initiatives in the area of improved reading for students who are currently receiving Special Education services. • The Office of Schools will create and implement a professional learning plan for school administrators focused on anti-racist instructional leadership development. • The Office of Schools will conduct observational visits to schools routinely to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of UDL and Culturally Responsive Teaching, is in effect at all schools districtwide. • The Office of Schools will lead and support school administrators with school PLC and Equity teams, inclusive of disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations. 	Dr. Sara Hahn-Huston	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

STANDARD 1 – Visionary District Leadership

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision.
- Implements the district’s continuous improvement plan and communicate its progress.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<ul style="list-style-type: none"> • By September 2021, the Academics Department will develop SMART goals with an action plan in alignment with the RSD strategic plan and as part of the district continuous improvement plan. 	Dr. Koreen Barreras-Brown	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • The Communications & Community Relations Department will procure a communications audit and develop a district communications plan by June 30, 2022 to build equitable communications solutions, understand gaps, prioritize work, and memorialize processes. 	Stephanie Field	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input checked="" type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • The Communications & Community Relations Department will implement the "16-Minute Check-In" (16-minute or less weekly check-in call with principals to give our department community engagement opportunities to highlight and promote) by November 2021 to increase community engagement and help with school-based social media promotion. 	Stephanie Field	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input checked="" type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • The Division of Student & Family Services and the Division of District Operations will develop SMART goals with action plan to align with the RSD strategic 	Dr. Christopher Ortiz	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May

Superintendent Action Plan 2021-2022

STANDARD 1 – Visionary District Leadership

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision.
- Implements the district’s continuous improvement plan and communicate its progress.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
plan. Goals will also be based on results from the CEE survey (Customer Care, Efficiency, and Response Time).		<input checked="" type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	Practice <input checked="" type="checkbox"/> Organizational Culture	<input checked="" type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • The Finance Department will develop SMART goals with an action plan in alignment with strategic plan and as part of the district continuous improvement plan 	Anthony Lebron	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input checked="" type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • Human Capital Management will develop SMART goals with action plan to align with the districts strategic plan. Goals will also be based on results from the CEE survey (Customer Care, Efficiency, and Response Time). 	Dr. Angela Freeman	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input checked="" type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • The Office of Schools will develop SMART goals with actionable steps aligned to the district’s strategic plan and in response to district wide data both qualitative and quantitative, with an emphasis on our leading indicator data. 	Dr. Sara Hahn-Huston	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

STANDARD 3 – Inclusive District Culture

- Develops and maintains a supportive, equitable, culturally responsive, and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavior support practices among teachers, administrators and staff

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<ul style="list-style-type: none"> • By September 2021, the Academics Department will create and lead the Instructional Leadership Team (ILT) for the district and align all professional learning to the strategic plan (literacy, multilingual education, and special education) by developing Tier 1 Instructional Framework. • By September 2021, the Academics Department will Develop a Professional Learning Calendar for 2021-22 with a focus on equity and culturally and linguistically responsive teaching. • By September 2021, the Academics Department will Purchase and distribute Culturally Relevant Text to schools and classrooms that are inclusive of all students, staff, and families. • By December 2021, the ILT, in collaboration with principals and teacher leaders, will develop a tool for instructional leadership cycles to monitor inclusive and equitable instructional practices across the district. 	Dr. Koreen Barreras-Brown	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • By May 2022, the Division of Student & Family Services, in collaboration with the Division of Academics and district stakeholders, will develop a District-wide Multi-Tiered System of Student Support Framework for social-emotional learning supports for students. 	Dr. Christopher Ortiz	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input checked="" type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input checked="" type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February

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Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<ul style="list-style-type: none"> • The Communications & Community Relations Department will provide attendance autodialer calls in our top four languages - English, Spanish, Russian, and Vietnamese - and using culturally relevant content/language by January 28, 2022 (first semester end) to ensure families receive important attendance call information in a language they are comfortable hearing and understanding to help improve trust between the district and families and increase attendance for students. 	Stephanie Field	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • The Communications & Community Relations Department will create social media guidelines, develop social media presences, and train on best practices for all elementary, middle, and high schools by June 30, 2022 to increase community engagement and awareness of school-related successes. 	Stephanie Field	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input checked="" type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • The Communications & Community Relations Department will utilize various multimedia (i.e. podcasts, videos, social engagement, Superintendent's newsletter) monthly to increase overall engagement and district culture with students, families, and staff. 	Stephanie Field	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input checked="" type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February

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Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<ul style="list-style-type: none"> • The Communications & Community Relations Department will create and distribute student and/or staff-focused press releases on a monthly basis starting October 2021 to gain earned media coverage in the community. 	Stephanie Field	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input checked="" type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • Department staff are members of the Association of School Business Officials, which provides professional development • Additional staffing has been added to the department allowing staff to take their allowed time off with back-up support 	Anthony Lebron	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input checked="" type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • Human Capital Management will continue providing affinity spaces for BIPOC staff. 	Dr. Angela Freeman	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input checked="" type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input type="checkbox"/> June <input checked="" type="checkbox"/> February
<ul style="list-style-type: none"> • Human Capital Management will refine its offboarding processes to include exit interview data to better plan retention strategies. 	Dr. Angela Freeman	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input checked="" type="checkbox"/> Student and Staff	<input type="checkbox"/> Safety <input type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input checked="" type="checkbox"/> May <input type="checkbox"/> January

Superintendent Action Plan 2021-2022

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Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
		Wellness <input type="checkbox"/> Professional Development	<input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> February <input type="checkbox"/> June
<ul style="list-style-type: none"> • The Office of Schools will design and lead a New Leaders Academy and Aspiring Administrators Program. • The Office of schools will elevate student voice by using a combination of surveys, empathy interviews, input sessions/community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families no less than three times per year. • The Office of schools will work with school administrators to develop a process used annually for how to identify the top three barriers to goal attainment. • The Office of Schools will work with school administrators to develop a process for collecting feedback from the community at outreach events to identify internal and external barriers to student and community communication and include an annual equity progress review on how they will be addressed. 	Dr. Sara Hahn-Huston	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June

Superintendent Action Plan 2021-2022

STANDARD 4 – Culturally Responsive Instructional Leadership and Improvement

- Evaluates, designs, fosters, and implements coherent systems of curriculum instruction, supports, assessment, and instructional leadership.
- Implements coordinated systems of support, coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<ul style="list-style-type: none"> • By July 2021, the Academics Department hired a Director of Assessment and Systems Improvement who developed a district assessment and evaluation guide. • By September 2021, the Academics Department will create and lead the Instructional Leadership Team (ILT) for the district and align all professional learning to the strategic plan (literacy, multilingual education, and special education) by developing Tier 1 Instructional Framework. • By September 2021, the Academics Department will Develop a Professional Learning Calendar for 2021-22 with a focus on equity and culturally and linguistically responsive teaching. • By September 2021, the Academics Department will facilitate instructional coaches across the district to support educators with curriculum, instruction, and assessment. • By December 2021, the ILT, in collaboration with principals and teacher leaders, will develop a tool for instructional leadership cycles to monitor inclusive and equitable instructional practices across the district. • By November 2021, March 2022, and June 2022, the Academics Team will lead the STAR interim assessments and support all departments and schools in accessing disaggregated data effectively and monitoring progress towards goals. 	Dr. Koreen Barreras-Brown	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

STANDARD 4 – Culturally Responsive Instructional Leadership and Improvement

- Evaluates, designs, fosters, and implements coherent systems of curriculum instruction, supports, assessment, and instructional leadership.
- Implements coordinated systems of support, coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
<ul style="list-style-type: none"> • By June 2022, the Academics Department will lead the facilitation of the OSAS and support all schools and departments in accessing disaggregated data effectively and monitoring progress towards goals. 				
<ul style="list-style-type: none"> • By June 2022, the Division of Student & Family Services, in collaboration with other divisions and departments, will have completed the full planning process with ODE for the SIA District Intensive Coaching Process. 	Christopher Ortiz	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • Seek out opportunities and allow department staff time during the working day to attend culturally responsive training • Receive training and implement restorative practices - all departments in central office would participate (Anthony and Danna - are we ready for this?????) 	Anthony Lebron	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input checked="" type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • Human Capital Management will utilize current platforms to track professional development for all staff. This will allow for more targeted professional development offerings in the future. 	Dr. Angela Freeman	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness	<input type="checkbox"/> Safety <input type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

STANDARD 4 – Culturally Responsive Instructional Leadership and Improvement

- Evaluates, designs, fosters, and implements coherent systems of curriculum instruction, supports, assessment, and instructional leadership.
- Implements coordinated systems of support, coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
		<input checked="" type="checkbox"/> Professional Development	Culture	
<ul style="list-style-type: none"> • The Office of Schools will work with school administrators to ensure alignment between the goals and actionable steps in their school SIPs, to district goals and strategic initiatives in the area of improved Reading. • The Office of Schools will create and implement a professional learning plan for school administrators focused on anti-racist instructional leadership development. • The Office of Schools will conduct observational visits to schools routinely to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of UDL and Culturally Responsive Teaching, is in effect at all schools districtwide. • The Office of Schools will lead and support school administrators with school PLC and Equity teams, inclusive of disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations. 	Dr. Sara Hahn-Huston	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> March <input checked="" type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

STANDARD 6 – Effective Organizational Management

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district’s capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date	
<ul style="list-style-type: none"> • By September 2021, the Academics Department will create and lead the Instructional Leadership Team (ILT) for the district and align all professional learning to the strategic plan (literacy, multilingual education, and special education) by developing Tier 1 Instructional Framework. • By September 2021, the Academics Department will Develop a Professional Learning Calendar for 2021-22 with a focus on literacy and culturally and linguistically responsive teaching to develop leadership capacity. • By December 2021, the ILT, in collaboration with principals and teacher leaders, will develop a tool for instructional leadership cycles to monitor inclusive and equitable instructional practices across the district and build leadership capacity. 	Dr. Koreen Barreras-Brown	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input checked="" type="checkbox"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input checked="" type="checkbox"/> February	<input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June
<ul style="list-style-type: none"> • The Communications & Community Relations Department will complete the website redevelopment project by finishing district website pages, redeveloping the staff intranet, and implementing quarterly website audit procedures by June 30, 2022. 	Stephanie Field	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February	<input type="checkbox"/> March <input type="checkbox"/> April <input checked="" type="checkbox"/> May <input type="checkbox"/> June
<ul style="list-style-type: none"> • The Communications & Community Relations Department will participate in local, regional, and national professional development and collaboration 	Stephanie Field	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional	<input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December	<input type="checkbox"/> March <input type="checkbox"/> April <input checked="" type="checkbox"/> May

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- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
opportunities and take advantage of award submission processes for key projects completed in the 2021-2022 school year.		<input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • Support financial aspects of bargaining and implementing collective bargaining agreements • Support equity and access through budget and expenditure review (indirectly impacting students) 	Anthony Lebron	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input checked="" type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • Human Capital Management will take active measures to fill positions with staff that reflect our student population. ○ Reynolds School District will host a job fair in April to recruit and hire candidates early in hiring season. ○ Establish “Grow Your Own” program ○ Increase representation at local and national Job Fairs. 	Dr. Angela Freeman	<input type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • Human Capital Management will meet regularly with the classified and certified unions to establish a collegial working relationship. HCM will use opportunities whenever possible to be proactive and 	Dr. Angela Freeman	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input checked="" type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional	<input type="checkbox"/> Safety <input type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input checked="" type="checkbox"/> January <input type="checkbox"/> June <input type="checkbox"/> February

Superintendent Action Plan 2021-2022

STANDARD 6 – Effective Organizational Management

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district’s capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

Description	Project Champion	Strategic Plan Goal Topics	Pillars / Core Commitments	Board Management Oversight Date
collaborative to avoid unnecessary conflict and confusion.		Development		
<ul style="list-style-type: none"> • By June 2022, the Division of District Operations-Risk Management Program will develop a standardized template for the Safe School Plan that can be used and customized by each school site as part of their Safety and Wellness Committee work. 	Dr. Christopher Ortiz	<input checked="" type="checkbox"/> Marginalized Students <input checked="" type="checkbox"/> Culture Responsive Teaching <input checked="" type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	<input checked="" type="checkbox"/> Safety <input type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input checked="" type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February
<ul style="list-style-type: none"> • By June 2022, the Division of Student & Family Services and the Division of District Operations, in collaboration with the Board Policy Review Committee and other divisions and departments, will have updated 30% of board policies and board administrative regulations pertinent to the updated policy. 	Dr. Christopher Ortiz	<input type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching <input checked="" type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	<input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture	<input type="checkbox"/> October <input type="checkbox"/> March <input type="checkbox"/> November <input type="checkbox"/> April <input type="checkbox"/> December <input type="checkbox"/> May <input checked="" type="checkbox"/> January <input checked="" type="checkbox"/> June <input type="checkbox"/> February

To: Board of Directors

From: Dr. Angela Freeman; Assistant Superintendent, Human Capital Management

Prepared by: Liza Holland; Specialist, Human Capital Management

Subject: Memorandum of Understanding with REA

Policy: [Board Powers and Duties – BBA](#)

Date: September 8, 2021

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

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

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

Summary:

Reynolds School District (RSD) and Reynolds Education Association (REA) have reached an agreement on a Memorandum of Understanding (MOU) for the purpose of outlining working conditions and safeguards for licensed staff as students return to on-site learning for the 2021-2022 school year. RSD and REA are committed to opening schools safely for students and staff, and in accordance with the guidelines set forth by the Governor, local health authorities and Oregon Department of Education's (ODE) *Ready Schools, Safe Learners Resiliency Framework for the 2021-2022 School Year* (ODE/OHA Guidance).

Attached is the following document: "2021-2022 In-Person Learning 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 returned to in-person instruction. Reynolds School District has collaborated with collective bargaining groups to facilitate staff working conditions for the 2021-2022 school year.

Staff is requesting that the Board formally approve the MOU with REA to serve as the protocol for licensed 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 Reynolds Education Association as proposed.

Motion:

A. Motion Made by a Board Member:

I move that the Board approve the MOU between REA and Reynolds School District, which will serve as the protocol for licensed staff to work on-site for the duration of the agreement.

B. Seconded by another Board Member

C. Point of Clarification / Discussion

D. Board Vote

2021-2022 In-Person Learning

Memorandum of Understanding Between Reynolds School District and Reynolds Education Association

Reynolds School District No. 7, Multnomah County, Oregon (District) and the Reynolds Education Association together, "the parties," recognize that the safety of staff, students and families is a primary concern for professional educators. In addition, the Parties agree that the working conditions of professional educators during the COVID Pandemic are significantly altered when professional educators are engaged in in-person learning. The District will provide programs in accordance with current guidelines set forth by the Governor, ODE, and local health authorities. Specifically, the District shall adhere to ODE's Ready Schools, Safe Learners (RSSL): Advisory Health Metrics for In-Person Instruction; Public Health Protocols; Facilities and School Operations; and Response to Outbreak.

1. All 2021/2022 school year work schedules must comply with Articles 7 and 9 of the current Collective Bargaining Agreement.
2. In the event that cohort size and or social distancing guidelines are included in the RSSL guidelines, this agreement will be amended to reflect accommodations included in the 2021 Hybrid MOU and/or CDL MOU or other negotiated accommodations.
3. Educators who work with FLS, medically fragile, life skills, and emotional regulation challenged students will be provided highly specific protocols (treatment plans, medical instructions, emergency contingencies plans), training, PPE, and equipment to engage safely in providing the needs of their students. Given the high-risk nature of these assignments and the likelihood of absent staff members impacting delivery of consistent services, it is recognized that additional multiple individuals within a building will need training beyond the immediately assigned educators.
4. All meetings may be offered in person, but only if three (3) feet distancing can be met. All participants in these meetings will be required to wear masks with the exception of staff who are drinking. If staff are going to eat, they are encouraged to distance themselves further from the group. If three feet distancing and masking protocols cannot be met, meetings will be offered in a virtual format.
5. If there is a substantial change in safety conditions, or a certified educator documents and reports at least three (3) safety conditions that have been violated to their site administrator or designee, that are not resolved after notice to the District, the site administrator, or District Coordinator will work with the educator to provide mutually agreed upon solutions so the educator can safely continue to perform their duties.

2021-2022 In-Person Learning

This in no way limits the right of the educator and/or the Association to submit complaints to OSHA as they deem necessary. The District shall provide a copy of its communicable disease management plan and all COVID-19 safety protocols to each educator who works in the building. The District and Association shall collaborate and agree to the development of a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person and a representative in each building selected by the Association.

6. The District will comply with COVID 19 rapid testing and contact tracing requirements in RSSL and by the Multnomah County Health Department (MCHD). The District will provide opportunities for staff to be COVID tested in accordance with "COVID-19 Testing in Oregon K-12 Schools."
7. Should any person connected to a school cohort test positive for COVID-19, the District will comply with the RSSL and MCHD protocols. If there is a positive COVID-19 case at a worksite, the District shall notify all persons who may have been exposed or affected, as determined by the MCHD and School Nursing Services of the Multnomah Education Service District and in accordance with the notification procedures established by the Oregon Occupational Safety and Health Administration. Notification shall include identification of the steps that have been taken/will be taken to sanitize the area before staff are allowed to report back to the area. Each time a positive COVID-19 case has been detected, the District shall notify the Association of the building/worksite(s) where the case was detected, how many staff members and students were exposed and/or affected, and how many staff members and students will be quarantined to the extent information is available to the District and does not violate HIPAA rights.
8. Any staff member instructed to quarantine due to a COVID exposure at work, as determined by MESD, will not incur a loss of pay or sick leave. Vaccinated members who have a COVID exposure at work and are recommended to quarantine themselves by a medical provider may choose to self-quarantine for up to 5 days to allow for testing or showing of symptoms, without loss of pay or sick leave. The District, in partnership with the Association, will allow the use of a COVID leave sick bank for the duration of the 2021-22 contract year. The District serves a community interest by providing COVID leave to prevent COVID exposed employees from reporting to work.

2021-2022 In-Person Learning

- a. The bank will be seeded and maintained by the District and the Association Sick Leave Bank. Days granted from the COVID leave sick leave bank will be shared equally by the District and Association. All employees who are able to document that they have been vaccinated for COVID or that they are medically unable to be vaccinated will be eligible for leave from the bank. If contract tracing reveals an employee was exposed to COVID-19 at work or qualifies for any of the reasons listed in b, then the employee's own accrued leave does not need to be exhausted in order to qualify for the bank.
 - b. Reasons for accessing the bank include:
 - i. Eligible employee is subject to quarantine or isolation order directed by Multnomah County Public Health or District contact tracer;
 - ii. Eligible employee is sent home and is awaiting results of a COVID-19 test
 - iii. Eligible employee has contracted COVID-19 that can be traced to an outbreak or positive case at work.
 - c. An employee who believes they have contracted or were exposed to COVID-19 on the job and who have sought treatment or medical advice for an exposure or a condition that they believe resulted from exposure shall submit a completed 801 form to the District's Workers' Compensation Carrier, SAIF. A copy of the form can be obtained from the lead secretary in each building office or from the HCM Department.
9. Based upon the District's requirement that all employees be vaccinated by October 18, 2021 or six weeks from FDA approval (whichever is later), the parties agree to the following:
- a. Employees will be responsible for making arrangements to get the COVID-19 vaccine through a health care provider of their choice.
 - b. The District shall provide employees with up to two (2) hours (if available within a district facility), otherwise up to 4 hours of paid leave during their normal workday to receive each dose of the COVID-19 vaccine, including if the Booster is a mandated dose. Employees who choose to get vaccinated during their regularly scheduled workday must obtain the approval of their immediate supervisor. Requests for leave to get vaccinated during the

2021-2022 In-Person Learning

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.

- I. If a substitute is required to cover the absence that cannot be filled in a two-hour increment, a half day may be required.
 - c. The employee shall receive two (2) hours of pay at the employee's own pay rate for each dose of the vaccination that is received on the employee's personal time. Payment for this time is only available with proof of vaccination, such as a doctor's note or vaccination card.
 - d. Employees shall provide the District with proof of vaccination as required by OHA and or the Governor's order. The proof of vaccination provided by an employee pursuant to this MOU and OHA rules will be treated as a confidential medical record.
 - e. Certified staff may not teach, work, provide care, learn, study, assist, observe or volunteer for a school-based program unless they are fully vaccinated or have provided documentation of a medical or religious exception. For employees who refuse to present proof of vaccination, medical or religious exemption, the school district will follow regular procedures for corrective action including disciplinary action. In any disciplinary process, all provisions of the CBA shall apply.
 - f. Members who request a medical or religious exemption to the vaccine mandate and are denied shall have the right to appeal by requesting a meeting with the Superintendent or their designee and REA representation to discuss the reason(s) for denial. If the denial is upheld, the District will provide a written explanation.
10. 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, second and/or booster dose of the vaccine. This vaccine-related sick leave will not be charged to any accrued paid leave balances the employee may have.
- a. 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 OSES' 1-day sick leave grant. This leave plan will be added to the members' leave plan on an as needed basis.

2021-2022 In-Person Learning

- b. This leave must be used in a full day increment. It is the responsibility of the supervisor to track their staff members' 48-hour period of the first, second and/or booster dose of vaccine.
 - c. Otherwise, all other policies and procedures regarding the use of sick leave shall apply.
11. RSD will implement the established safety and cleaning protocols as required by RSSL Guidance document, all of which will be overseen and enforced by an identified site supervisor. The following health and safety protocols will be used:
- a. Each site shall have separate, appropriately supervised, and adequately equipped spaces for COVID exposures and for first aid cases.
 - b. Provide appropriate "workplace provisions" of Personal Protective Equipment (PPE) and/or Essential Protective Gear (EPG) in accordance with federal, state, and local guidelines in effect and as established by RSD's required Plan for Return to in-person Instruction. RSD shall provide K95 face coverings (masks) for staff who request them, handwashing stations, hand sanitizer, sanitizing wipes, and other cleaning materials as applicable. RSD shall provide enough CDC-recommended face coverings (masks) for staff, community partners, and students and make available at easily identified stations in each building/worksite.
 - c. RSD shall require the use of facial coverings (masks) that are worn properly. Staff members who cannot wear a mask because of a documented health issue must complete the interactive process through the district office. Members who are determined to be in need of accommodations shall instead be required to wear a face shield and neck drape (tucked into the shirt).
 - d. No professional educator will be required to work in a room that cannot meet protocols as established by current RSSL guidance and this agreement. Every effort will be made to maximize distancing to the extent the space allows. Each educational space will be evaluated, for physical distancing to the extent possible, in accordance with the current RSSL guidelines. Professional educators may change the arrangement of the room. If any learning space cannot accommodate physical distancing to the extent possible, in accordance with the current RSSL guidelines, the following measures may be taken if feasible to maximize distancing:

2021-2022 In-Person Learning

- i. Members may remove ancillary furniture and rearrange desks
 - ii. Move or switch larger class sizes with smaller class sizes
 - iii. Repurposing traditional non-classroom spaces to use as classrooms
- e. No educator will be required to work in a room where students are not wearing masks, except as allowed by the current RSSL guidelines. RSD shall provide masks that meet standards equivalent to masks designated as K95 and enough gloves, gowns, head coverings, and face shields for staff who are in programs and classrooms that place them at increased risk as determined by RSD and REA. Schools cannot serve a student in-person if they or their family choose not to wear a face covering. Each building shall develop and communicate a plan for students who refuse to wear a mask. The district and/or school administration will develop this plan for removal of such students which will be communicated to all building staff and will not require certified staff to administer interventions. The plan must not require additional prep of lessons or materials on the part of the educator beyond what is normally expected for student absences. The District and the Association will collaborate to produce more specific explanation of the section to be communicated out to building administrators and staff.
- f. RSD will continue to comply with the requirements in Facilities and School Operations of the current RSSL to ensure staff and student safety. Students, employees, and visitors shall be encouraged to wash their hands or use hand sanitizer upon entering district sites and every time a classroom is entered. Every classroom and workspace shall be provided hand sanitizer. All hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked and restocked immediately as needed and prior to the beginning of each day.
12. All schools will upgrade to MERV 13 filters if existing equipment allows and no less than MERV 11 to mitigate the potential spread of COVID-19 per current RSSL guidelines. The District shall provide portable, low noise HEPA-rated air filters that have a CDAR of at least 300 standard cubic feet per minute and a large enough capacity for the square footage of the occupied space in all classrooms and/or spaces that are used for instruction. In oversized learning spaces such as gymnasiums and shops where portable units are inadequate, every effort will be made to upgrade

2021-2022 In-Person Learning

HVAC filtration to a MERV 13 rating or better. The District shall provide a list of oversized learning spaces and their current MERV value ratings to the Association by September 7, 2021. The District shall provide and distribute HEPA air purifiers to all classrooms and spaces that are used for instruction prior to the first day each student group is to report to worksites. The District shall provide the Association with timeline of HEPA air purifier filter life and a replacement schedule for filters. Members whose workspaces are not student learning spaces may request HEPA air purifiers through the building principal and REA Representative.

13. School Safety Committees shall include at least one representative chosen by the Association. These committees will serve as the COVID response team for each site.

14. In the event an individual student is unable to attend school because of COVID, the district will treat this as a traditional absence regarding expectations for educators. If an entire class is unable to attend for an entire quarantine period (as specified by MESD), staff will continue to report to the work site and there will be a minimum of a one-day transition period afforded educators prior to the commencement of any distance learning. If an entire school is out, quarantined or closed for pandemic-related reasons, educators may work remotely (off-site at the members' discretion) and a two-day transition period will apply. If there are subsequent transitions, either to or from in-person instruction, then a one-day transition period will apply each time and educators will provide asynchronous learning opportunities for students. At least half of any transition period shall be member-directed time.

Staff members may be required to deliver in-person and virtual instruction during their daily schedule due to quarantine issues. In such cases additional transition time (minimum 5 minutes at each end) must be afforded at the start and end of each virtual session. No member will be required to perform virtual and in-person instruction simultaneously.

15. In the event members are assigned to meal supervision duties, the environment in which meals are served must fully comply to safety guidance including: masking (except when directly eating or drinking), and every effort will be made to upgrade HVAC filtration to a MERV 13 rating or better and/or outside eating areas, and when feasible three (3) feet of social distancing for all present. Meal supervision duties may not in any way infringe upon the members' own duty-free lunch time, and members will be afforded their full Article 9 rights per the CBA. The district will also be responsible for maintaining a safe meal space for educators that allows for appropriate social distancing if such distancing is feasible. To provide optimum safety and distancing conditions, members have the right to eat lunch in their regular works spaces and will be afforded the use of personal food storage and preparation items in accordance with established working conditions. To ensure safety and security of

2021-2022 In-Person Learning

working environments, any small appliances in members' workspaces, including all attachments and power cords, must be in good working condition, undamaged, and properly connected, and members will provide notice of use to the building principal.

16. If the District is unable, for any reason, to provide the materials, including one-to-one devices, necessary for implementing a District program, including virtual learning, the district will not hold members accountable for implementation of that program.

17. By mutual agreement this MOU may be reopened to address potential needs. Any new guidelines, exceptions or amendments to RSSL/ODE guidance for onsite instruction, including but not limited to a change in mask-wearing, PPE, or social distancing policies, and/or any changes that substantially change working or safety conditions, must be negotiated with the Association.

18. This agreement will expire on June 17, 2022

2021-2022 In-Person Learning

Reynolds Education Association

DocuSigned by:
Lisa Griffith 8/31/2021
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Lisa Griffith, REA President

Reynolds School District

DocuSigned by:
Angela Freeman 8/30/2021
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Dr. Angela Freeman,
Assistant Superintendent - HCM

DocuSigned by:
Bruce Marsh 8/30/2021
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M. Nasser Marsh, REA Bargaining Chair

DocuSigned by:
Shaunice Silas 8/30/2021
611565BC699A4B9...

Shaunice Silas,
Director - Employee & Labor Relations

To: Board of Directors

From: Dr. Angela Freeman; Assistant Superintendent, Human Capital Management

Prepared by: Liza Holland; Specialist, Human Capital Management

Subject: Memorandum of Understanding with OSEA

Policy: [Board Powers and Duties – BBA](#)

Date: September 8, 2021

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

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

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

Summary:

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 outlining working conditions and safeguards for classified staff as students return to on-site learning for the 2021-2022 school year. RSD and OSEA are committed to opening schools safely for students and staff, and in accordance with the guidelines set forth by the Governor, local health authorities and Oregon Department of Education's (ODE) *Ready Schools, Safe Learners Resiliency Framework for the 2021-2022 School Year* (ODE/OHA Guidance).

Attached is the following document: "OSEA Returning for In-Person Instruction and Mandatory COVID19 Vaccination Policy"

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 returned to

in-person instruction. Reynolds School District has collaborated with collective bargaining groups to facilitate staff working conditions for the 2021-2022 school year.

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 (OSEA) Reynolds Chapter #37 as proposed.

Motion:

A. Motion Made by a Board Member:

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.

B. Seconded by another Board Member

C. Point of Clarification / Discussion

D. Board Vote

**MEMORANDUM OF UNDERSTANDING REGARDING
2021-2022 RETURNING FOR IN-PERSON INSTRUCTION and
MANDATORY COVID-19 VACCINATION POLICY**

The Reynolds School District #7 (District) and the Oregon School Employees Association, Reynolds Chapter 37, (Union) agree that the following terms and conditions will apply to the District's policies and procedures regarding the return to in-person instruction and the mandatory vaccine mandate.

1. The District and Union agree that:
 - a. Students benefit from in-person learning.
 - b. Staff and students safely returning to in-person instruction in the fall 2021 is a priority.
 - c. Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic.
 - d. Children under the age of 12 are currently not eligible for vaccination.
2. Therefore, to protect students, staff, and other members of their households, the District will implement Governor Brown's vaccine mandate, and prevention strategies recommended by the Oregon Health Authority (OHA), the Center for Disease Control (CDC), and the mandates in the ODE *Resiliency Framework*.

These prevention strategies will include the following:

- a. Consistent with OHA and CDC guidelines, Governor Brown's mandate, masks will be worn indoors, consistently, and correctly, by all individuals (age 5 and older) regardless of their vaccination status.
- b. Whenever possible, schools will maintain at least three feet of physical distance between students within classrooms.
- c. The District will provide appropriate "workplace provisions" of PPE as established by OSHA, OHA and ODE, which will include all the required PPE according to *the Resiliency Framework* for staff who work directly with students or the public, i.e., handwashing stations, hand sanitizer, and other cleaning materials as applicable.
- d. The District will provide sufficient face coverings for staff and students and make them available at easily identified stations within the worksite. If the District does not

have the necessary and sufficient PPE, the employee will not be required to perform duties that put them at risk of contracting COVID-19.

- e. Healthcare room monitors will not be assigned to work a split shift.
 - f. The District will provide the necessary and sufficient PPE, including gloves, gowns, head coverings, and face shields for staff working in programs that place them at increased risk as determined by OSHA, OHA and ODE.
3. The District will comply with COVID 19 rapid testing and contact tracing requirement in RSSL and by the Multnomah County Health Department (MCHD). The District will provide opportunities for staff to be COVID tested in accordance with “COVID-19 Testing in Oregon K-12 Schools.”
 4. Consistent with the ODHS/OHA Guide, employees performing job duties related to COVID-19 testing shall not be permitted to collect the specimen to be tested. The individual shall not be tested on-site and must receive a test from a healthcare provider.
 5. The District will follow the guidance of Resiliency Framework when arranging furniture in the classroom.
 6. All meetings may be offered in person, but only if three (3) feet distancing can be met. All participants in these meetings will be required to wear a mask. If employees are going to eat, they are encouraged to distance themselves further from the group. If three feet distancing and masking protocols cannot be met, meetings will be offered in a virtual format.
 7. As directed by OSHA, OHA and the LPHA (local public health authority) the District will notify all exposed employees working on site of any confirmed case of COVID-19 within their assigned building within 24 hours after supervisors have been notified of a positive case. Notification will include identification of the steps that have been taken or will be taken to sanitize the area before employees are allowed to report back to the area.

VACCINE MANDATE

The parties acknowledge that the Oregon Governor has issued a mandate requiring "all teachers, educators, support staff, and volunteers in K-12 schools" to be "fully vaccinated by October 18th or six weeks after full FDA approval, whichever is later," for COVID-19. The District will follow the OHA mandate for determining full vaccination status and exclusions to the vaccine and OAR 333-019-1030.

1. Classified employees will be required to submit either of the following to the District on or before October 18, 2021: (a) proof of vaccination or (b) documentation establishing a medical or religious exception from vaccination.

2. “Proof of Vaccination” will include any of the following documentation that establishes that the employee has received both doses of a two-dose COVID-19 vaccine or one dose of a single-dose COVID-19 vaccine: documentation provided by a tribal, federal, State, or local government, or a health care provider, that includes an individual’s name, date of birth, type of COVID-19 vaccination given, date or dates given, depending on whether it is a one-dose or two-dose vaccine, and the name/location of the health care provider or site where the vaccine was administered; documentation may include but is not limited to a COVID-19 vaccination record card or a copy or digital picture of the vaccination record card; or a print-out from the Oregon Health Authority’s immunization registry. Documentation may be verified. Submitting a falsified vaccination record will be cause for termination.

3. Based upon District’s requirement that all school employees be vaccinated by October 18, 2021, the parties agree to the following:
 - a. Employees will be responsible for making arrangements to get the COVID-19 vaccine through a health care provider of their choice.
 - b. The District shall provide employees with up to two (2) hours of paid leave during their normal workday to receive each dose of the COVID-19 vaccine, including the Booster dose.
 - c. Employees shall provide the District with proof of vaccination as required by OHA.
 - d. Employees who choose to get vaccinated during their regularly scheduled workday must obtain the approval of their immediate supervisor. The employee shall receive two (2) hours time paid per diem for each dose of the vaccination that is received on the employee’s personnel time. Payment for this time is conditioned up on the employee providing proof of vaccination, such as a doctor's note or vaccination card.
 - e. The proof of vaccination provided by an employee pursuant to this MOU and OHA rules 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 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, second or booster dose of the vaccine. This vaccine-related sick leave will not be charged to any accrued paid leave balances the employee may have.
 - f. In order for the member to access this one (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 the members' leave plan on an as needed basis. This one (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 of the first, second or booster dose of vaccine. This will be retroactive to accommodate members who have already been vaccinated.

- g. Otherwise, all other policies and procedures regarding the use of sick leave shall apply.

COVID SICK LEAVE BANK

1. The District, in partnership with the OSEA, will allow the use of COVID leave sick bank for the duration of the 2021-22 contract year.

- a) The District will comply with all applicable federal and State mandates for paid leave that do not deduct from accrued leaves. If no federal- or State-mandated paid leave is available, the District and the Union agree to the following:
 - 1. Current members of the Sick Leave Bank able to document that they have been fully vaccinated for COVID-19 or that they are medically unable to be vaccinated will be eligible for up to ten (10) days from the Sick Leave Bank if:
 - a. Eligible employee is subject to quarantine or isolation order directed by Multnomah County Public Health or District contact tracer;
 - b. Eligible employee is sent home and is awaiting results of a COVID-19 test
 - c. Eligible employee has contacted COVID-19 that can be traced to an outbreak or positive case at work.
 - 2. Current members of the Sick Leave Bank do not need to exhaust their accrued leave to qualify for the Sick Leave Bank.
- b) Current members of the Sick Leave Bank may access one (1) day from the Sick Leave Bank without exhausting their accrued leave if they experience an adverse reaction to the COVID-19 vaccine.
- c) An employee who believes they have contracted or were exposed to COVID-19 on the job and who has sought treatment or medical advice for an exposure or a condition the employee believes resulted from exposure shall submit a completed 801 form to the District's Workers' Compensation Carrier, SAIF. A copy of the form can be obtained from the lead secretary in each building office or from the HCM Department.

EXCEPTIONS

1. Documentation establishing a bona fide religious exception” will require document, on a form prescribed by the Oregon Health Authority, signed by the individual stating that the individual is requesting an exception from the COVID-19 vaccination requirement on the basis of a sincerely held religious belief and including a statement describing the way in which the vaccination requirement conflicts with the religious observance, practice, or belief of the individual.
2. “Documentation establishing medical exception” will require documentation from a medical care provider on a form prescribed by the Oregon Health Authority, certifying that the individual has a physical or mental impairment that limits the individual’s ability to receive a COVID-19 vaccination based on a specified medical diagnosis, and that specifies whether the impairment is temporary in nature or permanent.
3. The District will take reasonable steps to ensure that all school staff are protected from contracting and spreading COVID-19.
4. Employees who provide the District with documentation establishing a medical or bona fide religious exception may be required to:
 - a. Have a weekly COVID-19 test, consistent with CDC and ODE guidelines
 - b. To wear a N95 mask or additional PPE
 - c. To work in isolation or relocate to a different worksite
 - d. Change shifts
 - e. Any other measure deemed necessary to protect all employees and students from contracting COVID-19
 - f.

ADMINISTRATIVE LEAVE

1. Employees who do not qualify for an approved OHA exception and refuse to obtain fully vaccinated status by October 18, 2021, will be placed on unpaid administrative leave, effective October 19, 2021. They will be allowed to remain on such leave until June 30th, 2022. Employees on such leave may return to their positions upon becoming fully vaccinated (with notice given to the District within three days of their first dose of the vaccine) if there is a vacant position. Employees must notify the District of their intent to either vacate their position or return to their position fully vaccinated for the 2022-23 school year by March 15th, 2022. Employees who do not notify the District of their intent will be determined to have resigned their position for the 2022-23 school year.
2. By October 4, 2021, members who choose not to get vaccinated and who do not have an approved medical or religious exception from vaccination will notify the District of their election to either be on an unpaid leave of absence or resign, effective October 18, 2021. During the unpaid leave of absence, the District will make no contributions

towards the member's medical, dental, vision, or any other fringe benefits. Members who elect to be on an unpaid leave of absence and later become fully vaccinated or submit a medical or religious exception are eligible to resume work as soon as the District has a position open for which they are qualified. Members who do not elect to be vaccinated or do not submit a medical or religious exception will be placed on an unpaid leave of absence and will only be able to resume work when the vaccine mandate is lifted and when the District has an open position for which they are qualified. Unpaid leaves of absence will extend through the end of the school year if needed. Employees who are still on an unpaid leave absence as of June 30, 2022 will be required to reapply for open positions for the 2022-2023 school year. The parties recognize that an employee may not return to work if the state mandatory vaccination policy is still in effect and the employee is unable to establish proof of vaccination or a medical/religious exception from vaccination.

MEDICAL RECORDS/CONFIDENTIALITY

1. The District will treat any documentation that is received from employees to establish proof of vaccination or medical/religious exception as confidential medical information. The District will implement processes that ensure the confidentiality of such documentation, including but not limited to: the safe and confidential storage of such documentation; training staff who receive the documentation on confidentiality; limiting access to such documentation; and preventing the dissemination of such documents.
2. If an employee reports a positive COVID-19 test result to the District, the District will treat the information as confidential medical information. The District will follow any guidance provided by the CDC and state/local public health authorities for notifying employees who may have been exposed to COVID-19. The District will notify the Union President of sites with positive COVID-19 cases reported. The notice is to include: the site of exposure; number of staff members exposed; number of staff to be quarantined.
3. The parties agree that this memorandum of understanding applies solely to the ongoing COVID-19 pandemic and vaccines related to COVID-19. 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.
4. 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 remain in effect until June 30, 2022, however, the parties understand that the Governor may order additional Executive Orders and agencies may issue emergency rules that impact this MOU. The parties agree that, if Executive Orders or emergency rules are issued that

conflict with or modify the terms of this MOU, the District will not be acting in violation of this MOU by complying with such Executive Orders or emergency rules.

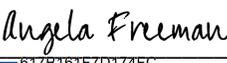
This MOU has been reached based upon the Executive Orders and conditions that exist as of the date of execution by the parties below. The parties acknowledge that the conditions and requirements are changing rapidly. Therefore, either party may reopen this agreement for renegotiation upon any of the following:

- (1) Executive Orders or rules are issued that conflict with or modify the terms of this MOU.
- (2) The federal or State government grants protective or economic measures that are more beneficial than the terms of this MOU or that modify the terms of this MOU.

FOR THE CHAPTER:

 Susan Mutschler, President Date

FOR THE DISTRICT:

DocuSigned by:

 _____ 9/8/2021
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 Dr. Angela Freeman, Date
 Assistant Superintendent, HCM

FOR OSEA:

DocuSigned by:

 _____ 9/8/2021
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 Teri Staudinger Date
 Field Representative

DocuSigned by:

 _____ 9/8/2021
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 Shaunice Silas Date
 Director of Labor and Employee Relations

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: September 8, 2021

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

Adjournment

