



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

**Reynolds School District
Board of Education Regular**

September 22, 2021

7:00 PM

Virtual Meeting

I.	6:00p - Executive Session	3
	The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(f) Legal Counsel. Executive Session is closed to the public.	
II.	7:00p - Call to Order	4
	A. Pledge of Allegiance	5
	B. Land Acknowledgement	6
	C. Consider Approval of the September 22, 2021 Agenda	
III.	7:10p - Board Recognition	7
	A. Resolution 2021-2022-003: National Principals Day	8
	B. Resolution 2021-2022-004: Indigenous Peoples' Day	12
	C. Resolution 2021-2022-005: National Bullying Prevention Month and National Coming Out Day	14
	D. Resolution 2021-2022-006 National School Lunch Week	17
IV.	7:20p - Public to be Heard	19
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each.	
V.	7:40p - Bargaining Group Updates	20
VI.	7:55p - Presentation to the Board	
	A. Summer School Wrap-up	21
VII.	8:15p - Board Reports	38
	A. Board Announcements	
	i. Individual Board Members - Announcements and Reports	
	ii. Upcoming Board Meetings	
VIII.	8:25p - Superintendent's Reports	39
	A. Announcements/Reports - Dr. Danna Diaz	40
	B. Marginalized Students: Care/Connection Week - Dr. Sara Hahn-Huston	
	C. Student and Staff Wellness: Vaccination Requirement - Dr. Angela Freeman	64
	D. Communications Report - Stephanie Field	
	E. Financial Report - Anthony Lebron and Mary Knigge	74
IX.	9:00p - Consent Agenda	75

A.	Approval of Personnel Order	
B.	Approval of Prior Meeting Minutes	76
C.	Approval of 2022-2023 Budget Calendar Revision	79
D.	Approval of Board Master Calendar Revision	80
E.	Resolutions	
i.	Resolution 2021-2022-003: National Principals Day	84
ii.	Resolution 2021-2022-004: Indigenous Peoples' Day	88
iii.	Resolution 2021-2022-005: National Bullying Prevention Month and National Coming Out Day	90
iv.	Resolution 2021-2022-006 National School Lunch Week	93
F.	Superintendent 2021-2022 Goals and Action Plan	95
G.	Intergovernmental Agreement with Columbia Regional Autism	122
X.	9:05p - Action Items	
A.	Intergovernmental Agreement with ESD 112	131
XI.	9:15p - Board Discussion	150
XII.	9:30p - Adjourn	151



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

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 22, 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, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(f) Legal Counsel.

Executive Session is closed to the public.



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

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 22, 2021

Action [checked]
Report []

Connection to School Board Core Beliefs and Commitments

- Safety [] Equity [] Instructional Practice [] Organizational Culture [checked]

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. Pledge of Allegiance
c. Land Use Acknowledgement
d. Approval of the September 22,2021 Agenda

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

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

Land Acknowledgement:

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

Motion:

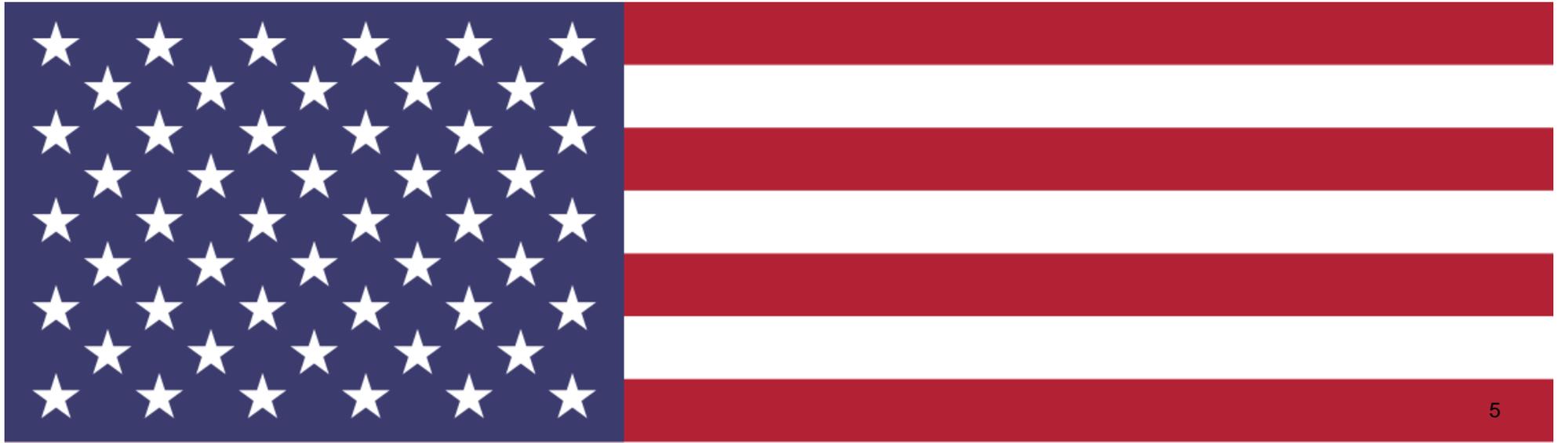
A. Motion Made by Board Member:

I move to approve the September 22, 2021 Agenda as presented.

B. Seconded by Another Board Member 4

C. Point of Clarification / Discussion

D. Board Vote



Land Use Acknowledgment & Guidelines



Approved and Apdopted on May 27, 2020

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

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

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

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

Land Use Acknowledgment

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

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

Board Recognition

From: Reynolds School Board of Directors

Prepared by: Stephanie Field, Executive Director of Communications & Community Relations

Subject: Resolutions Read to the Public

Policy: [District Equity Policy - IKAAA/GCCB/GDCB](#)

Date: September 22, 2021

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:

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

- A. Resolution #2021-2022-003 Proclaiming the Celebration of National Principals Month
- Resolution #2021-2022-004 Proclaiming the Second Monday of October as Indigenous Peoples' Day
- B. Resolution 2021-2022-005 Proclaiming the Celebration of National Bullying Prevention Month and National Coming Out Day
- C. Resolution 2021-2022-006 Proclaiming the Celebration of National School Lunch Week

The Board will take action on resolutions later in the meeting.



RESOLUTION #2021-2022-003

**PROCLAIMING THE CELEBRATION OF
NATIONAL PRINCIPALS MONTH**

WHEREAS, the Reynolds School Board has declared the month of October 2021 as "National Principals Month" in coordination with the efforts of the National Association of Elementary School Principals, the American Federation of School Administrators, and the National Association of Secondary School Principals, working with the U.S. Congress, to designate "National Principals Month" and resolutions thereof;

WHEREAS, the vision, dedication, and determination of a principal provides the mobilizing force behind any school reform effort;

WHEREAS, principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with the education and development of young people, the most valuable resource;

WHEREAS, principals will play a vital role in the successful implementation of the Every Student Succeeds Act (ESSA);

WHEREAS, principals set the academic tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives for schools to achieve educational excellence;

WHEREAS, the Reynolds School Board honors such exemplary elementary and middle level public, private, and independent school leaders committed to serving students from prekindergarten to grade eight (pre-K-8) in their profession;

WHEREAS, the Reynolds School Board recognizes outstanding middle level and high school principals who have succeeded in providing high-quality learning opportunities for students, as well as their exemplary contributions to the profession;

WHEREAS, to honor and recognize the contribution of all school principals and assistant principals at all grade levels to the success of students in Oregon elementary and secondary schools, and to encourage residents of Oregon to observe "National Principals Month" with appropriate ceremonies and activities that promote awareness of school leadership's role in ensuring that every child has access to a high-quality education.

NOW, THEREFORE, BE IT RESOLVED that in honor of the service of all elementary, middle level, and high school principals, and to recognize the importance of their school leadership so that every child has access to a high-quality education, and to celebrate school leader accomplishments, the month of October 2021 is hereby designated in Oregon to be "National Principals Month."

Adopted this 22nd day of September 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION #2021-2022-003

CELEBRACIÓN NACIONAL DEL MES DEL DIRECTOR

Teniendo en cuenta que la Junta Directiva de Reynolds ha declarado el mes de octubre de 2021 como “Celebración nacional del mes del director” en coordinación con los esfuerzos de la Asociación nacional de Directores de escuelas primarias, la Federación americana de administradores educativos y la Asociación nacional de Directores de escuelas secundarias, de trabajar con el Congreso de los Estados Unidos para designar la “Celebración nacional del mes del Director” y las resoluciones de las mismas;

Teniendo en cuenta que la visión, la dedicación y la determinación de un Director ofrece la fuerza movilizadora detrás de cualquier esfuerzo de reforma escolar;

Teniendo en cuenta que se espera que los directores sean visionarios educativos, líderes educativos, expertos en evaluaciones, personas que imponen disciplina, creadores de comunidad, expertos en relaciones públicas, analistas de presupuestos, gerentes de edificios, administradores de programas especiales y guardianes de varios mandatos e iniciativas legales, contractuales y reglamentos, además de confiárseles la educación y desarrollo de los jóvenes, el recurso más valioso;

Teniendo en cuenta que los directores juegan un papel vital en la implementación exitosa de la ley Every Student Succeeds Act (ESSA) (Todos los estudiantes tiene éxito);

Teniendo en cuenta que los directores establecen el tono académico para sus escuelas y trabajan de forma colaborativa con los maestros para desarrollar y mantener altos estándares del currículo, para desarrollar declaraciones de objetivos y establecen objetivos de rendimiento y objetivos para que la escuela alcance la excelencia educativa;

Teniendo en cuenta que la Junta Directiva de Reynolds honra a estos líderes ejemplares a nivel de las escuelas primarias y secundarias públicas, privadas e independientes, que están comprometidos a servir a los estudiantes desde el grado pre-kindergarten hasta 8º (pre-K–8) en su profesión;

Teniendo en cuenta que la Junta Directiva de Reynolds reconoce el trabajo sobresaliente de esos directores a nivel secundario y de la escuela preparatoria que han tenido éxito en ofrecer oportunidades de aprendizaje de alto nivel a los estudiantes además de sus contribuciones ejemplares a la profesión;

Teniendo en cuenta que para honrar y reconocer las contribuciones que todos los directores de las escuelas y los asistentes de director en todos los grados han tenido en el éxito de los estudiantes en las escuelas primarias y secundarias de Oregón; y para animar a los residentes de Oregón a que observen la “Celebración nacional del mes del director” a través de las ceremonias y actividades apropiadas que promueven el reconocimiento de su papel de liderazgo en las escuelas asegurándose de que todos los niños tienen acceso a una educación de alta calidad.

Se resuelve que - En honor al servicio de todos los directores de las escuelas primarias, secundarias y preparatorias, y para que se reconozca la importancia de su liderazgo en las escuelas, para que cada niño tenga acceso a una educación de alta calidad, y para celebrar los logros de los líderes escolares, se designa por tanto en Oregón, el mes de octubre del 2021, como la “Celebración nacional del mes del Director”

Esto es adoptado el 22 de septiembre del 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION #2021-2022-004

**PROCLAIMING THE SECOND MONDAY OF OCTOBER
AS INDIGENOUS PEOPLES' DAY**

WHEREAS, the Reynolds School Board of Education ("Board"), recognizes that the Indigenous Peoples of the lands that would later become known as the Americas have occupied these lands since time immemorial; and

WHEREAS, the Board values the many contributions made to our community through Indigenous People' knowledge, labor, technology, science, philosophy, arts, and the deep cultural contribution that has substantially shaped our district; and

WHEREAS, the Board has established that each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs, and values within a school community; and

WHEREAS, the Board recognizes the fact that the Reynolds School District is built upon the homelands, villages, and traditional use areas of the Multnomah and Clackamas Chinookan of this region, without whom the building of the District would not be possible; and

WHEREAS, The Reynolds School District ("District'), through its Equity Policy, is committed to creating welcoming school environments and recognizing diversity and appreciation of culture, class, language, ethnicity, and other differences; and

WHEREAS, the District promotes closing the opportunity gap for Indigenous Peoples and eliminating the racial achievement gap and disproportionality in all aspects of education.

WHEREAS, the idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and

WHEREAS, the Oregon American Indian/Alaska Native State Plan mandates that the public schools of our District teach about the history, culture, contemporary lives, and governments of the Indigenous peoples of the Americas, with special emphasis on those from Oregon and across the Pacific Northwest.

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School Board of Directors proclaims every second Monday of October, as Indigenous Peoples' Day. The District shall encourage staff to utilize the second Monday in October as an opportunity to reflect upon the ongoing struggles of the Indigenous Peoples of this land, to celebrate the thriving cultures and values of the Indigenous Peoples of our region, and to stand in solidarity with Indigenous Peoples elsewhere. Appropriate District calendars and websites shall reference the second Monday of October as Indigenous Peoples' Day.

The struggles and achievement of Indigenous Peoples contributed profoundly to the culture and community of the District. The District affirms the contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

The Board of Directors strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Native Americans to our country, our state, our cities, and our schools.

Adopted this 22nd day of September 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION #2021-2022-005
RESOLUTION PROCLAIMING THE CELEBRATION OF
NATIONAL BULLYING PREVENTION MONTH AND
NATIONAL COMING OUT DAY

WHEREAS, Reynolds School District models, advocates, and promotes the safe and respectful treatment of all our members;

WHEREAS, the month of October is recognized as National Bullying Prevention Month;

WHEREAS, National Bullying Prevention Month is a campaign in the United States founded in 2006 by PACER's National Bullying Prevention Center. The campaign is held during the month of October and unites communities nationwide to educate and raise awareness of bullying prevention. Initially held the first week in October, the event was expanded in 2010 to the entire month.

WHEREAS, October 11th is recognized as National Coming Out Day, and this will be the 33rd celebration of the day that promotes a safe world for lesbian, gay, bisexual, transgender and questioning (LGBTQ) individuals and their allies to live truthfully and openly;

WHEREAS, National Coming Out Day was founded 33 years ago by Robert Eichberg and Jean O'Leary who envisioned a world where LGBTQ+ people could live truthfully and openly. They believed that honest and genuine relationships would undermine the pervasive prejudice about LGBTQ+ concerns. Thirty-two years later, that vision still holds true;

WHEREAS, LGBTQ+ students who can identify an out LGBTQ+ school staff or adult ally report a dramatic increase in feeling safe overall at their school;

WHEREAS, almost 25% of students either have an LGBTQ+ family member or identify as LGBTQ+ themselves;

WHEREAS, sexual orientation and gender-expression-biased bullying is among the most common forms of harassment in schools;

WHEREAS, school-dropout rates for LGBTQ+ students is up to triple the national rate of non-LGBTQ+ students, due to peer harassment and bullying;

WHEREAS, tragically, youth identifying as LGBTQ+ are overrepresented in the populations of youth experiencing homelessness, youth who are the victims of bullying, and youth who have attempted or died as a result of suicide;

WHEREAS, according to the Center for Disease Control, students who are bullied are more likely to experience low self-esteem and isolation, perform poorly in school, have few friends in school, have a negative view of school, experience physical symptoms (such as headaches, stomachaches, or problems sleeping), and to experience mental health issues (such as depression, suicidal thoughts, and anxiety);

WHEREAS, Bullying affects witnesses as well as targets. Witnesses are more likely to use

tobacco, alcohol, or other drugs; have increased mental health problems; and miss or skip school;

WHEREAS, according to the Center for Disease Control, Youth who bully others are at increased risk for substance use, academic problems, and experiencing violence later in adolescence and adulthood. Youth who bully others and are bullied themselves suffer the most serious consequences and are at greater risk for mental health and behavioral problems.

WHEREAS, we strive to ensure that the District is a consistently safe and affirming space for all students and their families; and

WHEREAS, we affirm our commitment to a safe and affirming space by recognizing National Bullying Prevention Month and National Coming Out Day;

NOW, THEREFORE, BE IT RESOLVED that by recognizing October as National Bullying Prevention Month and October 11th as National Coming Out Day, we the Governing Board of Reynolds School District, support policies, practices and curriculum that support a safe and affirming space for all stakeholders and honor and respect lesbian, gay, bisexual, transgender, and questioning staff, students and their families

Adopted this 22nd day of September 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION #2020-2021-006

**PROCLAIMING THE CELEBRATION OF NATIONAL
SCHOOL LUNCH WEEK**

WHEREAS, in 1946, then-President Harry Truman signed the National School Lunch Act;

WHEREAS, the National School Lunch Program is now the largest federal child nutrition program;

WHEREAS, on October 9, 1962, Congress, by joint resolution, designated the week beginning the second Sunday in October each year as “National School Lunch Week”;

WHEREAS, October 11-15, 2021 is designated National School Lunch Week;

WHEREAS, approximately 30 million students nationwide are served daily meals through the National School Lunch Program;

WHEREAS, 95% of students nationwide are enrolled in schools participating in the National School Lunch Program;

WHEREAS, the National School Lunch Program is dedicated to the health and well-being of our nation’s children and has served our country for more than 60 years through advanced practices and nutrition education;

WHEREAS, the nutrition staff across the Reynolds School District serve approximately 3,331 breakfasts and 6,101 lunches each day;

WHEREAS, every Reynolds School District student enrolled in 12 schools receive breakfast and lunch at no cost under the Community Eligibility Provision (CEP) meal service through the National School Lunch Program;

WHEREAS, the Reynolds School District celebrates and recognizes events and activities promoting the benefits of the National School Lunch Program;

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District publicly thanks the Nutrition Services managers and the staff at each school for providing an excellent School Nutrition program for our school district.

BE IT FURTHER RESOLVED that Reynolds School District Board of Education proclaims the district will celebrate National School Lunch Week from October 11-15, 2021.

Adopted this 22nd day of September 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



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

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

Written Comments Submitted:

- 1 - Better Enforcement of Mask Requirements
- 1 – At Home Learning Option
- 1 – Policy JHCC
- 3 – Mason’s Manual
- 1 – Online Learning

Spoken:

- Jeffrey Fuller: Facilities
- Desmond Bellard: Mason’s Manual
- Joanne Murphy: Football



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

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

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

Date: September 22, 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:

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

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

To: Board of Directors
From: Dr. Koreen Barreras-Brown, Chief Academic Officer
Prepared by: Dan Kimbrow, District Summer Coordinator
Subject: Summer Programs 2020-21 Wrap-up
Policy: [Instructional Goal – IA](#)
Date: September 22, 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:

Garrett Jellesma, Summer Programs Assistant Principal, and Dan Kimbrow, District Summer Coordinator, will present a summary of recently concluded summer programs including staff and partner survey results and parent comments.

Previous Board Action:

Not Applicable

Background:

Staff of Reynolds School District provided a safe, engaging, and fun summer program which addressed unfinished learning as well as the social-emotional needs of our students. This was done through hands-on activities, project-based learning, use of culturally relevant materials, and culturally-specific programming when appropriate, for students to demonstrate academic growth in core content areas.

We provided two meals each day (breakfast and lunch) as well as transportation to and from school and to grant-funded extended care hub sites.

Our community partners included SEI, MFS, Latino Network, NAYA, IRCO, and Catholic Charities recruited targeted student. Students experiencing homelessness were recruited with assistance from our district social worker(s). MESD and our bilingual liaisons supported recruitment of students qualifying for migrant services and those students for whom English is an additional language.

We served about 1000 elementary students at nine school sites and over 450 middle school students across the three middle schools through SSA and Oregon K-8 enrichment grants. Students engaged in academics (with a focus on reading, math, and social-emotional learning) during the first portion of their 6-hour school day and participated in enrichment activities in conjunction with SUN for the last two hours of each day. Artists-in-residence and performances were provided through a partnership with Young Audiences. All middle school students were invited to attend two consecutive days of Outdoor School programming through MESD. Safe Routes to School taught pedestrian and biking safety to all K-8 students. Additional partners supported reading instruction, soccer, arts, technology, tae kwon do, virtual reality, video production, and more at one or more sites. High school students served through the Oregon Academic Support Grant were offered in-person and online credit recovery at both high schools. 9th graders attained credit through the in-person 9th Grade Counts program, while high schools offered core academic content and electives, with additional programming for students for whom English is an additional language.

Measures of success included student assessments, surveys of staff and partners, attendance data, and credit attainment data.

Financial Implications:

Additional funding from state and federal sources provided us with a unique opportunity to reopen schools for summer programs. Funding sources included SSA grants for this year and the next two years for summer programming at three elementary and one middle school (Davis, Glenfair, Salish Ponds, and Reynolds Middle School). Additionally, we accepted state grants for summer enrichment and academics in K-8 schools, credit recovery for high schools, and reimbursable extended day care to support families requiring care in order to attend summer programming. The first two of those state grants require 25% match, for which use of ESSER II/III funds is allowed.

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

SUMMER PROGRAMMING 2021 WRAP UP

Serving
Students of the Reynolds School District



SUMMER PROGRAMMING 2021

REYNOLDS SCHOOL DISTRICT



SUMMER ENROLLMENT

Alder/Scott - 174

Davis - 136

Fairview - 69

Glenfair - 102

Salish Ponds - 96

Sweetbriar - 87

Troutdale - 74

Wilkes - 117

Woodland/Hartley - 132

H.B. Lee - 131

Reynolds - 182

Walt Morey - 88

MS Total 401

ES Total - 960



SUMMER ENROLLMENT

Reynolds Learning Academy

96 students for in-person programs

53 students earned 58.5 credits

11 summer graduates

Reynolds High School

264 students for in-person programs

143 students earned 94.5 credits

88 additional in online program earned 136 credits



SUMMER SCHOOL GRANTS – DISTRICT WIDE

HEROES Funding or ESSER II/III	\$942,495
OR Summer Academic Support	\$1,176,016
OR Summer Enrichment	\$1,805,233
Reimbursable extended care	
SSA Funding (Davis/Salish/Glenfair/RMS)	\$538,520

27

Total Grants: \$ 4,462,264



STAFFING A SUMMER PROGRAM

Teachers

SUN Site Coordinators

Partners

Teachers on Special Assignment
(TOSAs)

Shared Assistant Principals

Cooks and Drivers

Assistant/Health Secretary

Health and Safety Assistants

Counselor/Social Worker

MESD Nurses

Educational Assistants

Occupational Therapists/Physical
Therapist/ Speech Pathologists

District office support



PARTNERS IN PROGRAMS

Trillium Family Services

Immigrant and Refugee
Community Organization

Metropolitan Family Services

Self Enhancement, Inc.

Latino Network

Catholic Charities

Champions

MESD Outdoor School

Young Audiences

Safe Routes to School

Multnomah County Library Books2U

Playworks

Street Soccer, USA

Boys and Girls Club of Portland

Greater Than

Day One Tech



PARTNERS IN PROGRAMS – CONTINUED

Alliance for Equity in Montessori
Education

Worlds Beyond Virtual Experiences

Play-Well Teknologies

Columbia Slough Watershed
Council

Montrell Goss

Oregon Department of Fish &
Game

Lego Learning

LitART

Growing Gardens

Friends of Baseball

US Westcoast Tae Kwon Do

Reading Results

Metro East



See Attached Video

REYNOLDS SUMMER PROGRAMMING 2021

OBJECTIVE: To provide Reynolds students with a safe, engaging, and fun summer program which addresses unfinished learning and the social emotional needs of our students. This is done through hands-on activities, project-based learning, using culturally relevant materials, and culturally specific programming when appropriate, for students to demonstrate academic growth in reading and math.

32



STAFF SURVEY RESULTS

How successful do you feel we were in attaining this objective?

[More Details](#)

76

Responses



4.20 Average Rating

4. How supported by TOSAs and Admin did you feel during the summer program?

[More Details](#)

74

Responses



4.51 Average Rating



STAFF AND PARTNER SURVEY RESULTS – SUCCESSES

“Students, in person, working on hands-on activities and seeing their success”

“Math! Students showed great growth”

“Highly supportive environment for students”

“Students problem solving with peers”

“Support from many staff. Lots of partners and quality academics”

“Opportunities for youth to engage in play and activities”

34



STAFF AND PARTNER SURVEY RESULTS – CHALLENGES

Re-introducing in-person school

Student Stamina

Materials Procurement

COVID protocols – including exclusions

Time / Timeline

Assessment

Technology

Unfinished Learning

Closures

Communication



PARENT SURVEY RESPONSES

“Fue una gran oportunidad empezar a integrarlos a la escuela, ya que hay más facilidad de enseñarlos por que solo hay cantidad de alumnos limitada”
(Early Kindergarten Transition parent)

“Gracias por su paciencia y amabilidad con nuestros niños Gracias”

“You should keep this program.”

“Love the school and the staff am grateful for their hard work and taking time to be with students.” (Davis ES parent/guardian)

36

“I would have like to see more educational aspects but am gladdened overall for any potential progress made to prepare my child for the upcoming school year.”



**THANK YOU TO THE EDUCATORS,
STAFF, AND PARTNERS WHO MADE
THIS POSSIBLE**





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

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

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

Date: September 22, 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:

- a. Individual Board Member Reports or Announcements
- b. Upcoming Board Meetings
 - i. Board Work Session: October 13, 2021
 - ii. Board Business Meeting: October 27, 2021
 - iii. Board Training: October 29-30, 2021

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Superintendent's Report

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

Date: September 22, 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:

Superintendent Diaz will provide announcements and reports to the board:

- a. Announcements / Reports:
 - i. SRO Timeline - Dr. Danna Diaz
 - ii. COVID-19 Response Procedures - Stephanie Field and Dr. Christopher Ortiz
- b. Marginalized Students: Care and Connection Week - Dr. Sara Hahn-Huston
- c. Student and Staff Wellness: Vaccination Requirement - Dr. Angela Freeman
- d. Communications Report - Stephanie Field
- e. Financial Report - Anthony Lebron and Mary Knigge



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



SRO Timeline

September 22, 2021

MISSION

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



VISION

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

CORE BELIEFS & COMMITMENTS



SAFETY

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.



EQUITY

We believe that equitable practices allow everyone within the Reynolds community to thrive.
We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.



INSTRUCTIONAL PRACTICES

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



ORGANIZATIONAL CULTURE

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

Timeline for SRO Surveys and Contract

Date	Action	Who is Responsible?
Week of August 23	Consult with Dr. Koreen Barreras-Brown on CEE/EES Surveys	Dr. Christopher Ortiz
Week of August 23, 2021	<ul style="list-style-type: none"> • Schedule Meeting with Secondary Principals • Define Roles of the Campus Monitors versus SROs with Principals • Share Survey Questions with Principals 	Dr. Christopher Ortiz and Stephanie Field
Week of August 23, 2021	Contact Gresham Police and Multnomah County Sheriff's Office <ul style="list-style-type: none"> • Crime Data for the Community • Break Down: Gun Violence, Gang Violence, Street Violence, etc • School Shootings this Year, both Locally and Nationally • Find out what PPS is doing without SROs 	Dr. Christopher Ortiz
September 16, 2021	<ul style="list-style-type: none"> • Meeting with Secondary Principals for Reminder of Survey • Communication to Families regarding Survey of Students 	Dr. Christopher Ortiz and Stephanie Field

Timeline for SRO Surveys and Contract

Date	Action	Who is Responsible?
September 22, 2021	Inform Board of Timeline and Survey	Dr. Danna Diaz
September 27 - October 1	Survey to Students <ul style="list-style-type: none"> • Reynolds High School • Reynolds Learning Academy • Seventh and Eighth Grade Students at all Three Middle Schools 	Stephanie Field
Week of October 4	Analyze Data and Finalize Presentation	Dr. Danna Diaz, Dr. Christopher Ortiz, and Stephanie Field
Week of October 6	Practice Presentation	Principals, Dr. Christopher Ortiz and Stephanie Field
October 7	Submit Presentation to Kaylie for Boardbook	Dr. Christopher and Stephanie Field

43

Timeline for SRO Surveys and Contract

Date	Action	Who is Responsible?
October 8	<ul style="list-style-type: none"> Send Presentation to the Board Send Raw Survey Data to the Board 	Kaylie Jeffries
October 13, 2021	Responses to Questions <ul style="list-style-type: none"> Crime Data for the Community Break Down: gun violence, gang violence, street violence, etc School Shootings this Year Survey Responses Get Consensus to Bring the SRO as an Action Item at the Business Meeting 	Gresham Police/MCSO-Dr. Christopher Ortiz
October 15, 2021	Summarize Presentation	Dr. Christopher Ortiz and Stephanie Field
October 27, 2021	Action on SRO Contract for Moving Forward with the Agreement or Not	Board
December 15, 2021 or January 26, 2022	Action on SRO Contract	Board

44

Reynolds

School District



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



COVID-19 Response

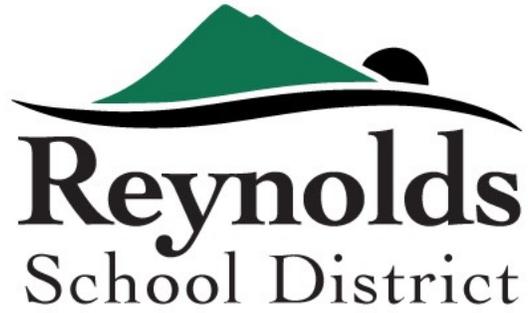
September 22, 2021

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



MISSION

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



VISION

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

CORE BELIEFS & COMMITMENTS



SAFETY

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.



EQUITY

We believe that equitable practices allow everyone within the Reynolds community to thrive.
We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.



INSTRUCTIONAL PRACTICES

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



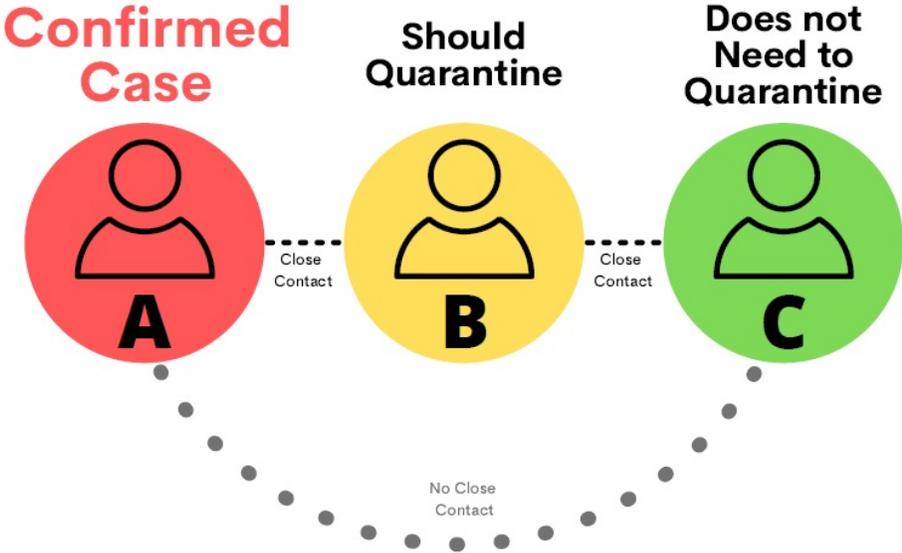
ORGANIZATIONAL CULTURE

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

What happens after the MESD Communicable Disease Support Team is notified of a Positive Case?

Here is a general overview of the process established by Oregon Health Authority to determine the need for quarantine/isolation:

General Quarantine Protocol



What happens after MESD is notified of a Positive Case?

The District works with the Multnomah Education Service District Communicable Disease Team which follows the guidelines for various exposure incidents in

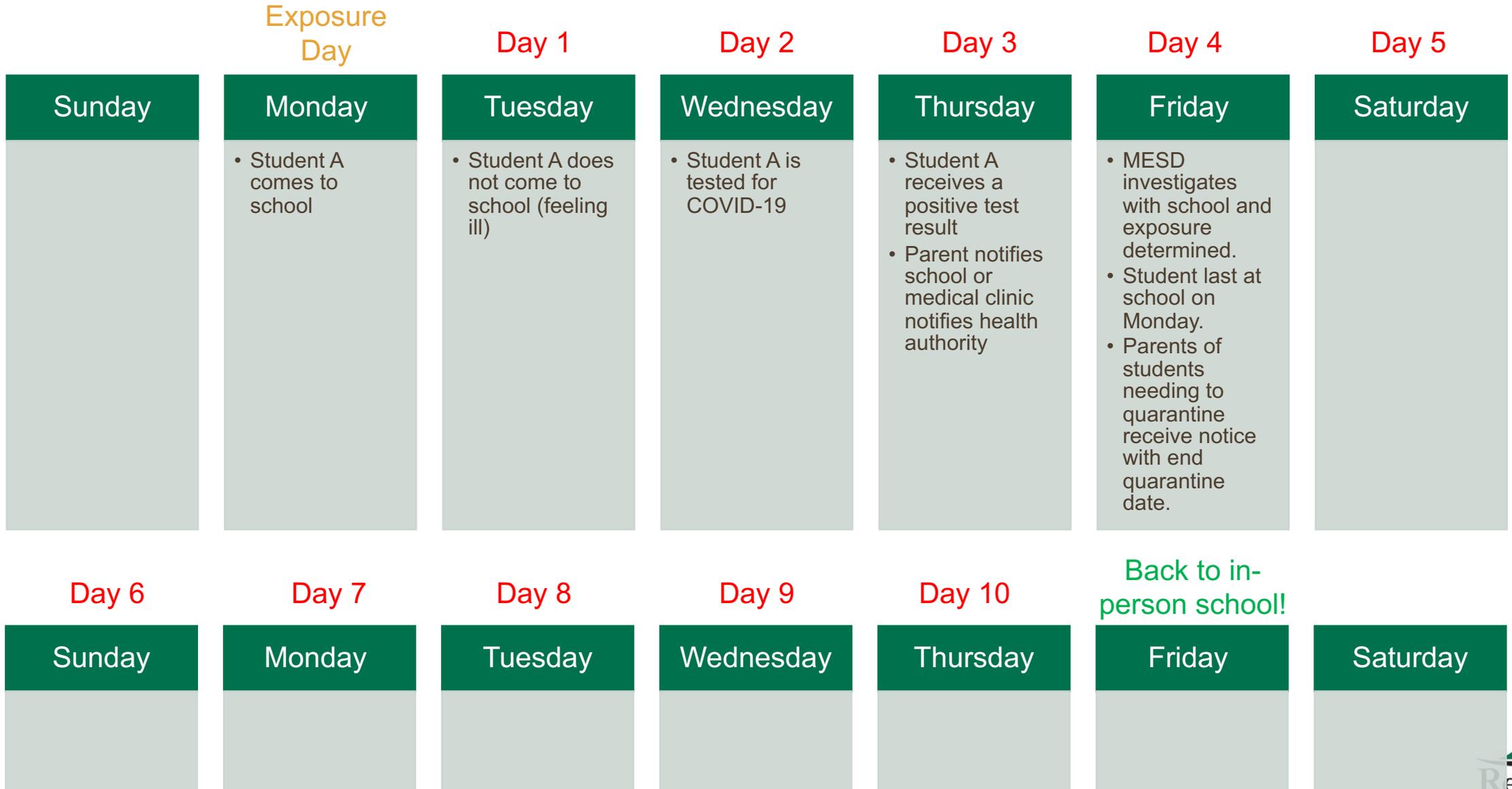
"[Planning for COVID-19 Scenarios in Schools A Toolkit for School Leaders and Local Public Health Authorities](#)".

[Guidance for Schools Responding to LPHA Capacity Needs Related to Contact Tracing](#)

[Reynolds School District Communicable Disease Management Plan](#)

How long are quarantines?

10 days from last exposure



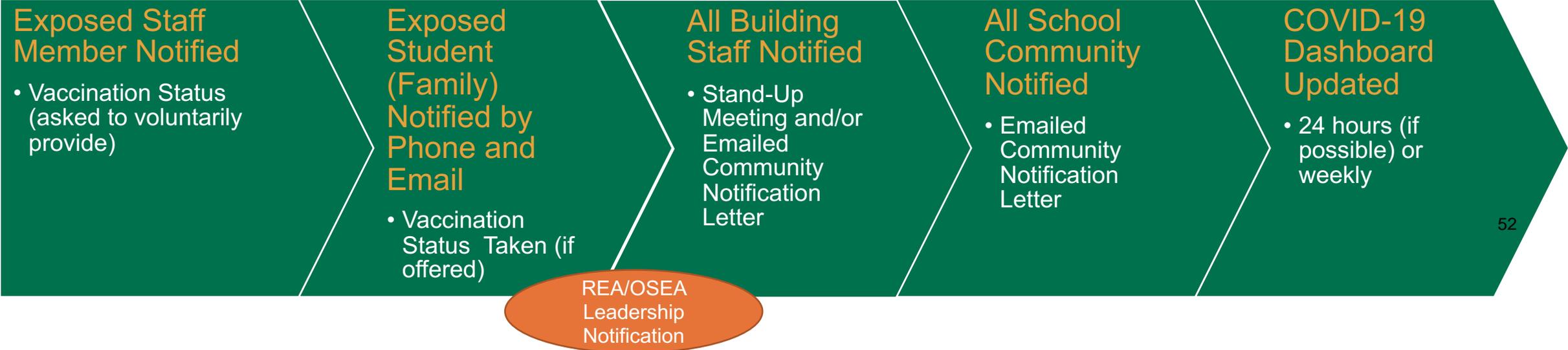
50

COVID-19 Notification Process

- **MESD Communicable Disease Response Team (MESD_CDRT)** notifies RSD of positive student/staff case.
- Sends email to **school administrator** and **RSD Communicable Disease Response Team (RSD_CDRT)** regarding the case to investigate possible on-site exposure.
- If on-site exposure determined, **MESD_CDRT** sets up cloud-based folder (contact tracing spreadsheet, quarantine notification letters with end quarantine date, community notification letter, RSD union notification - REA/OSEA) and notifies **school administrator and RSD_CDRT** to work through contact tracing and notifications.
- **School administrator works with school staff and Student Information Management** to determine close contact for contact tracing worksheet.

51

- Once the worksheet is final with students requiring quarantine, RSD Communications works with the school administrator to send notifications, depending on size of exposure and school administrator's preference (capacity, time of day, etc.).



Small Exposure (or as applicable):
 Notification for exposed are in-person or live phone calls and email. Community notifications are through email.

Large Exposure (or as needed due to capacity):
 Notification for both exposed and community are facilitated through autodialer phone call and email.

Quarantine Notification:

{DATE}

Dear Families,

{SCHOOL} was recently notified of an individual who tested positive for COVID-19. Attendance records of the individual who tested positive have been carefully reviewed, and we have determined that **your student is part of an exposed cohort and needs to quarantine at home for 10 days, through {DATE}**. The Multnomah County Health Department along with Multnomah Education Service District will continue to guide the school on reducing the potential for spread of illness within the affected cohorts and the school community. Your student may not need to quarantine if it has been 14 days after your student's final COVID-19 vaccine before the date of exposure. If this applies to your student please let your school know.

In consultation with the local public health authority, we are immediately asking all exposed individuals to quarantine at home, with a plan to return to activities outside of their home on or after {DATE}. Individuals quarantined should check daily for the development of symptoms of COVID-19 (fever of 100.4F and above, chills, cough, shortness of breath or difficulty breathing, or new loss of smell or taste), and notify the school and seek testing as soon as possible if symptoms appear. COVID-19 testing is available through your healthcare provider, student health centers, or community testing sites.

At this time quarantine only applies to your student. Other household members do not have to quarantine UNLESS your student has tested positive or develops symptoms of COVID-19. It's important that you notify your student's school if anyone living in your household receives a positive COVID-19 test result, or if a household member who has been in close contact with a positive case becomes ill with symptoms of COVID-19. If this occurs, additional protocols will be followed to ensure a safe return to school.

We ask that you respect the privacy of those dealing with illness. The school will remain in contact with you in order to update the status of the affected cohorts. Please make sure that the school has your correct contact information.

For more information on protecting your family, please read Multnomah County's COVID-19 Youth and Families Guide, or visit the Multnomah County website.

Sincerely,

Dr. Danna Diaz, Superintendent and
Ann M Loeffler, MD Deputy Health Officer, Multnomah County Health Department
diseasereport@multco.us



Community Notification:

{DATE}

Dear Families and Staff of {SCHOOL},

We have been notified that an individual at {SCHOOL} has tested positive for COVID-19. We are working closely with the Multnomah County Health Department and Multnomah Education Service District on how to best keep those that may have had contact with this person safe. As part of a general response to keep everyone in the cohort safe and to protect the health of our community, we are immediately suspending in-person learning & activities for exposed individuals.

Please note that if you are NOT separately notified that your student needs to quarantine, they are able to continue attending onsite activities at this time.

Each COVID-19 exposure situation is unique and may need a different response. In this case, the district is taking the following steps:

1. Confirming the report of the positive case of COVID-19 with the Multnomah County Health Department.
2. Sending a *separate notification* to all exposed cohorts and asking them to quarantine at home for 10 days to watch for any symptoms. This may include students and staff in the exposed classroom cohorts, bus routes, and activity/athletic groups.
3. Carefully following the mandated guidelines for reducing the spread of COVID-19 in the school setting, including daily cleaning and disinfection requirements from Oregon's return to school guidance.
4. The names of students and staff who report a COVID-19 event or illness to the school will be kept confidential. We ask that you please respect the privacy of anyone impacted by COVID-19.

Per the Centers for Disease Control and Prevention, the best ways to prevent the spread of COVID-19 are to stay home when sick, wear a close-fitting, multi-layered face mask, practice physically distancing, and practice good health-hygiene habits. These include washing your hands frequently with soap and water, covering your coughs and sneezes, and avoiding contact with people who have signs of illness. Wearing a face mask reduces the spread of respiratory virus, but masks are *not* a substitute for physical distancing. Individuals should maintain at least 6 feet of distance from people outside of their household even when wearing face masks. It's also important that you notify the school if your student develops symptoms of COVID-19 or if your student or a household member receives a positive COVID-19 test result. Please ensure that your contact information is up to date with the school office.

If you have health related questions, please contact your school nurse, your healthcare provider, your local health department, or check the CDC website.

Sincerely,

Dr. Danna Diaz, Superintendent and
Ann M Loeffler, MD Deputy Health Officer, Multnomah County Health Department diseasereport@multco.us





What does quarantine mean?

Quarantine means keeping someone who might have been exposed to COVID-19 away from others.

What if I feel fine?

You can spread COVID-19 to others even if you don't have any symptoms.

When should I quarantine?

Even if you don't feel sick you should quarantine if you:

- Were near someone with COVID-19.

How do I quarantine?

If you have been near someone with COVID-19:

- Stay home and at least six feet away from everyone, including the people you live with, for 14 days.

Your Local Public Health Authority (LPHA) may consider ending quarantine early for you if you have not developed any symptoms:

- After 10 days, without a test, or
- After 7 days, with a negative result within 48 hours before ending quarantine.

You can ...

- ✓ Exercise alone
- ✓ Play games or puzzles
- ✓ Garden or sit outside your home
- ✓ Connect with people remotely

Please don't ...

- ✗ Go to the grocery store
- ✗ Go to the pharmacy
- ✗ Have friends over
- ✗ Exercise in a group

When do you not have to quarantine?

You do not need to quarantine, if:

- You received both doses of a two-dose COVID-19 vaccine (or one dose of a single-dose vaccine) AND
- It has been at least 14 days since your final dose of COVID-19 vaccine

OR

- You have been diagnosed with COVID-19 within the last 90 days.

You should still monitor yourself for COVID-19 symptoms for 14 days after exposure. If symptoms develop, you should isolate and seek testing.

Take care

Call your health care provider if you develop COVID-19 symptoms:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Sore throat
- New loss of sense of taste or smell
- Fatigue
- Muscle or body aches
- Headache
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Connect with resources

Some people may find it easy to quarantine. However, it may be harder for others. It can be especially hard for those who can't work from home, live alone, have disabilities or take care of other people in their home.

Here are some resources if you need help:

- Visit 211info.org or call 211.
- Oregon Health Plan members can contact ohp.oregon.gov.
- Your [local or tribal public health authority](#) will help you find resources.
- Central Oregon resources can be found at www.centraloregonresources.org.
- [Oregon Health Authority's COVID-19 website](#)

Why are vaccinated staff and students not required to quarantine?

The District follows the Multnomah Education Service District Communicable Disease Team's exposure consultation debrief for next steps. Their debrief, which provides District staff with direction on how to handle the exposure incident follows the CDC and [OHA guidelines](#).

Based on [this guidance](#), the nurse or school administrator can determine that a fully vaccinated student can avoid quarantine and continue attending school. If these students end up developing symptoms, they would the SCIF process at that time.

55

Additional information can be found at [Guidance for Schools Responding to LPHA Capacity Needs Related to Contact Tracing](#).

Vaccination Information

On September 7, 2021, The Office of the Governor issued the following statement,

"Governor Brown encouraged all Oregonians to continue using the 'two most powerful tools that we have at this point in the pandemic: vaccines and masks.'"

The most operationally efficient way to reduce quarantines is to work with families to encourage their age eligible children be vaccinated. This not only reduces the need for quarantine but also contributes to mitigating the spread of COVID-19 in the communities surrounding our 16 district school sites.

56

[Per state law](#), health providers must provide information to minor students on their legal right to access medical care, including vaccinations without parental consent.

"Under Oregon law, minors 15 and older have the legal authority to consent to medical treatment, including vaccinations, provided by a physician, physician assistant, naturopath, nurse practitioner, dentist or optometrist, or other professionals operating under the license of or at the direction of these providers, without the consent of a parent or guardian. (ORS 109.640)."



Minor Consent Statement

May 25, 2021

Under Oregon law, minors 15 and older have the legal authority to consent to medical treatment, including vaccinations, provided by a physician, physician assistant, naturopath, nurse practitioner, dentist or optometrist, or other professionals operating under the license of or at the direction of these providers, without the consent of a parent or guardian. (ORS 109.640)

At this time, the only COVID-19 vaccine that has received emergency use authorization for individuals under age 18 is the Pfizer vaccine. The Pfizer vaccine is authorized for use in individuals 12 and above. Most locations where COVID-19 vaccinations are provided have oversight by a medical provider on the list noted above and therefore minors 15 and older can consent to vaccination.

The Oregon Health Authority supports the rights of minors 15 and older to consent to COVID-19 vaccination without parental consent.

OHA prohibits a provider listed above, or anyone operating under the license of or at the direction of these providers, from requiring parental consent for a minor age 15 or older, if that minor is exercising their right to consent to vaccination. A provider may, but is not required to, inform a parent or guardian about the vaccination (ORS 109.650).

Many COVID-19 vaccinations are being provided by pharmacists. Pharmacists are not on the list of providers who can treat minors 15 and older without parental consent under Oregon law and so most pharmacies will require parental or guardian consent, which can be verbal or written. However, some pharmacists may operate at the direction of a provider listed under ORS 109.640, and in this case the pharmacist is prohibited from requiring parental or guardian consent for a minor 15 or older who is consenting to a COVID-19 vaccination. See our [Frequently Asked Questions](#) for more information about 12 to 17-year-old vaccine access.

Vaccination Opportunities

Reynolds Student Health Clinic:

The Reynolds Student Health Clinic, located at RHS, offers COVID-19 testing and vaccinations for students. Per health regulations, the Student Health Clinic, operated by the Multnomah County Health Department, must provide information to students on their legal right to get vaccinated.

Vaccination Clinics:

The District and schools have partnered with Peace Legacy, OHSU, Vaccinate Oregon and Multnomah County Health Department to hold numerous clinics throughout the District since June 2021 to provide opportunities for students and their age eligible family members to receive vaccination.

This Thursday from 2 p.m. to 7 p.m, the Multnomah County Health Department will be holding a vaccination clinic at Reynolds High School.

FREE COVID-19 VACCINES
Ages 12 and up

REYNOLDS HIGH SCHOOL

1698 SW Cherry Park Rd, Troutdale, OR 97060
THURSDAY, SEPT. 23
2:00pm - 7:00pm

Free COVID-19 Pfizer Vaccine
Johnson & Johnson (18+) also available

No ID, no insurance, no appointment needed.

Youth 12-14 must have parent or guardian consent and have an adult with them the whole time.

This event will focus on the student body and their families. Everyone is welcome. No one will be turned away.

Questions? 503.988.8939

While supplies last:
\$100 VISA GIFT CARD
Per person for 1st dose Pfizer vaccine
\$50 VISA GIFT CARD
Per person for 2nd dose Pfizer vaccine
\$150 VISA GIFT CARD
Per person for one-time J&J vaccine
\$50 VISA GIFT CARD
if you bring friends/family
(some restrictions apply)

Multnomah County Health Department

Get a gift card as a thank you for helping to protect our community.

How do students learn while in quarantine?

Asynchronous Learning while in isolation/quarantine:

When students are in isolation/quarantine digital or print resources are available per the MOU. Teachers may use digital and/or print resources when fulfilling homework requests for absent/quarantined students.

If the district team in collaboration with the local public health authority has not determined the school or district is in emergency short-term distance learning, then students will access learning via asynchronous activities while in isolation/quarantine.

59

Emergency Short-Term Distance Learning

On 9/21/21 ODE issued the following advisory: **"Change to Oregon Health Authority Reporting of K-12 School COVID-19 Outbreaks Begins on 9/22/21"**

This advisory provides information on how reporting of school cases has changed. In addition, Multnomah County Health Dept. Issued a school closure framework with general guidelines for school districts to follow. Consultation with or an issued directive from Multnomah County Health Dept. Will determine if a school needs to pivot to short-term distance learning. OHA, the Multnomah County Health Department and MESD understand that there are many factors to consider when making a determination⁶⁰ to pivot to short-term distance learning. Decisions about when or how to operate schools have shifted from the state to district leaders. Please see [Oregon Data for Decisions](#) on the local decision making process in collaboration with County Departments of health.

Short-Term Distance Learning: A Local Decision

Short-Term Distance Learning Overview

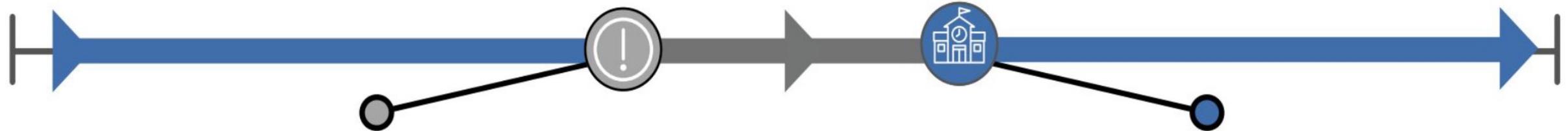
Short-Term Distance Learning is intended to provide a temporary learning solution and is recommended not to extend for more than 4 weeks. Prioritizing in-person learning is the goal.

FULL TIME IN-PERSON

SHORT-TERM DISTANCE LEARNING
(Recommended ≤ 4 weeks)

FULL TIME IN-PERSON

61



RESPONSE TO EMERGENCY

Due to the unpredictability of which schools might be impacted by emergency closures, all schools will need to plan for Short-Term Distance Learning.

RETURN FROM EMERGENCY

Due to the value of in-person learning, all schools should be prepared to return to in-person learning models as soon as conditions allow for maintenance of health and safety.

School Closure Framework

Sept 15, 2021



DRAFT

	Scenario	Decision	How long	Rationale	Communication notes
1A	Cases and resulting quarantines among staff leave school unable to function	School District administrator closes	Until enough staff are cleared to return in person to function again	Administrative/functional	School will communicate operational reasons but families and public will perceive disease risk
1B	Cases and transmission are "widespread" at an individual school	School District administrator & Multnomah County	Minimum 14 days (1 incubation period) OR Suspend extracurricular activities (sports, band, choir, etc)	Interrupt spread OR Slow spread and focus on classroom time Use info related to transmission to inform this decision	School and LPHA communicate jointly
2	Cases and transmission are "widespread" within a school district	School District administrator & Multnomah County	Minimum 14 days (1 incubation period)	Interrupt spread Use info related to transmission to inform this decision	School and LPHA communicate jointly

State data decision site: <https://www.oregondatadecisions.org/>

Reynolds

School District



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



Vaccination Requirement Process

Update

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



All Reynolds School District employees must be fully vaccinated by October 18th

After October 18, 2021:

(a) Teachers, school staff and volunteers may not teach, work, learn, study, assist, observe, or volunteer at a school unless they are fully vaccinated or have provided documentation of a medical or religious exception.

(b) A school may not employ, contract with, or accept the volunteer services of teachers, school staff or volunteers who are teaching, working, learning, studying, assisting, observing, or volunteering at a school unless the teachers or school staff are fully vaccinated against COVID-19 or have a documented medical or religious exception.

65

(4) On or before October 18, 2021, teachers, school staff and volunteers must provide their school, employer or contractor with either:

(a) Proof of vaccination showing they are fully vaccinated; or

(b) Documentation of a medical or religious exception.

RSD will use the **Records** platform to collect and house all vaccination documentation. RSD employees will have the opportunity to upload one of 3 items.

Proof of
Vaccination

Medical
Exception
Documentation

Religious
Exception
Documentation

Medical and Religious Exceptions

- Exception Requests will be reviewed individually. Each employee submitting an exception has the right to request an interactive process meeting to determine if additional accommodations may be granted.

Schools [Districts] that grant an exception to the vaccination requirement must take reasonable steps to ensure that unvaccinated teachers, school staff and volunteers are protected from contracting and spreading COVID-19.

68

Employees who qualify for a medical or religious exception will be required to:

- Show proof of a negative COVID test each week.
- The employee must wear a KN95 mask at ALL times when on campus, indoors and outdoors, unless they are in a room with no other staff or students present.
- The employee must not eat or drink in the presence of other staff or students.
- Six feet of social distancing must be maintained between other staff and students with the exception of instances where another staff or student are in imminent danger.
- Other accommodations not listed may be required at the District's discretion.



COVID-19 Testing in Oregon's K-12 Schools: Staff Screening

Oregon Health Authority is launching a free COVID-19 testing project for K-12 staff in order to help reduce the spread of COVID-19 in schools. This project offers free weekly screening testing by mail to any unvaccinated public or private K-12 staff. Testing is not recommended for vaccinated K-12 staff because the risk of COVID-19 in vaccinated individuals is very low.

Participation is voluntary, and K-12 staff can opt-out at any time. All testing will be mailed directly to the homes of K-12 staff and will be confidential. The COVID-19 test will be performed at home by gently swabbing just inside the nose. The swab is then returned to the laboratory by mail and results are returned to participants within days.

To participate in this staff screening project, please complete the enrollment form below. Following enrollment, you will be sent an email by our laboratory partner to complete the registration process.

This testing will be offered through the end of the 2021-2022 academic year or until funding is exhausted.

This project is supported by the U.S. Department of Health and Human Services (HHS) as part of a financial assistance award to the State of Oregon. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HHS, or the U.S. Government.

All employees will have
the opportunity to enroll
in the free COVID
testing for K-12 staff.

70

Other Accommodations

- If other accommodations are not able to be made for a specific job assignment, it may result in further accommodations, including “Unpaid Leave”

Won't Be Vaccinated by October 18th?

- Please contact HCM **ASAP** through the Let's Talk "Vaccination Verification" tab so that we can make arrangements to cover your position while a plan is developed.



Questions?

Thank you!



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

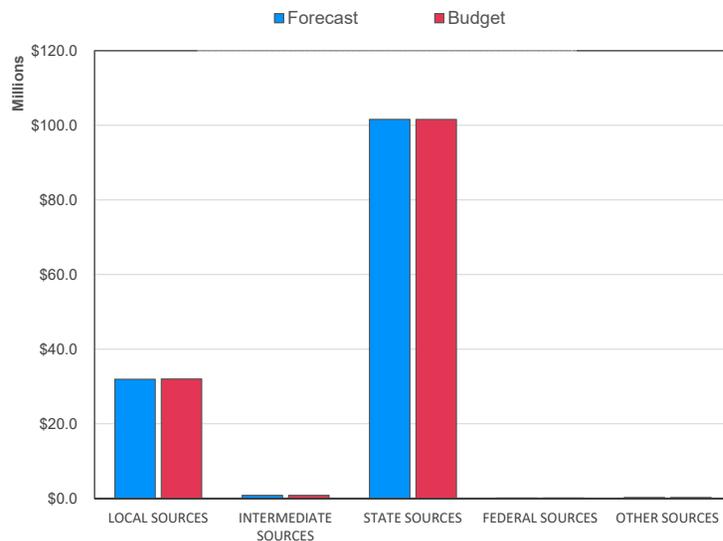
Reynolds School District No 7

100 General Fund | Financial Projection by Object

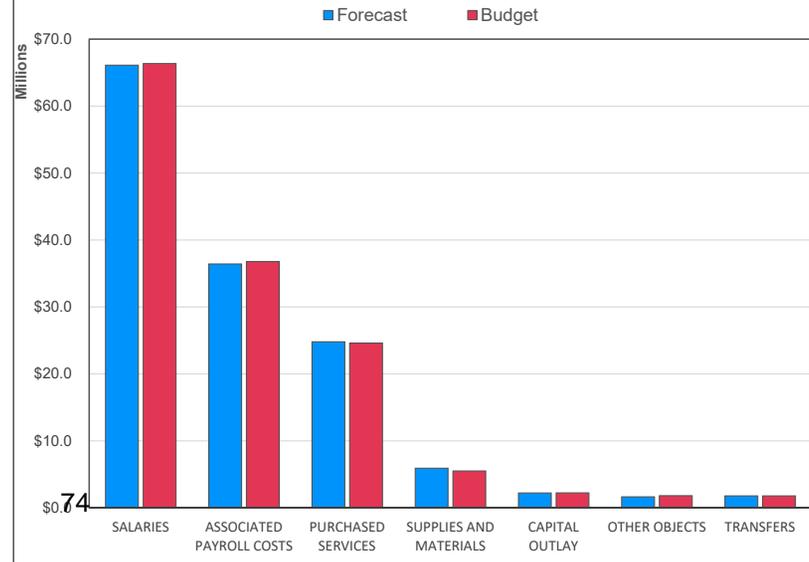
For the Period Ending August 31, 2021

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 41,923	\$ 31,991,483	\$ 96,655	0.30%	\$ 31,835,594	\$ 31,932,248
Intermediate Sources	-	798,329	-	0.00%	798,329	798,329
State Sources	25,580,595	101,567,300	24,864,620	24.48%	76,706,140	101,570,760
Federal Sources	6,324	85,000	(869)	-1.02%	81,236	80,368
Other Sources	-	215,987	-	0.00%	215,987	215,987
Total Operating Revenues	\$ 25,628,842	\$ 134,658,099	\$ 24,960,406	18.54%	\$ 109,637,286	\$ 134,597,692
Beginning Fund Balance	-	11,099,637	-	0.00%	22,451,318	22,451,318
TOTAL RESOURCES	\$ 25,628,842	\$ 145,757,736	\$ 24,960,406	17.12%	\$ 132,088,604	\$ 157,049,010
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 2,131,221	\$ 66,349,651	\$ 2,271,717	3.42%	\$ 63,835,166	\$ 66,106,883
Associated Payroll Costs	1,220,006	36,773,398	1,131,908	3.08%	35,289,428	36,421,336
Purchased Services	2,632,753	24,603,985	2,946,875	11.98%	21,847,788	24,794,663
Supplies and Materials	591,040	5,502,428	972,404	17.67%	4,937,516	5,909,920
Capital Outlay	-	2,221,018	-	0.00%	2,207,576	2,207,576
Other Objects	563,096	1,800,352	1,358,024	75.43%	273,366	1,631,391
Transfers	-	1,773,000	-	0.00%	1,773,000	1,773,000
Total Operating Expenditures	\$ 7,138,116	\$ 139,023,832	\$ 8,680,929	6.24%	\$ 130,163,840	\$ 138,844,769
Contingencies	-	1,683,476	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	5,050,428	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 7,138,116	\$ 145,757,736	\$ 8,680,929	5.96%	\$ 130,163,840	\$ 138,844,769
Ending Fund Balance						\$ 18,204,240
OPERATING SURPLUS / (DEFICIT) (Operating Revenue less Operating Expenses)	\$ 18,490,726	\$ (4,365,733)	\$ 16,279,477		\$ (20,526,554)	\$ (4,247,078)

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget





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

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

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

Date: September 22, 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. Approval of Personnel Order
- b. Approval of Prior Meeting Minutes
- c. Approval of Calendar for 2022-2023 Budget Calendar Revision
- d. Approval of Board Master Calendar Revision
- e. Approval of Resolutions
 - i. 2021-2022-003 National Principals Day
 - ii. 2021-2022-004 Indigenous Peoples' Day
 - iii. 2021-2022-005 National Bullying Prevention Month and National Coming Out Day
 - iv. 2021-2022-006 National School Lunch Week
- f. Superintendent's 2021-2022 Goals and Action Plan
- g. Intergovernmental Agreement with Columbia Regional Autism

Staff Recommendation:

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

Motion:

A. Motion Made by Board Member:

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

B. Seconded by Another Board Member

C. Point of Clarification / Discussion

75

D. Board Vote

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

August 25, 2021

7:00 PM

Virtual Meeting

Attendance Taken at 7:04 PM. Spencer Chao: Present, Yesenia Delgado: Present, Ana Gonzalez Muñoz: Present, Aaron Muñoz: Present, Michael Reyes: Present, Ricki Ruiz: Present, Cayle Tern: Present.

I. 6:00p - Executive Session

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

II. 7:00p - Call to Order

- Board Chair Ana Gonzalez Muñoz called the August 25, 2021 Business Meeting to order at 7:03p.

A. Pledge of Allegiance

B. Land Acknowledgement

- Director Michael Reyes read the Land Acknowledgement into the record.

C. Consider Approval of the August 25, 2021 Agenda

III. 7:10p - Board Recognition

A. Resolution 2021-2022-003: Proclaiming National Hispanic/Latinx Heritage Month

- Vice Chair Yesenia Delgado read Reolution 2021-2022-002 into the record.

IV. 7:20p - Public to be Heard

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

V. 7:40p - Bargaining Group Updates

VI. 7:55p - Presentation to the Board

A. Oregon English Language Learner (EL) Report from the Oregon Department of Education (ODE)

VII. 8:05p - Board Reports

A. Board Announcements

i. Individual Board Members - Announcements and Reports

ii. Upcoming Board Meetings

VIII. 8:15p - Superintendent's Reports

A. Announcements/Reports - Dr. Danna Diaz

B. Culturally Responsive Teaching - Deb Nicolai

C. Student and Staff Wellness - Dr. Christopher Ortiz

D. Communications Report - Stephanie Field ⁷⁶

E. Financial Report - Mary Knigge

IX. 8:45p - Consent Agenda

I move to approve the Consent Agenda as presented. This motion, made by Yesenia Delgado and seconded by Aaron Muñoz, Passed.

Yea: 7, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. Resolution 2021-2022-003: Proclaiming National Hispanic/Latinx Heritage Month

X. 8:50p - Board Discussion

- Following PPS with outdoor meals for schools
- Letter of support for Newberg students
- Awareness and training to prevent and respond to violence, especially against our BIPOC community
- Process or policy for COVID infections / FAQs
- Follow-up on SROs
- Community engagement opportunities for the Board
- Virtual Learning Option
- School visits for Board members

XI. 9:00p - Adjourn

- Board Chair Ana Gonzalez Muñoz adjourned the August 25, 2021 Business Meeting at 9:17p.

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

September 8, 2021

7:00 PM

Virtual Meeting

Spencer Chao: Present, Yesenia Delgado: Present, Ana Gonzalez Muñoz: Absent, Aaron Muñoz: Absent, Michael Reyes: Present, Ricki Ruiz: Absent, Cayle Tern: Present.

I. 6:00p - Executive Session

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

- Vice Chair Yesenia Delgado called the September 8, 2021 Work Session to order at 7:04p and read the Land Acknowledgement into the record.

III. 7:05p - Public to be Heard

- Desmond Bellard, father of students at RMS and Davis Elementary

IV. 7:25p - First Day of School Update and Care & Connection Week Snapshot

V. 7:35p - Superintendent 2021-2022 Goals and Action Plan (first reading)

VI. 7:45p - Action Items

A. MOU for In-Person Learning with REA

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 onsite for the duration of the agreement. This motion, made by Michael Reyes and seconded by Spencer Chao, Passed.

Yea: 4, Nay: 0

B. MOU for In-Person Learning with OSEA

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. This motion, made by Michael Reyes and seconded by Spencer Chao, Passed.

Yea: 4, Nay: 0

VII. 8:30p - Adjourn

- Vice Chair Yesenia Delgado adjourned the September 8, 2021 Work Session at 7:49p.



Budget Calendar July 1, 2021 to June 30, 2022

Board of Directors Meeting **July 21, 2021**

- √ Board Appoints Budget Officer
- √ Board Considers 2021-2022 Budget Calendar for 2022-2023 Budget

Staff and Community Input Sessions **November 1, 2021 and November 10, 2021**

- √ Staff Input
- √ Community Input

Budget Priorities Discussion **December 8, 2021**

Adoption of 2022-2023 Budget Priorities **January 26, 2022**

Conduct 1st Budget Committee Work Session **April 7, 2022**

Publish 1st Notice of Budget Committee Meetings **April 8, 2022**

- √ 5 to 30 Days Before the 1st Meeting (Gresham Outlook)

Conduct 2nd Budget Committee Work Session **April 14, 2022**

Publish 2nd Notice of Budget Committee Meetings **April 15, 2022**

- √ 5 to 30 Days Before the 2nd Meeting (Gresham Outlook)

Proposed Budget Published **April 28, 2022**

1st Budget Committee Meeting **May 5, 2022**

- √ Appoint Presiding Officer
- √ Receive Budget Message
- √ Receive Proposed Budget Document and Discuss Relevant Changes
- √ Respond to Questions from Budget Committee

2nd Budget Committee Meeting **May 12, 2022**

- √ Receive Public Testimony
- √ Budget Committee Deliberations
- √ Respond to Questions from First Meeting

3rd Budget Committee Meeting (if needed) **May 19, 2022**

Publish Notice of Budget Hearing (only once) **May 27, 2022**

- √ 5 to 30 Days Before the Hearing (Gresham Outlook)
- √ Publish Financial Summaries

Board of Directors Meeting - Conduct Budget Hearing **June 22, 2022**

- √ Conducted by School Board
- √ Open to Public
- √ Run Budget Hearing Concurrent with Board Meeting

Board of Directors Meeting - Enact Resolutions **June 22, 2022**

- √ Adopt Budget, Authorize Appropriations & Impose and Categorize Taxes
- √ Amend 2021-2022 Appropriations (if necessary)

Submit Tax Certification Documents **July 15, 2022**

- √ To County Assessor Office by July 15, 2022
- √ File Budget Document with County Recorder and Designated Agencies



BOARD CALENDAR: 2021-2022

Date	Time	Event	Location*
July 16, 2021	6:00p	Board Training	Four Points Sheraton
July 17, 2021	9:00a	Board Training	Four Points Sheraton
July 21, 2021	6:00p	Executive Session	Virtual
	7:00p	Business Meeting	
August 6, 2021	6:00p	Board Training	Wood Village Baptist Church
August 7, 2021	9:00p	Board Training	Wood Village Baptist Church
August 11, 2021	6:00p	Executive Session	Virtual
	7:00p	Work Session	
August 25, 2021	6:00p	Executive Session	Virtual
	7:00p	Business Meeting	
September 8, 2021	6:00p	Executive Session	Virtual
	7:00p	Work Session	
September 22, 2021	6:00p	Executive Session	Virtual
	7:00p	Business Meeting	
October 13, 2021	6:00p	Executive Session	Virtual
	7:00p	Work Session	
October 27, 2021	6:00p	Executive Session	Virtual
	7:00p	Business Meeting	



BOARD CALENDAR: 2021-2022

Date	Time	Event	Location*
October 29, 2021	6:00p	Board Training	Wood Village Baptist Church
October 30, 2021	9:00p	Board Training	Wood Village Baptist Church
November 17, 2021	6:00p	Executive Session	Virtual
	7:00p	Business Meeting	
December 8, 2021	6:00p	Executive Session	Virtual
	7:00p	Work Session	
December 10, 2021	6:00p	Board Training	Wood Village Baptist Church
December 11, 2021	9:00p	Board Training	Wood Village Baptist Church
December 15, 2021	6:00p	Executive Session	Virtual
	7:00p	Business Meeting	
January 12, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Work Session	
January 26, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Business Meeting	
February 9, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Work Session	
February 23, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Business Meeting	



BOARD CALENDAR: 2021 - 2022

Date	Time	Event	Location*
March 9, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Work Session	
March 30, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Business Meeting	
April 7, 2022	6:00p	Budget Committee Work Session	Edgefield Campus, Building I
April 13, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Work Session	
April 14, 2022	6:00p	Budget Committee Work Session	Edgefield Campus, Building I
April 27, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Business Meeting	
May 5, 2022	6:00p	Budget Committee Meeting	Edgefield Campus, Building I
May 11, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Work Session	
May 12, 2022	6:00p	Budget Committee Meeting	Edgefield Campus, Building I
May 19, 2022	6:00p	Budget Committee Meeting	Edgefield Campus, Building I
May 25, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Business Meeting	



BOARD CALENDAR: 2021-2022

June 8, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Work Session	
June 22, 2022	6:00p	Executive Session	Edgefield Campus, Building I
	7:00p	Business Meeting	

*Locations may be subject to change.



RESOLUTION #2021-2022-003

**PROCLAIMING THE CELEBRATION OF
NATIONAL PRINCIPALS MONTH**

WHEREAS, the Reynolds School Board has declared the month of October 2021 as "National Principals Month" in coordination with the efforts of the National Association of Elementary School Principals, the American Federation of School Administrators, and the National Association of Secondary School Principals, working with the U.S. Congress, to designate "National Principals Month" and resolutions thereof;

WHEREAS, the vision, dedication, and determination of a principal provides the mobilizing force behind any school reform effort;

WHEREAS, principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with the education and development of young people, the most valuable resource;

WHEREAS, principals will play a vital role in the successful implementation of the Every Student Succeeds Act (ESSA);

WHEREAS, principals set the academic tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives for schools to achieve educational excellence;

WHEREAS, the Reynolds School Board honors such exemplary elementary and middle level public, private, and independent school leaders committed to serving students from prekindergarten to grade eight (pre-K-8) in their profession;

WHEREAS, the Reynolds School Board recognizes outstanding middle level and high school principals who have succeeded in providing high-quality learning opportunities for students, as well as their exemplary contributions to the profession;

WHEREAS, to honor and recognize the contribution of all school principals and assistant principals at all grade levels to the success of students in Oregon elementary and secondary schools, and to encourage residents of Oregon to observe "National Principals Month" with appropriate ceremonies and activities that promote awareness of school leadership's role in ensuring that every child has access to a high-quality education.

NOW, THEREFORE, BE IT RESOLVED that in honor of the service of all elementary, middle level, and high school principals, and to recognize the importance of their school leadership so that every child has access to a high-quality education, and to celebrate school leader accomplishments, the month of October 2021 is hereby designated in Oregon to be "National Principals Month."

Adopted this 22nd day of September 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION #2021-2022-003

CELEBRACIÓN NACIONAL DEL MES DEL DIRECTOR

Teniendo en cuenta que la Junta Directiva de Reynolds ha declarado el mes de octubre de 2021 como “Celebración nacional del mes del director” en coordinación con los esfuerzos de la Asociación nacional de Directores de escuelas primarias, la Federación americana de administradores educativos y la Asociación nacional de Directores de escuelas secundarias, de trabajar con el Congreso de los Estados Unidos para designar la “Celebración nacional del mes del Director” y las resoluciones de las mismas;

Teniendo en cuenta que la visión, la dedicación y la determinación de un Director ofrece la fuerza movilizadora detrás de cualquier esfuerzo de reforma escolar;

Teniendo en cuenta que se espera que los directores sean visionarios educativos, líderes educativos, expertos en evaluaciones, personas que imponen disciplina, creadores de comunidad, expertos en relaciones públicas, analistas de presupuestos, gerentes de edificios, administradores de programas especiales y guardianes de varios mandatos e iniciativas legales, contractuales y reglamentos, además de confiárseles la educación y desarrollo de los jóvenes, el recurso más valioso;

Teniendo en cuenta que los directores juegan un papel vital en la implementación exitosa de la ley Every Student Succeeds Act (ESSA) (Todos los estudiantes tiene éxito);

Teniendo en cuenta que los directores establecen el tono académico para sus escuelas y trabajan de forma colaborativa con los maestros para desarrollar y mantener altos estándares del currículo, para desarrollar declaraciones de objetivos y establecen objetivos de rendimiento y objetivos para que la escuela alcance la excelencia educativa;

Teniendo en cuenta que la Junta Directiva de Reynolds honra a estos líderes ejemplares a nivel de las escuelas primarias y secundarias públicas, privadas e independientes, que están comprometidos a servir a los estudiantes desde el grado pre-kindergarten hasta 8º (pre-K–8) en su profesión;

Teniendo en cuenta que la Junta Directiva de Reynolds reconoce el trabajo sobresaliente de esos directores a nivel secundario y de la escuela preparatoria que han tenido éxito en ofrecer oportunidades de aprendizaje de alto nivel a los estudiantes además de sus contribuciones ejemplares a la profesión;

Teniendo en cuenta que para honrar y reconocer las contribuciones que todos los directores de las escuelas y los asistentes de director en todos los grados han tenido en el éxito de los estudiantes en las escuelas primarias y secundarias de Oregón; y para animar a los residentes de Oregón a que observen la “Celebración nacional del mes del director” a través de las ceremonias y actividades apropiadas que promueven el reconocimiento de su papel de liderazgo en las escuelas asegurándose de que todos los niños tienen acceso a una educación de alta calidad.

Se resuelve que - En honor al servicio de todos los directores de las escuelas primarias, secundarias y preparatorias, y para que se reconozca la importancia de su liderazgo en las escuelas, para que cada niño tenga acceso a una educación de alta calidad, y para celebrar los logros de los líderes escolares, se designa por tanto en Oregón, el mes de octubre del 2021, como la “Celebración nacional del mes del Director”

Esto es adoptado el 22 de septiembre del 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION #2021-2022-004

**PROCLAIMING THE SECOND MONDAY OF OCTOBER
AS INDIGENOUS PEOPLES' DAY**

WHEREAS, the Reynolds School Board of Education ("Board"), recognizes that the Indigenous Peoples of the lands that would later become known as the Americas have occupied these lands since time immemorial; and

WHEREAS, the Board values the many contributions made to our community through Indigenous People' knowledge, labor, technology, science, philosophy, arts, and the deep cultural contribution that has substantially shaped our district; and

WHEREAS, the Board has established that each and every student is to be celebrated and appreciated for the distinct and vibrant contributions made by sharing cultures, language, ideas, beliefs, and values within a school community; and

WHEREAS, the Board recognizes the fact that the Reynolds School District is built upon the homelands, villages, and traditional use areas of the Multnomah and Clackamas Chinookan of this region, without whom the building of the District would not be possible; and

WHEREAS, The Reynolds School District ("District'), through its Equity Policy, is committed to creating welcoming school environments and recognizing diversity and appreciation of culture, class, language, ethnicity, and other differences; and

WHEREAS, the District promotes closing the opportunity gap for Indigenous Peoples and eliminating the racial achievement gap and disproportionality in all aspects of education.

WHEREAS, the idea of Indigenous Peoples' Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and

WHEREAS, the Oregon American Indian/Alaska Native State Plan mandates that the public schools of our District teach about the history, culture, contemporary lives, and governments of the Indigenous peoples of the Americas, with special emphasis on those from Oregon and across the Pacific Northwest.

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School Board of Directors proclaims every second Monday of October, as Indigenous Peoples' Day. The District shall encourage staff to utilize the second Monday in October as an opportunity to reflect upon the ongoing struggles of the Indigenous Peoples of this land, to celebrate the thriving cultures and values of the Indigenous Peoples of our region, and to stand in solidarity with Indigenous Peoples elsewhere. Appropriate District calendars and websites shall reference the second Monday of October as Indigenous Peoples' Day.

The struggles and achievement of Indigenous Peoples contributed profoundly to the culture and community of the District. The District affirms the contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

The Board of Directors strongly encourages our staff and community to observe, recognize, and celebrate the culture, heritage, and contributions of Native Americans to our country, our state, our cities, and our schools.

Adopted this 22nd day of September 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION #2021-2022-005
RESOLUTION PROCLAIMING THE CELEBRATION OF
NATIONAL BULLYING PREVENTION MONTH AND
NATIONAL COMING OUT DAY

WHEREAS, Reynolds School District models, advocates, and promotes the safe and respectful treatment of all our members;

WHEREAS, the month of October is recognized as National Bullying Prevention Month;

WHEREAS, National Bullying Prevention Month is a campaign in the United States founded in 2006 by PACER's National Bullying Prevention Center. The campaign is held during the month of October and unites communities nationwide to educate and raise awareness of bullying prevention. Initially held the first week in October, the event was expanded in 2010 to the entire month.

WHEREAS, October 11th is recognized as National Coming Out Day, and this will be the 33rd celebration of the day that promotes a safe world for lesbian, gay, bisexual, transgender and questioning (LGBTQ) individuals and their allies to live truthfully and openly;

WHEREAS, National Coming Out Day was founded 33 years ago by Robert Eichberg and Jean O'Leary who envisioned a world where LGBTQ+ people could live truthfully and openly. They believed that honest and genuine relationships would undermine the pervasive prejudice about LGBTQ+ concerns. Thirty-two years later, that vision still holds true;

WHEREAS, LGBTQ+ students who can identify an out LGBTQ+ school staff or adult ally report a dramatic increase in feeling safe overall at their school;

WHEREAS, almost 25% of students either have an LGBTQ+ family member or identify as LGBTQ+ themselves;

WHEREAS, sexual orientation and gender-expression-biased bullying is among the most common forms of harassment in schools;

WHEREAS, school-dropout rates for LGBTQ+ students is up to triple the national rate of non-LGBTQ+ students, due to peer harassment and bullying;

WHEREAS, tragically, youth identifying as LGBTQ+ are overrepresented in the populations of youth experiencing homelessness, youth who are the victims of bullying, and youth who have attempted or died as a result of suicide;

WHEREAS, according to the Center for Disease Control, students who are bullied are more likely to experience low self-esteem and isolation, perform poorly in school, have few friends in school, have a negative view of school, experience physical symptoms (such as headaches, stomachaches, or problems sleeping), and to experience mental health issues (such as depression, suicidal thoughts, and anxiety);

WHEREAS, Bullying affects witnesses as well as targets. Witnesses are more likely to use

tobacco, alcohol, or other drugs; have increased mental health problems; and miss or skip school;

WHEREAS, according to the Center for Disease Control, Youth who bully others are at increased risk for substance use, academic problems, and experiencing violence later in adolescence and adulthood. Youth who bully others and are bullied themselves suffer the most serious consequences and are at greater risk for mental health and behavioral problems.

WHEREAS, we strive to ensure that the District is a consistently safe and affirming space for all students and their families; and

WHEREAS, we affirm our commitment to a safe and affirming space by recognizing National Bullying Prevention Month and National Coming Out Day;

NOW, THEREFORE, BE IT RESOLVED that by recognizing October as National Bullying Prevention Month and October 11th as National Coming Out Day, we the Governing Board of Reynolds School District, support policies, practices and curriculum that support a safe and affirming space for all stakeholders and honor and respect lesbian, gay, bisexual, transgender, and questioning staff, students and their families

Adopted this 22nd day of September 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION #2020-2021-006

**PROCLAIMING THE CELEBRATION OF NATIONAL
SCHOOL LUNCH WEEK**

WHEREAS, in 1946, then-President Harry Truman signed the National School Lunch Act;

WHEREAS, the National School Lunch Program is now the largest federal child nutrition program;

WHEREAS, on October 9, 1962, Congress, by joint resolution, designated the week beginning the second Sunday in October each year as "National School Lunch Week";

WHEREAS, October 11-15, 2021 is designated National School Lunch Week;

WHEREAS, approximately 30 million students nationwide are served daily meals through the National School Lunch Program;

WHEREAS, 95% of students nationwide are enrolled in schools participating in the National School Lunch Program;

WHEREAS, the National School Lunch Program is dedicated to the health and well-being of our nation's children and has served our country for more than 60 years through advanced practices and nutrition education;

WHEREAS, the nutrition staff across the Reynolds School District serve approximately 3,331 breakfasts and 6,101 lunches each day;

WHEREAS, every Reynolds School District student enrolled in 12 schools receive breakfast and lunch at no cost under the Community Eligibility Provision (CEP) meal service through the National School Lunch Program;

WHEREAS, the Reynolds School District celebrates and recognizes events and activities promoting the benefits of the National School Lunch Program;

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District publicly thanks the Nutrition Services managers and the staff at each school for providing an excellent School Nutrition program for our school district.

BE IT FURTHER RESOLVED that Reynolds School District Board of Education proclaims the district will celebrate National School Lunch Week from October 11-15, 2021.

Adopted this 22nd day of September 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk

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 in accessing the data effectively and monitoring progress towards goals. • By May 2022, the Academics Department will lead ELA/ELP Adoption Committee (all levels) to recommend culturally and 	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 type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June

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
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.				
• 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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input checked="" type="checkbox"/> April <input checked="" type="checkbox"/> May <input type="checkbox"/> June
• By June 2022, 75% of Reynolds students receiving Special Education services will be educated in the general education setting, curriculum, and with their typically developing peers 80% or more of the day according to IEP placement data.	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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June

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"> 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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June
<ul style="list-style-type: none"> Human Capital Management will work across all departments to ensure that estimated certified and classified FTE across the district are allocated by March 1, 2022 and openings posted by March 21, 2022. 	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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input 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"> 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. 	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	<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 type="checkbox"/> February <input checked="" type="checkbox"/> March

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
<ul style="list-style-type: none"> • 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. 		Development		<input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June

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. • 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 	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 type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June

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
<p>monitoring progress towards goals with a focus on our students who are emerging multilingual.</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 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"/> November <input type="checkbox"/> December <input checked="" type="checkbox"/> January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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 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"/> November <input type="checkbox"/> December <input checked="" type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April

Superintendent Action Plan 2021-2022

GOAL 2: By June 2022, all 3 rd 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
				<input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input checked="" type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June
<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 	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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June

Superintendent Action Plan 2021-2022

GOAL 2: By June 2022, all 3 rd 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
<p>UDL and Culturally Responsive Teaching, is in effect at all schools districtwide.</p> <ul style="list-style-type: none"> • 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. 				

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. • 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 	<p>Dr. Koreen Barreras-Brown</p>	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional Practice <input checked="" type="checkbox"/> Organizational Culture 	<ul style="list-style-type: none"> <input type="checkbox"/> October <input checked="" type="checkbox"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June

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
<p>monitoring progress towards goals with a focus on our students who have special needs.</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 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"/> November <input checked="" type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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	<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

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
		Development		
<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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June

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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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"/> November <input type="checkbox"/> December <input checked="" type="checkbox"/> January <input type="checkbox"/> February <input 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 implement the "16-Minute Check-In" (16-minute or less weekly check-in call with principals to give our department community 	Stephanie Field	<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"/> November <input type="checkbox"/> December

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
engagement opportunities to highlight and promote) by November 2021 to increase community engagement and help with school-based social media promotion.		<input type="checkbox"/> Student and Staff Wellness <input type="checkbox"/> Professional Development	Practice <input checked="" type="checkbox"/> Organizational Culture	<input checked="" type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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 plan. Goals will also be based on results from the CEE survey (Customer Care, Efficiency, and Response Time). 	Dr. Christopher Ortiz	<input checked="" 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"/> November <input type="checkbox"/> December <input checked="" type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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"/> November <input type="checkbox"/> December <input checked="" type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April

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
				<input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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 checked="" type="checkbox"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June
<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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June

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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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"/> 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

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"> • 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 type="checkbox"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input 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 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"/> 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 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	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input type="checkbox"/> Instructional Practice	<input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December <input type="checkbox"/> January

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
		Wellness <input type="checkbox"/> Professional Development	<input checked="" type="checkbox"/> Organizational Culture	<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 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"/> 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"> • 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"/> 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

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
				<input type="checkbox"/> June
<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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input checked="" type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June
<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 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"/> 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 Office of Schools will design and lead a New Leaders Academy and Aspiring Administrators Program. 	Dr. Sara Hahn-Huston	<input checked="" type="checkbox"/> Marginalized Students <input type="checkbox"/> Culture Responsive Teaching	<input type="checkbox"/> Safety <input checked="" type="checkbox"/> Equity <input checked="" type="checkbox"/> Instructional	<input type="checkbox"/> October <input checked="" type="checkbox"/> November <input type="checkbox"/> December

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"> • 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. 		<input type="checkbox"/> Student and Staff Wellness <input checked="" type="checkbox"/> Professional Development	Practice <input type="checkbox"/> Organizational Culture	<input type="checkbox"/> January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <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. • 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. 	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 type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <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 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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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"/> November <input checked="" type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <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"> • 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 checked="" 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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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. 	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"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <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"> • 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. 				

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 checked="" 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

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"> • The Communications & Community Relations Department will participate in local, regional, and national professional development and collaboration opportunities and take advantage of award submission processes for key projects completed in the 2021-2022 school year. 	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"/> 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"> • 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"/> November <input checked="" type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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 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 type="checkbox"/> November <input type="checkbox"/> December

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"> ○ Establish “Grow Your Own” program ○ Increase representation at local and national Job Fairs. 		<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"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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 collaborative to avoid unnecessary conflict and confusion. 	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"/> November <input type="checkbox"/> December <input checked="" type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June
<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	<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"/> November <input type="checkbox"/> December <input checked="" type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March

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
		Development		<input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June
<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"/> November <input type="checkbox"/> December <input checked="" type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input checked="" type="checkbox"/> June

To: Board of Directors

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

Prepared by: Deb Miller, Interim Director of Special Education

Subject: Intergovernmental Agreement (IGA) Columbia Regional Autism Services

Policy: [Special Education – Free Appropriate Public Education – IGAJ](#)

Date: September 22, 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 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:

Intergovernmental Agreement (IGA) between Reynolds School District and Portland Public Schools on behalf of the Columbia Regional Program.

Columbia Regional’s Autism Services provides professional development, technical assistance, and consultation to Reynolds School District for students who are eligible under Autism Spectrum Disorder.

The previous contract covered services from July 1st, 2020 through June 30th, 2021.

The proposed IGA covers services from July 1st, 2021 through June 30th, 2022.

Staff is requesting Board authorization to enter into an Intergovernmental Agreement (IGA) with Portland Public Schools on behalf of the Columbia Regional Program, for Autism Services for eligible Reynolds School District students through June 30th, 2022.

The total calculated cost for the proposed agreement is \$238,700.

Previous Board Action:

The Board previously authorized an IGA with Portland Public Schools on behalf of Columbia Regional Program for Autism Services in November 2020.

Background:

The Columbia Regional Program has historically provided Autism services to Reynolds School District. These services have included providing professional development, technical assistance, and/or consultation for District staff to support students eligible under Autism Spectrum Disorder.

Financial Implications:

The 2021-22 budget includes allocation of Autism Services. The total calculated for the proposed agreement is \$238,700.

Alternatives:

Currently, Reynolds School District students served under this IGA require a level of support only Columbia Regional Program can provide at the present time.

Staff Recommendation:

Staff recommends that the Board authorize the District to enter into an IGA with Portland Public on behalf of the Columbia Regional Program for Autism Services.

Motion:

A. Motion Made by Board Member

I move that Board authorize the District to enter into an IGA with Portland Public Schools on behalf of the Columbia Regional Program.

B. Seconded by Another Board Member

C. Point of Clarification / Discussion

D. Board Vote



INTERGOVERNMENTAL AGREEMENT
between
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
(PORTLAND PUBLIC SCHOOLS) on behalf of COLUMBIA REGIONAL PROGRAM
and
REYNOLDS SCHOOL DISTRICT

Contract No. IGA _____

**THIS IGA SHALL BE BINDING ON THE DISTRICT ONLY IF IT IS
SIGNED BY THE DEPUTY CLERK OR AUTHORIZED DESIGNEE**

This Intergovernmental Agreement (“Contract”) is made by and between School District No. 1J, Multnomah County, Oregon (“Portland Public Schools” or “District”) on behalf of Columbia Regional Program (“Columbia”) and Reynolds School District (“Agency”) pursuant to authority granted in ORS Chapter 190. District and Agency agree as follows:

AGENCY DATA

Agency Name: Reynolds School District
Agency Contact Person: Matthew Bennett
Address: 1204 NE 201st Ave
City, State, ZIP: Fairview, OR 97024
Telephone: 503-661-7200 ext. 3029
Email: mbennett@rsd7.net

District Point of Contact: Darthea Park (*dpark@pps.net*), Columbia Regional Program, Portland Public Schools, P.O. Box 3107, Portland, Oregon 97208-3107

***All information in this contract is subject to public records law. Please contact the District Point of Contact listed above if you have questions.**

TERMS AND CONDITIONS

- 1. Term and Termination.** This Contract becomes effective on July 1, 2021. Unless earlier terminated as provided below, this Contract shall continue through June 30, 2022.
- 2. Early Termination.** Unless otherwise specified herein, this Contract may be terminated as follows:
 - a. Mutual: District and Agency may terminate this Contract at any time by their written agreement.
 - b. Unilateral: Either party may terminate this Contract upon providing 30 days’ written notice to the other party.
- 3. Contract Documents.** This Contract consists of these Terms and Conditions and the documents (“Exhibits”) listed below in descending order of precedence. A conflict in these documents shall be resolved in the priority listed below with these Terms and Conditions taking precedence over all other documents. The Exhibits to this Contract include the following documents:
 - Exhibit A (Statement of Work)
 - Exhibit B (Budget)
- 4. Statement of Work.** Agency shall perform the work described in Exhibit A (Statement of Work).

- 5. Maximum Total Payment; Invoices.** The District will make no payment until this Contract is fully executed by the authorized representatives of both parties. District shall pay Agency up to a maximum total payment, including all expenses whatsoever, of \$238,700 for services provided by Agency. Agency shall invoice Columbia upon work completion and submit invoices to the person and address below:

Darthea Park (dpark@pps.net)
Columbia Regional Program
833 NE 74th Ave.
Portland, Ore. 97213

Upon work completion and Columbia acceptance, District invoice approval, and in accordance with these Terms and Conditions, District shall pay Agency net 30 days.

- 6. Independent Contractor Status.** By its signature on this contract, Agency certifies that the service or services to be performed under this Contract are those of an independent agency as defined in ORS 670.600, and that Agency is solely responsible for the work performed under this Contract. Agency represents and warrants that Agency, its subcontractors, employees, and agents are not "officers, agents, or employees" of the District within the meaning of the Oregon Tort Claims Act (ORS 30.260 through 30.300). Agency shall be responsible for all federal, state, and local taxes and any and all fees applicable to payments for services under this Agreement.
- 7. Subcontracts; Assignment.** Neither party may subcontract, assign, or transfer (collectively, "Subcontract") any part of this Contract without the prior written consent of the other party. If consent to a Subcontract is properly given, then in addition to any other provisions of this Contract, the subcontracting party shall hold its subcontractor to all the terms and conditions of this Contract that would otherwise bind the party to whom consent was given. The parties agree that any such Subcontracts shall have no binding effect on the consenting party to this Contract.
- 8. Access to Records.** Each party shall have access to the books, documents, and other records of the other party (electronic or otherwise) that are related to this Contract for the purpose of examination, copying, and audit, unless otherwise limited by law.
- 9. Ownership of Work.** Agency agrees that all work products created or developed for District by Agency pursuant to this Contract are intended as "works made for hire" and shall be the exclusive property of the District. If any such work products contain Agency's intellectual property that is or could be protected by federal copyright, patent, or trademark laws, Agency hereby grants District a perpetual, royalty-free, fully-paid, non-exclusive, and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, and use or re-use, in whole or in part, and to authorize others to do so, all such work products. *District claims no right to any pre-existing work product of Agency provided to District by Agency in the performance of this Contract, except to copy, use, or re-use any such work product for District use only.* If this Contract is terminated by either party or by default, then in addition to any other rights provided by this Contract, District may require Agency to transfer and deliver such partially completed reports or other documentation that the Agency has specifically developed or specifically acquired for the performance of this Contract.
- 10. Criminal Background Check.** Agency authorizes District to obtain information about Agency and Agency's history and to conduct a criminal background check, including fingerprinting, of any officer, agent, or employee of Agency that will have unsupervised contact with students. Agency also agrees to cause Agency's employees and/or subcontractors, if any, to authorize District to conduct such background checks. Agency shall pay all fees assessed by Oregon Department of Education for processing the background check. District may deduct the cost of such fees from a progress or final payment to the Agency under this Contract, unless Agency elects to pay such fees directly.
- 11. Confidentiality; FERPA Re-disclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the re-disclosure of confidential student information.** Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(d). District will assist Contractor with complying with this notification requirement.

12. Compliance with Applicable Law. Each party shall comply with all federal, state, and local laws applicable to public contracts and to the work done under this Contract, and all regulations and administrative rules established pursuant to those laws.

13. Mutual Indemnification. Subject to the limitations of the Oregon Constitution (Article XI, Section 7) and the Oregon Tort Claims Act (ORS 30.260 through 30.300), Agency shall indemnify and defend District from and against all liability, loss, and costs arising out of or resulting from the acts of Agency, its officers, employees, and agents in the performance of this Contract.

Subject to the limitations of the Oregon Constitution (Article XI, Section 7) and the Oregon Tort Claims Act (ORS 30.260 through 30.300), District shall indemnify and defend Agency from and against all liability, loss, and costs arising out of or resulting from the acts of District, its officers, employees, and agents in the performance of this Contract.

14. Insurance.

Agency and District are self-insured according to the statutory limits set in the State of Oregon for any liability, property, and auto claims. The parties represent and warrant that they have and will maintain adequate funding of this self-insurance to cover any claim that may result from or arise out of this Contract. In addition, Agency is self-insured for its workers' compensation for employees and shall provide benefits as prescribed by the State of Oregon.

OR

At all times while providing services under this Contract, Agency shall maintain in force at Agency's expense insurance coverage at least equal to the value of this Contract and the following insurance coverage(s), as applicable:

- a. Workers' Compensation. As required by ORS 656.017, subject employers shall provide workers' compensation coverage in accordance with ORS Chapter 656 for all subject workers. Agency and all subcontractors of Agency with one or more employees shall have this insurance unless exempt under ORS 656.027. Agencies that are statutory subject employers shall submit a certificate of insurance to District showing proof of coverage.
- b. Professional Liability / Errors & Omissions (E&O). If Agency is providing services that require a state license (including, but not limited to, accounting, architectural, auditing, dental, legal, medical, and psychiatric), then Agency shall maintain professional liability / E&O insurance coverage of at least \$1,000,000 for each claim, incident, or occurrence, and at least \$2,000,000 annual aggregate coverage. This coverage shall provide extended reporting period coverage for claims made within two years after this Contract is completed or otherwise terminated according to its terms.
- c. General Liability. Agency shall maintain general liability insurance coverage of at least \$1,000,000 for each claim, incident, or occurrence, and at least \$2,000,000 annual aggregate coverage.
- d. Motor Vehicle Liability. If Agency is providing services that require Agency to transport District personnel, students, or property, then in addition to any legally required insurance coverage, Agency shall maintain motor vehicle liability insurance of at least \$1,000,000 for each claim, incident, or occurrence.
- e. Additional Requirements. All insurance coverage shall be provided by an insurance company having an A.M. Best rating of at least A- and/or licensed to do business in Oregon. Agency alone is responsible for paying all deductibles and retentions. A cross-liability clause or separation of insureds condition shall be included in all general liability policies required by this Contract. Agency's coverage shall be primary in the event of loss.
- f. Certificate of Insurance. Upon District request, Agency shall furnish to District a current certificate of insurance for each of the above coverages within 48 hours of District request. Each certificate must state the relevant deductible or retention level. For general liability coverage, the certificate must state that District, its agents, officers, and employees are additional insureds with respect to Agency's services provided under this Contract. The certificate must specify an additional insured endorsement, and Agency shall attach a copy of the endorsement to the certificate. If requested by District, Agency shall also provide complete copies of insurance policies to District.

15. Controlling Law; Venue. Any dispute under this Contract or related to this Contract shall be governed by Oregon law, and any litigation arising out of the Contract shall be conducted in courts located in Multnomah County, Oregon.

16. Amendments; Renewal. Any amendments, consents to or waivers of the terms of this Contract shall be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.

17. Waiver; Severability. Waiver of any default or breach under this Contract by either party does not constitute a waiver of any subsequent default or a modification of any other provisions of this Contract. If any term or provision of this Contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if this Contract did not contain the particular term or provision held invalid.

18. Counterparts. The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.

19. Entire Agreement. When signed by the authorized representatives of both parties, this Contract and its attached exhibits is their final and entire agreement. As their final expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.

I HAVE READ THIS CONTRACT AND ITS ATTACHED EXHIBITS, IF ANY. I CERTIFY THAT I HAVE THE AUTHORITY TO SIGN AND ENTER INTO THIS CONTRACT ON BEHALF OF THE PARTY I REPRESENT AND AGREE TO BE BOUND BY ITS TERMS.

AGENCY

DISTRICT

Signature

Emily Courtnage
Director, Purchasing & Contracting

Printed Name and Title

Date

Date

COLUMBIA REGIONAL CONTACT:

Darthea Park
Columbia Regional Program
833 NE 74th Avenue
Portland, Or 97213
503.916.5570

TIN: 93-6000830

Exhibit A

Autism Services Statement of Work

Columbia Regional Program and District will partner to deliver the following regional services to eligible individuals with Autism Spectrum Disorder:

I. Program Modifications/Supports for School Personnel

Columbia Regional Program shall provide one or more of the following services:

Develop a calendar for professional development, coaching, technical assistance, and identify for districts and EI/ECSE service providers the participation levels for each. Assistance options for these shall include one or more of the following options:

- a) Instructional assistant training through a series of one or more sessions;
- b) Intensive professional development and technical assistance through a series of sessions, and follow-up to support implementation as determined by contractor and based on requests or needs identified by the school district;
- c) Professional development and technical assistance via one or more sessions on identified topics as determined by contractor and based on requests or needs identified by the school district;
- d) Professional development and technical assistance of evaluation to determine eligibility via one or more sessions;
- e) Workshops conducted by experts in the field;
- f) Intensive program development technical assistance (i.e. EI/ECSE Program, middle/high/transition program, elementary program) through a series of sessions and follow-up;
- g) Professional development and technical assistance on communication systems development and implementation through a series of sessions and follow-up;
- h) Professional development and technical assistance on intensive behavior support through a series of sessions and follow-up;
- i) Intensive technical assistance and coaching imbedded within a specific program or classroom over a series of sessions and follow-up, or one-time session;
- j) Facilitating a team in the Autism Self-Assessment and Development of Program tool over a series of sessions or one time session;
- k) Technical assistance or professional development in Team Facilitation in conducting the Autism Self-Assessment and Development Program over a series of sessions or one time session;
- l) Provision of New Autism Specialist or Consultant professional development through a series of sessions.

II. Supplementary Aides and Services

Columbia Regional Program and District shall provide one or more of the following services:

- a) Consultant in IEP or other meetings
- b) Consultation for specific student programming in: provision of curriculum accommodations, behavior support plans individualized schedules customized materials, communication system development,
- c) Provision of parent training via one or multiple sessions.

Columbia Regional Program and District may provide one or more of the following services:

- a) Serve on school district or EI/ECSE evaluation teams, created in accordance with OAR 581-015-2550, to determine eligibility for special education and related services, early intervention, early childhood special education services, and Regional Services.
- b) Serve on Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) teams, as those terms are defined in OARs 581-015-2210 and 581-015-2825.

District will complete the following contractual agreements:

- Notify CRP/PPS if indirect will be assessed and if so the amount. Indirect is subtracted from the total amount of the contract;
- Submit quarterly invoices that include financial documentation for examples expenditure reports, payroll documents, etc.;
- The final invoice must be submitted by July 20, 2022;
- Each child/student who is regionally eligible for ASD will have a signed referral form for Columbia Regional Program kept in their district file;
- Students eligible for regional services will be reported on the December 1, 2021 census as regionally eligible.

EXHIBIT B
Reynolds School District
2021-22 Autism Services

Object Code	Account Title	2021-22 Proposed Budget
110	Salaries	\$
121	Substitutes	\$
130	Additional Pay	\$
210	PERS Employer contribution	\$
220	Social Security Administration	\$
231	Workers' Compensation	\$
232	Unemployment Compensation	\$
240	Employee Benefits	\$
	Sub-total (Salaries)	\$
341	Travel: Within District	\$
342	Travel: Outside District	\$
345	Travel: Professional Development	\$
351	Telephone charges	\$
410	Supplies and Materials	\$
	Sub-total (Costs)	\$
690	Grant indirect charges	\$
	Total (Salaries + Costs + Grant Indirect Charges)	\$ <u>\$238,700</u>



ESD 112

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



MISSION

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



VISION

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

CORE BELIEFS & COMMITMENTS



SAFETY

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.



EQUITY

We believe that equitable practices allow everyone within the Reynolds community to thrive.
We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.



INSTRUCTIONAL PRACTICES

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



ORGANIZATIONAL CULTURE

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

Who is ESD 112

- Educational Service District 112 is one of nine statutory regional service agencies in the state of Washington and Oregon. Created by the legislature 50 years ago, ESDs ensure equitable educational opportunities for all students—urban and rural alike.
- Through the facilitation of partnerships, cooperatives, state and federal grants and fee for service work, ESD 112 helps districts leverage resources to achieve program efficiency and cost savings.

What is the Constructional Services Group (CSG)?

- K-12 school projects are the only projects CSG does. CSG is a partner and subject matter expert to school districts planning and implementing capital construction projects.
- CSG's experienced staff combines their school and construction management expertise to assist districts in implementing improvements to educational environments.
- CSG was established by ESD 112 in 1994 after receiving a school district request for project management assistance for a recently passed capital bond measure. CSG knows schools and knows what it takes to provide the best and most productive physical environment for students.
- CSG serves as an owner's representative, advocate, and team member to ensure a school district's consulting architects, engineers, and contractors perform high quality services, on time and within budget.

134

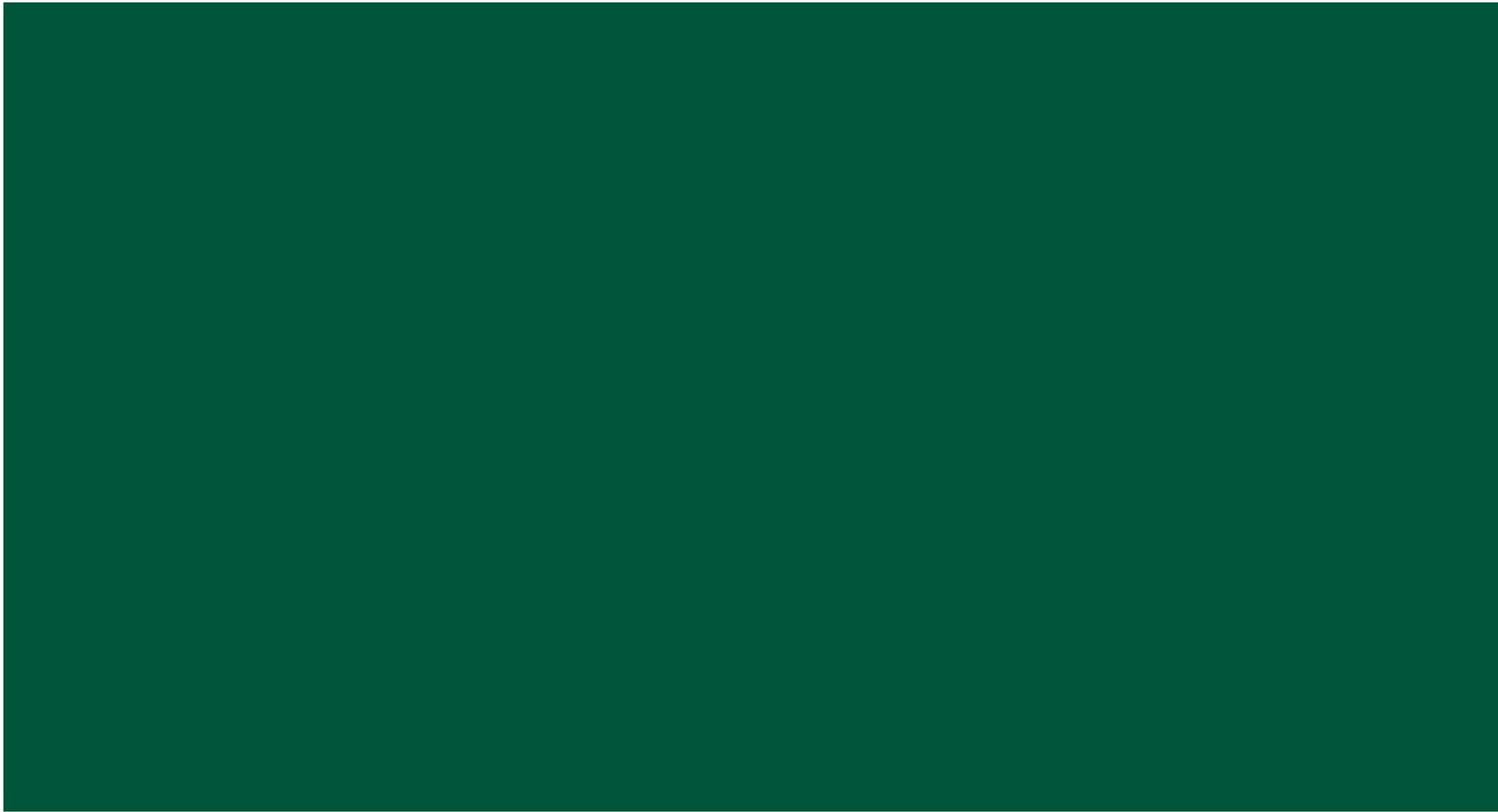
What does CSG Do?

- CSG is a cooperative service program created by Educational Service District 112 (ESD 112) and provides:
- Pre-bond facilities planning
- Project/construction management
- Building commissioning
- Value engineering
- Constructability review
- Furniture and equipment planning and procurement services
- Pre and post-bond communication services

135

Reynolds

School District



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



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

To: Board of Directors

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

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

Subject: Intergovernmental Agreement with ESD112

Policy: [Facilities Development Goals – FA; Board Powers and Duties – BBA](#)

Date: September 22, 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 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.

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:

Under the attached Intergovernmental Agreement (IGA), Educational Service District No. 112 (ESD112) Construction Services Group will provide consultation services to District leadership related to facilitation and conceptual technical documentation to assist the District in the development and analysis of existing facilities assessment data and the District Strategic Plan related to future capital improvement opportunities. Services will additionally assist District and Board leadership to ascertain the need for a general obligation bond to meet the facilities needs identified in the District Facilities Assessment and Long Range Facilities Master Plan report issued in April 2021.

Please refer to the following attachment(s): Capital Bond Campaign Lessons Learned, CSG Inquiries and Request for Information, Scenario A – Timeline and Task Summary, Scenario B – Timeline and Task Summary, Intergovernmental Agreement

Previous Board Action:

Not Applicable

Background:

In light of the District’s Facilities Assessment and Long Range Facilities Master Plan, the District needs to begin prioritizing modernization and potential new construction needs. Therefore, ESD112 Construction Services Group has extensive expertise working with districts in Oregon and Washington to prioritize District facilities needs based on the District Facilities Assessment and Long Range Facilities Master Plan Report issued in April 2021.

Financial Implications:

The not to exceed amount in this agreement is \$75,000.

Alternatives:

If the Board does not approve moving forward with Bond planning, we will not be able to do renovations or new construction projects as recommended in the Facilities Assessment and Long Range Facilities Master Plan. If the Board does not approve the District in engaging with ESD112, then prioritization and Bond planning recommendations and services will not be able to be provided.

Staff Recommendation:

Staff recommends that the Board authorize the execution of the Intergovernmental Agreement with Educational Service District No. 112.

Motion 1:

A. Motion Made by a Board Member

I move that the Board approves the District moving forward with planning for a potential bond.

B. Seconded by Another Board Member

C. Point of Clarification / Discussion

D. Board Vote

Motion 2:

A. Motion Made by a Board Member

I move that the Board authorize the execution of the Intergovernmental Agreement with Educational Service District No. 112.

B. Seconded by Another Board Member

C. Point of Clarification / Discussion

D. Board Vote

Capital Bond Campaigns and the School District (Lessons Learned from State of WA Campaigns)

School Board Member Activities

- Involve as many citizens as possible including community leaders and potential no-voters in determining building/bond priorities.
- Conduct a community survey (sent under the sponsorship of the School Board not a Superintendent) to determine community perceptions of the school district's positive (and sometimes negative or neutral) attributes, and how those attributes may influence the content of a capital bond and its various components).
- If at all possible, achieve a unanimous School Board vote in support of the final bond proposal.
- Become strong advocates; have Board representation in all activities to support the bond election including strategic meetings held by the citizen advocacy group. Do not utilize staff time or district resources for these activities.

Superintendent and Administrators Activities

- Help the board identify staff, parents and other community members who should be involved in planning and/or campaign processes.
- Provide information about the bond to staff, parents and community groups/members and be prepared to answer their questions (and adjust regular schedules to make room for significant new time commitments).
- Create a website for all information about the bond and bond activities. Assign one person to update the website frequently and be sure to add all new questions and district-provided factual answers that emerge during these outreach activities via FAQ.
- Assist in voter registration efforts and in providing opportunities for public discussion of the bond measure.
- Support advocacy activities as appropriate (while not "on duty").

Staff – Certified and Classified Activities

- Become knowledgeable about the bond measure and be prepared to answer student, parent and community questions.
- Volunteer to work with the citizen advocacy campaign during non-work time.

Students

- Conduct a voter registration drive to register 18-year-olds and recent high school graduates.
- Contact alumni to encourage them to vote.
- Assist in production informational videos and/or other visual presentations about the bond measure.

Preparation of District Information

- Prepare a concise summary - including visualization of key data of the bond proposal - for staff and others to use as a quick reference in talking about the bond proposal in general and at presentations.
- Meet with all staff (classified and certified) and parent groups to discuss the bond proposal. Discuss importance of their being informed and able to answer questions from the public.
- Respond to and record all staff/parent questions for reference in producing school district information. Document as a FAQ on the District bond website.
- Meet with many community groups to discuss bond proposal. Consider presentations that include a school district representative to present the facts and a board member or advocacy committee representative to advocate support.
- Consider producing and mailing two (2) brochures to community members regarding the bond proposal:
 - First mailing: sent to all households and out-of-state absentee voters, should include a summary of the facilities committee's report, details regarding the bond levy amount, election and voter registration information.
 - Second mailing: sent to all registered voter households to include the ballot title and explanation, questions and answers, and election information.

Inquiries & Requests for Information and Discussion

District "Capital Improvement-related" ODE-related Documents

- Fund Sources: In current or prior (<10 years) projects, did the District receive ODE technical assistance grants or were assessments conducted with local funds?
- Level of Completion and Submission Status: Not Completed? Completed? If completed, submitted to ODE? Approved/acknowledgement by ODE if submitted?
 - "Facility Assessment" (OAR 581-027-0035)
 - "Long Range Facilities Plan" (OAR 581-027-0040)
 - "Seismic Assessment" (OAR 581-027-0050 & related Technical Assistance Grant)
 - Oregon School Capital Improvement Matching Program Application (OAR 581-027-0020)

District Bond Planning Financial Services

- Current structure of the RSD Finance Team? If there have been debt capacity and taxpayer impact analyses from an underwriter and/or financial advisor team or individuals, could we please review those presentations? For example, in our recent ZOOM discussion you mentioned a recent School Board presentation by Piper?
- During the prebond planning phase CSG typically works with a District Finance Team including 1) District CFO or Financial Manager, 2) Bond Legal Counsel to develop the bond resolution for Board review and action and provides other legal services, 3) an Independent Financial Advisor who serves the District in a fiduciary capacity and assures the District is utilizing best practices; and 4) the Underwriter-Investment Banker who sells the bonds to investors after a successful election result.
- Observation: The Financial Advisor provides the district bond planning team with critical objective counsel and data as we identify not simply district debt capacity but possible impacts on district taxpayers with a range of bond program scenarios and costs – therefore ensuring to the District taxpayers that there has not been a conflict of interest and the district bond planning has maintained team independence from the financial interests of a potential future underwriter/banker.

District Legal Representation – Construction Law and Bond Legal Counsel

Does the District have current and satisfactory professional engagements with 1) specialist construction law counsel, and 2) specialist bond counsel? If yes, please share the names of the firms and the partners with whom you work?

BRIC Architecture, Inc’s Long Range Facility Planning Report, March 21, 2021

- Additional data and detail from BRIC’s work which will allow us to understand the source of their data used to create their Facilities Condition Index (FCI). FCI = Cost of Assessed Capital Renewal Needs by System or Building/Replicated Cost to Replace. The data used to create their FCI is critical for us to review. Alternatively, we can develop a potentially more accurate and defensible report regarding the public building condition assessment beyond the high level requested by ODE.
- Any additional capital cost data or projections associated with any of the proposed capital investments from them (perhaps unpublished data) or from previous RSD planning efforts would be invaluable to our work.
- Any additional existing data on building conditions from the District - beyond that included in the ODE Facilities Assessment template data used by BRIC in their work with you?

Annual Operating Budget Data for Operations and Maintenance Expenditures and Standards

- Data on annual investment for ‘corrective’ versus ‘preventative’ maintenance?
- Projection of current BMAR (Backlog of Maintenance and Repair)?
- Does the District have a 10-year or other long term Capital Renewal Plan (based on useful life and replacement metrics)?
- Annual capital improvement investments from 2015 (including bond program infrastructure improvements, new or replacement facilities)?
- Facilities Standards and Design Guidelines in Place including a common integrated automation platform for HVAC and safety and security systems?

RSD Board of Directors

Board composition and longevity; schedule for new potential seats (2023)?

Existing Community Advisory Boards

- Advisory Structure in place for Community Leaders?
- Advisory Structure in place of Student Leaders?
- Other Community Advisory Forum, Ad-Hoc or other Work Groups?

District Precinct Voting Data

Does the District have detailed (from current census tracts) data with the voting results from the most recent capital bond measure election (2015)? If not, we would like to source the data for you.

Past School District Community Surveys

Please share community survey information and findings that the District has collected previous to or during the last capital bond campaign (or other relevant timeframes in your opinion) that may have been open and available to all community to participate – on-line or collected via other scientific methods – and identified the perceptions of the district’s performance in a diverse number of areas.

SCENARIO A

November 2022 Election Timeline and Task Scenario

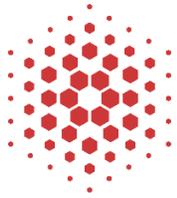
Draft for Discussion - September 15, 2021

		Strong Relationships and Support from Community Partners Hope and Excitement for the Future Lifting the Voices of Students, Staff, and Families Diversity of the Board of Education		
		Primary Lead		
2021		CSG	RSD	Financial Advisor
September-December	Cabinet-Level Ad-Hoc Work Group - Superintendent is Suggested as Chair			
	1 Prebond Planning Services Inter Agency Agreement with ESD 112 Construction Services Group	Δ	Δ	
	2 CSG Review/Synthesize Core Elements from the 2021-2022 District Strategic Plan: Program Contributions to the "Bond Program Story"	Δ		
	3 CSG Peer Review Existing Buildings/Site Condition Assessments (District Facilities Data, Interviews, and BRIC ODE Facilities Assessment Data)	Δ		
	4 CSG Review Current County & Municipal Regulatory Land Use Development Opportunities/Constraints	Δ		
	5 CSG Synthesize the Core Common "Educational Adequacy" Narratives from MP 03.21	Δ		
	6 CSG Synthesize/Refine Existing Demographic / Enrollment Analyses (including review of NCES Data) from MP 03.21	Δ		
	7 Review Current/Projected District Capacity Debt Analysis and Existing District-Wide Taxpayer Voted-Debt	Δ	Δ	Δ
	8 Board Session Placeholder	Δ	Δ	
	9 Solicit and Procure Scientific Survey Services regarding Community's Perceptions of School District Performance	Δ	Δ	
	10 Develop and Initiate Phase I School District Citizen & Business Owner Survey to Identify Key Positive District Performance Areas	Δ	Δ	
	11 Develop Capital Investment Prioritization Criteria & Preliminary Total Capital Project Cost Models	Δ		
	12 Develop Draft Weely Schedule and Tasks: Detailed Weekly Critical Path Schedule from October 1, 2021 to Voter Ballot Distribution Date	Δ		
	13 Bond Workshop No. 1: CSG Findings and Recommendations for Next Steps	Δ		
	14 Develop Charge and Preliminary Work Schedule for Community Facilities Advisory Committee (CFAC)	Δ		
	15 Board Session Update	Δ	Δ	
	16 Begin Direct Outreach and Public Solicitation for Community Facilities Advisory Committee Members	Δ	Δ	
2022		CSG	RSD	Financial Advisor
January - March	Community Facilities Advisory Committee for Guidance to RSD - Community Leader(s) as Chair (or Co-Chairs)			
	17 Confirmation of Capital Funds Sources - Review OSCIM Match, ESSER, Bonds and other potential capital sources	Δ	Δ	
	18 Steering Committee Tour of RSD Facilities - Superintendent Diaz to Lead	Δ		
	19 Steering Committee Tour of Nearby Regional Modernization or New Capital Projects - Superintendent Diaz to Lead	Δ		
	20 Bond Workshop No. 2: RSD Building Conditions Data and Review preliminary District 10-20 Year Capital Plan	Δ		
	21 Present/Review Scientific Survey Results - Assess Contribution in Developing the Bond Program Story	Δ	Δ	
	22 Board Session Placeholder	Δ	Δ	
	23 Update Capital Project Scenarios (Scope of Bond Capital Projects) and Total Project Costs	Δ		
	24 Update Capital Financial Review: Capital Projects, Costs, Debt Capacity, and Taxpayer Impacts	Δ		Δ
	25 Bond Workshop No. 3: Preliminary Bond Program Scope of Work Scenarios, Capital \$, Taxpayer Impacts, Campaign	Δ		
	26 Board Session - Presentation by Community Facilities Advisory Committee Leaders: March 9, 2022	Δ	Δ	Δ
April - May	Regulatory Submissions and Finalize Communications Plan			
	27 Engage Bond Legal Counsel and Draft Resolution on Measure Title and Publication Statement		Δ	
	28 Solicit and Engage Non-District RSD Bond Advocacy Committee Leadership		Δ	
	29 Develop Preliminary Campaign Activities, Schedules, and Tasks: District Factual Communications Plan and RSD Facilities Improvement Bond Campaign	Δ		
	30 Board Session Placeholder	Δ	Δ	
	31 Submission of all documentation to comply with ODE OSCIM Application Requirements: Long Range Facilities (LRF) Plan and Facilities Assessment (FA)	Δ		
	32 Confirm Additional Grant Availability: OHA Environmental Assessment, Seismic Performance Assessment (OAR 581-027-0045), FEMA	Δ		
	33 Submission of OSCIM Grant Application (Approved in 2021-23 State Biennial Capital Budget @ \$8M)	Δ		
	34 Board Session - Update on Bond Communications Plan involving the District and the Community - April 27, 2022	Δ	Δ	
	35 Establish Final Communications Plan for District and Community (Identification of Detailed Community and District activities related to the Bond)	Δ	Δ	
	36 Board Action on Bond Measure Title and Publication Statement: May 25, 2022	Δ	Δ	
June - August	Ballot Measure Filing and Communications Materials Production			
	37 FEL 805 Filing - Minimum of Title Submission to Multnomah County Auditor - Before August 19, 2022	Δ		
	38 Public Comment Period per County Advertisement of Bond Measure Title: 7 Calendar Days following County Advertisement of Measure Title	Δ		
	39 Begin to Develop Potential Bond Campaign Hard and Soft Materials, Websites, Social Media	Δ	Δ	
September - November	Fall Capital Bond Campaign			
	40 Board Session Update	Δ	Δ	
	41 Identify School Board Members Tasks		Δ	
	42 Identify Superintendent and Administrators Tasks		Δ	
	43 Identify School Staff Engagement - Certified and Classified Staff Potential Tasks		Δ	
	44 Identify Student Engagement and Potential Tasks		Δ	
	45 Preparation and Distribution of Final District Information for the Bond Proposal	Δ	Δ	
	46 Board Session Placeholder	Δ		
	47 Ballot Distribution to Voters Begins: Projected Window @ October 19-24			
	48 Election Date: November 8, 2022			
	49 Election Certification Date: December 3, 2022 (34 Day Post-Election Certification Period)			
December	Key First Actions Post Bond Success			
	50 Solicit and Procure Architect and Engineer Teams	Δ	Δ	
	51 Update General Bond Program and Individual Project Capital Budgets	Δ		
	52 Evaluate Bond Program Project Delivery Strategies	Δ		
	53 Develop Detailed Bond Program Critical Path Schedule	Δ		
	54 Develop Bond Program Cash Flow Analysis	Δ		
	55 Provide Supportive Financial Data as Requested to Prepare and Market District Bond Sale	Δ		Δ

SCENARIO B

May 2023 Election Timeline and Task Summary
Draft for Discussion - September 15, 2021

 Strong Relationships and Support from Community Partners Hope and Excitement for the Future Lifting the Voices of Students, Staff, and Families Diversity of the Board of Education		Primary Lead		
		CSG	RSD	Financial Advisor
2021				
September - December	Cabinet-Level Ad-Hoc Work Group - Superintendent is Suggested as Chair			
	1 Prebond Planning Services Inter Agency Agreement with ESD 112 Construction Services Group	Δ	Δ	
	2 CSG Review/Synthesize Core Elements from the 2021-2022 District Strategic Plan: Program Contributions to the "Bond Program Story"	Δ		
	3 CSG Peer Review Existing Buildings/Site Condition Assessments (District Facilities Data, Interviews, and BRIC ODE Facilities Assessment Data)	Δ		
	4 CSG Review Current County & Municipal Regulatory Land Use Development Opportunities/Constraints	Δ		
	5 CSG Synthesize the Core Common "Educational Adequacy" Narratives from MP 03.21	Δ		
	6 CSG Synthesize/Refine Existing Demographic / Enrollment Analyses (including review of NCES Data) from MP 03.21	Δ		
	7 Review Current/Projected District Capacity Debt Analysis and Existing District-Wide Taxpayer Voted-Debt	Δ	Δ	Δ
	8 Board Session Placeholder	Δ	Δ	
	9 Solicit and Procure Scientific Survey Services regarding Community's Perceptions of School District Performance	Δ	Δ	
	10 Develop and Initiate Phase I School District Citizen & Business Owner Survey to Identify Key Positive District Performance Indicators (+/-) > ThoughtX	Δ	Δ	
	11 Develop Capital Investment Priorization Criteria & Preliminary Total Capital Project Cost Models	Δ		
	12 Develop Draft Weekly Schedule and Tasks: Detailed Weekly Critical Path Schedule from October 1, 2021 to Voter Ballot Distribution Date	Δ		
	13 Bond Workshop No. 1: CSG Findings and Recommendations for Next Steps	Δ		
	14 Develop Charge and Preliminary Work Schedule for Community Facilities Advisory Committee (CFAC)	Δ		
	15 Board Session Update	Δ	Δ	
	16 Begin Direct Outreach and Public Solicitation for Community Facilities Advisory Committee Members	Δ	Δ	
2022				
January - March	Community Facilities Advisory Committee for Guidance to RSD - Community Leader(s) as Chair (or Co-Chairs)			
	17 Confirmation of Capital Funds Sources - Review OSCIM Match, ESSER, Bonds and other potential capital sources	Δ	Δ	
	18 Steering Committee Tour of RSD Facilities - Superintendent Diaz to Lead	Δ		
	19 Steering Committee Tour of Nearby Regional Modernization or New Capital Projects - Superintendent Diaz to Lead	Δ		
	20 Bond Workshop No. 2: RSD Building Conditions Data and Review preliminary District 10-20 Year Capital Plan	Δ		
	21 Present/Review Scientific Survey Results - Assess Contribution in Developing the Bond Program Story	Δ	Δ	
	22 Board Session Placeholder	Δ	Δ	
	23 Update Capital Project Scenarios (Scope of Bond Capital Projects) and Total Project Costs	Δ		
	24 Update Capital Financial Review: Capital Projects, Costs, Debt Capacity, and Taxpayer Impacts	Δ		Δ
	25 Bond Workshop No. 3: Preliminary Bond Program Scope of Work Scenarios, Capital \$, Taxpayer Impacts, Campaign	Δ		
	26 Board Session - Presentation by Community Facilities Advisory Committee Leaders: March 9, 2022	Δ	Δ	Δ
April - June	Regulatory Submissions and Finalize Communications Plan			
	27 Solicit and Engage Non-District RSD Bond Advocacy Committee Leadership	Δ	Δ	
	28 Develop Preliminary Campaign Activities, Schedules, and Tasks: District Factual Communications Plan and RSD Facilities Improvement Bond Campaign	Δ		
	29 Board Session Placeholder	Δ	Δ	
	30 Submission of all documentation to comply with ODE OSCIM Application Requirements: Long Range Facilities (LRF) Plan and Facilities Assessment (FA)	Δ		
	31 Confirm Additional Grant Availability: OHA Environmental Assessment, Seismic Performance Assessment (OAR 581-027-0045), FEMA	Δ		
	32 Submission of OSCIM Grant Application (Approved in 2021-23 State Biennial Capital Budget @ \$8M)	Δ		
	33 Board Session - Update on Bond Communications Plan involving the District and the Community - April 27, 2022	Δ	Δ	
	34 Begin Preliminary Development of Bond Communications Plan for District and Community	Δ	Δ	
July - August	Time Allowance for Additional Planning and Decision Making if April - June Activities Require Additional Tim			
	35 TBD			
September - December	Fall Capital Bond Campaign - Preparation and Quiet Campaign Phase			
	36 Engage Bond Legal Counsel and Draft Resolution on Measure Title and Publication Statement	Δ	Δ	
	37 Board Action on Bond Measure Title and Publication Statement: May 25, 2022	Δ	Δ	
	38 FEL 805 Filing - Minimum of Title Submission to Multnomah County Auditor - Before February 17, 2023 (Assumes May 9, 2023 Election Date)	Δ	Δ	
	39 Public Comment Period per County Advertisement of Bond Measure Title: 7 Calendar Days following County Advertisement of Measure Title (2.17 - 2.24?)	Δ	Δ	
	40 FEL 803 Filing Title & Non-Bias Statement (Last day to file 03.09.23?)	Δ	Δ	
	41 Board Session Update	Δ	Δ	
	42 Identify School Board Members Tasks	Δ	Δ	
	43 Identify Superintendent and Administrators Tasks	Δ	Δ	
	44 Identify School Staff Engagement - Certified and Classified Staff Potential Tasks	Δ	Δ	
	45 Identify Student Engagement and Potential Tasks	Δ	Δ	
	46 Board Session Placeholder	Δ	Δ	
2023				
January - May	Spring Capital Bond Campaign - Public Outreach and Engagement Phase			
	48 Preparation and Distribution of Final District Information for the Bond Proposal	Δ	Δ	
	49 Implement School Board Member, Superintendent & Administrators, Certified & Classified Staff, and Student Engagement Tasks	Δ	Δ	
	50 Ballot Distribution to Voters Begins: Projected Window April 19-25	Δ		
	51 Election Date: (Not yet Published but Assume) May 9, 2023 - Second Tuesday in May	Δ		
	52 Election Certification Date: June 3, 2023 (25 Day Post-Election Certification Period Assumes May 9, 2023 Election)	Δ		
June - July	Key First Actions Post Bond Success			
	53 Solicit and Procure Architect and Engineer Teams	Δ	Δ	
	54 Update General Bond Program and Individual Project Capital Budgets	Δ	Δ	Δ
	55 Evaluate Bond Program Project Delivery Strategies	Δ		
	56 Develop Detailed Bond Program Critical Path Schedule	Δ		
	57 Develop Bond Program Cash Flow Analysis	Δ		
	58 Provide Supportive Financial Data as Requested to Prepare and Market District Bond Sale	Δ		Δ



CONSTRUCTION
SERVICES GROUP

INTER-AGENCY AGREEMENT

Between

Reynolds School District 7
1204 NE 201st Avenue
Fairview, OR 97024-2499

And

Educational Service District No. 112
(Through its Construction Services Group)
2500 NE 65th Avenue
Vancouver, WA 98661-6812

1. **Purpose.** This Agreement between Educational Service District No. 112 (ESD) and the Reynolds School District 7 (District) for the services as specified herein and as mutually deemed acceptable.
2. **Term.** The term for the Agreement shall be from September 13, 2021 to December 31, 2022.
3. **Organization and Governance.** The parties agree the ESD is authorized as the legal and administrative entity to govern and direct the operation of this Agreement and the parties' obligations hereunder in accordance with the terms of this Agreement and the ESD's adopted policies and procedures.
4. **Scope of Work of the ESD.** The ESD will provide District-requested guidance, facilitation and conceptual technical documentation that will assist the District develop, analyze, and provide capital budget information and support for a potential capital bond or other capital improvement opportunities. The work will support the District's planned schedule of capital bond planning activities which may result in a ballot measure for a 2022 or 2023 election. A preliminary schedule of capital bond planning tasks and responsibilities is included with this Agreement as Exhibit A. The fee for this work is not to exceed \$75,000.
5. **Responsibilities of the District.**
 - 5.1 The District shall compensate the ESD:
 - 5.1.1 For the time of each ESD 112 Construction Services Group staff (including, at times, Heidi Hansen, Associate Director for Capital Planning; Jennifer Halleck, Associate Director Construction Operations and Projects; Kirk Pawlowski, AIA, Executive Director, Steven Nunez and Andy Twyman, CSG Technical Project Managers) at the hourly rate of \$125/hour.

- 5.1.2 If the District requires a Not-To-Exceed maximum for CSG's hourly services, the District will provide the sum available for CSG services and CSG will not exceed the maximum without prior approval by the District.
- 5.1.3 Travel-related expenses, if any, will be an additional expense and reimbursed consistent with current Reynolds School District 7 Financial Services District Travel Policies.
- 5.1.4 Costs will be invoiced to the District on or before the 15th of each month and will be paid by the District by the last business day of each month.
- 5.1.5 District will provide for the services of a Financial Advisor for objective third-party information regarding District capital bond debt capacity and taxpayer impacts analyses for multiple potential capital bond scenarios. Solicitation, procurement, and contracting for capital bond community survey and campaign communications consulting services can be provided to the District as an amendment to this Agreement, if requested.

- 6. **Assignment.** Neither this Agreement nor any interest therein may be assigned by either party without the prior written consent of the other party.
- 7. **Mutual Termination.** This Agreement may be terminated by either party with thirty (30) calendar day notification. The District will pay all charges incurred under Section 5 up to date of termination and for a limited period following to allow for preparation and distribution of project record materials to the District.
- 8. **Employment Representation**
During the term of this contract, an employee(s) of the ESD may have contact with public school children. Therefore, the ESD is prohibited from employing any person who has pled guilty or been convicted of any felony crime involving the physical neglect, injury, death or sexual abuse or exploitation of a minor. Failure of the ESD to comply with this section shall be grounds for immediate termination of this contract.
- 9. **Indemnification.**
 - 9.1. **ESD.** The ESD agrees to protect, defend, indemnify and hold the District, its officers, agents and employees harmless from any and all claims and losses for bodily injury, including death, and/or property damage to the extent such claims or losses arise or result from the ESD's negligent performance under this Agreement.
 - 9.2. **District.** The District agrees to protect, defend, indemnify and hold the ESD, its officers, agents and employees harmless from any and all claims and losses for bodily injury, including death, and/or property damage to the extent such claims or losses arise or result from the District's negligent performance under this Agreement.
- 10. **Waiver.** No provision of this Agreement or the right to receive reasonable performance of any act called for by its terms shall be deemed waived by a waiver of a breach thereof as to a particular transaction or occurrence.
- 11. **Severability.** If any term of condition of this Agreement or application thereof to any person or circumstance is held invalid, such invalidity shall not affect other terms, conditions, or applications of the Agreement which can be given effect without the invalid term, condition, or application and, to this end, the terms and conditions of this Agreement are declared severable.

12. **Governing Law and Venue.** This Agreement shall be governed by the laws of the State of Oregon and any action or litigation undertaken to enforce the terms of this Agreement shall be conducted in Multnomah County, Oregon.
13. **Whole Agreement.** The parties agree that this Agreement, together with all appendices, if any, constitute the entire agreement between the parties and supersedes all prior or existing written or oral agreements between the parties and may not be amended other than in writing signed by the parties.
14. **Attorneys Fees and Costs.** In the event litigation arises out of this Agreement, each party shall pay their respective attorney fees and costs.
15. **Captions.** Paragraph headings have been included for the convenience of the parties and shall not be considered a part of this Agreement for any purpose relating to construction or interpretation of the terms of this Agreement.
16. **Opportunity without Discrimination.** The ESD and the District agree to comply with all applicable state and federal rules and regulations which prohibit discrimination on the basis of race, color, creed, religion, national origin, age, sex, marital status, or the presence of any sensory, mental or physical disability. Inquiries regarding compliance and/or grievance procedures for the ESD may be directed to the ESD at its address above.
17. **Authority.** The terms and conditions of this Agreement to which the parties agree are being entered into by appropriate resolutions of the respective boards of directors of the ESD and the District.

IN WITNESS WHEREOF, the District and the ESD have executed this Agreement on the date and year indicated below.

REYNOLDS SCHOOL DISTRICT 7 Account Code 100.2544.0380.041.950.000

By: _____ Date: _____

Approved by Legal August 30, 2021

EDUCATIONAL SERVICE DISTRICT NO. 112

By: _____ Date: _____

Tim Merlino, Superintendent

PLEASE SIGN, DATE, AND RETURN TO:

Educational Service District 112
 Attention: Rene Sundby rene.sundby@esd112.org
 Voice: 360.952.3611
 2500 NE 65 Avenue
 Vancouver, WA 98661

EXHIBIT A

Draft for Discussion - August 20, 2021

November 2022 Election Timeline and Task Scenario

		Strong Relationships and Support from Community Partners Hope and Excitement for the Future Lifting the Voices of Students, Staff, and Families Diversity of the Board of Education		
		CSG	RSD	Financial Advisor
2021				
September-December	Cabinet-Level Ad-Hoc Work Group - Superintendent is Suggested as Chair			
	1 Prebond Planning Services Inter Agency Agreement with ESD 112 Construction Services Group	Δ	Δ	
	2 CSG Review/Synthesize Core Elements from the 2021-2022 District Strategic Plan: Program Contributions to the "Bond Program Story"	Δ		
	3 CSG Peer Review Existing Buildings/Site Condition Assessments (District Facilities Data, Interviews, and BRIC ODE Facilities Assessment Data)	Δ		
	4 CSG Review Current County & Municipal Regulatory Land Use Development Opportunities/Constraints	Δ		
	5 CSG Synthesize the Core Common "Educational Adequacy" Narratives from MP 03.21	Δ		
	6 CSG Synthesize/Refine Existing Demographic / Enrollment Analyses (including review of NCES Data) from MP 03.21	Δ		
	7 Review Current/Projected District Capacity Debt Analysis and Existing District-Wide Taxpayer Voted-Debt	Δ	Δ	Δ
	8 Board Session Placeholder	Δ	Δ	
	9 Solicit and Procure Scientific Survey Services regarding Community's Perceptions of School District Performance	Δ	Δ	
	10 Develop and Initiate Phase I School District Citizen & Business Owner Survey to Identify Key Positive District Performance Areas	Δ	Δ	
	11 Develop Capital Investment Prioritization Criteria & Preliminary Total Capital Project Cost Models	Δ		
	12 Develop Draft Weely Schedule and Tasks: Detailed Weekly Critical Path Schedule from October 1, 2021 to Voter Ballot Distribution Date	Δ		
	13 Bond Workshop No. 1: CSG Findings and Recommendations for Next Steps	Δ		
	14 Develop Charge and Preliminary Work Schedule for Community Facilities Advisory Committee (CFAC)	Δ		
	15 Board Session Update	Δ	Δ	
	16 Begin Direct Outreach and Public Solicitation for Community Facilities Advisory Committee Members	Δ	Δ	
2022				
January - March	Community Facilities Advisory Committee for Guidance to RSD - Community Leader(s) as Chair (or Co-Chairs)			
	17 Confirmation of Capital Funds Sources - Review OSCIM Match, ESSER, Bonds and other potential capital sources	Δ	Δ	
	18 Steering Committee Tour of RSD Facilities - Superintendent Diaz to Lead	Δ		
	19 Steering Committee Tour of Nearby Regional Modernization or New Capital Projects - Superintendent Diaz to Lead	Δ		
	20 Bond Workshop No. 2: RSD Building Conditions Data and Review preliminary District 10-20 Year Capital Plan	Δ		
	21 Present/Review Scientific Survey Results - Assess Contribution in Developing the Bond Program Story	Δ	Δ	
	22 Board Session Placeholder	Δ	Δ	
	23 Update Capital Project Scenarios (Scope of Bond Capital Projects) and Total Project Costs	Δ		
	24 Update Capital Financial Review: Capital Projects, Costs, Debt Capacity, and Taxpayer Impacts	Δ		Δ
	25 Bond Workshop No. 3: Preliminary Bond Program Scope of Work Scenarios, Capital \$, Taxpayer Impacts, Campaign	Δ		
	26 Board Session - Presentation by Community Facilities Advisory Committee Leaders: March 9, 2022	Δ	Δ	Δ
April - May	Regulatory Submissions and Finalize Communications Plan			
	27 Engage Bond Legal Counsel and Draft Resolution on Measure Title and Publication Statement		Δ	
	28 Solicit and Engage Non-District RSD Bond Advocacy Committee Leadership		Δ	
	29 Develop Preliminary Campaign Activities, Schedules, and Tasks: District Factual Communications Plan and RSD Facilities Improvement Bond Campaign	Δ		
	30 Board Session Placeholder	Δ	Δ	
	31 Submission of all documentation to comply with ODE OSCIM Application Requirements: Long Range Facilities (LRF) Plan and Facilities Assessment (FA)	Δ		
	32 Confirm Additional Grant Availability: OHA Environmental Assessment, Seismic Performance Assessment (OAR 581-027-0045), FEMA	Δ		
	33 Submission of OSCIM Grant Application (Approved in 2021-23 State Biennial Capital Budget @ \$8M)	Δ		
	34 Board Session - Update on Bond Communications Plan involving the District and the Community - April 27, 2022	Δ	Δ	
	35 Establish Final Communications Plan for District and Community (Identification of Detailed Community and District activities related to the Bond)	Δ	Δ	
	36 Board Action on Bond Measure Title and Publication Statement: May 25, 2022	Δ	Δ	
June - August	Ballot Measure Filing and Communications Materials Production			
	37 FEL 805 Filing - Minimum of Title Submission to Multnomah County Auditor - Before August 19, 2022	Δ		
	38 Public Comment Period per County Advertisement of Bond Measure Title: 7 Calendar Days following County Advertisement of Measure Title	Δ		
	39 Begin to Develop Potential Bond Campaign Hard and Soft Materials, Websites, Social Media	Δ	Δ	
September - November	Fall Capital Bond Campaign			
	40 Board Session Update	Δ	Δ	
	41 Identify School Board Members Tasks		Δ	
	42 Identify Superintendent and Administrators Tasks		Δ	
	43 Identify School Staff Engagement - Certified and Classified Staff Potential Tasks		Δ	
	44 Identify Student Engagement and Potential Tasks		Δ	
	45 Preparation and Distribution of Final District Information for the Bond Proposal	Δ	Δ	
	46 Board Session Placeholder	Δ		
	47 Ballot Distribution to Voters Begins: Projected Window @ October 19-24			
	48 Election Date: November 8, 2022			
	49 Election Certification Date: December 3, 2022 (34 Day Post-Election Certification Period)			
December	Key First Actions Post Bond Success			
	50 Solicit and Procure Architect and Engineer Teams	Δ	Δ	
	51 Update General Bond Program and Individual Project Capital Budgets	Δ		
	52 Evaluate Bond Program Project Delivery Strategies	Δ		
	53 Develop Detailed Bond Program Critical Path Schedule	Δ		
	54 Develop Bond Program Cash Flow Analysis	Δ		
	55 Provide Supportive Financial Data as Requested to Prepare and Market District Bond Sale	Δ		Δ



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

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

Subject: Board Discussion

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

Date: September 22, 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:

Members of the Reynolds School Board will communicate ideas or requests for presenters at upcoming board meetings, agenda setting, or requests for reports.

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

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

Subject: Adjourn

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

Date: September 22, 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

