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

November 17, 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)(h) Legal Counsel. Executive Session is closed to the public.

II. **7:00p - Call to Order** **4**
- A. Pledge of Allegiance 5
- B. Land Acknowledgement 6
- C. Consider Approval of the November 17, 2021 Agenda

III. **7:10p - Board Recognition** **7**
- A. Student Recognition 8
- B. Volunteer/Community Partner Recognition 9
- C. Staff Recognition 10

IV. **7:20p - Public to be Heard** **11**
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** **12**

VI. **7:55p - Presentation to the Board**
- A. School and Department Improvement Plans 13
  - i. Rotation 1
  - ii. Rotation 2
  - iii. Rotation 3
- B. Student Investment Account Annual Report 271
- C. Policy Updates - First Reading 283

VII. **9:30p - Board Reports** **292**
- A. Board Announcements
  - i. Individual Board Members - Announcements and Reports
  - ii. Upcoming Board Meetings

VIII. **9:35p - Superintendent's Reports** **293**
- A. Announcements/Reports
- B. Student and Staff Wellness 294
- C. Fiscal Responsibility

i. Financial Report 302
ii. Enrollment Report 304
IX. **9:50p - Consent Agenda** **310**
A. Approval of Personnel Order
B. Approval of Prior Meeting Minutes 311
C. Field Trip
i. Overnight Trip for RHS Wrestling Team 314
X. **9:55p - Action Items**
A. Construction Excise Tax 318
B. HOLLA Proposal 329
C. Metro East Web Academy MOU 584
XI. **10:05p - Board Discussion** **588**
XII. **10:10p - Adjourn** **589**

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: November 17, 2021

Action ☐
Report ☒

Connection to School Board Core Beliefs and Commitments

☒ Safety ☒ Equity ☒ Instructional Practice ☒ Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

Executive Session is closed to the public.

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: November 17, 2021

Action ☒
Report ☐

Connection to School Board Core Beliefs and Commitments

☐ Safety ☐ Equity ☐ Instructional Practice ☒ Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

a. Call to Order
b. Pledge of Allegiance
c. Land Use Acknowledgement

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

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

Land Acknowledgement:

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

Land Use Acknowledgment & Guidelines

Reynolds School District

Approved and Apdopted on May 27, 2020

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

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

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

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

Land Use Acknowledgment

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

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

Reynolds School District

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

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Stephanie Field, Director of Communications and Community Relations
Subject:	**Board Recognition**
Policy:	Community Relations - KAA
Date:	November 17, 2021

Action ☐
Report ☒

Connection to Board Goals

☒ Student Achievement ☒ Equity ☒ Fiscal Responsibility ☒ Communications

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

Summary:

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

- Student Recognition: Shalom Fanta
- Community Partner/Volunteer Recognition: Willamette Dental Group
- Staff Recognition: Pam Streater

Reynolds School District

Reynolds School Board

STUDENT RECOGNITION

November 2021

Shalom Fanta

Reynolds School District

Reynolds School Board

COMMUNITY PARTNER OF THE MONTH

November 2021

Willamette Dental Group

Stark Office 1

Reynolds School District

Reynolds School Board

STAFF RECOGNITION

November 2021

Pam Streater

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: November 17, 2021

Action	☐
Report	☒

Connection to School Board Core Beliefs and Commitments

☐ Safety ☒ Equity ☐ Instructional Practice ☒ Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

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

Those wishing to speak must complete a Public Comment Form on the RSD website.

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.

Spoken Comments Submitted:

Desmond Bellard / Bellard Family: REA Agreement
Cassandra Calvin: Safety and Mental Health for Staff and Students

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To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Bargaining Unit Updates**
Policy:	Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF
Date:	November 17, 2021

Action ☐
Report ☒

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

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

To: Board of Directors

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

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

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

Policy: Evaluation of Instructional Programs - IM

Date: November 17, 2021

Action ☐
Report ☒

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 Board of Directors will have the opportunity to learn about the School Improvement Plan (SIP) and District Improvement Plan (DIP) goals set for Reynolds School District for the 2021-2022 school year. Secondary schools and departments will present tonight.

The Board will move through three rotations using breakout rooms, giving them the opportunity to ask principals and administrators any questions they may have.

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

Attached, you will find copies of each school or department's plan and a summary slide deck outlining the three main goals.

Previous Board Action:

The Board met with principals and department directors during the October 7, 2020 and October 14, 2020 Work Sessions.

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

November 17 Board Business Meeting SIP Collaborative
Secondary School and Department Presentations

	Presentation Room 1	Presentation Room 2	Presentation Room 3
	HB Lee Middle School - **Danelle Heikkila** **Walt Morey Middle School** - **Tanya Pruitt** **Reynolds Middle School** - **Sara Idle** **Reynolds High School** - **Wade Bakley** **Reynolds Learning Academy** - **Aaron Ferguson**	**Academics Division** - **Dr. Koreen Barreras-Brown** **Office of Schools Division** - **Dr. Sara Hahn-Huston** **HCM Division** - **Dr. Angela Freeman** **Finance / Business Services Division** - **Anthony Lebron**	**Student Services Division** - **Dr. Christopher Ortiz** **Operations Division** - **Dr. Christopher Ortiz** **Communications Division** - **Stephanie Field**
8:00p – 8:20p	Ana Gonzalez Muñoz Cayle Tern Dr. Diaz	Michael Reyes Spencer Chao Alma Charles	Aaron Muñoz Yesenia Delgado
8:20p – 8:40p	Aaron Muñoz Yesenia Delgado	Ana Gonzalez Muñoz Cayle Tern Dr. Diaz	Michael Reyes Spencer Chao Alma Charles
8:40p – 9:00p	Michael Reyes Spencer Chao Alma Charles	Aaron Muñoz Yesenia Delgado	Ana Gonzalez Muñoz Cayle Tern Dr. Diaz

H.B. Lee Middle School

Academic Goals

Focusing on Marginalized Students

We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

By the end of the 2021-22 school year, 40% of students will meet benchmark in reading, as measured by OSAS.

By the end of 2021-22, all students will grow one or more years proficiency in reading, as measured by STAR.

By the end of the 2021-22 school year, 30% of students will meet benchmark in math, as measured by OSAS.

By the end of the 2021-22 school year, all students in grades will one or more year in proficient in math, as measured by STAR.

- Professional development focus on technology, sheltered instruction, literacy, AVID, and culturally responsive teaching
- PLCs
- MTSS
- Coaching cycles

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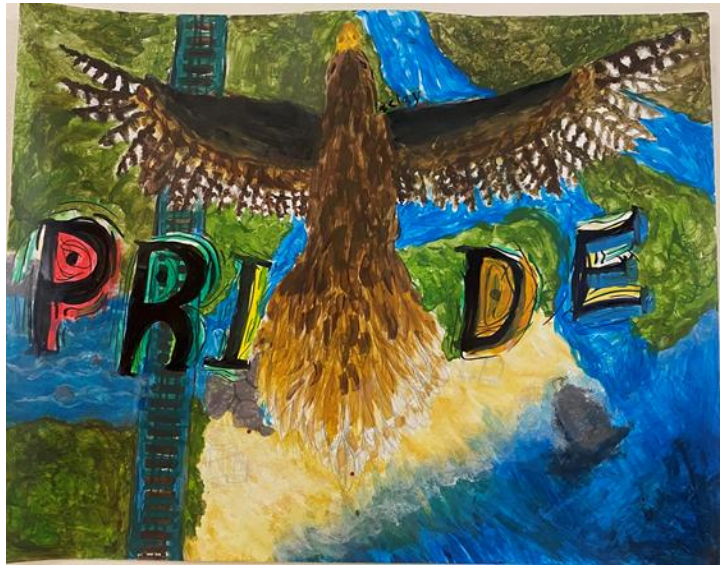
H.B.LEE MIDDLE SCHOOL

Student Voice

Resurrecting Student Voice:

Focusing on Marginalized Students

In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase opportunities for students to participate in challenging and engaging courses, to make decisions about the school and to be celebrated



- Leadership - Digital Media
- Principal Student Advisory Council
- Student of the Month
- Student Arts Nights
- Increased CTE Coursework
  - Computer Science
  - Computer Apps
  - Engineering and Design
  - Graphic Design
  - Culinary Arts

The WeekLee News

H.B.LEE MIDDLE SCHOOL

Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase student, family, and community voice in our school.

- Student Engagement Liaison and Team
- Student Awards Nights
- Lee Arts Nights
- Increased student recognition
- Culturally specific family nights
- Community Partner Events
- SUN, Social Worker
- Monthly newsletter
- Social Media: Facebook, website
- Parent surveys

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H.B.LEE MIDDLE SCHOOL

Reynolds Middle School

Academic Goals

Focusing on Marginalized Students

Improve student reading and math as measured by the STAR Assessment:

- Reading: Overall 22.4 to 34%. ELL from .8% to 16%, SPED from 8.8% to 22%, Black from 18.4% to 32%, and Latinx from 17.8% to 35%.
- Math: Overall 29% to 42%. ELL from 5.8% to 22%, SPED from 2.9% to 16%, Black from 17.5% to 32%, Latinx from 22.9% to 42%.

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Methods:

- Schoolwide Writing Expectations
- Literacy Acceleration for 6th graders
- MATH and ELA PLC focus on UDL
- Reinvigorate the library program, including Student Library Council

Student Voice

Focusing on Marginalized Students

- Student Library Council
- Student Affinity Groups
- Student Council and Leadership
- Student Representatives on BTT (Leadership)
- Community Partner connections

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Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- Quarterly Listening Sessions with families and with students
- Principal Chats with speakers, focused topics, themes
- Parent Academies: Monthly opportunities to learn more about RMS, community resources, and parent requested topics

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Walt Morey Middle School

Academic Goals

Focusing on Marginalized Students

We will remove barriers and hold high expectations in order to increase the number of students with grade level literacy and math skills.

1. By the end of the 2021-22 school year, 55% of students will meet benchmark in reading, as measured by OSAS.
2. By the end of 2021-22, 50% of students will score proficient in reading, as measured by STAR.
3. By the end of the 2021-22 school year, 40% of students will meet benchmark in math, as measured by OSAS.
4. By the end of the 2021-22 school year, 55% of students in grades will score proficient in math, as measured by STAR.

- Professional development focus on technology, sheltered instruction, literacy, AVID, and culturally responsive teaching
- PLCs
- MTSS
- Coaching cycles

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Student Voice

Focusing on Marginalized Students

We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

- Professional development
- Culturally responsive texts and culturally responsive teaching practices
- Homeroom lessons
- Community circles
- Multiple affinity groups and clubs
- Multi-cultural heritage events, activities, and crafts

Walt Morey Middle School
Home of the Mustangs

Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

We will increase the quality and quantity of communication between school and home.

- Schoology
- Gradebooks, ParentVue
- Progress reports and quarter grades
- Back to School Night
- Parent-Teacher Conferences
- Parent help sessions/tutorials
- Culturally specific family nights

- Student Outreach Team
- SUN, Social Worker
- Monthly newsletter
- Social Media: Facebook, website
- Remind messages and auto dialers
- Parent surveys

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Reynolds High School

Academic Goals

Focusing on Marginalized Students

Reynolds High School will increase on track and graduation rates for marginalized student groups by 5% over the 2020-2021 academic year. These ratings will be evaluated using the Oregon Department of Education school report card.

- Freshman Success program
- On track monitoring
- Focused intervention programs
- Increased options for credit attainment and recovery
- Focus on incomplete marks from CDL

30

Student Voice

Focusing on Marginalized Students: Feedback

RHS will survey and use feedback from students at four different points during the school year. RHS will utilize the CEE survey and community partner student survey to collect input around school climate, safety academics and general concerns. Additionally RHS will conduct two independent student surveys aimed at checking in with students regarding SEL and other needs.

31

- Advisory periods
- SEL strategies generate through counseling and social work
- SEL committee review
- Adjustment scheduling and PD offerings as needed.

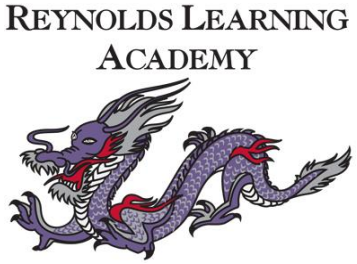
Parent Engagement, Voice, & Community Partner Connections

Partner and Family Feedback

RHS will schedule and hold no fewer than 4 opportunities for families and students who are typically marginalized and community partners to give both guided and open feedback regarding Reynolds High School.

32

- Multicultural parent nights
- Latino parent nights
- African American parent nights
- Family feedback forums (3)
- CEE survey feedback (1)



Reynolds Learning Academy

Academic Goals

Focusing on Marginalized Students

- Increase Credit Attainment Rates: At least 80% of students enrolled for at least one full term will successfully attain 80% of credits attempted or show improvement over their rate from the prior year.
- Reading Growth: At least 80% of RLA students will demonstrate the ability to read grade level text or show growth towards meeting this benchmark.

34

Strategies: Provide ongoing, non-evaluative coaching and support to develop teacher abilities to provide excellent first-time instruction and implement tier 1 and 2 MTSS supports. Implement school-wide literacy strategies across departments. Build and strengthen multi-tiered systems of support.

REYNOLDS LEARNING ACADEMY

Student Voice

Resurrecting Student Voice

- Student leadership and CTE programs will be representative of the student body.
- At least 80% of students surveyed will respond positively to questions about belonging and safety on a student survey.
- RLA will experience a 10% drop in the number of students dropped for non-attendance.

35

Strategies: Conduct an audit of CTE participation and create a plan to reduce barriers to participation, conduct ongoing student surveys to guide the work of the MTSS team, create attendance support systems focused on drop-out prevention.

REYNOLDS LEARNING ACADEMY

Parent Engagement, Voice, & Community Partner Connections

Focusing on Marginalized Students / Families

- RLA will build and expand community partnerships supporting CTE as we return to in-person instruction.
- RLA will increase the frequency and quality of parent communication regarding academic progress.

Strategies: Establish new CTE partnerships to support field-based learning, build MTSS systems that include parent communication and partnership as a key focus.

REYNOLDS LEARNING ACADEMY

Academics

Academics- District Improvement Plan SMART Goals

Goal Topic #1 Strategic Plan: Marginalized Students

- By June 2022, all 3rd grade students will increase from 33% to 40% reading at/above benchmark level, students with English Language needs will increase from 9% to 20%, and 3rd grade students who receive special education services will increase from 10% to 20% on STAR-Reading.
- All Black/African American 3rd grade students will increase from 35% to 45% reading at/above benchmark level
- All Latinx 3rd grade students will increase from 26% to 36% reading at/above benchmark level on STAR-Reading.

Goal Topic #2 Strategic Plan – Culturally Responsive Teaching

Goal Topic #4 Strategic Plan – Professional Development

- In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient implementation level per the equitable instructional practices tool.

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Reynolds School District

Input, Outputs, and Outcomes

Leading Indicators

STAR-Reading, OSAS*

*STAR-Reading is used to predict Spring OSAS results

Lagging Indicators

Data from CEE Perception Survey, DIBELS/IDEL, ELPA, Lexia Core 5 Reading

Inputs

- Language Essentials for Teachers of Reading and Spelling Training (LETRS)
- Assessment and Data Literacy
- Lexia Core 5 Reading
- Extended Learning
- Technology & Access
- Federal and State Grants Aligned to the Strategic Plan
- Equitable and Inclusive Teaching Practices Walkthrough Tool

Outputs

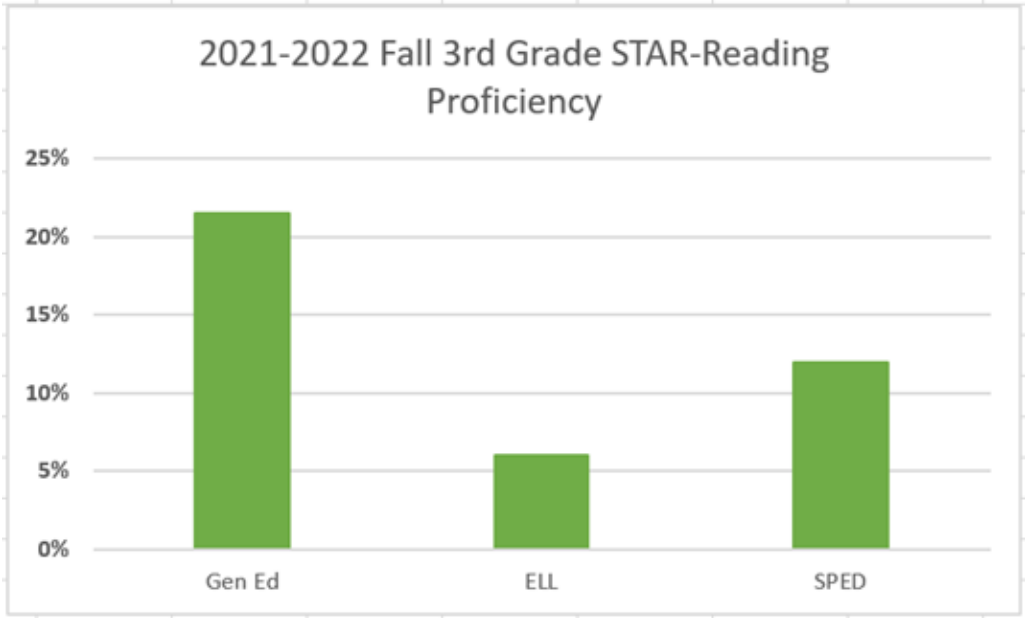
- STAR -Reading Fall & Winter
- Lexia Core 5 Reading
- CEE Perception Data
- ELPA
- DIBELS/IDEL

Outcomes

- Goals - Achievement
- Increased Spring STAR 3rd Grade Reading Proficiency Rates

2021-2022 Fall 3rd Grade STAR-Reading Proficiency- District Wide

3rd Grade Reading	2021-2022
Gen Ed	22%
ELL	6%
SPED	12%



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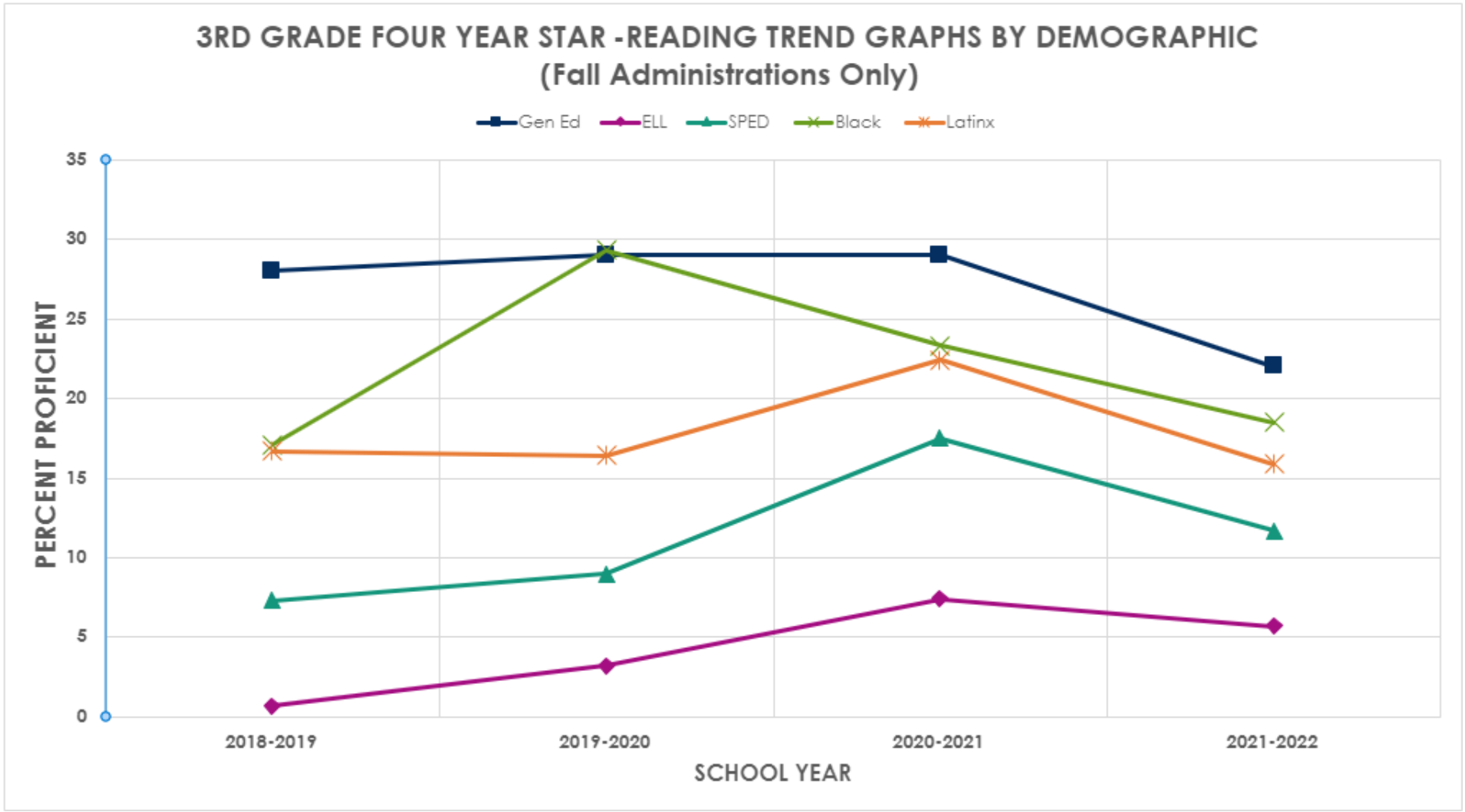
*Scoring 40th Percentile or higher on the 3rd Grade STAR-Reading Assessment.

4.2% Gen Ed Decrease Fall 2020

American Indian or Alaska Native (n=*)
17.1% Asian (n= 76)
18.5% African American/Black (n= 65)
15.9% Latinx (n= 264)
23.7% Multiple (n= 38)
33.8% White (n= 151)
*less than fifteen students

3rd Grade Four Year STAR-Reading Trend Graphs by Demographic (Fall Administrations Only)



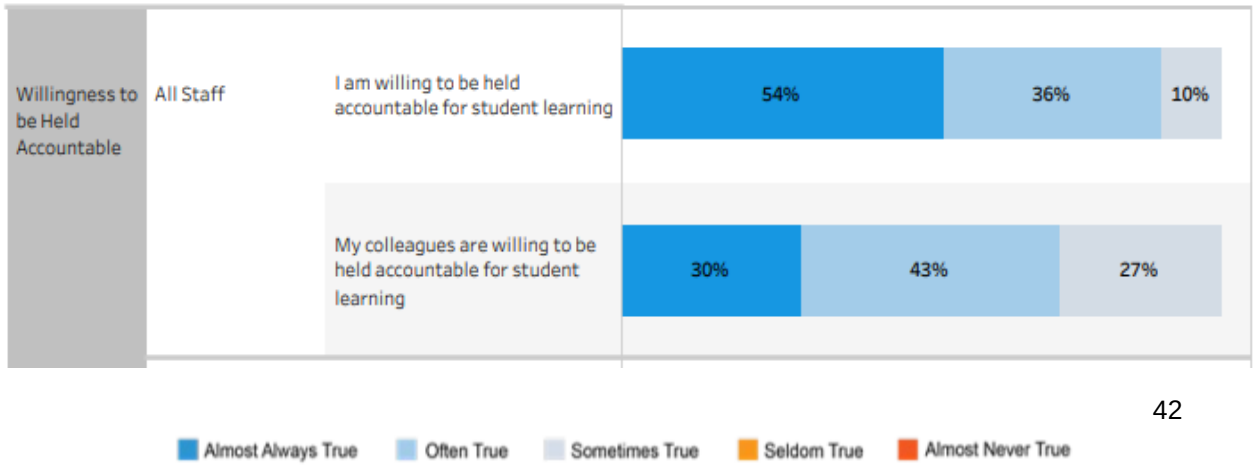
Lagging Indicators – Triangulation of Data

3rd Grade Lexia Usage and Progress Data Fall 2021

- As of November 1, 2021, **47%** of 3rd grade students district wide are completing the recommended twenty minutes of Lexia usage per day.
  - Of those students **94%** are on target to meet benchmark in the spring of 2022.

- Of 3rd grade students who are not completing the recommended twenty minutes of use a day, **9%** are on target to meet benchmark in the spring 2022.

CEE Perception Data



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Financial Services

Financial Services- Department Improvement Plan Goals

Goal #1 Launch the Vendor Diversity Program

- By January 2022, launch the Vendor Diversity Program to build an inclusive procurement program that will deliver broader societal benefits by generating economic opportunity for disadvantaged members of our communities.
  - By March 2022, create a vendor diversity questionnaire and gather the responses from all our active vendors in our database.
  - By April 2022, determine what is the current baseline % of businesses that qualify for the program.
  - By June 2022, initiate and build relationships with local Chamber of Commerce Organizations, they will be our initial sources to reach out to businesses and share our initiative.

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Reynolds School District

Financial Services- Department Improvement Plan Goals

Goal #2 Develop a comprehensive Staffing Allocation Plan for 2022-23

- By December 2021, ensure staffing information is corrected before use it for budget development. This will avoid after math position control cleanup.
- Use the Staffing for Equity Model by the end of January/early February.

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Reynolds School District

Financial Services- Department Improvement Plan Goals

Goal #3 Provide professional development for the Finance team.

- By June 2022, ensure all department staff are members of Oregon Association of School Business Officials (OASBO) and participate in training provided by the organization.
  - The team members and supervisor will identify professional development opportunities to ensure we remain knowledgeable and innovative about school finance.

Reynolds School District

Financial Services- Department Improvement Plan Goals

Goal #4 Staff wellness

- Improve staff wellness by ensuring the department is fully staffed and workloads are balanced to allow staff to take time off.
  - Meet with staff and gather work like balance and wellness feedback to assess if we have improved as a department.
  - Streamline the workflow process to efficiently use staff time and prevent the regular use of overtime.

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Human Capital Management

HCM
Department Improvement Plan

Goal 1

To develop efficient systems that will improve customer service and response time for all staff.

- By June 2022, HCM will increase response time to staff and community through Let's Talk.
  - Respond to inquiries within 24 – 48 hours.
    - HCM Team will meet weekly to assess progress on response time and customer service.
- By June 2022 HCM will increase customer satisfaction rates.
  - Increase accountability to stake holders
    - Monthly updates from Let's Talk published publicly.

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Reynolds School District

HCM
Department Improvement Plan

Goal 2

To increase the representation of BIPOC in Reynolds School District staff to reflect the diversity of our community. By June 2022, HCM will increase the number of Certified BIPOC staff for the 2022-23 School Year from 10% in 2022 to 15% in 2022-23.

- HCM 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.
  - Collaborate with finance to receive budget/staffing allocation by March 1st.
  - Complete transfer process by March 15th.
- HCM will take active measures to fill positions with staff that reflect our student population.
  - Increase representation at local and national Job Fairs.
  - RSD will host a job fair in April to recruit and hire candidates early in hiring season.
  - Review and update Hiring Handbook to check for any barriers to recruitment for staff of color.
- HCM will plan for a Grow Your Own pathway program

Reynolds School District

HCM
Department Improvement Plan

Goal 3

By June 2022 HCM will retain 90% of all BIPOC staff. Currently, RSD has 16.5% BIPOC staff as measured by the voluntary affirmative action questionnaire.

- HCM will continue providing affinity spaces for BIPOC staff.
  - Meeting four times per year with BIPOC Affinity Groups.
- HCM will refine its offboarding processes to include exit interview data to better plan retention strategies.
  - Review and update the exit interview process including the Questionnaire and interview scheduling.
  - Work with IT to streamline the workflow for all departments.

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Reynolds School District

HCM
Department Improvement Plan

Goal 4

5-year Goal: All staff will receive professional development in their area of expertise as measured by Synergy entries.

- By June 2022, HCM will utilize current platforms to track professional development for all staff. This will allow for more targeted professional development offerings in the future.
- Improve the onboarding process with updates and revisions.

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Reynolds School District

HCM
Department Improvement Plan

Goal 5

HCM will foster positive relationships with certified and classified bargaining units as measure by a collaborative survey.

- HCM will meet regularly with the classified and certified unions to establish a collegial working relationship.
  - Bi-weekly contract maintenance
- HCM will use opportunities whenever possible to be proactive and collaborative to avoid unnecessary conflict and confusion.
  - Getting feedback on critical issues from both units
  - Working to develop a positive good faith bargaining relationship with both unions

53

Reynolds School District

Schools

Elevate Voice

OFFICE OF SCHOOLS DEPARTMENT FOCUS

Our department focus is to develop and support anti-racist instructional school leaders so all students, regardless of their circumstances or demographics, can reach their academic, social, and behavioral potential by being seen, valued, heard, included, and authentically supported.

55

Remove Barriers

Aligned and Measurable Goals

Strategic Plan Goal 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.

By June 2022, As Measured by the STAR-Reading Assessment:

- ALL Third-grade students will increase in Literacy from 33% to 40% with students Reading at or above benchmark.
- All Black/African American third grade students will increase in Literacy from 35% to 45% with students Reading at or above benchmark.
- All Latinx third grade students will increase in Literacy from 26% to 36% with students Reading at or above benchmark.
- All Third-grade students identified as being served on an IEP will increase in literacy from 10% to 20% with students reading at or above benchmark.
- All Third-grade students identified as an English Learner will increase in Literacy from 9% to 20% with students reading at or above benchmark.

56

Actionable Steps to Reach our Goals

School Improvement Plan (SIP) Alignment

Elevate Student Voice

Engage Parent Voice

Effective implementation of PLCs and Equity Teams

Consistently and effectively use Quantitative Data by District and School

Consistently and effectively use Qualitative Data by District and School

Multi-department walkthrough visits

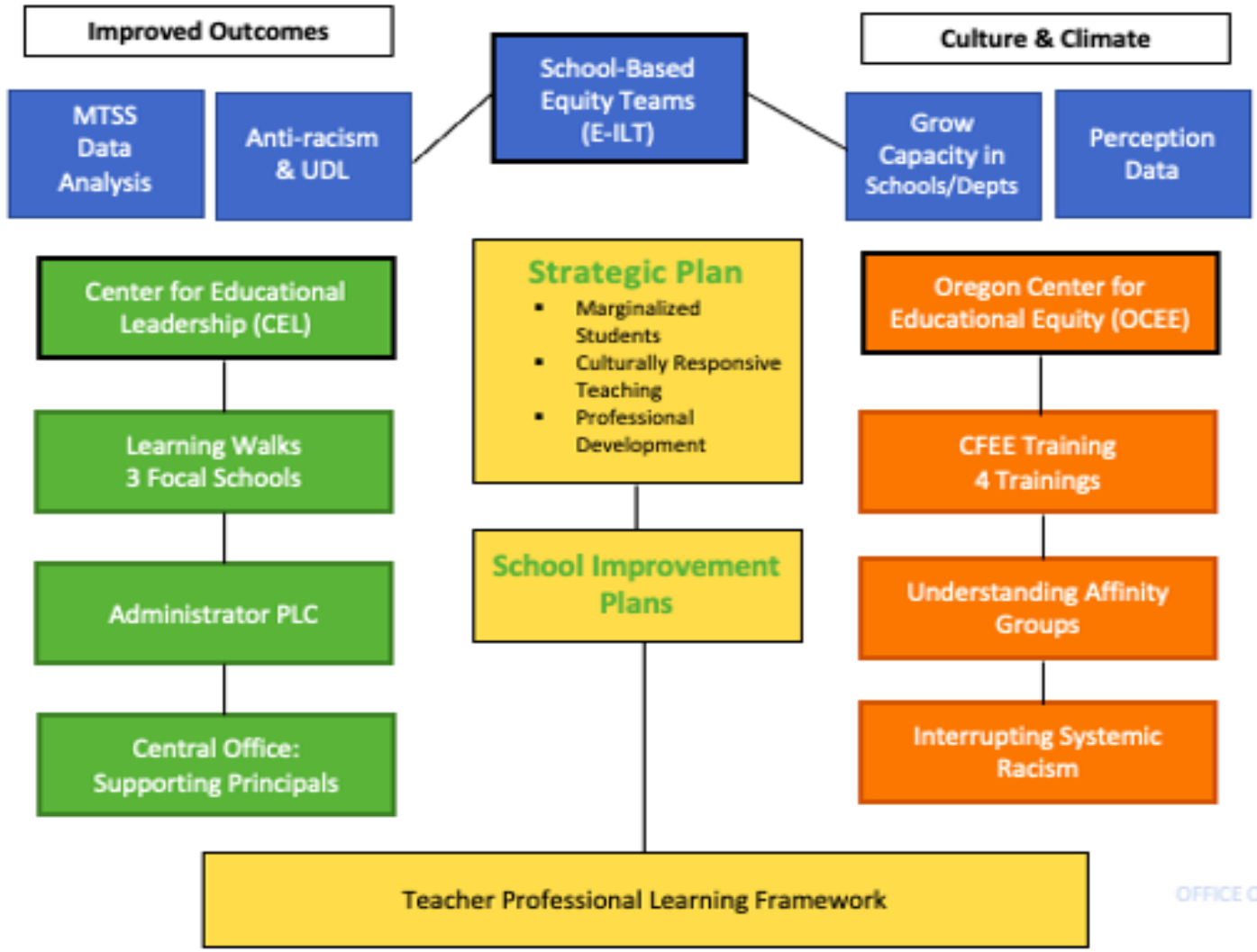
Annual Equity Progress Review

Identify and Remove Barriers

Empower Collective Efficacy

Create and Implement an Admin Professional Learning Plan focused on anti-racist instructional leadership development

ADMINISTRATOR PROFESSIONAL LEARNING FRAMEWORK



RAIDERS

ALDER
STUDENTS
ARE

Communications & Community Relations

Department Improvement Plan Goals

Goal 1

Remove Barriers for our Marginalized Students

- The Communications & Community Relations Department will provide attendance autodialer calls in our top four languages - English, Spanish, Russian, and Vietnamese - 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. 61
- 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.

Reynolds School District

Department Improvement Plan Goals

Goal 2

Listen and Create Timely/Efficient Communication Systems

- 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.
- The Communications & Community Relations Department will implement the "16-Minute Check-In" (16-minute or less weekly check-in call with principals to give our department community engagement opportunities to highlight and promote) by December 2021 to increase community engagement and help with school-based social media promotion.

62

Reynolds School District

Department Improvement Plan Goals

Goal 3

Increase Community Engagement and Positive District Culture

- 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.
- 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.

63

Department Improvement Plan Goals

Goal 4

Continuous Learning and Professional Development

- 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.

64

Operations

Operations Department Improvement Plan Goals

Goal #1: The Division of Operations will develop standard operating procedures and policy guides for all departments under its purview.

Goal #2: The Division of Operations will develop a plan for a future bond in collaboration with Financial Services.

Goal #3: The Division of Operations will establish an electronic Facilities Use Process and updated Facilities Use Guidelines.

66

Reynolds School District

Custodial Services Department Improvement Plan Goals

Goal #1: Custodial Services will develop and update its Standard Operating Procedures including department policies.

Goal #2: Custodial Services will conduct in-person department trainings on appropriate days. A regular and recurring training schedule and agenda will be implemented.

Goal #3: Custodial Services will provide supervisor training for custodial leads.

67

Goal #4: Custodial Services will provide inspections and evaluate results based upon industry staffing standards.

Reynolds School District

Facilities Services Department Improvement Plan Goals

Goal #1: By May 2022, the Facilities Department will create a standard operating procedure for addressing high needs facilities.

Goal #2: By June 2022, the Facilities Department will develop standard operating procedures to address HVAC, electrical, building maintenance, boiler & fire systems, plumbing, and groundskeeping needs.

68

Reynolds School District

Nutritional Services Department Improvement Plan Goals

Goal #1: Provide excellent customer service to set students up for daily success.

Goal #2: Work with Nutrition Staff to create an inclusive, warm, and welcoming environment for all students and staff in kitchens and service areas.

Goal #3: Ensure all food safety rules and regulations are followed to keep students safe and healthy.

69

Goal #4: Ensure and promote staff wellness.

Goal #5: Use a Continuous Improvement Process to increase the efficiency in operations of the school kitchens.

Reynolds School District

Risk Management Department Improvement Plan Goals

Goal #1: By January 2022, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plan annually.

Goal #2: By January 2022, Risk Management will develop an inspection checklist for safe classroom environments and will establish a regular calendar of classroom, kitchen, and other work area inspections for every school and non-school worksite.

70

Reynolds School District

Technology Services Department Improvement Plan Goals

Goal #1: By December 2021, 95% of all students will have access to technology tools that works when needed to complete surveys and participate in online platforms.

Goal #2: By June of 2022, in collaboration with Academics, implement a new standard operating procedure for reviewing, approving, and deploying technology applications requested by teachers as part of their curriculum.

71

Goal #3: By December 2021, Technology Services will implement technology applications to facilitate student online wellness checks.

Goal #4: By June 2022, Technology Services will develop a standard operating procedure for onboarding and offboarding staff with District–owned technology devices.

Reynolds School District

Transportation Services Department Improvement Plan Goals

Goal #1: Provide equity training to all Transportation staff by June 30, 2022.

Goal #2: Develop standard operating procedures for student behavior management to ensure student safety and ensuring positive school climate on all elementary school bus routes.

72

Goal #3: By March 2022, Transportation Services will deploy parent notification software which will increase communication with schools and parents and enhance student safety and security.

Reynolds School District

Student & Family Services

Student & Family Services
Department Improvement Plan Goals

Goal #1: Develop a District-wide Multi-Tiered System of Student Support Framework for academic and social-emotional learning support.

Goal #2: Update 30% of board policies and board administrative regulations pertinent to the updated policy.

Goal #3: Complete a full planning process with Oregon Department of Education (ODE) for the SIA District Intensive Coaching Process.

74

Department of Multilingual Education (DOME) Department Improvement Plan Goals

Goal #1: DOME will increase K-12 teacher readiness around quality instructional design strategies on sheltering instruction to accelerate learning and ensure access to core by 30% by Spring 2022 providing more professional development.

Goal #2: DOME will increase K-12 ELD teacher readiness around the diverse language and literacy proficiencies to move from one stage of language acquisition to the next by 40% by Spring 2022 providing more professional development and upon which increasing student on track to ELP from 44% to 66%.

75

Goal #3: DOME will create parent engagement activities and add more bridging between home to school to empower linguistically diverse families to become decision makers and advocates for their children's education by 70% by Spring 2022.

Goal #4: DOME will conduct a needs/analysis on reducing the percentage of Long-Term English Learners (LTELS) at Secondary level.

Special Education
Department Improvement Plan Goals

Goal #1: Identify and remove internal barriers so that students who have been marginalized have just and equitable access to a high-quality education.

Goal #2: Committed to truly listen and create timely/efficient communication systems. By June 2022, the RSD Special Education Department will ensure that all families have an opportunity to meaningful participation in all special education related meetings/activities.

Student Information Management and Records Department Improvement Plan Goals

Goal #1: By June 2022, the Student Information Management and Records Department will develop a procedural Handbook for Enrollment and Records Management to improve processes and data efficacy.

Goal #2: By June, 2022 the Student Information Management and Records Department will implement an early warning system (EWS) and analytics dashboard to improve data access for decision making.

Reynolds School District 7

Academics

2021-2022

Goals

Goal 1: By June 2022, all 3rd grade students will increase from 33% to 40% reading at/above benchmark level, students with English Language needs will increase from 9% to 20%, and 3rd grade students who receive special education services will increase from 10% to 20% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 35% to 45% reading at/above benchmark level and all Latinx 3rd grade students will increase from 26% to 36% reading at/above benchmark level on STAR-Reading.

Performance Objective 1: To remove barriers to high quality academic learning, all identified elementary certified staff will engage in Language Essentials for Teachers of Reading and Spelling training. This will ensure that all students, especially our marginalized students, have just and equitable access to a high quality education.

Evaluation Data Sources: Professional Learning programming access through LETRS.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: As part of the training, identified teachers will participate in online webinars, use workbooks to support their learning, and use their learning as a Bridge To Practice to enhance instruction. **Strategy's Expected Result/Impact:** 100% of identified elementary teachers will participate in LETRS training during the 2021-2022 school year. **Staff Responsible for Monitoring:** Debbie Nicolai, Building Administrators **Characteristics:** Clear and Shared Focus, Frequent Monitoring of Learning and Teaching, Focused Professional Development **Problem Statements:** Demographics 2, 5	100%	100%	100%	79

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2022, all 3rd grade students will increase from 33% to 40% reading at/above benchmark level, students with English Language needs will increase from 9% to 20%, and 3rd grade students who receive special education services will increase from 10% to 20% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 35% to 45% reading at/above benchmark level and all Latinx 3rd grade students will increase from 26% to 36% reading at/above benchmark level on STAR-Reading.

Performance Objective 2: The Instructional Technology Department will ensure that all students have access to the technology and connectivity necessary in order to participate in just and equitable high quality instruction.

Evaluation Data Sources: We will use the Destiny Resource Manager list to ensure every student has a device checked out in their name.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: The Instructional Technology Department will assist building principals and library media staff with device deployment. **Strategy's Expected Result/Impact:** All students will have access to the needed technology to engage in their learning during and after the school day. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1	100%	100%	100%	

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

80

Goal 1: By June 2022, all 3rd grade students will increase from 33% to 40% reading at/above benchmark level, students with English Language needs will increase from 9% to 20%, and 3rd grade students who receive special education services will increase from 10% to 20% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 35% to 45% reading at/above benchmark level and all Latinx 3rd grade students will increase from 26% to 36% reading at/above benchmark level on STAR-Reading.

Performance Objective 3: In collaboration with SUN Community Schools providers, schools will target recruitment and ensure participation in SUN programs prioritizing our marginalized students throughout the year to support academics with a focus on reading.

Evaluation Data Sources: Participation data and feedback surveys from SUN/extended learning opportunities, ensuring participation and monitoring of the experiences of our Black and Latinx students and families.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Improve targeted recruitment and retention efforts for extended learning opportunities, to ensure ongoing participation of marginalized youth. **Strategy's Expected Result/Impact:** Prioritizing our marginalized students will improve reading achievement, which will in turn remove barriers to access to future academic programs (i.e., TAG, advanced courses/AP, ASB, etc.) **Staff Responsible for Monitoring:** Dan Kimbrow **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment **Problem Statements:** Demographics 1	0%			81

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Create systems for which historically silenced populations are part of the decision-making process with respect to extended learning programs. In accordance with the Strategic Plan, increase participation of Black students in summer programs culturally specific clubs. **Strategy's Expected Result/Impact:** When Black families and students are a part of decision-making processes, we can improve the academic and social experience in extended learning opportunities for the Black students and families in RSD. We will provide culturally specific club opportunities during summer programs. **Staff Responsible for Monitoring:** Dan Kimbrow **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2022, all 3rd grade students will increase from 33% to 40% reading at/above benchmark level, students with English Language needs will increase from 9% to 20%, and 3rd grade students who receive special education services will increase from 10% to 20% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 35% to 45% reading at/above benchmark level and all Latinx 3rd grade students will increase from 26% to 36% reading at/above benchmark level on STAR-Reading.

Performance Objective 4: The Assessment and System Improvement Team will monitor STAR-Reading assessment testing to ensure timely administration with fidelity by removing barriers and holding high academic expectations for all schools (K-10).

Evaluation Data Sources: STAR-Reading assessment completion reports.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: All instructional coaches and school test coordinators will be trained in order to facilitate the administration of STAR-Reading. **Strategy's Expected Result/Impact:** Instructional Coaches and School Test Coordinators will be provided with the training and resources needed in order to facilitate the administration STAR-Reading either in-person or remotely during each of the three test windows. **Staff Responsible for Monitoring:** Rachel Aazzerah, Director of Assessment and System Improvement Emily Summers, District Test Coordinator **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1, 2				82

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2022, all 3rd grade students will increase from 33% to 40% reading at/above benchmark level, students with English Language needs will increase from 9% to 20%, and 3rd grade students who receive special education services will increase from 10% to 20% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 35% to 45% reading at/above benchmark level and all Latinx 3rd grade students will increase from 26% to 36% reading at/above benchmark level on STAR-Reading.

Performance Objective 5: The Assessment and System Improvement Team will analyze and triangulate the STAR-Reading assessment results in order to use unbiased data to predict future success on the Oregon Statewide Assessment for English-Language Arts (ELA).

Evaluation Data Sources: STAR-Reading assessment individual student score reports and STAR/OSAS (Smarter Balanced) Correlation White Paper.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: All schools will examine their STAR data after each interim window. Academics department will facilitate data meetings with school administrators and coaches to analyze outcomes and instructional implications. **Strategy's Expected Result/Impact:** All schools analyze STAR data at least 3x per year. **Staff Responsible for Monitoring:** Rachel Aazzerah, Debbie Nicolai **Characteristics:** Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development **Problem Statements:** Demographics 1, 2	40%			

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Provide Professional Learning opportunities to all administrators and coaches to ensure the effective and efficient use student data reports from STAR to inform instruction. **Strategy's Expected Result/Impact:** All administrators and coaches will be able to identify student growth, student achievement, and student zone of proximal development on a STAR report. **Staff Responsible for Monitoring:** Rachel Aazzerah, Debbie Nicolai **Characteristics:** Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development **Problem Statements:** Demographics 1, 2	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By June 2022, all 3rd grade students will increase from 33% to 40% reading at/above benchmark level, students with English Language needs will increase from 9% to 20%, and 3rd grade students who receive special education services will increase from 10% to 20% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 35% to 45% reading at/above benchmark level and all Latinx 3rd grade students will increase from 26% to 36% reading at/above benchmark level on STAR-Reading.

Performance Objective 6: The Director of Federal Programs will ensure that federal and state grant dollars are strategically aligned to this goal and will evaluate the specific expenditure outcomes.

Evaluation Data Sources: Grant Budget Narratives; STAR-Reading assessment reports by school

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: School and Department leaders have real-time knowledge of the expenditures and balances of grants and line items of grants. Schools and Departments can make revisions related to data as needed. **Strategy's Expected Result/Impact:** Monthly tracking and sharing of federal and state grant expenditures. Note in each grant which expenditures are aligned with this goal. Ensure data illustrates outcomes for marginalized students. **Staff Responsible for Monitoring:** April Olson **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication **Problem Statements:** Demographics 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2022, all 3rd grade students will increase from 33% to 40% reading at/above benchmark level, students with English Language needs will increase from 9% to 20%, and 3rd grade students who receive special education services will increase from 10% to 20% on STAR-Reading.

By June 2022, all Black/African American 3rd grade students will increase from 35% to 45% reading at/above benchmark level and all Latinx 3rd grade students will increase from 26% to 36% reading at/above benchmark level on STAR-Reading.

Performance Objective 7: All K-10 students will access Lexia software programming to enhance reading achievement while elevating student levels of voice and choice in learning activities. The use of Lexia specifically supplements core materials that elevate culturally responsive text.

Evaluation Data Sources: Lexia data reports.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: The Academics Department will support K-10 student participation in Lexia programming during the school day and during extended learning options. **Strategy's Expected Result/Impact:** At least 80% of K-10 students will engage in Lexia at the recommended usage amount. At least 50% of K-10 students on Lexia will show a growth of at least 1.0 years or more. **Staff Responsible for Monitoring:** Debbie Nicolai, Building Administrators **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment **Problem Statements:** Demographics 2, 4				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient level per the Equitable and Inclusive Teaching Practices Tool.

Performance Objective 1: The Instructional Leadership Team, in collaboration with principals, teachers and students, will develop a walkthrough tool to measure the implementation of equitable and inclusive practices. This process will be designed to provide meaningful input from all stakeholders, honor student ways of being and showing knowledge, and will include culturally responsive teaching practices.

Evaluation Data Sources: A walkthrough tool to measure equitable and inclusive practices.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Create a shared understanding of Scaffolds/Sheltering Instructional practices. Identify three to five high-leverage responsive strategies to be used by all instructional staff for identification on the walkthrough tool. **Strategy's Expected Result/Impact:** Every student will have access to core content via a consistent, practiced, high-leverage instructional strategy, used K-12 in every school **Staff Responsible for Monitoring:** Debbie Nicolai, Building Administrators **Characteristics:** Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1, 3, 4	35%			

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Engage stakeholders in the development of the walkthrough tool identifying equitable and inclusive practices. Actively seek the voices that have been historically marginalized. **Strategy's Expected Result/Impact:** A walkthrough tool identifying equitable and inclusive practices supported by stakeholders. **Staff Responsible for Monitoring:** Deb Nicolai and Deb Miller **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 1	35%			

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: All stakeholders will be calibrated on the use of the walkthrough tool. **Strategy's Expected Result/Impact:** Consistent implementation use of the walk through tool to measure the implementation of equitable and inclusive practices.				

Staff Responsible for Monitoring: Academics Team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1	

 No Progress Accomplished Continue/Modify Discontinue

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Goal 2: In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient level per the Equitable and Inclusive Teaching Practices Tool.

Performance Objective 2: The Instructional Technology Department will empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning regarding the implementation of technology into their instructional practice to develop the skills, knowledge, and confidence to accelerate student outcomes.

Evaluation Data Sources: Track the coaching cycles the Instructional Technology Coaches are engaged in.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Provide professional development on Microsoft productivity suite during late starts to all certified and administrative staff. **Strategy's Expected Result/Impact:** 100% of certified and administrative staff will participate in training using the Microsoft productivity suite. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** High Levels of Collaboration and Communication, Focused Professional Development **Problem Statements:** Demographics 5				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Implementation of instructional technology as a facet of equitable and inclusive practices. **Strategy's Expected Result/Impact:** 80% of teachers report that instructional technology training has resulted in the elevation of technology use in the classroom. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** Focused Professional Development **Problem Statements:** Demographics 5				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient level per the Equitable and Inclusive Teaching Practices Tool.

Performance Objective 3: The Assessment and System Improvement Department will use the data gathered through the walkthrough tool in order to provide further calibration in order to determine which schools are considered nearly proficient or above in regard to the implementation of equitable and inclusive practices.

Evaluation Data Sources: Walkthrough Tool Calibration Sheets from Schools

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Based on the analysis and calibration of data gathered via the use of the walkthrough tool, story lines will be developed to enhance the ability of schools to identify where they fall on the rubric. **Strategy's Expected Result/Impact:** Schools will be able to identify where they are on the rubric. **Staff Responsible for Monitoring:** Rachel Aazzerah **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1, 2, 3	5%			

 No Progress Accomplished Continue/Modify Discontinue

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Goal 2: In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient level per the Equitable and Inclusive Teaching Practices Tool.

Performance Objective 4: Extended learning will offer a safe, engaging, and fun summer program to the students of RSD7 which addresses unfinished learning and the social emotional needs of our students through hands-on activities, project-based learning, the use of culturally relevant materials, and culturally specific programming where appropriate for students to demonstrate academic growth in reading and math.

Evaluation Data Sources: Enrollment, participation, and attendance data for summer program. Surveys of students, staff, partners, and families, achievement data disaggregated by race, program assessments.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: We will elevate student voice in the design, delivery, and effectiveness of K-8 summer programs for the 21-22 school year. Students will be surveyed at all sites using Sense of Belonging surveys in order to measure our success in meeting the social emotional needs of students during summer programs. Pre-assessment data will be used to target specific resources. By measuring our student's sense of belonging, we will be able to adapt in order to meet their needs. Upper elementary and middle school students will be engaged in planning and decision-making processes for K-8 summer programs, with a specific efforts to create systems for which historically silenced populations are part of the decision-making process. **Strategy's Expected Result/Impact:** By the end of program, we expect 95% or more of students to express positive feelings with respect to their relationships with peers and staff. **Staff Responsible for Monitoring:** Dan Kimbrow **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment **Problem Statements:** Demographics 1				90

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Professional development activities will be provided for summer program staff, and staff will be surveyed on these activities. Summer program teaching staff and partners will develop skills and knowledge in order to accelerate student outcomes. **Strategy's Expected Result/Impact:** 85% or more of summer program staff will report that they engaged in PD activities to learn and apply new skills and strategies. **Staff Responsible for Monitoring:** Dan Kimbrow **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development **Problem Statements:** Demographics 5				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Summer program staff will identify and agree upon teacher created or curriculum-based pre- and post-assessments in reading and mathematics in order to document student growth over and intervene as necessary through summer programs. Achievement and growth data are monitored effectively and documented, the guiding questions of Professional Learning Communities are applied. **Strategy's Expected Result/Impact:** 85% or more of our students will demonstrate academic growth over the course of the summer program. **Staff Responsible for Monitoring:** Dan Kimbrow and Summer Program Admin **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1, 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: In order to interrupt bias and microaggressions in instructional practices, all schools will provide evidence of equitable and inclusive teaching practices as defined by the Tier 1 Framework at a beginning awareness level by March 2022. By June 2022, all schools will provide evidence at a nearly proficient level per the Equitable and Inclusive Teaching Practices Tool.

Performance Objective 5: The Federal Programs Department, in collaboration with Principals at Title I Schools, will empower Title Schools to align their Title I plans and budgets to be responsive to their comprehensive needs assessment (including STAR and walkthrough tool data) and support equitable and inclusive teaching practices.

Evaluation Data Sources: Schoolwide Title I Plans; Title I Budget expenditures

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Schools will be data-driven in their Title I plans and budgets, attending to the data of marginalized students. **Strategy's Expected Result/Impact:** Feedback from review of school SIP and Schoolwide Title I Plans to all Title I Principals will be based on alignment of comprehensive needs assessment, performance objectives and budget. **Staff Responsible for Monitoring:** April Olson **Characteristics:** Clear and Shared Focus, Effective School Leadership **Problem Statements:** Demographics 1, 2, 4				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Plans are living, breathing documents and reflect newer/more accurate data, specifically achievement outcomes for marginalized students. Building Title I budgets are flexible as actual needs and expenditures are realized. **Strategy's Expected Result/Impact:** Director of Federal Programs will review STAR data and walkthrough data after each cycle and communicate with Title Principals regarding amendments to their Title Schoolwide Plan and Budget. **Staff Responsible for Monitoring:** April Olson **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching **Problem Statements:** Demographics 1, 2				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Reynolds School District 7

Communications & Community Relations Department

2021-2022

93

Goals

Goal 1: The Communications & Community Relations Department will identify and work to remove barriers for our marginalized students by ensuring communication mediums utilize culturally relevant content and language in the 2021-2022 school year.

Performance Objective 1: The Communications & Community Relations Department will provide attendance autodialer calls in our top four languages - English, Spanish, Russian, and Vietnamese - 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.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Review current attendance autodialer call processes, language, and content with an equity lens by October 31, 2021. **Strategy's Expected Result/Impact:** The review will offer opportunities for improvement to begin development of new processes.				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Work with Student Information Management Department to develop autodialer processes by November 30, 2021. **Strategy's Expected Result/Impact:** New processes including content, languages, and timing protocols.				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Implement new autodialer process at start of new semester, January 28, 2022.				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: The Communications & Community Relations Department will identify and work to remove barriers for our marginalized students by ensuring communication mediums utilize culturally relevant content and language in the 2021-2022 school year.

Performance Objective 2: 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.

Goal 2: The Communications & Community Relations Department will listen and create timely/efficient communication systems for our marginalized students by ensuring equitable social media presence across all schools in the 2021-2022 school year.

Performance Objective 1: 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.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Development of social media guidelines/best practices by December 31, 2021.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Create and/or become administrators on all district/school social media accounts by January 31, 2022.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Train principals/department supervisors/secretaries/assistants on best practices guidelines and set up user accounts by February 28, 2022.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Monitor usage on all accounts for improvements by June 30, 2022.	Formative			Summative
	Oct	Nov	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: The Communications & Community Relations Department will listen and create timely/efficient communication systems for our marginalized students by ensuring equitable social media presence across all schools in the 2021-2022 school year.

Performance Objective 2: The Communications & Community Relations Department will implement the "16-Minute Check-In" (16-minute or less weekly check-in call with principals to give our department community engagement opportunities to highlight and promote) by December 2021 to increase community engagement and help with school-based social media promotion.

Goal 3: The Communications & Community Relations Department will increase the use of various multimedia (i.e. podcasts, videos, social engagement, Superintendent's newsletter) monthly to increase overall engagement and district culture with students, families, and staff in the 2021-2022 school year.

Performance Objective 1: 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.

Goal 3: The Communications & Community Relations Department will increase the use of various multimedia (i.e. podcasts, videos, social engagement, Superintendent's newsletter) monthly to increase overall engagement and district culture with students, families, and staff in the 2021-2022 school year.

Performance Objective 2: 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.

Goal 3: The Communications & Community Relations Department will increase the use of various multimedia (i.e. podcasts, videos, social engagement, Superintendent's newsletter) monthly to increase overall engagement and district culture with students, families, and staff in the 2021-2022 school year.

Performance Objective 3: 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.

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Goal 4: The Communications & Community Relations Department will offer continuous learning opportunities for department staff to develop skills, knowledge, and confidence to accelerate student outcomes in the 2021-2022 school year.

Performance Objective 1: 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.

Reynolds School District 7

Finance Department

2021-2022

102

Goals

Goal 1: By January 2022, launch the Vendor Diversity Program to build an inclusive procurement program that will deliver broader societal benefits by generating economic opportunity for disadvantaged members of our communities.

Performance Objective 1: By March 2022, create a vendor diversity questionnaire and gather the responses from all our active vendors in our database.

Evaluation Data Sources: Send out to all our active vendors the questionnaire and at least receive 85% or more vendor participation.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Contact the small business bureau or chamber of commerce to acquire business list. **Strategy's Expected Result/Impact:** Increase the number of minority owned businesses to apply for RSD approved vendor list. **Staff Responsible for Monitoring:** Lauren **Characteristics:** High Levels of Collaboration and Communication	0%			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: By January 2022, launch the Vendor Diversity Program to build an inclusive procurement program that will deliver broader societal benefits by generating economic opportunity for disadvantaged members of our communities.

Performance Objective 2: By April 2022, determine what is the current baseline % of minority owned businesses who are part of vendor list.

Goal 1: By January 2022, launch the Vendor Diversity Program to build an inclusive procurement program that will deliver broader societal benefits by generating economic opportunity for disadvantaged members of our communities.

Performance Objective 3: By June 30th 2022, initiate and build relationships with local Chamber of Commerce Organizations, they will be our initial resources to reach out to businesses and share our initiative.

Evaluation Data Sources: At least build a relationship with Gresham and East Portland Chamber of Commerce.

Goal 2: Complete a comprehensive Staffing Plan for the School Year 2022-23 by April 2022

Performance Objective 1: By December 2021, ensure staffing is corrected before entered into the system to avoid after math position control cleanup.

Evaluation Data Sources: All principals and department heads will receive a spreadsheet with a list of positions and vacancies. They will ensure everyone is where they belong and note any corrections that later will be corrected in our system by HCM.

Goal 2: Complete a comprehensive Staffing Plan for the School Year 2022-23 by April 2022

Performance Objective 2: Use the Staffing for Equity Model by the end of January/early February.

Evaluation Data Sources: All Principals will receive a spreadsheet from Finance with a list of all allotted FTE. Principals will determine how to adjust positions

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Meet regularly with HCM and Academics to review, update, and determine staffing formula. **Strategy's Expected Result/Impact:** Inform staffing decision making for the district. **Staff Responsible for Monitoring:** Regina Sampson **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	0%	0%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Complete a comprehensive Staffing Plan for the School Year 2022-23 by April 2022

Performance Objective 3: Principals will returned completed staffing allocation sheets back to Finance by March 12th 2022.

Evaluation Data Sources: Staff will use E-PARs to make request and necessary adjustments to positions.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Provide an user friendly spreadsheet for Principals to balance their budgets **Staff Responsible for Monitoring:** Regina Sampson	0%	0%		

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

108

Goal 3: Provide more professional development for the Finance team.

Performance Objective 1: The team members and supervisor will identify professional development opportunities to ensure we remain knowledgeable and innovative about school finance.

Goal 4: Improve staff wellness by ensuring the department is fully staffed and work is balanced to allow staff to take time off.

Performance Objective 1: Provide staff with a work like balance and wellness survey to see if we have improved as a department.

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Goal 4: Improve staff wellness by ensuring the department is fully staffed and work is balanced to allow staff to take time off.

Performance Objective 2: Streamline the workflow process to efficiently use staff time and avoid use of overtime.

Reynolds School District 7

Human Capital Management

2021-2022

Goals

Goal 1: To develop efficient systems that will improve customer service and response time for all staff.

By June 2022, Human Capital Management will increase response time to staff and community from % to % as measured by Let's Talk.
By June 2022, Human Capital Management will increase customer satisfaction rates from % to % as measured by Let's Talk.

Performance Objective 1: Respond to inquiries within 24-48 hours.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: HCM Team will meet weekly to assess progress on response time and customer service. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

113

Goal 1: To develop efficient systems that will improve customer service and response time for all staff.
By June 2022, Human Capital Management will increase response time to staff and community from % to % as measured by Let's Talk.
By June 2022, Human Capital Management will increase customer satisfaction rates from % to % as measured by Let's Talk.

Performance Objective 2: Increase accountability to stake holders.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Monthly updates from Let's Talk published publicly. **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To increase the representation of BIPOC in Reynolds School District staff to reflect the diversity of our community.
By June 2022, Human Capital Management will increase the number of Certified BIPOC staff for the 2022-23 School Year from 10% in 2022 to 15% in 2022-23.

Performance Objective 1: 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.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Collaborate with Finance to receive budget/staffing allocation by March 1st.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Complete Transfer process by March 15th	Formative			Summative
	Oct	Nov	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

115

Goal 2: To increase the representation of BIPOC in Reynolds School District staff to reflect the diversity of our community.
By June 2022, Human Capital Management will increase the number of Certified BIPOC staff for the 2022-23 School Year from 10% in 2022 to 15% in 2022-23.

Performance Objective 2: Human Capital Management will take active measures to fill positions with staff that reflect our student population.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Increase representation at local and national Job Fairs.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Reynolds School District will host a job fair in April to recruit and hire candidates early in hiring season.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Review and update Hiring Handbook to check for any barriers to recruitment for staff of color. **Characteristics:** Clear and Shared Focus	Formative			Summative
	Oct	Nov	Mar	June
				116

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: To increase the representation of BIPOC in Reynolds School District staff to reflect the diversity of our community.
By June 2022, Human Capital Management will increase the number of Certified BIPOC staff for the 2022-23 School Year from 10% in 2022 to 15% in 2022-23.

Performance Objective 3: Human Capital Management will plan for a Grow Your Own pathway program.

Goal 3: By June 2022, Human Capital Management will retain 90% of all BIPOC staff. Currently RSD has 16.5% BIPOC staff as measured by the voluntary affirmative action questionnaire.

Performance Objective 1: Human Capital Management will continue providing affinity spaces for BIPOC staff.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Meeting four times per year with BIPOC Affinity Groups. **Characteristics:** Clear and Shared Focus, High Levels of Family and Community Involvement				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: By June 2022, Human Capital Management will retain 90% of all BIPOC staff. Currently RSD has 16.5% BIPOC staff as measured by the voluntary affirmative action questionnaire.

Performance Objective 2: Human Capital Management will refine its off-boarding processes to include exit interview data to better plan retention strategies.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Review and update the exit interview process including the Questionnaire and interview scheduling.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Work with IT to streamline the work flow for all departments.	Formative			Summative
	Oct	Nov	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: By June 2022, all staff will receive professional development in their area of expertise as measured by Synergy entries.

Performance Objective 1: 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.

120

Goal 4: By June 2022, all staff will receive professional development in their area of expertise as measured by Synergy entries.

Performance Objective 2: Improve the on-boarding process.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Update and revise the on-boarding process. **Characteristics:** High Standards and Expectations for All Students				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June 2022, all staff will receive professional development in their area of expertise as measured by Synergy entries.

Performance Objective 3: Establish "Grow Your Own" program.

Goal 5: Human Capital Management will foster positive relationships with certified and classified bargaining units as measured by a collaborative survey.

Performance Objective 1: Human Capital Management will meet regularly with the classified and certified unions to establish a collegial working relationship.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
Strategy/Action 1: Contract Maintenance bi weekly.	Oct	Nov	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

123

Goal 5: Human Capital Management will foster positive relationships with certified and classified bargaining units as measured by a collaborative survey.

Performance Objective 2: Human Capital Management will use opportunities whenever possible to be proactive and collaborative to avoid unnecessary conflict and confusion.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Getting feedback on critical issues from both units.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Working to develop a positive good faith bargaining relationship with both unions.	Formative			Summative
	Oct	Nov	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Operations Department

2021-2022

125

Goals

Goal 1: The Division of Operations will develop standard operating procedures and policy guides for all departments under its purview.

Performance Objective 1: All Division departments develop an SOP

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Discuss during 1:1	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Establish timeline in Planner	Formative			Summative
	Oct	Nov	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

126

Goal 2: The Division of Operations will develop a plan for a future bond in collaboration with Financial Services

Performance Objective 1: Meet regularly with ESD 112 to engage in the planning process

Goal 2: The Division of Operations will develop a plan for a future bond in collaboration with Financial Services

Performance Objective 2: Complete ESD112 Information form

Goal 2: The Division of Operations will develop a plan for a future bond in collaboration with Financial Services

Performance Objective 3: Participate in quarterly tasks

Goal 3: The Division of Operations will establish an electronic Facilities Use Process and updated Facilities Use Guidelines.

Performance Objective 1: Initiate electronic platform for reservations, including system for receiving fees and collecting insurance documentation.

130

Goal 3: The Division of Operations will establish an electronic Facilities Use Process and updated Facilities Use Guidelines.

Performance Objective 2: Establish Facilities Use Policy guide for external use

Goal 3: The Division of Operations will establish an electronic Facilities Use Process and updated Facilities Use Guidelines.

Performance Objective 3: Create and publish informational materials for end users

Evaluation Data Sources: Updated Facilities Use webpage

Reynolds School District 7

Custodial Services

2021-2022

Goals

Goal 1: Custodial Services will develop and update it's Standard Operating Procedures (SOP's) including department policies

Performance Objective 1: Department SOP to completed, approved, published and introduced to staff by: _____

Evaluation Data Sources: Dr. Ortiz

Summative Evaluation: No progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: An outdated SOP is on hand; I have been slowly but surely updating this. **Strategy's Expected Result/Impact:** Uniform performance across the District. More efficient training. **Staff Responsible for Monitoring:** Steve G.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Custodial Services will conduct in-person department trainings on appropriate days. A regular and recurring training schedule and agenda will be implemented.

Performance Objective 1: We will schedule regular trainings as the school calendar allows to provide trainings

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Publish a department schedule that matches up with the District's schedules for Elementary - Middle - High Schools **Strategy's Expected Result/Impact:** Employee expectations of a regular training schedule will become the norm. **Staff Responsible for Monitoring:** Steve G.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Custodial Services will provide supervisor training for custodial leads

Performance Objective 1: I will seek out an appropriate training program for supervisors and will assign it to all Lead Custodians. May be in-person or online training.

Evaluation Data Sources: Course should provide grading, practice or pass/fail.

Goal 4: Custodial Services will provide inspections and evaluate results based upon industry staffing standards

Reynolds School District 7

Facilities Maintenance Services

2021-2022

Goals

Goal 1: By May 2022, facilities department will create a preventative plan to address high needs areas.

Performance Objective 1: By May 2022, facilities department will create a preventative plan to address high needs areas.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Facilities department will meet weekly to develop a preventative plan that is proactive. **Strategy's Expected Result/Impact:** Developing the preventative plan it is expected that there will be fewer reactive work orders. **Staff Responsible for Monitoring:** John La Du Each respective staff member will be responsible for work orders assigned. **Characteristics:** Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Facilities department will create a process with deadlines for completing work orders. **Strategy's Expected Result/Impact:** This will allow staff / requester to review progress of the work order. **Staff Responsible for Monitoring:** The supervisor will have overall responsibility, while individual staff members will be responsible for their assigned work orders. **Characteristics:** Supportive Learning Environment				139

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: By June 2022, 100% of schools will address Student and Staff Wellness as it pertains to environmentally safe protocols such any needs related to HVAC, electrical, building maintenance, boiler & fire system, plumbing, and ground keeping.

Performance Objective 1: Each department under Facilities will meet quarterly goals towards completing work orders that will ensure 100% completion by June 2022.

Evaluation Data Sources: Principal surveys and work order updates

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: The Supervisor for Facilities Maintenance will hold quarterly meetings to facilitate discussion and updates for each departments goals.				

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Nutrition Services

2021-2022

Goals

Goal 1: Marginalized Students - In order to give voice to our marginalized populations, we will remove barriers, hold high academics expectations, and elicit and honor all voices.

Performance Objective 1: Provide excellent customer service to set students up for daily success

Evaluation Data Sources: Participation numbers

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Make sure every child is greeted with a kind and welcoming acknowledgment as they pass through the line. **Strategy's Expected Result/Impact:** Continue keeping customer service at the forefront even in these times of uncertainty and industry challenges. **Staff Responsible for Monitoring:** Nutrition Management Team and Kitchen Leadership Team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Extend meal service in the morning with having a grab and go breakfast in the cafeteria for students that have difficulty getting to school on time. Breakfast will be extended 30 minutes each day. **Strategy's Expected Result/Impact:** Students will have the opportunity to get breakfast before their academic day begins. We believe students who are not hungry will be ready to learn. We also anticipate less building complaints and students with less stomach aches and headaches. **Staff Responsible for Monitoring:** Management Team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Staff champions and sun to ensure students have access to meals after school when needed. **Strategy's Expected Result/Impact:** When we are fully staffed kitchens are more productive and we have higher morale throughout the department. **Staff Responsible for Monitoring:** Management Team **Characteristics:** Clear and Shared Focus, Effective School Leadership				

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Serve curbside meals at schools when students have been quarantined.	Formative			Summative
Strategy's Expected Result/Impact: Less concerns with students having access to food.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: Management Team and Kitchen Leadership Team **Characteristics:** Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment				

Strategy/Action 5 Details	Reviews			
Strategy/Action 5: Create a snack list that is available to all schools so that all students would have access to food when the need arises	Formative			Summative
Strategy's Expected Result/Impact: Less concerns for student access to food	Oct	Nov	Mar	June
Staff Responsible for Monitoring: Management Team, Kitchen leadership team and building staff. **Characteristics:** Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Culturally Responsive Teaching - We will interrupt bias and microaggression in curriculum and instructional practices.

Performance Objective 1: Continue to bring diversity and training to kitchens to disrupt racism and change in environmental culture.

Evaluation Data Sources: We anticipate this will help with acceptance of all people for students and staff in our kitchens and service areas. We believe this will help with staff retention and workplace environment as well.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Seek opportunities with staff at all staff meetings different cultures, related to food, activities. **Strategy's Expected Result/Impact:** If we bring more cultural related topics to our staff that they can associate with our student body they will get more insight to diversity. This will help with our diverse teams and create more understanding between team members. **Staff Responsible for Monitoring:** Management Team and Nutrition support Team				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Quarterly send out short trainings to all staff members to be completed while at work. **Strategy's Expected Result/Impact:** Due to lack of training opportunities this will help us to continue disrupting things we see in the kitchen such as passive aggressive behaviors and team conflict. **Staff Responsible for Monitoring:** Management Team and Nutrition support Team				

 No Progress Accomplished Continue/Modify Discontinue

144

Goal 3: Student and Staff Wellness - We will promote a healthy learning and working environment that provides students and staff with the skills social support and environmental reinforcement they need to adopt healthy long-term behaviors.

Performance Objective 1: Continue to improve kitchen culture and employee morale within the department.

Evaluation Data Sources: This will result in less team conflict and creating happier working environments.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Reorganize the Nutrition Safety Committee and incorporate a wellness piece into the agenda	Formative			Summative
Strategy's Expected Result/Impact: keep kitchen staff well and trained on proper safety related items such as proper lifting techniques.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: Nutrition Coordinator, Site Supervisor and Committee Chair				
Characteristics: Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Send out monthly flyers to be posted at kitchens with wellness suggestions.	Formative			Summative
Strategy's Expected Result/Impact: To increase learning on safety precautions keeping staff well and at work.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: Management Team and Support Team				

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Have a quarterly staff recognition to help improve mental well-being.	Formative			Summative
Strategy's Expected Result/Impact: Improve team morale department wide	Oct	Nov	Mar	June

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Maintain service as normal as possible while keeping students and staff safe.	Formative			Summative
Strategy's Expected Result/Impact: Nutrition staff have had many challenges over the last two years. Many are confused with what needs to happen with all the flexibility and changes. Happier team members means better customer service to students.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: Management Team				
Characteristics: Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment				

Strategy/Action 5 Details	Reviews			
Strategy/Action 5: Ensure all food safety rules and regulations are followed to keep students safe and healthy	Formative			Summative
Strategy's Expected Result/Impact: Health inspection will show this has improved.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: Management Team, Kitchen Leadership and Support Team				
Characteristics: Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 6: Ensure staff are taking their rest breaks during their shift. **Strategy's Expected Result/Impact:** Staff who take their breaks regular suffer less burn out and will provide better customer service to our students. **Staff Responsible for Monitoring:** Management Team and Kitchen Leadership **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment				

Strategy/Action 7 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 7: Employees will follow policy and stay home when they are sick to keep their coworkers and students safe. **Strategy's Expected Result/Impact:** Staff who take care of themselves can stay happy and healthy. This will translate to consistent customer service to students. **Staff Responsible for Monitoring:** Management Team and Kitchen Leadership **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Professional Development - We will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge and confidence to accelerate student outcomes.

Performance Objective 1: Better training programs to support kitchens process and production.

Evaluation Data Sources: Better program audits, health inspections and cohesive effective teams in kitchens. Less team conflict.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Utilize Kitchen Mgr. Meetings to continue to develop and train for conflict resolution and micro aggression/bias behaviors and how to recognize and handle these situations. **Strategy's Expected Result/Impact:** Happier team environments **Staff Responsible for Monitoring:** Management Team, Support Team and Kitchen Leadership **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Continue to reach out to departments and invite speakers to inform and educate in their experienced roles. (Mandt Training, Equity Training and other District focused areas of improvement) **Strategy's Expected Result/Impact:** Better working environments and more support to Kitchen Leadership teams. **Staff Responsible for Monitoring:** Management and Support Teams **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				147

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Encourage team members and provide opportunities for training in leadership roles. Promoting from within our teams both improves morale and gives those with leadership aspirations room to grow and develop their skills to reach their goals. **Strategy's Expected Result/Impact:** Overall happier team members. Less kitchen conflict. Better understanding and tolerance of each other. **Staff Responsible for Monitoring:** Management Team and Support Team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Risk Management Services

2021-2022

Goals

Goal 1: By January 2022, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plan annually.

Performance Objective 1: RSD Safe School Plan template aligned to current, best national school safety standards

Evaluation Data Sources: Completed Safe School Plan template

Goal 1: By January 2022, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plan annually.

Performance Objective 2: Collaborate with Technology to create an interactive Safe School Plan template that principals will use and complete annually.

Evaluation Data Sources: Utilization of template by principals

150

Goal 1: By January 2022, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plan annually.

Performance Objective 3: Include principals in the development of the E-form and the Safe School Plan template.

Evaluation Data Sources: Present at Principal's meetings.

Goal 1: By January 2022, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plan annually.

Performance Objective 4: Collaborate with Technology to create a Corrective Action notice (CAN) E-form when a violation is found at a school.

Evaluation Data Sources: Utilization of CAN E-form by Risk Manager and Supervisors

Goal 2: By January 2022, Risk Management will develop an inspection checklist for safe classroom environments and will establish a regular calendar of classroom, kitchen, and other work area inspections for every school and non-school worksite.

Reynolds School District 7

Technology Services

2021-2022

154

Goals

Goal 1: By December 2021, 95% of all students will have access to technology tools that works when needed to complete surveys and participate in online platforms.

Performance Objective 1: Increase the number of available technology tools used by students from 90% to 95%

Evaluation Data Sources: CEE surveys, district-wide surveys

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Technology Department staff will inquire with campus principals two weeks before a survey is issued to ensure students have working technology tools. **Strategy's Expected Result/Impact:** 90% of students will have the ability to successfully complete the survey. **Staff Responsible for Monitoring:** Joel Rendon **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Improve communication channels with schools to maintain student technology operational				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: By June of 2022, in collaboration with Academics, implement a new standard operating procedure for reviewing, approving, and deploying technology applications requested by teachers as part of their curriculum.

Performance Objective 1: Implement a new process for vetting and deploy applications teachers requests as part of their curriculum

Evaluation Data Sources: Currently, there is no process for vetting teacher requests for software use as part of the curriculum.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Technology Department will define an online process for teachers to easily request applications that can be deployed to students **Staff Responsible for Monitoring:** Joel Rendon	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Create a list of district-approved technology used by Academics and Curriculum **Strategy's Expected Result/Impact:** Faster response to request for technology implementation.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Participate in the committee that approves technology requests by Academics and Curriculum.	Formative			Summative
	Oct	Nov	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: By December 2021, Technology Services will implement technology applications to facilitate student online wellness checks.

Performance Objective 1: Design the process in which school administrators request access to student online communications.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Produce a list of staff that monitors students using district approved communications tools	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Increase access to staff for training on how to monitor student communications	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Reduce the time required by administrators to respond to student safety online needs.	Formative			Summative
	Oct	Nov	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

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Goal 4: By June 2022, Technology Services will develop a standard operating procedure for on-boarding and off-boarding staff with District-owned technology devices.

Performance Objective 1: Create documentation for the on-boarding and off-boarding of staff technology

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Establish the process for staff to receive technology equipment	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Establish the process for staff to return technology equipment	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Organize documentation related to how to access technology services available to staff.	Formative			Summative
	Oct	Nov	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Reynolds School District 7

Transportation Services

2021-2022

Goals

Goal 1: Provide equity training to all Transportation staff by June 30, 2022.

Performance Objective 1: Provide 4 equity training sessions to all Transportation Staff by June 30, 2022

Evaluation Data Sources: ZOOM Polls, Plus Delta's, Homework assignments and staff presentations

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Staff will be required to attend small group meetings. Participation will be required at all meetings. Staff will share new discoveries, experiences and opportunities for improvement department wide. **Strategy's Expected Result/Impact:** Small group discussion will encourage deeper conversations. Drivers will be assigned to the same groups in an effort to build relationships and encourage sharing and personal discoveries. **Staff Responsible for Monitoring:** Transportation Leadership Team **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Develop standard operating procedures for student behavior management to ensure student safety and ensuring positive school climate on all elementary school bus routes.

Performance Objective 1: Develop a student management standard to be used on all elementary school routes. The standard will include practical responses to the issues we can anticipate, deescalation tools, regular coaching and documented time line of progressive interaction.

Evaluation Data Sources: Bus Conduct referral system

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Identify one elementary principal that will collaborate and assist with practical responses, Student Management Committee formed **Strategy's Expected Result/Impact:** Effective responses to common behavior. Responses that assist in relationship building. Tools for being assertive but non-threatening while driving with back to students. Student Management Team conducts bi-monthly meetings. **Staff Responsible for Monitoring:** Transportation Coordinator, Transportation Supervisor and Training & Safety Lead **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Feedback received from ZOOM Training sessions will be shared with Student Management Committee. The committee will build a model taken from driver and principal input. **Strategy's Expected Result/Impact:** Training team to develop a checklist to attach to incident or conduct referral, emailed request for assistance or intervention that outlines all progressive support offered to student(s) and driver to date. Transportation Coordinator to identify a school and request to pilot by March 2022 **Staff Responsible for Monitoring:** Transportation Coordinator, Safety & Training Lead, Student Management Committee **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Following successful pilot Transportation Coordinator will reach out to others to request implementation at their schools. **Strategy's Expected Result/Impact:** Program continues to evolve with the addition of at least one more school. Improvements are made as we prepare to offer to other schools by Fall 2022 **Staff Responsible for Monitoring:** Transportation Leadership, Safety & Training Lead, Student Management Committee **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: Training, Coaching and Mentoring is offered to drivers continually. Trainers continue to liaise between school sites and Transportation. Bus safety demonstrations at schools. **Strategy's Expected Result/Impact:** Effective communication, using similar words and phrases and shared goals for bus expectations will provide consistency to students. When expectations are clear, anxiety is reduced creating a safer ride for all. Students arrive at school ready to learn. **Staff Responsible for Monitoring:** Transportation Leadership and Training staff with principal feedback				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By March 2022, Transportation Services will deploy parent notification software which will increase communication with schools and parents and enhance student safety and security.

Performance Objective 1: Communicate the need for timely loading and unloading practices at each school

Evaluation Data Sources: On-Time Schedule reports provided by GPS System

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Transportation Leadership on site the first week(s) of school to assist in establishing good practices in the load zones. **Strategy's Expected Result/Impact:** On-site, while in the load zone, Transportation staff will serve as a liaison between drivers, who must remain at the wheel and school staff. This opens up the line of communication and assists in building positive relationships between the two. Students see that transportation is connected to their school day and staff work as team on the bus as well. This could impact student management in a very positive way. **Staff Responsible for Monitoring:** Safety & Training Lead, Bus Drivers				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Safety & Training Lead to create a schedule to ensure periodic visits to school sites. **Strategy's Expected Result/Impact:** As Transportation staff continue to be a positive presence outside of the bus at school sites, relationships are strengthened. Issues and concerns may be addressed while on site. **Staff Responsible for Monitoring:** Transportation Leadership				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: By March 2022, Transportation Services will deploy parent notification software which will increase communication with schools and parents and enhance student safety and security.

Performance Objective 2: Develop a standard response outline to assist dispatch and call takers in first person resolution.

Evaluation Data Sources: On-time schedule data, fewer documented level 1 supervisor involved resolutions

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Transportation Leadership will collaborate with Dispatch Team to identify the most common occurrences in which they feel a supervisor is needed for decision making. **Strategy's Expected Result/Impact:** A decision tree develops. A standard response go by is created to assist when under pressure. Staff is empowered to make decisions quickly and effectively. Communication improves. Response time is shortened when not awaiting supervisor approval. Service to parents, school staff, community and drivers improves. Students are impacted by the change with fewer occurrences of a late bus, less radio chatter while on board buses and delays in service **Staff Responsible for Monitoring:** Transportation Leadership **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development				

No Progress | Accomplished | Continue/Modify | Discontinue

Reynolds School District 7

Elementary & Secondary Schools

2021-2022

Goals

Goal 1: Strategic Plan Goal 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.

By June 2022, ALL third grade students will increase in Literacy from 33% [n=?] to 40% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all Black/African American third grade students will increase in Literacy from 35% [n=?] to 45% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all Latinx third grade students will increase in Literacy from 26% [n=?] to 36% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

Performance Objective 1: Metric 1 - Elevate Student Voice
School Leaders will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: EES student survey: Collaboration and Interpersonal Skills Disaggregated by Race
[insert table A for data from 2019-20 with growth targets by race up to 2024-25]

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EES student survey: Sense of Belonging Disaggregated by Race
[insert table B for data from 2019-20 with growth targets by race up to 2024-25]

EES parent survey: Participation Rates
[insert table C for 3-year trend data from 2018-19 / 2019-20 / 2020-21]

EES parent survey: Parent and Community Involvement Disaggregated by Race [insert table D for for data from 2019-20 with growth targets by race up to 2024-25]

Combination of empathy interviews, input sessions, community meetings to ensure that there is a true representation of the schools/district community in decision making.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: No less than three times per year, Elementary and Secondary schools will use a combination of surveys, empathy interviews, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families. **Strategy's Expected Result/Impact:** When reviewing disaggregated data from the EES student survey for Collaboration and Interpersonal Skills Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to 10% above the norm annually. When reviewing disaggregated data from the EES student survey for Sense of Belonging Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. When reviewing disaggregated data from the EES parent survey for participation rates, the impact will be target above 15% or over 1,500 responses as a district. When reviewing disaggregated data from the EES parent survey for Parent and Community Involvement Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. Improvement in voice from our historically marginalized populations with an emphasis on Black and Latinx students and families. **Staff Responsible for Monitoring:** Building Principals in collaboration with the Exec. Dir of Schools				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: School-based Equity teams and PLC teams will review the academic and perceptual data that has been collected and include in their equity team or PLC notes the data and action steps being taken in response to the data. **Strategy's Expected Result/Impact:** Meet or exceeded the outlined targets established. **Staff Responsible for Monitoring:** Building Principal and Equity Team				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: The Office of Schools will conduct observational visits to schools routinely and in collaboration with the Academics, Multilingual Ed, and Student Services Dept. to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of literacy, is implemented with fidelity at all schools district-wide. **Strategy's Expected Result/Impact:** The professional learning in the area of literacy is being implemented authentically in classrooms across the district and cross-departments are providing support, guidance to building administrators and their staff. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Principals / Academic Dept				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: 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 and SIP/DIP plans have a clearly articulated implementation plan for professional development specific to culturally responsive practices. **Strategy's Expected Result/Impact:** Clearly articulated goals vertically in our district between the Office of Schools and school SIPs that includes a PD plan with specific culturally responsive practices. **Staff Responsible for Monitoring:** Alma Charles / Exec. Dir of Schools / Building administrators				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 5: By September, 2021 The Office of Schools will establish a timeline for school administrators to follow that outlines the SIP process for the year. **Strategy's Expected Result/Impact:** Building administrators have an understanding of their aligned SIP and the process / timeline used for this school year in reporting progress. **Staff Responsible for Monitoring:** Alma Charles / Exec Dir of Schools				

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 6: The Office of Schools will ensure that each school will be responsible for including an action plan in their SIP directly related to Marginalized students, where they Identify the goal(s), Develop the action plan, Evaluate the implementation of the plan and the quarterly results. Schools will determine if adjustments are needed to the plan based on quarterly results and communicate data to stakeholders and allow opportunity for input on the quarterly results of the plans. School administrators will ensure that the diversity of their team represents the community they serve and disaggregate all data to evaluate for Black students and families. **Strategy's Expected Result/Impact:** Each school will have a clear SIP plan with goals related to marginalized students. **Staff Responsible for Monitoring:** Alma Charles, Exec. Dir of Schools , School Administrators				168

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Plan Goal 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.

By June 2022, ALL third grade students will increase in Literacy from 33% [n=?] to 40% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all Black/African American third grade students will increase in Literacy from 35% [n=?] to 45% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all Latinx third grade students will increase in Literacy from 26% [n=?] to 36% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

Performance Objective 2: Metric 2 - Remove Barriers

Elementary and Secondary School and Department Leaders will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Evaluation Data Sources: Elementary: Third Grade Reading data disaggregated by race (STAR)
Elementary Optional: Fifth grade math data disaggregated by race (STAR)
Middle School: Eighth Grade Math and Reading Rates Disaggregated by race (STAR)
High School: 4-year college /trade program acceptance rates disaggregated by race.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: The Office of Schools will lead and support school administrators with school PLC and Equity team implementation, that includes but is not limited to disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations with an emphasis on identifying and removing barriers to improve the academic and social experience for Black students and families. **Strategy's Expected Result/Impact:** Effective implementation of PLC and equity team functions with effective processes for data review and response for improved student performance and removal of identified barriers. **Staff Responsible for Monitoring:** Exec. Director of Schools, Academics Dept, Building Administrators				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: The Office of Schools will create and implement a professional learning plan for school administrators focused on anti-racist instructional leadership development in partnership with CEL and OCEE. **Strategy's Expected Result/Impact:** Strengthen the perspective of administrators as anti-racist leaders which will lead to the identification and removal of barriers that exist for our marginalized student groups. **Staff Responsible for Monitoring:** Exec. Director of Schools				

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: The Office of Schools will work in collaboration with school administrators to review the TAG identification rates Disaggregated by Race.	Formative			Summative
	Oct	Nov	Mar	June
Strategy's Expected Result/Impact: That when reviewing the student population enrolled in TAG by ethnicity, and TAG enrollment by reporting grade, all racial groups are within 2% of the district average. **Staff Responsible for Monitoring:** Building Administrators, Office of Schools, Academics Dept				

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: 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.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 5 Details	Reviews			
Strategy/Action 5: Secondary Administrators will analyze the data from graduation rates, acceptance rates to 4-year universities/trade programs of historically marginalized students and disaggregated for Black Students.	Formative			Summative
	Oct	Nov	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Plan Goal 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.

By June 2022, ALL third grade students will increase in Literacy from 33% [n=?] to 40% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all Black/African American third grade students will increase in Literacy from 35% [n=?] to 45% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

By June 2022, all Latinx third grade students will increase in Literacy from 26% [n=?] to 36% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

Performance Objective 3: 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. This will also include prioritizing the act of follow through in the cycle of communication to honor the time and input by all.

Evaluation Data Sources: Survey data [see details noted above]

Goal 2: Strategic Plan Goal 1: Marginalized Students

By June 2022, ALL third grade students identified as an English Learner will increase in Literacy from 9% [n=?] to 20% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment..

Goal 3: Strategic Plan Goal 1: Marginalized Students

By June 2022, ALL third grade students identified as as being served on an Individualized Educational Plan (IEP) will increase in Literacy from 10% [n=?] to 20% [n=?] with students Reading at or above benchmark as measured by the STAR-Reading Assessment.

Reynolds School District 7

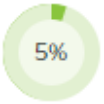
Student & Family Services

2021-2022

Goals

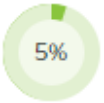
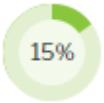
Goal 1: The Division of Student & Family Services, in collaboration with the Division of Academics and district stakeholders, will develop a District-wide Multi-Tiered System of Student Support Framework for academic and social-emotional learning support.

Performance Objective 1: Establish a schedule of meetings of the working committee.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Convene a committee of central office and site-based administrators to begin developing the framework. Input will be sought from teachers and support providers on the draft framework. **Strategy's Expected Result/Impact:** Overall MTSS framework for all staff to utilize throughout the district to improve student academic success. **Staff Responsible for Monitoring:** Michelle Cardenas **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication				
No Progress Accomplished Continue/Modify Discontinue				

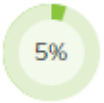
Goal 2: The Division of Student & Family Services and Division of District Operations, in collaboration with the Board Policy Review Committee and other divisions and departments, will update 30% of board policies and board administrative regulations pertinent to the updated policy.

Performance Objective 1: Meet regularly (every two months) with Board Policy review group.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Bring policies that need updating to the Board starting in the November Business meeting. **Strategy's Expected Result/Impact:** Board policies will be updated with clearer guidelines for the district to follow and implement. **Staff Responsible for Monitoring:** Dr. Christopher Ortiz. **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development				
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: The Division of Student & Family Services, in collaboration with other divisions and departments, will complete a full planning process with Oregon Department of Education (ODE) for SIA District Intensive Coaching Process.

Performance Objective 1: A Steering and Advising Body will be selected to begin the work.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Funding will be provided by Oregon Department of Education (ODE) to assist with supporting the Steering and Advising Body with the Intensive Coaching Program. **Strategy's Expected Result/Impact:** Improved teaching practices implemented in the classrooms across the district. **Staff Responsible for Monitoring:** Dr. Christopher Ortiz **Characteristics:** High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				
No Progress Accomplished Continue/Modify Discontinue				

Reynolds School District 7

Multilingual Education

2021-2022

Goals

Goal 1: Department of Multilingual Education (DOME) will increase K-12 teacher readiness around quality instructional design strategies on sheltering instruction to accelerate learning and ensure access to core by 30% by Spring 2022 providing more professional development.

Performance Objective 1: Offer additional professional development trainings and resources to K-12 teachers throughout School Year (SY) 2021-22.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Teachers will have access to more resources and additional skill-building trainings to improve their ability to increase quality instruction. **Strategy's Expected Result/Impact:** Improved teaching practices implemented across the district. **Staff Responsible for Monitoring:** Jennifer Hernandez **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Department of Multilingual Education (DOME) will increase K-12 ELD teacher readiness around the diverse language and literacy proficiency to move from one stage of language acquisition to the next by 40% by Spring 2022 providing more professional development and upon which increasing student on track to ELP from 44% to 66%.

Performance Objective 1: DOME will work with teachers at all levels to ensure they have the needed tools to increase language and literacy proficiency.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: DOME will outreach to staff at all levels quarterly to do check-ins throughout the year. **Strategy's Expected Result/Impact:** Students will be achieving and succeeding at higher rates (ELP from 44% to 66%). **Staff Responsible for Monitoring:** Jennifer Hernandez **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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Goal 3: Department of Multilingual Education (DOME) will create parent engagement activities and add more bridging between home to school to empower linguistically diverse families to become decision makers and advocates for their children's education by 70% by Spring 2022.

Performance Objective 1: DOME will plan and implement three new parent engagement activities during the first semester of school.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: DOME will work with school communities and community partners to engage families and parents at each event. **Strategy's Expected Result/Impact:** Increased community engagement (by70% by Spring 2022). **Staff Responsible for Monitoring:** Jennifer Hernandez **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Family and Community Involvement				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Department of Multilingual Education (DOME) will conduct a needs/analysis on reducing the percentage of Long-Term English Learners (LTELS) at Secondary level.

Performance Objective 1: DOME will work with Secondary level families and staff to learn more about LTEL students.

Evaluation Data Sources: Number of LTELS at Secondary and Elementary levels

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Gain qualitative and quantitative data to better evaluate. **Strategy's Expected Result/Impact:** Reducing the percentage of Long-Term English Learners (LTELS) at the secondary level. **Staff Responsible for Monitoring:** Jennifer Hernandez **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Special Education Services

2021-2022

Goals

Goal 1: We will identify and remove internal barriers so that students who have been marginalized have just and equitable access to a high-quality education.

Performance Objective 1: By June 2022, 75% of RSD 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.

Evaluation Data Sources: Placement Data from Synergy

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: In collaboration with other Academic Departments, develop a mission, vision, and Tier I Instructional Framework for equitable and inclusive instruction. **Strategy's Expected Result/Impact:** Clear communication across departments and schools inclusive of students with disabilities. **Staff Responsible for Monitoring:** Deb Miller, Jen Ayers, Seth Jones **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Engage stakeholders in the development of the walkthrough tool identifying equitable and inclusive practices including Universal Design for Learning. Actively seek the voices that have been historically marginalized. **Strategy's Expected Result/Impact:** A walkthrough tool identifying equitable and inclusive practices supported by stakeholders **Staff Responsible for Monitoring:** Deb Nicolai and Deb Miller **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Develop professional learning opportunities for general education teachers and special education teachers on equitable and inclusive practices. **Strategy's Expected Result/Impact:** Teachers will increase strategies for inclusion of students with disabilities. **Staff Responsible for Monitoring:** Deb Miller, Jen Ayers, Seth Jones, Sp Ed TOSAs **Characteristics:** Focused Professional Development, Supportive Learning Environment				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: In collaboration with RHS Special Education teachers, review and revise the special education service delivery model at RHS in order to increase inclusion of students with IEPs in core Language Arts and Math courses. **Strategy's Expected Result/Impact:** Increased placement in general education with resource level supports (80% or more in gen ed) **Staff Responsible for Monitoring:** Deb Miller, RHS administrators, RHS Sp Ed teachers **Characteristics:** Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: We will identify and remove internal barriers so that students who have been marginalized have just and equitable access to a high-quality education.

Performance Objective 2: The Special Education Department will collaborate with other departments to remove barriers and increase access to high-quality instruction for students with disabilities using the strategies and actions below.

Evaluation Data Sources: Strategies/Actions completed
Student learning data in reading

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: In collaboration with the Department of Multilingual Education, develop process for students who are emerging multilingual learners and are referred for special education evaluation. Relevant staff members will be trained on the new referral process by December 2021. **Strategy's Expected Result/Impact:** Improved evaluation process that meets needs of students without over-identifying students who are multilingual learners as students with disabilities. Decreased special education identification for English language learners. **Staff Responsible for Monitoring:** Deb Miller, Jennifer Hernandez, Jennifer Ayers, Seth Jones				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Provide professional learning for special educators to implement new intensive reading interventions (SPIRE, Language!Live). Collect student learning data to determine effectiveness of these intensive reading interventions. **Strategy's Expected Result/Impact:** 80% of students using SPIRE or Language!Live will make more than 1 years growth in their reading skills. **Staff Responsible for Monitoring:** Deb Miller, Special Education TOSAs and Teachers **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				186

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: By June 2022, provide professional learning for all special education teachers and classified staff on relationship-building and de-escalation strategies (Mandt Day 1). Select staff serving special classrooms will be trained in technical skills (Mandt Day 2). **Strategy's Expected Result/Impact:** Increased use of pro-active strategies to support students with behavioral needs and/or lagging skills in emotional regulation. Reduced number of students placed to schools other than their neighborhood school. **Staff Responsible for Monitoring:** Deb Miller, Jen Ayers, Seth Jones **Characteristics:** Focused Professional Development, Supportive Learning Environment				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: By December 2021, develop a Reading Toolkit for special education teachers that aligns assessment scores and appropriate interventions to meet the student needs using research-based curriculum and strategies. **Strategy's Expected Result/Impact:** Students with IEPs receive specially-designed instruction reasonably calculated for them to make progress toward their reading goals. **Staff Responsible for Monitoring:** Deb Miller, Jen Ayers, Seth Jones **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: We are committed to truly listen and create timely/efficient communication systems.

By June 2022, the RSD Special Education Department will ensure that all families have an opportunity to meaningful participation in all special education related meetings/activities.

Performance Objective 1: During the 2021-22, school year, the RSD Special Education Department will ensure that all families who are non-English speaking have interpretation services available in all special education related meetings/activities.

Evaluation Data Sources: -meeting sign in
-meeting minutes
-Passport to Languages contract

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: During the 2021-22 school year, the RSD Special Education Department will ensure that families who speak Spanish, Russian, Arabic, and Vietnamese have access to their children's required special education documents, translated in their native language, within 10-days after the scheduled IEP meeting. **Strategy's Expected Result/Impact:** More family involvement in their student's education. **Staff Responsible for Monitoring:** Deb Miller, Jennifer Ayers, Seth Jones, and Jennifer Hernandez **Characteristics:** High Levels of Collaboration and Communication, High Levels of Family and Community Involvement				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: The Special Education Department will host three or more information sessions for parents/guardians of students receiving special education services, including interpreters for those who speak languages other than English. **Strategy's Expected Result/Impact:** Families will have a better understanding of the special education services their student is receiving. **Staff Responsible for Monitoring:** Deb Miller, Seth Jones, Jennifer Ayers, and Jennifer Hernandez **Characteristics:** High Levels of Collaboration and Communication, High Levels of Family and Community Involvement				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: We are committed to truly listen and create timely/efficient communication systems.

By June 2022, the RSD Special Education Department will ensure that all families have an opportunity to meaningful participation in all special education related meetings/activities.

Performance Objective 2: By June 2022, all finalized IEP documents will be sent to families within 10 work days of their student's IEP meeting 90% or the time or more.

Evaluation Data Sources: -Data collected by Records team

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Streamline the process of following up with families after an IEP meeting to provide excellent customer service and communication to the Reynolds community. **Strategy's Expected Result/Impact:** Families will be more invested in their student's education and special education services. **Staff Responsible for Monitoring:** Deb Miller, Jennifer Ayers, and Seth Jones **Characteristics:** Clear and Shared Focus, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Student Information Management and Records

2021-2022

190

Goals

Goal 1: By June 2022, the Student Information Management and Records Department will develop a procedural handbook for Enrollment and Records Management to improve processes and data efficacy.

Performance Objective 1: Develop a draft handbook.

Evaluation Data Sources: Draft copy of the handbook

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Share the draft handbook with stakeholder group for feedback and edits. **Strategy's Expected Result/Impact:** Help work towards having a final procedural handbook for consistency of processes and data efficacy. **Staff Responsible for Monitoring:** Teri Pitts **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

191

Goal 2: By June, 2022 the Student Information Management and Records Department will implement an Early Warning System (EWS) and analytics dashboard to improve data access for decision making.

Performance Objective 1: Identify appropriate software and secure a contract.

Evaluation Data Sources: Completed contract
Board approval

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Work with contracting to finalize an executed contract that provides the appropriate software for the EWS and analytics dashboard. **Strategy's Expected Result/Impact:** Improve access to data for decision making **Staff Responsible for Monitoring:** Teri Pitts **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June, 2022 the Student Information Management and Records Department will implement an Early Warning System (EWS) and analytics dashboard to improve data access for decision making.

Performance Objective 2: Develop a design and implementation plan.

Evaluation Data Sources: Design and implementation plan document

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Implement a Cabinet level dashboard in Synergy for them to utilize and improve decision making. **Strategy's Expected Result/Impact:** Cabinet leadership will have access to more data points for Divisions and Departments to problem solve effectively. **Staff Responsible for Monitoring:** Teri Pitts **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Reynolds Middle School

2021-2022

194

Goals

Goal 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.

Performance Objective 1: By the end of the 2021-22 school year, the percentage of students who meet Spring 2021 STAR benchmark reading proficiency will increase from 22.4% to 36%. This will lead to 80% of students meeting STAR benchmark proficiency by spring of the 2024-25 school year. This growth will be reflected in the achievement of our most marginalized populations as defined in the RSD Strategic Plan. For our marginalized populations reading proficiency will increase as follows: ELL from .8% to 16%, SPED from 8.8% to 22%, Black from 18.4% to 32%, and Latinx from 17.8% to 35%. This paves the way for higher academic rigor in all content areas.

Evaluation Data Sources: STAR Reading Assessments (4 times per year)

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: RMS is implementing school wide writing expectations as a teaching and learning practice. Students will write complete sentences in every classroom, every day. **Strategy's Expected Result/Impact:** Students will write their learning goals in their planners which will help them keep on track academically. Students will practice writing complete sentences in all settings, using academic language, which helps to deepen content knowledge and and develop rich vocabulary usage. **Staff Responsible for Monitoring:** Instructional Coaches, Departments, Sara Idle **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				195

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Sixth grade students identified as three or more years below grade level benchmark on the STAR Benchmark assessment will participate in a rich, data driven, literacy acceleration class where the focus is building literacy skills that support all content area learning. **Strategy's Expected Result/Impact:** Improved STAR Benchmark results over the four assessment windows. **Staff Responsible for Monitoring:** Literacy Acceleration Teacher (Heather Ellwanger) Instructional Coach (Alyson Drain) **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Curate a rich library collection which focuses on authors of color, diverse cultural backgrounds representation, and a wide range of reading ability texts. **Strategy's Expected Result/Impact:** Students will find books that are a just right fit. Students will be more engaged in their reading. **Staff Responsible for Monitoring:** Library Media Specialist Student Library Council **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: ELL program - RMS staff will reinvigorate the ELL program through strategic scheduling, a focus on language as the driver in content embedded social studies classes, and a more responsive progress monitoring plan. **Strategy's Expected Result/Impact:** Students receiving ELL services will develop their language skills at a higher rate than they have in prior years at RMS. Students will demonstrate their language acquisition throughout their learning day. Staff will monitor student progress and adjust as needed. **Staff Responsible for Monitoring:** ELL Teaching Staff Shelly Hamness **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 5 Details	Reviews			196
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 5: The SPED program at RMS will be supporting the reading and math skills for our most vulnerable students through an intensive reading program and through math resource classes. The SPD reading program will include intensive intervention as well as progress monitoring. **Strategy's Expected Result/Impact:** Students will increase numeracy and literacy skills which will allow them to participate more fully in their general education content and elective classes. **Staff Responsible for Monitoring:** SPED Resource Teachers Sara Idle **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 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.

Performance Objective 2: By the end of the 2021-22 school year, student voice will be amplified and celebrated in school based decisions as evidenced by participation in leadership classes, forming a student advisory council, and including student BTT advisory members. The membership in these opportunities will proportionally represent the diversity of the student body. The percentage of students who answer the ARPNI Survey prompt, "I feel like I am a valued part of this school" will increase from 81% to 86%. The percentage of students who answer the CEE Survey prompt as "Almost Always True" "Students are involved in solving problems at the school" will increase from 39% to 50%.

Evaluation Data Sources: Leadership class Demographics
ARPNI School Climate Survey
CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: A student library council will be formed that is reflective of Reynolds Middle School's most marginalized populations. This student council will focus on the acquisition of diverse high interest texts to positively contribute to a more student centered library collection. **Strategy's Expected Result/Impact:** Students will feel more connected to school and empowered to make recommendations that center themselves in school. Students will have a wider range of texts to choose from when choosing their reading texts. **Staff Responsible for Monitoring:** Library Media Specialist Alyson Drain Sara Idle **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment				197

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: A student council will be formed that mirrors RMS student demographics. This council will be included in some site based decisions and make recommendations to the RMS BTT on a quarterly basis and increasing to a monthly basis in year two of implementation. **Strategy's Expected Result/Impact:** Students will have opportunities for their voices to be heard as well as effect positive student centered procedures and protocols. **Staff Responsible for Monitoring:** Counselors Leadership Teacher Shelly Hamness **Characteristics:** High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

Goal 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.

Performance Objective 3: By the end of the 2021-22 school year, the percentage of students who meet Spring 2021 STAR benchmark math proficiency will increase from 29% to 42%. This will lead to 80% of students meeting STAR benchmark proficiency by spring of the 2024-25 school year. This growth will be reflected in the achievement of our most marginalized populations as defined in the RSD Strategic Plan. For our marginalized populations math proficiency will increase as follows: ELL from 5.8% to 22%, SPED from 2.9% to 16%, Black from 17.5% to 32%, Latinx from 22.9% to 42%. This creates a pathway for academic rigor to continue as students matriculate to the high school setting.

Evaluation Data Sources: STAR math benchmark data for Spring 2022
Four benchmark progress monitoring opportunities.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Math professional learning communities will use STAR data to drive instructional decisions in respect to how best to support our most marginalized students. PLC's will follow supported data cycle processes with the support of the instructional coach. By working through the four PLC question as part of data cycles, teaching staff will be able to deftly and purposefully use UDL and differentiation to support standards mastery for all students. **Strategy's Expected Result/Impact:** Students who have lagging skills will be supported in their standards mastery and skill acquisition. Students will gain confidence in their learning capabilities which fill drive future success. **Staff Responsible for Monitoring:** Instructional Coaches Math PLC's **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				198

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Redefining what it means to be "bad at math." Mistake making will be used as a strategy in all classes to support a growth mindset and to shift student thinking to taking learning risks and working through challenging problems. Students making learning mistakes will be opportunities for deeper learning. **Strategy's Expected Result/Impact:** Students will gain confidence in their ability to try something they aren't highly skilled at. They will learn that making mistakes is part of learning. Students will stop thinking of themselves as bad at math and will begin to think of themselves as scholars. **Staff Responsible for Monitoring:** PLC's Instructional Coaches **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

Goal 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.

Performance Objective 4: By the end of the 2021-22 school year, the percentage of families who identify as Black who answer "Almost Always True" for the CEE Survey Prompt, "This school respects the different cultures represented in our community" will increase from 49% to 59%.

Evaluation Data Sources: CEE Survey
Progress Monitoring

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Create Parent Academy calendar of meetings which will include listening sessions in partnership with RMS community partners. Develop parent academies that provide services the community requests. **Strategy's Expected Result/Impact:** RMS families will participate in Parent Academies and listening sessions. Families will contribute to what RMS looks like. The partnership between families and the school will strengthen and lead to greater systemic change. **Staff Responsible for Monitoring:** Sara Idle Raul Millan Community Partners Various staff member: Counselors, media specialist, technology team, etc. **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Continue the tradition of bi-weekly principal chats and focus a series of chats to our most marginalized populations. **Strategy's Expected Result/Impact:** Families will feel heard and supported. Families will receive needed information and contribute their expertise and perspective to school programs. **Staff Responsible for Monitoring:** Sara Idle **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Continue themed assemblies with input and review from RMS families, in particular families who identify as Black. This will be accomplished by including listening sessions, surveys, and principal chats where planning occurs for some events. **Strategy's Expected Result/Impact:** The RMS community strengthens ties. Families will have ownership in what school looks like, how it functions, and how celebrations take place. **Staff Responsible for Monitoring:** Sara Idle Assistant Principals **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Culturally Responsive Teaching: We will interrupt bias and microagression in curriculum and instructional practices.

Performance Objective 1: By the end of the 2021-22 school year, the percentage of students who agree with the statement, "My teachers use examples from my racial, ethnic, and cultural background" will increase from 31% to 50% as measured by the Albina-Rockwood Promise Neighborhood Initiative School Climate Survey.

Evaluation Data Sources: ARPNI School Climate Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: The RMS Library program will include a regular rotation of book talks and check outs for all Language Arts classes. Book talks will feature culturally relevant novels, non-fiction texts, poetry, and graphic novels. **Strategy's Expected Result/Impact:** Students will be exposed to a rich and diverse reading collection from which to choose from. When students read what interests them they are more likely to read for longer periods of time, which in turn, increases reading fluency and stamina. **Staff Responsible for Monitoring:** Sara Idle, Patricia Snyder-Niewert **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: The Foundations committee will continue to expand the repertoire of culturally relevant lessons . These locally based lessons can include local businesses, historical events, and community leaders: the stories that build neighborhoods and communities. **Strategy's Expected Result/Impact:** Students will experience a stronger sense of being seen. Students will see more of the potential and the possibility for themselves. **Staff Responsible for Monitoring:** Equity Committee Foundations Committee Raul Millan **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement				200

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Culturally Responsive Teaching: We will interrupt bias and microagression in curriculum and instructional practices.

Performance Objective 2: By the end of the 2021-22 school year, teaching staff will understand Dr Sharoky Hollie's Validate, Affirm, Build , and Bridge model for culturally and linguistically relevant teaching and implement the three of the four components in their teaching practice.

Evaluation Data Sources: Classroom Walkthroughs
Unit Plans
Lesson Architecture
Staff Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: The Equity Committee will focus on developing VABB strategies for staff use. These will be made available through the staff newsletter and during staff meetings. **Strategy's Expected Result/Impact:** As staff implement the validate, affirm, build, and bridge strategies with students, they will experience the positive shift in their teacher student relationships. Students will experience a more student centered learning environment which will lead to taking larger learning risks. Creating a safe space for students allows them to fully engage in their learning. **Staff Responsible for Monitoring:** Equity Committee Instructional Coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Staff will participate in quarterly trainings focused on student centered approaches to building authentic relationships with students that are focused on a code of honor rather than a code of power as referenced in Dr. Andratesh Fritzgerald's book, Antiracism and Universal Design for Learning. This will involve readings from the book, corresponding reflection activities, identified action steps, and a feedback loop for support. **Strategy's Expected Result/Impact:** Teachers will understand how power functions in learning institutions, including classrooms. Teachers will develop structures and responses that honor students in their academic and social behaviors. Students will experience learning settings that reflect the principles Dr. Fritzgerald shares in her book. **Staff Responsible for Monitoring:** Instructional Coaches Raul Millan Sara Idle **Characteristics:** High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Culturally Responsive Teaching: We will interrupt bias and microagression in curriculum and instructional practices.

Performance Objective 3: By the end of the 2021-22 school year, the percentage of staff who answer the CEE Survey prompt, "Our staff believes that all students can meet state standards will increase from 51% to 65%. This is the beginning year for the long term goal of increasing this percentage to 100%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Professional learning communities with the guidance and support of instructional coaches will build and update unit plans that incorporate Universal Design for Learning **Strategy's Expected Result/Impact:** Teaching staff will have the skills necessary to adequately support all students in mastering grade level standards. Students will gain a higher sense of self-efficacy. Students' avoidance behaviors will diminish as they experience teaching and learning that is a just right fit for skill level. **Staff Responsible for Monitoring:** Sara Idle Instructional Coaches District TOSA's **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	Jun2022
Strategy/Action 2: The Five every Five program will be used to build relationships between students and staff. Every staff member will choose five students to reach out to every week. This will be a deliberate and positively focused relationship building opportunity. This is highly structured at the inception. **Strategy's Expected Result/Impact:** Students and staff will develop positive relationships that are supportive of students in a non-academic way. Students will know they have another caring adult in the building they can rely on. Students will feel seen and supported. **Staff Responsible for Monitoring:** Sara Idle Counselors **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 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 healthy long-term behaviors.

Performance Objective 1: Racial disproportionality in discipline will decrease 25% from school year 2018-19 discipline data. The school year 2018-19 was the last school year of full time in person instruction from which to pull comparable data.

Evaluation Data Sources: Synergy referral data.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Campus monitors will be trained in de-escalation and conflict resolution strategies. This work will involve developing a more culturally relevant lens when assessing students' social behavior. **Strategy's Expected Result/Impact:** This training will positively impact campus monitor-student relationships which results in resolving conflicts earlier before they escalate. Students will gain skills in conflict resolution as a result. **Staff Responsible for Monitoring:** Shelly Hamness Raul Millan Alyson Drain **Characteristics:** High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: The former "Pass Room" will be redefined and reintroduced. This space will no longer function solely as a detention room. This will be a safe space for conflict resolution, resetting, taking a break, and engaging in CASEL skill practice and mastery. There will be targeted extension lessons that small groups of students or individual students will engage in to help develop self-awareness, self-management, and coping skills. **Strategy's Expected Result/Impact:** Students will have a safe space to access when needed to receive the care and connection needed to rejoin instruction in a positive way. Students will gain skills that will serve them over their lifetime. Students will learn about self-regulation and how to best identify and state their needs. **Staff Responsible for Monitoring:** Shelly Hamness Campus Monitors Counselors Social Workers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: In partnership with community partners, SUN, ARPNI, school counselors and campus monitors, provide lunchtime activities that have high student interest and participation. In addition, PlayWorks will provide consultation and support for the development of healthy recess activities. **Strategy's Expected Result/Impact:** Students will get involved in activities that support their interests and skill sets. Students will engage in fewer physical fights, interpersonal conflicts, and bullying. Students enjoy themselves at recess and general sense of well being will increase. **Staff Responsible for Monitoring:** Raul Millan Shelly Hamness Community Partners School Counselors **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: The RMS Student Engagement Specialist will develop a robust support plan for marginalized students who are struggling with engagement, which will be defined as a combination of grades and attendance rates. The SES will work with the attendance secretary to make sure that students are identified correctly. The SES will develop a caseload to support in increasing their level of engagement. This will include developing partnerships with families, eliminating barriers by working with community partners and social workers, and providing in school mentoring support. **Strategy's Expected Result/Impact:** Students working with the SES will develop skills and attitudes that will help them succeed in school. The partnership between home and school will be strengthened. Attendance rates will increase for students served by this program. **Staff Responsible for Monitoring:** Sara Idle Student Engagement Specialist Social Workers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement				204

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 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 healthy long-term behaviors.

Performance Objective 2: The percentage of RMS staff who engage in self-care activities will increase 20% by the end of the 2021-22 school year which will lead to an increase in sense of wellness.

Evaluation Data Sources: RMS Staff Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: The Building Care Team for Staff and Students will introduce self care options on a monthly basis through the RMS Staff Newsletter. Store options in folders in the RMS Staff Teams. Student self care options will be introduced in Foundations lessons as well as the RMS family newsletter. There will be contests, raffles, and celebrations to support this project. Families will have opportunities to participate as well. **Strategy's Expected Result/Impact:** Staff, students, and families will try out some self-care tips and activities. Some staff, students, and families will develop a repertoire of options and practice self-care regularly. Student and staff outlook will improve. **Staff Responsible for Monitoring:** Building Care Team **Characteristics:** Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Improve the livability of the staff lounge by creating a cleaner, more restful space. The current space is cluttered, disorganized, and does not convey a relaxing environment. This is part of the focus on creating welcoming spaces throughout RMS. **Strategy's Expected Result/Impact:** Staff will use the staff lounge. Staff will feel more relaxed and and supported when using this space. **Staff Responsible for Monitoring:** Raul Millan Building Care Team **Characteristics:** Supportive Learning Environment				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Professional Development: We will collaboratively plan and calendar professional development which is focused on developing rigorous units that incorporate UDL, CRT, and align with scope and sequence documents.

Performance Objective 1: By the end of the 2021-22 school year core, content teachers will have unit alignment within their scope and sequence documents, and a robust formative assessment cycle in place.

Evaluation Data Sources: Scope and sequence documents
Formative assessment cycle documents and student scores

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Instructional Coaches will lead professional learning communities through a scope and sequence development and review for Language Arts, Math, Social Studies, and Science. Units will be reviewed and updated with a culturally responsive lens making sure to review standards, lesson targets, success criteria, and the content materials. **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Professional Development: We will collaboratively plan and calendar professional development which is focused on developing rigorous units that incorporate UDL, CRT, and align with scope and sequence documents.

Performance Objective 2: All staff will develop a better understanding of Universal Design for Learning by the end of the 2021-22 school year, and will use 4 out of 4 UDL principles when developing their teaching units.

Evaluation Data Sources: Unit Review
PLC data cycles

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Instructional coaches will deliver professional development to teaching staff focused on Universal Design for Learning. Professional learning communities will develop their units and lessons using the key principles of UDL. **Strategy's Expected Result/Impact:** Staff will feel better equipped to develop UDL lessons for students. Students when experiencing these lessons, will develop confidence as the accessibility of each lesson increases. **Staff Responsible for Monitoring:** Sara Idle Instructional Coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

207

Reynolds School District 7

Reynolds Learning Academy

2021-2022

REYNOLDS LEARNING ACADEMY

208

Goals

Goal 1: By June 2022, RLA will increase Marginalized Students' Voice from 10% to 90%.

Performance Objective 1: At the end of each hexter/ 3 times a year, a survey will be completed by 90% of students.

Evaluation Data Sources: CEE surveys, school created survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Issue a survey using the questions from the ESS student survey to all RLA students at the end of the 2nd, 4th and 6th hexter. Review results with all staff. **Strategy's Expected Result/Impact:** Staff will have access to formative data related to school climate and student experience. **Staff Responsible for Monitoring:** MTSS TOSA, Student Support Team **Characteristics:** Clear and Shared Focus, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

209

Goal 1: By June 2022, RLA will increase Marginalized Students' Voice from 10% to 90%.

Performance Objective 2: By end of hexter 2 (end of November), RLA will have a student leadership board that is representative of its student body.

Evaluation Data Sources: List of student leadership team members

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: RLA will re-launch our student leadership team that we paused during CDL and hybrid. At the middle hexter 2 we will compare the leadership team to the demographics of the school and recruit students from any unrepresented or under represented groups. **Strategy's Expected Result/Impact:** A group of students who are representative of the student body will have input on school-wide decisions. **Staff Responsible for Monitoring:** Leadership teacher, Instructional TOSA **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2022, RLA will increase Marginalized Students' Voice from 10% to 90%.

Performance Objective 3: By December 2021, an analysis of data will be disaggregated to determine participation in CTE programs by marginalized students.

Evaluation Data Sources: Enrollment data and credit attainment to include specifically women in non-traditional programs and students being served through Special Education services.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Review participation in CTE programs to determine if there is proportional participation by race, gender, ELL and IEP status and develop recruitment strategies for under represented groups. **Strategy's Expected Result/Impact:** Reduce barriers to participation in CTE programs. **Staff Responsible for Monitoring:** All RLA CTE staff. **Characteristics:** Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Culturally Responsive Teaching

Performance Objective 1: Student Engagement : RLA will achieve a 10% reduction in the number of students who are dropped for non-attendance by the end of the 2021-2022 school year.

Evaluation Data Sources: Synergy records/ MTSS Dashboard

Strategy/Action 1 Details	Reviews			
	Formative			Summative
Strategy/Action 1: Establish new position of MTSS TOSA. **Strategy's Expected Result/Impact:** All school staff will have support in developing and implementing MTSS systems. **Staff Responsible for Monitoring:** MTSS TOSA, Principal	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
	Formative			Summative
Strategy/Action 2: All staff receive training to be able to successfully implement MTSS Tier I interventions. **Strategy's Expected Result/Impact:** RLA students will receive strong classroom based supports. **Staff Responsible for Monitoring:** MTSS TOSA, Principal	Oct	Nov	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Culturally Responsive Teaching

Performance Objective 2: Academic performance: Eighty percent of students enrolled at RLA for at least one full term will successfully attain 80% of credits attempted or show growth towards that goal compared to credit attainment the previous year.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
Strategy/Action 1: Establish new position of Instructional TOSA. **Strategy's Expected Result/Impact:** All teachers will receive individual coaching and professional development to support excellent first time instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
	Formative			Summative
Strategy/Action 2: Establish new position of MTSS TOSA. **Strategy's Expected Result/Impact:** All school staff will have support in developing and implementing tier 1 and 2 interventions MTSS framework. **Staff Responsible for Monitoring:** MTSS TOSA, Principal	Oct	Nov	Mar	June

Strategy/Action 3 Details	Reviews			
	Formative			Summative
Strategy/Action 3: All staff receive training to be able to successfully implement MTSS Tier I interventions. **Strategy's Expected Result/Impact:** RLA students will receive strong classroom based supports. **Staff Responsible for Monitoring:** MTSS TOSA, Principal	Oct	Nov	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Culturally Responsive Teaching

Performance Objective 3: All RLA teachers will receive whole group training and/or in literacy instruction as it relates to social justice, equity and culturally responsive teaching.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Instructional TOSA and ELL case manager will collaborate to provide professional development on literacy instruction as it relates to social justice, equity and culturally responsive teaching. **Strategy's Expected Result/Impact:** RLA students will receive excellent first time instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Culturally Responsive Teaching

Performance Objective 4: By end of hexter 2 (end of November), RLA will have a student leadership board that is representative of its student body.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: RLA will re-launch our student leadership team that we paused during CDL and hybrid. At the middle hexter 2 we will compare the leadership team to the demographics of the school and recruit students from any unrepresented or under represented groups. **Strategy's Expected Result/Impact:** A group of students who are representative of the student body will have input on school-wide decisions. **Staff Responsible for Monitoring:** Leadership teacher, Instructional TOSA **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Culturally Responsive Teaching

Performance Objective 5: Eighty percent of student enrolled at RLA for at least three hexters will be reading on grade level by the end of the school year or will show growth in reading ability as measured by a valid assessment of reading.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Instructional TOSA and ELL case manager will collaborate to provide professional development on literacy instruction as it relates to social justice, equity and culturally responsive teaching. **Strategy's Expected Result/Impact:** RLA students will receive excellent first time instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Establish new position of Instructional TOSA. **Strategy's Expected Result/Impact:** All teachers will receive individual coaching and professional development to support excellent first time instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				216

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Instructional TOSA and ELL case manager will collaborate to provide professional development on literacy instruction as it relates to social justice, equity and culturally responsive teaching. **Strategy's Expected Result/Impact:** RLA students will receive excellent first time instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: Establish new position of Instructional TOSA. **Strategy's Expected Result/Impact:** All teachers will receive individual coaching and professional development to support excellent first time instruction.				

Staff Responsible for Monitoring: Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Student and Staff Wellness

Performance Objective 1: By the end of 4th hexter, all teachers will receive training, coaching and support to be able to successfully MTSS implement tier I interventions.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Establish new position of MTSS TOSA.	Formative			Summative
Strategy's Expected Result/Impact: All school staff will have support in developing and implementing MTSS systems.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: MTSS TOSA, Principal				

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: All staff receive training to be able to successfully implement MTSS Tier I interventions.	Formative			Summative
Strategy's Expected Result/Impact: RLA students will receive strong classroom based supports.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: MTSS TOSA, Principal				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Student and Staff Wellness

Performance Objective 2: By the end of hexter 2, all teachers will receive training on de-escalation, teamwork, and crisis prevention.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: All staff will receive training on Mandt Chapters 1-3. **Strategy's Expected Result/Impact:** Teachers will be gain skills related to de-escalation, teamwork and crisis prevention. **Staff Responsible for Monitoring:** Principal, Social Worker **Characteristics:** Clear and Shared Focus, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Student and Staff Wellness

Performance Objective 3: On surveys, 80% of students will respond "Often True" or "Almost Always True" to the statement "In this school, there is at least one adult who knows and cares about me."

Strategy/Action 1 Details	Reviews			
	Formative			Summative
Strategy/Action 1: Establish new position of MTSS TOSA. **Strategy's Expected Result/Impact:** All school staff will have support in developing and implementing MTSS systems related to student support, SEL and inclusive practices. **Staff Responsible for Monitoring:** MTSS TOSA, Principal	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
	Formative			Summative
Strategy/Action 2: All staff receive training to be able to successfully implement MTSS Tier I interventions. **Strategy's Expected Result/Impact:** Teaching staff will be equipped with the skills and tools to strengthen tier 1 supports, plan using universal design for learning and provide excellent initial instruction for all learners. **Staff Responsible for Monitoring:** MTSS TOSA, Principal	Oct	Nov	Mar	June

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Student and Staff Wellness

Performance Objective 4: On surveys, 80% of students will respond "Often True" or "Almost Always True" to the statement "I feel safe at this school."

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Establish new position of MTSS TOSA.	Formative			Summative
Strategy's Expected Result/Impact: All school staff will have support in developing and implementing MTSS systems.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: MTSS TOSA, Principal				

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: All staff receive training to be able to successfully implement MTSS Tier I interventions.	Formative			Summative
Strategy's Expected Result/Impact: RLA students will receive strong classroom based supports.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: MTSS TOSA, Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Student and Staff Wellness

Performance Objective 5: On surveys, 80% of students will respond "Often True" or "Almost Always True" to the statement "I enjoy coming to this school."

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Establish new position of MTSS TOSA.	Formative			Summative
Strategy's Expected Result/Impact: All school staff will have support in developing and implementing MTSS systems.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: MTSS TOSA, Principal				

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: All staff receive training to be able to successfully implement MTSS Tier I interventions.	Formative			Summative
Strategy's Expected Result/Impact: RLA students will receive strong classroom based supports.	Oct	Nov	Mar	June
Staff Responsible for Monitoring: MTSS TOSA, Principal				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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Goal 3: Student and Staff Wellness

Performance Objective 6: By the end of 4th hexter, all teachers will receive whole group training and/or individual coaching on trauma informed practices/schools.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: RLA will collaborate with MESD to provide teacher training on trauma informed practices and schools. **Strategy's Expected Result/Impact:** Students will experience a school environment with strong MTSS Tier 1 supports that were developed with an understanding of trauma informed care. **Staff Responsible for Monitoring:** Instructional TOSA, MTSS TOSA, Principal **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

223

Goal 4: Professional Development

Performance Objective 1: By the end of 4th hexter, all teachers will receive whole group training and/or individual coaching on school-wide literacy strategies.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Instructional TOSA and ELL case manager will collaborate to provide professional development on literacy instruction as it relates to social justice, equity and culturally responsive teaching. **Strategy's Expected Result/Impact:** RLA students will receive excellent first time instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Establish new position of Instructional TOSA. **Strategy's Expected Result/Impact:** All teachers will receive individual coaching and professional development to support excellent first time instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				224

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Professional Development

Performance Objective 2: By the end of 4th hexter, all teachers will receive training, coaching and support to be able to successfully MTSS implement tier I interventions.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
Strategy/Action 1: Establish new position of MTSS TOSA. **Strategy's Expected Result/Impact:** All school staff will have support in developing and implementing MTSS systems. **Staff Responsible for Monitoring:** MTSS TOSA, Principal	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
	Formative			Summative
Strategy/Action 2: All staff receive training to be able to successfully implement MTSS Tier I interventions. **Strategy's Expected Result/Impact:** RLA students will receive strong classroom based supports. **Staff Responsible for Monitoring:** MTSS TOSA, Principal	Oct	Nov	Mar	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Professional Development

Performance Objective 3: By the end of hexter 2, all teachers will receive training on de-escalation, teamwork, and crisis prevention.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: All staff will receive training on Mandt Chapters 1-3. **Strategy's Expected Result/Impact:** Teachers will be gain skills related to de-escalation, teamwork and crisis prevention. **Staff Responsible for Monitoring:** Principal, Social Worker **Characteristics:** Clear and Shared Focus, Supportive Learning Environment				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Professional Development

Performance Objective 4: By the end of 4th hexter, all teachers will complete whole group training and/or individual coaching on strategies for supporting English Language Learners.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Instructional TOSA and ELL case manager will collaborate to provide professional development on literacy instruction as it relates to social justice, equity and culturally responsive teaching. **Strategy's Expected Result/Impact:** RLA students will receive excellent first time instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Establish new position of Instructional TOSA. **Strategy's Expected Result/Impact:** All teachers will receive individual coaching and professional development to support excellent first time instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				227

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Professional Development

Performance Objective 5: By the end of 4th hexter, all teachers will receive whole group training and/or individual coaching on trauma informed practices/schools.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: RLA will collaborate with MESD to provide teacher training on trauma informed practices and schools. **Strategy's Expected Result/Impact:** Students will experience a school environment with strong MTSS Tier 1 supports that were developed with an understanding of trauma informed care. **Staff Responsible for Monitoring:** Instructional TOSA, MTSS TOSA, Principal **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Reynolds High School

2021-2022

229

Goals

Goal 1: Reynolds High School will utilize at least 15% of available professional development time during the 2021-2022 academic year to focus on training and strategies around culturally responsive teaching.

Performance Objective 1: Revisit the professional development calendar for the 2020-2021 school year for points of reference.

Evaluation Data Sources: 2020-2021 Professional Development Calendar

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Use the professional development committee to examine the PD calendar. **Strategy's Expected Result/Impact:** Through this process, we should be able to identify where improvements need to be made in the existing calendar. **Staff Responsible for Monitoring:** Assistant principal in charge of professional development. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development **Problem Statements:** Demographics 1				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Work with building and district-level staff to identify resources that might be used during PD focused on this goal. **Strategy's Expected Result/Impact:** Creation of a resource list to be used during professional development and other activities. **Staff Responsible for Monitoring:** Assistant principal in charge of PD **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Reynolds High School will utilize at least 15% of available professional development time during the 2021-2022 academic year to focus on training and strategies around culturally responsive teaching.

Performance Objective 2: Develop the professional development calendar for the 2021-2022 school year.

Evaluation Data Sources: Committee developed list of possible resources
Baseline from 2020-2021 PD calendar

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Utilize the PD committee to create the PD calendar for the 2021-2022 academic year, ensuring 15% of allotted PD time is dedicated to culturally responsive teaching. **Strategy's Expected Result/Impact:** By scheduling the calendar in advance we can ensure the 15% allotment is met. **Staff Responsible for Monitoring:** Assistant principal in charge of PD **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development				

0% No Progress 100% Accomplished Continue/Modify Discontinue

231

Goal 1: Reynolds High School will utilize at least 15% of available professional development time during the 2021-2022 academic year to focus on training and strategies around culturally responsive teaching.

Performance Objective 3: Create a system for evaluation of progress toward goal.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Create a companion to the PD calendar with landmarks for evaluation of progress. Staff input opportunities must be included in this plan. **Strategy's Expected Result/Impact:** Regular check-ins will allow us to change course, if necessary. **Staff Responsible for Monitoring:** Assistant principal in charge of PD. **Characteristics:** Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Reynolds High School will continue to focus on student and staff wellness during in-person learning during the 2021-2022 school year. This focus will include weekly activities and trainings offered during Monday late starts.

Performance Objective 1: Identify strategies and systems used during CDL that specifically addressed this need.

Evaluation Data Sources: SEL committee notes from 2020-2021 school year
SEL planning grid from 2020-2021 school year
CEE survey data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Meet with CDL social emotional committee to review SEL interventions from 2020-2021 school year. **Strategy's Expected Result/Impact:** We will need to identify what worked well during CDL and continue that work throughout this year. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Utilize CEE survey data for student and parent voice regarding critical needs. **Strategy's Expected Result/Impact:** Increased stakeholder input giving us a much better lens for needed interventions. **Staff Responsible for Monitoring:** principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement				233

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Reynolds High School will continue to focus on student and staff wellness during in-person learning during the 2021-2022 school year. This focus will include weekly activities and trainings offered during Monday late starts.

Performance Objective 2: Work with staff to create a plan that can be applied during in person learning.

Evaluation Data Sources: SEL planning team from 2020-2021 school year

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Seek input from key staff to identify what can be gleaned from CDL and used during in-person learning. **Strategy's Expected Result/Impact:** Begin with strategies that staff are familiar with and know work. This will create a comfort level that will allow us to add additional interventions with improved confidence. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Reynolds High School will continue to focus on student and staff wellness during in-person learning during the 2021-2022 school year. This focus will include weekly activities and trainings offered during Monday late starts.

Performance Objective 3: Create a plan for delivery during Monday late starts.

Evaluation Data Sources: SEL data from 2020-2021 school year
Student SEL survey data from 2020-2021 school year

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Review PD calendar to ensure time is allotted each Monday for student and staff wellness training and collaboration. **Strategy's Expected Result/Impact:** By allotting the time on the front end we will ensure that the training gets done. **Staff Responsible for Monitoring:** Assistant principal in charge of PD **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development				

0% No Progress 100% Accomplished Continue/Modify Discontinue

235

Goal 3: Reynolds High School will utilize a focused approach to professional development during the 2021-2022 school year. Professional development scheduling will show a focus on inclusion, equity and social emotional learning.

Performance Objective 1: Review the current PD calendar to identify what initiatives are at the forefront.

Evaluation Data Sources: 2021-2022 PD calendar
Initiative list for 2021-2022

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Utilize the PD committee and POWER committee to revisit the initiatives list for the 2021-2022 school year. This list will be compared to the PD calendar to ensure that the priorities for initiatives matches up with scheduling. **Strategy's Expected Result/Impact:** This work will ensure that our allotment of time for critical initiatives is adequate to deliver the needed training and PD. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development				

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

Goal 3: Reynolds High School will utilize a focused approach to professional development during the 2021-2022 school year. Professional development scheduling will show a focus on inclusion, equity and social emotional learning.

Performance Objective 2: Seek staff input with regard to which items are most critical and seek to create a calendar.

Evaluation Data Sources: POWER and PD committee feedback

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Identify specific PD and trainings around inclusion and equity that have been effective in the past. **Strategy's Expected Result/Impact:** Start with something that we know and trust as well as continue work already underway. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Focused Professional Development, Supportive Learning Environment				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Reynolds High School will utilize a focused approach to professional development during the 2021-2022 school year. Professional development scheduling will show a focus on inclusion, equity and social emotional learning.

Performance Objective 3: Create a system for evaluating progress as well as identify any need to change course if necessary.

Evaluation Data Sources: Staff PD feedback survey
Meeting notes from PD calendar
PD calendar

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Review PD calendar on a monthly basis to identify fidelity to this plan as well as give opportunities to change course as necessary. **Strategy's Expected Result/Impact:** We will do a much better job delivering this PD if we monitor our progress and have the ability to change course as warranted. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Reynolds High School will increase on track and graduation rates for marginalized student groups by 5% over the 2020-2021 academic year. These ratings will be evaluated using the Oregon Department of Education school report card.

Performance Objective 1: Examine trending over the past three years as it relates to on track and graduation rates for marginalized groups.

Evaluation Data Sources: ODE report cards
Freshman success tracking rates

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Gather a baseline for on track and graduation rates among typically marginalized students **Strategy's Expected Result/Impact:** Establishing a baseline that goes back more than a single year will be much more valuable with regard to interventions than a single year comparison. **Staff Responsible for Monitoring:** Freshman Success administrator. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Reynolds High School will increase on track and graduation rates for marginalized student groups by 5% over the 2020-2021 academic year. These ratings will be evaluated using the Oregon Department of Education school report card.

Performance Objective 2: Identify key strategies aimed at increasing these rates.

Evaluation Data Sources: On track interventions
Graduation rate interventions

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Compare intervention strategies from the previous three years with trending to identify which strategies were the most successful. **Strategy's Expected Result/Impact:** We can focus on the most successful strategies and apply them to this goal. **Staff Responsible for Monitoring:** Freshman Success administrator **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

H.B. Lee Middle School

2021-2022

241

Goals

Goal 1: We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

Performance Objective 1: By June 2022 all students will grow one year or more year in math as measured by the STAR Assessment.

Students at benchmark will grow one year.
Students below benchmark will grow 1.5 years.

Evaluation Data Sources: STAR Reading

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Our Instructional Coach will focus on supporting school-wide AVID Culturally Responsive Teaching Strategies by providing 1-1 coaching, PLC support, and professional development. **Strategy's Expected Result/Impact:** More teachers will use effective math instruction. **Staff Responsible for Monitoring:** Principal Heikkila **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development				242

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: All students will be assigned five dreambox assignments a week by their math teachers. **Strategy's Expected Result/Impact:** Students' numeracy will increase as a result of increased time working within their zone of proximal development in math. **Staff Responsible for Monitoring:** math teachers. **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Math teachers will use IXL for extension learning activities **Strategy's Expected Result/Impact:** Students' numeracy will increase as a result of increased time working within their zone of proximal development in math **Staff Responsible for Monitoring:** Math teachers, Principal Heikkila **Characteristics:** Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

Performance Objective 2: By June 2022, The percentage of students reading and doing math and reading at grade level benchmark as measured by STAR will increase as follows:

All Students
Reading: From 27% to 37%
Math: From 31% to 41%

English Learners
Reading: From 0% to 20%
Math: From 9% to 20%

Students with Disabilities
Reading: From 12% to 22%
Math: From 8% to 18%

Evaluation Data Sources: STAR Reading and Math

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: All students will be assigned assigned five Dream Box assignments a week by their math teachers **Strategy's Expected Result/Impact:** Students' numeracy levels will increase as a result of increased work in their zone of proximal development in numeracy. **Staff Responsible for Monitoring:** Math teachers, Principal Heikkila **Characteristics:** Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Our Instructional Coach will focus on supporting school-wide AVID Culturally Responsive Teaching Strategies by providing 1-1 coaching, PLC support and professional development. **Strategy's Expected Result/Impact:** Math teachers will gain expertise in effective math strategies. **Staff Responsible for Monitoring:** Principal Heikkila **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: All students will be assigned assigned five Lexia assignments a week by their language arts teachers **Strategy's Expected Result/Impact:** Students' literacy levels will increase as a result of increased work in their zone of proximal development in reading. **Staff Responsible for Monitoring:** language arts teachers, Assistant Principal Talus **Characteristics:** Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

Performance Objective 3: By June 2022, 40% of Lee students will meet or exceed standards for literacy as measured by the 21-22 OSAS.

Evaluation Data Sources: 2022 OSAS

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Teachers will assign and assess performance tasks in reading and writing three times per year. **Strategy's Expected Result/Impact:** Students' literacy levels will increase as a result of increased work in their zone of proximal development in literacy	0%			

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Language Arts teachers will use Lexia for extension learning activities **Strategy's Expected Result/Impact:** Students' literacy will increase as a result of increased time within their zone of proximal development in reading. **Staff Responsible for Monitoring:** Language Arts Teachers and Assistant Principal Talus. **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

245

Goal 1: We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

Performance Objective 4: By June 2022, 30% of Lee students will meet or exceed standards for math as measured by the 21-22 OSAS.

Evaluation Data Sources: OSAS 2022

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Math teachers will use IXL for extension learning activities **Strategy's Expected Result/Impact:** Students' numeracy will increase as a result of increased time working within their zone of proximal development in math **Staff Responsible for Monitoring:** Math teachers, Principal Heikkila **Characteristics:** Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Teachers will assign and assess performance in math three times per year. **Strategy's Expected Result/Impact:** Students will become more familiar and gain skills in the analysis and summation require in the OSAS test. **Staff Responsible for Monitoring:** Math teachers, Principal Heikkila **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	0%			

 No Progress Accomplished Continue/Modify Discontinue

246

Goal 1: We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

Performance Objective 5: By June 2022 all students will grow one year or more year in literacy as measured by the STAR Assessment

Students at benchmark will grow one year.
Students below benchmark will grow 1.5 years.

Evaluation Data Sources: STAR

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Language Arts teachers will use Lexia for extension learning activities **Strategy's Expected Result/Impact:** Students' literacy will increase as a result of increased time within their zone of proximal development in reading. **Staff Responsible for Monitoring:** Language Arts Teachers and Assistant Principal Talus. **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase student, family, and community voice in our school.

Performance Objective 1: The percentage of parents/guardians who answer Almost Always True or Often True to the CEE Survey Question: I believe adults in this school care about my student will increase from 74% to 79%

Evaluation Data Sources: Annual CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: We will add a bilingual School Engagement Liaison position to our staff who will focus on connecting with parents to connect them with support for attendance, academics, and socio-emotional needs. **Strategy's Expected Result/Impact:** Increase family contact and communication for engagement and attendance will increase students' belief that someone cares and see them, as well as increase attendance				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: We will add a counseling and resources survey written and responded to by the counseling department to parent newsletters to offer a space for families to ask for support for their students. **Strategy's Expected Result/Impact:** Increased communication between families and the counseling department will result in more student-specific supports being given earlier. **Staff Responsible for Monitoring:** Counselors, school social worker, Assistant Principal Guertin-Davis **Characteristics:** Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement	0%			248

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase student, family, and community voice in our school.

Performance Objective 2: Students who answer Almost Always True or Often True to question: "Students are Involved in Solving Problems in this School" on the CEE survey will increase from 73% to 83%.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Develop and offer a new Student Leadership class to provide students the opportunity to manage and participate in school media, plan activities, and make decisions that impact the school. **Staff Responsible for Monitoring:** Principal Heikkila, Teachers Riedl and Forestell **Characteristics:** Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: We will create a Principal's Advisory Committee for each grade level with a representatives from each Advisory class that meet once a quarter to engage in discussion around school issues, problem solve together, and create a feedback loop with students. **Strategy's Expected Result/Impact:** A Principal's advisory committee will increase student voice and perspective by getting direct feedback from students. **Staff Responsible for Monitoring:** Principal Heikkila **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				249

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To ensure student wellness, we will increase the opportunities for students to receive socio-emotional support and instruction and to be celebrated for their successes.

Performance Objective 1: Students who answer Almost Always True or Often True to question: "Most students are respectful to others in this school, " on the CEE survey will increase from 56% to 70%.

Evaluation Data Sources: CEE survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Our Advisory committee will create Advisory lessons using Human Dignity Project curriculum. **Strategy's Expected Result/Impact:** Direct instruction in pro-social communication will increase positive relationship between students. **Staff Responsible for Monitoring:** Assistant Principal Guertin-Davis, Advisory Committee **Characteristics:** Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: We will create a new student PBIS model using the acronym PRIDE and provide lessons and activities around I for Inclusive. **Strategy's Expected Result/Impact:** Direct conversations and scaffolded activities on how to be inclusive will increase students pro-social behavior and decrease student peer conflict. **Staff Responsible for Monitoring:** School Culture Committee, PBIS group, Assistant Principal Guertin-Davis **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment				250

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: We will partner with Lonnie Jackson and Associates to provide culturally specific mentoring. **Strategy's Expected Result/Impact:** Some of our students who are not fully engaged and/or are demonstrating negative behaviors that interfere with their learning will learn new strategies. **Staff Responsible for Monitoring:** Asst. Principal Talus **Characteristics:** High Standards and Expectations for All Students, Supportive Learning Environment, High Levels of Family and Community Involvement	0%			

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: To ensure student wellness, we will increase the opportunities for students to receive socio-emotional support and instruction and to be celebrated for their successes.

Performance Objective 2: The percentage of students who answer Almost Always True or Often True to the question: "Student Success is celebrated in this school, " on the annual CEE survey will increase from 69% to 85%.

Evaluation Data Sources: Annual CEE Survey

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: School Culture Committee's PBIS group will implement the Student of the Month program. **Strategy's Expected Result/Impact:** Pro-social and academic behavior will be highlighted, and behavior will increase. **Staff Responsible for Monitoring:** PBIS committee and Assistant Principal Guertin-Davis **Characteristics:** High Standards and Expectations for All Students, Supportive Learning Environment	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: School's AVID Team will re-instate our annual Awards Night.	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Our School Culture Committee's PBIS Group will re-instate our honor roll program and post names of students with excellent grades. **Strategy's Expected Result/Impact:** An honor roll display will celebrate student success and give goals for students to strive towards. **Staff Responsible for Monitoring:** PBIS committee and Assistant Principal Guertin-Davis. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students	Formative			Summative
	Oct	Nov	Mar	June

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Two times during the school year, we will hold a HB Lee Arts Night to celebrate the projects students make and music performances each semester. **Strategy's Expected Result/Impact:** Students will have an increased sense of accomplishment by having a night to celebrate their accomplishments. **Staff Responsible for Monitoring:** Elective teachers, School Culture Committee **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication	Formative			Summative
	Oct	Nov	Mar	June

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 4: In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase opportunities for students to participate in challenging and engaging courses.

Performance Objective 1: By June, 2021, students who answer Almost Always True or Often True to question: "All students have access to rigorous courses and
supports" on the CEE survey will increase from 68% to 80%.

Evaluation Data Sources: Annual CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: We added new CTE courses: Culinary, computer science, engineering, and culinary to our course offerings this week. **Strategy's Expected Result/Impact:** Increased offerings will allow for students to have challenges **Staff Responsible for Monitoring:** CTE teachers, Principal Heikkila **Characteristics:** High Standards and Expectations for All Students, Effective School Leadership				

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

Goal 4: In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase opportunities for students to participate in challenging and engaging courses.

Performance Objective 2: By June, 2021, the percentage of families who answer Almost Always True to Often True to the annual CEE Survey Question: "My student is challenged with a rigorous course of study at this school," will increase from 52% to 65%.

Evaluation Data Sources: Annual CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: We added new CTE courses: Culinary, computer science, engineering, and culinary to our course offerings this week. **Strategy's Expected Result/Impact:** Increased offerings will allow for students to have challenges **Staff Responsible for Monitoring:** CTE teachers, Principal Heikkila **Characteristics:** High Standards and Expectations for All Students, Effective School Leadership				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Walt Morey Middle School

2021-2022

254

Goals

Goal 1: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level literacy skills.

Performance Objective 1: By the end of the 2021-22 school year, 55% of students in grades 6,7,and 8 will be meeting benchmark in reading, as measured by OSAS.

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement. **Strategy's Expected Result/Impact:** Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. **Staff Responsible for Monitoring:** Instructional Coaches Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 2 Details	Reviews			255
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings to develop common scope and sequence, units, and assessments. **Strategy's Expected Result/Impact:** Increase in consistency of expectations and opportunities from class to class. **Staff Responsible for Monitoring:** Instructional Coaches Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Instructional Coaches Administration Counselors MTSS TOSA **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration Counselors MTSS TOSA **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 5: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration Counselors MTSS TOSA **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level literacy skills.

Performance Objective 2: By the end of 2021-22, 50% of students in grades 6,7,an 8 will score proficient in Reading, as measured by STAR.

Evaluation Data Sources: STAR

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: STAR will be administered 3 times per year. **Strategy's Expected Result/Impact:** Progress monitor for student growth and understanding of grade level concepts. **Staff Responsible for Monitoring:** Testing Coordinator Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Students will receive targeted reading support through Enrichment and/or Academic Literacy courses. **Strategy's Expected Result/Impact:** Short term, targeted intervention and support will fill gaps and raise student achievement. **Staff Responsible for Monitoring:** Teachers, Counselors, instructional coaches, MTSS TOSA, administrative team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				257

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level math skills.

Performance Objective 1: By the end of the 2021-22 school year, 40% of students in grades 6,7,and 8 will meet benchmark in math, as measured by OSAS.

Evaluation Data Sources: OSAS

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement **Strategy's Expected Result/Impact:** Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. **Staff Responsible for Monitoring:** Instructional Coaches Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Teachers will collaborate on common grade level curriculum planning during their common prep time and monthly PLC meetings. **Strategy's Expected Result/Impact:** Increase in consistency of expectations and opportunities from class to class. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards				258

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Instructional Coaches Administration Counselors MTSS TOSA **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Instructional Coaches Administration Counselors MTSS TOSA **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 5: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration Counselors MTSS TOSA **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level math skills.

Performance Objective 2: By the end of the 2021-22 school year, 55% of students in grades 6, 7, & 8 will score proficient in math, as measured by STAR.

Evaluation Data Sources: STAR

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: STAR will be administered 3 times per year. **Strategy's Expected Result/Impact:** Progress monitor for student growth and understanding of grade level concepts. **Staff Responsible for Monitoring:** Testing Coordinator Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Students will receive targeted reading support through Enrichment and/or Academic Literacy courses. **Strategy's Expected Result/Impact:** Short term, targeted intervention and support will fill gaps and raise student achievement. **Staff Responsible for Monitoring:** Teachers, Counselors Instructional Coaches MTSS TOSA Administrative Team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				260

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

Goal 3: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 1: By Spring 2022, the percentage of parents, students, and staff who believe our school has a welcoming environment that embraces diversity will increase by 5%
Parents: 85% to 90%
Students: 84% to 89%
Staff: 87% to 92%

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: School will host multi-cultural and heritage events to elevate and honor the voices of diverse and traditionally marginalized groups	Formative			Summative
	Oct	Nov	Mar	June
Strategy's Expected Result/Impact: Students and families of traditionally marginalized groups will feel welcomed and valued **Staff Responsible for Monitoring:** Administration, TOSA Team, Librarian, Teacher Leadership Team, Student Leadership Team, Community Partners **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: School will host multiple student affinity groups and clubs	Formative			Summative
	Oct	Nov	Mar	June
Strategy's Expected Result/Impact: Increase in sense of belonging Increase of pride in student identity **Staff Responsible for Monitoring:** Counseling Team Teachers School Psychologist Instructional Coaches and TOSAS Community Partners **Characteristics:** Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: We will continue grade level community circles throughout the year during homeroom.	Formative			Summative
	Oct	Nov	Mar	June
Strategy's Expected Result/Impact: Increase student sense of belonging in school Increase in student felling cared about and valued in school. **Staff Responsible for Monitoring:** Homeroom teachers Counselor/Social worker TOSAS Administrators Equity Team **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment	0%			

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: Restorative Practices Team will meet to plan family nights to explain to families WMMS restorative practice's philosophy and gather their input **Strategy's Expected Result/Impact:** Increase in family involvement and understanding of restorative practices Increase in family belief that their student is cared about and valued at school **Staff Responsible for Monitoring:** Administration Counselor/Social Worker Restorative Practice Team **Characteristics:** Supportive Learning Environment, High Levels of Family and Community Involvement	0%			

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

Goal 3: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 2: By Spring 2022, the percentage of parents, students, and staff who believe our school engages in difficult conversations about race, gender, oppression, and discrimination will increase by 5%, as measured by the CEE survey.
2021:
Parents: 59% to 64%
Students 71% to 76%
Staff: 76% to 81%

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Equity Team will create monthly homeroom lessons that allow students to share, honor,and celebrate their unique identities and experiences and allow students the opportunity to engage in conversations about race, gender, oppression, and discrimination. **Strategy's Expected Result/Impact:** Students will be able to share and learn from diverse perspectives. **Staff Responsible for Monitoring:** Equity Team, Administration, Teachers **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Teachers will integrate culturally responsive texts and resources that allow for the representation of multiple voices and perspectives. **Strategy's Expected Result/Impact:** Increase in opportunities for students of color to see themselves represented, included, and valued in resources, curriculum, and culture of classroom.. **Staff Responsible for Monitoring:** Teachers, administration, Coaching Team and TOSAS **Characteristics:** Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Equity Team will meet monthly to review issues of racial disparities within the school and will plan/lead building wide professional development sessions that focus on culturally responsive teaching practices as well as initiating opportunities for extended dialogue on issues of race, bias, white privilege, microaggressions, and oppression. **Strategy's Expected Result/Impact:** Increase in awareness of racial inequities, as well as increased knowledge of culturally relevant instruction, will have positive impact on teacher practice, which will lead to higher levels of student engagement and achievement. **Staff Responsible for Monitoring:** Equity Team, Admin Team, TOSA Team **Characteristics:** Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: Instructional Coach will engage in coaching cycles to support lessons on having conversations about race, gender, oppression, and discrimination **Strategy's Expected Result/Impact:** Teachers will be provided tools and will feel supported in having difficult conversations about race, gender, oppression, and discrimination. **Staff Responsible for Monitoring:** Administration Instructional Coach Teachers **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Professional Development: We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 1: By Spring of 2022, the percentage of teachers who believe they engage in professional development activities to learn and apply new skills and strategies will increase from 82% to 87% as measured by the CEE survey.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Technology Coaches will collaborate with fellow teacher and building administration to plan/lead building wide professional development sessions focused on the integration of technology to increase student engagement and achievement. **Strategy's Expected Result/Impact:** Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. **Staff Responsible for Monitoring:** Technology coach, admin team, TOSA team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	Jun 65
Strategy/Action 2: Instructional Coach will collaborate with ELD teachers, the AVID site team, and building administration to plan/lead building wide professional development focused on Sheltered Instruction, Literacy, and AVID strategies. **Strategy's Expected Result/Impact:** Increased commitment and application of sheltered instruction and AVID strategies will enhance student engagement and understanding and will increase student achievement. **Staff Responsible for Monitoring:** Instructional Coach ELD Teachers AVID Site Team Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Instructional Coaches will collaborate with teachers to create and implement coaching cycles focused on areas of individualized teacher interest and support the implementation of professional development strategies. **Strategy's Expected Result/Impact:** Teachers will have voice and choice in the areas of professional growth				

they wish to pursue and will feel supported in their professional development needs. **Staff Responsible for Monitoring:** Instructional coaches, teachers, administration **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Professional Development: We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 2: By Spring of 2022, the percentage of teachers who believe they are provided training to meet the needs of a diverse student population in our school will increase from 75% to 80%, as measured by the CEE survey.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Equity Team will meet monthly to review issues of racial disparities within the school and will plan/lead building wide professional development sessions that focus on culturally responsive teaching practices as well as initiating opportunities for extended dialogue on issues of race, bias, white privilege, microaggressions, and oppression. **Strategy's Expected Result/Impact:** Increase in awareness of racial inequities, as well as increased knowledge of culturally relevant instruction, will have positive impact on teacher practice, which will lead to higher levels of student engagement and achievement. **Staff Responsible for Monitoring:** Equity Team, Admin Team, TOSA Team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Professional Development: We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 3: By Spring of 2022, the percentage of teachers who believe they receive instruction to support social emotional learning will increase from
63% to 70%

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Restorative Practices Team will meet monthly and will plan/lead building wide professional development sessions for staff throughout the year that focus specifically on how to implement restorative practices in the classroom and how to build positive relationships with students. **Strategy's Expected Result/Impact:** Increase in teacher implementation of restorative practices in classroom. Decrease in disciplinary incidents school-wide. Increase in perception of student safety and belonging. **Staff Responsible for Monitoring:** Restorative practices team, admin team, TOSA team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: MTSS Coach, Instructional Coach, Sheltered Instruction Coach and will work with building administrators to plan/lead professional development on how to support social emotional lessons in their classes. **Strategy's Expected Result/Impact:** Teachers will build knowledge and skills in how to support students with their social emotional learning needs. **Staff Responsible for Monitoring:** Administration TOSA Team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Communication: We will increase the quality and quantity of communication between school and home.

Performance Objective 1: By the end of the 2021-22 school year, the percentage of parents who feel that the school communicates with them about their child's progress will increase from 79% to 84%, as measured by the CEE survey.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Teachers will keep grade books up to date in Synergy and/or Schoology. **Strategy's Expected Result/Impact:** Students and families will be informed about missing assignments and low scores so that work can be made up and/or redone. **Staff Responsible for Monitoring:** Teachers Administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: Progress reports and/or quarter grades will be mailed to parents every 4.5 weeks **Strategy's Expected Result/Impact:** Students and families will stay informed about students progress toward mastery of grade level standards. **Staff Responsible for Monitoring:** Teachers, administrators, office staff **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement				269

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Individual parent conferences will be scheduled with each family twice during the school year. **Strategy's Expected Result/Impact:** Students and families will stay informed about students progress toward mastery of grade level standards. **Staff Responsible for Monitoring:** Teachers, administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 4: Teachers will have a system to communicate with families and provide students with access to assignments while they are in mandatory quarantine **Strategy's Expected Result/Impact:** Students will be able to maintain continuity of learning while on quarantine. **Staff Responsible for Monitoring:** Teachers, administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Communication: We will increase the quality and quantity of communication between school and home.

Performance Objective 2: By the end of the 2021-22 school year, the percentage of parents who feel the school communicates effectively with their family will increase from 86% to 91%, as measured by the CEE survey.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 1: Principal will send monthly newsletter using Smore platform, so that all families can access information in their own language. Newsletter will be sent through Remind and mass email, and will be posted to website and Facebook page. **Strategy's Expected Result/Impact:** Families will stay informed about upcoming events, policies, protocols, and students recognitions **Staff Responsible for Monitoring:** Administration Office Staff **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 2: School and community partners will host parent engagement events throughout the school year in either live or virtual formats. **Strategy's Expected Result/Impact:** Families will feel valued and connected to the school. **Staff Responsible for Monitoring:** Administration Counseling Team Coaching/TOSA Team Community Partners **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				270

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Oct	Nov	Mar	June
Strategy/Action 3: Staff will return voicemails and emails from students and staff within 24 hours, or one school day. **Strategy's Expected Result/Impact:** Students and parents will feel that their voices and needs are valued by the school. **Staff Responsible for Monitoring:** All staff **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

No Progress

Accomplished

Continue/Modify

Discontinue

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

To: Board of Directors

From: Dr. Koreen Barreras-Brown, Chief Academic Officer

Prepared by: April Olson, Director of Federal Programs

Subject: **Student Investment Account Annual Report, 2020-21**

Policy: Public Records – KBA

Date: November 17, 2021

Action ☐
Report ☒

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 that provides students and staff with the skills, social support, and environmental reinforcement they need to adopt healthy long-term behaviors.

Summary:

In 2019 Oregon's leaders made a real commitment to our children, our educators, our schools and our state with the passage of the Student Success Act (House Bill 3427 which created the Student Success Fund). This measure makes significant investments in programs to support historically underserved students. When fully implemented, the measure is expected to generate an approximately $2 billion investment in education, with the und for Student Success providing $200 million in additional State School Fund Support.

At least 50% of the Fund for Student Success goes to the Student Investment Account (SIA), a new program that focuses on meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities.

In the 2019-20 school year, Reynolds School District underwent an extensive community, staff, parent, and student engagement and input process to gather valuable data to drive focused, intentional planning for SIA funds. The resulting plan directly supports the district's goal of transformation as codified in the core beliefs and the prioritized themes in the Reynolds School District SIA Plan: mental health supports, library/media, safety, art, music, physical education, restorative justice and practices, and family and community engagement. This plan was approved by the Reynolds School District Board of Directors at the Board Work Session on April 8, 2020 for the 2020-21 school year.

The SIA Annual Review is an opportunity for Reynolds School District to reflect and learn from this foundational year. Presenting the Annual Review to the Board serves as an opportunity for transparency with our community regarding SIA implementation and progress.

Additionally, school districts must place this information on their website by November 30, 2021.

Previous Board Action:
The Reynolds School Board reviewed, discussed, and voted to adopt the RSD SIA Plan at the April 8, 2020 Board Work Session.

Background:
Reynolds School District implemented the Student investment Account during the foundational 2020-21 school year.

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

Reynolds School District

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

SIA Annual Report

November 17, 2021 School Board Meeting

What is the Student Investment Account?

- Oregon passed the Student Success Act in 2019, investing $2 billion in Oregon education every two years: $1B in early learning and $1B in K-12 education each year.
- Of those funds, $200 million goes into the State School Fund and the remaining funds are distributed into three accounts: the Early Learning Account, the Student Investment Account (SIA) and the Statewide Education Initiatives Account.

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Reynolds School District

WHAT IS THE STUDENT INVESTMENT ACCOUNT?

Close to **$500 MILLION** in non-competitive grant money for all Oregon school districts and eligible charter schools.

New money has two purposes:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
   - Students of color;
   - Students with disabilities;
   - Emerging bilingual students; and
   - Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.

5 Areas for Input

1. Reducing academic disparities (gaps between outcomes for different student groups)
2. Meeting students' mental and behavioral health needs
3. Providing access to academic courses
4. Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate
5. Establishing and strengthening partnerships

Allowable Investments

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Reynolds School District

SIA Annual Report – Four Questions

Each year, Reynolds must complete an SIA Annual Report. This year's annual report narrative focuses on the following four questions:

1. What is important for your community to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred?
2. What have been the barriers or challenges to implementation?
3. What successes and challenges have you experienced in maintaining engagement with focal students, families, and educators?
4. What guided your prioritization efforts in the first year of SIA implementation?

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Reynolds School District

1. What is important for our community to know?

- Student mental health was the top priority. Health and safety was the focus of 6 of 13 of our budgeted activities.
- Improved the ratio of assistant principals and counselors to students at elementary and middle schools.
- Increased the current capacity of three social workers to a total of 13.
- Increased the number of days per week allocated to each school with licensed school nurses.
- With 71 languages spoken and 68% of our students identifying as non-white, we prioritized using remaining funds to purchase culturally relevant texts for our classrooms and school libraries.

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Reynolds School District

2. Challenges/Barriers

- Reynolds is committed to “Staffing for Equity" based on the Oregon Quality Education Funding Model, but we are unable to fully realize our Staffing for Equity aspirational goal at current funding levels.
- Partial SIA funding in the 2019-20 grant year meant limiting our focus, prioritizing health and safety.
- Unable to fully address our continued commitment to class size reduction, library/media, professional development and MTSS TOSAs.
- For fiscal year 2021-23 the SIA was funded at a higher level, and a majority of items in our complete plan are now being funded.

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Reynolds School District

3. Maintaining engagement

- During the 2019-20 school year students, families, staff, partners, and community members collaborated to define Reynolds School District's vision and help develop our new Strategic Plan. Over 400 stakeholders shared input in focus groups, community meetings and steering committee meetings.
- Focus groups included 380 participants from the following groups: Hispanic Families, Indigenous Families, Russian/Ukraine Families, International Families, Black Families, Special Education Families, Certified/Licensed Staff, Classified Staff, Administrator Staff, Middle School Students, Reynolds High School Students, Reynolds Learning Academy Students, Local Business Leaders, Faith Leadership, and Community Partners.
- Reynolds hosts regular advisory groups made up of a diverse group of shareholders including students and families that have been marginalized and disenfranchised from our systems.
- Annual budget input sessions also engage stakeholders in conversations and feedback about budget allocation and priorities, including SIA funds.

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Reynolds School District

4. What guided our prioritization

- SIA was not fully funded for 2020-21.
- Reynolds School District is committed to addressing our student's mental health and safety needs.
- To ensure student safety, improve chronic absenteeism due to student health issues, and as part of our commitment to educating the whole child, we increased the number of days per week allocated to each school with licensed school nurses.
- With 71 languages spoken and 68% of our students identifying as non-white, we prioritized using remaining funding to purchase culturally relevant texts for our classrooms and school libraries.

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Reynolds School District

Having an impact on students and staff

“Every school counselor or social worker I have met is the kind of person who will make significant personal sacrifices to support students and families and colleagues. In our school we have had many staff who have lost loved ones. With our additional counselor and social worker, we have been able to give each other the grace and support we need to grieve in a healthy way, while also continuing to support students and families at the highest level I have seen in my three years with the district.”

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Reynolds School District

Reynolds School District

Questions?

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

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 District Operations
Hank Bauer, Administrative Analyst to the Assistant Superintendent of Student & Family Services

Subject: **Inter and Intra District Transfer Board Policy Updates – First Reading**

Policy: Adoption and Revision of Policies – BFC

Date: November 17, 2021

Action ☒
Report ☐

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:
Maintaining effective, clearly-written policy is a responsibility of the Board. This is a first reading of policies that need to be updated. The Board may adopt policies at the second reading; or if further revisions are required, the board can adopt after a third reading.

Previous Board Action:
All policies being reviewed were originally approved by the Board.

Background:
Not Applicable

Financial Implications:
Not Applicable

Alternatives:
The alternative is to retain the current board policies.

Staff Recommendation:

The Board will review the policies as presented as a first reading. Staff recommends adoption after a second reading at the December 15, 2021 Board Meeting.

Motion:
Not Applicable

Code: **DJ**
Adopted: 1/04/07
Revised/Readopted: 7/15/10; 7/13/16
Orig. Code(s): DJ

District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized whenever consistent with educational goals and in the interest of efficiency or economy.

The Chief Financial Officer is appointed by the Board to serve as purchasing agent. He/She will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget or by Board action and/or Board policy. In all cases calling for the expenditure of district money, except payrolls, a requisition and purchase order system must be used.

No purchase, with the exception of authorized purchasing cards or reimbursements, will be authorized unless covered by an approved purchase order or contract. No bills will be approved for payment unless purchases were made on approved orders[1].

Maintenance department and transportation personnel will occasionally require materials to complete a project or perform emergency repairs and will be unable to complete a purchase order without considerable delay. To avoid such costly procedure and to better control the expenditures of district funds, an Emergency Purchase Order may be completed and subsequently submitted to Purchasing when signed by authorized personnel.

A purchase order must be issued to authorize repairs for equipment.

The Superintendent or designee and Chief Financial Officer are authorized to enter into and approve payment on contracts obligating district funds not to exceed $500,000 for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The Chief Financial Officer will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the Chief Financial Officer will direct payment of the bills against the district. The Superintendent or designee and Chief Financial Officer are responsible for the accuracy of all bills and vouchers.

[1]The receiver is responsible for ensuring that the vendor has fulfilled the purchase order contract.

No board member, officer, employee or agent of this district shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or for any business with which the board member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any board member, officer or employee of the district is prohibited.

END OF POLICY

Legal Reference(s):

ORS 244.040
ORS Chapters 279, 279A, 279B, 279C
ORS 294.311
ORS 328.441 - 328.470
ORS 332.075
OAR 125-055-0040

Cross Reference(s):

BBA - Board Powers and Duties
BBFA - Board Member Ethics and Conflicts of Interest
DJC - Bidding Requirements
DJFA - Credit Cards DJG – Vendor Relations
FEF/FEFB - Construction Contracts - Bidding and Awards

Code: **DJCA**
Adopted: 1/04/07
Revised/Readopted: 7/15/10
Orig. Code(s): DJCA

Personal Services Contracts

The district may enter into personal services contracts with qualified professionals as provided by ORS 279A.055. Personal services contracts, as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment. The district may enter into a personal services contract only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts for personal services in excess of $500,000 shall require prior board approval.

The superintendent will develop administrative regulations as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS Chapters 279, 279A, 279B and 279C
279B
ORS 332.107
ORS 670.600
OAR 459-010-0030

INTERNAL REVENUE SERVICE, PUBLICATION 1779: INDEPENDENT CONTRACTOR OR EMPLOYEE.

Cross Reference(s):

DJC - Bidding Requirements

Code: **JECF**
Adopted: 5/14/14
Revised/Readopted: 4/08/15; 11/08/17

Interdistrict Transfer of Resident Students**

Interdistrict Transfer

The Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Consequently, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. The agreement will be by written consent of the affected school boards or designees whereby the student becomes a "resident student" of the attending district, allowing the attending district to receive State School Fund moneys. Any additional fees or tuition costs are the responsibility of the parent.

When the resident district approves the release of a resident student to another school district, the student or their parent(s) will be solely responsible for transportation unless federal or state law requires transportation to be provided by the district. When a resident student, who is on an individualized education plan (IEP), is accepted to another district by an interdistrict transfer, the attending district becomes responsible for a free appropriate public education (FAPE).

Additionally, an interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act (ESSA).

The resident district may not impose any limitations on the length of time for which consent is given to the student requesting release to another district.

The resident district shall not require a student to receive consent more than one time when the student requests admission to the same receiving district, regardless of any time limitations imposed by the receiving district.

The district shall allow the student whose legal residence changes to a different district during the school year or summer between school years, to complete the school year in the district if the student chooses to do so.

Safe Public School Choice Transfer Requests

An interdistrict transfer[1] may be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends, or the student attends a school identified as persistently dangerous and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school.

Homeless Student

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend their school of origin[2], located out-of-district. The request will be considered based on the best interest of the student. The student may continue in their school of origin for the duration of the student's homelessness.
Transportation will[3] be provided in accordance with law.

The superintendent is directed to establish procedures for the review of any student request to attend school in another district.

END OF POLICY

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 329.485
ORS 332.107
ORS 335.090
ORS 339.115 to -339.133
ORS 339.141
ORS 339.250
ORS 343.221
ORS 433.267

OAR 581-021-0019
OAR 581-022-2220

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2017).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2017).
Every Student Succeeds Act, 20 U.S.C. § 7912 (2017).

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[1]Districts are encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring district to accept transfer students, if there is not another school in the district in which the student legally resides for the transferring student.

[2]"School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled.

When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

[3]McKinney-Vento Homeless Assistance Act (see 44 U.S.C. 11432(g)(1)(J)(iii)).

Code: **JECB**
Adopted: 2/09/11
Revised/Readopted: 12/14/11; 5/14/14; 4/08/15; 9/09/15; 10/11/12

Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards or designee. The student becomes a "resident pupil" of the attending district thereby allowing the attending district to receive State School Fund moneys;

2. **Tuition Paying Student.** By admitting a nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;

3. **Court Placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may, based on district criteria, deny regular school or alternative education program admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

Annually, by March 1st, the Board shall establish the number of student transfer requests into the district, and out of the district, to which consent will be given for the upcoming school year.

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, ethnicity, national origin, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may only ask for the student's name, contact information, date of birth, grade level, and whether the student is currently expelled, whether the student may be given priority on consent for admission (see the following paragraph for priorities), information about which schools the student prefers to attend.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission, but have a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

END OF POLICY

Legal Reference(s):

ORS 109.056
ORS 327.006
ORS 329.485
ORS 335.090
ORS 339.115 to -339.133
ORS 339.141
ORS 339.250
ORS 343.221
ORS 433.267
ORS 174.100

Letter Opinions, Office of the OR Attorney General (March 15, April 18, June 30 1988).
OR. DEP'T OF EDUC., ODE EXECUTIVE MEMORANDA 23-1988-89, 42-1994-95.

Cross Reference(s):

JEC - Admissions

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: November 17, 2021

Action ☐
Report ☒

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: December 8, 2021
    ii. Board Training: December 10-11, 2021
    iii. Board Business Meeting: December 15, 2021
c. Budget Committee Vacancies
    i. Position 11, term ending June 30, 2024
    ii. Position 12, term ending June 30, 2024

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: **Superintendent's Report**

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

Date: November 17, 2021

Action	☐
Report	☒

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 - Dr. Danna Diaz
b. Student and Staff Wellness
c. Fiscal Update
    i. Financial Report
    ii. Enrollment Report

Reynolds School District

Student and Staff Wellness: Discipline

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.

Reynolds School District

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.

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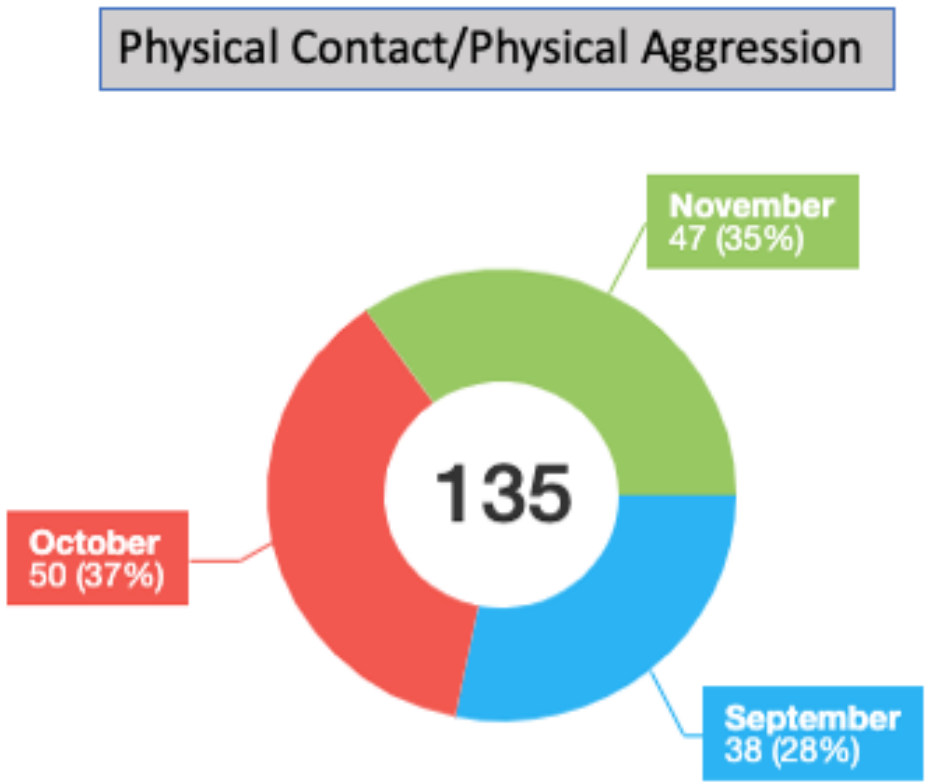
INSTRUCTIONAL PRACTICES

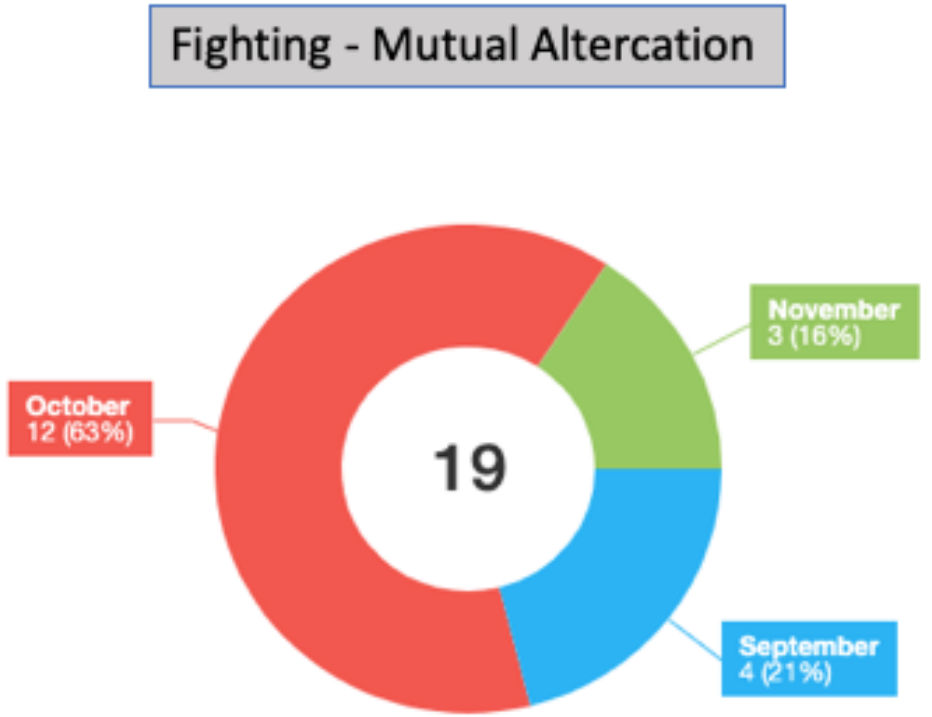
We believe that high-quality, first-time instruction will eliminate the opportunity gap.
We commit to setting high expectations and providing intentional professional development for instructional leaders.

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.

Data Picture - Elementary



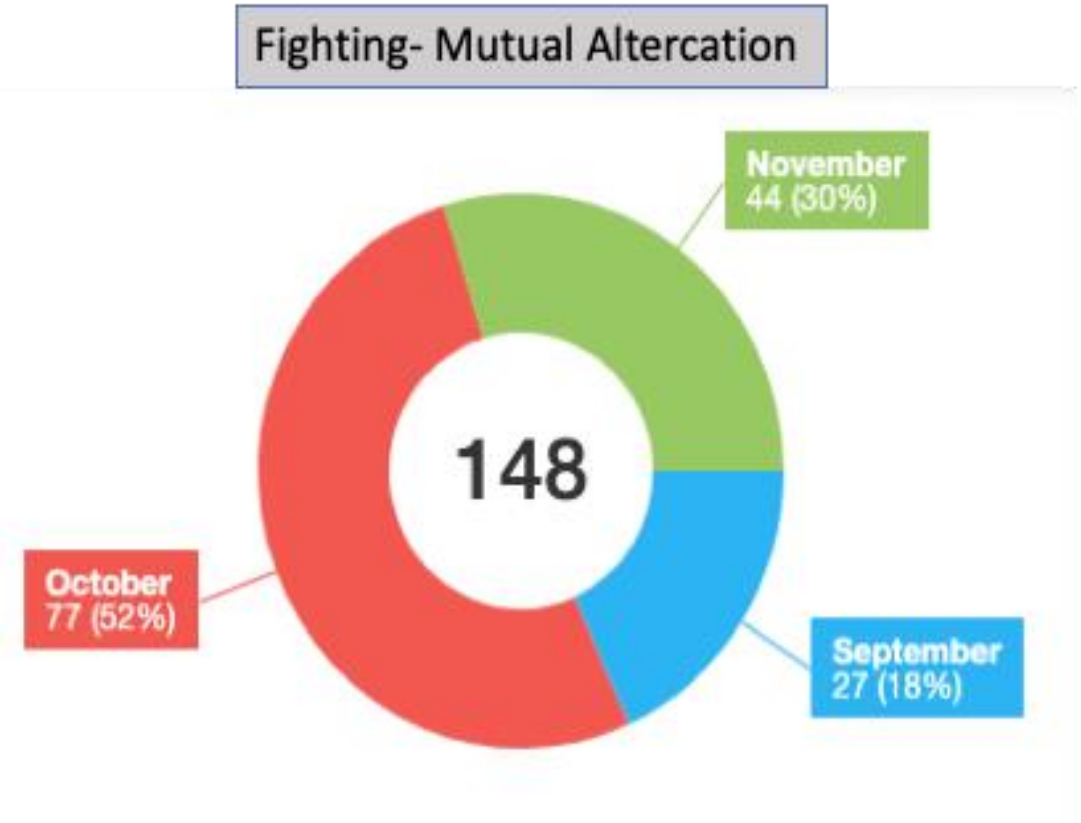


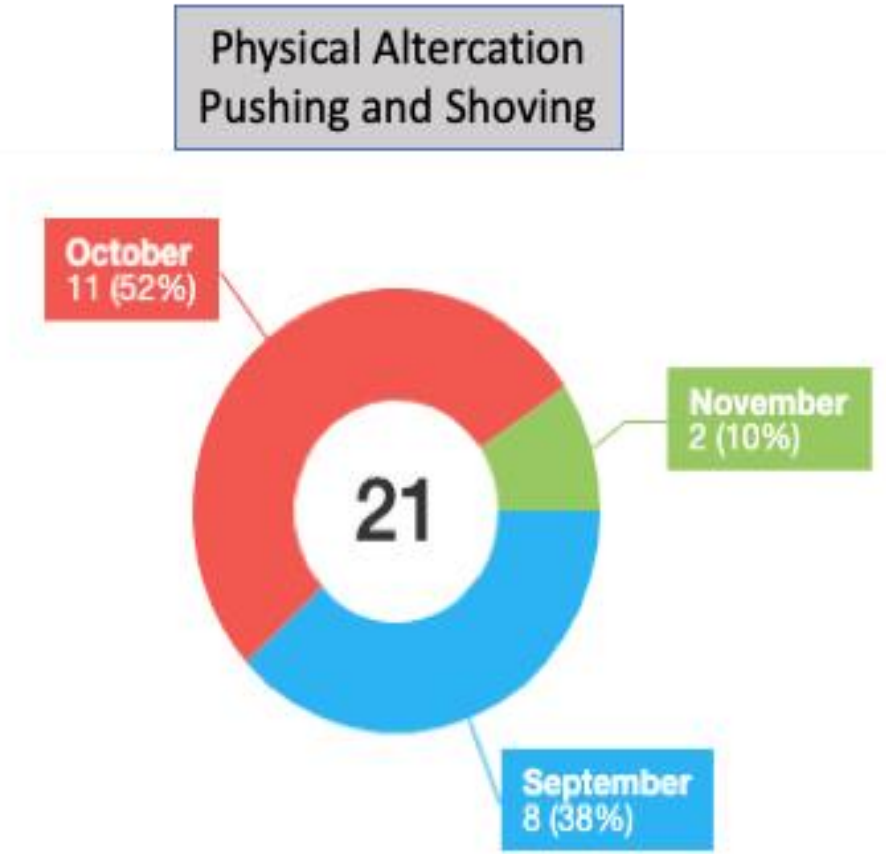
296

Represents 41% of Elementary Referrals

Reynolds School District

Data Picture - Secondary





297

Represents 30% of Secondary Referrals

Reynolds School District

Why is this the data story?

- Critical Staffing Shortages
- Exposure to chronic stress and trauma for students and staff (especially, BIPOC)
- Isolation's effect on social emotional wellness and age appropriate social skill development
- National Mental Health Crisis

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Reynolds School District

Reynolds School District

Next Steps

Data Based Action Steps and Improvements

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

Actions for Improvement

HCM held a hiring fair on November 5th – 6th and successfully began to fill some of our vacancies.

Further collaboration with REA through Article 18, Article 10, and contract maintenance to adopt additional supports around Social Emotional Learning Standards and Classroom Management

Professional Development for Implementing Social Emotional Learning Standards developed by the Collaborative for Academic, Social, and Emotional, Learning. (CASEL)

Working with PACE Legal consultants to review school safety and security measures

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Collaborating with ODE as part of the SIA intensive coaching process on further supports for students and staff.

Allocation of two additional Campus Monitors at Reynolds Middle School and two additional Campus Monitors at Reynolds High School

Reynolds School District

Reynolds School District

Questions?

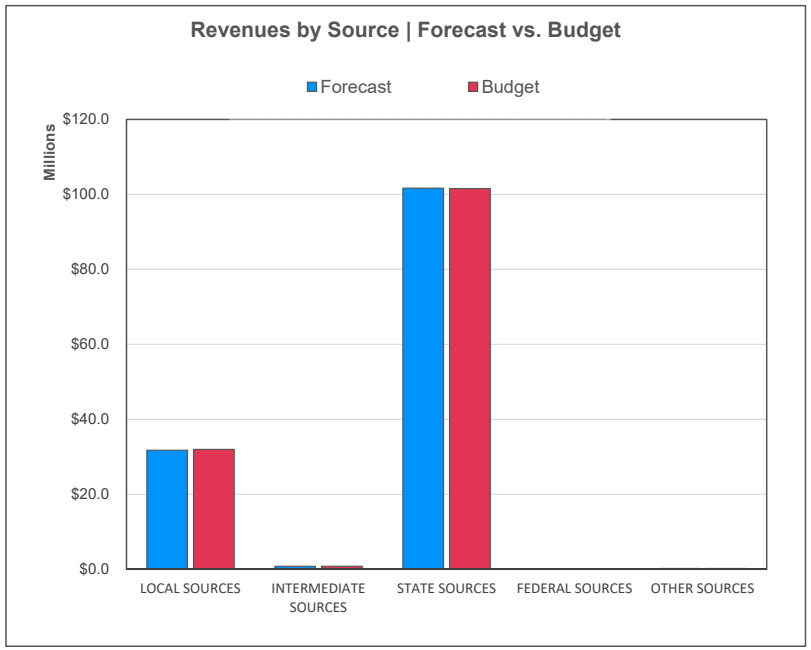
As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

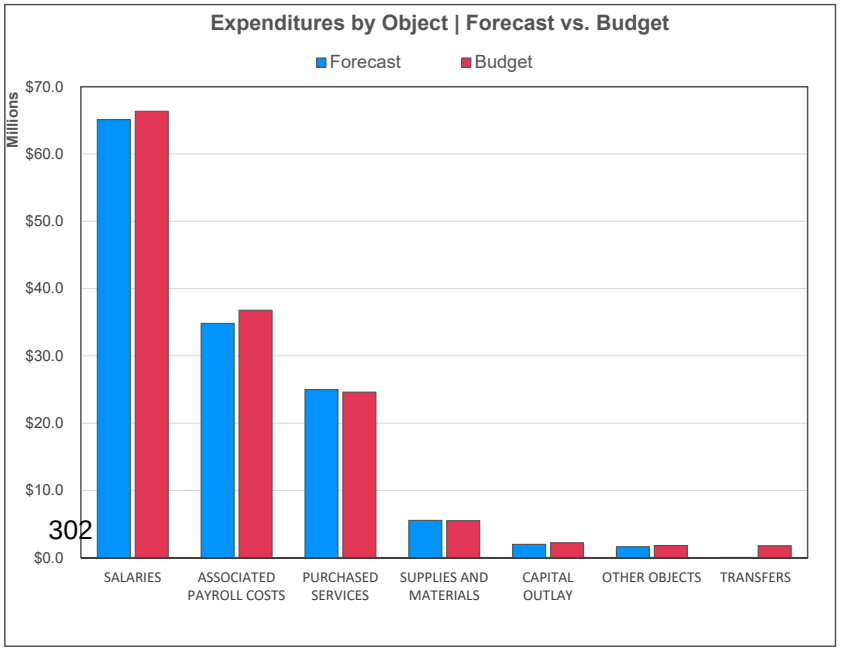
Reynolds School District #7

100 General Fund | Financial Projection by Object

For the Period Ending October 31, 2021

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	$ 361,133	$ 31,991,483	$ 498,702	1.56%	$ 31,260,853	$ 31,759,555
Intermediate Sources	-	798,329	-	0.00%	798,278	798,278
State Sources	42,627,503	101,567,300	41,434,402	40.80%	60,227,865	101,662,267
Federal Sources	44,228	85,000	(869)	-1.02%	44,823	43,955
Other Sources	-	215,987	-	0.00%	215,987	215,987
Total Operating Revenues	**$ 43,032,864**	**$ 134,658,099**	**$ 41,932,235**	31.14%	**$ 92,547,806**	**$ 134,480,041**
Beginning Fund Balance	-	11,099,637	24,654,907	222.12%	-	24,654,907
TOTAL RESOURCES	**$ 43,032,864**	**$ 145,757,736**	**$ 66,587,142**	45.68%	**$ 92,547,806**	**$ 159,134,948**
REQUIREMENTS						
Operating Expenditures						
Salaries	$ 12,330,929	$ 66,349,651	$ 12,422,935	18.72%	$ 52,696,692	$ 65,119,627
Associated Payroll Costs	6,937,047	36,773,398	6,224,065	16.93%	28,599,968	34,824,033
Purchased Services	5,244,940	24,603,985	5,834,000	23.71%	19,159,911	24,993,911
Supplies and Materials	1,157,829	5,502,428	1,997,712	36.31%	3,550,186	5,547,898
Capital Outlay	906,240	2,221,018	144,660	6.51%	1,836,709	1,981,369
Other Objects	1,305,717	1,800,352	1,425,674	79.19%	198,901	1,624,575
Transfers	3,475,913	1,773,000	-	0.00%	35,460	35,460
Total Operating Expenditures	**$ 31,358,615**	**$ 139,023,832**	**$ 28,049,046**	20.18%	**$ 106,077,828**	**$ 134,126,874**
Contingencies	-	1,683,476	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	5,050,428	-	0.00%		-
TOTAL REQUIREMENTS	**$ 31,358,615**	**$ 145,757,736**	**$ 28,049,046**	19.24%	**$ 106,077,828**	**$ 134,126,874**
Ending Fund Balance						**$ 25,008,074**
OPERATING SURPLUS / (DEFICIT)	**$ 11,674,249**	**$ (4,365,733)**	**$ 13,883,189**		**$ (13,530,022)**	**$ 353,167**
(Operating Revenue less Operating Expenses)						





Budget Performance Update

FY22+ Reynolds (RSD Monthly Actual + Trends)

Fund summary basis: General Fund (Source 54XX Removed)

Month of October (fiscal year 2022):

↑ Total MTD Revenues: $8,589,124; over plan* (favorable) by +$159,905
↓ Total MTD Expenditures: $10,013,655; under plan (favorable) by -$1,341,840

Fiscal year to date (July-October):

↓ Total YTD Revenues: $41,932,235 (31.1% of annual budget compared to 31.9% prior YTD); under plan (unfavorable) year-to-date (YTD) by -$196,057

- ↓ 1000-1999 Local Sources: -$231,928
- ↓ 2000-2999 Intermediate Sources: -$51
- ↑ 3000-3999 State Sources: +$94,967
- ↓ 4000-4999 Federal Sources: -$41,045
- ↓ 5000-5999 Other Sources: -$17,999

↓ Total YTD Expenditures: $28,049,046 (19.2% of annual budget compared to 24.2% prior YTD); under plan (favorable) year-to-date (YTD) by -$4,742,421

- ↓ 100-199 Salaries: -$1,230,024
- ↓ 200-299 Associated Payroll Costs: -$1,949,365
- ↑ 300-399 Purchased Services: +$389,926
- ↑ 400-499 Supplies and Materials: +$45,470
- ↓ 500-599 Capital Outlay: -$239,649
- ↓ 600-699 Other Objects: -$21,239
- ↓ 700-799 Transfers: -$1,737,540
- 800-899 Other Uses of Funds: +$0

End of Fiscal Year Projection

	Projected	Annual Budget	Variance
Total Revenues	$134,480,041	$134,658,099	-$178,058
Total Expenditures	$134,126,874	$145,757,736	-$11,630,862
Difference	↑+$353,167	-$11,099,637	+$11,452,804

* Plan equals budgeted amount including any assumptions for all periods (Trend Amount).

For further details, refer to the current base scenario RSD Monthly Actual + Trends in 5Cast *Plus*.

2021-2022 Enrollment by Grade Data Excluding Charters

Grade	6-Oct-2021	20-Oct-2021	Pd Chg	Change 10/6 to Current	Rept Date vs June 2021 6/2021 Data	Change
Kndgtn	633	642	9	9	623	19
1st	590	593	3	3	711	-118
2nd	655	655	-	-	698	-43
3rd	631	638	7	7	709	-71
4th	665	669	4	4	725	-56
5th	687	685	(2)	(2)	785	-100
6th	721	719	(2)	(2)	766	-47
7th	702	702	-	-	815	-113
8th	779	735	(44)	(44)	725	10
9th	715	712	(3)	(3)	811	-99
10th	727	727	-	-	728	-1
11th	675	670	(5)	(5)	650	20
12th	749	742	(7)	(7)	781	-39
SPED SC	110	107	(3)	(3)	85	22
Total	**9,039**	**8,996**	**(43)**	**(43)**	**Total**	**-616**

-

2020-2021 Enrollment by Grade Data Excluding Charters

Grade	6-Oct-2020	29-Oct-2020	Pd Chg	Change 10/6 to Current
Kndgtn	568	597	29	29
1st	697	716	19	19
2nd	681	701	20	20
3rd	699	707	8	8
4th	708	722	14	14
5th	768	791	23	23
6th	804	780	(24)	(24)
7th	849	821	(28)	(28)
8th	729	715	(14)	(14)
9th	758	834	76	76
10th	701	741	40	40
11th	608	677	69	69
12th	730	809	79	79
SPED SC	65	77	12	12
Total	**9,365**	**9,688**	**323**	**323**

Unit Change in Data 2021-2022 as Compared to 2020-2021 Exculding Charters

Grade	10/6/2021 vs 10/6/2020	10/20/2021 vs 10/29/2020
Kndgtn	65	45
1st	(107)	(123)
2nd	(26)	(46)
3rd	(68)	(69)
4th	(43)	(53)
5th	(81)	(106)
6th	(83)	(61)
7th	(147)	(119)
8th	50	20
9th	(43)	(122)
10th	26	(14)
11th	67	(7)
12th	19	(67)
SPED SC	45	30
Total	**(326)**	**(692)**

2021-2022 Enrollment by School Data Excluding Charters

School	6-Oct-2021	20-Oct-2021	PD Chg	Change 10/6 to Current	Rept Date vs June 2021 6/3/2021	Change
Alder	381	388	7	7	437	-49.00
Davis	396	396	-	-	428	-32.00
Fairview	302	306	4	4	290	16.00
Glenfair	390	399	9	9	423	-24.00
Hartley	335	335	-	-	414	-79.00
M Scott	357	358	1	1	409	-51.00
Salish Ponds	348	353	5	5	378	-25.00
Sweetbriar	266	268	2	2	303	-35.00
Troutdale	330	327	(3)	(3)	378	-51.00
Wilkes	433	431	(2)	(2)	432	-1.00
Woodland	372	373	1	1	371	2.00
Lee MS	720	676	(44)	(44)	794	-118.00
RMS	928	924	(4)	(4)	956	-32.00
WMMS	569	570	1	1	577	-7.00
RHS	2,604	2,585	(19)	(19)	2,667	-82.00
RLA	185	199	14	14	241	-42.00
Cornerstone/Tutoring/Outside Plc	123	108	(15)	(15)	114	-6.00
Total	**9,039**	**8,996**	**(43)**	**(43)**	**9,612**	**-616**

2020-2021 Enrollment by School Data Excluding Charters

School	6-Oct-2020	29-Oct-2020	PD Chg	Change 10/6 to Current
Alder	429	431	2	2
Davis	397	421	24	24
Fairview	287	293	6	6
Glenfair	380	419	39	39
Hartley	405	412	7	7
M Scott	401	402	1	1
Salish Ponds	340	376	36	36
Sweetbriar	301	301	-	-
Troutdale	381	379	(2)	(2)
Wilkes	431	430	(1)	(1)
Woodland	378	376	(2)	(2)
Lee MS	805	797	(8)	(8)
RMS	1002	961	(41)	(41)
WMMS	592	579	(13)	(13)
RHS	2,573	2,765	192	192
RLA	153	217	64	64
Cornerstone/Tutoring	110	129	19	19
Total	**9,365**	**9,688**	**323**	**323**

Unit Change in Data 2021-2022 as Compared to 2020-2021 Excluding Charters

School	10/6/2021 vs 10/6/2020	10/20/2021 vs 10/29/2020
Alder	(48.00)	(43.00)
Davis	(1.00)	(25.00)
Fairview	15.00	13.00
Glenfair	10.00	(20.00)
Hartley	(70.00)	(77.00)
M Scott	(44.00)	(44.00)
Salish Ponds	8.00	(23.00)
Sweetbriar	(35.00)	(33.00)
Troutdale	(51.00)	(52.00)
Wilkes	2.00	1.00
Woodland	(6.00)	(3.00)
Lee MS	(85.00)	(121.00)
RMS	(74.00)	(37.00)
WMMS	(23.00)	(9.00)
RHS	31.00	(180.00)
RLA	32.00	(18.00)
Cornerstone/Tutoring/Outside Plc	13.00	(21.00)
Total	**(326)**	**(692)**

ACTUAL ATTENDANCE COUNT REPORT 2021-2022

Elementary Enrollment By Classroom

October 20, 2021

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Added Grade	COMPARISON TO PROJECTIONS 2021-22 Projected		COMPARISON TO 2020-2021 @ June 2021	
																	Projected	Diff	2020-2021	YOY Chg
Alder			20		23		24		23		24		27				*Alder*			
Bilingual Classrooms			13		21		22		24		21		21							
			14		21		20		25		20		20							
Montessori Kinder			5																	
Total		**0**	**52**		**65**		**66**		**72**		**65**		**68**	**388**	**-**		**402**	**-14**	**437**	**-3**
# of Classes			**3**		**3**		**3**		**3**		**3**		**3**							
Average Class Size			**17.33**		**21.67**		**22.00**		**24.00**		**21.67**		**22.67**							
Davis		**SPED SC**	15		20		23		18		15		18				*Davis*			
		10	13		21		20		14		17		22							
		9	14		23		20		16		16		22							
			14						17		19									
Total		**19**	**56**		**64**		**63**		**65**		**67**		**62**	**396**	**-**		**414**	**-18**	**428**	**1**
# of Classes			**4**		**3**		**3**		**4**		**4**		**3**							
Average Class Size			**14.00**		**21.33**		**21.00**		**16.25**		**16.75**		**20.67**							
Fairview		**SPED SC**	15		13		16		25		24		20				*Fairview*			
		6	17		14		17		22		23		22							
		7	15		13		16						21							
Total		**13**	**47**		**40**		**49**		**47**		**47**		**63**	**306**	**-**		**284**	**22**	**290**	**-31**
# of Classes			**3**		**3**		**3**		**2**		**2**		**3**							
Average Class Size			**15.67**		**13.33**		**16.33**		**23.50**		**23.50**		**21.00**							
Glenfair		**SPED SC**	23		17		16		18		22		21				*Glenfair*			
			22		16		16		15		21		20							
			22		16		19		20		21		18							
			20				17		19											
Total		**0**	**87**		**49**		**68**		**72**		**64**		**59**	**399**	**-**		**418**	**-19**	**423**	**-29**
# of Classes			**4**		**3**		**4**		**4**		**3**		**3**							
Average Class Size			**21.75**		**16.33**		**17.00**		**18.00**		**21.33**		**19.67**							

ACTUAL ATTENDANCE COUNT REPORT 2021-2022

Elementary Enrollment By Classroom

October 20, 2021

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Grade	COMPARISON TO PROJECTIONS 2021-22 Projected		COMPARISON TO 2020-2021 @ June 2021	
															FTE		Projected	Diff	2020-2021	YOY Chg
Hartley		SPED SC	17		18		15		17		20		18				*Hartley*			
			17		17		15		20		20		17							
			17		16		15		19		21		18							
			6		12															
Total		**0**	**57**		**63**		**45**		**56**		**61**		**53**	**335**	**-**		**396**	**-61**	**414**	**-28**
# of Classes			**3.5**		**3.5**		**3**		**3**		**3**		**3**							
Average Class Size			**16.29**		**18.00**		**15.00**		**18.67**		**20.33**		**17.67**							
M Scott		SPED SC	21		14		19		18		19		21				*M Scott*			
			21		19		15		18		19		21							
			21		20		17		19		17		23							
							16													
Total		**0**	**63**		**53**		**67**		**55**		**55**		**65**	**358**	**-**		**396**	**-38**	**409**	**10**
# of Classes			**3**		**3**		**4**		**3**		**3**		**3**							
Average Class Size			**21.00**		**17.67**		**16.75**		**18.33**		**18.33**		**21.67**							
Salish Ponds		SPED SC	19		18		15		18		22		23				*Salish Ponds*			
			18		18		13		17		22		19							
			20		18		17		17		23		20							
							16													
Total		**0**	**57**		**54**		**61**		**52**		**67**		**62**	**353**	**-**		**360**	**-7**	**378**	**-46**
# of Classes			**3**		**3**		**4**		**3**		**3**		**3**							
Average Class Size			**19.00**		**18.00**		**15.25**		**17.33**		**22.33**		**20.67**							
Sweetbriar		SPED SC	21		19		20		19		23		24				*Sweetbriar*			
			21		17		20		18		23		26							
							7	x	10											
Total		**0**	**42**		**36**		**47**		**47**		**46**		**50**	**268**	**-**		**272**	**-4**	**303**	**-42**
# of Classes			**2**		**2**		**2.5**		**2.5**		**2**		**2**							
Average Class Size			**21.00**		**18.00**		**18.80**		**18.80**		**23.00**		**25.00**							

ACTUAL ATTENDANCE COUNT REPORT 2021-2022

Elementary Enrollment By Classroom

October 20, 2021

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Added FTE Grade	COMPARISON TO PROJECTIONS 2021-22 Projected		COMPARISON TO 2020-2021 @ June 2021	
																	Projected	Diff	2020-2021	YOY Chg
Troutdale		SPED SC	18		21		16		23		21		19				*Troutdale*			
			17		21		17		22		19		20							
			18		19		17				19		20							
Total		**0**	**53**		**61**		**50**		**45**		**59**		**59**	**327**	**-**		**352**	**-25**	**378**	**-53**
# of Classes			**3**		**3**		**3**		**2**		**3**		**3**							
Average Class Size			**17.67**		**20.33**		**16.67**		**22.50**		**19.67**		**19.67**							
Wilkes		SPED SC	20		17		24		22		22		20				*Wilkes*			
		9	19		17		24		23		22		22							
		8	20		17		24		21		8	x	10							
			10	x	10						22		20							
Total		**17**	**69**		**61**		**72**		**66**		**74**		**72**	**431**	**-**		**419**	**12**	**432**	**-63**
# of Classes			**3.5**		**3.5**		**3**		**3**		**3.5**		**3.5**							
Average Class Size			**19.71**		**17.43**		**24.00**		**22.00**		**21.14**		**20.57**							
Woodland		SPED SC	20		16		23		20		28		22				*Woodland*			
		6	20		15		21		18		29		22							
		9	19		16		22		21				19							
		7																		
Total		**22**	**59**		**47**		**66**		**59**		**57**		**63**	**373**	-		359	14	371	-74
# of Classes			**3**		**3**		**3**		**3**		**2**		**3**							
Average Class Size			**19.67**		**15.67**		**22.00**		**19.67**		**28.50**		**21.00**							
SPED Outside Placements/Tutoring			**-**		**-**		**1.00**		**2.00**		**7.00**		**9.00**	**19**			**27**	**-8**	**27**	**-13**
Grade Totals		71	642.00		593		655		638		669		685	**3953**	-		**4099**	**-146**	**4290**	**-371**
Total # of Classes			**35**		**33**		**35.5**		**32.5**		**31.5**		**32.5**							
Total Average Class Size			**18.34**		**17.97**		**18.45**		**19.63**		**21.24**		**21.08**							

ACTUAL ATTENDANCE COUNT REPORT 2021-2022

Elementary Enrollment By Classroom

October 20, 2021

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE		COMPARISON TO PROJECTIONS 2021-22 Projected		COMPARISON TO 2020-2021 @ June 2021	
															FTE	Grade	Projected	Diff	2020-2021	YOY Chg

ACTUAL ATTENDANCE COUNT REPORT 2021-2022

Secondary Enrollment By Grade Level

October 20, 2021

School	SPED SC	6th Grade	7th Grade	x	8th Grade	x	9th Grade	x	10th grade	x	11th Grade	x	12th Grade	Total	Added FTE		COMPARISON TO PROJECTIONS 2021-22 Projected		COMPARISON TO 2020-2021 @ June 2021	
																	Projected	Diff	2020-2021	YOY Chg
SPED Outside Placements/Tutoring		6	10		6		8		11		4		16	61			56	5	51	-79
HB Lee MS	9	219	229		219									676			826	-150	794	4
Reynolds MS	21	294	295		314									924			977	-53	956	5
Walt Morey MS	6	200	168		196									570			604	-34	577	-19
RHS + Middle College							704		702		632		547	2585			2801	-216	2667	256
RLA							0		14		34		151	199			216	-17	241	30
Cornerstone - SPED													22	22			30	-8	30	1
Cornerstone 1- SPED													6	6			11	-5	6	-4
Total	36	719	702		735		712		727		670		742	5043	-		5521	-478	5322	194
Total Reynolds:														8,996	-		9,620	-624	9,612	-177

Comprehensive School | Targeted School | New Classroom Pending

Charter School Data

		Kndgtn	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	x	6th-8th Grade	Total	Added FTE		Projected	Diff	2020-2021	YOY Chg
															FTE	Grade				
Arthur Academy		25	27		25		28		25		22			152			167	-15	166	-13
Rockwood Preparatory Academy		65	60		45		53		49		48			320			295	25	292	-1
MLA		47	46		48		47		47		47		257	539			570	-31	568	12
														1011	-		1032	-21	1026	-2
														10,007	-		10,652	-645	10,638	-179

SPED SC: Special Education Department Self-Contained Classroom where students spend 100% of their day.

-852

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: November 17, 2021

Action ☒
Report ☐

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

Staff Recommendation:

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

Motion:

A. Motion Made by Board Member:
    a. I move that the Board approve all Consent Agenda items as presented.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

Reynolds School District
Board of Education Business Meeting

October 27, 2021
7:00 PM
Virtual Meeting

Attendance Taken at 7:06 PM. Spencer Chao: Present, Yesenia Delgado: Absent, Ana Gonzalez Muñoz: Present, Aaron Muñoz: Present, Michael Reyes: Present, Ricki Ruiz: Absent, 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, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.

II. 7:00p - Call to Order

- Chair Ana Gonzalez Muñoz called the October 27, 2021 meeting to order at 7:05p.

A. Pledge of Allegiance

B. Land Acknowledgement

- Chair Ana Gonzalez Muñoz read the Land Acknowledgement into the record.

C. Consider Approval of the October 27, 2021 Agenda

I move to approve the October 27, 2021 Agenda as presented. This motion, made by Michael Reyes and seconded by Aaron Muñoz, Passed.

Yea: 5, Nay: 0

III. 7:10p - Board Recognition

A. Student Recognition

B. Volunteer/Community Partner Recognition

C. Staff Recognition

D. Resolution 2021-2022-007: Native American Indian Heritage Month

- Director Michael Reyes read Resolution 2020-2021-007 into the record.

IV. 7:25p - Public Hearing: HOLLA Charter School

V. 7:40p - 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.

VI. 7:55p - Bargaining Group Updates

VII. 8:05p - Presentation to the Board

A. Division 22 Presentation

- Clarification on Child Abuse Reporting not including parent notification: we notify law enforcement and/or DHS. They make the decision as to how to proceed, especially if the parent is potentially causing the harm.
- Clarification on TAG - we are in compliance with TAG programs and services but waived identification of TAG students?: ODE waived the testing requirement last year. Students who were not tested last year are being tested this year.
- Clarification on Non-Compliance: We have one-year to get back on track. Plans have already been sent out to administrators and test coordinators.

B. Budget Input Sessions / Process Presentation

- Staff Budget Sessions will be live on zoom. Community input will be collected online.

VIII. 8:35p - Board Reports

A. Board Announcements

- RSD Board Facebook Page is now up and running.

i. Individual Board Members - Announcements and Reports

ii. Upcoming Board Meetings

IX. 8:45p - Superintendent's Reports

A. Announcements/Reports

B. Student and Staff Wellness: MESD Nursing Update

C. Communications Report

D. Financial Report

i. Enrollment Report

- Do we have a breakdown of why we are losing students and where they are going?

X. 9:15p - Consent Agenda

I move that the Board approve all Consent Agenda items as presented. This motion, made by Aaron Muñoz and seconded by Spencer Chao, Passed.

Yea: 5, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. Contracts

i. Open School Contract Renewal

ii. EduPoint Contract Addendum

D. Intergovernmental Agreements

i. Columbia Regional IGA for Autism Services Renewal

ii. IGA with Mt. Hood Community College Renewal

iii. Early Intervention/Early Childhood Special Education Services - IGA with David Douglas Renewal

iv. E-Rate IGA Renewal

E. Resolutions

i. Resolution 2021-2022-007 Native American Indian History Month

ii. Resolution 2021-2020-008 Authorized Signer Update

F. Grants

i. FCC Emergency Connectivity Fund Grant

ii. City of Gresham Grant for Multnomah Youth Cooperative at RLA

XI. 9:20p - Action Items

A. SRO Contract Negotiations with Multnomah County Sheriff's Office

- Can the Board be involved in the selection of SROs?
    - The schools would like the SROs they have had in the past back if at all possible.
- Can the Board have involvement in the contract, making sure there is a process for holding SROs accountable?

I move that the Board authorize the District to enter into negotiations with Multnomah County Sheriff's Office for a future intergovernmental agreement for School Resource Officers. This motion, made by Spencer Chao and seconded by Aaron Muñoz, Passed.

Yea: 5, Nay: 0

B. OSEA Collective Bargaining Agreement: 2021-2024

I move that the Board approve the OSEA Collective Bargaining Agreement which will serve as the protocol for classified staff for the duration of the agreement. This motion, made by Michael Reyes and seconded by Aaron Muñoz, Passed.

Yea: 5, Nay: 0

C. IGA with the City of Troutdale for Security Cameras

- No student information would be shared with the city.
- Would the district have any liability to intervene in an incident at the park?
-

I move that the Board authorize the execution of City of Troutdale / Reynolds School District Security Camera Access Intergovernmental Agreement. This motion, made by Aaron Muñoz and seconded by Spencer Chao, Passed.

Yea: 4, Nay: 1

D. RAA Group Agreement: 2021-2024

I move that the Board the RAA agreement, which will serve as the protocol for administrative and specialist staff for the duration of the agreement. This motion, made by Spencer Chao and seconded by Michael Reyes, Passed.

Yea: 5, Nay: 0

XII. 9:35p - Board Discussion

XIII. 9:45p - Adjourn

- Chair Ana Gonzalez Muñoz adjourned the October 27, 2021 Business Meeting at 10:16p.

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

To: Board of Directors

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

Prepared by: Elizabeth Pomykala, Admin Assistant to the Executive Director of Schools

Subject: **Reynolds High School Wrestling Overnight Trip**

Policy: Field Trips and Special Events – IICA

Date: November 17, 2021

Action ☒
Report ☐

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 High School Wrestling Team is scheduled to participate in the two-day La Grande Wrestling Tournament hosted by La Grande High School in La Grande, Oregon. The trip will involve approximately 40 student-athletes.

The team will depart from Reynolds High School on the morning of Friday, December 10, 2021 and travel by district school bus to La Grande, Oregon. The team will depart early enough to stop for lunch and arrive at La Grande High School in time for the 1:00pm weigh-in. The team will be lodging at Super 8 Motel (2407 R Ave., La Grande, Oregon 97850).

The team will compete on the afternoon/evening of Friday, December 10 and on the morning/afternoon of Saturday, December 11. The team will depart for Reynolds High School following their matches on Saturday, December 11.

The team will be driven in an RSD school bus. Additional chaperones for this trip will include Assistant Wrestling Coaches Barry Miles (certified teacher and coach), Julio Avila (certified coach) and Kris Pihl (certified coach).

Players' room assignments will be designated by the coaching staff. Coaches will establish a "lights-out" time and perform regular "bed checks." Coaches will also offer direct supervision of all other activities.

Previous Board Action:
This same trip was approved by the Board 2 years ago.

Background:
This trip will provide valuable educational experiences in character education, personal responsibility, integrity, ethics, developing teamwork, and promoting positive self-esteem. In addition, participants will be expected to serve as outstanding representatives of Reynolds High School and our wrestling program. We believe this trip will help establish the bonds of trust and respect that will help our athletes function as a team; especially in the face of the inevitable adversity they will face during the season.

Financial Implications:
The estimated expenses for lodging will not exceed $1,500. The cost will be covered from funds in the Reynolds High School Athletics Travel budget. The transportation expenses for the district school bus will be paid from the Reynolds High School Athletics Transportation allotment for the 2021-22 school year. Meals will be provided by the hotel and ASB Wrestling funds. Team members with financial hardship will still be able to make the trip.

Alternatives:
It this trip request is denied, the Reynolds High School Wrestling team will forfeit the opportunity to participate in a fantastic non-league wrestling tournament. And while the impact on the team's overall development is difficult to predict, it is likely that both students and parents would question the decision to deprive them of the opportunity to play a full schedule.

Staff Recommendation:
Staff recommends approval of this trip.

Motion:

A. Motion Made by Board Member:
    a. I move that the Board approve the Reynolds High School Wrestling Team's overnight trip request, as presented.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

CLEAR

Reynolds School District
INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

Name of Group: Reynolds High School Wrestling Team School: RHS

Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.

Date Request Submitted: 11/4/21 Date(s) of Activity: 12/10-11

If sufficient space is not available on this form, supporting data should be attached.

1. Purpose of the trip. (Complete related section on the next page.)
   Non League Competition
2. List staff member(s) responsible for students. List all other supervisors on trip.
   Steve Paulson, Barry Miles, Julio Avila, and Kris Phil
3. School equipment to be used:
   RSD transportation
4. Lodging:
   Super 8 Motel La Grande
5. Will Student Travel Insurance be obtained? ☐ Yes ☑ No
6. Estimated number of students: 40 Number of supervisors: 4
7. Parent permission slip on file: ☑ Yes ☐ No
8. Person or persons initiating request: Dee Archie Date: 11/4/21
9. Principal approval: _____ Date: 11/5/21

Decision: Preliminary approval to continue with planning ☐ Yes ☐ No

If denied, reason _____

_____

District Activities Coordinator Date

Final Approval ☐ Yes ☐ No

_____ _____
District Activities Coordinator Date

Reynolds School District
PURPOSE OF TRIP

1. List itinerary.
   depart rhs 9am, lunch in route, arrival at 1:00pm 12/10

2. What are the objectives of the trip and how are the experiences provided on the trip related to the class or school program?
   Opportunity to wrestle non league opponents

3. How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge or appreciations?
   opportunity to compete and team bonding

4. What effect does the trip have on other classes or programs?
   excused absence Dec. 10

5. Estimated cost of trip $1500. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)
   Fundraised in ASB account

6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type 10/20 license will be required for drivers (see Policy EEAE).
   RSD Bus

7. Describe supervision plans to ensure maximum safety for students.
   Bus seating chart (seat assignment will match room assignments) for Covid.

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

To: Board of Directors

From: Anthony Lebron, Chief Financial Officer

Prepared by: Mary Knigge, Consultant

Subject: **Construction Excise Tax**

Policy: Revenues from Private, State and Federal Sources – DE/DEB/DEC

Date: November 17, 2021

Action ☒
Report ☐

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:

Oregon Laws 2007, Senate Bill 1036, authorizes school districts, as defined in ORS 330.005, to impose construction excise taxes to fund capital improvements to school facilities.

In June 2008, the District entered into Intergovernmental Agreements (IGAs) with local cities to collect a School Construction Excise Tax to be assessed on new construction within the school district boundaries. The tax rate limits are indexed to inflation each year by the Oregon Department of Revenue. The District has not used this new indexing since the bill was approved in 2009.

Please refer to the following attachments:

- Attachment A: Resolution 15.07-08, Imposition of Construction Excise Tax, June 11, 2008
- Attachment B: Oregon Department of Revenue Indexing of School Construction Tax Limits
- Attachment C: Example of Intergovernmental Agreement – see 3.D. requiring Board approval to set new rate
- Attachment D: Resolution 2021-2021-009 Construction Excise Tax Increase

Previous Board Action:

The Board approved agenda Item 78.07-08, Resolution 15.07-08 Imposition of Construction Excise Tax dated June 11, 2008.

Background:
Passed in 2007, Senate Bill (SB) 1036 allowed school districts to impose a tax on new construction measured by the square footage of improvements. SB 1036 defined and required revenues to be used for capital improvements. Construction taxes imposed by a school district must be collected by a local government by means of an intergovernmental agreement, which states the terms for collecting the tax. In 2008, the Board approved the collection of this tax and entered into IGA's with the Cities of Fairview, Gresham, Troutdale, and Wood Village. Beginning in 2009 tax rates were indexed to inflation allowing districts to receive addition tax revenue. Reynolds School District has not taken advantage of this inflation amount.

Financial Implications:
Increase in capital improvement dollars estimated to be in excess of $110,000 for 2021-22. Prior years taxes cannot be recovered as building permits, which is when the tax is collected, have already been issued and the cities / District would have no way to recover the tax.

Alternatives:
Continue CET collections at the rate initially set in 2008 by SB 1036.

Staff Recommendation:
Staff recommends increasing the Construction Excise Tax and amending the Intergovernmental Agreements with the cities of Fairview, Gresham, Troutdale, and Wood Village as outlined by the Oregon Department of Revenue Indexing of School Construction Tax Limits as follows:

	2008-09	2021-22
Residential	$1.00	$1.41
Non-Residential	$0.50	$0.70
*Non-Residential Max	$25,000	$35,200

*(not to exceed per building permit or per structure, whichever is less)

Motion:

A. Motion Made by Board Member
    a. I move that the Board approve Resolution 2021-2022-009 Construction Excise Tax Limit Increase
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

RESOLUTION 15.07-08
Imposition of Construction Excise Tax
June 11, 2008

WHEREAS, the District has a critical need to build new facilities and improve existing school facilities; and

WHEREAS, the Oregon Legislative Assembly passed Senate Bill 1036, authorizing school districts to impose construction excise taxes to fund capital improvements to school facilities; and

WHEREAS, pursuant to Section 5 of Senate Bill 1036 2007, the District has entered into an intergovernmental agreement with local government, local service district or special government body collecting the tax; and

WHEREAS, pursuant to Section 5 of Senate Bill 1036 2007, this intergovernmental agreement establishes: (a) collection duties and responsibilities; (b) the specific school district account into which construction tax revenues are to be deposited and the frequency of such deposits; and (c) the amount of the administrative fee of less than 1% that the entity collecting the tax may retain to recoup its expenses in collecting the tax.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The rates of tax, imposed only on improvements to real property that result in a new structure or additional square footage in an existing structure, with the exemptions outlined in Senate Bill 1036 are:

   (a) Amount not exceeding $1 per square foot on structures or portions of structures intended for residential use, including, but not limited to single unit or multiple-unit housing; and (b) Amount not exceeding $0.50 per square foot on structures or portions of structures intended for nonresidential use, not including multiple-unit housing of any kind.

2. In addition, a construction tax imposed on structures intended for nonresidential use will not exceed $25,000 per building permit or $25,000 per structure, whichever is less.

3. For years beginning on or after June 30, 2009, the tax rates stated in this resolution shall be adjusted for changes in construction costs. The Oregon Department of Revenue will determine the adjusted rate limitations and report to the District.

4. The construction excise tax shall be assessed and collected pursuant to the provisions of Senate Bill 1036 2007.

5. This resolution takes effect on July 1, 2008.

ADOPTED by the Board of Directors of Reynolds School District No. 7, Multnomah County,

Oregon this 11th day of June, 2008.

REYNOLDS SCHOOL DISTRICT NO. 7,
MULTNOMAH COUNTY, OREGON

By:_____
Chair

ATTEST:

By:_____
Superintendent/District Clerk

Oregon
Kate Brown, Governor

Department of Revenue
955 Center St NE
Salem, OR 97301-2555
www.oregon.gov/dor

Issue: Indexing of School Construction Tax Limits
Statute Reference: ORS 320.170
Last Updated: 6/23/2021

Background
Passed in 2007, Senate Bill (SB) 1036 allowed school districts to impose a tax on new construction measured by the square footage of improvements (affordable housing, public buildings, agricultural buildings, hospitals, private schools, and religious facilities are exempt). SB 1036 defined and required revenues to be used for capital improvements. Construction taxes imposed by a school district must be collected by a local government, local service district, special government body, state agency, or state official that issues a permit for structural improvements regulated by the state building code. An intergovernmental agreement with local governments collecting the tax is required and collection expenses are limited to 4 percent of tax revenue. DCBS is allowed to establish an administration fee of .25 percent of tax revenue. School districts with construction tax revenue are required to develop long-term facility plans. Construction taxes may be used for repayment of capital improvement debt.

Tax Limit Calculations
SB 1036 set tax rate limits of $1 per square foot for residential use and $0.50 for nonresidential use, along with a $25,000 tax limit on nonresidential properties. Beginning in 2009, tax rates were indexed to inflation using the Engineering News-Record Construction Cost Index. As prescribed in statute, DOR is responsible for updating tax rate limits and notifying affected districts. To notify affected districts, DOR has partnered with the Department of Education, who receives updated limit calculations from DOR and notifies the affected districts.

Tax rate limits by fiscal year:

Fiscal Year	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23
Residential*	1.20	1.23	1.26	1.30	1.35	1.39	1.41	1.45
Non-Residential*	0.60	0.61	0.63	0.65	0.67	0.69	0.70	0.72
Non-Residential Max	29,900	30,700	31,400	32,600	33,700	34,600	35,200	36,100

* Dollars per square foot

Intergovernmental Agreement Between the City of (*City Name*), Oregon and the ReynoldsSchool District No. 7 to Collect and Remit Construction Excise Tax

Construction Excise Tax Intergovernmental Agreement ("IGA") between the City of (*City Name*) ("City") and the Reynolds School District No. 7 ("School District").

RECITALS:

A. ORS Chapter 190 authorized City and School District to enter into written agreements for the performance of any or all functions and activities that either entity has the authority to perform on its own.

School District is authorized by Chapter 829, Oregon Laws 2007 (Enrolled Senate Bill1036) - further referred to in this IGA as the "CET law" - to impose a Construction Excise Tax ("CET") to fund capital improvements to school facilities.

Pursuant to the CET law, School District has adopted a resolution establishing a CET throughout its jurisdiction. The resolution provides that the CET be collected by the Cityand remitted to School District pursuant to an Intergovernmental Agreement.

City and School District desire to establish certain procedures needed to collect the CETand remit the tax to School District.

City and School District agree:

Information and Forms. School District will provide all of the forms and information necessary to collect the CET including a certified copy of the resolution establishing the CET. City will develop electronic worksheet that will be utilized to calculate CET. School District will develop one letterhead format, incorporating all participating schooldistricts, which will be included into final electronic worksheet. School District will be responsible for any public outreach and/or education efforts and any associated materialssuch as FAQ's, brochures, etc.

Staffing. City shall provide sufficient staff to calculate and collect the CET in accordance with the terms of this IGA. School District shall provide sufficient staff to implement all other aspects of the CET program established by the School District. School District shall appoint a single point of contact for whom the City can refer customers. School District shall provide contact information for the single point of contact.

Collection Start Date. City will collect the CET on behalf of School District for thoseproperties that are within the School District boundaries and within the overlapping geographic areas of City for which the City processes building permits.

City shall collect the CET from building permit applicants in conjunction withcollection of the other building permit fees.

City will begin collecting the CET upon:
1. Receipt of a certified copy of School District's resolution establishing theCET which is in compliance with the CET law.
11. Receipt of a fully executed original copy of this IGA.
111. But no earlier than July l, 2008.

City will continue collection until the CET expires, the underlying statutory authority is repealed, the program is terminated by School District, or this IGA isterminated by either the School District or the City.

In the event School District increases or otherwise modifies the tax; it shall send the City of (*City Name*) written notice of the increase or other modification, including a copy of the School District's resolution adopting the change. The City of (*City Name*) shall collect the tax at the new rate within thirty (30) calendar days after notice is received by the City of (*City Name*) or upon the effective dateof the change stated in School District resolution, whichever is later.

Refunds. School District agrees to process and issue any required refunds of CET.

Exemptions. If the building permit applicant asserts that the applicant is exempt from the CET the City shall notify the School District of the applicant contact information. School District is responsible to determine the validity of the exemption and to institute collectionprocedures to obtain payment of the CET, as well as any other remedy School District may have under law, if the application was not entitled to the exemption. Statutory exemptions to the CET are included in Exhibit A to this agreement.

Remittance. City will remit on a monthly basis the collected CET, less 1% for administrative costs, to School District along with copies of completed CET collection forms or proof of filing of a School District's CET Exemption Form and a summary reportof all CET related permit activity. No other CET reports are required. School District shall deposit the CET collected into the appropriate School District accounts.

Failure to Pay CET. The City shall collect the CET from the building permit applicant at the time that the permit authorizing construction subject to CET is issued. Upon refusal orfailure to pay the CET when due, the City will supply the School District the applicant contact information so the School District can commence collection of the CET. In no event is the City liable for failure to collect CET when due.

Records. City shall make all records relating to the building permit authorizing construction subject to the CET and CET collections available to School District, or itsdesignated auditors, as necessary for School District to audit CET collections.

Administrative Fee. As consideration for the above described services, the City shall retain an administrative fee in an amount equal to 1% of the CET collected by the City asauthorized by Section 5 of the CET law.

Amendment. This IGA may be amended only by mutual written agreement of the City andSchool District. City and School District further agree to negotiate in good faith to amendthis IGA should the CET law be amended by subsequent legislation or judicial proceedings so that this IGA is consistent with the most current legislation. Refusal to negotiate an amendment to this IGA is grounds for immediate termination.

Other Agreements. This CET Collection IGA does not affect or alter any other agreements between School District and City.

Defense and Indemnification. Subject to the limits of the Oregon Tort Claims Act, SchoolDistrict agrees to defend, indemnify and hold harmless the City of (*City Name*) specifically, its officers, agents and employees, against all claims and actions, and all damages and expenses related thereto, arising from the performance of this agreement, or relating to the subject of this agreement. The obligations of this paragraph shall include, but not be limited to:

Any and all challenges to the City of (*City Name*)'s collection or calculation ofthe CET on behalf of School District;

Any and all claims of injury to any and all persons or property caused directly orindirectly by reason of any and all acts or omissions of the School District or the City of(*City Name*) in the performance of this IGA or adoption of the CET; or

Any and all challenges to the City of (*City Name*)'s decisions or determinationsconcerning the amount of any CET, including calculation of such tax and /or any exemption(s); or

Any and all claims of Senate Bill 1036 non-compliance.

Nothing in this section shall be construed as requiring the School District to indemnify theCity of (*City Name*) for damages arising out of or by reason of any willful misconduct by the City of (*City Name*) generally, its officers, agents or employees.

Tennination. Either party may terminate this IGA for any reason upon 90 days writtennotice to the other party.`

Captions. The captions or headings in this IGA are for convenience only and in no waydefine, limit or describe the scope or intent of any provisions of this IGA.

Severability/Survival. If any of the provisions contained in this IGA are held unconstitutional or unenforceable, the enforceability of the remaining provisions shall not

be impaired. All provisions concerning liability and indemnity shall survive the termination of this IGA for any cause.

No Third Party Beneficiary. Nothing contained in this IGA gives or shall be construed togive or provide any benefit, direct, indirect, or otherwise to third parties unless third persons are expressly described as intended to be beneficiaries of its terms.

Merger Clause. This IGA constitutes the entire agreement between the Parties. No waiver,consent, modification or change of terms of this IGA shall bind either Party unless in writing and as set forth in paragraph 10, above. Any waiver, consent, amendment, modification or change, if made, shall be effective only for the specific purpose given. There are no understandings, agreements, or representations, oral or written, not specifiedherein regarding this IGA.

IN WITNESS WHEREOF, the duly authorized representatives of the **City of (*City Name*)** and **Reynolds School District No. 7** have executed this IGA:

CITY OF (*City Name*) REYNOLDS SCHOOL DISTRICT NO. 7
By: By:

EXHIBIT A EXEMPTIONS
The following improvements are exempt from the School Construction Excise Tax by statute:

Private School Improvements

Public Improvements as defined in ORS 279A.010

Residential housing that is guaranteed to be affordable, under guidelines established by the United States Department of Housing and Urban Development,
to households that earn no more than 80% of the median household income for thearea in which the construction tax is imposed, for a period of a least 60 years following the date of construction of the residential housing.

Public or Private Hospital improvements

Improvements to religious facilities used for worship or education associated withworship.

Agricultural buildings as defined in ORS 455.315 (2) (a)

School Construction Excise Tax imposed on structures intended for nonresidential use may not exceed $25,000 per building permit or $25,000 per structure, whichever is less

RESOLUTION 2021-2022-009
Construction Excise Tax Increase

WHEREAS, the District has a critical need to build new facilities and improve existing school facilities; and

WHEREAS, the Oregon Legislative Assembly passed Senate Bill 1036, authorizing school districts to impose construction excise taxes to fund capital improvements to school facilities; and

WHEREAS, pursuant to Section 5 of Senate Bill 1036 2007, the District has entered into an intergovernmental agreement with local government, local service district or special governmentbody collecting the tax; and

WHEREAS, pursuant to Section 5 of Senate Bill 1036 2007, this intergovernmental agreement establishes: (a) collection duties and responsibilities; (b) the specific school district account into which construction tax revenues are to be deposited and the frequency of such deposits; and (c) theamount of the administrative fee of less than 1% that the entity collecting the tax may retain to recoup its expenses in collecting the tax.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The rates of tax, imposed only on improvements to real property that result in a new structure or additional square footage in an existing structure, with the exemptions outlinedin Senate Bill 1036 are:
    a. Amount not exceeding $1 per square foot on structures or portions of structures intendedfor residential use, including, but not limited to single unit or multiple-unit housing; and (b) Amount not exceeding $0.50 per square foot on structures or portions of structures intendedfor nonresidential use, not including multiple-unit housing of any kind.

2. In addition, a construction tax imposed on structures intended for nonresidential use will notexceed $25,000 per building permit or $25,000 per structure, whichever is less.

3. For years beginning on or after June 30, 2009, the tax rates stated in this resolution shall beadjusted for changes in construction costs. The Oregon Department of Revenue will determine the adjusted rate limitations and report to the District.

   Beginning December 1, 2021, the Construction Excise Tax shall be increased and Intergovernmental Agreements with the Cities of Fairview, Gresham, Troutdale and Wood Village amended as follows:

	2008-09	2021-22*
Residential	$1.00	$1.41
Non-Residential	$0.50	$0.70

**Non-Residential Max	$25,000	$35,200

*Source: Oregon Department of Revenue Indexing of School Construction Tax Limits

**Not to exceed per building permit or per structure, whichever is less

4. The construction excise tax shall be assessed and collected pursuant to the provisions of Senate Bill 1036 2007.

5. This resolution takes effect on December 1, 2021.

Adopted by the Board of Directors of Reynolds School District No. 7, Multnomah County Oregon, on this 17th day of November 2021.

ATTEST:

_____

Board Chair

_____

Superintendent

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: Anthony Lebron, Chief Financial Officer

Subject: **HOLLA Charter School Proposal**

Policy: Public Charter Schools – LBE

Date: November 17, 2021

Action ☒
Report ☐

Connection to School Board Core Beliefs and Commitments

☐ Safety ☒ Equity ☒ Instructional Practice ☐ Organizational Culture

Strategic Plan Goal Topic 2: Culturally Responsive Teaching
We will interrupt bias and microaggression in curriculum and instructional practice.

Summary:
On October 27th, 2021 the Board held a public hearing regarding the HOLLA Charter School proposal. Tonight, the Board will decide whether to approve or deny the proposal.

Previous Board Action:
Not Applicable

Background:
In 2022, HOLLA plans to launch a culturally responsive public charter school in East Portland centering on youth of color. The school will begin with K-2, adding one grade each year until it serves pre-K to 5th grade. The school will focus on entrepreneurship, steam education, and culturally responsive curriculum.

Financial Implications:
To be determined.

Alternatives:
Not Applicable

Staff Recommendation:
Staff recommends the Board approve the HOLLA Charter Proposal.

Motion:

A. Motion Made by Board Member:
    a. I move that the Board approve the HOLLA Charter School proposal and authorize the district to enter into contract negotiations.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

PROPOSAL: HOLLA PUBLIC CHARTER SCHOOL

HOLLA

Submitted to:
The Reynolds School District Board of Directors

March 4, 2021

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Community

Who Are We?

Identification of the Applicant

HOLLA is an established, active Oregon nonprofit organization with tax-exempt, 501(c)(3), status by the Internal Revenue Service (IRS). In our eighth year, HOLLA is a grassroots, culturally responsive, mentoring-focused non-profit that connects with families, school administrators and teachers, and other nonprofits to recognize the power and potential of Black and Brown youth.

HOLLA was established in 2013 as a result of a partnership with the "I Have a Dream" Oregon Foundation, working in the Reynolds district, and the need for role models of color and culturally responsive mentorship at Alder Elementary School.

HOLLA Mentor: "*What do you want to be when you grow up*?"
HOLLA Mentee: "*Myself*"

Our mission is to change the narrative of youth of color through culturally responsive relationships. Our name pays homage to Tupac Shakur's 1993 song, "Holler if Ya Hear Me." "HOLLA" means to call attention to something and an invitation to engage. We are calling attention to the power and potential of Black, Brown and Indigenous youth by engaging them from their specific cultural context. We believe in their inherent worthiness and brilliance. We desire that all BIPOC (Black, Indingenous, and People of Color) youth are able to be fully seen, heard, and valued for being fully themselves.

Portland, Oregon is described by many as the whitest city in America.[1] Many of Portland's Black, Brown, and Indigenous youth and families fight for visibility and tragically find themselves incongruent with an educational system that was not built for them and has not yet properly adapted for them. HOLLA represents an utterance and presence, a way of being in our community that embodies WE HEAR YOU; WE SEE YOU; WE ARE YOU. Paying attention is an orientation, an intentional discipline, a way of centering. HOLLA centers the lived experiences and cultural contexts of youth of color to facilitate their ability to flourish. HOLLA wants to see all youth flourish, and we are unwavering in tending to those burdened by generations of systemic oppression and marginalization.

Since our 2013 inception, HOLLA has partnered with over 200 students and their families - almost exclusively people of color - across six schools/districts through holistic mentorship. Youth in our

[1] Racist History of Portland, the Whitest City in America, The Atlantic 2016

mentorship span the kindergarten-12th grade. In addition to our mentorship model, the HOLLA Hoops basketball program started eight years ago as an extension of our mission and belief in the power and potential of Black and Brown girls. Our basketball program has allowed us to extend mentorship holistically with wraparound services for 150 Black and Brown middle and high school girls over the years.

"[The best part of HOLLA is for my daughter to] be able to relate to someone who looks like her. The representation is a big deal." **~ HOLLA parent**

HOLLA makes a conscious effort to staff our organization to reflect the communities we partner with; therefore 90% of our Board, 91% of our staff, and 71% of our (volunteer) mentors identify as BIPOC (Black, Indigenous, and People of Color).

"I think it's the best thing that could happen in my child's life. HOLLA has been a tremendous help. I can't put it in words it's been so meaningful. The compassion and support HOLLA provides, the whole team." **~ HOLLA parent**

"[The best part of HOLLA is] the wrap around services. Additional help with raising the kids. It takes a village to raise a child and HOLLA acts as that village for our community. Exposing her to expertises and opportunities such as music, food, art, places etc." **~ HOLLA parent**

HOLLA provides relational support through a variety of means including 1-1 mentorship, small group mentorship, book clubs, campus mentors, socially distant and virtual activities, enrichment opportunities, career and college exposure and girls basketball teams on the middle school, high school and AAU (Amateur Athletic Union) levels. HOLLA has always sought to work with a smaller number of students and families at a deeper level rather than chasing large participant numbers. Every mentoring relationship is unique and intended to draw upon the individual student's interests and strengths. Mentors, families, and HOLLA staff work together to create a customized mentorship to suit their aspirations and needs.

In addition to direct mentorship, HOLLA seeks to provide learning opportunities and intentional conversations in Portland to center BIPOC youth. These include both professional development and event participation in our partner schools as well as larger community events. For example, in February 2020 Bars to Bridges and HOLLA hosted a documentary screening of the film "Pushout: The Criminalization of Black Girls in Schools" based on Monique Morris' book by the same title at Warner Pacific University including a youth panel.

HOLLA prioritizes relationships at every level of our organization starting with our staff. We intentionally allocate staff and time to invest relationally in our mentors, community partners, families and youth.

"I want to thank the organization because you guys have helped us a lot by paying our bills, and helping us with rent. Especially for people of low income this is a big help. I thank you guys for showing up for people." **~ HOLLA parent**

"Tengo 3 anos en el programa de HOLLA. Es una organización que simpre esta pendiente de nuestras necesidades. Especialmente que mis ninos esten bien y mas en este tiempo que estamos viviendo debido al Covid. Gracias a los miembros de HOLLA no me hizo falta para darles de comer a mis hijos. Me quede sin trabajo y gracias a ellos pude pagar mi renta. Estoy muy agradecida con ellos y por tenerlos en mi vida y por toda la gran ayuda que me han dado. Que dios los bendiga. Estoy muy agradecida con HOLLA." **~ HOLLA parent**

Our focus on relationships also means we are committed to meeting our community's needs. In 2020 due to the extensive economic needs exacerbated by the global pandemic, HOLLA expanded our holistic model to provide direct resource assistance to families. We recognize the essential role of meeting physiological and safety needs (Maslow, 1943) in order for youth and families to have the capacity to address psychological and accomplishment needs. Therefore, since March of 2020 HOLLA has given $97,004.54 directly in COVID relief funding to families in addition to books, household supplies and Personal Protection Equipment. Further, we have hand delivered over 650 fresh grocery boxes to families on a bi-monthly basis since June of 2020. We also play a critical role in connecting families to additional community resources and opportunities including housing programs, childcare, eviction resources, etc. This is just one recent example of HOLLA's commitment to our community as well as our adaptability in service.

"Young [people] are more likely to believe in themselves if they know that there's someone, somewhere, who shares that belief. To carry the burden of belief alone is too much for most young shoulders."[2] ~ Wes Moore

"It's a beautiful program. I love the dynamics you guys have with the kids, your creativity to do things, and the support you guys give to the families. I like that I feel the support from the program especially because I don't have a lot of family here. I love how respectful and present you guys are for the children. [My student] enjoys every dynamic of it whether it's on zoom or a field trip. HOLLA has helped my family a lot. I'm a single mother so it can get hard, especially with rent and bills and my car wasn't working so the check you guys sent really helped me." **~ HOLLA parent**

"[Our experience has been] exceptional. Very helpful with resources and matching my daughter with her mentor. Academic performance has increased due to the working relationship between them." **~ HOLLA parent**

[2] Moore, Wes "The Other Wes Moore" 2011

At the end of the 2019-2020 school year, even in the midst of COVID-19, 88% of HOLLA students surveyed reported having a strong relationship with their mentor, 80% said their mentor made them feel hopeful about the future, and 92% said their mentor made them feel proud of their identity.

In the 2020-2021 school year HOLLA has 54 one-on-one mentor matches in addition to our campus mentor program, middle and high school girl basketball programs, and 5th grade book clubs at Alder Elementary. Our current cohort of students is 4% white, 8% multiracial, 9% Asian/Pacific Islander, 32% Latinx and 47% African American. In our most recent mid-year survey of HOLLA families (December 2020), 76% reported improved academic performance/school engagement and problem solving skills of their students in addition to social emotional growth in the midst of CDL.

As we have worked closely with schools and families over the past seven years, we've noticed on-going patterns and concerns voiced by school staff, families and students. School staff have expressed concerns in regards to meeting the needs of Black, Brown and Indigenous youth and families both in terms of resources, knowledge and experience. Many families have expressed concerns over not feeling heard by school staff and their concerns not being addressed. Parents often ask HOLLA to act as an intermediary in connecting to the school over academic, social, or resource needs as they felt unsafe or uncomfortable connecting directly with school personnel. Many of our students have expressed to their mentors and to HOLLA feeling unwanted and misunderstood in their classrooms. In response to these concerns, over the years, HOLLA's partnerships with local schools have grown beyond mentee referrals to invited participation in culturally specific events, providing invited professional development around working with youth and families of color, campus mentorship, etc.

We are continually engaging communities of color across East Multnomah County who have been longing for a school that centers the needs of their children through culturally responsive teaching and relationships. Much of our work to date has focused on our mentees' identity and social-emotional development, rather than their academic progress, thus we have not systematically tracked their school attendance or grades. We do have a great deal of anecdotal information, as well as our parent input via the survey cited above, i.e., that 76% reported improved academic performance/ school engagement We do know there is a strong and well-documented correlation between mentorship and educational outcomes, as well as future career outcomes. Students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class.[3] Young adults who face an opportunity gap but have a mentor are 55% more likely to be enrolled in college than those who do not have a mentor.[4] In addition to better school attendance and a better chance of going on to higher education, mentored youth maintain better attitudes toward school.[5] HOLLA's mentoring initiatives will continue while we establish and subsequently operate the HOLLA School. We look forward to expanding our work

[3] "Making a Difference: An Impact Study of Big Brothers Big Sisters"
[4] "The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring" 2014
[5] "The Role Of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles" 2013

directly into the academic life of our young people to further change the academic narrative of Black, Brown and Indigenous youth.

HOLLA submits this proposal to the Reynolds School District for consideration, and respectfully requests that the District Board of Directors agrees to sponsor our proposed new public charter school; HOLLA School.

Mailing Address: HOLLA / 11124 NE Halsey PMB 656 / Portland, OR 97220
Website: www.hollamentors.org

HOLLA School Founders and Developers
Like the HOLLA School design itself, this proposal was Black-led; primarily developed and designed by Black women in partnership and collaboration with a diverse community of contributors in accordance with HOLLA's value and vision of the power, potential and resiliency of Black, Brown and Indigenous communities.

Eric Knox
Founder & Executive Director of HOLLA
eric@hollamentors.org
Eric has founded and led many successful nonprofits for communities of color and low-income communities, ranging from culturally-specific non-profits like Urban Progress to basketball clubs to churches, both in North and Northeast Portland and in South Central Los Angeles. Eric served on the KairosPDX Board for several years. Eric is the head coach of Benson Girls basketball at Benson Polytechnic High School (PPS) which won the girls high school state basketball championship in 2019. It was the first time ever an all-Black girls basketball team accomplished this feat at the highest classification of 6A Girls basketball. Eric was also given the prestigious honor in girls high school sports as the two-time Oregon School Activities Association (OSAA) Coach of the Year (in 2018 and 2019) and the Oregon Athletic Coaches Association (OACA) Coach of the Year (in 2019). He also was nominated as Portland Public Schools' (PPS) district-wide Coach of the Year in 2019 for all-sports. Eric is a highly sought-after speaker, locally and nationally, community organizer, and consultant for racial justice and DEI work in for-profit and nonprofit sectors. Eric has a B.S. in Communication from Oregon State University and a Master of Divinity from Western Seminary. Mr. Knox is a HOLLA Board Member and will therefore provide governance and oversight for the school; as Executive Director, he will also supervise the HOLLA School leaders.

Amani Austin
Data Consultant
Director of Data & Curriculum of Emerging Leaders, The Contingent
amanilanae@gmail.com
Amani holds a Masters degree in Public Policy (MPP) with a focus on policy analysis of education and racial justice from Portland State University. She also holds a bachelor's degree in Urban Studies

and Planning with a focus on Housing, Community and Economic Development and a minor in Pan African Studies. Amani has been committed to youth development work within the nonprofit sector for over a decade in the Bay Area. She has been engaging with first generation college students of color in Oregon for the nearly 5 years. She has experience in curriculum design, mentorship, leadership development for youth and culturally responsive evaluation. Amani provides consultant work in data and evaluation to organizations. Lastly, Amani is a proud HOLLA board member.

Chelsea Jones West
Adjunct Instructor, Warner Pacific University
Program Director, HOLLA
chelsea@hollamentors.org
Chelsea earned a Master's degree in Education from the University of Portland and a BA in Elementary Education with a minor in International Studies. She holds current teaching certificates in Elementary, Social Studies, Reading, and TESOL. In addition to K-12 teaching experience across various settings and subjects she is also an Adjunct Instructor of Education at Warner Pacific University working with pre-service teachers in the MAT program and working on course development in ESOL methods, research, and cultural diversity courses. Chelsea is a trained racial equity facilitator that is committed to participating in providing more equitable educational opportunities and spaces. Chelsea serves as HOLLA's Program Director.

Julie Palmer
Educational Consultant
PPS Teacher: Dean of Students/Climate & Equity Coach
juliekjpalmer@gmail.com
Julie has worked in the field of education for over 30 years starting as a Paraeducator in 1991. Additional roles include Special Education Teacher, Day and Residential Treatment School Program Coordinator, District Equity TOSA, Instructional Coach/Student Success Team Lead and her current position, Dean of Students/Climate & Equity Coach. Julie brings a wealth of experience with instructional practices, curriculum development, assessment, alternative education, restorative justice, social emotional learning, healing-centered engagement, student voice, professional development, racial equity training, coaching, and many years of leadership focused on transforming systems to better meet the cultural, social, emotional and academic needs of our systematically oppressed students, families and staff. Julie's reflective and student centered practice is anchored in the application of critical lenses including race, gender, equity, social justice and liberation. She holds a BA in Psychology from Montclair University in New Jersey and a Masters Degree in Special Education from the University of Oregon and is an educational consultant for HOLLA School.

Kaaren Heikes
Consultant
k6heikes@gmail.com
Kaaren is an innovative, strategic change-agent in public education, nonprofit, and public policy arenas. Kaaren has a M.S. in Educational Policy, Foundations, and Administration from Portland State University, a B.A. in English and earned both teaching and administrative credentials. A co-founder of KairosPDX, she co-led it for four years (before relocating) and continues to serve as a Board member. She is a former secondary teacher/leader and ESD administrator, former Commissioner for the WA State Charter School Commission, nonprofit founder/leader, and consultant to dozens of public charter schools. Kaaren helped amend Oregon's charter school law over a ten-year period, and has advocated on many early learning and K-12 policy matters in the Oregon and Washington State legislatures for over 15 years. Kaaren has deep expertise in designing, leading, and evaluating schools, including their educational, financial, governance, and operational components. Kaaren is a consultant to HOLLA.

Mercedes Muñoz
Educational Consultant
PPS Teacher: Instructional Coach/Student Success Team Lead
munozmrs76@outlook.com
Mercedes has over 15 years experience as a classroom teacher, educational assistant, parent advocate and instructional coach. Mercedes has been a licensed Special Education Teacher since 2013. She has taught at Franklin High School as an Instructional Lead, Push-in Specialist, Learning Center, Intensive Skills Center Teacher and now, in her current role as Instructional Specialist/Student Success Team Lead. Muñoz is known for advocacy for all children, with an emphasis on supporting historically resilient and systemically under resourced students. She is a fierce advocate for families and children who experience exceptionalities. Muñoz is known as a ¨force of nurture.¨ Muñoz is the Oregon 2020 Teacher of the Year and 2021 Excellence in Education Award winner from The NEA Foundation. Mercedes Muñoz is an education consultant for The HOLLA School.

Additional Contributor:

Jamie Bradley
Consultant
Senior Director of Financial Analysis, Risk, and Real Estate, Charter School Capitol
jbradley@charterschoolcapital.org
Before his current role at CSC, Jamie spent 15 years learning the finance and management worlds in a variety of roles including real estate finance and development, investment banking and industrial manufacturing. Jamie has his B.S. in Business from the University of New Hampshire and his M.B.A. from the Daniels College of Business at the University of Denver. He previously held Series 7, 63, 86, and 87 FINRA licenses, a LEED-AP Certification, and an Oregon Real Estate license. Jamie has

provided significant pro bono assistance to HOLLA in creating our pre-operational and five-year-operational budgets and financial models, as well as our financial management systems.

Why HOLLA School?

"Until the lions have their own historians, the history of the hunt will always glorify the hunter." ~ African Proverb

The complicated educational realities for kids of color both at the national and local levels have been destructive at best, vile at worst. The systematic oppression of youth of color by our educational institutions is intransigent in nature and impacts; it still perpetuates marginalization, racial and economic stratification, and the school-to-prison-pipeline. Entrenched determinants include savage inequalities in funding and access to expert culturally responsive educators, as well as other disproportionate academic opportunities for youth of color throughout the K-12 continuum; these create predictably disparate academic and longitudinal outcomes for communities of color in school, career and income. Despite the elevated focus on educational equity in recent years at all levels, and the public investments to advance it, the opportunity gaps persist. We know this is not simply a Portland problem, it's America's problem and it's a problem that can only be addressed and corrected collaboratively, with everyone bringing our best assets to the table. HOLLA envisions our new school as an avenue to work symbiotically with the Reynolds District to advance and actualize our shared vision and values for OUR local community.

Why Reynolds?

HOLLA considers the Reynolds District as allies in this work and hopes our public charter school model will be advantageous to nimbly advance these efforts. We have been appreciatively following the RSD's equity-focused initiatives and Board resolutions, and particularly your extensive efforts to craft your newly Board-adopted 2021-2026 Strategic Plan designed to advance equity. Additionally, we whole-heartedly support and align with the BLM Resolution #2020-2021-010 the District Board adopted in December 2020! HOLLA School is an opportunity to further the implementation of all seven elements of this resolution within the district.

HOLLA wants to partner with RSD in substantive and meaningful ways. We share your commitment to equity. We applaud your district's new Mission, Vision, and four new Goal Topics. We agree with you that the RSD and our collective community has much work to do to accomplish our shared aim of creating a more equitable public school system that exterminates opportunity gaps and increases achievement for all of our students.

HOLLA School's Alignment with the District's New Strategic Plan

RSD 2021-2026 Vision/Mission	HOLLA School Alignment
Vision As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.	HOLLA models the "for us by us" (FUBU) approach. HOLLA School is designed by BIPOC people, for BIPOC students, and shaped by all aspects of our community. This same community will sustain and advance HOLLA's mission and educational program. HOLLA School's focus on historically and culturally responsive pedagogy, policies and practices supports RSD's Vision through our calling attention to the power and potential of Black, Brown and Indigenous youth and changing their academic narrative through our culturally specific climate, relevant and rigorous curriculum, focus on literacy development, opportunities for agriculture and entrepreneurship, and cultivation of joy. W.E.B. DuBois wrote, in his classic book, Souls of Black Folk, "One ever feels his twoness, -- an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose strength alone keeps it from being torn asunder." BIPOC people know better than most others that living in a complex and interconnected world requires our ability to live in tension; to navigate the systems, structures and institutions that oppress us while fully and authentically living in our culture.
Mission We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.	A key component of HOLLA School's Mission is to systematize the use of a comprehensive anti-racist, culturally and historically responsive instructional framework that centers many types of literacy and relationships through mentoring, entrepreneurship and acknowledging the contributions of our community. HOLLA School strives to eliminate bias against all forms of brilliance by using a comprehensive, challenging and culturally responsive education founded in the knowledge that ALL students hold brilliance within them and the expectation that when able to connect with the material, when feeling a sense of acceptance and when embraced by their community, they will truly thrive.

RSD 2021-2026 Goal Topics	HOLLA School Alignment
#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.	Designed by and for BIPOC and other students oppressed by our school systems, HOLLA School will be anti-racist by interrogating the intentionality of systems that were created to sort and to determine a societal elite. We will provide an educational experience that is rooted in the historical and cultural needs of the members of our society for whom schools were not originally created. HOLLA School emphasizes the intentional and seamless inclusion of the voices, needs, contributions and expertise of its students, families, staff and community members. HOLLA aspires to be a community space where Black, Brown and Indigenous people gather and feel seen, heard and valued. HOLLA School's environment and instructional philosophy specifically addresses the racial, cultural and linguistic needs of Black, Brown and Indigenous youth and families; we will center systematically oppressed students and provide equitable academic, social-emotional, leadership, and positive behavioral opportunities and outcomes for all students.

#2 Culturally Responsive Teaching: We will interrupt bias and microaggression in curriculum and instructional practices.	HOLLA School's educational philosophy is built upon the intentional creation of a climate that centers the culture, history, and lived experiences of our Black, Brown and Indigenous youth paired with an intellectually rigorous academic curriculum all of which research reveals is necessary for learning. HOLLA School relies on the science and research support not only our need to "see color," but also teach in color. HOLLA School models the importance of providing instruction that is culturally relevant in order for students to learn. At HOLLA this includes ALL children with an emphasis on practices empirically proven to meet the learning needs of Black, Brown and Indigenous children, as well, not as an aside. HOLLA School's pedagogy is centered from the margins and de-centered from the center. We offer not a top-down pedagogy but a bottom-up pedagogy.
#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.	HOLLA's emphasis on social emotional learning and culturally responsive restorative justice practices will help cultivate healthy environments and habits for students, families, and staff.
#4: Professional Development: We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.	HOLLA School's foundation in anti-racist pedagogy, policies and practices necessitates extensive and regular culturally responsive professional development through partnering in discourse and professional development. This collaboration will provide opportunities for RSD to access experienced culturally responsive educators to enhance their efforts toward providing equitable and rigorous instruction and results to ALL of our students.

Why Rockwood?

HOLLA plans to locate in the Rockwood community. This community is the catalyst for the HOLLA School. We cannot imagine locating elsewhere. The story of HOLLA begins in Rockwood at Alder Elementary. We launched in response to the growing desire to meet the needs of Black, Brown and Indigenous kids who had been displaced from the urban core of North and Northeast Portland due to gentrification. The initial philosophy of HOLLA was a simple; match Black, Brown and Indigenous kids with adults that mirrored and shared similar life experiences through culturally-responsive mentorship centered on a relational model. This began eight years ago and HOLLA has demonstrated its continued commitment to this vibrant and brilliant community of young people and their families. HOLLA seeks to further deepen its commitment to Rockwood by establishing the HOLLA School here.

Rockwood has one of the highest concentrations of low-income families in Oregon, i.e., is one of the poorest neighborhoods in the state. Some schools adeptly focus on students in poverty; none effectively focus on the culturally specific educational needs of our youth of color. One unfortunate reality is that, "while approximately 90 languages thrive in Rockwood, only one in every 16 third-graders at Alder Elementary School is reading at the state standard" Steve Duin, Opinion Columnist for the Oregonian (2020).

While many might view Rockwood through a deficit lens, HOLLA considers it a gold mine. Rockwood is the epicenter of the cultural life of the Reynolds School District and is rapidly replacing North/Northeast Portland as the centerpiece of the BIPOC diaspora. This rapid diversification will likely continue for the next ten-twenty years. HOLLA already has deep roots in this community. Who our kids are culturally is an asset. In order for them to flourish, they need education specific to who they are. The HOLLA Schools' goal is to further HOLLA's mission of representation through a culturally specific education. HOLLA plans to further embed ourselves - with our particular pedagogy, policies and practices - as a village within the Rockwood community. The irrefutable research base which undergirds HOLLA's model will produce the academic results to which both HOLLA and RSD aspire; it will also accelerate the essential and ambitious equity goals in RSD's new five-year Strategic Plan.

Why Now?

Irrespective of COVID-19, we would all still be grappling with educational inequities in our school systems. The impact of this global pandemic on our public education system, as immense as we all feel it - as educators, parents, and community leaders - is still not fully known and surely will be felt for many years to come. One thing we know for sure is that it has exacerbated opportunity gaps for students of color and low-income students. This harm could last a lifetime without swift and comprehensive pedagogical and structural adaptations to expedite student academic engagement and growth during the pandemic's immediate aftermath. Layer on the parallel glaring racial injustices and the related fights and polarization around these issues, and worsening inequities between systemically

privileged and oppressed Americans. The current confluence of unprecedented realities makes this a truly pivotal time for the education, health and well-being of all communities within our state and nation. We can *carpe diem* and embrace the opportunity these current events present to strengthen our educational system, and HOLLA would love to partner with RSD to do so.

The time has come to fight for a new generation of Black and Brown youth to become leaders because their voice is needed now more than ever. The opportunity is urgent to examine and transform the educational experiences of Black, Brown and Indigenous youth; this viable option stands at this district and community's doorstep. This requires a strong conviction that maintaining the status quo is no longer an option. Our youth are far too valuable for us to settle; we must transcend our comfort with protracted processes and disrupt the aforementioned aspects of our system head-on. We want to partner in helping to fulfill the district's vision for equitable and inclusive learning environments and opportunities.

Impacts of Gentrification: Local communities of color have experienced massive changes in recent years. In particular, the Black community in Portland has been greatly impacted by gentrification and displacement, causing an enormous increase in Black, Brown and Indigenous folks living in SE Portland. In Rethinking Schools' article "The Most Gentrified City of the Century," they describe the shifting demographics that resulted in an increase of Black and Brown folks in East Portland as they can no longer afford to live in their communities.[6] PAALF's People Plan notes that, "With the gentrification of historic Black neighborhoods in North and Northeast Portland came forced displacement of Black residents from high opportunity areas to areas lacking comparable city investments. This migration from the N/NE Portland to more remote neighborhoods in East County, Gresham, and beyond is well documented." In particular, this has had an impact on a shift in racial/ethnic demographics in East Portland and specifically RSD. "The RSD has experienced a significant increase in Latino enrollment, from 15 percent in 2006-07 to 29 percent in 2017-18," and according to the RSD District Population and Forecast,[7] the demographics of these groups continue to increase within RSD. HOLLA is connected to Black, Brown and Indigenous communities' need for connection to place and culture. PAALF's People Plan report[8] further explains that, "People and place are inherently connected; places determine people's quality of life. Historic injustices have forced Africans and African Americans to know this more intimately than any other group in Portland. Being pushed out to undesirable and disinvested neighborhoods that lack the culture and social fabric of their home neighborhoods has been a traumatic experience for many African and African American people. East Portland is one of the landing zones for people that are being priced out of the urban core." HOLLA acknowledges this very recent history and seeks to provide a sense of community and healing for our Black, Brown and Indigenous students and their families as they are increasingly making East County their home.

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[6] The Most Gentrified City of the Century. Rethinking Schools
[7] Reynolds School District Population and Enrollment Forecast 2007-08 to 2017-18. Portland State University
[8] The People's Plan, Portland African American Leadership Forum

Current Academic Realities: HOLLA is confident that we can help RSD advance our shared goals related to anti-racism and student achievement; we can be part of the solution through the HOLLA School. Recent data indicates Black K-2 students in RSD have a 70% attendance rate, while K-2 Latinx RSD students have a 69% attendance rate.[9] The opportunity gaps for students of color create achievement gaps (some of which are reflected in data below). We reference the 2018-19 Reynolds District performance data, with the understanding that 2019-20 school data was greatly impacted by transitions due to COVID.

A review of RSD data from the 2018-2019 school year reveals the following learning and achievement data:

	State % Meeting Standard[10]	RSD % Meeting Standard[11]	Statement of Impact
ELA (3rd)	46.5%	30% (increase of 2%)	If students are not proficient readers when they begin 4th grade, as much as half of the curriculum they will be taught will be incomprehensible.
Math (8th)	38.3%	20% (no change)	80% of RSD 8th graders were not meeting 8th grade standards in math leaving them unprepared for high school mathematics and science.
On Track to Graduation	85%	67%	Students who are on track in 9th grade are 4 times more likely than their off track peers to graduate from high school.
On Time Graduation	78.7%	68%	88% of students who failed to earn a high school diploma were struggling readers in 3rd grade.

When disaggregated, the data for students meeting the state standards in RSD emerges as such below:[12][13]

Meeting Standard	ELA (3rd)	Math (8th)	On Track to Graduation	On Time Graduation
Asian (State %)	63.8%	68.3%	95%	90.6%

[9] Oregon State Department of Education At-A-Glance District Profile 2018-2019
[10] Oregon Statewide Annual Report Card for the 2018-2019 School Year
[11] Oregon State Department of Education At-A-Glance District Profile 2018-2019
[12] Oregon Statewide Annual Report Card 2018-2019
[13] Oregon State Department of Education At-A-Glance District Profile 2018-2019

Asian (RSD%)	46%	46%	95%	78%
White (State %)	53.3%	43.5%	87%	80.1%
White (RSD %)	39%	30%	73%	70%
Hispanic/LatinX (State%)	28.1%	37.9%	80%	74.6%
Hispanic/LatinX (RSD%)	22%	11%	59%	56%
Black/African American (State%)	26.3%	31%	79%	68%
Black/African American (RSD%)	21%	6%	58%	55%
Native Hawaiian /Pacific Islander (State%)	26.6%	35.8%	79%	75.4%
Native Hawaiian /Pacific Islander (RSD%)	20%	5%	64%	31%
American Indian/Alaska Native (State%)	29.9%	19.3%	74%	89.8%
American Indian/Alaska Native (RSD%)	< less than 10 students or data unavailable	< less than 10 students or data unavailable	< less than 10 students or data unavailable	30%
Multiracial (State%)	49.7%	57.7%	85%	78.4%
Multiracial (RSD%)	30%	18%	69%	86%

The students the HOLLA School is designed to educate, BIPOC students, very clearly are not thriving in their current educational settings. HOLLA School will engage all students, particularly students of color, into a learning experience that intentionally centers their cultural experiences and values. HOLLA's unique culturally responsive educational model, with a more diverse teaching staff, will have a positive impact on overall student attendance, engagement, and academic achievement. HOLLA's culturally responsive, innovative public school option will help to improve these success rates during foundational early education and elementary stages of student learning. Opening the HOLLA School means that families - particularly Black, Brown and Indigenous families - can provide their students with a school option that is committed to using approaches that increase the opportunities for success for their children.

Overwhelmingly White Educator Workforce: On a state level, in Oregon, the gap between students and teachers of color continues to widen at the same time that the student achievement gaps between student populations continues to increase (PAALF'S People Plan, 2017[14]). The Oregon Statewide Report Card 2019-20[15] reports that students of color makeup 38.5% of K-12 enrollment, while only 10.8% of teachers identify as nonwhite. Black teachers make up less than 1% of the state's teaching force. Hispanic teachers make up the largest nonwhite demographic at 5.2%. However, this group still has the biggest percentage gap in representation, because Hispanic students make up 23.7% of the student population. Black children make up 2.3% of the student population, and white children make up 61.5%. The percentage of white teachers exceeds that of white students by 27.7 points, and every nonwhite racial demographic is underrepresented. RSD's teacher of color demographics display a similar story with 8% of teachers within the district identifying as educators of color, whereas 68% of students are people of color (2018-19 Reynolds Data).[16]

There is a strong and recognized correlation between students of color's success and a diverse teacher workforce. Studies show that, "Having Black teachers in our classrooms is vital to the success of our youth. Black teachers serve as role models for all students and they are uniquely positioned to teach students of color. Research suggests that students of color who have at least one teacher of color may do better on tests and be less likely to have disciplinary issues" (Education Northwest, 2019); this research and intuitive understanding drive many local and state efforts to create more pathways for educators of color. It is critical that we also understand the impact of a diversified workforce in closing the academic achievement gap between white and non-white students" (PAALF People Plan). HOLLA School will intentionally engage educators of color because we want our Black, Brown and Indigenous students to experience the benefits of a diverse teacher workforce. This is why we are engaging educators in our school development and implementation efforts, with a goal of increasing the diversity of teachers of color within the RSD.

The NAEP research highlights four major benefits to diversity in the teaching workforce.

1. Teachers of color boost the academic performance of students of color.
2. Students of color, along with white students, report having positive perceptions of their teachers of color.
3. Teachers of color are resources for students in hard-to-staff schools.
4. Greater diversity of teachers may mitigate feelings of isolation, frustration and fatigue that lead individual teachers of color to leave the profession.

Unfortunately, the data doesn't illustrate that our schools are currently experiencing the benefits of teacher diversity. According to NAEP, "In 2017-18, only 7% of public school teachers and 11% of

[14] The People's Plan, Portland African American Leadership Forum
[15] Oregon Statewide Report Card 2019-2020
[16] Oregon At-A Glance District Profile: Reynolds SD 7, Oregon Department of Education 2018-19

public school principals were Black. Yet, more than 15% of public school students were Black." [17] HOLLA will prioritize hiring staff reflective of our student demographics while simultaneously creating an environment and community reflective of their lived experiences and culture. Teachers will be intentionally mentored by the school leaders and HOLLA staff. Our partnership with the Warner Pacific Education Department will include opportunities for shared professional development, student teachers, practicum placements, student observations, etc. HOLLA will continue to engage educators in the community through inclusion in our school committee and professional learning opportunities.

Who are HOLLA School Students?

"If you have come here to help me you are wasting your time, but if you have come because your liberation is bound up with mine, then let us work together."
~ Queensland Aboriginal Activist Group

HOLLA School will center and celebrate students that have been systematically oppressed within the public school environment. This includes, but is not limited to: students of color, students that qualify for free and reduced lunch, English language learners (ELL) and students with disabilities; 68% of RSD students are students of color, 79% of students qualify for free and reduced lunch, 45% identify as ELL students and 16% are students with disabilities.[18] These groups of students are not failing because they are incapable of succeeding in learning. In truth, our systems are failing these students. They need an educational environment that centers their lived experiences and prioritizes their ways of learning and being. HOLLA School embraces a student-centered model that engages students and their families towards a transformative school experience.

So often our schools, consciously or not, send the message to our Black, Brown and Indigenous youth that school is not truly a space for them. Data consistently shows that communities of color often feel alienated from their school because they don't see themselves represented and the school structures and climate do not reflect their history or cultural norms. They are often silenced and asked to assimilate into an environment that centers whiteness, and ways of learning and being that are inherently anti-Black. HOLLA School will be a space where their ways of being, their needs and strengths can be recognized and supported. It is for these reasons that HOLLA School will be pro-Black in design, curriculum and enrollment. We hear and embrace the call in PAALF's People Plan[19] on Youth and Education:

[17] The Condition of Education: Characteristics of Public School Teacher, The National Center for Education Statistics 2020
[18] Oregon State Department of Education At-A-Glance District Profile 2018-2019
[19] The People's Plan. Portland African American Leadership Foundation, 2017

> "Young Black people deserve an education that prepares them to thrive and to lead. Black culture must be present in our schools, from the recruitment and retention of staff to the development of culturally relevant curriculum. Our schools should also function as spaces for pro-Black activism and youth leadership development. Black youth must come to see their culture represented and reaffirmed in their schools rather than maligned and marginalized. School administrators are called on to pursue restorative justice and mediation, to develop accountability measures to ensure fair treatment of our youth, and to put an end to the discipline disparity and school to prison pipeline."

The people and communities most impacted by the entrenched systemic inequities in our schools must lead efforts to remedy them. HOLLA models the "for us by us" (FUBU) approach to creating a school in which all students have an equitable opportunity to succeed. HOLLA School developers are BIPOC, designing this school for BIPOC students, primarily those living within the Reynolds School District's boundaries. HOLLA considers authentic and sustained family and community engagement as vital to a supportive environment for students. We understand our communities, we know our families and students who have and will continue to influence the HOLLA School's student body.

Black, Brown, Indigenous and white families who want to engage deeply in the well-being and thriving of these communities, will be those most attracted to our school. In accordance with applicable laws, as well as with our heart and ethics, the HOLLA School will welcome all students and families; people of all races, ethnicities, cultures, genders, religions, abilities, sexual orientations, academic achievement status, income level, English language proficiency. Equally true is that, in order to enact the transformational change we want to see in our schools and systems, we will be centering students that have been systematically oppressed within the school environment specifically Black, Brown and Indigenous students.

Five-Year Student Enrollment Projection

HOLLA School's ultimate vision is to serve students in grades K-8. During our initial five years (2022-2027), we will serve up to 160 K-5 students, with a focus on K-2 during our inaugural year. Our school will maintain class sizes below state and district averages with a priority to keep kindergarten classes small. We expect the highest demands for the HOLLA School to be our lowest grade levels and we expect demand to far exceed our available slots; as such, we do not anticipate any problems in increasing student count between kindergarten and first grade classes.

HOLLA School's projected enrollment plan, by grade and classrooms, for our initial five years of operations is reflected in the table below. We trust that RSD will share our position that the data and information provided on the upcoming pages substantiates more than sufficient interest to fill the proposed number of student openings.

	Total Enrollment	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Year 1: 2022-2023	**71**	23	24	24			
Year 2: 2023-2024	**94**	22	24	24	24		
Year 3: 2024-2025	**117**	21	24	24	24	24	
Year 4: 2025-2026	**139**	20	24	24	24	24	24
Year 5: 2025-2026	**160**	40	24	24	24	24	24

Support for HOLLA School

We appreciate and respect that RSD provides numerous educational options through its 11 elementary, three middle and two high schools, and also sponsors three long-standing charter schools; two that provide a specific direct instruction academic model and one that provides a holistic multisensory model. HOLLA School Founders met with leaders of the three charter schools operating in Reynolds, all of whom have expressed excitement for the school HOLLA is designing, shared information and offered their collaboration. Two of the three, the two with predominantly white student bodies - Multnomah Learning Academy and Arthur Academy - consistently have student admission waitlists. This data indicates both that the community's current interest in public school options exceeds the current charter schools' capacities, and that current options are not accessed by Black and Brown families in levels commensurate with their representation in the community, which is also the case at the state level. HOLLA School hopes to join this ecosystem of charters in RSD with our distinctive model.

HOLLA School Community Outreach

As a grassroots culturally responsive mentorship movement that connects with families, administrators, teachers and nonprofits to recognize the power and potential of Black and Brown youth, HOLLA has an ongoing commitment to foster relationships with these different constituencies. Our community is the catalyst for this new public school in the Rockwood neighborhood. Thus, it was natural for HOLLA to engage the community in a series of opportunities to share input and support to shape HOLLA School. Utilizing the aforementioned FUBU approach, HOLLA proactively sought input from parents, students, members of the HOLLA community, educators, strategic partners, and members of our larger community. A key purpose of this strategic outreach was to listen to and prioritize the values and thoughts of BIPOC folks,

parents, and others who live within RSD. While the school will be open to all, HOLLA School will unapologetically center the lived experiences and needs of Black, Brown and Indigenous youth, prioritize representation in the staff, and use a holistic model of education that is rooted in the patterns and values of Black, Brown and Indigenous communities.

All of us have felt COVID-19's impact over this past year; its impact on communities of color has been gravely felt. Students shifting to online learning, restrictions on gatherings and in person events, and our higher COVID-19 risk have resulted in additional barriers for our families. Just as HOLLA shifted our ways of engaging with our families to provide pandemic-related relief as described above, our explicit outreach efforts as we designed HOLLA School also shifted from our typical methods. Many families do not have access to the internet, or if they do, it is a poor internet connection. Many members from our community do not have email accounts or a consistent means to stay updated and engage in virtual opportunities. Although HOLLA prefers to provide paper surveys and in person engagement with the community, as it yields greater accessibility, quantity and quality in participation, we still enjoyed a great turn out from our community in support of HOLLA School. With voices of our communities - who we have done life with and listened to for years about their perspectives, dreams, and challenges - as our backdrop, HOLLA also provided explicit opportunities in recent months for our communities to engage with the development of our new proposed school, including:

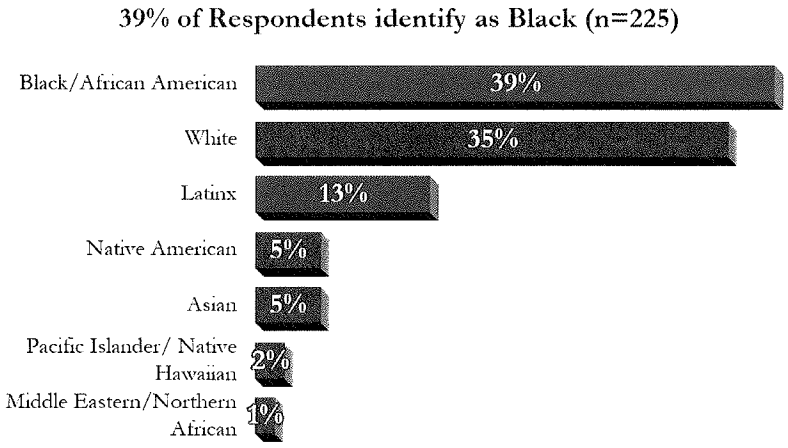
1. HOLLA Charter Community Online Survey
2. Five Virtual Focus Groups with Key Community Groups
    a. Black Families Focus Group
    b. Latinx Families Focus Group in Spanish
    c. Reynolds Students of Color Focus Group
    d. Educators of Color Focus Group
    e. Donors/Strategic Partners Focus Group
3. Two Virtual Town Halls for Public Comment
    a. Open to HOLLA staff, students, families, mentors and community members
4. Follow-up Enrollment Survey

Community Survey: The HOLLA School Founders designed and utilized a survey tool and process this school year; the data and information incorporated in this proposal represents input provided by community members to-date. We promoted it on social media platforms and sent it out to families and the community both by email and text message. We also mailed QR codes of the survey link to HOLLA families and distributed paper QR codes to folks in the Rockwood area to streamline access for those with adequate technology. We encouraged the HOLLA community, i.e., our mentors, mentees/families, supporters, board members and staff, to share the survey link through word of mouth, and followed up with regular reminders to our community to complete and share the survey. We also sent emails out to our partners to ensure they were informed of the new school planning and were given the opportunity to provide feedback.

Health restrictions prohibited substantive in-person engagement (which is the primary way Black, Brown and Indigenous folks convene, connect and communicate) with our community about the HOLLA School. The inability to distribute and collect paper surveys limited the reach and number of survey responses and focus groups, in particular with families most isolated and impacted by COVID. We recognize that solely online survey and engagement opportunities made them more accessible to white folks generally, who are more likely to have access to the internet. Meanwhile, the bulk of HOLLA program participants and their families - reflective of our local communities of color more broadly - do not heavily rely on these modes of connection. We adapted and used approaches within COVID safety protocols that heavily relied on our families having access to technology. We know that using technology as the primary means of communication causes access barriers culturally, linguistically and economically and would not otherwise have been our primary outreach method for the survey. Nonetheless, **more than half (63%) of our online survey respondents identify as BIPOC.**

Over 200 families to-date have responded to HOLLA's School online survey. Our online survey is still open, and we will continue to utilize it, as well as hard copy surveys, to continue gathering community input.

Diversity of Online Survey Participants: HOLLA School aims to create an inclusive environment for students and families by centering the voices and values of BIPOC communities and those living in poverty. Our community online survey responses reflect our community's need and support for this model. Of those who completed the HOLLA School survey, 63% identify as BIPOC and 47% qualify for free and reduced lunch.



More specifically 39% of respondents identify as Black/African American, while 13% identify as Latinx, 5% identify as Native American, 13% Identify as Asian, 2% identify as Pacific Islander/Native Hawaiian and 1% identify as Middle Eastern Northern Africa. All of these groups represent the BIPOC community, the WHO that HOLLA School is designed for. White folks made

up 35% of survey respondents, with 34% of the white demographic qualifying for free or reduced lunch. We attribute this higher than expected response rate from white folks to the online survey, easily shared and available on social media, i.e., more easily accessible to those that have access to the internet and technology. We are confident that our response rate from BIPOC folks would have been higher had we been able to survey folks in person. Again, it is important to note that white children and their families are welcome in HOLLA School. We can appreciate their attraction to HOLLA's educational model; they will benefit immensely and holistically by it, and perhaps might even become co-conspirators in the work of racial justice. Nevertheless, HOLLA School will be a culturally responsive community that centers the experiences and approaches of Black, Brown, and Indigenous folks.

HOLLA School Focus Groups: HOLLA School Founders convened and facilitated five intentionally small 90-minute focus groups in recent months; one with Black Families, one with Latinx families (in Spanish), one with current Reynolds students of color, one with educators of color, and one with HOLLA donors/strategic partners. All survey participants were invited to join relevant focus groups to provide additional feedback. Due to the pandemic all the sessions were conducted on Zoom. Feedback from participants is reflected in our findings below.

HOLLA School Town Halls: HOLLA School Founders convened and facilitated two virtual town hall meetings. Both included HOLLA staff, volunteer mentors, mentees/families and community members and were open to everyone - to learn more about the perspectives and priorities of our team and community stakeholders. All survey participants were invited to join the town halls. A combination of educators, strategic partners, HOLLA families and community members participated in both virtual town halls. This was an informal space for community members to ask the HOLLA team and HOLLA School founding members about the vision of HOLLA School and share their own reflections.

Follow-Up Enrollment Survey: Of the 225 online survey participants/families, only 79 families had children young enough to enroll in the HOLLA School, therefore HOLLA staff conducted a supplemental verbal enrollment survey for additional families with children in the Rockwood area. The interest of families is extraordinary. **99% of families with children age six or under surveyed indicated they would consider enrolling their students in HOLLA School.** Staff documented enrollment interest of 77 additional families, which is noted below and in APPENDIX A.

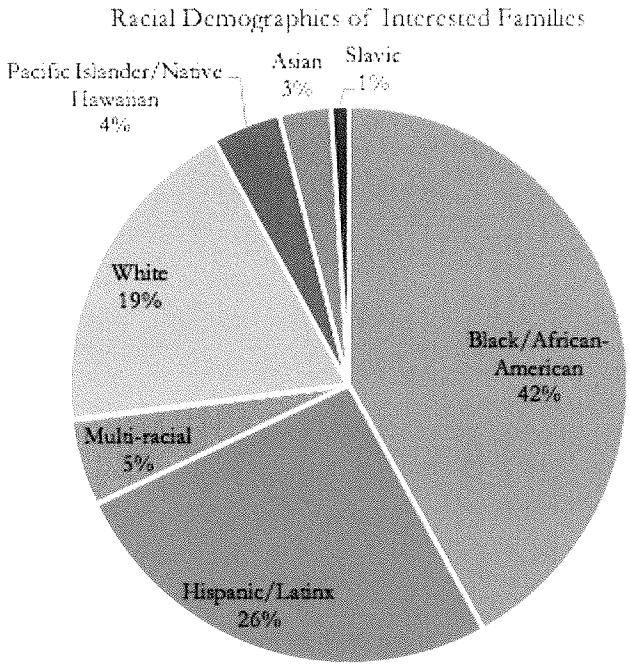
Enrollment Interest

Through our online community survey and enrollment outreach we were able to take an initial inventory, approximately one and a half years in advance of our projected opening, of parents interested in enrolling their children into HOLLA School. Additionally, other survey participants who work with young children expressed plans to urge those families to enroll. Across our surveys an overwhelming average of 94% of families with young children expressed interest in enrolling in HOLLA School. This significant pattern of interest already far surpasses our opening capacity for

enrollment and we anticipate this to remain the case as more folks hear about this distinctive public schooling opportunity over the next year.

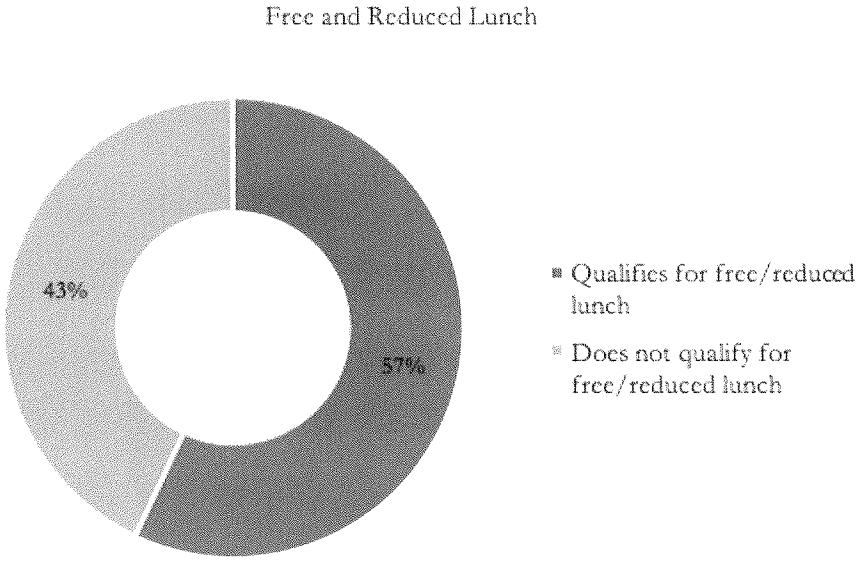
Based on these initial outreach efforts alone, we can confirm that **a minimum of 146 families - representing at least 187 children - are interested in enrolling their children into HOLLA School.** Detailed data on the 146 families interested in enrollment for 187≥ children is in APPENDIX A.

Self-identified racial demographics of the current families interested in enrolling are as follows: 42% Black/African-American, 26% Hispanic/Latinx, 19% White, 5% Multi-racial, 4% Pacific Islander/Native Hawaiian, 3% Asian and 1% Slavic.



Additional Demographics of Families Interested in Enrolling:

- 57% of families qualify for free or reduced meals
- At least 37% of families indicated they speak languages other than English at home.
- Reynolds families represent 62% of initial families interested in enrollment with 38% coming from other districts.

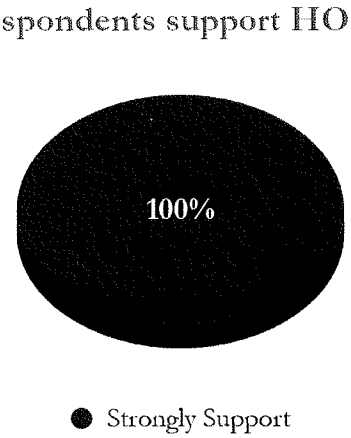


Of the very few parents (6% across surveys) that declined interest in enrollment, all were expressly supportive of HOLLA School, most were white and all but one lived outside of the district with the other working in a different district where their children also attended.

We know that more of our community is, and will be, interested and excited about the HOLLA School. Again, due to the nature of our web-based survey and in-person restrictions, we were not able to engage a more reflective number of our families that intend to enroll. We plan to follow up, once Covid-19 vaccines are widely available and we are able to provide our families with paper surveys to get a clearer picture of the number of families that plan to enroll. We welcome the opportunity to provide RSD with updated information as those steps occur. We trust that you will agree with our view that all the data and information conveyed throughout this proposal potently demonstrate that there is ample interest in the HOLLA School to support our modest enrollment projections.

Demonstrative Support Across Outreach Efforts

It was a delight to hear and see the excitement and sense of urgency that our community has for the HOLLA School. HOLLA School is part of a solution for our Black, Brown and Indigenous communities who have been longing for a school that centers the needs of their children through culturally responsive teaching and relationships. Our online survey and focus group data reflects a 100% support rate for HOLLA School! We seek to create a school that seeks justice and celebration of Black, Brown and Indigenous communities because our community deserves to be heard. This is a collective effort towards recognizing and engaging our future leaders: our children.



We asked all participants in all of our outreach activities the question: **what about the potential HOLLA School excites you?** The direct quotes from parents, educators, students and community members highlight, in their own voices, the need for a public school in East Portland with the components the HOLLA School model incorporates.

Direct Quotes from Parents:

Type of Community member	Verbatim Quotes from HOLLA School Community Survey
BIPOC Parent	*"The black and brown youth will be CENTERED!!! These kids have to work so hard to be seen and even when they bust their butts they are often overlooked or mislabeled. I have 5 boys and have struggled and fought with them through the public school system. It is an uphill battle. To have a space specifically for these beautiful talented incredible kids to grow and flourish in safety and love is the best thing ever. "*
BIPOC Parent	*"...I have seen the dedication and drive for excellence within the program and it's students."*
Parent	*"Knowing who is behind [HOLLA School] and that your beautiful minds and hearts are in it for the right reasons! I think it will become a crucial support system and a safe space*

	for youth of color to be empowered and flourish!"
BIPOC Parent	*"I am hopeful my kids can attend [HOLLA School] ! They'll be kinder 2021. I work hard to ensure my brown sons having community that represents them. The idea that a school could provide that as well gives me hope."*

Direct Quotes from Educators:

Type of Community Member	**Verbatim Quotes from HOLLA School Community Survey**
Educator of color	*"Our Black and Brown youth have been neglected in our education system. I am very excited for HOLLA to open a school because I have witnessed how much love, support, intentionality and care HOLLA put into their relationships and I'm excited to see that for HOLLA [School] students. It excites me that there will be a school where Black and Brown youth will get to exist as they are and know that their teachers believe in them. As a Youth Development professional who works in education, the most common thing I hear from our BIPOC youth is that they feel like their teachers don't care about them or like them. I see the extra burden they carry when they have to interpret for their parents because no adult in the school speaks their language. I know that HOLLA will do everything in their power to make sure that our Black and Brown youth feel loved, valued and excel."*
Educator of color	*"It [HOLLA School] is what we need in our Black community!"*
Educator of color	*"It [HOLLA School] will be a place for students of color to be seen, known and heard as a holistic person!"*
Educator	*"I know HOLLA [School] will benefit the communities it serves greatly, HOLLA is Love, it feels like family. Enrolling your child to HOLLA [School] ensures that they have a voice and are being listened to attentively. HOLLA wishes to see all Black & Brown youth thrive. I support HOLLA [School] whole heartedly."*

Direct Quotes from Community Members:

Type of Community member	**Verbatim Quotes from HOLLA School Community Survey**
Community Member/strategic partner	*"HOLLA already has the relationships and experiences with families, kids and mentors to know what they need and how to help them succeed."*

Community member	*"It [Opening HOLLA School] makes me believe that these kids will get the support they deserve."*
Community Member	*"I would love to witness a model of education that fosters equity and celebrates our youth of color. Generations of children have a chance to break out of what would otherwise be an oppressive school system."*
Community Member	*"Rockwood has black presence but does not yet have a strong black culture. A school community can help establish that culture."*
Community member	*"Portland's black and brown students deserve an affirming and empowering environment! HOLLA has done an incredible job of providing this every step of their journey. Schools are the foundation for how young people see themselves in the world. HOLLA's ability and strength to affirm meaning and purpose for young people of color is so powerful, if they were able to provide this in a school environment, the possibilities for those youth seem endless."*

Direct Quotes from Students/HOLLA Mentors:

Type of Community member	**Verbatim Quotes from HOLLA School Community Survey**
HOLLA Mentor	*"I trust that HOLLA will invest in every single kid and provide them the tools they need to learn and succeed."*
HOLLA Mentor	*"[I am excited] That students will have a school created with them in mind, that they will see themselves reflected in their education and will have leaders dedicated to learning and growing alongside them to have a learning environment where they can thrive and dream."*
HOLLA Mentor	*"I can't pick just one thing I'm excited about! HOLLA is one of the first organizations that I've known to approach social justice work without a white-savior lens and without compromising its core values just to grow/ reach more youth. The school/ education system needs to be overhauled and I don't know any better community than HOLLA to take the challenge. The trauma and exploitations of Black and Brown youth in schools is horrendous. I'm so full of hope and joy for the healing and empowerment that HOLLA [School] will bring to the communities that it serves."*
HOLLA Mentor	*"The time is NOW for black and brown leaders!"*
Student	*"I feel excited that Black and Brown youth have the chance to be around other kids like them and have a space where they can be their true selves."*
Student	*"I feel like black and brown youth struggle with their voices being heard; to the point where*

	they just simply choose not to speak at all, or they act out in response to that. I feel like having a space that is centered around people that look like them will make them more open to speaking up and building healthy relationships with both peers and staff."

Our HOLLA School community engagement generated considerable support. In addition to online survey feedback, we held focus groups to engage more deeply with educators, Black and Latinx HOLLA families, current students of color within the Reynolds District and current HOLLA donors that intend to support HOLLA School. From these conversations we were able to more explicitly identify why folks support HOLLA School.

Priorities Emerging from Outreach

HOLLA asked our community through our online survey, focus groups, and town halls to identify how important the following school elements are to them for their children, and therefore, should be prioritized by HOLLA School. Four essential/high priorities emerged from HOLLA School's community outreach:

- 98% Culturally Responsive Curriculum
- 97% Mentoring & Support Services
- 94% Hiring Educators of Color
- 86% Restorative Justice Approach to Behavioral Management

Culturally Responsive Curriculum: Our engagement with our community over the past seven years, including the HOLLA School planning process, makes it abundantly clear that families of color want their children to succeed in schools and have access to better opportunities in life. We engaged parents and families around what they think is important to giving their children quality learning experiences. Focus group input and survey responses from our Black and Latinx families and students of color all express the desire for a curriculum that celebrates the history of different races and cultures and has consistent representation of those cultures through their learning experience. Our community members and families report that a culturally responsive curriculum that better reflects the diversity of our schools is a top priority that needs to be addressed in current schools and they are hoping for HOLLA School to help bridge the gap by modeling this type of educational model.

98% of respondents (across surveys, focus groups, and town halls) identified culturally responsive curriculum as essential/high priority for HOLLA School. In our Black families focus group, a participant expressed that, "*The curriculum should actually teach black youth about their history (reviving lost history), don't sugarcoat it.*" Our students in particular feel strongly that their culture should not only be included in the curriculum, but schools should also create a school environment that honors and integrates their culture into the school environment because it will help folks respect one another as they learn about one another. This sentiment is expressed in our youth of color focus group. One of

the participants expressed, "*I think they should teach more about African history, letting young people know that they come from royalty, this would empower black people, promote positivity and help other cultures to have more respect for black people*" another participate concurred, saying, "*I agree [with X] that schools need to do a better job of educating folks of other people's culture especially of black and brown folks.*"

HOLLA School will ensure that Black, Brown and Indigenous history as well as cultural values and experiences are embedded within the curriculums. Culturally Responsive curriculum is a powerful way to both teach and learn from Black, Brown and Indigenous communities in a way that traditional curriculum does not do. HOLLA School will intentionally decenter whiteness in the curriculum, policies and culture of the school because we know that families are excited to be able to send their children to a school where their existence, as well as their contributions and experiences throughout history, are learned and celebrated within the curriculum.

Mentoring and Support Services: 97% of respondents (across surveys, focus groups, and town halls) identified Mentoring and Support Services as essential/high priority for the HOLLA School. In our youth of color focus group, a participant mentioned how important it is to have mentors and advocates for youth, specifically those who share their ethnicity and culture. This is why HOLLA centers mentorship and relationships in our current programming. Having mentor support in the classroom will be core to building trust and working to improve attendance and academics.

Educators of Color: 94% of respondents (across surveys, focus groups, and town halls) identified hiring teachers of color to be essential/high priority. In our educators of color focus group, participants mention that, "*Having educators of color ensures that the teaching is able to connect and relate to the students, ensuring that there isn't just one story being shared that centers whiteness. But having educators of color helps to ensure that there is more content and context in the learning experience.*" Similarly, a participant from our Black families focus group expresses, "*When it comes to having educators of color, I think it is very important because they can relate to the children, build trust and push them to do well. Black youth are more likely to respect teachers that look like them.*" The lack of educators of color is a prevalent issue on a local, state and national level and it is families of color and their children that suffer the most as a result of the absence of a diverse teacher workforce. HOLLA is committed to honoring the community as they express a need for their children to have role models in the classroom to help them to see themselves as capable and supported by their teachers.

HOLLA deeply values our local educators. We are committed to continuing to learn from them and taking their wisdom and perspective to heart as we move forward with our school's vision and implementation. In an effort to prioritize input from educators, this winter we had an in-depth focus group with educators of color to hear more about their needs, challenges, dreams, and approaches to learning for their students. Reflections from educators, when asked about challenges they face in their work, emphasized the need for a racially and culturally diverse learning environment. Educators expressed interest in working at HOLLA School or another school environment that supports educators of color in particular. Educators expressed the desire to have like-minded folks and people

with power/influence to support to help critique and decenter whiteness and be able to truly center the needs and values of folks of color in the school environment.

The educators of color focus group participants highlighted that it is important to reframe how we approach school discipline, especially with BIPOC youth. Relying on Black, Brown and Indigenous cultural ways of being, educators emphasize the importance of setting expectations and agreements in the beginning and ensuring that consequences for student behavior are appropriate and relevant. One educator expressed the importance of restorative justice practices that are not punitive in nature but help the student to acknowledge their mistakes and learn ways to better handle future similar feelings and situations.

This focus group feedback highlights the importance of diversifying the teacher workforce in our schools. Many educators of color mention that a primary challenge for them has been experiencing burnout and isolation. One educator expressed that when it comes to burnout, "*The weight you carry as an educator of color and the amount of time and energy you put into trying to serve our youth well in a system that doesn't support them, can be overwhelming...there can be an exploitation of you as a resource.*" A study on the perspective and reflections from Black teachers supports that this is a common feeling for teachers of color. The report says, "Despite their [Black Teachers] feelings of alienation, they take on extra responsibilities and are often assigned additional duties because of their unique strengths, leaving them burdened and taxed."[20] To reduce these feelings of burnout and overwhelm, educators in our focus group expressed, "*A need for healing spaces for educators of color in these school environments and a education/training for all educators on how to share the burden of speaking up and holding space so that it is not assigned to one person, especially those that have been most 'othered'[21] in the environment.*" Furthermore, educators note that these "healing spaces" can be created by working to build trust and create a sense of safety in order for educators to be honest about their experiences.

Restorative Justice Approach to "Discipline": 86% of respondents (across surveys, focus groups, and town halls) identified applying a restorative justice approach to behavioral management as essential/high priority for HOLLA School. Racial justice demands that we address the disproportionate rates of in school discipline for BIPOC folks. The Willamette Week's recent reported research on school discipline highlights local disparities in school discipline. The article notes that the "2018-19 Oregon Department of Education report grading public schools indicates how often Black Oregonians are viewed as troublemakers before they reach adulthood—they are disciplined at twice the rate of their white peers. The report, released in May 2019, stated that Black students had the second-most incident reports: 12.6%. American Indian/Alaska Native students were slightly higher at 12.8%. White students accounted for only 6% of incident reports."[22]

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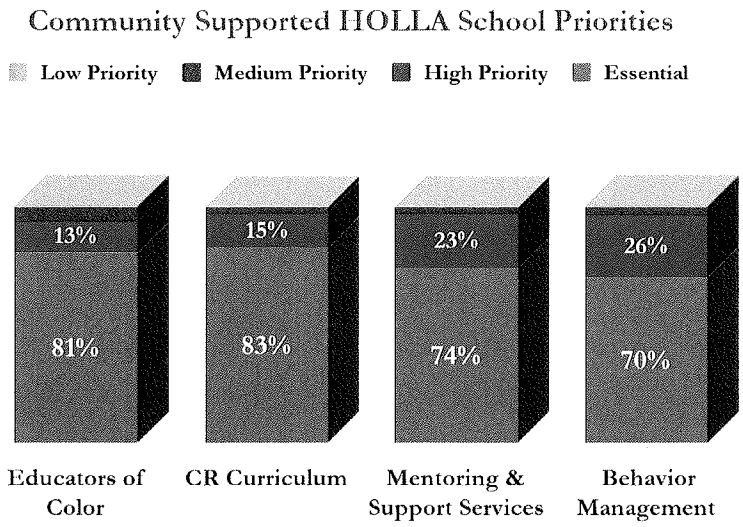
[20] Through Our Eyes: Perspectives and Reflections From Black Teachers. The Education Trust 2016

[21] Through Our Eyes: Perspectives and Reflections From Black Teachers. The Education Trust 201

[22] Oregon's Black and Indigenous Kids are Disciplined at Twice the Rate of Their White Classmates. Willamette Week, 2020.



Findings Disaggregated by Participant Roles

Parents: In addition to the survey, we invited Black and Latinx parents to participate in virtual focus groups, one with Black parents and the other with Latinx parents conducted in Spanish, and two open town halls to express their interest and feedback on the development of HOLLA School. From these focus groups we learned that parents emphasize the importance of wraparound support services that promote mental and physical health, academic support and engaging parents on healthy communication and parent training. Black and Latinx families emphasized the importance of positive values being taught in the school, along with cultural representation and intentionally engaging families. It was made clear that our parents want to be deeply involved in the school community. Families will always be key leaders and volunteers in HOLLA School's design and implementation.

Students: Students are the center of HOLLA's work. HOLLA has a history of cultivating brave spaces for youth to engage and develop through culturally responsive relationships. HOLLA engaged youth of color within the Reynolds District to participate in a focus group to discuss their school needs. Youth participants expressed a desire for their cultural history to be taught within their schools and to be empowered and treated with respect. They spoke about the importance of having role models and teachers that looked like them to foster trust and connection. One youth participant expressed that a current need in schools right now is, "*Definitely educators of color. Interactive way of learning meaning not just taking notes all day. Hands on experiments. Field trips. History that isn't sugarcoated and also Black history.*" Not surprisingly, our youth clearly know what is missing in their school environments and what they would like to see. The HOLLA School seeks to honor the brilliance and the wishes of Black, Brown and Indigenous youth with a school environment in which they can see themselves reflected.

Educators: Educators participated in our surveys, focus groups, and town halls. We are excited that so many educators are already involved in the HOLLA School. One educator expressed, "*I might want to teach or be a part of this school*" while another educator expressed, "*This is much needed. As a believer in public education, I see the need for more innovative responses to the opportunity gaps for youth of color in our schools.*" Educators of color expressed the importance of engaging families, multicultural education and building trusting relationships with students as key to the student success. Educators spoke about the impact of using a holistic approach to engaging youth in learning and the type of supportive community that educators need in order to thrive in the school environment and properly invest in the students.

Community Members: We received strong support and insights via surveys, focus groups and town halls from community members, including offers to help engage by leading creative arts and community engagement opportunities for HOLLA School. Their priorities echo those of our other partner groups. One community member expresses, "*I love what HOLLA stands for and I believe in the vision and mission*" while another community member expresses, "*This academy will be a treasure to the community and gift that will continue to give through the people it serves for generations to come. I'm so excited!!!*"

HOLLA is honored and humbled by the trust and commitment that our parents, educators, youth and community members have in our ability to provide a quality school environment for Black, Brown and Indigenous youth and families. Our public announcement to our community about the vision of HOLLA School to be opened 2022 was met with wide enthusiasm. Our community has embraced this vision with full support. We recognize that our current efforts are just the beginning of the ways our community will be involved within the implementation of HOLLA School. We celebrate shared leadership and a grassroots approach to building. The HOLLA School will reap the benefits of reflecting the community and our FUBU model. We are excited and committed to the following outreach plan to continue intentionally engaging families that are most impacted by opportunity gaps within education. We will continue to engage our communities and partners as we jointly create a school that recognizes the power and potential of Black, Brown and Indigenous youth.

Future Outreach and Engagement Plan

As a public charter school sponsored by the Reynolds School District, the HOLLA School will welcome students from across the district, and also from surrounding districts as enrollment permits. We will recruit students from our ideal student populations, including families who might otherwise seek to enroll their students outside the Reynolds district based on their displacement from NE Portland. Our marketing and recruitment efforts will be guided by our mission and values by focusing our attention on Black, Brown and Indigenous families in East Portland.

To this end, we have created a plan to focus our efforts within BIPOC communities. Our goal is to make sure that all information is accessible to families who might not otherwise be aware of the HOLLA charter option. Outreach will be coordinated by HOLLA staff in partnership with the

HOLLA School Committee, which will be composed of HOLLA Board members, family members, community members and additional stakeholders. This Committee will be established in the summer of 2021 and will support our fall 2022 opening (please see details about this Committee the Governance section). This outreach plan includes but is not limited to:

Written Information: HOLLA School literature and flyers will be posted throughout East Portland in locations most accessible to and frequented by BIPOC communities such as churches, community centers, public transit stops and MWESB Businesses within the community. In areas where families are most likely to speak languages other than English, the flyers and written materials will be printed in additional languages. All school applications will be provided in paper format. HOLLA School updates will regularly be included in HOLLA's Community Newsletter.

Surveys: HOLLA is utilizing a web-based survey during our planning process; the information reflected earlier was gleaned during a two-month period. Our online survey is still open, and we will continue to utilize it, as well as hard copy surveys, to continue gathering community input. Due to COVID-19 concerns, we were unable to provide paper surveys during the initial planning phase. In the future, as soon as health and safety conditions allow, we will widely use paper surveys in order to facilitate more accessible options for survey participation by people of color.

Personal Contact: HOLLA staff and families are closely connected with Black, Brown and Indigenous communities in Portland. These relationships will be an integral part of the recruitment process. The HOLLA staff has met with and will continue to meet with individual community members regarding the HOLLA School. Additional outreach methods will include participation in local community events centering the BIPOC community, canvassing neighborhoods and apartment complexes, and building on relationships with community leaders and organizations.

Community Partners: HOLLA will intentionally connect with local Head-Start, preschool, and childcare providers serving BIPOC youth in the Reynolds district to build relationships and opportunities for families to hear about the HOLLA School. HOLLA will partner with culturally specific organizations working in East Portland to distribute written and verbal information about the school. HOLLA will attend events and festivals that celebrate and center BIPOC communities including Good in the Hood, I Love Rockwood, etc. HOLLA School informational sessions will be held in partnership with local organizations.

Information Sessions: HOLLA will provide regular informational sessions open to community members. Informational sessions will be hosted in partnership with local BIPOC organizations and events in order to center our ideal population of students. Informational sessions will include accessibility services and translation as needed. We ground our outreach approaches in the cultural ways of being for our Black, Brown and Indigenous communities. Therefore, we intend to connect with churches, community centers as well as going door to door. We will hold community BBQ's and call for the community to come and find out about who we are and what we are about. At the

center of community is food, music, joy and we want to incorporate those elements as we invite folks to join HOLLA School. We are excited to do as our call & response name says, HOLLA!, bringing people IN.

Social Media: HOLLA will utilize social media outlets to provide community members information and updates regarding the HOLLA School in both English and Spanish. However, HOLLA will not use technology as the main source of enrollment information OR as the means to the application process as we know this is not the most accessible or culturally relevant communication platform for Black, Brown and Indigenous families.

HOLLA School Family Advisory Council: The Family Advisory Council will serve as HOLLA School's Parent/Teacher/Student entity. The purpose of the Family Advisory Council will be to bridge the gap between families, leadership, and staff and to strengthen the school community. It will be essential to influencing the development and sustenance of the school culture. The Family Advisory Council's role is to provide stakeholder advice, input and feedback to the school leaders regarding HOLLA School's academic and operational policies and practices. All parents and other adult family members of HOLLA students will be welcome to join and contribute their lived experiences, knowledge/skills and community connections to support the HOLLA School. The Family Advisory Council will be a safe place for families to share their voice and perspective, to advocate publicly for HOLLA, to support and encourage HOLLA School staff, to work to address the needs of HOLLA families and strengthen family engagement in the school community.

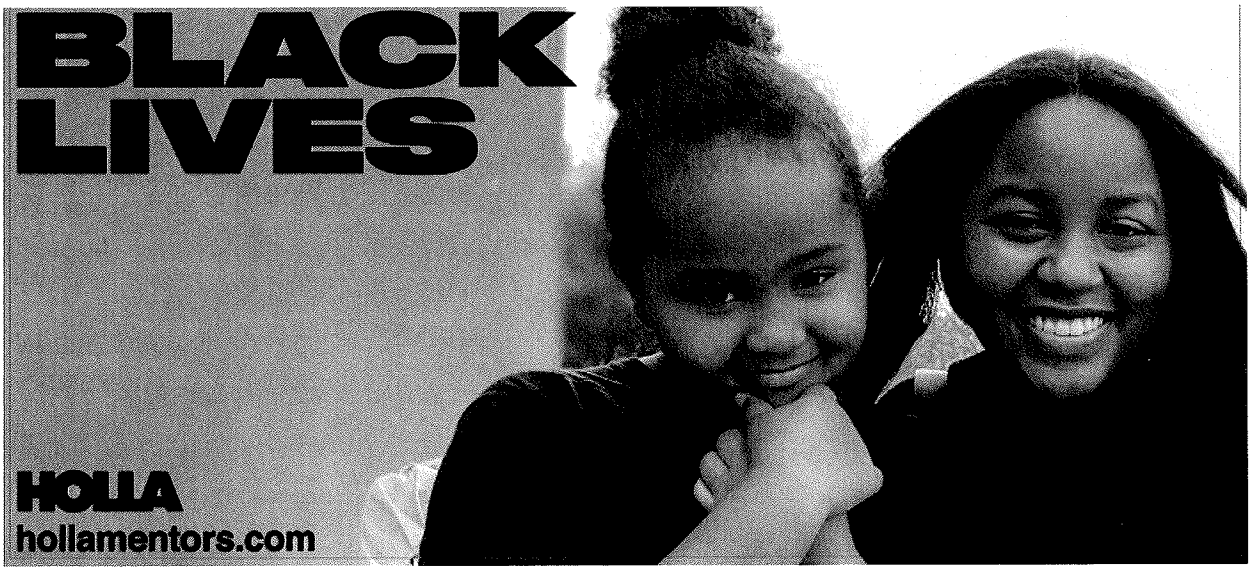
Community Partnerships

We do not do this work alone. As our collective liberation is at stake, HOLLA takes seriously developing and maintaining partnerships with individuals, organizations and businesses in the community who share our vision and commitment to the power and potential of Black, Brown and Indigenous youth.

One current partnership that exemplifies HOLLA's support in and by the community is our current billboard campaign in the city of Portland to commemorate Black History Month by celebrating culturally specific mentoring. In the winter of 2020, a local company, Billups (www.billups.com), sought out a local organization to support with a donated advertising campaign. Billups is a full-service OOH advertising company providing ad technology, strategic media planning and buying, data science, and attribution. Billups selected HOLLA for this campaign, donating over $100,000 worth of advertising space across the city. The purpose of the advertising campaign was two-fold: first, to highlight the importance of representation and how matching mentors with mentees that share appearance, language and culture leaves an indelible mark on our youth's growth and maturity. Second, to emphasize that even with the overwhelming and pervasive presence of whiteness in the state of Oregon, the Black community is still and has always been here. The installment just went up in late February across the Portland metro area. Billups was excited to

partner with HOLLA to celebrate Black life in Portland and to share HOLLA's impact throughout the city.

Our slogan for the campaign is simply to draw attention to the Black community's presence throughout the city of Portland in spite of the impact of gentrification and displacement by declaring:



BLACK LIVES

From the Numbers to the Nutty, we out here. Every section from 82nd to the Vill', you know when you see us. We make history. We are history. Black thrives. Black lives.

HOLLA has engaged our community partners in the vision of the HOLLA School since the beginning of our planning process. The following are some of the key partners with whom we look forward to future collaborations with at the HOLLA School.

Our key STEAM partners include Centrex Construction, Daimler Trucks of North America (DTNA) and PivIT Global. For the last five years Centrex Construction partnered with us to host an annual series of Aviation Days for HOLLA youth. With the opening of the school, this opportunity will be expanded to include the entire student body. This series provides opportunities for youth to explore various career fields within aviation and get hands-on and on-location experience with Centrex staff. DTNA joined HOLLA as a new partner in 2020 and kicked off the year with a virtual Engineering Visit on MLK Jr Day in January. They are committed to providing STEM kits to HOLLA students and future opportunities for tours and learning. They anticipate growing our partnership as the school opens to provide further STEM education opportunities to youth and families. PivIT Global has been a long time sponsor of HOLLA and is committed to helping us with our school's IT planning and has aspirations of future STEM camps in partnership with the HOLLA School. All three of these key partners are keen to continue to develop the partnership in support of the HOLLA School.

HOLLA's educational partners which include Warner Pacific University, Portland State University, and University of Portland are also committed to continued collaboration. Partnerships with these universities currently include college visits, career days, and mentorship from current students. The Children's Book Bank has provided access to hundreds of books over the last 5 years and plans to expand their partnership to provide additional resources as we open the school.

Warner Pacific University, the most diverse private university in Oregon, has been an integral partner since our founding. From campus space, mentor recruitment, collaborative events, college visits, to interns our shared values have created endless opportunities to partner. In light of the public charter development, the department of Education has committed to expanding our partnership around professional development, student teacher practicum placements and student teaching interns as the school opens. There is faculty representation from the Education Department at Warner Pacific on our board and charter sub-committee. Their education department has intentionally diversified their teacher candidate cohorts and worked to center equity across their program. We look forward to continuing to grow this partnership as the school opens.

Mudbone Grown is a black-owned farm enterprise that promotes inter-generational community-based farming that creates measurable and sustainable environmental, social, cultural, and economic impacts in communities. HOLLA and Mudbone have established a commitment to a future partnership through the HOLLA School in order to provide urban agricultural curriculum and experiences for students and families. Mudbone is also committed to partnering to provide fresh local produce to support our school meals.

Charter School Capital has been critical from the HOLLA School's inception in helping us develop a comprehensive, realistic financial model for our public school charter proposal. They have donated hours of in-kind planning and budgeting expertise regarding how to start and sustain fiscal health over our first five years. Since 2007, Charter School Capital, headquartered here in Portland, has served over 1.5 million kids in over 700 public charter schools across the nation through investing over 2 billion dollars. They provide innovative and holistic solutions in order to create financial models that are congruent with the mission and values of the public charter school and adherent to school district expectations around financial responsibility and feasibility. Charter School Capital has pledged its team's support to ensure our launch and long-term viability in the Rockwood community. HOLLA is thrilled that Charter School Capital will remain our valued and active partner as we move forward in this endeavor by making its expertise and financial resources available, including additional in-kind support and a sizable line of credit pending our charter agreement ratification and fiscal needs. Additional details about this partnership are outlined in two letters from Stuart Ellis, the CEO of Charter School Capital, in APPENDIX B.

Summerworks, a program of the City of Portland, has been a fantastic partner in creating summer employment opportunities and employment mentorships for our high school youth and young adults. We have utilized Summerworks roles over the last three summers and plan to continue these roles in support of our HOLLA School summer programming. Eventually we would like to hire our own school alumni during their high school years to come back and work in the summers.

Additional community partners in our program are committed to provide continued partnership including but not limited to: Together We Are Greater Than, Mazamas, the Portland Art Museum, Vibe, Northwest Youth Corps, and the Forest Service. HOLLA also partners with many individuals in the community to provide art and music opportunities.

Many community organizations, companies, and leaders expressed enthusiastic support for the HOLLA School, through one-on-one and group meetings with HOLLA School Founders, many of which had purposes simply related to HOLLA's current/customary services. Some have written letters of partnership and/or support for inclusion in this proposal (APPENDIX B), including:

- Black Parent Initiative
- Centrex Construction
- Charter School Capital
- Children's Book Bank
- Duncan Campbell, Friends of the Children
- Greater Than
- Imago Dei
- KairosPDX
- Mudbone Grown
- Oregon Community Foundation

- PivIT Global
- Portland State University Student Community Engagement Center
- The Contingent
- Warner Pacific University's Department of Education

Our existing culturally-specific relationships and partnerships with Warner Pacific University's Education Department, Portland State University's Student Community Engagement Center, Black Parent Initiative, OCF's Black Student Success Network, Mudbone Grown, and other entities, will undoubtedly set HOLLA School up for success, leave a lasting impact on the Reynolds School District and create a transformational legacy on the BIPOC communities of East county.

Additional Community Support

Despite the pandemic precluding our connecting personally with the community during this time, our community and our partners still showed up to express support for the HOLLA School through every possible means, including feedback from our community survey, targeted focus groups, public town halls and dozens of phone calls and video meetings with a wide array of community leaders and partners.

The HOLLA School will further demonstrate hefty and sustainable public support by the following:

1. Testimony at the District's public hearing on this proposal from community members in support of the HOLLA School
2. Establishment of the HOLLA Board School Committee
3. Formation of the Family Advisory Council (details in the Governance section)
4. Formalization of concrete partnerships with planned partners and new partners.
5. A series of public informational sessions to be held September 2021-April 2022 for the purpose of sharing and gathering information with/from the community about the educational opportunities at the HOLLA school

We have detailed some of the overwhelming realities our Black, Brown and Indigenous youth and families face in navigating their academic and cultural experience. Add to this the far-reaching community support expressing a need for a culturally-specific K-8 school in Rockwood, both designed and operated by BIPOC educators and other community leaders. HOLLA's educational model is absolutely poised and positioned to meet those needs in the Fall of 2022 and beyond upon the District's agreement to sponsor the HOLLA School.

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Educational Philosophy and Model

"We all operate from a set of cultural frames of reference. The challenge is that if we routinely interpret other people's actions solely through our personal cultural frames, we run the risk of misinterpreting their actions or intentions."
~Zaretta Hammond[23]

In this section of our proposal we outline our educational philosophy and model. We ask that you take a moment to pause and consider the merits of a school curriculum designed to address the historical and present-day lived experiences of our Black, Brown, and Indigenous youth, their families and our school staff who have been impacted by systemic oppression in educational settings.

HOLLA School will be anti-racist by interrogating the intentionality of systems that were created to sort and to determine a societal elite. Black, Brown and Indigenous peoples were not considered worthy enough, or for that matter, human enough, to access the institution of public education, and were punished severely for trying to do so. Little has been done to acknowledge, heal from, dismantle or rebuild the system that for so long has struggled to meet the needs of ALL students.

HOLLA School will provide an educational experience that is rooted in the historical and cultural needs of the members of our society for whom schools were not originally created. We invite you to journey with us as we provide solutions to the systemic problem of equitable access to academic pursuits. As you read, it is critical to apply the teachings of Zaretta Hammond, by working to widen your apertures to allow more light to shine on the offerings of this proposal.

"Fortunately, history does not pose problems without eventually producing solutions. The disenchanted, the disadvantaged and the disinherited seem at times of deep crisis, to summon up some sort of genius that enables them to perceive and capture the appropriate weapons to carve out their destiny."
~Dr. Martin Luther King Jr.[24]

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[23] Hammond, Zaretta "Culturally Responsive Teaching & The Brain"
[24] King, Martin Luther "Why We Can't Wait"

The HOLLA School Mission

- To change the academic narrative of Black, Brown and Indigenous youth by honoring lived experiences, catalyzing genius and centering joy.
- To explore student identities, nurture their curiosity, ignite their criticality and orient them in the world.
- To systematize the use of a comprehensive anti-racist, culturally and historically responsive instructional framework that centers literacy and relationships through mentoring, entrepreneurship and acknowledging the contributions of our community.

The HOLLA School Philosophy

"Culturally responsive teaching promotes the success of all students equally—something that traditional education methods often fall short on. When students' cultural backgrounds aren't thoughtfully considered, classrooms suffer from issues like language barriers, systemic discrimination, and lack of representation."[25]

According to the National Academy of Sciences,

> "Learners function within complex developmental, cognitive, physical, social, and cultural systems. Research and theory from diverse fields have contributed to an evolving understanding that all learners grow and learn in culturally defined ways in culturally defined contexts. While humans share basic brain structures and processes, as well as fundamental experiences such as relationships with family, age-related stages, and many more, each of these phenomena are shaped by an individual's precise experiences. Learning does not happen in the same way for all people because cultural influences are influential from the beginning of life. These ideas about the intertwining of learning and culture have been reinforced by research on many facets of learning and development."[26]

This research is groundbreaking. In order to fully understand the need for a culturally responsive framework, we must first account for how it is that ALL people learn. It is here that we can begin to make sense of why the opportunity gap exists and why academic outcomes for Black, Brown and Indigenous youth are predictable by race, despite varying geographical locations and socioeconomic status. The research proposes that Culturally Responsive Frameworks already exist for white children, as evidenced by a 17% difference in achievement data between white and Black/Brown children in RSD alone. The science suggests that learners who receive instruction in a manner congruent with their culture and cultural contexts function at higher levels academically.

[25] Muniz, Jenny "Culturally Responsive Teaching" American University
[26] How People Learn II: Learners, Contexts, and Cultures, The National Academy of Sciences

One of the questions that naturally arises is, "How does culturally responsive instruction benefit ALL children?" Given the fact that most American institutions have been built upon white cultural norms and contexts since their inception, it is reasonable to conclude that the cultural needs of white students are consistently met in traditional educational settings and elsewhere in our society. At HOLLA School, we provide a learning environment centered on the cultural norms and contexts of our Black, Brown and Indigenous communities. We believe that our white students and families will also benefit from an educational setting that is unlike any that they have experienced. Accessing cultural norms, narratives and perspectives that differ from one's own is not only enriching but provides opportunities for our young people to develop their lenses for empathy and compassion which is what our world needs now more than ever.

In a culturally responsive classroom, the varied identities of learners' experiences are surfaced, honored, and used to bridge rigorous new learning.

"This type of individualized instruction benefits ALL students, which is why Gloria Ladson-Billings titled her seminal text on culturally relevant pedagogy: But That's Just Good Teaching!"[27]

However, culturally responsive teaching begs the question: Which students do not receive this type of culturally relevant instruction? For Ladson-Billings, the answer is African American students. It remains true that far too many Black students have their cultural ways of knowing treated as barriers in the learning process, they have their ability and potential questioned, and they encounter educators who proclaim: "I don't see color!"[28] HOLLA School's educational philosophy is built upon the intentional creation of a climate that centers the culture, history, and lived experiences of our Black, Brown and Indigenous youth paired with an intellectually rigorous academic curriculum all of which research reveals is necessary for learning. Science and research support not only our need to "see color," but also the importance of providing instruction that is culturally relevant in order for students to learn. At HOLLA this includes ALL children with an emphasis on practices empirically proven to meet the learning needs of Black, Brown and Indigenous children, as well, not as an aside.

HOLLA School's philosophy includes examining our Pedagogy, Policies and Practices. These concepts are the underpinning of HOLLA School's commitment to anti-racist education.

We define these in the following ways:

Pedagogy	• The beliefs, knowledge, and skills that we apply to the practice of teaching and learning. This includes but is not limited to a racial, socio-political, and historical context.

[27] Ladson Billings, Gloria "But That's Just Good Teaching"
[28] Muniz, Jenny "Culturally Responsive Teaching" American University

Policies	• The rules, expectations, processes and governing principles that determine the ways in which schools operate.
Practices	• The implementation of our policies and pedagogy encompassed by teaching and learning through a culturally responsive lens.

Our work at HOLLA School is to apply critical anti-racist lenses to our Pedagogy, Policies and Practices. At HOLLA, we believe ALL students are brilliant and that it is our work to create the conditions for their brilliance to shine. Our philosophy includes holistic learning experiences centered around the historical, cultural and social emotional needs of our Black, Brown and Indigenous youth, families and community. This culturally responsive approach that decenters traditional white cultural norms is proven to benefit ALL students, regardless of race or socioeconomic status.

Our Culturally Responsive Literacy Instruction is rooted in both historical and present day context, centering ancestral and current cultural beliefs, experiences and values. HOLLA's instructional philosophy emphasizes literacy as a core principle of student success. Research consistently reveals that literacy is a key predictor of academic progress, noting students not proficient in reading by 3rd grade are four times more likely to drop out of high school than proficient readers[29]. Therefore, literacy instruction at HOLLA is intentionally incorporated into all aspects of the school experience.

Examples of literacy integration that extend beyond reading and writing instruction include, but are not limited to:

- historic literacy
- environmental literacy
- entrepreneurial literacy
- financial literacy
- media literacy
- digital literacy
- cultural literacy
- social literacy
- emotional literacy
- racial literacy

Gentrification has had a hugely destructive impact on the Black community. Places that were historically preserved for spiritual grounding, sharing of artistry and social connection have been

[29] Fuchs, Douglas

geographically displaced. This disbursement to the surrounding Portland areas calls us to examine and understand the impacts and layers of complexity in sharing space and resources in what has largely been established as the LatinX community in RSD. HOLLA's goal is to partner with RSD in building a communal space where Black, Brown and Indigenous people are able to come together to fill the void that has been created as a result of their community displacement.

"It becomes imperative to understand how to build positive social relationships that signal to the brain a sense of physical, psychological and social safety so that learning is possible."
~Zaretta Hammond

The educational philosophy of HOLLA School reflects the intentional actions required to cultivate community. We value the positive aspects and ancestral attributes of our families, which includes their ways of being and knowing that pre-date colonization. It is an intentional action to create a space to meet the viscerally historical need and traditional requirement of Black, Brown, and Indigenous people to have a place of centering. Interconnectedness has been a critical component of these communities' ability to survive. It has depended on the existence of brave spaces in which they could heal, celebrate, find solace, familiarity, grace and strength in order to keep pressing on in the face of persistent systemic oppression. At HOLLA we will actively incorporate the members of our community to unearth our collective brilliance, show homage to our history and enhance learning for all.

Historically, the educational experiences for many of our Black, Brown and Indigenous youth and families is complex and is important to understand in order to best meet current academic learning needs. The pursuit of intellectual advancement has been systemically filled with barriers, pain and a sense of failure. While our Black, Brown and Indigenous families have experienced different forms of historical trauma, the impact of that trauma presents in similar ways in today's educational settings. We must collectively acknowledge that attempts of academic advancement for Black, Brown, and Indigenous peoples have resulted in encountering ignorance about their respective cultures and identities, being stripped of language, being forced to assimilate to dominant cultural norms and being met by physical violence. Acknowledging these histories allows us to honor the cultural heritages of our historically underserved communities, while intentionally cultivating a learning climate that seeks to unearth their individual and collective genius.

Dr. Gholdy Muhammad's *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* outlines our five central learning pursuits at HOLLA School. The elements of this framework are applied in layers to enhance engagement in our curriculum and instruction. We will layer modalities, like video, art, visual maps, images and more, "over" text in order to gain a deeper understanding for the concepts and content we study. Given cultural and historical contexts, students are provided space to show up as their authentic selves and engage in relevant experiential learning pursuits as they develop critical literacy skills. Embracing rather than excluding students' lived experiences contributes to a joyous school climate, where each student is seen and heard.

Below are the five learning pursuits of our educational framework as outlined by Dr. Muhammad:

Elements of the Culturally and Historically Responsive Literacy Framework	**Description / Wondering**
Identity Development	Identity is who you are, who others think you are and who you desire to be. Includes self-knowledge and knowledge of others. Important to validate and celebrate our multiple identities. • ***"How does my curriculum and instruction help students to learn about themselves and/or others?"***
Skill Development	The development of skills like reading, listening, observing, comparing, investigating, thinking, etc. Cultivating skills also linked to actions/application. • ***"How does the curriculum respond to or build students' skills in this content area?***
Intellectual Development	Intentionally engaging our hearts and minds in acquiring new knowledge. Includes justice and anti-racism. • ***"How does the curriculum respond to or build upon students' knowledge, understanding of concepts and mental abilities?***
Criticality	Ability to identify inequities, take part in inquiry and engage in discourse with anyone. • ***"How does the curriculum and instruction help students understand power, equity, social justice, anti-racism and the disruption of all types of oppression?'***
Joy	We must cultivate joy. Education has always been linked to joy in Black culture. When experiencing joy our brains are more open to

	learning. Need to actively seek examples of joy in curriculum, instruction and play. • ***"How does my instruction enable and amplify joy?"***

"When these five learning pursuits are taught together, the learning becomes humanizing and more complete giving students opportunities for personal, intellectual, and academic success." [30] Rather than teaching to the test, as many traditional classrooms do, our instruction will center the pursuits of Identity Development, Skill Development, Intellectual Development, Criticality and Joy, allowing students to make academic gains paired with the cultivation of self-awareness, self-determination, self-reliance and self-empowerment.

Alignment with Purposes and Goals of Oregon's Charter School Law (ORS 338.015)

HOLLA School aligns fully with the purposes and goals of Oregon's Charter School Law. While we understand that not every charter school must meet every legislative purpose outlined in ORS 338.015, HOLLA believes our school will advance them all.

Increasing Learning and Achievement and Meeting the Learning Demands of ALL Students

"From 1983 to today, we have not seen academic acceleration or any major climbs in academic achievement for ALL children. More than 35 years later, what has changed or shifted? Why are we still clinging to the same approaches for our youth in schools?"
~ Dr. Gholdy Muhammad

Critical to any educational framework is a comprehensive review of historical and current academic performance. National and local data reflect persistent and predictable patterns of academic achievement outcomes. When disaggregated by race, we consistently find our White and Asian students as "successful" while our Black, LatinX, Indigenous, Pacific Islander and Native Alaskan students are deemed "failing." It is imperative that we examine what we have normed in our educational settings and be willing to create systems that, although not traditional, do have empirical data to support their implementation and efficacy. In alignment with RSD's newly adopted comprehensive five-year Strategic Plan, HOLLA's goal is to identify and target the specific areas acting as barriers to academic, social and economic success for our historically oppressed student populations.

[30] Muhammad, Gholdy "Cultivating Genius"

A review of RSD student achievement data from the 2018-2019 school year, as delineated in the "Why Now" subsection of this proposal's Community Section, reveal disparities of great concern, particularly when disaggregated by race/ethnicity. Research clearly reveals a persistent trend of lack of engagement and poor grades when students are not meeting literacy standards by the end of third grade. The available data points to a unique opportunity for RSD and HOLLA to partner. HOLLA is able to provide an innovative approach to curriculum and instruction that is able to meet the academic needs of RSD's historically and systemically underserved populations while closing opportunity gaps and meeting the learning demands of ALL students.

HOLLA's goal is for ALL students to make significant positive academic gains and to maintain that trajectory throughout their school career. The snapshots of current performance at the state and district levels highlights the urgency of utilizing research-based and targeted strategies to support students who are otherwise being left behind and are not accessing culturally specific interventions to aid them in meeting the minimum state requirements. As a member of the HOLLA community, students, families and community members will rigorously focus on cultivating literacy skills in all aspects of our daily experiences.

To increase student learning and achievement for ALL students we will:

- Provide ongoing culturally responsive professional development
- Integrate critical lenses and cultural proficiency in our Pedagogy, Policies and Practices
- Employ engaging culturally responsive instruction and curriculum
- Center relationship with our students, families and staff
- Elevate Student, Family and Community Voice
- Systematize effective communication systems with our families and community
- Use data to interrogate and remove barriers for academic success
- Monitor academic achievement and implement tiered interventions
- Employ a variety of learning strategies
    - Hands on/tactile
    - Visual
    - Inquiry & Observation
    - Collaborative Problem Solving
    - Strengths based language
- Employ a variety of assessment methods
- Real world applications (Place-based)
    - Entrepreneurship through urban farming and financial literacy
- Consistent Showcasing of Black, Brown, and Indigenous creativity
    - Visual, Technological & Performing Arts
- Project based learning
- Family literacy and engagement

- Lending library
  - Exposure to words
  - Access to books at home
  - Model print rich environments and language rich interactions
- Build the critical foundation for Mathematics literacy and students numerical understanding through entrepreneurial and agricultural curriculum designed to reinforce classroom instruction with practical and real-world applications.

Increase Choices of Learning Opportunities

The HOLLA School will increase choices and learning opportunities for students, a key purpose of Oregon's Charter School Act, by providing culturally responsive pedagogy, culturally sustaining pedagogy, culturally responsive instruction and culturally responsive teaching. Below we define these essential elements of our instruction:

- **Culturally Responsive Pedagogy (CRP):**
  Gloria Ladson Billings' seminal research on this methodology has spanned two decades. She defines culturally responsive pedagogy as, "... a form of teaching that calls for engaging learners whose experiences and cultures are traditionally excluded from mainstream settings." Based on her research of effective teachers of African American students, Ladson-Billings proposed three goals on which these teachers' practices were grounded. First, teaching must yield academic success. Second, teaching must help students develop positive ethnic and cultural identities while simultaneously helping them achieve academically. Third, teaching must support students' ability "to recognize, understand, and critique current and social inequalities." [31]

- **Culturally Sustaining Pedagogy (CSP):**
  Django Paris expanded on the work of culturally relevant pedagogy to develop a vision for *culturally sustaining pedagogy*, an approach that takes into account the many ways learners' identity and culture evolve. In a 2014 article, Paris and co-author H. Samy Alim posit that culturally sustaining educators not only draw on but also *sustain* students' culture—both static culture (e.g., heritage ways, and home language) and evolving culture. In other words, culturally sustaining educators help students develop a positive cultural identity while teaching math, reading, problem-solving, and civics. Paris also offers a "loving critique" of CRT, arguing that relevance in the curriculum cannot, alone, ensure students will be prepared to live in an increasingly diverse, global world. Paris and Alim maintain that culturally sustaining practice "has as its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers."[32]

[31]Ladson Billings, Gloria, "But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy"
[32]Muniz, Jenny, Culturally Responsive Teaching, New America

- **Culturally Responsive Instruction (CRI):**
  According to Dr. Matthew Lynch (2011) culturally responsive instruction is, "a student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world." There are several components to a well-structured culturally inviting classroom.

  Patricia Schmidt[33] (2005), author of Culturally Responsive Instruction, states that these components are:

  - High expectations
  - Positive relationships with families and community
  - Cultural sensitivity
  - Active teaching methods
  - Teacher as facilitator
  - Student control of portions of the lesson
  - Instruction around group and pairs

  CRI, the evidence and researched documentation of Culturally Responsive Instruction is expansive. At HOLLA School we also want to be sure to document its efficacy. One example of such efficacy is discoverable through the researchers from Columbia Teachers College. They shared results from a mixed methods study they did on CRI and using the Culturally Responsive Instructional Observation Protocol (CRIOP).

  Of the 456 students who were included in this study, 397 students (87.3%) qualified for free/reduced lunch and 128 (28%) of the students were identified as English Language Learners. This is important because the students in the study reflect similarities to the demographics in RSD. Similarly, 100% of the instructors trained in culturally responsive instruction were white, which also mirrors the teacher demographics in RSD. The study revealed that high implementers of CRI had increased and higher student achievement in Math and Reading; when assessed with MAPS Testing than their peers whose teachers did not implement CRI. This research surfaces details about what school pedagogy, policies, and practices support this framework and those that do not.[34]

- **Culturally Responsive Teaching (CRT):**
  Zaretta Hammond defines culturally responsive teaching as being able to help culturally and linguistically diverse students who have been marginalized in schools expand their abilities to do rigorous work, building their background knowledge and deepening their understanding.

[33]Schmidt, Patricia,
[34]Culturally Responsive Instructional Observation Protocol

Culturally responsive teaching requires teachers to root their content in community issues in a manner that is relevant and meaningful to a student's daily life.[35]

The Eight Competency areas for Culturally Responsive Teaching include:

- Reflecting on one's cultural lens
- Recognizing and redressing bias in the system
- Drawing on students' culture to shape curriculum and instruction
- Bringing real-world issues into the classroom
- Modeling high expectations
- Promoting respect for student differences
- Collaborating with families and the local community
- Communicate in linguistically and culturally responsive ways

These competencies lend themselves to differentiation for students on an individual and whole group level. Differentiation is an essential component to Tier 1 Response To Intervention. At HOLLA this is embedded in our core classroom instruction for all students. This is a key component for improving instruction in anticipation of, and as a response to, the needs of all learners. By approaching instruction with this design, we are able to address access and opportunity gaps for targeted populations of students.[36]

Many of our systemically oppressed students have struggled to find academic success due partly to the narrow constraints of teaching, learning, assessment and behavior within an educational system steeped in dominant cultural pedagogy. Culturally Responsive Instruction expands the aperture within educational environments to include consistent opportunities for expressions of intellect by Black, Brown, Indigenous and students receiving SPED and ELL supports. At HOLLA, we will normalize providing choice to students to increase their sense of agency, autonomy and engagement. Universal Design for Learning is HOLLA's vehicle for students to access multiple means of engagement, multiple means of representation, and multiple means of action and expression.[37] Students will have opportunities to choose how they will demonstrate what they know and understand.

Examples of choices include:

Multiple Points of Entry	Multiple Choice Activities
• **Narrational:** stories and words; read or tell a story or narrative	• Gym/Outdoor/Reading • Independent/Partner/Group

[35] Hammond, Zarretta "Culturally Responsive Teaching & the Brain"
[36] Lynch, Matthew "Huffpost"
[37] The UDL guidelines

• **Logical-Quantitative:** numerically with measurement; provide data, use deductive reasoning, examine numbers, statistics musical rhythm, logic, narrative plot structure, cause and effect relationships • **Foundational:** philosophy, background, root systems, rationales; big questions about life, death, and our place in the world; philosophy, meaning • **Aesthetic:** sensory means; emphasize sensory and/or surface features, activate aesthetic sensitivities • **Experiential:** personal encounters and experiences of others; a hands-on approach, dealing directly with materials (physical or virtual), simulations, personal explanations	• Kinesthetic/Visual/Auditory/Sensory • Experiential/Role Play/Observation • Externalizing/Internalizing

As a partner with RSD, we ensure that all HOLLA teachers and staff will be trained in this instructional framework with ongoing professional development. At HOLLA School we are using this instructional model in order to best support the needs of students who would otherwise be left out due to the opportunity gaps in traditional instructional models. This one of the ways we are able to identify and remove barriers, as prioritized in RSD's new 2021-2026 Strategic Plan.

HOLLA recognizes the eight competencies for Culturally Responsive Teaching (CRT) as pillars to curriculum development, teacher professional development, and as lenses from which we can review, measure, and quantify the efficacy of this instructional pedagogy and framework. At HOLLA culturally responsive teaching is our vehicle for teaching content.

Currently, RSD's teaching population does not yet reflect that of its student body. 92% of teachers in this district identify as white, English speaking staff, yet nearly 70% of RSD's student body are students of color. This data is compelling and illustrates another way that HOLLA is able to advance RSD's new Strategic Plan, by providing instructors who are trained in Culturally Responsive Pedagogy, Culturally Sustaining Pedagogy, Culturally Responsive Instruction and Culturally Responsive Teaching and/or are teachers of color able to support all students with effective instruction.

Meeting Individual Student Academic Needs and Interests

"HOLLA if you hear me!"
"HOLLAAAAA!!!"

Call and response is an age-old tradition from African cultures used in public gatherings, ceremonies, religious rituals, weddings, funerals and civic participation. One person provides a call and those around them provide the response. HOLLA School is our response to the community letting them know that we hear them. HOLLA is the call, our school is the response.

Call and response is often used in hip-hop as a strategy for connection. At HOLLA School we recognize the musical genre of hip-hop as a valid tool for instruction and engagement, not simply as entertainment. The musical rhythms, delivery of rhyme over beats, style, poetry expressed as spoken word, dancing and graffiti are all part of Black, Brown and Indigenous cultures. To not incorporate hip-hop pedagogy would mean a denial of ourselves and our authenticity. Our students are not merely interested in hip-hop, they understand that hip-hop lives in their DNA. A school devoid of this instructional methodology has no hope of meeting their needs and interests. Dr. Chris Emdin, a Columbia University Teachers College Professor, is a leading hip-hop education researcher. He writes, "Education is not memorization. It is the activation of the imagination and a path towards liberation."[38]

In an effort to better meet individual student academic needs and interests, HOLLA embraces Hip-hop pedagogy as a "way of authentically and practically incorporating the creative elements of hip-hop into teaching, and inviting students to have a connection with the content while meeting them on their cultural turf by teaching to, and through, their realities and experiences." When a curriculum does not reflect the culture, interests, and realities of youths, they lose interest in learning and school. This disengagement often contributes to poor grades, behavior issues, and students dropping out of school. Active engagement is a catalyst for student achievement.[39] HOLLA will integrate Dr. Emdin´s 7 C's for Effective Teaching as an instructional framework to meet the interests and needs of our students.

"If young folks can't stand, sing, jump and laugh in the 40 minutes that you have them I would argue that you're not teaching, you're just talking."
~ Dr. Christopher Emdin

Example of use of Hip-Hop in literacy instruction:

Here is an example of an age-appropriate way to use hip-hop to reinforce learning.	**"#YouCanBeABCs" Lyrics** "You can be anything you want to be You can be anything you want to be

[38]Emdin, Christopher, "Hip Hop Ed"
[39]Johnson, Joquetta, "Edutopia"

Students are immersed in solidifying their understanding of the alphabet, exploring options for careers which meet our entrepreneurial goals, and priming their background knowledge for future instruction. The rhythm and rhyme also encourages movement and joy. Pairing kinesthetics with cognitive learning helps the brain map on to critical concepts that "stick" because all synapses are fired. Each alphabet letter is paired with a career type and description and is reinforced by the rhyme. Through this instructional method, students are deeply steeped and engaged in literacy that is culturally responsive and reinforces skills and learning.	Yeah You can be an a - you can be an architect Sketch a building to kiss the sky You can be a b - you can be a biochemist Make medicine to save lives You can be a c - computer software developer With programs and systems and files You can be a d - you can be a dentist Because everybody loves to smile You can be an e - you can be an engineer Solve problems of all kind Chemical, mechanical, electrical..."[40] *To see an example of this use of hip-hop in action visit: https://youtu.be/U9TLZBZ3eo8

Dr. Emdin's 7 C's for Effective Teaching:[41]

Cogenerative Dialogues	Teachers solicit feedback from a dissimilar group of students
Co-Teaching	Students are called on to teach
Cosmopolitanism	Students take over some of the operational activities of the classroom
Context	Teachers incorporate their knowledge of the community in every day instruction (Place-Based Teaching & Learning)
Content	Both teacher and students grapple with a topic
Competition	Students compete in non-traditional
Curation	Teachers and students study classroom videos to identify practices that positively and negatively affect student learning

[40] White, Sam "YouCanBeABC's"
[41] Emdin, Christopher, "Educational Leadership"

Building Relationships Among Educators, Parents and Community Members

HOLLA School is committed to building strong working relationships among educators, parents, and other community members by operating from the premise that relationships with systematically oppressed students and families require self-awareness, intentional reflection and collective experience. Our school community is made up of educators, mentors, parents, and other community members who have different socio political contexts which impact and guide how we process information, perceive safety and/or threat, and seize opportunities to connect or distance from one another.[42] Therefore, communication, in alignment with RSD's new five-year Strategic Plan, must include our ability to listen, learn from feedback, and proactively respond to the unique lenses of Black, Brown, and Indigenous communities. We seek to bridge the varied cultural archetypes existing in our school's community.

HOLLA School provides a unique component of mentorship. Mentors are paired with small pods of students and offer classroom supports. At HOLLA we hold foundational beliefs around the power of mentorship and the ability to cultivate identity-development, while building relationships and establishing connection that leads to increased student engagement. These are relational ways to impact student outcomes and also address familial supports. We believe this supports the whole child instructional model in a manner that is consistent over time. HOLLA brings with our school, a robust mentorship program that is thriving and is able to aid RSD in meeting all three goal areas of the 5-year plan. Mentors at HOLLA School can elevate voices, improve communication between the district and families, while also assisting in the removal of cultural, institutional and academic barriers to student success.

Our mentorship program is one way that we center and prioritize relationships for all students. These valuable members of our community help with home, school, and community communication and share insights about students outside of the school setting, which enhances our ability to adjust instruction and programming on an individualized student level. Below, we highlight elements of how fulfilling relationships are developed, one encounter at a time, at HOLLA School.

"Complex, fulfilling relationships don't suddenly appear in our lives fully formed. Rather, they develop one encounter at a time."[43]

Thus, we cannot underestimate the power and influence of every interaction we have with others to make connections and develop trust.

[42] Hammond, Zaretta Culturally Responsive Teaching & the Brain

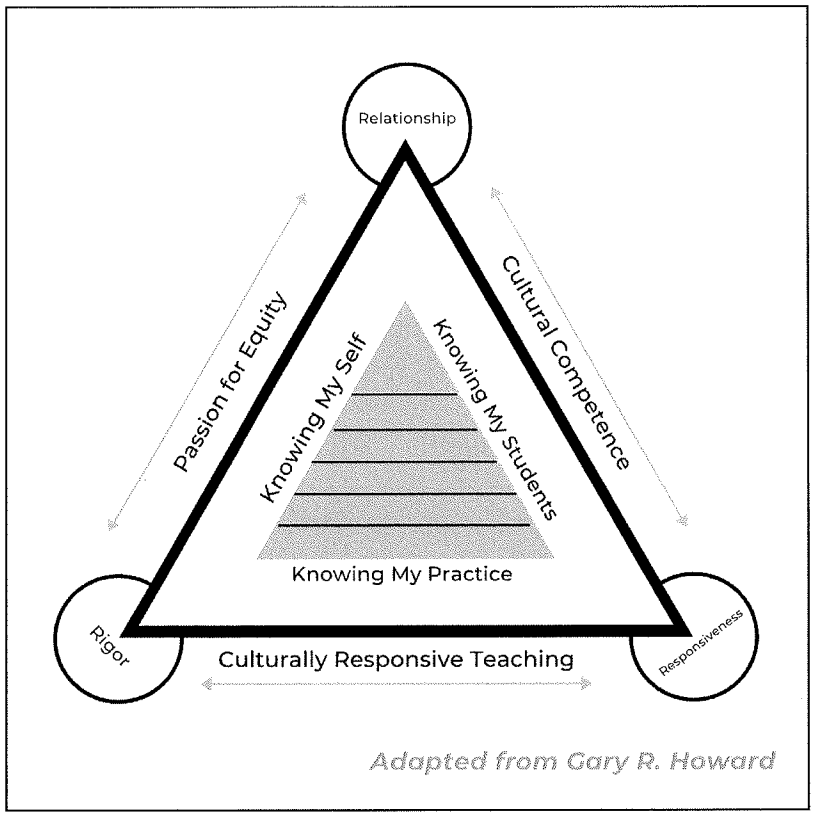
[43] Gottman, John "The Gottman Institute"

At HOLLA School, we will ensure that we are systematizing frequent opportunities for the following:

- Listening to understand rather than listen to respond
- Examining the role and influence of power
- Reflecting on:
    - What do I need to know about myself?
    - What do I need to know about families, caregivers, and parents in this community?
    - What do we need to know about our educational pedagogy, policies, and practices?[44]
- Inviting families, caregivers, parents and the community to work, play and learn together
- Elevating the voices of families, caregivers, parents and the community through surveys, town halls, empathy interviews, social media, school council, community showcases and cultural celebrations
- Communicating in home languages of families, caregivers, parents and the community about school events, student progress and achievements and support services
- Removing barriers by identifying and working toward common goals
- Cultivating a culture of appreciation, praise, gratitude and joy

These elements allow HOLLA to prioritize the self-reflection required for building and maintaining relationships with students, families and community. In addition, they provide HOLLA School staff with a tool to elicit feedback for our continuous growth and development.

[44] Howard, Gary "Dimensions of Knowing"



Finally, HOLLA School believes in the power and influence of our Community. At HOLLA School we will tap into the bountiful resources of our community members to provide connection, skills, knowledge, comfort and support to our young students. With our focus on entrepreneurship and agriculture, we plan to work with local farmers to cultivate our own garden and learn the intricacies of running a business and managing finances from other local professionals. This display of interconnectedness models the values that are so deeply reflected in the fabric of Black, Brown and Indigenous cultural traditions.

Innovative Learning Methods

"We have to create the right instructional conditions that stimulate neuron growth and myelination by giving students work that is relevant and focused on problem solving. Just turning up the rigor of instruction or increasing the complexity of content will not stimulate brain growth. Instead, challenge and stretch come with learning the moves to do more strategic thinking." ~ Zaretta Hammond, *Culturally Responsive Teaching & the Brain*[45]

New and innovative learning methods must be introduced and sustained within the context of culture. HOLLA School's curriculum centers numerous forms of literacy, including Entrepreneurial

[45] Hammond, Zaretta "Culturally Responsive Teaching & the Brain"

Literacy which entails the following components: financial concepts, issues of environmental justice, and applying experimentation through agriculture. These curricular components, within a cultural context, create a distinctive educational program.

Examples of how we will use innovative learning methods with our curriculum are listed below:

Learning Method	Example (low or high-tech)	Instructional Purpose
Game Based Learning	Students answer questions using Kahoot	Understanding attitudes and habits related to money
Flipped Classroom	Students create slide decks and teach the class	To understand saving, banking, loans, and credit
Inquiry Based Learning	Students co-construct questions	To understand what makes an ecosystem
Expeditionary/Learning in Context	Students use observation to gather data	To understand how bees gather pollen
Movement	Students create a movement to represent an idea	To build vocabulary development and reinforce academic risk taking
Hip Hop Education	Students use rhyme in call and response	To make meaning and build sequences of words, vocabulary, and concept development

HOLLA School will utilize innovative learning methods to expand student's brains and accelerate growth as described by Zaretta Hammond:

"When the brain encounters information especially during the act of reading and learning it's searching for and making connections to what is personally relevant and meaningful. What is meaningful to an individual is based on his/her/their cultural frame of reference."[46]

Our innovative learning methods are significantly influenced by brain research. Understanding not only how students learn, but also, when and why and under which conditions, is critical to HOLLA's mission of changing academic narratives for Black, Brown and Indigenous youth. We nurture

[46] Zaretta Hammond, "Culturally Responsive Teaching & The Brain"

curiosity and ignite criticality in our students by providing consistent access to varied learning experiences. However, we must pre-identify pathways that align with how the brain takes in new information.

Culture guides how students' brains activate to access new learning. Their brains are predisposed to shut down or open to new learning based on its response to stimuli. This is a foundational pedagogical understanding at HOLLA. Repetition, music, and story make learning more effective as they help neurons fire and wire together. This is because learning is being processed through common filters of culture.

Opportunities in Small Learning Environments for Flexibility and Innovation

> **"Overall, research shows that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes. In smaller classes students tend to be as much as one to two months ahead in content knowledge..."** [47]

Based on available RSD data, TAG students significantly out-perform their peers on third grade ELA standards, regardless of attendance or any other demographic category. With differentiated instruction and, at times, targeted small learning environments, TAG students met grade-level expectations at 91% while the average for their RSD peers was 30% and the State average was 47%.

HOLLA acknowledges that smaller class sizes versus smaller school sizes is a robust debate. HOLLA does propose that in partnership with RSD, we would be able to provide both a smaller school and smaller class size than what is possible at the district level. We can do so at one of the most critical points in a student's development, which is Elementary. Small classes make the biggest difference for early elementary school students according to the British Educational Research Journal.[48]

At HOLLA School we will also employ small groupings within our classrooms where teachers will have the opportunity to apply targeted Tier 2 and Tier 3 academic interventions with students. These interventions will be identified during our weekly Student Support Team (SST) meetings based on the University of Chicago's innovative and research based strategies for student support.

Demographic	% Meeting 3rd Grade ELA Standards	% of RSD Student Population
TAG	91%	?
LatinX	22%	42%

[47] P. Blatchford, H.M. Goldstein, "Why Class Size Matters"
[48] British Educational Research Journal

Black/African American	21%	9%
Native Hawaiian/Pacific Islander	20%	3%
Multi Racial	30%	7%

Black, Brown and Indigenous communities thrive in environments where relationship, collectivism, joy and shared purpose are valued. This environment is one that HOLLA will provide for ALL students. HOLLA believes in the power of connectedness to cultivate racial and cultural identity development, social emotional well being, collective problem solving and liberation of mind, body and spirit. These elements converge to create brave spaces for the development of a stronger sense of community, the application of prior learning, a greater willingness to take academic and social risks, the acquisition and generalization of new information, and the development of an overall feeling of trust and security in the school setting.

Geneva Gay is an author and leading researcher in the area of Culturally Responsive Teaching (CRT). Her book, Culturally Responsive Teaching: Theory, Research, and Practice, received the 2001 Outstanding Writing Award from the American Association of Colleges for Teacher Education. Gay asserts that CRT not only provides students with opportunities to achieve their potential but also allows students to understand and appreciate their own culture while recognizing its similarities and differences to other cultures and perspectives that exist in society. Gay debunks a common myth that only schools with notable ethnic or racial differences need to embrace multicultural competencies. In her work, Geneva Gay illuminates the ways in which ALL teachers can prepare ALL students to become multicultural, competent citizens in a diverse society.

We believe that by fully integrating CRT with our smaller learning environments in our smaller school setting, HOLLA will aid RSD in meeting the academic and social demands of ALL students. We will differentiate instruction for the cultural, linguistic, and intellectual needs of our historically marginalized and underserved student populations. HOLLA's instructional model can improve outcomes for all public schools.

Create New Professional Opportunities for Teachers

Traditional professional development repeatedly asks teaching staff to straddle creative, innovative, anti-racist and culturally responsive pedagogy with maintaining policies and practices that continuously harm students of color. This results in the double-bind, particularly for nonwhite educators.[49] As a result, teachers of color experience a fatigue that makes retention difficult. At

[49] Achinstein, Betty

HOLLA School we provide a climate that is more conducive to meeting the racial and cultural sensibilities of its teaching staff.

According to Dr. Bettina Love, "Anti-racism work is all too often done as a performance—to be popular and look "woke." It can be painstakingly ornamental. It needs instead to embed community efforts, organizers, and the actual people who live with America's oppression." In our current socio-political context, there can be no professional learning opportunities that do not include abolitionist and anti-racist pedagogy. Educators must be equipped with the tools to dismantle systematic marginalization in their classrooms.

HOLLA School founders bring extensive experience creating and delivering professional development through a variety of modalities, including mentoring teachers, leading teacher cohorts, creating and facilitating courses and other specific training of various lengths for future teachers, current educators, nonprofit leaders, philanthropists, and others. Our work has been shared at the school and district levels as well as at local and national conferences.

Impact statements by participants in professional development by HOLLA School founders:

- "I have attended many diversity trainings in my career and this one is the only one where I left and found myself thinking about the concepts we covered every single day since it has been over." ~ Beyond Diversity Training Participant
- "I would have never thought to embrace CDL however, as a result of our equity and SST work, I find that I am learning and becoming a better teacher as a result." ~ 9th Grade Teacher
- "It educated me more than I thought it would. It challenged me to work through a gambit of emotions and realities. It also pushed me to speak up and speak out in the circles of influence I am a part of. It also challenged me in my own family. Challenged me to make sure my children are educated with the correct history of our people. This cohort worked me and I loved it." ~ Anti-Racist Community Leader Cohort Participant
- "I really appreciate how you seamlessly blended theory and practice, always with an equity focus in mind." ~ Pre-Service Teacher
- "The leaders offered very genuine insight into the process and offered up a very honest opinion on what to expect. It left me looking forward to the process and confident that I'd have the support of everyone on the HOLLA team. I learned the concept that the mentor-mentee relationship will be a 2 way relationship where we both grow. After having been proposed the idea it seemed obvious, but putting words to it really helped me position my perspective on how I'll be approaching this. It was a pleasure getting to know each of you, and very encouraging and affirming that I am putting my spare time into a great organization" ~ volunteer HOLLA mentor
- "Your guidance around teaching the day after Jan. 6 with the act of domestic terrorism at

the Capital was so supportive and incredibly helpful--I thank you." ~ High School Teacher

- "The Franklin Team sees how you have gone above and beyond for your students every day; you have not gone unrecognized in your skills and we are still learning from you." ~High School Special Education Teacher
- "Thank you so much for your thoughtful response and support. I really appreciate you, and all you do for our community. You provide a great example of the types of conversations that are going to move us forward." ~ Teacher
- "I have witnessed students and families feel seen and heard through your truly valuable consultation and stewardship of understanding student abilities." ~ School Psychologist
- "I have observed your classroom practices on several occasions. On one such occasion, students were to write about 1 or 2 personal learnings they had from the quarter. You ran a community circle with the class and had pre-written words of encouragement that were individual to each student. Watching the students receive those positive, individualized and hand written narratives, and their responses -- told me it was a surprise to receive from you." ~ Black Parent
- "My son had his official diagnosis of Autism at age three. As a parent of a child of color, I was terrified that my Black son would be labeled as a "problem" and that it would be reinforced by him having an IEP. Your advocacy in the meeting where we developed his individualized plan has contributed to him now being a vibrant third grader who is receiving services both in and out of school." ~ Black Parent

The scope of professional development offerings most pertinent to this proposal include but are not limited to the following:

- Culturally Responsive Engagement Strategies for Students and Families
- Culturally Responsive Instructional Strategies
- Culturally Responsive Restorative Justice
- Culturally Responsive Mentorship
- Culturally Responsive Coaching
- Facilitating Conversations About Race
- Examining Power: Power Over vs. Power To/With/Within
- Social Emotional Learning (SEL) through an Equity Lens
- Adopting Critical Lenses
- Giving and Receiving Feedback
- Using Data to Inform Instructional Intervention
- Culturally Responsive Grading Practices
- Trauma Informed/Healing Centered Practices
- Differentiation Strategies
- SPED Accommodations and Modifications

- Culturally Responsive FBA (Functional Behavior Assessment)
- ESOL Methods for Classroom Teachers
- Annual Oregon Alliance of Bilingual Educators Conference: Unidos Communidad
- Cultivating Culturally Responsive Classroom Communities
- Beyond Diversity: 2 day intensive examination of race
- Racial Identity Development
- Aspects of White Supremacy Culture
- Race Forward: school wide conversations about race
- Student Led PD:
    - Experiences of Our Students and Staff Navigating Mental Health
    - Experiences of Our LGBTQ+ Community
    - Experiences of Students Impacted By Disability
- Anti-racist Foundations for Community Leaders
- Collaborative Leadership Development & Strategies
- Hip Hop Pedagogy
- Video Poetry

Some of the modalities utilized in our work include:

- Check and Connect: prompts to build community and interconnectedness
- Gamifying: use of Kahoot and other games to center joy in learning
- Large and small group discussions
- Individual written reflection
- Story telling
- Surveys
- Use of Technology: Padlet, Jamboard, Flipgrid, Video Production
- Movement, Mindfulness, Gratitudes and Affirmations
- Music
- Art: participants create a poster, song, piece of art, etc.
- Role Playing
    - giving and receiving feedback
    - listening for meaning/empathy/perspective
    - problems of practice
- Use of Protocols
    - The Courageous Conversations Compass
    - Norms and Agreements
- Visual Thinking Routines

- Community Circles

HOLLA School will provide unique professional opportunities for its staff in innumerable ways. Our foundational philosophy and purpose require us to engage in ongoing learning and reflection. This is to ensure that we are able to navigate systems so traditionally steeped in dominant cultural norms without losing our focus. We are committed to centering the cultural, linguistic, social, emotional and learning needs of our school community. Some examples of our strategies to do so include:

- provide an environment that is more reflective of the RSD student population and community by intentionally seeking to hire staff who are Black, Brown and indigenous
- be a culturally responsive environment for our staff, as Black, Brown and Indigenous teachers have unique cultural, linguistic, historical and social needs just like their students do
- center and value the empirical evidence of people of color who have invested time, research, and attention to the academic, social, linguistic, cultural, and historical realities of communities of color
- intentionally design our professional development in a manner that will propel us to examine systems that uphold the predictable and persistent achievement outcomes by race
- offer opportunities for ALL teachers to be immersed in an educational setting that decenters white norms and reflects on anti-racist pedagogy, policies and practices

HOLLA School teachers will reflect on who they are in order to show up as their authentic selves. We teach who we are first and foremost, thus we MUST consistently develop our consciousness around how our lived experiences impact our biases and ability to form meaningful relationships with the community we serve. HOLLA School staff will engage in HEART work as leading with compassion is transformative.

Establish Additional Forms of Accountability

"School districts and colleges around the country formed task forces, committees, and working groups to address what they already know: that despite good intentions for racial justice, the work is at best elusive without substantive commitment from the institutions and is dead on arrival without significant structural changes that address systemic racism." ~ Dr. Bettina Love[50]

[50] Love, Bettina

Intent is what is meant by what we said, did or want to do. It centers the person(s) who made the statement, performed the act and/or who set the goal. Impact is how what was said, done or desired to be enacted was received or experienced by others. It centers the person(s) that felt the results of, or lack of results of, the intent which might include harm, oppression and/or marginalization. Most often when statements, actions and policies end in harm, we spend a majority of our time defending and explaining our intent when what is needed is an acknowledgement and assessment of the impact. When impact is not centered, we perpetuate harmful systems, create an awareness gap and ultimately uphold the status quo and our intentions for accountability can be rendered as merely optical.

As we reflect on the concept of intent versus impact, we must consider its implications on our work within educational institutions. Terms like Diversity, Equity, Inclusion, Anti-Bias and Anti-Racist have become more commonplace in school missions and value statements across the country. At first glance, they all reflect positive intent. What we know to be true, however, is that regardless of how committed we believe we are to the elimination of the achievement and opportunity gaps, our outcomes remain the same. The impact of our words, our efforts and our policies are not garnering the outcomes we profess to enact.

If we are ever to reverse the traumatic impacts of our educational systems on our Black, Brown and Indigenous youth, we must be willing to hold ourselves accountable for more than performative and incremental progress. HOLLA School will hold itself accountable and be accountable in myriad ways to our students/families, RSD, and the public overall. HOLLA School recognizes the critical nature of reflecting on pedagogy, policies and practices and welcomes the opportunity to self-reflect and receive feedback from our students, educators, families, community and RSD. We will center core elements of cultural responsiveness to evaluate the effectiveness of our instructional model and maintain an ongoing culture of accountability and improvement.

> "To be effective in multicultural classrooms, teachers must relate teaching content to the cultural backgrounds of their students. According to the research, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement. There is growing evidence that strong, continual engagement among diverse students requires a holistic approach—that is, an approach where the how, what, and why of teaching are unified and meaningful.
> To that end, we have developed a comprehensive model of culturally responsive teaching: a pedagogy that crosses disciplines and cultures to engage learners while respecting their cultural integrity. It accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity. The foundation for this approach lies in theories of intrinsic motivation."[51]

At HOLLA School we believe in the research on theories of intrinsic motivation. The matrix developed by Wlodkowski and Ginsberg will be used as tools to hold us accountable for the

[51] *Wlodkowski, Raymond J and Ginsberg, Margery B.*

intended and unintended impacts experienced by our students, families and staff. Below is the Motivational Framework matrix created by Wlodkowski, R. J., and M. B. Ginsberg shared in their text, *Diversity and Motivation: Culturally Responsive Teaching.*

The following Motivational Framework will guide the assessment of our efficacy and identify areas needing heightened accountability:

1. Establish Inclusion

Does HOLLA:

- ❑ Emphasize the human purpose of what is being learned and its relationship to the students' experience?
- ❑ Share the ownership of knowing with all students?
- ❑ Collaborate and cooperate. The class assumes a hopeful view of people and their capacity to change?
- ❑ Treat all students equitably. Invite them to point out behaviors or practices that discriminate?

Does HOLLA provide:

- ❑ *Procedures*: Collaborative learning approaches; cooperative learning; writing groups; peer teaching; multi-dimensional sharing; focus groups; and reframing?
- ❑ *Structures*: Ground rules, learning communities; and cooperative base groups?

2. Develop Positive Attitude

Does HOLLA:

- ❑ Relate teaching and learning activities to students' experience or previous knowledge?
- ❑ Encourage students to make choices in content and assessment methods based on their experiences, values, needs, and strengths?

Does HOLLA provide:

- ❑ *Procedures*: Clear learning goals; problem solving goals; fair and clear criteria of evaluation; relevant learning models; learning contracts; approaches based on multiple intelligences theory, pedagogical flexibility based on style, and experiential learning?

- ❑ *Structure*: Culturally responsive teacher/student/parent conferences?

3. Enhance Meaning

Does HOLLA:

- ❑ Provide challenging learning experiences involving higher order thinking and critical inquiry. Address relevant, real-world issues in an action-oriented manner?
- ❑ Encourage discussion of relevant experiences. Incorporate student dialect into classroom dialogue?

Does HOLLA Provide:

- ❑ *Procedures*: Critical questioning; guided reciprocal peer questioning; posing problems; decision making; investigation of definitions; historical investigations; experimental inquiry; invention; art; simulations; and case study methods?
- ❑ *Structures*: Projects and the problem-posing model?

4. Engender Competence

Does HOLLA:

- ❑ Connect the assessment process to the students' world, frames of reference, and values?
- ❑ Include multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time?
- ❑ Encourage self-assessment?

Does HOLLA provide:

- ❑ *Procedures*: Feedback; contextualized assessment; authentic assessment tasks; portfolios and process-folios; tests and testing formats critiqued for bias; and self-assessment?
- ❑ *Structures*: Narrative evaluations; credit/no credit systems; and contracts for grades?

Based on Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching.* San Francisco: Jossey-Bass.

Create Innovative Measurement Tools

"Once educators recognize that they are biased against forms of brilliance other than their own, they can finally begin to truly teach."[52] ~ Dr. Christopher Emdin

Dr. Christopher Emdin shares that this kind of "cultural agnosia" allows us to *see* the kids, but struggle to *know* the kids. Emdin argues that knowing our students is paramount to teaching, learning and assessing our students.

What we know about the origin of cognitive assessment is that it was created to sort and filter. The objective was to validate that white people were equipped with superior intellectual abilities and were thus, the dominant race. According to Dr. Ibram X. Kendi, "The use of standardized tests to measure aptitude and intelligence is one of the most effective racist policies ever devised to degrade Black minds and legally exclude Black bodies."[53] When assessments center individual displays of knowledge and skill acquisition, they reflect cultural values that norm the accomplishments of the single student. In many non-white cultures, the emphasis is placed on the knowledge, skills and accomplishments of the collective. The attention of the latter is on what best serves ALL members of the community rather than a select or elite few.

The table below provides an example of what is often normed for assessment in traditional classrooms versus what is normed in the culturally responsive classroom:

ASSESSMENT	
Traditional Classroom	**Culturally Responsive Classroom**

• **Teacher will use questioning of students during discussion with an individual focus**
  ○ **Student to teacher**
	• **Teacher will use questioning of students during discussion with a collaborative focus**
	  ○ **Student to student**
	  ○ **Examples: think-pair-share, Socratic style seminar**

• **Individual, standard-format for formal assessments**	• **Collaborative format for formal assessments**

• **Individual recognition for achieved task**
  ○ **Example: Individual star**
	• **Group recognition for achieved task**
	  ○ **Example: Class buys supplies from vegetables sold at**

[52] Emdin, Chris, Thinking About Context and Content with Dr. Chris Emdin
[53] Kendi, Ibram X, "How To Be Antiracist"

chart	community market
• **Portfolios based on individual students**	• **Portfolios collectively based**
• **Exhibition/presentation by individuals**	• **Exhibitions/presentation by groups**

At HOLLA School assessments will not be weaponized to reinforce bias against Black, Brown and Indigenous youth. Although we will certainly work with RSD and the State of Oregon to measure student growth using identified assessment tools like the Kindergarten Assessment and the EasyCBM, we will consider those results as a part of the portrait that reflects what students know. We believe that assessments should result in allowing students to wrestle with essential questions that replicate real world solutions.[54] Our assessments will include a variety of measurement tools. We will center feedback and dialogue versus multiple choice exams.

Forms of HOLLA School's innovative measurements, used by lauded higher education institutions such as Reed and The Evergreen State College, include:

• **Authentic Assessment:** In this model of instruction, students are able to place an emphasis on "how" over "what". This is a celebration of process over product. Too often, assessments are designed to determine what a child does not know versus what they do know. Assignments are and can only be authentic when they meaningfully connect with students beyond the assigned grade at the end of their obligatory participation in the project (Frey, Schmitt & Allen, 2012). Finding and celebrating that value for students, past the grade, is vital to authentic education.
• **Student-Self Assessment:** We put students in charge of their one learning. Students work collaboratively to create rubrics to assess their own learning. Students and teachers co-construct criteria for proficiency. Students develop a rationale for their grades and using evidence.
• **Metacognitive Assessment** Students reflect on the process of learning. Students can utilize portfolios to reflect on their progress and thinking over time. Students rely on higher order thinking questions like: What was my understanding of the learning to demonstrate their reasoning? This allows students to interact with more than just the outspoken students. Reflection turns struggles into learning opportunities.

[54] Blum, Susan D, Ungrading

- **Multiple Modes of Innovative Assessment** (Pre, Formative, Summative):
  - Music/Rhythm/Song
  - Movement/Dance/Step
  - Journal/Poem/Lyrics/Short Story
  - Timeline/Poster/Cartoon/Comic Strip
  - Slide Show/Podcast/PSA/Video/TikTok

Distinctive Learning and Teaching Techniques

"If instruction reflects the cultural and linguistic practices and values of only one group of students, then the other students are denied an equal opportunity to learn."[55]

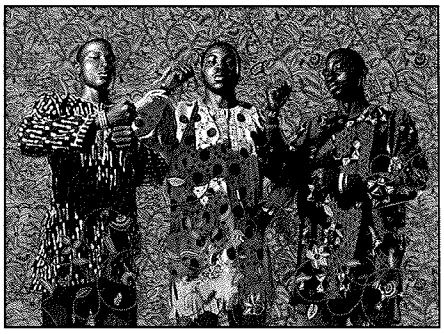
Most schools (and school districts) have an identified educational model that acts as the foundation for their pedagogy, policies and practices. These philosophies and frameworks are used in all aspects of the form and function of our schools including decision making around systems, curriculum adoption and design, instructional strategies, and discipline practices. What we must recognize is that all of these foundational philosophies and frameworks were created by White people to meet the norms and needs of White culture. National, State and RSD data on academic outcomes disaggregated by race, illuminates that the bedrock of public education has not been effective in maintaining engagement or sustaining academic growth for our Black, Brown and Indigenous students, particularly when compared to their White and Asian peers. HOLLA School seeks to interrupt this historical trend by implementing distinctive teaching and learning philosophies, frameworks and techniques created by Black, Brown and Indigenous people of color to meet the needs of Black, Brown and Indigenous cultures. In doing so, we anticipate 70% of our K-2nd Grade students will meet Reading and Math benchmarks by the end of the first non-CDL school year.

HOLLA's distinctive teaching and learning techniques are woven throughout this proposal. Below we have identified some of our most foundational approaches accompanied by their highly esteemed creators:

Distinctive Teaching & Learning Techniques	Creator/Researcher /Author	Description
Culturally and Historically	Dr. Gholdy Muhammad	In *Cultivating Genius*, Dr. Gholdy Muhammad presents a four-layered equity framework-one that is grounded in history and restores

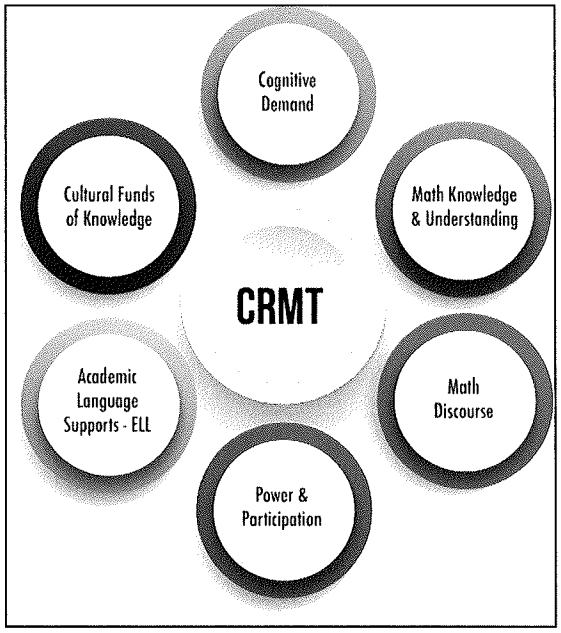
[55] Richards, Heraldo V., Brown, Ayanna F. "Addressing Diversity in Schools"

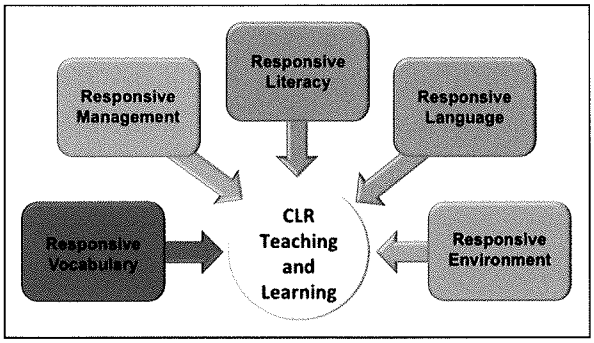
Responsive Literacy Instruction	-Georgia State University	excellence in literacy education. Muhammad's Historically Responsive Literacy Framework is essential for all students, especially youth of color, who traditionally have been marginalized in learning standards, school policies, and classroom practices. The framework promotes five learning goals/pursuits: • Identity Development: defining self; making sense of one's values and beliefs • Skill Development: developing proficiencies through reading and writing meaningful content • Intellectual Development: gaining knowledge and becoming smarter • Criticality: developing the ability to read texts to understand power, authority, and oppression • Joy: intentionally seeking examples of Black, Brown and Indigenous joy Unearthing Genius and Joy
Visual Thinking Strategies	Dr. Abigail Housen -Harvard University & Massachusetts College of Art Dr. Philip Yenawine -Director of Education MOMA & Princeton University	VTS is a technique developed by Abigail Housen and Philip Yenawine that uses art in facilitated discussions to encourage participation, critical thinking, and close looking as well as synthesis of different points of views and complex thinking. VTS can be used in instruction to further the outcomes of information and visual literacy. Observations and questions that are generated as part of VTS instruction can be employed to model a successful research strategy and be scaffolded to examine historical concepts with formal and critical analysis. At HOLLA we use a culturally responsive approach to VTS, where teachers design learning experiences to help students question

		their perceptions of others and consider multiple perspectives when discussing artwork. We use this strategy as a foundation for literacy and math. VTS is an entry point to observation, story-retell, numerical understanding, and age-appropriate discourse.  EX: Consider this example: Using VTS, I was guiding a 4th-grade group comprising mostly white, middle- to upper-middle class students in the use of VTS to interpret the painting "Three Wise Men Greeting Entry into Lagos" by contemporary African American painter Kehinde Wiley. Some students interpreted that the three men look angry and are wearing dresses. Others said they are slaves or are making a Black Power gesture. Pure VTS would call for a teacher to respond by asking, "What do you see that makes you say that?" To transform VTS into a tool that develops culturally responsive thinkers, teachers can use one of two lines of questioning. First, when VTS conversations take a biased turn, teachers must correct and redirect the situation with intervening questions, yet also use language and phrasing that doesn't discourage students' further participation. Scholar Gloria Ladson-Billings suggests that

		"despite current social inequities, students must develop their academic skills" (1995, p. 160). This means that we must maintain academic rigor while battling biases in school. We need to teach our students to confront their prejudices throughout the learning process.[56] For use with numeracy understanding, we would use the picture above and layer CRMT with VTS strategies. HOLLA instructors might ask, "What do you see? Tell me about this picture." Student response is activated by their background knowledge of cupcakes or oreos and responses might include: "I see 3 cupcakes with chocolate frosting." VTS Home Visual Thinking Strategies Video
Culturally Responsive Mathematics Teaching (CRMT)	Dr. Julia M. Aguirre -University of Washington, Tacoma	Dr. Julia Aguirre provides instructional tools and a framework in order for teachers to develop essential pedagogical content knowledge and practices to meet the mathematical education needs of a growing culturally and linguistically diverse student population.

[56] Anderson, Kyle "How Art Analysis Addresses Cultural Bias in the Classroom"

		 • Cultural Funds of Knowledge • Cognitive Demand • Math Knowledge & Understanding • Math Discourse • Power & Participation • Academic Language Supports-ELL Enhancing Common Core with CRMT
Culturally & Linguistically Responsive Teaching and Learning	Dr. Sharrokey Hollie -Cal State University	Culturally and Linguistically Responsive Teaching and Learning uses research, best practices and evidence-based teaching strategies to support effective instruction. Hollie's work focuses on ensuring that the cultural and linguistic assets of students of color are leveraged in the classroom to make learning more relevant and effective.

		 • Responsive Vocabulary • Responsive Management • Responsive Literacy • Responsive Language • Responsive Environment
7 C's For Effective Teaching	Dr. Christopher Emdin -Columbia Teachers College	Dr. Emdin's approach focuses on utilizing Reality Pedagogy (the lived experiences of students and the community) and relationships to ensure academic rigor and success for students with different learning styles, skills, cultures and backgrounds. Emdin's framework outlines 7 C's for effective teaching: • Cogenerative Dialogues - in which teachers solicit feedback from a dissimilar group of students • Co-Teaching - in which students are called on to teach • Cosmopolitanism - in which students take over some of the operational activities of the classroom • Context - in which teachers incorporate their knowledge of the community in everyday instruction • Content - in which both teacher and students grapple with a topic • Competition - in which students compete in nontraditional ways to show what they know

		• Curation - in which teachers and students study classroom videos to identify practices that negatively affect student learning and unearth biases 7 C's For Effective Teaching

Curriculum

All Instructional Approaches and Methodologies include differentiated points of entry for ALL students and is inclusive of all abilities. See Universal Design & Tiered Interventions.

K-2 Instructional Approach/ Methodology	**Rationale**	**Content Area**

Identity Development
 	
How does the curriculum and instruction help students to learn about themselves and/or others?
	To define self and make sense of one's values and beliefs.
	
	Understanding self within the context of reading to inform actions and behaviors.
		Reading
		• Teacher:
		  ○ Provides direct instruction using print and phonological awareness.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can draw a self-portrait.
		  ○ I can identify my peers by name.
		• Together:
		  ○ We can read a story.
		  ○ We can identify things we like about the story.
		  ○ I can identify reflections of myself in the story.
		Written Expression
		• Teacher:
		  ○ Provides instruction using drawing, dictating and writing.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:

		○ I can write my name. ○ I can use symbols, graphics and print to narrate a single event. ● Together: ○ We can formulate and share a reaction to an event. ○ We can state an opinion or preference about an issue. **Math** ● Teacher: ○ Provides direct instruction on number sense, symbols and sequencing. ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I know my age. ○ I can count the number of classmates in class today. ● Together: ○ We can use time to tell what comes next on our schedule. ○ We can use our calendar to count the days of the week, month and year. **Science** ● Teacher: ○ Provides direct instruction to connect with our place and space. ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can describe the weather. ○ I can describe in pictures or words things that grow. ● Together: ○ We can explore growth through activities in our community garden. ○ We can measure and track our

		individual and class height throughout the school year.
		Entrepreneurship
		• Teacher:
		  ○ Provides direct instruction around understanding currency.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can distinguish between forms of currency (penny, nickel, dime, quarter, dollar bill).
		  ○ I can understand how to use currency to purchase something I want/like.
		  ○ I can identify ways to be helpful to my community.
		• Together:
		  ○ We can identify things we can do to help our community.
		  ○ We can build classroom savings to purchase something we want or need.
		Agricultural & Community Studies
		• Teacher:
		  ○ Provides direct instruction around the cycle of growth (seed, soil, water, sun)
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can make observations about what I see.
		  ○ I can describe my surroundings.
		• Together:
		  ○ We can plant and grow a garden.
		  ○ We can learn about healthy foods and share them with our community.

		Social Emotional Learning
		• Teacher:
		  ○ Provides direct instruction on the five SEL Competencies (Self-awareness, self-management, responsible decision making, relationship skills, and social awareness)
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can name my emotions.
		  ○ I can show empathy for others.
		• Together:
		  ○ We can learn about one another.
		  ○ We can work together to make decisions.

Skill Development
 	
How does the curriculum respond to and/or build students' skills in this content area?
	Developing proficiencies through reading, writing, math and meaningful content.	**Reading**
		• Teacher:
		  ○ Provides direct instruction using print and phonological awareness.
		  ○ Provides hands on, experiential and visual learning opportunities.
		  ○ Provides direct instruction, highlighting key vocabulary and academic language.
		• Students:
		  ○ I can use my own words to explain what I understand about the definition provided.
		  ○ I can draw pictures that help me understand the topic.
		• Together:
		  ○ We can read a story problem.
		  ○ We can find addition problems in the story.
		  ○ I can solve a simple math equation that is relevant to my life.

		Written Expression
		• Teacher:
		  ○ Provides instruction using drawing, dictating and writing.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can provide a written response to a question.
		  ○ I can use symbols, graphics and print to explain details about an event.
		• Together:
		  ○ We can form written responses to various subjects within context.
		  ○ We can write an opinion or preference about an issue.
		Math
		• Teacher:
		  ○ Provides direct instruction on number sense, symbols and sequencing.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can count up to 50.
		  ○ I can use math to estimate the number of objects in a picture or graphic.
		• Together:
		  ○ We can use math to express the length of time in our school day.
		  ○ We can write math questions that are relevant to things we want to know or understand.
		Science
		• Teacher:
		  ○ Provides direct instruction to connect with our place and space.

		○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can provide a simple explanation regarding the sun's purpose. ○ I can describe in pictures or words things that need the sun to grow. ● Together: ○ We can share knowledge about the skills we are gaining in our garden. ○ We can pair or partner with one another to discuss things we have observed. **Entrepreneurship** ● Teacher: ○ Provides direct instruction and provides terminology and description such as "small business." ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I understand "small business." ○ I can explain that a small business is in my own words. ○ I can identify ways that small businesses can help the community. ● Together: ○ We can categorize the small businesses in our community. ○ We can learn from small business guest speakers and ask questions about what they do. **Agricultural & Community Studies** ● Teacher: ○ Provides direct instruction around agriculture as small business. ○ Provides hands on, experiential and visual learning opportunities.

		• Students:
		  ○ I can learn about Farmers Markets.
		  ○ I can describe what is sold at Farmers Markets.
		• Together:
		  ○ We can learn about different growing seasons.
		  ○ We can make a healthy snack from foods found in our garden and/or the Farmers Market.
		Social Emotional Learning
		• Teacher:
		  ○ Provides direct instruction on the five SEL Competencies (self-awareness, self-management, responsible decision making, relationship skills, and social awareness)
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can work well with classmates.
		  ○ I can self-advocate when I need help.
		• Together:
		  ○ We can work together to keep our classroom organized.

Intellectual Development
 	
How does the curriculum respond to and/or build upon students' knowledge, understanding of concepts and mental abilities?
	Gaining knowledge and becoming smarter.	**Reading**
		• Teacher:
		  ○ Provides direct instruction using print and phonological awareness.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can make personal connections to events in a story.
		  ○ I can identify differences and similarities in stories we read.

		• Together:
		  ○ We can play games that celebrate our similarities and differences.
		  ○ We can read a story and express empathy for its characters.
		Written Expression
		• Teacher:
		  ○ Provides direct instruction using graphic organizers and sentence starters.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can fill in a graphic organizer or sentence starter.
		  ○ I can practice my handwriting and spelling.
		• Together:
		  ○ We can gather information about our class by completing surveys.
		  ○ We can co-construct a poem, rap or song.
		Math
		• Teacher:
		  ○ Provides direct instruction on age appropriate technology.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can develop my math skills by playing a math game.
		  ○ I can track my math progress using technology.
		• Together:
		  ○ We can solve math problems while playing Kahoot.
		  ○ We can co-create math story problems.
		Science

		• Teacher:
		  ○ Provides direct instruction around change.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can identify the four seasons.
		  ○ I can describe in words or pictures the changes between the seasons.
		• Together:
		  ○ We can explore cycles of change.
		  ○ We can write a poem, song, rap or act out a cycle of change.
		
		Entrepreneurship
		• Teacher:
		  ○ Provides direct instruction around what Entrepreneurship is.
		  ○ Provides opportunities for students to share what they already know and what they want to learn about Entrepreneurship.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can understand and explain what Entrepreneurship is.
		  ○ I can identify Entrepreneurs from my race or culture.
		• Together:
		  ○ We can identify Entrepreneurs within our community.
		  ○ We can learn about impactful Black, Brown and Indigenous Entrepreneurs.
		Agricultural & Community Studies
		• Teacher:
		  ○ Provides direct instruction around native plants in Oregon.

		○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can identify plants native to Oregon. ○ I can name the way Indigenous communities use plants native to Oregon. ● Together: ○ We can grow plants native to Oregon. ○ We can learn from the Indigenous community about plants native to Oregon. **Social Emotional Learning** ● Teacher: ○ Provides direct instruction on the five SEL Competencies (self-awareness, self-management, responsible decision making, relationship skills, and social awareness) ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can learn about changes in human emotions. ○ I can describe my emotions using words or numbers from a scale. ● Together: ○ We can use music and movement to help take care of ourselves emotionally. ○ We can co-construct a classroom system for communicating about our emotions.
Criticality *How does the curriculum*	Developing the ability to read texts and situations to	**Reading** ● Teacher: ○ Provides direct instruction to define

and instruction help students understand power, equity, social justice, anti-racism and the disruption of all types of oppression?	understand systems of power, authority and oppression.	Justice and Perspectives (racial, gender, linguistic, cultural, ability, age, size, etc.). ○ Provides hands on, experiential and visual learning opportunities. • Students: ○ I can identify different perspectives from a story. ○ I can share a perspective in words or pictures. • Together: ○ We can read stories with perspectives that are different from our own. ○ We can read stories of people who fought for justice. **Written Expression** • Teacher: ○ Provides direct instruction, graphic organizers and sentence stems. ○ Provides hands on, experiential and visual learning opportunities. • Students: ○ I can define justice using my own words or pictures. ○ I can complete graphic organizers and sentence stems to show my understanding of justice and different perspectives. • Together: ○ We can describe characteristics of people who fight for justice. ○ We can co-construct community agreements to honor our different perspectives. **Math** • Teacher: ○ Provides direct instruction on data collection and different forms of

		presentation. ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can understand where to put data on a graph or chart. ○ I can find information on a graph or chart. ● Together: ○ We can design a question for a poll. ○ We can use the poll data to learn about the perspectives in our community. **Science** ● Teacher: ○ Provides direct instruction to learn compare and contrast skills. ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can demonstrate what I know about comparing and contrasting using words or pictures. ○ I can compare and contrast two different images. ● Together: ○ We can use compare and contrast to describe changes in the weather. ○ We can create visual representations of the changes in weather. **Entrepreneurship** ● Teacher: ○ Provides direct instruction on problem solving in Entrepreneurship. ○ Provides hands on, experiential and visual learning opportunities. ● Students:

		○ I can identify a problem that needs to be fixed. ○ I can imagine an idea for solving the problem that needs to be fixed. ● Together: ○ We can agree on a problem that needs to be fixed. ○ We can problem solve as a community to solve the problem that needs to be fixed. **Agricultural & Community Studies** ● Teacher: ○ Provides direct instruction around supply and demand (food justice). ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can share some of the foods that are important in my culture. ○ I can give an example of supply and demand. ● Together: ○ We can identify suppliers of food in our community. ○ We can compare and contrast what food is available in our community. **Social Emotional Learning** ● Teacher: ○ Provides direct instruction on the five SEL Competencies (self-awareness, self-management, responsible decision making, relationship skills, and social awareness) ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can self advocate by telling others how I want to be treated.

		○ I can listen to how others want to be treated. ● Together: ○ We can role play to empathize with the perspectives of others. ○ We can express appreciation when we observe others being treated justly.
Joy *How does the curriculum enable and amplify joy?*	Intentionally seeking examples of Black, Brown and Indigenous joy. Finding meaning in language and practicing acts of reading, writing and speaking leads to experiencing joy and provides a platform for elevating their voices.	**Reading** ● Teacher: ○ Provides direct instruction around aspects of culture (community, celebrations, rituals, languages, foods, clothing, religions, values, etc.). ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can describe elements of my culture. ○ I can define joy in words or pictures. ● Together: ○ We can read stories of joy from various cultures. ○ We can identify sources of joy from stories of our cultures. **Written Expression** ● Teacher: ○ Provides direct instruction around examples of how authors use writing to express joy in stories. ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can mimic writer moves used to express joy (Aha! That's dope! Woot woot! That's fire!)

		○ I can create a comic strip, poem, rap, song or story about joy with details. ● Together: ○ We can co-create a story inclusive of the cultures represented in our classroom. ○ We can showcase our written works in a class celebration. **Math** ● Teacher: ○ Provides direct instruction around the shapes and lines found in various instruments. ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can identify different shapes and lines. ○ I can trace, draw and cut out different shapes. ● Together: ○ We can describe differences and similarities in shapes. ○ We can create a graffiti wall of different shapes. ○ We will learn about and celebrate Black, Brown and Indigenous Mathematicians. **Science** ● Teacher: ○ Provides direct instruction to define the field of Science. ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can identify an area of science that I am curious about. ○ I can describe a contribution of a

		Scientist that looks like me.
		• Together:
		  ○ We will learn about and celebrate Black, Brown and Indigenous Scientists.
		  ○ We can discuss contributions of Black, Brown and Indigenous Scientists.
		Entrepreneurship
		• Teacher:
		  ○ Provides direct instruction around Black, Brown and Indigenous entrepreneurs.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can identify a contribution by a Black, Brown or Indigenous entrepreneur.
		  ○ I can imagine an invention I want to create through play.
		• Together:
		  ○ We can encourage our classmates to be creative.
		  ○ We can showcase our inventions in a class celebration.
		Agricultural & Community Studies
		• Teacher:
		  ○ Provides direct instruction around building a community garden.
		  ○ Provides hands on, experiential and visual learning opportunities.
		• Students:
		  ○ I can explore the elements of soil.
		  ○ I can plant my favorite flower or vegetable and watch it grow.
		• Together:
		  ○ We can observe and celebrate different plants that grow in our

		community. ○ We can imagine and design a community garden. **Social Emotional Learning** ● Teacher: ○ Provides direct instruction on the five SEL Competencies (self-awareness, self-management, responsible decision making, relationship skills, and social awareness) ○ Provides hands on, experiential and visual learning opportunities. ● Students: ○ I can describe things that bring me joy. ○ I can tell why those things bring me joy. ● Together: ○ We can have fun and play games to bring us joy. ○ We can contribute to a climate of joy in our classroom.

HOLLA School will provide the following modes of instructional delivery to promote student choice and in support of our culturally responsive curriculum:

Direct Instruction
Game Based Learning
Flipped Classroom
Inquiry Based Learning

Expeditionary/Learning in Context
Movement & Rhyme
Inquiry Based Learning

HOLLA School will provide a culturally responsive curriculum and content, as detailed and documented throughout this proposal, that is aligned to Oregon State's Common Core State Standards. To meet the language needs and demands of our Emerging Bilingual/ELL population, HOLLA School will provide sheltered language instruction in the student's native language and provide cognates wherever possible. Curriculum for K-2 students is outlined below; HOLLA will design curriculum for grade 3-5 students once we are operational (grade 3 students will begin fall 2023).

Curriculum Framework: Cultivating Genius: Culturally & Historically Responsive Literacy

Content Area	Objectives/Content/Skills	Mission Alignment
Reading K-2	**Objective** Text complexity and growth of comprehension **Content** • Culturally and Historically Responsive Integrated Literacy Model • We will center Black, Brown and indigenous authors and illustrators. • We will use a variety of texts cross-referenced across all four strands—Reading, Writing, Language, and Speaking and Listening.	• We will improve literacy outcomes by embedding literacy instruction across content areas and throughout all aspects of HOLLA School's curriculum, instruction and programming. • We will provide culturally responsive and relevant literacy instruction to improve academic outcomes for ALL students. • HOLLA School will

	• Native Language Instruction/Cognates **Skills** • Print Concepts • Phonological Awareness • Phonics & Word Recognition • Fluency • Determine key ideas and details • Identify craft and structure • Develop range of reading and levels of text complexity	
Written Expression K-2	**Objectives** To develop understanding of different texts and types, convey opinions, provide reasoning and support through details; craft arguments and support with details/facts. **Content:** Use culturally responsive instruction and materials that are relevant to student lived realities and context. • Native Language Instruction/Cognates **Skills** • Share ideas through writing. • State an opinion and provide linking words to support. • Produce and distribute writing.	• We will improve ELA outcomes by providing culturally responsive writing instruction that encourages multi-modal expression. • At HOLLA School students will develop writing skills as a tool for their own self-advocacy, access to power, and to interrupt oppression.

	• Research to build and present writing. • Range and complexity of writing.	
Math K-2 *Entrepreneurship*	**Objectives:** Develop a mathematics foundation that will be built upon in sequence and develop skills critical to science, technology, and more complex math problem-solving. **Content:** Culturally Responsive Mathematics Teaching (CRMT) • Native Language Instruction/Cognates **Skills:** • Represent and compare whole numbers with and without objects. • Describe shapes and space. • Know number names. • Count in sequence. • Compare numbers and quantities. • Learn operations and algebraic thinking. • Learn place value and numbers in base 10; from 1-19 in Kindergarten; 20-120 in 1st grade, and up to 200 by grade 2. • Use units of measurement and data. • Apply geometry skills by identifying and describing shapes, analyzing, comparing, and contrasting	• We will improve Math outcomes by providing culturally responsive math instruction that uses relevant context. • HOLLA School's math curriculum will provide the foundation for ALL students to be successful in their transition to high school.

	shapes and objects.
	• Make sense of and persevere in problem-solving.
	• Use reasoning to support responses and to critique the reasoning of others by providing rationale and asking questions.
	• Decontextualize and contextualize using symbols, math/domain specific vocabulary and operative rules.
	• Look for and make use of given structures.
	• Use a variety of operations such as addition, subtraction, multiplication and division.
	• Model with mathematics, develop skills to attend to precision, look for and express regularity in repeated reasoning.
	• Develop understanding of fractions as numbers.
	
	Entrepreneurship Objectives & Skills
	• Financial
	  ○ Understanding attitudes and habits related to money
	  ○ Understanding banking, loans and credit
	  ○ Understanding the role and impact of race and racism on	

	socioeconomic access and opportunity
	• Environmental
	  ○ Understanding ecosystems through urban agriculture
	  ○ Understanding the role and impact of social justice on the environment
	  ○ Understanding the role and impact of race and racism in environmental issues
	• Experimentation
	  ○ Academic risk taking to allow for innovation, creativity and change
	  ○ Creativity through invention and design
	  ○ Use of technology for exploration and research	

Science K-2	**Objectives:** Apply math, science, technology in a culturally responsive and relevant manner to develop skills in science and mathematics. **Content:** • Agricultural & Community Studies • Native Language	• HOLLA School's Science content through the application of agricultural and community studies meets its mission of changing the narratives of Black, Brown and Indigenous youth. We do this by solving real

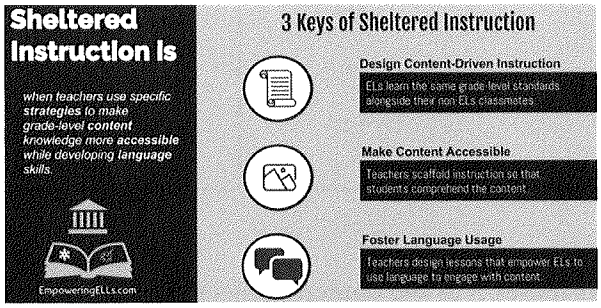
	Instruction/Cognates **Skills:** • Agricultural education teaches students about agriculture, food and natural resources. Through these subjects, agricultural educators teach students a wide variety of skills, including science, math, communications, leadership, management and technology.[57]	world problems and using experimentation to develop leadership and solidifying student knowledge of concepts in which they have received instruction.
Social Emotional Learning K-2	**Objectives:** Develop sense of self, emotional functioning, develop relationships with trusted adults and peers. **Content:** 5 SEL Competencies[58] **Skills:** • Integrating personal and social identities • Identifying personal, cultural, and linguistic assets • Identifying one's emotions • Demonstrating honesty and integrity • Linking feelings, values, and thoughts • Examining prejudices and biases • Experiencing self-efficacy • Having a growth mindset • Developing interests and a	HOLLA School's mission prioritizes relationships as a vehicle for accessing curriculum and content. We want students to develop a sense of self that allows them in turn cultivate relationships and show empathy to others.

[57] National Association of Agricultural Educators
[58] SEL Core Competencies

	sense of purpose	

In addition to the content, objectives, and skills detailed above, HOLLA School will provide the language and literacy supports listed in the table below. This aligns with HOLLA's mission to provide literacy instruction across domains and to embed literacy instruction in every part of our student's school day. These supports also incorporate best practices to support language development for Emerging Bilinguals/ELLs and students eligible for special education instruction.

Multiple Libraries	Teachers, mentors, staff and families will work in collaboration with one another to provide students' access to a variety of culturally responsive literature. These libraries will be located around the school, in the classrooms, and supported to be set up at home.
Responsive Academic Vocabulary	Build on student vocabulary and low frequency words • Leveling words • Vocabulary acquisition strategies • Using personal thesaurus for synonym and antonym development • Using common vocabulary strategies and multiple forms of assessment • Personal dictionary for Tier 3 words
Responsive Academic Literacy	Read aloud, storytelling and oration Supplemental text selections Interaction with text strategies Summarize
Responsive Academic Language	Compare and contrast analysis Revision process Role playing

Sheltered Language Instruction	 59 Language rich curriculum and instruction Grade appropriate Pair English Language Instruction with Native Language (where possible) Provide a foundation English language development to foster students' ability to listen, speak, read, and write in English
Responsive Classroom Management	Rapport ~ Relationship ~ Respect Positive ~ Proactive ~ Preventative Validating and affirming cultural behaviors through instruction Ways of responding and discussing
Responsive Learning Environment	Print rich environment • 70% reflective of racial and cultural demographics Multiple libraries • Cultural, multicultural, content specific, reading levels, Use of technology Display student work Relevant bulletin boards

HOLLA School will provide culturally responsive instruction by implementing Tribal History/Shared History (Senate Bill 13, 2017) We recognize the pivotal and historical significance of this curriculum as an opportunity to validate the lived experiences of our Indigenous students and families, their contributions to their cultural lands now known as the United States, particularly in Oregon, and in acknowledgement of Indigenous existence since time immemorial.

[59] Himmel, Jennifer Markos, Amy "Using Sheltered Instruction to Support English Learners"

The Oregon Department of Education is developing a curriculum relating to the Native American experience in Oregon and will make the curriculum available to school districts. All HOLLA School staff will participate in professional development relating to the curriculum which will be specifically designed to meet the developmental needs of students in kindergarten through grade 12. This curriculum will encompass the Native American experience in Oregon, including tribal history, sovereignty issues, culture, treaty rights, government, socioeconomic experiences and current events. It will be historically accurate, culturally relevant, community-based, contemporary and developmentally appropriate and will align with the academic content standards adopted under ORS 329.045.[60]

Critical Orientations for Indigenous Studies	Description	Modules 1-5 Essential Learning
Place	Acknowledge Indigenous homelands where you teach	There are 9 Essential Understandings. They are included in the columns below:
Presence	Focus on the presence and diversity of Indigenous peoples today	**Module 1** Covers these components of the Nine Essential Understandings: 1: Since Time Immemorial 2: Sovereignty It is designed to support educators in building a foundation for teaching, training, and serving as a source of support, knowledge, and advocacy within their school, district, or organization for the Senate Bill 13

[60] (Oregon Department of Education: Senate Bill 13: Tribal History/Shared History: American Indian/Alaska Native Education: State of Oregon, n.d)

		Tribal History/Shared History curriculum.
Perspectives	Incorporate Indigenous perspectives into the curriculum	**Module 2** Covers the following components of the Nine Essential 3: Since Time Immemorial 4: Sovereignty It is designed to support educators in building a foundation for teaching, training, and serving as a source of support, knowledge, and advocacy within their school, district, or organization for the Senate Bill 13 Tribal History/Shared History curriculum.
Political Nationhood	Emphasize the political nationhood, sovereignty, and citizenship of Indigenous peoples	**Module 3** covers the following sections of the nine Essential Understandings: 5: Identity 6: Lifeways It is designed to support educators in building a foundation for teaching, training, and serving as a source of support, knowledge, and advocacy within their school, district, or organization for the Senate Bill 13 Tribal History/Shared History curriculum.
Power	Challenge power dynamics within curricula and affirm Indigenous power and	**Module 4** covers the following sections of the nine Essential Understandings:

	agency	**7: Language** **8: Treaties with the United States** It is designed to support educators in building a foundation for teaching, training, and serving as a source of support, knowledge, and advocacy within their school, district, or organization for the Senate Bill 13 Tribal History/Shared History curriculum.
Partnerships	Relationships matter in this work. Cultivate partnerships that are purposeful and reciprocal.	**Module 5** covers the following sections of the nine Essential Understandings: **9: Genocide, Federal Policy and Laws** It is designed to support educators in building a foundation for teaching, training, and serving as a source of support, knowledge, and advocacy within their school, district, or organization for the Senate Bill 13 Tribal History/Shared History curriculum.

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In addition to HOLLA School implementing Oregon's Tribal History/Shared History Curriculum, HOLLA School will partner with the Oregon Department of Education's (ODE) efforts to improve access and opportunities for Latino/a/X and Mesoamerican Indigenous students who are included in the term Brown, which HOLLA School uses throughout this proposal. As cited by ODE's website, HOLLA School commits to using an anti-racist lens, in order to:

[61] (Oregon Department of Education: Senate Bill 13: Tribal History/Shared History: American Indian/Alaska Native Education: State of Oregon, n.d

"address historic and current systemic inequities experienced by Latino/a/x and MesoAmerican Indigenous students through focused investments and partnering with community based organizations, school districts, early learning providers, and higher education. However, we are at an unprecedented time as communities across the world are dealing with the COVID-19 pandemic. In Oregon, this crisis creates conditions where Latino/a/x and MesoAmerican Indigenous families are experiencing disproportionate impacts due to the health, social, and economic effects of COVID-19. The pandemic exacerbates and widens existing inequities faced by Latino/a/x and MesoAmerican Indigenous* families who are unable to access the resources needed to meet their children's educational, social, emotional, and nutritional needs. ODE is working alongside community based organizations, school districts, and early learning hubs to support Latino/a/x and MesoAmerican Indigenous* students and families during these challenging times."[62]

Latino/a/x Student Success Plan Goals	**Strategies Identified by ODE**
Under the Student Success Act (HB 3427), the goals of the Latino/a/x Student Success Plan must address: 1. The disparities experienced by Latino/a/x students in every indicator of academic success, as documented by the department's statewide report card and other relevant reports related to plan students 2. The historical practices leading to disproportionate outcomes for Latino/a/x students 3. The educational needs of Latino/a/x students from early childhood through post-secondary education as determined by examining culturally appropriate best practices in this state and across the nation.	a) Address the disproportionate rate of disciplinary incidents involving plan students compared to all students in the education system b) Increase parental engagement in the education of plan students c) Increase the engagement of plan students in educational activities before and after regular school hours d) Increase early childhood education and kindergarten readiness for plan students e) Improve literacy and numeracy levels among plan students between kindergarten and grade three f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance g) Support culturally responsive pedagogy and practices from early childhood through postsecondary education h) Support the development of culturally responsive curricula from early childhood through postsecondary education

[62] (Oregon Department of Education: Senate Bill 13: Tribal History/Shared History: American Indian/Alaska Native Education: State of Oregon, n.d)

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HOLLA School has addressed throughout this proposal our alignment to culturally responsive pedagogy, policies and practices that compliment the Oregon Department of Education's goals and initiatives. The above mentioned plans for centering the histories and lived experiences of Indigenous and LatinX students, families and communities compliment HOLLA School's stated mission and our objectives in partnering with RSD to improve outcomes for these specific populations.

Expected Results of the Curriculum

"But what if, all along, these well-meaning efforts at closing the achievement gap have been opening the door to racist ideas? What if different environments lead to different kinds of achievement rather than different levels of achievement? What if the intellect of a low-testing Black child in a poor Black school is different from - not inferior to - the intellect of a high-testing White child in a rich White school? What if we measured intelligence by how knowledgeable individuals are about their own environments? What if we measured intellect by an individual's desire to know? What if we realized the best way to ensure an effective educational system is not by standardizing our curricula and tests but by standardizing the opportunities available to all students?" ~ Ibram X. Kendi

The Achievement Gap is frequently referenced as being most critical for us to overcome in education. Copious amounts of time, energy and funding are dedicated to analyzing data and hypothesizing over possible reasons that the disparities exist. Unfortunately, focusing on the gaps that exist in achievement do little to address the root causes for such pervasive gaps. As Dr. Kendi supposes above, perhaps the issue is not how to get Black, Brown and Indigenous students to perform better on standardized tests, but instead, how to shift the opportunities available to each and every student. This is what we call the Opportunity Gap. According to The National Opportunity To Learn Campaign,

> "For the past two decades… We have focused on output standards and testing to close the achievement gaps that separate different student groups. This only looks at one side of the equation for success… We must assure that all students, regardless of where they live, have access to the resources they need to have a fair and substantive opportunity to learn. If we close the opportunity gap, we can close the achievement gap."[64]

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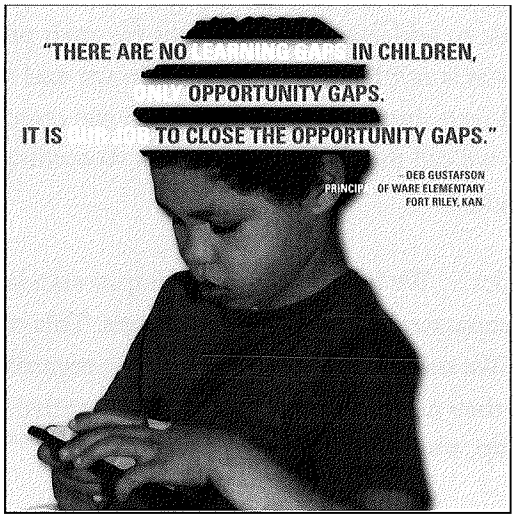
[63] (Oregon Department of Education: Senate Bill 13: Tribal History/Shared History: American Indian/Alaska Native Education: State of Oregon, n.d)

[64] Opportunity Gap: Closing Opportunity Gaps in Education Is the Only to Close Achievement Gaps, n.d.

"Nationally, students from historically disadvantaged groups have just a 51 percent Opportunity to Learn, when compared to White, non-Latino students."[65]

At HOLLA School we will address the opportunity gap by standardizing the opportunities available to all students through:

- Employing effective practices for racially, culturally, ethnically and linguistically diverse students
- Providing an innovative framework for culturally and historically responsive literacy instruction
- Centering equity over equality: providing everyone with what they need to be successful
- Creating a collective culture of care and community
- Implementing culturally responsive SEL (Social Emotional Learning) strategies
- Ensuring equitable access to teaching and learning materials and resources
- Making all communications available in all languages represented at HOLLA School
- Affirming racial, cultural, ethnic and linguistic assets
- Utilizing culturally responsive equitable assessment practices
- Examining data and utilizing progress monitoring and multi-tiered systems of support
- Bridging family with community-based supports
- Engaging in ongoing anti-racist and anti-biased professional development
- Providing families access to education and training opportunities



[66]

[65] Opportunity Gap: Closing Opportunity Gaps in Education Is the Only to Close Achievement Gaps, n.d.
[66] "Fast Fact: Closing the Opportunity Gap," 2012

Part of the challenge we face in verifying the impact of culturally responsive instructional pedagogy, policies and practices on academic achievement lies in the fact that we lack comprehensive data. Although many agree -with the existence of an opportunity gap and can acknowledge that racial disparities in achievement exist, few have found a way to interrupt these predictable outcomes and the full adoption of culturally responsive instructional practices remains elusive. Racial bias exists in our pedagogical frameworks, in the policies we enact and in the practices we norm. Thus, our curriculum choices, our instructional strategies and our assessment tools are all subject to the innate favoring of select groups of students over others.

As far as we are aware, there are no widely used culturally responsive standardized assessment tools that are considered valid by educational institutions. Therefore, we will pair the more familiar assessments that can be used for comparisons between schools with what are considered to be culturally responsive assessment methods in order to gain a more well rounded portrait of student learning. Please note that this is not to say that Black, Brown and Indigenous students are incapable of displaying intellectual achievement on such standardized exams, because they are. Alongside a myriad of other culturally responsive education experts, we assert that given the long lasting trend of disproportionate academic performance between White and Asian students and their Black, Brown and Indigenous peers, that attending to student culture and creating opportunities to bridge student knowledge to content is supported by research.

The following data from the study by Dr. Christy M. Byrd, "Does Culturally Responsive Teaching Work?"[67] reflects the positive growth that can be experienced when the climate focuses on de-centering the dominant culture and providing students with culturally responsive instruction and opportunities to share their experiences. In the table below, Dr. Byrd's data shows the correlation between the academic achievement of students of color when provided culturally responsive instruction. Byrd's research included a cross-section of 315 participants in grades 6th-12th in a large urban public school. Dr. Byrd explains the data collected in the table as follows:

"The first model explored the associations of culturally relevant teaching and racial socialization with self-reported grades. The model explained 19% of variance in the outcome, but climate was not significantly associated. The second model tested interest in school: The model explained 22% of the variance in the outcome. Perceptions that teachers used more constructivist practices was related to greater interest in school ($B = 0.384$, $p < .001$). Next, the model for feelings of belonging explained 23% of variance in the outcome. Greater feelings of belonging were predicted by perceptions of more constructivist teaching practices ($B = 0.366$, $p < .001$) and greater promotion of cultural competence ($B = 0.226$, $p = .004$). Surprisingly, perception of more critical consciousness socialization was associated with lower feelings of belonging ($B = -0.185$, $p = .003$). Finally, the predictors were not significantly associated with academic self-concept. The model explained 11% of variance.

[67] Byrd, Christy M. "Does Culturally Responsive Teaching Work?"

Table 1. Means and Standard Deviations, and Bivariate Correlations Between Study Variables.

Variable	*M* (*SD*)	Grades	Interest	Belonging	Academic self-concept	Exploration	Commitment	Other group orientation	Awareness of racism
M (*SD*)		5.02 (0.74)	3.25 (0.96)	3.54 (0.77)	3.86 (0.74)	3.29 (0.95)	3.48 (0.90)	4.29 (0.75)	2.55 (1.12)
Diverse teaching practices									
r	3.63 (0.73)	.178	.420	.374	.220	.217	.120	.310	−.164
p		.002	<.001	<.001	<.001	<.001	.034	<.001	.004
Cultural engagement									
r	2.75 (0.91)	.079	.346	.214	.158	.250	.188	.141	−.035
p		.161	<.001	<.001	.005	<.001	.001	.012	.537
Support for positive interaction									
r	3.58 (0.88)	.169	.303	.258	.204	.263	.116	.359	−.120
p		.003	<.001	<.001	<.001	<.001	.039	<.001	.033
Promotion of cultural competence									
r	3.49 (0.89)	.164	.392	.326	.203	.276	.160	.232	−.154
p		.004	<.001	<.001	<.001	<.001	.004	<.001	.006
Cultural socialization									
r	3.94 (1.08)	.101	.337	.252	.176	.399	.266	.110	−.018
p		.074	<.001	<.001	.002	<.001	<.001	.051	.747
Critical consciousness									
r	3.04 (0.91)	.119	.280	.103	.174	.336	.248	.119	.113
p		.035	<.001	.068	.002	<.001	<.001	.035	.045

Overall, the hypothesis was partially confirmed: Constructivist practices and promotion of cultural competence were positively associated with academic outcomes."[68]

The study is unique because rather than providing research on homogenous special classrooms, the researcher uses quantitative methodology, sampled a diverse population and focused on student perceptions. "For the most part, the results supported the hypothesis. Of the two culturally relevant measures, perceptions that teachers used constructivist methods were related to interest in school, greater feelings of belonging, and other group orientation. The other measure of culturally relevant teaching was not directly related to the academic outcomes or racial attitudes, but the more specific school racial socialization measures were predictive for feelings of belonging and racial attitudes."[69]

This is significant because the findings support other research that concludes culturally responsive teaching and instruction is a method to improve student academic outcomes.[70] Additional research exists showing the effect that positive ethnic-racial identity has on academic achievement and persistence. In this way, school racial socialization and culturally responsive instruction, both indirectly and directly relate to academic success.[71]

HOLLA School expects to see significant growth in all aspects of its students' lives. It is our deeply rooted belief - supported by research, our experience, and sound reasoning - that shifting the narratives for Black, Brown and Indigenous youth begins with a comprehensive, challenging and

[68] Byrd, Christy M. "Does Culturally Responsive Teaching Work?"
[69] Byrd, Christy M. "Does Culturally Responsive Teaching Work?"
[70] Newmann, F. M., Marks, H. M., Gamoran, A. (1996). Authentic pedagogy and student performance. American Journal of Education, 104, 280-312.
[71] Rivas-Drake, D., Syed, M., Umaña-Taylor, A., Markstrom, C., French, S., Schwartz, S. J. . . . Ethnic and Racial Identity in the 21st Century Study Group . (2014)

culturally responsive education founded in the knowledge that ALL students hold brilliance within them and the expectation that when able to connect with the material, when feeling a sense of acceptance and when embraced by their community, they will truly thrive.

Below is a summary of our anticipated growth for our first year. We believe that the culturally specific instructional framework and curriculum, the focus on multiple forms of literacy and historical context, the consistency and high expectations, the relationships and centering of community, the exploration of agriculture and entrepreneurship, and ultimately the cultivation of joy, will create the conditions needed for academic, social and emotional success. HOLLA School will provide a detailed comprehensive curriculum for grades 3-5 once RSD confirms that The HOLLA School plan will be accepted.

The HOLLA School has identified by student subgroup, the total number of Kindergarteners at the state and RSD level, who are considered to be students "ready" to enter school. The available state and district data reveals a disproportionate number of Black, Brown and Indigenous students begin their K-12 "career" behind their typical peers. The learning gaps exist due to the previously outlined opportunity disparities in our public school educational settings both locally and nationally. HOLLA School is familiar with current state-level policy and funding initiatives designed to shrink the opportunity gap and improve the data outcomes over time. These state efforts, as well as local efforts such as Preschool for All will also contribute to student learning outcomes improving. For the immediate future, HOLLA School anticipates that our current and near term Kindergarteners will need extra bolstering, intensive and unique holistic services to expedite their learning to ameliorate these prevalent "kindergarten readiness" gaps.

Approaches to Learning[72]

Student Group	Approaches to Learning Self Regulation Average Rating (1 - 5)	Approaches to Learning Interpersonal Skills Average Rating (1 - 5)	Approaches to Learning Total Average Rating (1 - 5)	Approaches to Learning Total Number of Students
Total Number of Students	3.4	3.6	3.5	898
Asian	3.5	3.7	3.5	66
Black/African American	**3.3**	**3.4**	**3.3**	**94**

[72] *Oregon Department of Education: Kindergarten Assessment (Suspended for 2020-21): Student Assessment: State of Oregon*, n.d.

Hispanic/LatinX	**3.4**	**3.7**	**3.5**	**324**
American Indian/Alaska Native	*	*	*	*
Multiracial	**3.4**	**3.6**	**3.5**	**83**
Native Hawaiian/ Pacific Islander	**3.2**	**3.6**	**3.4**	**32**
White	3.4	3.6	3.5	294

Early Mathematics Numbers & Operations[73]

Student Group	Early Mathematics Numbers & Operations Average Rating (0 - 16)	Early Mathematics Numbers & Operations Numbers of Students
Total Number of Students	9.8	880
Asian	9.2	64
Black/African American	**9.2**	**93**
Hispanic/LatinX	**9.0**	**316**
American Indian/Alaska Native	*	*
Multiracial	**10.0**	**82**
Native Hawaiian/Pacific Islander	**8.4**	**30**
White	10.9	290

[73] *Oregon Department of Education: Kindergarten Assessment (Suspended for 2020-21): Student Assessment: State of Oregon*, n.d.

Early Literacy[74]

Student Group	Early Literacy English (Uppercase) Letter Names Recognition Average Number Correct (0-26)	Early Literacy English (Uppercase) Letter Names Recognition Number of Students
Total Number of Students	11.0	885
Asian	14.1	66
Black/African American	**11.1**	**94**
Hispanic/LatinX	**8.3**	**316**
American Indian/Alaska Native	*	*
Multiracial	**12.6**	**82**
Native Hawaiian/Pacific Islander	**10.2**	**29**
White	12.9	293

Early Literacy[75]

Student Group	Early Literacy English (Lowercase) Letter Names Recognition Average Number Correct (0-26)	Early Literacy English (Lowercase) Letter Names Recognition Number of Students
Total Number of Students	8.6	885
Asian	10.8	66
Black/African American	**8.6**	**94**
Hispanic/LatinX	**6.6**	**316**

[74] *Oregon Department of Education: Kindergarten Assessment (Suspended for 2020-21): Student Assessment: State of Oregon*, n.d.
[75] (*Oregon Department of Education: Kindergarten Assessment (Suspended for 2020-21): Student Assessment: State of Oregon*, n.d).

American Indian/Alaska Native	*	*
Multiracial	**9.6**	**82**

Early Literacy[76]

Student Group	Early Literacy English Letter Sound Recognition Average Number Correct (0-26)	Early Literacy English Letter Sound Recognition Number of Students
Total Number of Students	4.6	884
Asian	4.2	66
Black/African American	**4.3**	**96**
Hispanic/LatinX	**3.3**	**316**
American Indian/Alaska Native	*	*
Multiracial	**5.1**	**82**
Native Hawaiian/Pacific Islander	**3.1**	**29**
White	6.4	292

*For each table, *** indicates the number of students is <10, which means students would be able to be identified.

The K-2 plan provided below and elsewhere herein demonstrates HOLLA School's ability to plan and support a comprehensive curriculum for all students for all students. HOLLA School's goals are ambitious and necessary. Without having individual baseline data, we must set aim-lines based on the existing state and district data. Our academic achievement/growth goals are outlined in detail below.

[76] (*Oregon Department of Education: Kindergarten Assessment (Suspended for 2020-21): Student Assessment: State of Oregon*, n.d).

K-2 Reading Goal & Expected Results	**Formative Assessment**	**Summative Assessment**
65% of HOLLA's Kindergarten students will meet Oregon benchmarks in reading as measured by their standardized scores using MAPS or DIBELS by the close of the academic year 2022-2023.	Obtain student baselines using the San Diego Quick Assessment Oral Reading Fluency Progress Monitoring	NWEA MAP DIBELS
65% of HOLLA's 1st grade students will meet Oregon benchmarks in reading as measured by their standardized scores using MAPS or DIBELS by the close of the academic year 2022-2023.	Obtain student baselines using the San Diego Quick Assessment Oral Reading Fluency Progress Monitoring	NWEA MAP DIBELS
65% of HOLLA's 2nd grade students will meet Oregon benchmarks in reading as measured by their standardized scores using MAPS or DIBELS by the close of the academic year 2022-2023.	Obtain student baselines using the San Diego Quick Assessment Oral Reading Fluency Progress Monitoring	NWEA MAP DIBELS-Reading K-2
K-2 Writing Goal & Expected Results	**Formative Assessment**	**Summative Assessment**
65% of HOLLA's Kindergarten students will meet Oregon benchmarks for writing, based on a standard rubric, earning scores of 4 or higher by the close of the academic year 2022-2023.	Correct Writing Sequence Cloze Sentence Frames Cloze Sentence Frames with Pictures Portfolio of Student Work Progress Monitoring with timed writes.	Oregon State Standard Rubric for Writing (K-2) DIBELS- Writing (K-2)

65% of HOLLA's 1st Grade students will meet Oregon benchmarks for writing, based on a standard rubric, earning scores of 4 or higher by the close of the academic year 2022-2023.	Correct Writing Sequence Cloze Sentence Frames Cloze Sentence Frames with Pictures Portfolio of Student Work Progress Monitoring with timed writes.	Oregon State Standard Rubric for Writing (K-2) DIBELS- Writing (K-2)
K-2 Math Goal & Expected Results	**Formative Assessment**	**Summative Assessment**
Given, timed or untimed, math fluency skills assessments, teacher designed rubrics, cloze math problems, and direct instruction, 70% of kindergarten students demonstrate proficiency towards benchmark by the close of quarter for in school year, 2020-2023.	Collected Samples of Student Work Teacher Designed Rubrics-4pt scale Math Fluency Skills Assessment Cloze Math Problems	NWEA MAP DIBELS MATH(K-2)
Given, timed or untimed, math fluency skills assessments, teacher designed rubrics, cloze math problems, and direct instruction, 70% of 1st Grade students demonstrate proficiency towards benchmark by the close of quarter for in school year, 2020-2023.	Collected Samples of Student Work Teacher Designed Rubrics-4pt scale Math Fluency Skills Assessment Cloze Math Problems	NWEA MAP DIBELS MATH(K-2)
Given, timed or untimed, math fluency skills assessments, teacher designed rubrics, cloze math problems, and direct instruction, 70% of 2nd grade students demonstrate proficiency towards	Collected Samples of Student Work Teacher Designed Rubrics-4pt scale Math Fluency Skills Assessment Cloze Math Problems	NWEA MAP DIBELS MATH(K-2)

benchmark by the close of quarter for in school year, 2020-2023.		
K-2 Science Goal & Expected Results	**Formative Assessment**	**Summative Assessment**
65% of Kindergarten students will meet scores of 4 on a teacher-created rubric for science-related content by the close of quarter 4 in academic school year 2022-2023.	Teacher Created Rubric 4pt. Scale Inquiry Skills & Observation	Oregon does not provide summative assessment for K-2 in science. However, as 3rd-graders, HOLLA students will be prepared for OAKS.
65% of 1st Grade students will meet scores of 4 on a teacher-created rubric, measuring understanding of Life Science-related content by the close of quarter 4 in academic school year 2022-2023.	Teacher Created Rubric 4pt. Scale Inquiry Skills & Observation	Oregon does not provide summative assessment for K-2 in science. However, as 3rd-graders, HOLLA students will be prepared for OAKS.
65% of 2nd grade students will meet scores of 4 on a teacher-created rubric, measuring understanding of science related- content by the close of quarter 4 in academic school year 2022-2023.	Teacher Created Rubric 4pt. Scale Inquiry Skills & Observation	Oregon does not provide summative assessment for K-2 in science. However, as 3rd-graders, HOLLA students will be prepared for OAKS.

Regarding achievement, we understand that Charter School law indirectly requires us, a charter school developer, to define "low achieving students" in our proposal, as one of the evaluative criteria a prospective district sponsor uses in its good faith evaluation of the proposed school is "the capability of the applicant, in terms of support and planning, to specifically provide, pursuant to an approved proposal, comprehensive instructional programs to students identified by the applicant as academically low achieving" (ORS 338.055(3)(d)).

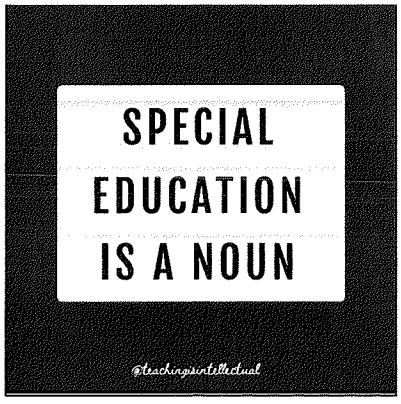
At HOLLA School we do not subscribe to the belief that students are low achieving. When we characterize people in terms of their proximity to or distance from a social construct, we reduce them to a single story. Language like "low achieving" is steeped in a model that focuses on deficit

skills rather than assets. In addition, students who are defined as "low achieving," seldom are acknowledged as students who have been systematically oppressed in our educational settings.

After reviewing RSD achievement data and taking into consideration the impacts of police brutality, racial reckoning, political insurrection, COVID-19 and the resulting loss of life, increase in mental health conditions, loss of employment and housing, challenges of distance learning, and more, HOLLA is anticipating the need for significant social emotional supports in the coming years. We believe that RSD's resolution on Black Lives Matter, December 2020, is a start to repairing some of the harm incurred by Black students and families. With HOLLA School's intentional emphasis on the effects of generation trauma, the brain, and how students learn in cultural context--we know that the Black Lives Matter Resolution is a start that must be amplified throughout the RSD community. HOLLA School will provide strong and consistent echoes.

What we know is that brains experiencing stress and trauma struggle to acquire new information and process emotions, thus, we will provide intentional programming that attends to the needs of students and their families. We will honor the lived experiences of our students and families by valuing the learning that is taking place during this tumultuous time. In addition, HOLLA School's calendar includes an intersession between each instructional session where identified students will receive intensive literacy instruction within the context of our overarching theme of entrepreneurship. The foundation of our model encompasses the whole child. HOLLA School is designed to meet students where they are and to provide culturally responsive programming in an environment built for them to thrive. Given that, we will support students at HOLLA School who may demonstrate lagging skills through our inclusive philosophy, instructional frameworks, RTI, intersessions, culturally specific curriculum, SEL, ongoing progress monitoring and boosts of direct and more individualized skills instruction.

Special Education



"Special Education is services and supports, it's specially designed instruction, it's access to a free and appropriate public education. It's not an adjective to describe a student, a room,

or a curriculum. Shifting our language to be more precise is essential in combating ableism and destigmatizing disability...We contribute to deficit narratives and abelist views when we refer to students as *Special Education Students*"~Dr. Jen Newton & Dr. Mira Williams[77]

At HOLLA School we strive to eliminate bias against all forms of brilliance. We are excited about RSD's new 2021-2026 Strategic Plan, and applaud all of the work that has gone into its development. We believe that HOLLA School can not only contribute to your vision but we are also interested in collaborating and providing input and feedback. We are committed to supporting your larger district-wide efforts towards culturally responsive education.

Outlined below are some of the commitments HOLLA School will implement to support students receiving special education services, which align with RSD's new five-year Strategic Plan.

RSD Five-year Strategic Plan	**HOLLA's Commitment to SPED Students & Families in Support of RSD's Five-Year Strategic Plan**
Goal #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.	Equitable access to a high-quality education: • Analyze and provide access to programs that support inclusion and hold high expectations for academic achievement. • Adopt pedagogy that assumes genius and seeks opportunities for brilliance to be expressed and validated. • Provide comprehensive, integrated and monitored literacy instruction.
Goal #2: Culturally Responsive Teaching. We will interrupt bias and microaggression in curriculum and instructional practices.	HOLLA will: • Facilitate culturally and linguistically responsive SPED processes (meetings, testing, instruction, etc.) to increase student and family collaboration in the SPED decision making process. • Anticipate and provide opportunities for choice activities and celebrate ways of being and knowing that include neurodiversity and differing physical abilities in a fully-inclusive environment. • SPED progress monitoring grounded in culturally responsive assessment and evaluation processes to ensure accurate reflection of student knowledge.

[77] (Teaching Intellectuals: Newton, Jen and Williams, Mira)

	• Curate culturally responsive curriculum inclusive of differentiation strategies.
Goal #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.	HOLLA will: • Holistically facilitate physical, mental, social emotional, and relational health • Provide accessibility for students • Inform staff and students about local mental health resources • Provide opportunities for social emotional learning and regulation skill development
Goal #4: Professional Development. We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.	All HOLLA personnel will receive professional development in classroom based strategies and pedagogy proven by research to be effective with special student populations, including Universal Design and how to improve outcomes for students impacted by trauma. In keeping with the mission of HOLLA School, our SPED professional development will be culturally responsive.

Students with Special Education Needs

The school culture at HOLLA promotes belonging, in that every student experiences a sense of inclusion and knows they belong to a caring community. HOLLA School will provide equitable academic, social-emotional, leadership, and positive behavioral opportunities and outcomes for all students. Our approach will likely attract students with special education needs (pursuant to applicable laws), particularly our inclusion of universal screenings, push-in services and classroom-level supports that are accessible to all students, and highly-qualified and credentialed staff.

The HOLLA School, upon approval of our proposal by RSD, will cooperatively create formal protocols for partnering with RSD as the Local Education Agency (LEA) which is responsible to provide a Free and Appropriate Public Education (FAPE) to all of its students identified for special education services under IDEA. Students who are eligible for special education and related services will be considered RSD students for funding, data collection and reporting purposes. HOLLA will fully comply with the Oregon Division 15 statues (OARs 581-015-2000–581-015-2999) Americans with Disabilities Act, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1974, Child Find requirements, and all other applicable State and Federal statutes. HOLLA School will, under guidance of the LEA, work with LEA specialists to support

exceptional needs (e.g., occupational therapists, speech and language pathologists). HOLLA will coordinate with RSD in its provision of Specially Designed Instruction and in delivering best practices that are compliant with applicable laws and requirements. HOLLA educators will coordinate with RSD regarding the provision of all accommodations and modifications to the regular instructional program as required by a student's IEP. HOLLA's staffing plan takes into account our anticipated student population, including those with special education needs; we will seek to hire teachers and staff with multiple endorsements and areas of expertise (e.g., Special Education, Bilingual Education, Reading Specialist).

In addition, all HOLLA personnel will receive professional development in classroom based strategies and pedagogy proven by research to be effective with special student populations. In keeping with the mission of HOLLA School, our SPED professional development will be culturally responsive. This professional development includes required training on Family Educational Rights and Privacy Act, as well as ongoing support provided for all teachers by HOLLA's designated special education coordinator, 504 coordinator, and ELL coordinator in partnership with Reynolds School District. These designated staff members will attend additional trainings to share with the full HOLLA team. Our staffing team will be determined by the student enrollment of HOLLA upon opening and will be reevaluated on a year-to year basis. All services provided will follow applicable state and federal laws and statutes.

A student's IEP team will determine whether HOLLA is an appropriate placement, and will decide if the IEP requires revision to meet the student's education plan. All students may apply for admission to HOLLA without regard to special needs; HOLLA's application form will not ask about a student's IEP or 504 plans or needs. Students with a current or anticipated IEP or 504 Plan may enroll in the charter school using the exact same process as all other students. Once enrolled, HOLLA will notify RSD to initiate the IEP team process to determine if HOLLA is the LRE for that student.

Inclusion and Universal Design

HOLLA's values of relationship and community will frame our inclusionary philosophy and practices in terms of educating students with disabilities and different abilities. Studies have shown that students with disabilities who are educated alongside their typically- developing peers score higher on standardized tests, show increased mastery of their Individualized Education Program (IEP) goals, and have more positive interactions with their peers. Students without disabilities who are educated in an inclusive model show increased tolerance for others and displayed no decrease in educational performance.[78] The Universal Design for Learners or UDL framework, is an evidence-based approach to instruction. According to The UDL Guidelines, " The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans

[78] Moore, Lisa J & Carnine, Douglas "Evaluating Curriculum Design in the Context of Active Teaching" 1989.

learn."[79] The UDL guidelines essentially provide three categories to examine both the learning environment, student engagement and learning instruction. The three categories, Provide Multiple Means of Engagement, Provide Multiple Means of Representation and Provide Multiple Means of Action and Expression, can be thought of as the, "Why, What and How," of learning, respectively.

While all students receive inclusive academic, behavioral, and social-emotional supports, we know that some students need additional resources in these three areas. Therefore, HOLLA uses an approach providing all students with a foundation of supports and increasing intensity, depending on the level of student need across three tiers: Universal, Targeted and Intensive. HOLLA Teachers and Mentors are trained to improve outcomes for students impacted by trauma. The approach supports integrated service planning and develops school wide procedures to ensure students requiring additional intervention are identified. The key elements outlined below form the Universal tier, which serves as the foundation for creating the most inclusive and least restrictive environment for all HOLLA students.

Universal Design & Tiered Interventions:

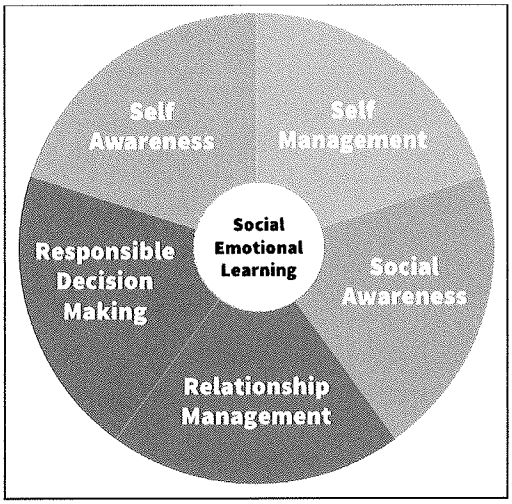
HOLLA's Supports	**Tier 1 Intervention:** **Whole school/supports for all students**	**Tier 2 Interventions:** **Supplemental instruction & supports**	**Tier 3 Interventions:** **Intensive individualized intervention supports**
Culturally Responsive Teaching/Instruction/Pedagogy	X	X	X
Classroom Mentor Supports	X	X	X
Universal Design for Learning Strategies	X	X	X
Sheltered Language Instruction		X	X
Targeted Small Group Instruction		X	X

[79] (*UDL: The UDL Guidelines*, n.d.)

Student Support Team (SST)		X	X
Mentor Services provided by HOLLA mentors		X	X
IEP/504 Accommodations to program / curriculum as appropriate			X
IEP Modifications to program/curriculum as appropriate			X

Social Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive responsible decisions. HOLLA School will integrate SEL into our teaching and learning.



SEL Competency	Descriptor
Self Awareness	• Identifying emotions • Accurate self-perception • Recognizing strengths • Self confidence • Self efficacy
Self Management	• Impulse control • Stress management • Self discipline • Self motivation • Goal setting • Organizational skills
Social Awareness	• Perspective taking • Empathy • Appreciating diversity • Respect for others
Relationship Management	• Communication • Social engagement • Relationship building • Teamwork
Responsible Decision Making	• Identifying problems • Analyzing situations • Solving problems • Evaluating • Reflecting • Ethical responsibility

One set of values held by The HOLLA School Community is "IN LAK'ECH." During our morning meetings students will have the opportunity to join in a community choral response:

IN LAK'ECH

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

by Luís Valdez and Domingo Martinez Paredes

Culturally Responsive Restorative Practices and Behavioral Interventions

"It becomes imperative to understand how to build positive social relationships that signal to the brain a sense of physical, psychological and social safety so that learning is possible."
~ Zaretta Hammond[80]

When referring to student behavior requiring discipline, we conjure up images of young people acting out in aggressive, out of control and disrespectful ways. The ensuing discipline that accompanies such behavior tends to be reactive and rarely takes into consideration the antecedent conditions which might have led to the event. Despite our efforts to set aside our personal feelings we are most often guided by our fight or flight response resulting in a technical solution when what is needed is curiosity paired with compassion.

At HOLLA School we believe that all behavior is a form of communication and that a person's behavior is communicating an unmet need. In Carla Shalaby's book, *Troublemakers: Lessons in Freedom From Young Children at School,* she speaks of "canaries in the mine" and shares a line from *Something Inside So Strong,* by Labi Siffre that says, **"The more you refuse to hear my voice, the louder I will sing."** HOLLA School founders and staff own that it is the work of the adults in the school environment to identify what that unmet need is and to develop an approach for how we can help to resolve it.

[80] Hammond, Zaretta "Culturally Responsive Teaching & The Brain"

The impact of our nationally and locally administered exclusionary practices against Black, Brown and Indigenous youth continues to be devastating. This trend of criminalization begins in preschool where we see children as young as three years old being expelled from educational settings. The most consistent reason for discipline amongst elementary students is for behavior labeled as "aggressive" and/or "insubordinate." According to the Washington Post, "As in 2005, there were stark racial disparities in preschool discipline, with Black children being about three times as likely to be suspended from preschool than their White peers."[81] The Washington Post provides a study comparing national data from 2005 to 2020 on the comparison of discipline rates of Black boys and girls to their white peers. **"Black boys make up 18 percent of the male preschool enrollment, but 41 percent of male preschool suspensions, and Black girls make up 19 percent of female preschool enrollment, but account for an astounding 53 percent of female suspensions."**[82] This national data reflects local realities as well. The results of the research are not new to those who mentor, teach, and serve students of color, here in Oregon.

During the 2018 - 2019 school year in RSD, Black students made up nine percent of the student population while comprising 20 percent of suspensions and expulsions. Hispanic students made up 43 percent of the student population and 34 percent of the district's suspensions and expulsions. Indigenous/Native American students make up less than one percent of RSD's student population and 1.8 percent of the suspensions and expulsions.

HOLLA's mission is to change narratives for our youth, which means that we cannot be another entity that excludes Black, Brown and Indigenous youth from the larger community. In a nutshell, our philosophy is to approach discipline with culturally responsive practices that retain children within the community through restorative practices. We believe that in the context of valuing relationships, it is important to listen to the behavior of our young people, to offer options and alternatives to exclusion, and to leverage student abilities, mentorship and community support to develop the skills needed to function within the community in a positive and healthy manner.

At HOLLA School, Restorative Practices will be the foundation of our response to behavior and discipline that is disruptive and/or harming to individuals or the overall climate of our community. We appreciate that RSD has adopted Restorative Practices, as reflected on the district's "fast facts" document. Knowing that we are like-minded in this regard is very meaningful. We look forward to partnering with RSD to further explore the benefits of this framework in disrupting the school to prison pipeline. HOLLA School's robust, detailed outline of how we will utilize this framework is illustrated below.

We approach restorative practices using the following restorative protocol:

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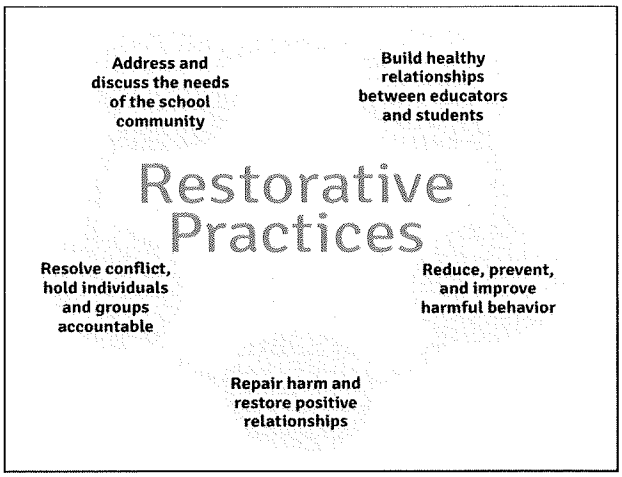
[81] Strauss, Valerie "New federal data shows Black preschoolers still disciplined at far higher rates than Whites"
[82] Strauss, Valerie "New federal data shows Black preschoolers still disciplined at far higher rates than Whites"



Protocol	Rationale
Build authentic relationships and positive climate	To cultivate community, trust, brave spaces and a sense of belonging.
Proactively reduce and prevent harmful behavior	To establish a climate of care and interdependence. ***"I Shine ~ You Shine"*** ***"You Shine ~ We Shine"***
Address the needs of the community	To develop language and tools for effective interpersonal/intrapersonal social interaction.
Center lived experiences of our community	To access multiple perspectives and missing narratives.
Examine harm through the lens of others in addition to our own	To develop empathy and awareness for others.
Repair harm through facilitated conversations	To practice listening, identifying and sharing feelings with others.
Re-connect with the community	To be embraced by your community and experience a sense of belonging.

Because HOLLA School intentionally imbeds restorative practices, centers community, and a culturally and historically responsive instructional framework, we do not anticipate needing to address some of the more serious behavioral and discipline infractions like assault or the wielding of weapons. Nonetheless, we are required to establish a plan of support and intervention should the need arise. The HOLLA School founders are pleased about recent changes in Oregon's school

suspension and expulsion laws that allow and even require, in some cases, a less rigid regulatory framework for addressing maladaptive student behaviors. The HOLLA School will comply with ORS 339.250, with emphasis on considering a student's age, developmental stage, and past behavior patterns prior to imposing any exclusionary measures. Below, while not exhaustive, we outline some of the behaviors of concern paired with possible staff or school responses, some of which will be determined on a case-by-case basis, using a graduated response of age-appropriate, non-discriminatory and proportionate responses to maladaptive behaviors.

Universal Design & Tiered Interventions for Addressing Behaviors of Concern:

Behaviors of Concern *HOLLA School <u>does not</u> utilize restraints as a response to behaviors of any kind.	**Tier 1 Response** **Classroom-based School Wide**	**Tier 2** **Intermediate Individualized School-wide**	**Tier 3** **Intensive Individualized Parent/Guardian Involvement Possible Removal from School Setting**
Name-Calling	X		
Removal of Property/Damage of Property		X	X
Horseplay/Roughhousing	X	X	
Physical Fight/Hitting/Biting		X	X
Observed or Repeated Reports of Bullying	X	X	X
Language Offensive to School/Classroom Community (includes hate speech)	X	X	X
Threat of Harm		X	X
Weapon		X	X

HOLLA School has the responsibility and an obligation to provide a safe, welcoming and supportive community for ALL of its members. Our staff will work diligently to ensure that students are treated fairly and are not penalized for behaviors that might be cultural misinterpretation.

HOLLA School's guiding principles and interventions for more serious behaviors that in traditional school school settings might result in restraint, suspension or expulsion:

Response	Guiding Principles	Intervention
Restraint	HOLLA School does not utilize restraints as a response to behaviors of any kind. HOLLA School actively rejects policies that contribute to the school to prison pipeline.	Ensure the safety of the student Secure the safety of the community • Room clear • Remove audience
Suspension	HOLLA School does not utilize suspension as the first or most viable tool in response to student behavior. HOLLA School actively rejects policies that contribute to the school to prison pipeline.	Restorative Practices Family Consult Staff developed intervention in line with MTSS (Multi-tiered Systems of Support)
Expulsion	HOLLA School does not utilize expulsion as a response to behavior to student behavior. HOLLA School actively rejects policies that contribute to the school to prison pipeline.	District and ODE may require removal of a student due to specific behaviors of concern HOLLA School will work with the LEA to determine an appropriate alternative placement, if needed

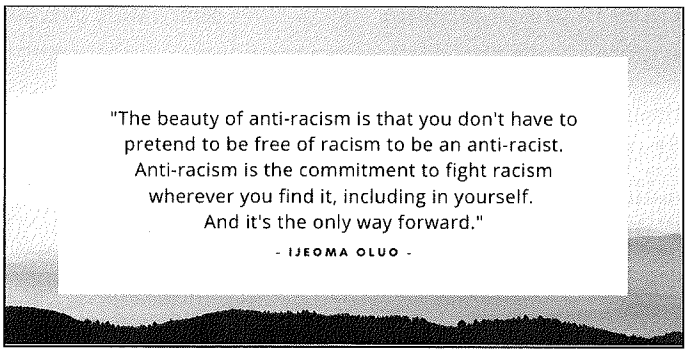
In alignment with our commitment to restorative practices, HOLLA believes that it is imperative to be prepared for the social emotional needs of our students and families. Given the varied impacts of COVID-19, socio-economic instability, the explicit instances of police brutality and the subsequent issues of safety for Black, Brown and Indigenous people, we will implement our above-described Social Emotional Learning (SEL) curriculum to honor and respond to the needs of our community.

Professional Development

"The heartbeat of antiracism is self-reflection, recognition, admission and fundamentally self-critique..." ~ Ibram X. Kendi[83]

HOLLA's Mission is to change the narrative of Black, Brown and Indigenous youth by honoring lived experiences, centering joy and catalyzing genius. Through relationships and a comprehensive culturally responsive instructional model we engage our students by nurturing their curiosity, exploring their identities and orienting them in the world. Because HOLLA School is embarking on a unique venture to serve its students, families and staff through an authentically anti-racist and culturally responsive framework, it is critical that we engage in well thought out, customized professional development that both affirms and challenges us to better understand our own behaviors and biases. Teacher preparation programs rarely spend enough time discussing race, equity or cultural responsiveness in education. Thus, HOLLA School is committed to developing our racial consciousness to disrupt the systems that result in our predictable and disproportionate academic outcomes.

Our brains' resistance to change and its limited exposure to cultural contexts outside of its own makes shifting our racial pedagogy, policies and practices extremely difficult. This often results in experiencing Denial, Deflection, Doubt and Defensiveness. At HOLLA School we believe the antidote to these four D's is accepting that our truth is not the only truth; to embracing discomfort rather than pushing it away; to making room for multiple lived experiences as opposed to erasing realities different than ours; and finally, by accepting that our racial consciousness journeys are never quite complete--we are always learning. At HOLLA School we believe disequilibrium as a gift. We acknowledge that if we are willing, it can lead us to become more compassionate humans, better practitioners of our craft and ultimately, cultivators of community.



[84]

[83] Kendi, Ibram X. Quotes
[84] Olou, Ijeoma "So You Want Talk About Race"

HOLLA School's professional learning opportunities are based on relevant, research based, culturally responsive pedagogy and instructional methods and are presented in a scope and sequence intended to build knowledge and skills over time:

HOLLA's Foundational Professional Development Offerings
• Grounding: Your Beliefs, Your Why and Your How • Being Black, Brown & Indigenous in School • Culturally Responsive Teaching & The Brain • Implicit Racial Bias, Teaching and Academic Achievement • Understanding Power in Teaching and Learning • Anti-Racist Pedagogy, Policies and Practices • Abolitionist and Liberatory Pedagogy, Policies and Practices • Critical Lenses and Anti-Racist Pedagogy • Culturally Responsive Literacy Instruction • Culturally Responsive Assessment and Grading Practices • Culturally Responsive Social Emotional Learning • Understanding Behavior Through a Culturally Responsive Lens • Culturally Responsive Restorative Practices • Tribal History/Shared History Implementation

We believe that learning opportunities for educators must be responsive to the needs of the time and designed in collaboration with staff. Guidance around areas of focus for professional development must include the input and feedback from students, families and the community. Prescribed professional development that has no connection to the needs of those we serve, risks engaging in efforts that do not alter our racially and culturally predictable academic outcomes.

Racial Equity Lens Wonderings
Below is an educator reflection tool that HOLLA will likely use in professional development:

Racial Equity Lens Wonderings, created by two local educators: David Martine, Multicultural Curriculum Curator, and Julie Palmer, Climate and Equity Coach.

Racial Equity Lens Wonderings: Curriculum	Racial Equity Lens Wonderings: Instruction
Are the various cultural identities, legacies, contributions and histories of my students acknowledged and centered?	In what ways do I cultivate relationships with my students? Between students?
Are my students able to see the relationship between my content and their lived experiences? How am I building racial/cultural literacy as a community?	Do I use a variety of teaching strategies, activities and assignments to meet the needs of students with diverse learning styles, cultures, histories and experiences?
Does my content relate to current events? How will my students be impacted by this content?	Am I interrogating my assumptions and biases? Am I able to see brilliance in all of my students?
Is my curriculum inclusive of multiple perspectives and does it reveal missing narratives?	Do I provide engaging learning experiences for ALL students?
Do students have choice in how they demonstrate what they've learned?	Do I encourage students to be curious and creative?
Do I incorporate student voice in my curriculum planning?	Is my classroom an inclusive community where student voices are valued?

Proposed Professional Development, Staff Meeting and Student Support Team schedule for HOLLA staff:

Professional Development	Staff Meetings	SST (Student Support Team)
Some of this training will take place the week prior to the	These meetings will take place on Wednesday afternoons.	Teacher SST meetings will take place twice weekly, either during or after the student day.

first day of school. Subsequent training will occur during our inter-session weeks, further described in the school calendar section of this proposal (below).		

School Calendar: Year and Day

HOLLA School Calendar, Length of Day and Length of School Year:

HOLLA will provide 1,126.5 instructional hours/school year, which is 226.5 hours, or 25% more, than the minimum required by OAR 581-022-1620.

- The length of the school year is 183 contact days
- The length of the school day is 5.5 hours excluding 30 minutes/day for recess
- 183 days x 5.5 hours/day = 1,006.5 instructional hours/school year
- 183 days x .5 hours/day = 91.5 recess hours/school year
- 91.5 recess hours/school year - 60 recess hours to be counted as instructional hours = 31.5 recess hours
- 1,006.5 instructional hours/school year + 60 recess hours/school year = 1066.5 instructional hours/school year
- 1,066.5 instructional hours/year + 30 professional development hours/year + 30 parent/teacher conference hours/year = 1,126.5 instructional hours/school year

Proposed HOLLA Annual School Calendar:

Date	Description
AUGUST	
8/15/22 - 8/19/22	• Staff Professional Development • Family/Community Meeting (orientation)
8/22/22 - 8/24/22	• Mentor Outreach and Family Meetings • Teacher Prep & Planning
8/24/22	• HOLLA School Community BBQ
8/25/22	• First Day of Session 1

SEPTEMBER	Hispanic/LatinX Heritage Month
9/5/22	• No School: Labor Day
OCTOBER	
10/10/22	• Indigenous People's Day of Honor
10/14/22	• No School: Statewide In-service Day
10/21/22	• Last Day of Session 1
10/24/22 - 10/28/22	• Intersession 1
10/31/22	• First Day of Session 2
NOVEMBER	Indigenous/Native American Heritage Month
11/11/22	• No School: Veteran's Day
11/21/22 - 11/22/22	• Parent / Teacher Conferences
11/23/22 - 11/25/22	• No School: Harvest (Thanksgiving)
DECEMBER	
12/19/22 - 12/30/22	• No School: Winter Break
JANUARY	
1/2/23	• Return from Winter Break
1/13/23	• Last Day of Session 2
1/17/23 - 1/20/23	• Intersession 2
1/16/23	• No School: MLK Jr Day
1/23/23	• First Day of Session 3

FEBRUARY	Black History Month
MARCH	Women's History Month
3/17/23	• Last Day of Session 3
3/20/23 - 3/24/23	• Intersession 3
3/27/23 - 3/31/23	• SPRING BREAK
APRIL	
4/3/23	• First Day of Session 4
MAY	Pacific Islander Heritage Month
5/26/23	• Last Day of Session 4
5/29/23	• No School: Memorial Day
5/30/23 - 6/9/23	• Intersession 4
JUNE	Pride Month
6/9/23	• Last Day of School
6/19/23	• Community Juneteenth Celebration
JULY	
7/3/23- 7/28/23	• SUMMER SESSION Hands-on literacy, STEAM & Agricultural learning program offered by HOLLA and local partners

Proposed HOLLA Daily Schedule:

Time	Staff	Students	Families/Community
7:30 -	Mentors: • Welcome students & families • Supervise	• Arrive • Put belongings away • Eat breakfast	• Drop off student • Support student in putting belongings away

8:00 8:10 8:30	breakfast • Build relationships *Morning Huddle:* • *Ground* • *Set intentions* Teachers: • Prep	• Socialize/build relationship	• Breakfast • Socialize/build relationship
8:30 - 8:50	Whole School Morning Circle: • Call & Response • Intention Setting • Word of the Week • Celebrations • Student Voice • Announcements • Movement • Community Garden	Whole School Morning Circle: • Call & Response • Intention Setting • Word of the Week • Celebrations • Student Voice • Announcements • Movement • Community Garden	Join Morning Circle as you are able
8:50 - 9:00	Transition to Classrooms	Transition to Classrooms	Support Transition to Classrooms
9:00 - 9:15	Connect • Identity • Calendar • Word of the Week	Connect • Identity • Calendar • Word of the Week	
9:15 - 9:45		Literacy: • Visual Thinking Strategies • Vocabulary development • Interactive Writing • Explore Stations	
9:45 - 10:15		Tech Time	

		• Learn About Technology • Use/Play/Explore / Practice with Technology	
10:15 - 11:00		Literacy: • Phonics • Music • Rap/Poetry • Art • Movement	
11:00 - 11:25		LUNCH	
11:25 - 11:45		RECESS	
12:00 - 12:30		Math • Skill Development • Math Stations	
12:30 - 1:30		STEAM • Entrepreneurship Through Agriculture ○ Project Based Learning	
1:30 - 1:35		SNACK	
1:35 - 1:45		RECESS	
1:45 - 2:10		Student Choice Activities • Math Games • Reading Station	

		• Builders Circle • Cooperative Play • Sensory Tables • Gardening • Journaling • Art	
2:10 - 2:20		Community Care • Classroom Clean Up	
2:20 - 2:30		Gratitudes, Shout Outs & Goodbyes	

Staffing Models, Policies and Professional Development

Proposed Staff Positions and Roles:

Position Title	Qualifications	Position Roles & Responsibilities
School Co-Leaders	• TSPC Administrative or Teaching License • Master's Degree in Special Education or Related Field • Bachelor's Degree in Psychology, Education or Related Field • Experience Leading for Racial Equity and Climate • Relevant experience with instruction, facilitating professional development and analyzing data	• Maintain focus on Mission and Monitor Progress • Establish and Maintain Anti-Racist Pedagogy, Policies and Practices • Hiring and Staff Support • Manage Budget • Facilitate Communications with RSD and Community • Curriculum and Instruction • Climate, Equity & Restorative Justice Coach • Coordinate Assessment/Testing Prog • Coordinate & Facilitate Professional Development • Identify & Coordinate Family Resources • Family Advisory Council

		• Staff Evaluation • Safety & Maintenance • Instructional Coach • Student Support Team Lead • Coordinate SPED, 504 & ELL Services • Assessment/Testing • Coordinate Family and Community Volunteers
Administrative Assistant	• Relevant clerical experience • High School Diploma or Equivalent • Clean Criminal Background Check	• Provide Administrative support to staff • Perform clerical duties including answering phones, greeting and providing direction to community members, schedule meetings, problem solve with community • Ensure safety protocols are followed by staff, students and visiting community members
Teachers	• Oregon Teacher Certification ○ SPED and/or ELL Endorsement Preferred	• Develop and deliver curriculum and instruction founded in our Culturally and Historically Responsive Framework • Layer essential pursuits with Common Core Standards • Participate in SST, Professional Development • Create and administer formative and summative assessments • Log Communications with families, community partners • Track Student Progress • Differentiate for Special Populations

		• Utilize RTI • Commitment to Families and Cultural Connectedness • Follow FERPA and Safety Regulations • Provide IDEIA/504 Accommodations.
Classroom Mentors	• Experience in School Setting or Related Field • Clean Criminal Background Check	• Provide student support as directed by teacher • Provide redirection for students • Provide pro social and emotional regulation modeling and coaching • Supervise before, during and after school activities • Supervise recess and extracurricular activities
Nutrition *Supported by volunteers and mentors*	• Food Handlers Card • Required Certification • Clean Criminal Background Check	• Provide nutritious, culturally responsive meals for students
Counselor/ Social Worker *Partnership/ Intern*	• Master's Degree in Counseling/ Social Work • Clean Criminal Background Check	• Provide student & family mental health, counseling and community resources supports
Custodian *Supported by volunteers*	• Relevant Experience • HS Diploma or Equivalent • Clean Criminal Background Check	• Maintain a clean, safe building and grounds • Follow OSHA protocols • Perform general building maintenance • Ensure building is safe for students, staff and families

Positions Unique to HOLLA:

Prioritizing our Mentor Staff positions in this section is intentional. It is our effort to center the people who contribute the greatest amount of heart and soul to HOLLA's mission. HOLLA mentors are the backbone of its program and without them, there would be no HOLLA, and

certainly no HOLLA School. It is our intent to honor their contributions to our Black, Brown and Indigenous youth in this way.

Mentor Positions:

"Let us put our minds together and see what life we can make for our children."
~ Chief Sitting Bull

Central to HOLLA's mission is relationships. In partnership with the comprehensive culturally responsive instructional model classrooms will have a classroom mentor. Mentors support each classroom in order to increase capacity for staff/student engagement and relational classroom culture. Most schools utilize Instructional Assistants (IA) or Educational Assistants (EA) as academic assistants in classrooms. At the HOLLA School, Mentors play a key role in the classroom by providing consistent relational support and presence. Classroom Mentors will not only provide academic support but will also provide relational support. Our mentors partner with classroom teachers and students to honor their lived experiences, catalyze their genius and center their joy. Mentors partner with students to create space to explore their identity, nurture their curiosity and ignite their criticality. Utilizing a relational lens, mentors provide individualized support to students both personally and academically. Mentors play a key role in student care and classroom culture. Mentors participate in the professional development of classroom teachers.

School Co-Leader Positions:

"Daring and transformative leaders share power with, empower people to, and inspire people to develop power within." ~ Brene Brown[85]

Brene Brown describes four kinds of power: Power Over, Power With, Power To and Power Within. Power Over views power as finite, is driven by fear and requires diminishing the humanity of others in order to experience success. Power With, Power To and Power Within view power as infinite, is driven by unity and connectedness, requires humanity and compassion and creates learning cultures based on critical thinking and multiple perspectives. Leadership, thus, is about serving others, rather than being served by others.

At HOLLA School, our co-leadership model is based on the idea that sharing power, regardless of position or title, leads to greater success and a broader range of potential outcomes than models that rely on one individual to lead on their own. Additionally, anti-biased/anti-racist pedagogy demands that we decenter hierarchical roles to co-construct an inclusive and empowering school

[85] (Brene with Joe Biden on Empathy, Unity and Courage," n.d)

community. This style of leadership connects us as people of color to our ancestral values of collective and communal decision making. We believe wholeheartedly that this shared leadership model will result in greater success for ALL as we cultivate a climate built on a system of unconditional positive regard. Martin Luther King Jr. described power as the ability to achieve purpose and effect change and this is exactly what HOLLA School plans to do, together.

Proposed Staffing Model:

Position	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
School Leader	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Teachers	3.0 FTE	4.0 FTE	5.0 FTE	6.0 FTE	7.0 FTE
Mentors	2.0 FTE	3.0 FTE	3.0 FTE	4.0 FTE	5.0 FTE
Administrative Support	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
TOTAL FTE	**7.0 FTE**	**9.0 FTE**	**10.0 FTE**	**12.0 FTE**	**14.0 FTE**
Contract Staff					
Nutritional Staff	0.5	0.5	0.5	0.5	0.5
Custodial/Facilities	0.5	0.5	0.75	1.0	1.0
Social Worker/ Counselor	Intern/ Partnership	Intern/ Partnership	Intern/ Partnership	Intern/ Partnership	Intern/ Partnership
Instructional & Climate Coach*	0.5	0.5	0.5	0.5	0.5

*Please note that this role is intended to serve as a Co-Leader with the full-time School Leader. There is an individual whom we may contract with for this role that prefers to serve under this employment status.

Employment Arrangements and Policies:

HOLLA will directly employ all staff who work at the HOLLA School, i.e., will not ask the District to employ any of its staff as allowed by ORS 338.135(2). HOLLA will comply with all laws that apply to this employment model. HOLLA founders and Board members have extensive leadership experience in all aspects of human resources. We will develop comprehensive personnel policies

after execution of a charter contract with RSD and prior to embarking on any hiring or other human resources activities.

Personnel policies will include, but not be limited to:

- Non-discrimination
- Equal Opportunity Employment
- Conditions of Employment, including criminal background
- Employee Compensation and benefits, including PERS
- Sexual Harassment
- Prohibition, Notification, and Reporting of Suspected Child Abuse and Sexual Misconduct
- At-will Employment
- Employee Code of Conduct
- Confidentiality
- Employee Attendance and Leave, including FMLA
- Drug Free School
- Grievance Procedure, including for HIB
- Employee Evaluation
- Personnel Records
- Media – Social and Other
- Whistleblower Protection
- Board and Staff Communications

Educational Program Review

Continuous Improvement	Part of the HOLLA School philosophy includes constant teacher reflection, use of progress monitoring to inform instruction, giving and receiving feedback and multi-tiered systems of support to make data-informed decisions. HOLLA will regularly collect and analyze student academic growth and achievement data as well as information related to other aspects of our educational program. We will continuously make adjustments to our pedagogy, policies and

	practices as determined necessary or beneficial. This will be based on all input, feedback and assessment data including anecdotal information that HOLLA gathers and otherwise obtains.
Annual Performance Report	HOLLA will create an annual performance report – separate from the annual municipal audit – that contains information regarding student academic growth and achievement and the school's compliance with all requirements of the law and charter contract not addressed in the audit report. Any other information required by RSD will also be included in the annual report. HOLLA will provide this report to RSD and ODE, as required by ORS 338.095(1), by November 1 annually, as well as to HOLLA's parents and other community partners.
Annual Site Visit	We acknowledge and encourage that, in accordance with the law, RSD's Board or its designee will conduct an annual formal site visit to review compliance with the charter contract's terms and provisions. HOLLA will cooperate fully with the District on mutually agreeable scheduling and format for this site visit. HOLLA would also welcome RSD board member and staff visits at other times during the school year, and will create a mutually agreeable plan for such visits with the District.

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Governance

Pertinent Laws

The HOLLA School will be governed within federal and state regulatory frameworks. HOLLA presently operates in accordance with ORS Chapter 65 (Nonprofit Corporations) and will continue doing so. HOLLA will fully comply with all laws that pertain to Oregon public charter schools, including those specified in ORS 338.115 (below) and all Oregon Administrative Rules relating to public charter schools adopted by the Oregon State Board of Education or other state agency.

- Federal law; including federal civil rights laws, the federal Individuals with Disabilities Education Act, and the Establishment Clause of the First Amendment to the United States Constitution;
- ORS Chapter 338 (Charter School Act);
- Statutes and rules that apply to a special government body, as defined in ORS 174.117, or a public body, as defined in ORS 174.109;
- Health and safety statutes and rules;
- ORS 30.260 to 30.300 (tort claims);
- ORS 192.311 to 192.478 (public records law);
- ORS 192.610 to 192.690 (public meetings law);
- ORS chapters 279A, 279B and 279C (Public Contracting Code);
- ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);
- ORS 326.565, 326.575 and 326.580 (student records);
- ORS 181A.195, 326.603, 326.607 and 342.223 (criminal records checks);
- ORS 329.045 (academic content standards and instruction);
- ORS 329.496 (physical education);
- The statewide assessment system developed by the Department of Education for mathematics, science and English under ORS 329.485 (2);
- ORS 336.840 (use of personal electronic devices);
- ORS 337.150 (textbooks);
- ORS 339.119 (consideration for educational services);
- ORS 339.141, 339.147 and 339.155 (tuition and fees);
- ORS 339.250 (9) (prohibition on infliction of corporal punishment);
- ORS 339.326 (notice concerning students subject to juvenile court petitions);
- ORS 339.370 to 339.400 (reporting of suspected abuse and suspected sexual conduct);
- ORS 342.856 (core teaching standards);
- Any statute or rule that establishes requirements for instructional time provided by a school during each day or during a year;

- ORS chapter 657 (Employment Department Law);
- ORS 659.850, 659.855 and 659.860 (discrimination);
- Statutes and rules that expressly apply to public charter schools;
- Any statute or rule that RSD and HOLLA agree to include in any future charter contract

Governance Structure and Model

HOLLA is an established Oregon nonprofit corporation and an IRS (Internal Revenue Service)-designated tax-exempt 501(c)(3) organization in our eighth year of operation. The IRS' letter documenting HOLLA's 501(c)(3) designation with ID Number 93-1311456 is attached as APPENDIX C.

As a nonprofit, tax-exempt, public benefit corporation, HOLLA operates in accordance with Section 501(c)(3) of the Internal Revenue Code, the Oregon Nonprofit Corporation Act, ORS Chapter 65, and any other federal, state and local laws applicable to its nonprofit, tax-exempt status. The Board also operates in accordance with its own corporate bylaws (APPENDIX D).

In terms of Board size, our bylaws stipulate that our Board will have a minimum of three members and a maximum of fourteen members. Directors have staggered three-year terms and may serve an unlimited number of terms. The Board elects – and can remove – its own members by an affirmative vote of a majority of directors present at a meeting with a quorum.

Board of Directors

Our Board is currently comprised of the following ten members:

Amani Austin, Assistant Director, Emerging Leaders Program
Alex Coffee, Vice President, CBS Films
Dominic Hernandez, Board Secretary, Principal Broker and Owner, DH Real Estate Group
Alisha Howard, Sexual and Relationship Violence Response Program Coordinator, PSU
Eric Knox, Founder & Executive Director, HOLLA
Kelly Knox, Board Treasurer, CFO, TEC Equipment, Inc.
Dr. Marty Palacios, Dean of Education, Warner Pacific University
Luis Sanchez-Vera, Family Nurse Practitioner, Providence Health
Keela Tillery, Restorative Justice Director, Portland Public Schools
Patricia Williams, Board Chair, Contracts Manager, Mannahouse Christian Academy

HOLLA's Board embodies our organization's mission in that 90% of our Board members are people of color. The breadth and depth of this Board's collective expertise have resulted in adept governance of HOLLA's successful mentoring program over the past seven years and well-equip it to expand our governance to include a public charter school. Over half of HOLLA's Board members are Black, and a third are Latino; this racial and cultural richness represents those HOLLA does and will serve. HOLLA Board Members collectively possess expertise and demonstrated leadership in nonprofit management, education, law, medicine, youth development, fundraising, mentorship, social service, financial management, real estate, technology, and adult professional development. HOLLA will continue to strategically expand our Board membership over time to further strengthen our organization's diverse racial, cultural, professional, and community assets. Procedures for recruiting and adding Board members will align with our bylaws.

The Board officers of the nonprofit corporation include a Chair, Vice-Chair, Secretary, and Treasurer; each officer holds powers and duties as prescribed by the Board bylaws, including:

Board President:

- Leads the Board
- Presides at meetings
- Ensures the Board has approved policies for sound and compliant governance and management of the organization
- Guides the board in the enforcement of all policies and regulations
- Performs all other duties normally incumbent upon such an officer

Board Secretary:

- Keeps records for the Board
- Ensures that the actions of the Board are documented
- Provides notice of Board meetings to Board members and interested parties in accordance with timelines stipulated in public meeting laws
- Keeps written minutes during meetings, files approved minutes, and maintains corporate records

Board Treasurer:

- Oversees financial responsibilities of the Board; manages the Board's review of and action related to the Board's financial responsibilities
- Serves as financial officer of the organization; serves as the main liaison with the Corporation's accountant and directs financial protocols at all levels
- Participates in the annual municipal audit and functions as primary interface between Board and school staff regarding the audit

Board Vice-Chair:

- Presides over meetings in Chair's absence
- Expected to succeed the Chair

This is HOLLA's eighth year of operation, thus our eighth year with an active Board of Directors. HOLLA's Board holds regular meetings at least quarterly and an annual business meeting to elect officers. Our Board helps fundraise, votes on major fiscal decisions and contracts, participate in HOLLA programming events and activities, and so forth. Individual Board Members freely and regularly share their respective expertise - whether it be law, technology, finance, real estate, healthcare, social services, or education - with one another and with HOLLA staff. Some HOLLA Board members have served on boards of other Oregon charter schools and/or other nonprofits beyond their HOLLA service, and all Board members are experienced and well-versed in high-quality nonprofit oversight.

The HOLLA Board officially and enthusiastically embraces the development and operation of the HOLLA School; we have held many impassioned discussions about our vision and bandwidth for it. We are cognizant of the implications for our governance and organizational policies and protocols, and are making the adjustments needed to effectively steward public school funds and govern a public charter school. All HOLLA Board members will participate in training to fully understand and acknowledge their responsibilities as stewards of public funds and public education; as a public (ORS 174.109) and special government body (ORS 174.117).

Core HOLLA individual and collective Board duties related to the HOLLA School include:

- Serve as ambassadors and advocates for HOLLA and its mission
- Provide ethical and financial oversight
- Hold the organization accountable to its charter and federal, state, and local law
- Adopt policies for sound and compliant governance and management of the organization
- Provide expertise and professional advice in relevant areas
- Fundraise for capital and operating expenses as well as in-kind contributions
- Develop and refine impact metrics
- Evaluate its own performance and the performance of the Executive Director (annually)
- Recruit and elect new board members as needed

HOLLA School Committee

The HOLLA Board of Directors recently amended the corporation's bylaws to reflect its commitment to establish a standing HOLLA School Committee. This Board Committee will focus on overseeing the establishment and operation of this school, during its pre-operational phase and ongoing operations. HOLLA anticipates this Committee to meet more frequently than the full Board, especially during the early months and years of the school's life cycle. This Committee will

possess and exercise all of the authority of the Board of Directors except to any extent prohibited by law. It will be chaired by a Board Member, and will consist of both Board Members and non-Board Members, all appointed by the Board of Directors. Several other Board Members have expressed excitement about joining the HOLLA School Committee, as have several highly qualified expert partners.

The formal creation of the HOLLA School Committee and appointment of members to it will be approved by a majority of all the directors in office when the action is taken. We expect that to occur shortly after securing sponsorship. Once the HOLLA School is operational, or begins receiving Oregon State School Funding, whichever occurs first, full Board and the Board's HOLLA School Committee meetings relating to the public charter school's governance will be conducted in compliance with Oregon's public meeting laws (ORS 192.610 to 192.690).

Our Board's annual professional development and training plan is expanding to include charter school-specific matters such as:

- Regular review of school student achievement data, other performance data, and financial data
- Laws applicable to the HOLLA School as well as other foundational documents and information in its orientation for new Board members
- Regular governance training customized for Boards of Oregon public charter schools
- Annual review of HOLLA School's prior year's performance and metric-setting for the upcoming year

HOLLA's Executive Director is a member of our Board of Directors. The Executive Director oversees our mentoring services and will oversee the HOLLA School leadership, as well. Core duties of the Executive Director as relate to the HOLLA School include:

- Ensuring the organization's activities are compliant and in furtherance of its mission
- Leading, managing, and developing the organization's employees, volunteers, and organizational culture
- Developing, implementing, monitoring, and assessing the organization's programs (including their impact) as well as sound financial management and fundraising practices
- Partnering with the Chair of the Board to help ensure the Board's directives, policies, and resolutions are carried out
- Developing and maintaining beneficial relationships with donors, funders, supporters, collaborators, allies, vendors, and other stakeholders in cultivating and soliciting major grants and individual gifts
- Championing the organization and advocating its mission to internal and external stakeholders, ensuring effective external communications about the organization and its mission, priorities, importance, programs, and activities
- Leading the organization's planning processes

- Supervising the HOLLA School Co-Leaders

HOLLA's School Co-Leaders will report to and collaborate actively with HOLLA's Executive Director to implement all applicable laws, the charter contract, and HOLLA Board policies, and to ensure the school is led effectively. Teachers and other HOLLA School staff will report to one of the School Co-Leaders. The Co-Leaders will be the first school staff that HOLLA hires and at least one will start at least six months prior to the school opening its doors to children, utilizing a comprehensive and detailed school launch plan to ensure all aspects of the school are fully in place before it opens its doors to children.

HOLLA School Family Advisory Council

An informal yet essential component of HOLLA's governance model, the Family Advisory Council will serve as the HOLLA School's Parent/Teacher/Student entity. The purpose of the Family Advisory Council will be to bridge the gap between families, leadership, and staff and to strengthen the school community. It will be essential to influencing the development and sustenance of the school culture. The Family Advisory Council's role is to provide stakeholder advice, input, and feedback to the school leader regarding HOLLA School's academic and operational policies and practices. All parents and other adult family members of HOLLA students will be welcome to join and contribute their lived experiences, knowledge/skills, and community connections to support the HOLLA School. The Family Advisory Council will be a safe place for families to share their voice and perspective, to advocate publicly for HOLLA, to support and encourage HOLLA School staff, to work to address the needs of HOLLA families, and strengthen family engagement in the school community.

Student Admission and Enrollment

The HOLLA School will be a public charter school, and as such will be a public, tuition-free, Oregon public school of choice. In accordance with ORS 338.125, student enrollment in the HOLLA School will be voluntary. Admission and enrollment in the HOLLA School will be open to all students who reside in the RSD if space is available in the applicable grade levels. Also contingent upon space availability, students who reside outside RSD boundaries are eligible for admission and enrollment. RSD students will be given priority in admission. HOLLA will not limit student enrollment based on any of the following factors: ethnicity, national origin, race, religion, disability, gender, sexual orientation, academic achievement, presence or terms of an individualized education plan, income level, proficiency in English language, or athletic ability. Neither admission nor enrollment will be contingent upon a family's fundraising commitment or efforts. For kindergarten,

children who turn five on or before September 1st will be eligible for admission. HOLLA will conduct at least two cycles of enrollment annually, every late winter/early fall.

Application Procedures

The HOLLA School will use our outreach plan described in the Community Section to connect with and engage our Black, Brown, and Indiginous communities. Families interested in their children attending the HOLLA School must attend an information session, which HOLLA will hold in our facility, the facility of our partners, a community space, or virtually. Hard copy applications will be provided to all interested families during information sessions. A parent or guardian will need to complete a simple hard-copy application with basic information regarding the prospective student's name, age, grade, and address, and submit this application to the school during an enrollment period. HOLLA staff or volunteers will be available during information sessions to provide assistance with completing the application form.

Lottery

While the HOLLA School will absolutely be open to ALL students, HOLLA's outreach plan is fashioned to ensure that the students this school is designed for - our Black, Brown, and Indigenous children - will have every opportunity to enroll. Outreach is the only way we can influence who applies and becomes part of any "lottery." If the number of applicants exceeds the spaces available for a particular grade level or the capacity of the charter school, we will select students for enrollment by an equitable lottery process. RSD resident students will have priority over non-resident students in the lottery and any ensuring waitlist.

HOLLA's mission compels us to pursue the ability to use a weighted lottery system that prioritizes students of color and others typically marginalized by our traditional systems, including school lottery processes. The 2021 Oregon Legislature has a bill on this issue that HOLLA supports. While HOLLA objects to using deficit-based language to describe people, will utilize the provisions of HB 2954 (2021), which stipulates *"For the purpose of ameliorating the impact of discrimination against historically underserved students, an equitable lottery selection process may include weights that favor historically underserved students" "when number of applications for enrollment exceeds capacity of program, class, grade level or building; "historically underserved students" are students who are at risk because of any combination of their race, sex, sexual orientation, ethnicity, disability, income level, proficiency in the English language, socioeconomic status or geographic location."* If this 2021 Legislature does not pass HB 2954, and the 2022 Legislature does not pass a similar bill, HOLLA will seek a waiver from the Oregon State Board of Education from ORS 338.125 in order to utilize a weighted lottery system that favors BIPOC students and students in low-income families.

Enrollment

Once students are granted a spot via the lottery, or "admitted," parents must confirm the student's enrollment and reserve a spot by submitting complete enrollment forms according to HOLLA deadlines. Once a student is enrolled, HOLLA will meet with the student and family to establish relationships and become familiar with the student and family's strengths, interests, etc.

Students with Special Needs: HOLLA will not discriminate on the basis of disability. All students may apply without regard to special needs; HOLLA's application form will not ask about a student's IEP or 504 plans or needs. Students with a current or anticipated IEP or 504 Plan may enroll in the charter school using the exact same process as all other students. Once enrolled, the District's IEP team will meet and determine whether HOLLA is an appropriate placement for the student and decide if the IEP requires revision to meet the student's education plan.

Student Withdrawals

A parent or legal guardian may withdraw a student from the HOLLA School through written notice to the school administration. This may be done at any time, however HOLLA recommends doing so at the conclusion of a term so as to result in the least disruption to the student's education and educational experience and records. Additionally, ten consecutive days of unexcused absences constitutes a withdrawal per Oregon law. The HOLLA School will forward student records to a withdrawn student's subsequent school promptly upon receiving notification of which school that is.

Student and Staff in the Event of Closure

In the event that the HOLLA School ceases to operate as a public charter school, the HOLLA Board and school leadership will work with RSD administrators and other Portland-area charter schools to assist students in securing enrollment in a suitable public district or charter school. Every effort will be made to ensure that students experience nominal educational disruption. Every effort will also be made to assist teachers and other employees to identify suitable alternate employment opportunities. Additionally, in the event of closure, HOLLA will render all assets purchased with public funds to the State Board of Education for disbursement in accordance ORS 338.105(6).

Operations

Timeline

HOLLA plans to begin educating children in our public charter school fall 2022. We propose a charter contract for the period of July 1, 2022 through June 30, 2027 to serve students in grades K-5. HOLLA proposes a charter term of five years as it will enable us to best demonstrate student academic growth and secure the most fiscally responsible facility terms. During the renewal process, HOLLA anticipates discussing expanding to grades 6-8 in our subsequent charter agreement.

Location

HOLLA School plans to locate in the Rockwood community, as previously elucidated.

Facility

Five-year Space Facility Needs

The overall building program for the HOLLA School includes a minimum of six classrooms, administration space, a library/media center, student toilets, a gymnasium, garden space, and outdoor recreation space. The administration space will include a central office for HOLLA program staff, private office space for the school co-leaders, and staff toilets. The library/media center will serve the multiple functions of library, computer lab, and large group meeting room. On average, HOLLA anticipates between 75 and 83 square feet per student. Therefore, the HOLLA School will need 10,500-11,620 square feet of classroom space by the end of our fifth year of operation.

Our square footage requirements are based on the desire to find and lease a facility that allows for enrollment growth in the first five years of operation and ensures that we have ample space planning and capacity to stay under a student per-square-foot of classroom space ratio of 75 square feet. Based on our projected enrollment in year five of 160 students, a 14,500 square foot facility at an efficiency factor of 85% classroom space to common area would equate to a 77.03 ratio, meeting the requirements of 75 square feet per student to classroom space ratio. Our research indicates that facility efficiency factors vary among buildings from between 70-90%, but we believe that spaces

envisioned specifically for educational purposes and/or designed as a school building will sufficiently meet the 85% threshold used in our estimates.

Our facility must reflect and support HOLLA School's philosophy, which is centered around meeting the cultural, social, emotional and learning needs of our Black, Brown and Indigenous youth, with a specialized focus on entrepreneurship. Thus, we seek a school environment that meets the communal, relational and social aspects of cultures not often represented in traditional school settings. In order to provide this opportunity, the facility we occupy will ideally have space for the following:

Indoor Recreation/ Assembly	for play, movement/dance, PE/exercise, sports, theater, music, performance, class and whole school assemblies, celebrations, community gatherings
Outdoor Recreation	for play, movement/dance, PE/exercise, community gatherings, playground equipment, sports court
Garden	for learning about the science and business of agriculture
Library	for literacy immersion, book exchange, research
Student Store	for innovative early education entrepreneurial endeavors: financial literacy and elements of business from agricultural (flowers, vegetable, honey) and arts sales
STEAM	for exploration of engineering through hands on innovative "tinkering" and exploration
Learning Centers	for choice activities, tactile and sensory tables for exploration, literacy development, technology, small group instruction
Social Emotional Learning	for reflecting, working on emotional regulation, 1:1 mentoring or talk time, reading, drawing, journaling

If HOLLA cannot find a facility with adequate outdoor space and indoor recreational space, the school will select a space within walking distance or on a bus route to a community center, park or public gymnasium.

The HOLLA School's facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). If HOLLA secures a facility that is out of compliance with any of these requirements, we will remedy that prior to operating our school in it.

Facility Financial Assumptions

Our real estate assessment has led us to assume that the HOLLA School will lease a facility approximately 14,500 square feet in size at a $10 per-square-foot triple-net (NNN) lease rate. In landing at a $10 per-square-foot NNN lease rate, we spoke with local brokers, real estate experts, and looked at comparable properties currently listed for sale in the general location we are seeking (details below). A triple-net lease assumes that all operating costs are paid for by the Tenant (in this case, HOLLA School) and based on our research we have assumed a $3.50 per square foot utility and operating expense cost, or costs 35% above and beyond the base rent. Our analysis indicates that 35% is a conservative estimate for these expenses with many schools seeing operating costs in the range of 25-30% of base rent. We feel 35% is conservative and limits risk of facility operating cost overruns.

Prospective Facilities

Rockwood has nearly a dozen commercial real estate options that could suit our purposes at the time of proposal finalization. Commercial real estate is moving at a far slower pace than residential properties at this point in time. Comparable days on the market, according to our real estate broker:

- Average Days on Market: 199 days
- Longest Days on Market: 531 days
- Shortest Days on Market: 60 days

The following are two feasible prospective facilities in Rockwood that meet our initial facility needs.

Facility Prospect #1:
18201 SE Stark, Portland, OR (Rockwood Town Center)

- Retrofitted with seismic upgrades - 13 large classrooms. ADA compliant
- 3 boys and 3 girls restrooms plus 1 unisex toilet and they're all ADA compliant
- Previous tenant had infant to 8th grade students
- $9 per square foot NNN - $157,500 per year
- Base rent is $13,125
- NNN - $2394 per month. Net of taxes, insurance and common area maintenance
- In addition - water, gas and electric are paid by tenant:
- Electricity - High-$1200/Low-650 Average $925 per month

- Gas - H-$650/L-$160 - Average $380 per actual bills
- Water/Sewer: $250-350 Per owner
- Capacity 350 total students and teachers
- 15-17 parking spaces onsite

Facility Prospect #2:
17630 SE Main St, Portland, OR

- Purchase Price: $2,600,000
- Lot size: 3.51 acres
- Building size: 15,546 square feet
- $71.75 = 12 month average for Rockwood Water
- $122.75= 12 month average for NW Natural Gas
- $174.93= 12 month average for Arrow Sanitary
- $523.92= 12 month average for PGE

The Centennial School District owns this property, which is currently vacant; it previously housed Centennial Park School and was formerly a church. It includes approximately 85 parking spaces with access from SE Main Street and SE 174th Street. The structure was originally built in 1978 and consists of a wood frame with a gable roof structure clad with vinyl siding. The building improvements consist of 10 classrooms, 4 large multi-purpose rooms, 4 bathrooms, a library, a commercial kitchen, a cafeteria, and several small offices.

Per listing agent: The property is partially ADA compliant. He believes one bathroom is ADA compliant, but other parts of the building are not compliant.

Additional market analysis/comparatives are located in APPENDIX E.

Insurance

In accordance with RSD policy and administrative rule (Public Charter Schools LBE-AR), HOLLA will secure insurance policies within the minimum coverages outlined below, and will provide proof of insurance to RSD prior to operating the HOLLA School:

Property Insurance on all owned or leased buildings or equipment that will cover the full replacement cost of the building and/or equipment on an "all risk of direct physical loss basis," including earthquake and flood perils;

Commercial General Liability Insurance in an amount of not less than $1,000,000 combined single limit per occurrence/$3,000,000 annual aggregate covering the public charter school,

the governing board, employees and volunteers against liability for damages because of personal injury, bodily injury, death or damage to property including the loss of use thereof. Coverage to include, but not limited to, contractual liability, advertisers' liability, employee benefits liability, professional liability and teachers' liability;

Liability Insurance for Directors and Officers in an amount not less than $1,000,000 each loss/$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of the charter;

Automobile Liability Insurance in an amount not less than $1,000,000 combined single limit covering the public charter school, the governing board, employees and volunteers against liability for damages because of bodily injury, death or damage to property, including the loss of use thereof arising out of the ownership, operation, maintenance or use of any automobile. The policy will include underinsured and uninsured motorist vehicle coverage at the limits equal to bodily injury limits;

Workers' Compensation Insurance shall also be maintained pursuant to Oregon laws (ORS Chapter 656). Employers' liability insurance with limits of $100,000 each accident, $100,000 disease each employee and $500,000 each policy limit;

Honesty Bond to cover all employees and volunteers. Limits to be determined by the HOLLA governing board, but no less than $25,000. Coverage shall include faithful performance and loss of moneys and securities.

Pre-Operational Plan

The big-picture pre-operational plan and timeline, by quarter, are as follows:

Winter/Spring 2021: Chartering process with RSD; i.e., proposal submission, completion determination, public hearing, RSD cabinet and Board process, RSD Board decision.

Summer 2021:

1) Negotiate and executive a charter contract between HOLLA and RSD
2) Develop and submit proposal to the US Department of Education for the federal Charter School Program grant

The detailed (draft) pre-operational start-up plan for The HOLLA School is outlined on the following five pages.

HOLLA SCHOOL: DRAFT PRE-OPERATIONAL CHARTER START-UP PLAN					
	Fall 2021	**Winter 2022**	**Spring 2022**	**Summer 2022**	**NOTES**
CURRICULUM & INSTRUCTION					
Review education program in charter proposal	X				
Define the structures through which we believe children learn best		X			
Develop detailed student and school outcomes for academics and other areas – "internal" and "external" (charter contract)		X			
Develop instructional program detail		X	X		Instructional program detail for grades 3-5 will be finalized before serving students in these grades.
Compile/design differentiation strategies for low-achieving and TAG students			X		
Purchase instructional materials			X		
Draft detailed daily schedules			X		
Solidify partnerships		X	X		
Draft master annual and weekly schedules to share with parents at outreach events		X			

Finalize school schedule		X			
Finalize school calendar		X			
Establish relationship and protocols with RSD SPED department		X	X		
Identify students with current IEPs and ensure that students' resident district arranges IEP meetings immediately after student admission to confirm "appropriate placement"			X	X	
Obtain & review IEPs			X	X	
Coordinate with RSD for needed services in alignment with IEPs			X	X	
Identify English learners, arrange for appropriate instructional support			X	X	
Plan staff orientation		X	X		
Develop Draft annual PD plan		X	X		
ASSESSMENT					
Develop student assessment plan		X			
Design program evaluation framework/plan		X			
Create student eval tools			X		
Create program eval tools				X	
STUDENTS & FAMILIES					
Review charter proposal info	X				

Track expressed interest in school and info session participation	X	X	X		
Develop recruitment & outreach plan (info sessions @ CBO partners, materials placement, etc.)	X				
Develop marketing & outreach materials (incl application form & enrollment form) Including elevator pitch and info session presentation	X				
Implement marketing & outreach plan (conduct info sessions, distribute materials, etc.)	X	X			
Develop student & parent policies & handbook	X				
Join/set up student information systems			X		
Accept/org/track applications for admission		X	X		
Conduct admission lottery (if necessary)			X		
Notify families of admission status		X	X		
Enroll students		X	X		
Design family intake evaluations		X	X		
Conduct family intake evaluations		X	X		
Design parent & student orientation activities		X	X		
Conduct parent & student orientation activities			X	X	
Obtain, review cumulative files from previous schools			X	X	
Develop family engagement framework (strategies/activities/calendar/materials)		X			

HUMAN RESOURCES					
Establish volunteer coordination system	X				
Coordinate volunteers	X	X	X	X	
Clarify & document staffing functions	X				
Develop personnel policies & handbook, offer letters/ contracts					
Develop detailed job descriptions for all positions	X				
Develop staff selection process	X	X			
Post & recruit needed staff		X			
Interview & perform candidate reference and credential/licensure checks		X	X		
Finalize candidate selections			X		
Perform criminal background checks			X		
Hire & contract		X	X		
LEGAL & ORGANIZATIONAL					
Clarify & document role of each pre-operational consultant and volunteer	X	X	X	X	
Clarify & document board v. staff roles, responsibilities	X				
Strategically expand board		X	X	X	
Have board retreat (for training & strategic planning)	X				
Create & adopt comprehensive school policies		X			

Activate HOLLA School Committee (HOLLA Board sub-committee)	X				
Formalize & activate Parent Advisory Council		X			
Obtain school ID # from ODE		X			
Waiver from SBE for children of founders/staff		X			
Obtain D&O insurance			X		
Research & secure all other needed insurance		X	X		
Provide proof of insurance to RSD				X	
Clarify & formalize key partnerships	X	X	X		
FINANCE & OPERATIONS					
Formalize & execute fundraising plan	X	X	X	X	
Establish separate bank account for CS	X				
Establish initial fiscal system	X				
Revise budgets as needed (pre-op & 5-yr)	X	X	X	X	
Assess fiscal management options	X				
Establish budget development & oversight system		X			
Establish accounting system		X			
Develop internal controls & fiscal policies	X				
Establish payroll arrangements/system			X		

Establish staff benefits		X			
Develop & monitor cash flow plan	X	X	X	X	
Establish fiscal linkages w/ district				X	
Develop long-term fiscal plans	X	X	X	X	
Establish food services arrangements			X		
Establish transportation arrangements			X		
FACILITIES & PHYSICAL INFRASTRUCTURE					
Assess market options	X	X			
Visit prospective sites	X	X			
Negotiate preliminary terms	X	X			
Obtain expert review of prospective sites	X	X			
Formally secure site (sign lease)		X			
Perform zoning, building code, handicap access, asbestos, fire, & safety review			X		
Perform any other needed environmental review			X		
Negotiate final terms & lease or purchase			X		
Perform renovations, repairs & construction			X	X	
Perform cosmetic preparation				X	
Purchase & move in furnishings & equipment				X	

Arrange classrooms, art spaces & office spaces				X	
Establish custodial, waste disposal, utilities, and grounds keeping arrangements			X		
Assess technology and telecom needs		X			
Review telecom and internet options			X		
Contract for and install technology infrastructure (internet, server, network, security)				X	
Install technology equipment (phones, computers, etc)				X	
Prepare long-term facilities plan	X	X	X	X	
FUNDRAISING (specific to the school)					
Write and submit grants	X	X	X	X	
Individual donor campaign		X	X	X	
Pursue and secure corporate sponsors	X	X	X	X	
Fundraising events			X	X	

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Finances

Budgets and Financial Plans

HOLLA School's Proposed Budgets and Financial Plans with assumptions, including the following are located in APPENDIX F:

- Pre-operational Budget (FY 21)
- Operational Budget for FY 22
- Five-year Operational Budget (FY 22-26)
- Five-year Key Performance Indicators (KPIs)
- Five-year Wages Detail
- Five-year Staffing Model
- Five-year Enrollment Growth Plan

Fundraising

The projected fundraising revenue in our HOLLA School budget and financial plan is extremely modest and far more conservative than our anticipated fundraising revenues. HOLLA has grown our program and fundraising over the years, slowly and sustainably, from less than $25,000 in 2013 to over $1 million in 2020. Major donors include:

- Collins Foundation
- Meyer Memorial Trust
- NIKE Impact Community Fund
- Oregon Health Authority
- Oregon Community Foundation

Financial Management System

HOLLA has a financial management system for our mentoring work. Our financial management systems have adapted over the years as we have grown and will once again shift to reflect the nature of working with public school funding. HOLLA will ensure public funds are appropriately

stewarded. HOLLA will develop a sound financial management system and ensure it is established before the School begins to receive State School Funding.

HOLLA School's financial management system will consist of the following major components:

a. A five-year operational budget and accounting system that is compatible with the budget and accounting system of RSD and complies with the requirements of the uniform budget and accounting system adopted by rule of the State Board of Education under ORS 327.511 and OAR 581-023-0035 (per ORS 338.095(1))
b. Comprehensive fiscal policies
c. Financial records and reporting
d. Budget development and oversight system
e. Accounting System / Internal controls
f. Risk Management
g. Annual Municipal Audit and Federal Filing

Comprehensive Fiscal Policies

The HOLLA Board will adopt comprehensive fiscal policies after execution of a charter contract with RSD and prior to receiving any public education funds. Fiscal policies will align with applicable federal and state requirements and best practices, and will include, but not be limited to:

Account Receivable

Accounting System

Authority to Enter Into Contracts and Agreements

Board Compensation

Bonding

Borrowing

Budget Development

Budget and Fiscal Management

Budget Transfers

Capital Assets and Expenditures

Capital Improvement and Expenses

Cash Management: Bank Accounts and Petty Cash Fund

Codes of Conduct

Conflict of Interest

Credit Cards

Financial Audits

Financial Records Retention

Financial Statements

Fiscal Calendar

Fiscal Roles/Responsibilities

Internal Controls

Issuing/Authorizing Payments

Payroll System / Public Employee Retirement System (PERS)

Procurement with Public Funds

Property

Purchasing

Risk Management

Staff and Travel Expense

Accounting System/Internal Controls

Prior to the charter school opening, HOLLA's Executive Director and School Co-Leaders will ensure the creation and documentation of financial procedures that properly carry out board-adopted fiscal policies. Charter School Capital will continue to partner with HOLLA by providing in-kind fiscal support to set-up a comprehensive accounting system to handle cash management, purchasing, accounts payable, accounts receivable, payroll, and the tracking of fixed assets. The accounting system will align with the state's chart of accounts. Many Oregon public charter schools use Quickbooks as accounting software, and HOLLA may use it, as well.

The systems and procedures in HOLLA's proposed financial and business plan will follow Generally Accepted Accounting Principles (GAAP), including Internal Controls. The financial management systems, procedures and budget will align with general accounting procedures for government and nonprofit entities, and follow both GAAP measurement principles and disclosure principles. The financial procedures that HOLLA implements will ensure proper internal controls through clear, written segregation of duties (in the areas of cash management, purchasing/accounts payable, payroll, and tracking of fixed assets) so that no single person can carry out a financial transaction from beginning to end. Further, the person who approves vendors will not be the same person who handles accounts payable. HOLLA will also have internal controls and procedural guidelines for the receipt of revenue.

The Board Treasurer will review bank statements and reconciliations on a monthly basis. At each Board meeting, the Treasurer will present a financial report that includes a balance sheet, a statement of income and expenditures vs. budget, and, particularly in early years of the organization, cash flow projections. We will follow the IRS guidelines for financial reporting and records retention.

Budget Development and Oversight System

HOLLA plans to utilize the following division of duties for the Board vis-à-vis staff in terms of budget development and oversight, and will develop a budget development and oversight calendar to guide this process on an annual basis.

- The School Co-Leaders will – in conjunction with the HOLLA Executive Director – develop and execute an annual budget and will also implement board-adopted fiscal policies.
- The HOLLA Board School Committee will recommend annual budget and major budget changes, review quarterly reports, and work with the auditors on the annual municipal audit and audit report.
- The Board of Directors has ultimate fiduciary responsibility for the organization and will thus provide fiscal oversight and monitor fiscal solvency.

Risk Management

The risk management system for the HOLLA School will feature the insurance types and levels specified in the Operations Section of this proposal. The other components of our financial management system will further mitigate our risk.

Annual Municipal Audit and Federal Filing

Members of the HOLLA School's founding team have participated in municipal audits of other Oregon public charter schools and are therefore familiar with the regulations and process. Well in advance of HOLLA School's initial operating fiscal year's end (June 30, 2023), the HOLLA Board will select and retain a Certified Public Accountant (CPA) experienced in auditing this distinctive legal entity of the Oregon public charter school. The retained CPA will conduct an annual municipal audit (ORS 297.405-555 and ORS 297.990) of HOLLA's accounts, as required by ORS 338.095(2) and ORS 338.115(1). Typically, auditors conduct charter school audits during August-October, and finalize audit reports in October-November. HOLLA will submit a copy of each annual audit report to RSD and to ODE on an annual basis, within 30 days of its finalization. Based on the auditor's annual findings and recommendations, HOLLA will adjust our practices for keeping financial records and accounts and managing our financial systems as it determines beneficial.

If the annual audit report does not contain the following information, HOLLA will also forward to RSD: any statements that show the results of all transactions affecting the financial status of the public charter school during the preceding annual audit period and a balance sheet containing a

summary of the assets and liabilities of the public charter school as of the closing date of the preceding annual audit period for the school.

HOLLA files an annual Internal Revenue Service Form 990 [for 501(c)(3) organizations] and will incorporate the HOLLA School's financial information into future annual 990 reports. HOLLA will submit a copy to the District annually, within 30 days of filing with the IRS.

APPENDIX A: Enrollment Interest

What district do you live in?	Do you have children under the age of 10?	# of kids 6 and under in your home	Does your family qualify for Free or Reduced lunch?	Do you speak a language other than English in your home?	HOLLA intends to operate a culturally responsive public charter staring in Reynolds in the fall of 2022. Would you consider enrolling your child/children in HOLLA School?	What is your family's primary racial/ethnic identification?
Verbal Enrollment Survey Participants						
Reynolds School District	yes	1	yes	no	yes	Black
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	no	yes	yes	Asian
Reynolds School District	yes	1	no	yes	yes	Asian
Reynolds School District	yes	1	yes	yes	yes	HIspanic
Reynolds School District	yes	2	no	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	2	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	no	yes	Multiracial
Reynolds School District	yes	1	yes	no	yes	Black
Reynolds School District	yes	1	no	no	yes	Pacific Islander
Reynolds School District	yes	1	no	no	yes	White
Reynolds School District	yes	1	yes	no	yes	Black
Reynolds School District	yes	1	yes	yes	yes	Hawaiin/Pacific islander
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	3	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	2	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	no	yes	White
Reynolds School District	yes	3	yes	yes	yes	Hispanic
Reynolds School District	yes	3	yes	yes	yes	black
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	no	no	yes	White
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	no	yes	White

Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	no	yes	white
Reynolds School District	yes	3	yes	yes	yes	Hispanic
Reynolds School District	yes	2	yes	yes	yes	african american
Reynolds School District	yes	1	yes	yes	yes	Black
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	White
Reynolds School District	yes	1	yes	yes	yes	White
Reynolds School District	yes	2	yes	yes	yes	Hispanic
Reynolds School District	yes	2	yes	yes	yes	White
Reynolds School District	yes	2	yes	yes	yes	african american
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	2	yes	yes	yes	african
Reynolds School District	yes	2	yes	yes	yes	Hispanic
Reynolds School District	yes	3	yes	yes	yes	Black
Reynolds School District	yes	2	yes	no	yes	Multiracial
Reynolds School District	yes	2	yes	no	yes	Black
Reynolds School District	yes	2	yes	no	yes	Black
Reynolds School District	yes	4	yes	no	yes	Black
Reynolds School District	yes	1	yes	no	yes	Black
Reynolds School District	yes	2	yes	yes	yes	slavic
Reynolds School District	yes	2	yes	no	yes	Black
Reynolds School District	yes	1	yes	yes	yes	african american
Reynolds School District	yes	2	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	no	yes	Black
Reynolds School District	yes	2	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	2	yes	no	yes	Black
Reynolds School District	yes	1	yes	no	yes	white
Reynolds School District	yes	1	yes	no	yes	white
Reynolds School District	yes	1	yes	yes	yes	asian
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	2	yes	yes	yes	Laos
Reynolds School District	yes	1	yes	yes	yes	pacific islander

Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	2	no	no	yes	Black
Reynolds School District	yes	1	no	no	yes	Black
Reynolds School District	yes	1	yes	no	yes	Black
Reynolds School District	yes	1	yes	no	yes	Black
Reynolds School District	yes	2	no	no	yes	Black
Reynolds School District	yes	2	yes	no	yes	white
Reynolds School District	yes	3	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	1	yes	yes	yes	Hispanic
Reynolds School District	yes	2	no	yes	yes	white
				Online Survey Participants		
Reynolds School District	yes	1	yes	yes	yes	Latinx
David Douglas School District	yes		yes	yes	yes	Latinx
Reynolds School District	yes		Yes		Yes	African
David Douglas School District	yes		No		Yes	Asian
Reynolds School District	yes	1	Yes		Yes	Asian
Reynolds School District	yes		Yes		Yes	Asian, Pacific Islander/ Native Hawaiian
David Douglas School District	yes	2	N/A		Maybe	Black/African American
Gresham-Barlow	yes	1	N/A		Maybe	Black/African American
Gresham-Barlow	yes		N/A		Maybe	Black/African American
I'm not sure.	yes	2	N/A		Yes	Black/African American
David Douglas School District	yes	2	N/A		Yes	Black/African American
David Douglas School District	yes		N/A		Yes	Black/African American
Tigard-Tualatin	yes		No		Maybe	Black/African American
Tigard-Tualatin	yes		No		Maybe	Black/African American
Portland Public Schools	yes		No		Maybe	Black/African American
Portland Public Schools	yes		No		Maybe	Black/African American
Portland Public Schools	yes		No		Yes	Black/African American
Parkrose	yes		No		Yes	Black/African American
Reynolds School District	yes		No		Yes	Black/African American
Beaverton School District	yes		No		Yes	Black/African American
Multnomah	yes		Yes		Maybe	Black/African American
David Douglas School District	yes		Yes		Yes	Black/African American
David Douglas School District	yes	1	Yes		Yes	Black/African American

Reynolds School District	yes		Yes	Yes	Black/African American
Reynolds School District	yes	2	Yes	Yes	Black/African American
Reynolds School District	yes		Yes	Yes	Black/African American
Portland Public Schools	yes	1	Yes	Yes	Black/African American
Portland Public Schools	yes		Yes	Yes	Black/African American
Portland Public Schools	yes		Yes	Yes	Black/African American
David Douglas School District	yes		Yes	Yes	Black/African American
Portland Public Schools	yes	3	Yes	Yes	Black/African American
Portland Public Schools	yes		Yes	Yes	Black/African American
Portland Public Schools	yes		Yes	Yes	Black/African American
Portland Public Schools	yes		Yes	Yes	Black/African American
Vancouver Public Schools	yes		No	Yes	Black/African American, Latinx
Camas	yes		No	Maybe	Black/African American, Middle Eastern/Northe
Portland Public Schools	yes		Yes	Yes	Black/African American, Native American
Reynolds School District	yes		Yes	Yes	Black/African American, Native American
Portland Public Schools	yes		Yes	Yes	Black/African American, Native American, Whit
Portland Public Schools	yes		Yes	Yes	Black/African American, Native American, Whit
Reynolds School District	yes		No	Maybe	Black/African American, Pacific Islander/ Nativ
Reynolds School District	yes		N/A	Yes	Latinx
Reynolds School District	yes		Yes	Yes	Latinx
Reynolds School District	yes		Yes	Yes	Latinx
Centennial School District	yes	2	N/A	Yes	Latinx, Middle Eastern/Northern African
Lake Oswego	yes		No	Yes	Latinx, White
Reynolds School District	yes		Yes	Yes	Pacific Islander/ Native Hawaiian
Portland Public Schools	yes		N/A	Maybe	White
Beaverton School District	yes	2	No	Maybe	White
Portland Public Schools	yes		No	Maybe	White
Clackamas County	yes		No	Maybe	White
Portland Public Schools	yes		No	Yes	White
Portland Public Schools	yes		No	Yes	White
Portland Public Schools	yes	1	No	Yes	White
West Linn	yes		No	Yes	White
David Douglas School District	yes		No	Yes	Multi-racial
Portland Public Schools	yes	1	No	Yes	White
David Douglas School District	yes		No	Yes	White
Gresham-Barlow District	yes		No	Yes	White

Gresham-Barlow District	yes	1	No	Yes	White
David Douglas School District	yes	1	No	Yes	White
Gresham/Barlow District	yes	2	No	Yes	White
Centennial School District	yes	3	Yes	Yes	Multi-racial
Centennial School District	yes	3	Yes	Maybe	White
Clackams District	yes	1	Yes	Maybe	White
Reynolds School District	yes		Yes	Maybe	White
David Douglas School District	yes	0	Yes	Yes	White
Portland Public Schools	yes		Yes	Yes	Multi-racial
Portland Public Schools	yes	1	Yes	Yes	White

APPENDIX B: Letters of Support

BLACK PARENT INITIATIVE
2915 NE MLK Jr. Blvd. | Portland, OR 97212

2/12/2021

To Whom It May Concern:

My name is Bahia Overton, and I am the Executive Director of the Black Parent Initiative in Portland, Oregon. Our mission is to support the health and wellbeing of African, African American and African American Multi-racial children and families in Oregon. It is because of our understanding of the critical needs of these children that we fully and enthusiastically endorse the establishment of the HOLLA School. Their holistic learning experiences center the historical, cultural and social emotional needs of Black, Brown and Indigenous youth and their families. At BPI we understand that culturally-affirming and culturally-enhancing pedagogy in learning is integral to the academic success of these children and youth.

Children from these communities have long experienced disparity in their learning experiences in traditional public and private institutions. The disproportionate disciplinary infractions that they experience, the lack of culturally-relevant and accurate curriculum, the scarcity in cultural representation of the teaching staff and administrators, the multi-generational legacy of structural racism and bias in teaching approaches and student engagement have all served as barriers to their scholastic success.

HOLLA School will use historically accurate, culturally-responsive pedagogy in its teaching strategies; incorporating the values and culturally-relevant practices to fully engage children and families in communities that have been systematically and educationally undermined for generations. The HOLLA approach centers relationships and comprehensively engages youth in a mentoring process that will ensure that they are lovingly guided and supported throughout their learning.

Eric Knox is a stellar human being with impeccable character and am immense love for all children and youth. He recognizes that something has been missing from education for Black, Brown and Indigenous youth and he was inspired to do something about it.

We support Eric in this endeavor, and we support the HOLLA school!

With Gratitude,

Bahia Overton, MSW Ph.D. (ABD)

CENTREX
AVIATION • COMMERCIAL • INDUSTRIAL

December 2, 2020

Reynolds School District
1204 NE 201st Ave
Fairview, OR 97024

Attn: Reynolds School Board
Re: Holla Academy

To whom It May Concern,

Centrex has partnered with HOLLA Mentors for over 7 years. This organization is one that consistently delivers meaningful and focused attention to our Portland community of black and brown children through one-on-one mentorship. Over the years I have had the opportunity to see, firsthand, how life changing this resource is for the kids that partake.

HOLLA'S commitment to our black and brown children and the strong partnership they have with companies like Centrex, has led to the opportunity of starting a school specifically focused on black and brown kids. This school will provide our minority children with a positive and intentional school experience that I believe to be foundational to their long-term success.

I firmly believe that the HOLLA Academy, backed by the expertise and years of experience of HOLLA Mentors, will be a huge success. This Academy will be another active step towards ensuring that our communities black and brown children have the tools and opportunities for success.

Centrex has always elected to partner with organizations that are well-led and effective; HOLLA mentors is just that. My company intends on continuing to support HOLLA mentors and their efforts to establish a HOLLA Academy in the years to come.

Sincerely,

Jimmy Severson
President, Centrex

CHARTER SCHOOL CAPITAL

222 SW Columbia Suite 1750
Portland, Oregon 97201

charterschoolcapital.org
877.572.1001

February 26, 2021

Reynolds School Board
Portland, OR

Re: Recommendation for HOLLA Academy Charter School

Dear Reynolds School Board Members,

My name is Stuart Ellis. I am writing on behalf of HOLLA and Eric Knox to recommend that the Board approve their application to receive a charter and operate a public charter school to serve the students, families, and community of the Reynolds School District.

I am Founder and CEO of Charter School Capital, a local Portland company serving charter schools nationwide since our inception in 2006. We are the largest dedicated charter school funding source in the country. During our 14-year history, my company has invested over $2 billion, funding more than 700 charter schools, and supporting in excess of 1.5 million kids' educations. I have also served on the board of trustees of local public and private schools in the Portland area, including my role as a founding and continuing Board Member of KairosPDX, a successful charter school in the Portland Public School District for the past eight years. Today, Charter School Capital has approximately fifty full-time staff members dedicated to success of charter schools and their leaders in delivering the highest quality education to the students and families they serve. Amongst our various services, our organization supports charter school boards and management teams with financing, expertise, enrollment marketing services, facilities access, and donations.

The HOLLA Academy charter school is a natural extension of HOLLA's mission and success in mentoring particularly children of color and other underserved groups in the greater Portland metro. HOLLA's ongoing programs pick up where school and family typically leave off, supporting kids to develop their full potential with the support of a dedicated network of passionate mentors who connect and encourage HOLLA participants with a cultural and relational understanding that is atypical in a traditional school setting. HOLLA's organizational success is evidenced not only by the achievements of its kids, but also by the continued growth of the organization and its financial stability. Despite the challenges wrought in Portland by 2020's pandemic, wildfires, and protests, the passion of HOLLA's leadership and the needs in this community allowed the non-profit to generate charitable contributions in excess of $1mm this year alone.

The heart of HOLLA extends from its inspirational leader Eric Knox. I met Eric Knox eight years ago when we were both founding board members of KairosPDX Learning Academy. Over the years, I have gotten to know Eric as an emotional leader in the community, a man of deep spiritual commitment, and a passionate advocate for kids of color, underserved families, and those in need. He is also my friend, a man who has my back and one who has my personal support. Eric Knox is an incredible communicator and organizer who can connect with people of all walks of life in a manner uniquely relevant to each. His skills and passion allow him to manifest otherwise unimaginable goals and vision into reality with the help of the vast resources he and HOLLA recruit to their mission.

222 SW Columbia Suite 1750
Portland, Oregon 97201

charterschoolcapital.org

Beyond the track record and resume that HOLLA and Eric Knox bring to the HOLLA Academy charter school, the resources of Charter School Capital would also be available to the school if requested. We are prepared to provide the school a significant line of credit, pending receipt of its charter, along with the support of our team as needed to ensure the organization can launch and achieve long term viability in a community that so richly deserves a school with the kind of programmatic capability the Reynolds School District could offer in partnership with HOLLA.

I highly recommend Eric Knox and HOLLA as fierce advocates for Reynolds School District families and excellent stewards for the next great charter school in Oregon. Please feel free to contact me with any questions or follow up as needed.

Thank you for your consideration.

Respectfully submitted,

Stuart Ellis
Chief Executive Officer
Charter School Capital
222 SW Columbia Street, #1750
Portland, OR 97225
Mobile: (971)285-2400

DocuSign Envelope ID: 53AF98C4-0812-4E12-BBB5-46B877AB5E2E

CHARTER SCHOOL CAPITAL

222 SW Columbia, Suite 1750
Portland, Oregon 97201
charterschoolcapital.org
877.272.1001

February 25, 2021

Eric Knox
Founder & Executive Director
HOLLA Mentors / HOLLA Public Charter School
3435 NE 45th Ave. Suite E
Portland, OR 97213

Re: Qualification for Funding – HOLLA Public Charter School, Portland, OR

Dear Mr. Knox:

Please be advised that HOLLA Public Charter School has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information and documents submitted to and obtained by CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of $1,000,000.

Funding for HOLLA Public Charter School would be generally contingent on the following factors and is subject to full satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of Oregon, including the State Board of Education;
3. CSC receiving a copy of the approved charter;
4. Having a non-profit public benefit corporation in good standing with the Oregon Secretary of State;
5. A "Good Standing Certification" being executed by the school's Authorizer upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and Oregon laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

DocuSigned by:
Stuart Ellis
B0826EF7C16E486...

Stuart Ellis
CEO and Founder
Charter School Capital
sellis@charterschoolcapital.org

February 17, 2021

Dear Reynolds School District,

The Children's Book Bank has partnered with HOLLA since 2015, providing their program with age-appropriate and culturally specific books for their participants. Up until 2019, CBB provided HOLLA with books for their graduating class of about 25 students annually, but in 2020 we expanded our partnership to provide each of their participants in 2nd grade through 9th grade with 5 books each. We appreciate the wrap-around approach that HOLLA takes with their programming, and plan to continue our expanded partnership with them of providing multiple books for all their participants annually.

We work with local Head Start, Title-1 Elementary and Title-1 Middle Schools, as well as non-profit partners who work with families most impacted by poverty and underrepresentation. Our goal is to provide all Portland children with quality and culturally specific books to take home and enjoy in the ownership of their own home library. Our aim is to provide every family we serve with the gift of literature and books where children see themselves and their families meaningfully represented through the stories.

HOLLA's culturally responsive mission is vital to so many families in Portland, and we are excited to continue this partnership with their program in years to come. The Children's Book Bank is excited about the prospect of their public charter school beginning in 2022 and are committed to providing books as needed to their students as they begin and grow their new school.

They are a wonderful partner to work with. We deeply understand and align with their mission to honor lived experiences and center joy through comprehensive and culturally responsive programming. Please consider HOLLA for their public charter proposal, as they are filling a need we see as incomparable in Portland's education system.

Please feel free to contact me directly if you need any additional information or have any questions.

Sincerely,

Jessica Levay

Jessica Levay
Literacy Program Manager
jessica@childrensbookbank.org

1915 NE 7th Ave. Portland, OR 97212
503-753-4809 - www.childrensbookbank.org

FRIENDS of the
CHILDREN

February 25, 2021

Re: Support HOLLA's new Charter School in 2022

To whom it may concern,

My name is Duncan Campbell and I am a long-time resident and community leader in our town. I am writing to express my full support for the pending decision to launch HOLLA's charter school in the fall of 2022. I understand that many in our community benefit from HOLLA's incredible mentor movement as it provides critical culturally responsive services to youth of color and it is my recommendation that HOLLA's strategic vision and charter proposal receives all necessary support to successfully launch.

HOLLA is a grassroots culturally responsive mentorship movement that connects with families, administrators, teachers, and nonprofits to recognize the power and potential of Black and Brown youth. Founded over 7 years ago out of as need to support students of color who lacked role models of color within the school systems, HOLLA's mission is to change the narrative of youth of color through culturally responsive relationships and empowerment opportunities. Its programs directly respond to this lack of representation by creating opportunities for mentors and youth of color to engage relationally. HOLLA's incredible programs provide representation, equity, and a wide range of supports for mentees and their families and serve a diverse K-12 students in Portland Public, David Douglas, and Reynolds School Districts, with an emphasis on high opportunity neighborhoods in East Portland. And beneficiaries of their programs are connected to educational supports, mental health, athletics, food, clothing, housing, and more. This work should be a priority for our entire community.

In 2022 HOLLA will launch a culturally responsive public charter school in east Portland for youth of color. The school will begin with k-2 adding one grade each year until it serves prek-5th grade. The focus of the school will be entrepreneurship, steam education and culturally specific curriculum. This effort will build upon the legacy HOLLA has already created through its vital mentorship movement. Over the next two years HOLLA will be working with stakeholders including students, families, and district personnel to determine implementation. The goal is for the HOLLA School is to address the opportunity gap faced by youth of color that results in disproportionate academic and discipline outcomes. This school will be a place where students and families belong and it is critical that community partners continue to join HOLLA in this endeavor to create a school where students of color can thrive.

Whether it is entrepreneurship, curriculum development, technology, financial support, or other resources, I would encourage all to participate in HOLLA's mission and make an investment in Black and Brown youth. This work can only advance with the help of our community so it is imperative to receive your support for this incredible effort.

greater than

February 19, 2021

Reynolds School District Leaders,

We are pleased to submit this letter of support on behalf of HOLLA expanding their culturally-specific services within the Reynolds School District (RSD).

Our longstanding partnership with HOLLA has proven invaluable toward our goal of achieving educational equity for Black and Brown Greater Than (GT) students in RSD. Their culturally-specific commitments and programs are exemplary, and we share, along with RSD, HOLLA's values toward achieving educational equity via expanded services for students who are disadvantaged via systemic racism.

As community partners working collaboratively in Rockwood, we are committed to supporting and partnering deeply with organizations who share our values around diversity, equity, inclusion, and justice. We know that both RSD and HOLLA share these values, and thus, we are pleased to submit this letter of support toward HOLLA expanding their services in RSD.

Please let us know if you have any questions or concerns about this letter of support. As always, we remain most loyal and committed to assisting RSD in pursuing our joint goals related to educational equity, and to all strategies we can pursue together toward racially just learning environments.

Respectfully and humbly,

GT Leadership Team
(Jessica Arzate, Melissa Buxton, and Mark Langseth)

2916 NE Alberta St, Suite D
Portland, Oregon 97211

Learn More at
www.greater-than.org

503.287.7203
info@greater-than.org

IMAGO DEI COMMUNITY

Dr. Rick McKinley
1302 SE Ankeny St
Portland, OR 97214

February 24, 2021

Reynolds School District Board
1204 NE 201st Ave
Fairview, OR 97024

To Whom it May Concern:

It is my pleasure to highly recommend the HOLLA School charter application for your consideration. My name is Dr. Rick McKinley and I'm the lead pastor at Imago Dei Community church here in Portland. Imago Dei was a founding partner of HOLLA when Eric Knox started the organization 8 years ago. Over the years, I have seen HOLLA grow in scope and impact while retaining its core commitment to provide mentorship to Black and brown youth in Portland.

The HOLLA School is a logical extension of an organization that is committed to serving Black and brown children who are often vulnerable in our city. A charter school, specifically in the Reynolds district, that is focused on academic excellence for these children has huge potential to make a difference in the long term academic success of Black and brown students.

Our community has witnessed HOLLA's responsive and effective approach to working with Black and brown youth, and I am confident the HOLLA School will fill an educational gap for these students. The team who is poised to set up the HOLLA School is a group who has years of experience creating, implementing, and supporting culturally responsive learning environments and they understand the importance of students learning in a school environment that celebrate them along with teachers and administrators who look like them.

Knowing that the Reynolds School District values these students like HOLLA does, the HOLLA School is an excellent opportunity for the District to provide education tailored to Black and brown students that can shape their educational futures- a future I believe will be better than our current climate.

Sincerely,

Dr. Rick McKinley, Lead Pastor
Imago Dei Community

Feb. 16, 2021

Greetings Reynolds School District Board of Directors,

On behalf of KairosPDX, I am pleased to submit this letter indicating our support of the HOLLA charter school mission and vision.

KairosPDX is a non-profit organization focused on equitable education. Our mission is to eliminate racial achievement and opportunity gaps by cultivating confident, creative and compassionate leaders. We are passionate about supporting children's social, emotional, and cultural development in addition to their academic success.

The recognition and nurturing of the brilliance of all of our children is a mission close to the hearts of KairosPDX. We support the clear commitment to the Black, Brown and Indigenous communities in the Reynolds school district articulated in the HOLLA School vision. We know firsthand the power of focusing on high expectations, relationships and an empowering school culture. HOLLA mentors exemplify a transformative commitment to the whole child that we believe will make the HOLLA school special.

The need for these culturally responsive programs cannot be overstated. Our entire city benefits when our most marginalized children are cherished and their brilliance recognized. KairosPDX believes in the power of public education and has expressly chosen to be a part of the work to strengthen this system. We welcome the opportunity to add another committed and impactful partner to the education landscape.

Warmly,

Zalika Gardner

Zalika Gardner
Education Director & Co-Founder KairosPDX

February 24, 2021

Dear Reynolds School Board,

Mudbone Grown would like to express our support for HOLLA's proposal to create a School.They have the passion, capacity and grit to serve Black and Brown youth in east county .

Over the next two years HOLLA will be working with stakeholders including students, families, and district personnel to determine implementation. The goal is for the HOLLA School to address the opportunity gap faced by youth of color that results in disproportionate academic and discipline outcomes.

We are honored to be in partnership and co-create an agricultural curriculum and programming that represents the diversity of students in the district. In the future we hope to offer farm field trips on multiple locations and on-site agriculture education and produce for the school cafeteria grown by the students.

MudBone Grown believes in creating kinship, fostering cultural pride and community through the cultivation of land ownership and food production. We cultivate growing healthy communities through creating access to local food production, farming technical assistance and nutrition education. Our vision is to honor our ancestors' wisdom as land stewards, heal intergenerational trauma through growing food and reclaiming our farm heritage.

We are Black-owned local farm business that trains Black,Indigenous and POC farmers, grows food for low income community members through CSA health partnerships and creates green spaces where the Black community can come together and thrive.

We have worked with KairospdX and Sunnyside Environmental in PPS and we feel the students in east county could benefit from the same opportunity.

We implore you to begin the journey toward a comprehensive plan for Black and Brown student success by investing in the HOLLA school.The HOLLA School will be a place where students and families belong.

In gratitude,

Shantae Johnson, Co-owner, Mudbone Grown

Mudbonegrown@gmail.com

Oregon Community Foundation

February 18, 2021

Re: The Holla School

To whom it may concern,

I am honored to write this letter of support to approve the charter for The Holla School. Holla was founded in 2013 by local Black community leader Eric Knox. For more than 30 years, Eric has worked to improve the trajectory for BIPOC youth in Portland. His work has centered on increasing educational attainment by utilizing culturally responsive programming and supports for the highest risk children and their families. By using a holistic approach, Holla has a proven track record of improving educational outcomes and fostering an overall sense of identity for its participants. With decades of deep community work, Holla has a built-in understanding of the unique needs of this specific population as well as an established reputation and key relationships in the community. The experience of Holla's leadership and staff affords them the unique ability to reach these students and have impact early in their educational experience. As you know, this will significantly impact their likelihood of long-term success in school.

The Holla School will be the only K-8 public school in Oregon designed specifically for BIPOC students with an emphasis on holistic learning experiences that center students' social and emotional learning needs, apply a culturally relevant pedagogy, and employ policies that support community engagement. The curriculum will highlight innovative approaches to literacy development and provide unique opportunities to explore agriculture and entrepreneurship. Students will receive mentorship that will support them until they complete post-secondary education.

Holla is a member of the statewide Black Student Success Network. The Black Student Success Initiative is a collaboration between the

PORTLAND
[illegible]

BEND
[illegible]

EUGENE
[illegible]

MEDFORD
[illegible]

SALEM
[illegible]

OREGONCF.ORG

PRESIDENT AND CEO
[illegible]

BOARD OF DIRECTORS
[illegible]

Oregon Department of Education, Oregon Community Foundation and 10 other foundation and business partners who make investments in this statewide community of practice. This network of Black led organizations is implementing evidence-based practice aligned with Oregon Department of Education's goals adopted to improve educational outcomes for Black students in Oregon. Holla is a prominent contributor to this work and has expertise and support from the business and philanthropy communities.

In 2021, the COVID-19 pandemic and its disproportionate impact on Black and brown communities, as well as nationwide attention to racial justice centered on Black communities positions The Holla School to provide Reynolds School district the unique opportunity to partner with the community. At a time when BIPOC communities are growing and opportunity gaps are widening, now is the moment to partner with community pillars to shape engagement strategies, inform policies, refine curriculum and evolve relevant practices that lead to equitable opportunities for all students. The exemplary work of the Holla program to date as well as their overwhelming community support, generate optimism particularly within the Black community for the future of learning opportunities for all students despite the current challenges. It is with full confidence that I recommend The Holla School charter for approval.

Sincerely,

Marcy Bradley
PROGRAM OFFICER FOR BLACK STUDENT SUCCESS
(503) 227-6846 | mbradley@oregoncf.org

OREGON COMMUNITY FOUNDATION
(503) 227-6846
1221 SW YAMHILL ST
SUITE 300
PORTLAND, OR 97205
OREGONCF.ORG | FACEBOOK | INSTAGRAM

PIVIT

Dear Reynolds School District Board,

Thank you for taking the time to consider the inclusion of Holla Academy into your school district. I have total confidence that Holla Academy would be in incredible asset to your school district and community at large.

PivIT Global is an IT company with offices in the Portland are and Santa Barbara, CA. We have been honored to partner with Holla for more than two years. We love the work they have been faithfully doing to mentor black and brown youth in the Portland area. Furthermore, we are excited to deepen our partnership with them as they seek to launch Holla Academy.

We have seen Holla show up time and again to serve the Portland black and brown community. Where they shine the most is the mentorship piece, so an academy with a focus on mentorship is the logical next step for them. Holla led by a group of individuals with the utmost integrity and varied skill sets. We've seen them use their varied skills first-hand to work as an effective synchronous team, with Eric providing overall vision, and the rest of the team using their business acumen, educational skills, and honed soft and hard skills sets to scale their impact in the community. In other words, the leadership team at Holla know their lanes and they leverage them to be fast and nimble, able to address community needs with just the right people and resources.

PivIT Global is looking forward to partnering with Holla both financially and with feet on the ground when the time comes. We will be helping to source the IT infrastructure Holla Academy will need and connecting Holla with resources in our industry that benefit schools.

I commend to the Reynolds School District for inviting this dynamic group of educators, leaders and mentors into your school district. We look forward to being a support on the sidelines with Holla, and then getting a front row seat to the ripple effect of positivity it brings to your community.

Please reach out to me with any further questions. Happy to help.

Sincerely,

Lyndsey McDonald

PIVIT

STUDENT
COMMUNITY
ENGAGEMENT
CENTER

Portland State
UNIVERSITY
Smith Memorial Student Union, M102/3
(503) 725-8132 volunteer@pdx.edu

March 1, 2021

Dear Reynolds School District,

Portland State University's Student Community Engagement Center has been partnering with HOLLA for the last five years, connected PSU students with HOLLA's mentoring program to serve as mentors to the youth HOLLA serves. During this time, over a dozen students have spent a full year volunteering with HOLLA as part of our intensive Student Leaders for Service program, serving 4-6 hours/week as HOLLA mentors. The feedback from our students has not only been incredibly positive, but the training HOLLA provides and the community it builds among its volunteers, students, and families sets it apart from many of the other organizations we have worked with.

HOLLA's culturally responsive programming is so valuable for our community in large part because of the holistic approach they take in working with their families and, equally important, the care with which they make sure that everyone who engages in the program as a volunteer is provided the training, support, and onboarding needed to truly serve their students in a culturally responsive manner. They take great care in matching mentors with students who share key interests and identities, and focus intentionally on recruiting mentors from communities of color to work alongside the students they serve.

Our vision at the Student Community Engagement Center is that all students are "empowered to engage with communities to create positive social change" and our partnership with HOLLA has helped us make this a reality. We are able to connect our students with a program that is doing incredible work on the ground to change the narrative of youth of color through these culturally responsive relationships and the plethora of programs they provide. We know that our students, too, are a part of that mission and that the connections and community they are able to build go deeper than many of the mentorship programs we've worked with in the past.

One of the things that has impressed us most during our time in partnership with HOLLA has been their nimble and responsive approach to what is most needed within the communities they work. As the pandemic took hold of our community, we saw many nonprofits really pull back services, flounder under new restrictions, and pull back on their engagement of volunteers both last Spring and during this current school year. HOLLA barely skipped a beat and immediately figured out ways to pivot its programming to serve families in new and much-needed ways, knowing that this was not a time they could sit back and wait to see what would happen. As a result, our partnership with HOLLA has continued even during these challenging times, and the students matched with HOLLA this year have had incredibly fulfilling volunteer placements, as they navigate the opportunities and challenges of mentoring and building community while socially distanced.

HOLLA's nimble, dedicated, culturally responsive, and mission-driven approach is the reason I stand in full support of their public charter proposal, as they have demonstrated through many years of growing their programs that they know the community, listen deeply, and have invaluable knowledge and opportunities to offer if they are able to take that next step.

Please feel free to reach out with any questions.

Thank you,

Melia Hadidian Tichenor
Coordinator of the Student Community Engagement Center
Student Activities and Leadership Programs @ Portland State University
503.725.8132 | tichenor@pdx.edu | pdx.edu/student-community-engagement

the contingent

February 2021

To The Reynolds School Board:

In the next 20 years, Oregon—especially East Multnomah County—will experience the most rapid diversification in in history. No school district is demonstrating more intentionality than you and your colleagues. We know this is what is needed to ensure communities of color benefit from our public institutions. The Contingent's mission is to empower leaders and mobilize community for the common good. We are deeply invested in the outer Portland/Gresham community, which is why we were thrilled to hear that HOLLA Academy is being formed.

I've known Eric Knox for well over a decade. What he has built with HOLLA is a reflection of a deep commitment he has to serving the BIPOC community, and I've seen him innovate whenever it's time to do what's best for kids and their families. When I heard that Eric was preparing a concept to launch a charter school, I smiled knowing that the army of people around him will rally.

As you consider the politics and practicalities that come into play when a charter school is put forward, I ask that you please meet with Eric and his team with an ear toward solutions. Eric will rally community behind him in a way that will bring unity to the Reynolds community. This is an idea that can be a rising tide to raise all boats, and that is why I am thrilled to offer a letter of support to HOLLA Academy

With gratitude,

Ben Sand
CEO

February 22, 2021

To Whom It May Concern:

Change requires action. This is the moment for thoughtful engagement in decisive acts that lead to significant shifts in positions and practices. HOLLA has been engaged in this work for years through supporting the development and mobilization of BIPOC (Black Indigenous People of Color) youth to engage in the lives of their "near-peers" as mentors. This strategy "raises all ships" by developing leadership skills, fostering the belief that individuals have the power to positively impact others and teaching a generation to embrace the *"fierce urgency of now"* in personal terms that empower both mentors and BIPOC youth in the Portland Metro area.

Change requires action. My recent visit with Eric Knox, the founder and executive director of HOLLA, brought me face to face with a man invested in the belief that young black and brown youth in the city of Portland can't wait for slow moving, covert change agents to act. His passion for change has an edge of immediacy. His message calls to the souls of those who have dedicated their lives to the youth of our communities and have witnessed, first hand, the disadvantages that our students of color face over and over. My own experience as an educator of color, serving in classrooms and as a building administrator for more than thirty-one years, resonates with Eric's desire to tip the scales toward black and brown children and give them access to educational experiences that meet them where they are. Access that empowers them to realize their dreams.

Change requires action. HOLLA's proposal to launch a public charter school seeks to build on the unique experiences of BIPOC students to deliver a rigorous, relevant, relationship focused education to serve historically disadvantaged and disenfranchised communities. This model matches many aspects of the vision, mission and action-oriented commitments we value at Warner Pacific University's Educator Preparation Program. Our focus on diversity, equity and inclusion has led to development of pathways for degree completion and teaching licensure for educational paraprofessionals and partnerships with regional school districts to increase the number of educators of color in classrooms. Our motto, "In the City, for the City," embodies these common commitments.

Change requires action. This letter of endorsement is a small act tied to a larger commitment to support, value and encourage the work of Eric Knox and the leadership of HOLLA. This proposal to establish a charter school to serve the unique needs of children of color puts "hands and feet" to the vision, values and mission of HOLLA's work in the city and I believe can deliver significant change.

I hope you will join me in supporting the HOLLA Charter School proposal.

Change requires action.

Respectfully,

Dr. Marty Palacios
Dean of Education

APPENDIX C: 501C3 Determination Letter

IRS Department of the Treasury
Internal Revenue Service

OGDEN UT 84201-0029

In reply refer to: 4077308590
July 23, 2018 LTR 4168C 0
93-1311456 000000 00
00028233
BODC: TE

HOLLA
% ERIC KNOX
3435 NE 45TH AVE STE E
PORTLAND OR 97213-1104

39250

Employer ID number: 93-1311456
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated May 23, 2018, about your tax-exempt status.

We issued you a determination letter in October 2002, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

4077308590
July 23, 2018 LTR 4168C 0
93-1311456 000000 00
00028234

HOLLA
% ERIC KNOX
3435 NE 45TH AVE STE E
PORTLAND OR 97213-1104

local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely yours,

Stephen A. Martin

Stephen A. Martin
Director, EO Rulings & Agreements

APPENDIX D: Board Bylaws

BYLAWS OF THE HOLLA BOARD OF DIRECTORS
February 20, 2021

ARTICLE I - NONPROFIT PURPOSES

SECTION 1.1 ARTICLES OF INCORPORATION
HOLLA (hereinafter "Corporation") is incorporated as a Public Benefit Corporation according to its Nonprofit Articles of Incorporation as filed and registered with the Secretary of State of Oregon on May 20, 2013. The Articles of Incorporation fully indemnify directors and officers and limit liability for directors and officers to the fullest extent provided by law. Each director shall be provided with a copy of the Articles of Incorporation and these Bylaws so as to properly govern the Corporation.

SECTION 1.2 NONPROFIT PURPOSES The Corporation is organized exclusively for educational and charitable purposes and such other purposes that are described under section 501(c)(3) of the Internal Revenue Code. The Corporation is organized and shall be operated at all times to comply with Section 501(c)(3) of the Internal Revenue Code, the Oregon Nonprofit Corporation Act, ORS Ch. 65, and any other federal, state and local laws to qualify it for nonprofit, tax-exempt status.

SECTION 1.3 THE CORPORATION'S PURPOSE - MISSION
HOLLA's mission is to change the narrative of youth of color through culturally responsive relationships and programs. Our name is in homage to Tupac Shakur's 1993 "Holler if Ya Hear Me." "HOLLA" means to call attention to something. We are calling attention to the power and potential of Black, Brown and Indigenous youth. We believe in their inherent worthiness and brilliance. We desire that all youth are able to be fully seen, heard, and valued for being fully themselves.

ARTICLE II - OFFICES

SECTION 2.1. PRINCIPAL OFFICE. The principal office of HOLLA Mentors ("Corporation") shall be located at any place within Oregon as designated in the nonprofit Corporation's most current Annual Report filed with the Oregon Secretary of State. The Corporation may have other offices, inside or outside Oregon, as the Board of Directors may designate or as the business of the Corporation may require from time to time.

SECTION 2.2. REGISTERED OFFICE. The registered office of the Corporation, required by ORS 65.111, shall be located in Oregon and may be, but need not be, the same as the principal office. The address of the registered office may be changed from time to time.

ARTICLE III -DIRECTORS

SECTION 3.1. NUMBER. The business and affairs of the Corporation shall be managed and controlled by a Board of Directors. The Board of Directors shall consist of no fewer than three

directors, but may consist of a greater number fixed by resolution of a majority of the directors currently in office, but not exceeding thirteen directors. If at any time there are more than three directors, a majority of the directors currently in office may, by resolution, decrease the number of directors to no less than three directors. The term for a director may be staggered with the terms for other directors. A decrease in the number of directors shall not shorten an incumbent director's term. Once elected, each director shall serve a three-year term unless, before the end of that three-year term, (a) a successor director is elected; (b) the director dies; (c) the director resigns or is removed in accordance with the provisions of these Bylaws; or (d) the director's term ends by provision of law.

SECTION 3.2. ELECTION OF DIRECTORS. Directors, other than the initial directors, shall be nominated for and elected to positions by the other directors. The Board of Directors shall elect its own members by an affirmative vote of a majority of directors present at a meeting at which a quorum is present, except that a director shall not vote on that member's own position. Directors may serve unlimited number of terms, including successive terms.

SECTION 3.3. REMOVAL. Any director may be removed, with or without cause. A director may be removed only at a meeting for which the meeting notice states that the purpose, or one of the purposes, of the meeting is removal of the director. The Board of Directors may remove a director by the vote of a majority of directors which a quorum is present.

SECTION 3.4. RESIGNATION. A director may resign at any time by delivering written notice to the Board of Directors or the Executive Director. A resignation is effective when the notice is provided pursuant to Article II, Section 6B of these Bylaws, unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the Board of Directors. Unless otherwise specified in the notice, the acceptance of a resignation shall not be necessary to make it effective.

SECTION 3.5. VACANCIES.

A. A vacancy on the Board of Directors shall exist upon the death, resignation, or removal of any director, or upon the completion of the term of a director.

B. Should a vacancy occur the Board of Directors shall make reasonable efforts to identify a potential successor director. The Chair of the Board shall, within a reasonable time of receiving notice of a vacancy, call a vote of directors at a regular or special meeting for which the meeting notice states that the purpose, or one of the purposes, of the meeting is to elect a director to fill the vacancy. The remaining directors may fill the vacancy by the affirmative vote of a majority of directors present at the meeting set for that purpose.

C. A director elected to fill a vacancy shall hold office for a three-year term.

D. If the Board of Directors accepts the resignation of a director tendered to take effect at a future time, a successor may be elected by the remaining directors to take office when the resignation becomes effective.

SECTION 3.6. COMPENSATION. By resolution of the Board of Directors, the directors may be paid their expenses, if any, of attendance at each meeting of the Board of Director.s, and may be paid a fixed sum for attendance at each meeting or a stated salary as director. No such payments shall prevent any director from serving the Corporation in any other capacity and receiving compensation for that service.

SECTION 3.7. COMMITTEES. The Board of Directors may create one or more committees and appoint members of the Board of Directors or volunteers from outside of the organization to serve on them. Any such committee shall have and may exercise all of the authority of the Board of Directors in the management of the Corporation except to the extent the delegation of authority is prohibited by law. Each committee shall be chaired by a Board Member and will have the number of committee members determined by the Board of Directors, who serve at the pleasure of the Board of Directors. Creation of a committee and appointment of committee members to it shall be approved by a majority of all the directors in office when the action is taken.

The Board of Directors will establish a standing HOLLA School Committee which will operate in accordance with all of the provisions in this section and elsewhere in these Articles of Incorporation.This Committee will be chaired by a Board Member, and will consist of both Board Members and non-Board Members appointed by the Board of Directors. The formal creation of the HOLLA School Committee and appointment of members to it will be approved by a majority of all the directors in office when the action is taken.

ARTICLE IV MEETINGS

SECTION 4.1 REGULAR MEETINGS The Board shall have regular meetings as required to carry out the business of the Corporation. Regular meetings shall be at such place and time as determined by the Board.

SECTION 4.2 SPECIAL MEETINGS Special meetings of the Board may be called by the Chair or two (2) of the officers with notice given to each director by the one calling the meeting within at least 24 hours prior to such meeting. A director may waive notice of any special meeting if the waiver is in writing, signed by such director, specifies the meeting for which the meeting is waived and filed with the corporate minutes or records.

SECTION 4.3 ANNUAL MEETING The Board will conduct annual meeting and shall be the meeting during which directors are elected for a two (2) year term, and officers are elected for a one (1) year term.

SECTION 4.4 QUORUM FOR MEETINGS A quorum consists of a majority of directors holding office immediately prior to any meeting. No decisions requiring Board action shall be made by the Board at any meeting at which the required quorum is not present. In the event fewer directors than a quorum are present, the remaining directors may upon a simple majority

adjourn the meeting to another day and/or time. Notice of the reconvened meeting shall be given to each director.

SECTION 4.5 TELECOMMUNICATIONS Any regular or special meeting of the Board may be held by telephone or telecommunications in which all directors participating may hear or read each other's communication during the meeting.

An e-mail meeting may be conducted by the Board as long as all directors are notified via a list maintained by the Corporation containing current e-mail addresses for all directors. A quorum must participate in the vote and the vote must be supported by majority vote. A motion must be posted to the list for three (3) days during which time directors are to comment on the motion using the "reply all" on the list. Then, all comments are to be compiled and re-circulated to the Board with the motion to the list. Each director shall then have three (3) more days in which to post a vote on the list serve. Any board member may request that the vote be conducted during a regular or special meeting, at which point the Chair will see that such a meeting is arranged. The final e-mail votes of the Board will be Board action and placed in corporate records by the Secretary. (See Section 4.8 for an alternative to e-mail or other meetings.)

SECTION 4.6 CONDUCT OF MEETINGS Meetings of the Board shall be presided over by the Chair or in his or her absence, by the Vice Chair. Directors will in good faith attempt to make decisions by consensus. Directors will use standard consensus practices and techniques including allowing minority views to be expressed and considered. When a consensus cannot be achieved, any director may request that a vote be taken. The Chair will make the decision whether to call for a vote of the Board.

SECTION 4.7 BOARD ACTION Except as provided specifically below, every decision by the Board to be considered Board action or an act of the Board requires a consensus decision of all of directors present at a meeting at which a quorum is present. If a vote is called by the Chair, Board action requires a vote by the majority of directors present at a meeting which a quorum is present. In the following circumstances, the Oregon Nonprofit Corporation Act requires:

1) a vote of the majority of directors in office at the time the vote is taken and present at a meeting:
(a) to establish committees to exercise board functions and
(b) to amend the Articles of Incorporation and Bylaws
(c) to sell assets not in the regular course of business
(d) to merge, and
(e) to dissolve

2) in the case of conflicts of interest, a majority of directors in office who have no direct or indirect interest in the transaction; and

3) in the case of removing a director, two-third (2/3) vote of all directors in office.

A director who is present at a meeting when corporate action is taken is deemed to have assented to the action unless the director's objection or abstention to the vote is entered into the minutes of

the meeting or the director delivers written notice of such objection or abstention to the Secretary immediately after adjournment of the meeting.

SECTION 4.8 BOARD ACTION BY UNANIMOUS CONSENT IN WRITING Any Board action required by these Bylaws to be taken at a meeting of the Board may be taken without a meeting by a unanimous "consent in writing". A unanimous consent in writing is a written motion sent to all directors on the Board for Board vote. If all directors unanimously approve or unanimously disapprove the motion and each director signs the written motion to verify the vote, the motion and vote is considered Board action. A unanimous consent in writing may be transmitted or received electronically provided that electronic signatures and communications are verified by the Secretary, Motions are adopted and effective on the date that all directors have responded. The final e-mail votes of the Board will be Board action and placed in corporate records by the Secretary.

SECTION 4.9 NOTICE Any written notice that is to be delivered to a director pursuant to these Bylaws may be delivered by electronic mail (e-mail) provided that the Secretary has received the consent of the director to such form of delivery.

SECTION 4.10. PLACE OF MEETINGS. Meetings of the Board of Directors shall be at the Corporation's principal office or any other place designated by the Board of Directors. Meetings of the Board of Directors may be held by means of conference telephone or similar communications equipment by which all persons participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting.

SECTION 4.11 PUBLIC MEETING LAWS. All Committee and full Board meetings, or portions of meetings, that relate to business of the HOLLA School, will be conducted in accordance with Oregon public meeting laws (ORS 192.610 to 192.690).

ARTICLE V - OFFICERS

SECTION 5.1. DESIGNATION. The officers of this Corporation shall be an Executive Director, a Chair of the Board, a Vice Chair of the Board, a Secretary, and a Treasurer, who shall be appointed by, and hold office at the pleasure of, the Board of Directors. The Board of Directors may appoint additional officers or assistant officers from time to time. If not appointed by the Board of Directors, the Executive Director may appoint additional officers or assistant officers from time to time.

SECTION 5.2. TERM. The officers shall be appointed by the Board of Directors for a term as determined by the Board of Directors. The designation of a specified term does not grant the officer any contract rights, and the Board of Directors can remove the officer from his or her role as an officer at any time before the expiration of his or her term. If no term is specified, the officer shall hold office until the earlier of the following:

A. that officer's successor is duly appointed;

B. that officer's death; or

C. that officer resigns or is removed in accordance with the provisions of these Bylaws.

SECTION 5.3. REMOVAL. The Board of Directors may remove any officer from his or her position as an officer at any time, for any reason or no reason, by an affirmative vote of a majority of directors at a meeting at which a quorum is present. Removal of an officer does not affect the contract rights, if any, of the Corporation or the officer.

SECTION 5.4. RESIGNATION. An officer may resign at any time by delivering written notice to the Corporation. A resignation is effective when the notice is effective pursuant to Article II, Section 6B, of these Bylaws, unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Corporation accepts the future effective date, the Board of Directors may fill the pending vacancy before the effective date if the Board of Directors provides that the successor does not take office until the effective date. Unless otherwise specified in the notice, the acceptance of a resignation shall not be necessary to make it effective.

SECTION 5.5. COMPENSATION. HOLLA Board Members will not be compensated for their board membership or service. Board Members may be reimbursed for expenses related to Board activities provided that the Board approves such expenses .

SECTION 5.6. DUTIES. Each officer has the authority and shall perform the duties set forth in these Bylaws and, to the extent consistent with these Bylaws, the duties prescribed by the Board of Directors or by direction of an officer authorized by the Board of Directors to prescribe the duties of other officers.

SECTION 5.7. EXECUTIVE DIRECTOR. The Executive Director is the president, general manager and chief executive officer of this Corporation and has, subject to the control of the Board, general supervision, direction and control of the business, activities and officers (other than the Chair of the Board) of this Corporation. The Executive Director has the general powers and duties of management usually vested in the office of president and general manager of a corporation and such other powers and duties as may be prescribed by the Board. Among other things, the Executive Director shall be responsible for:

A. Ensuring the organization's activities are compliant and in furtherance of its mission

B. Leading, managing, and developing the organization's employees, volunteers, and organizational culture

C. Developing, implementing, monitoring, and assessing the organization's programs (including their impact)

D. Developing, implementing, monitoring, and assessing sound and compliant financial management practices (including budgeting)

E. Developing, implementing, monitoring, and assessing sound and compliant fundraising practices

F. Developing, informing, and supporting the board and the board committees to carry out their governance functions

G. Partnering with the Chair of the Board to help ensure the Board's directives, policies, and resolutions are carried out

H. Working with the development staff and Chair of the Board in cultivating and soliciting major foundation grants and individual gifts

I. Developing and maintaining beneficial relationships with donors, funders, supporters, collaborators, allies, vendors, and other stakeholders

J. Ensuring effective external communications about the organization and its mission, priorities, importance, programs, and activities

K. Championing the organization and advocating its mission to internal and external stakeholders

L. Keeping informed and the organization's leadership informed of significant developments and changes in the internal and external environment

M. Leading the organization's planning processes

N. Ensuring legal compliance (including all required filings) and sound risk management practices

O. The Executive Director shall, at the special annual meeting of directors, make an annual report on the educational and fiscal affairs of the Corporation and make recommendations the Executive Director deems proper.

SECTION 5.8. CHAIR OF THE BOARD. The Chair of the Board shall, if present, preside at all meetings of the Board, act as a liaison between the Board and the Executive Director to help ensure the Board's directives and resolutions are carried out, and exercise and perform such other powers and duties as may be from time to time prescribed by the Board. More specifically, the Chair of the Board shall be responsible for:

A. Leading the Board to carry out its governance functions, including ethical and financial oversight for the organization

B. Ensuring the Board has approved policies to help ensure sound and compliant governance and management of the organization

C. Partnering with the Executive Director to lead the development and refinement of impact metrics

D. Assessing the performance of the Board and its committees

E. Assuring ongoing recruitment, development, and contributions of Board members

F. Partnering with the Executive Director to help ensure the Board's directives, policies, and resolutions are carried out

G. Working with the Executive Director in cultivating and soliciting major foundation grants and individual gifts

H. Coordinating an annual performance review of the Executive Director

I. Setting priorities and creating agendas for meetings of the Board

J. Presiding over meetings of the Board

K. Serving as an ambassador of the organization and advocating its mission to internal and external stakeholders

SECTION 5.9. VICE CHAIR OF THE BOARD. The Vice Chair is the planned successor to the Chair of the Board. The Vice Chair is expected to succeed the previous Chair when their term ends or in the event of resignation, removal or death. The Vice Chair of the Board shall be responsible for:

A. Presiding over a meeting of the Board, when the Chair of the Board is absent

B. Keeping abreast of the Board's directives and resolutions

C. Championing the Board's ethical and financial oversight for the organization

D. Supporting policies to help ensure sound and compliant governance and management of the organization

E. Supporting the Chair in assessing the performance of the Board and its committees

F. Supporting ongoing recruitment, development, and contributions of Board members

SECTION 5.10. SECRETARY.

A. The secretary shall keep or cause to be kept at the principal office, or any other place the Board of Directors may order, a book of minutes of all meetings of

directors showing the time and place of the meeting, if it was a regular or special meeting, and how authorized, the notice given, the names of those present at directors' meetings.

B. The secretary shall give or cause to be given notice of the meetings of the Board of Directors as required by these Bylaws.

SECTION 5.11. TREASURER.

A. The treasurer shall perform those duties in connection with the administration of the financial affairs of the Corporation as the Board of Directors may designate.

B. The treasurer is the lead board director of financial management and oversight. In this role, the treasurer will serve as the main liaison with the Corporation's accountant and direct financial protocols at all levels.

C. If required by the Board of Directors by a ¾ vote, the treasurer shall give a bond for the faithful discharge of the treasurer's duties in the sums and with the security or surety as the Board of Directors shall determine.

ARTICLE VI - CORPORATE RECORDS AND INSPECTION

SECTION 1. MAINTENANCE OF RECORDS. The Corporation shall maintain adequate and correct books, records, and accounts of its business and properties. Except as otherwise provided by law, all of these books, records and accounts shall be kept at its principal office or the office of legal counsel. Any director may inspect and copy, during regular business hours at a reasonable location specified by the Corporation, all books, records, and accounts of the Corporation.

SECTION 2. INSPECTION OF BYLAWS AND ARTICLES OF INCORPORATION. A director of the Corporation is entitled to inspect and copy, during regular business hours at the Corporation's principal office, the Articles of Incorporation and all amendments or restatements, the Bylaws, and all amendments or restatements, and any resolution adopted by the Board of Directors.

ARTICLE VII- INDEMNIFICATION OF DIRECTORS, OFFICERS, AGENTS, AND EMPLOYEES

SECTION 1. INDEMNIFICATION OF DIRECTORS. Unless otherwise provided in the Articles of Incorporation, the Corporation shall indemnify any individual made a party to a proceeding because the individual is or was a director of the Corporation, against liability incurred in the proceeding, but only if the Corporation has authorized the payment in accordance with ORS 65.404 and a determination has been made in accordance with the procedures set forth in ORS 65.404 that the director met the standards of conduct in paragraph

A of this Section. For the purposes of this section, and the remaining sections of this Article V, the term "proceeding" shall mean any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative and whether formal or informal.

A. The director shall meet a standard of conduct by demonstrating that:

i. The individual conducted himself in good faith; and

ii. The individual reasonably believed that his conduct was in the best interests of the Corporation, or at least not opposed to its best interests; and

iii. In the case of any criminal proceeding, the individual had no reasonable cause to believe his conduct was unlawful.

B. The Corporation shall not indemnify a director under this Section 1:

i. In connection with a proceeding by or in the right of the Corporation in which the director was adjudged liable to the Corporation; or

ii. In connection with any other proceeding charging improper personal benefit to the director, whether or not involving action in the director's official capacity, in which the director was adjudged liable on the basis that personal benefit was improperly received by the director.

C. Indemnification permitted under this Section 1 in connection with a proceeding by or in the right of the Corporation is limited to reasonable expenses incurred in connection with the proceeding.

D. In addition, unless limited by the Articles of Incorporation, the Corporation shall indemnify a director who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the director was a party because of being a director of the Corporation against reasonable expenses incurred by the director in connection with the proceeding.

SECTION 2. INDEMNIFICATION OF OFFICERS, AGENTS, AND EMPLOYEES WHO ARE NOT DIRECTORS. Unless otherwise provided in the Articles of Incorporation or the Oregon Revised Statutes, the Board of Directors may indemnify and advance expenses to any officer, employee, or agent of the Corporation who is not a director, to any extent consistent with public policy, as determined by the general or specific action of the Board of Directors.

person entitled to the notice, before or after the meeting stated in the notice, and delivered to the Corporation for inclusion in the minutes of the meeting, is equivalent to giving notice.

SECTION 3. ACTION WITHOUT A MEETING. Any action that law, the Articles of Incorporation, or these Bylaws require or permit directors to take at a meeting may be taken without a meeting if one or more consents in writing describing the action taken is signed by all directors entitled to vote on the matter. The consents, which shall have the same effect as a unanimous vote of the directors, shall be filed in the records of minutes of the Corporation. The action taken is effective when the last director signs the consent, unless the consent specifies an ent

SECTION 4. EXECUTION OF DOCUMENTS. Any document may be executed on behalf of the Corporation by the Executive Director or other officers designated by the Executive Director.

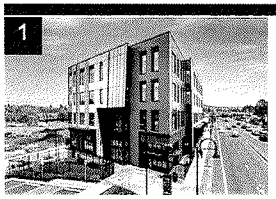
CERTIFIED A TRUE COPY OF THE BYLAWS OF HOLLA

Signature _____ / 2/20/21

Eric Knox, Executive Director / Date

APPENDIX E: Additional Real Estate Market Comparables

Lease Comparables



1

15,107 SF Office/Medical Lease Signed Jan 2020 for $28.00 Full Service Gross (Starting)

18613 SE Stark St - 4th Floor Direct, Leased by Wallace Medical Concern

Portland, OR 97233 - East Columbia Corridor Submarket

★★★★☆

Asking Rent:		Start Date:	Oct 2020	Free Rent:		Deal Type:	New Lease
Starting Rent:	$28.00/FS	Term:	10 Years	Escalations:		On Market:	
Effective Rent:		Exp. Date:	Oct 2030	TI Allowance:		Build-Out:	
Amenities:							

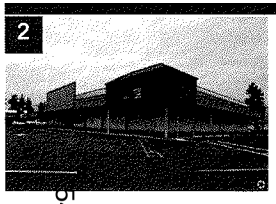
Property Type:	Office Class A	Leasing Rep:	KW Commercial Realty - Heather Miller
Building Area:	53,551 SF	Tenant Rep:	CBRE - Brian Norton
Built/Renov:	2020/		

Landlord: Central Bethany Development Co

Tenant SIC:

Lease Notes:

ID# 172557671



2

22,019 SF Office Lease Signed May 2018 for $12.00 Triple Net (Asking)

12203-12301 NE Glisan St - 1st Floor Direct, Leased by Fear PDX

Portland, OR 97230 - East Columbia Corridor Submarket

★★★☆☆

Asking Rent:	$12.00/NNN	Start Date:	Jun 2018	Free Rent:		Deal Type:	New Lease
Starting Rent:		Term:		Escalations:		On Market:	27 Mos
Effective Rent:		Exp. Date:		TI Allowance:		Build-Out:	
Amenities:							

Property Type:	Retail Class B	Leasing Rep:	SVN - Imbrie Realty - Ryan G. Imbrie, Jeremiah Wilgus, Joy Heinecke, Zach Eyster
Building Area:	111,799 SF	Tenant Rep:	
Built/Renov:	1957/		

Landlord: Tiano Family Trust

Tenant SIC: Amusement And Recreation

Lease Notes:

ID# 155848591

3

23,695 SF Retail Lease Signed Apr 2017 for $12.50 Triple Net (Asking)

1618-1640 NE 122nd Ave - 1st Floor Direct, Leased by Planet Fitness

Portland, OR 97230 - East Columbia Corridor Submarket

★★★☆☆

Asking Rent:	$12.50/NNN	Start Date:	Nov 2017	Free Rent:		Deal Type:	New Lease
Starting Rent:		Term:	10 Years	Escalations:		On Market:	12 Mos
Effective Rent:		Exp. Date:	Nov 2027	TI Allowance:		Build-Out:	
				Position:		Dock/Drive In:	

Property Type:	Retail Class B	Leasing Rep:	KW Commercial Realty - Chris Schneider
Building Area:	40,806 SF	Tenant Rep:	KW Commercial Realty - Chris Schneider
Built/Renov:	1967/		
Parking Ratio:	4.22/1,000 SF		

Landlord: Harsch Investment Properties

Tenant SIC: Health Clubs

Lease Notes:

ID# 130457481

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Lease Comparables

16,398 SF Retail Lease Signed Sep 2016 for $15.00 Triple Net (Asking)

2192-2210 SE 182nd Ave - Partial 1st Floor Direct, Leased by POIC + RAHS

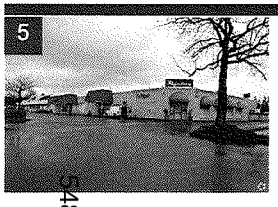
Portland, OR 97233 - Gresham Submarket

Asking Rent:	$12.00-$15.00...	Start Date:	Oct 2016	Free Rent:		Deal Type:	New Lease
Starting Rent:		Term:	10 Year...	Escalations:		On Market:	19 Mos
Effective Rent:		Exp. Date:	Aug 2027	TI Allowance:		Build-Out:	Full Build-Out...
				Position:		Dock/Drive In:	

Property Type:	Retail Class C	Leasing Rep:	
Building Area:	16,425 SF	Tenant Rep:	
Built/Renov:	1962/2012	Landlord:	Ensbury Group / KW Commercial
Parking Ratio:		Tenant SIC:	Schools & Educ Services

Lease Notes:

ID# 126158161



23,695 SF Retail Lease Signed May 2011 for $20.00 Triple Net (Asking)

1618-1640 NE 122nd Ave - Partial 1st Floor Direct, Leased by The Salvation Army

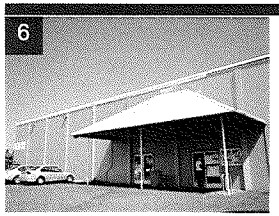
Portland, OR 97230 - East Columbia Corridor Submarket

Asking Rent:	$14.00-$20.00...	Start Date:	Aug 2011	Free Rent:	Spread Over ...	Deal Type:	New Lease
Starting Rent:		Term:	5 Years	Escalations:		On Market:	10 Mos
Effective Rent:		Exp. Date:	Jul 2016	TI Allowance:		Build-Out:	Partial Build...
				Position:		Dock/Drive In:	

Property Type:	Retail Class B	Leasing Rep:	Harsch Investment Properties
Building Area:	40,806 SF	Tenant Rep:	
Built/Renov:	1967/	Landlord:	Harsch Investment Properties
Parking Ratio:	4.22/1,000 SF	Tenant SIC:	Social Svcs, NEC

Lease Notes:

ID# 112407436



17,653 SF Retail Lease Signed Sep 2010 for $12.88 Triple Net (Starting)

600 SE 146th Ave - Partial 1st Floor Direct, Leased by Everyday Deals Wholesale Grocery

Portland, OR 97233 - Mall 205 Submarket

Asking Rent:	$7.50/NNN	Start Date:	Sep 2010	Free Rent:	Spread Over ...	Deal Type:	New Lease
Starting Rent:	$12.88/NNN	Term:	5 Years	Escalations:		On Market:	26 Mos
Effective Rent:		Exp. Date:	Aug 2015	TI Allowance:		Build-Out:	Partial Build...
				Position:		Dock/Drive In:	

Property Type:	Retail Class C	Leasing Rep:	Butler Brokers, Inc. - Robert Butler, PE
Building Area:	17,653 SF	Tenant Rep:	
Built/Renov:	1972/	Landlord:	
Parking Ratio:	3.33/1,000 SF	Tenant SIC:	Grocery Stores

Lease Notes: Tenant will occupy property in shell condition.

Rent schedule per month ...

ID# 112043889

Lease Comparables

7

12,750 SF Office/Retail Lease Signed Aug 2010 for $11.00 Triple Net (Asking)

18201 SE Stark St - Partial 1st Floor Direct, Leased by Knova Learning

Portland, OR 97233 - East Columbia Corridor Submarket

★★☆☆☆

Asking Rent:	$11.00/NNN	Start Date:	Oct 2010	Free Rent:	Spread Over ...	Deal Type:	New Lease	Property Type:	Retail Class B
Starting Rent:		Term:	4 Years ...	Escalations:		On Market:	31 Mos	Building Area:	17,500 SF
Effective Rent:		Exp. Date:	Sep 2015	TI Allowance:		Build-Out:	Full Build-Out	Built/Renov:	1977/
Amenities:									

Leasing Rep:	Kohler Meyers O'Halloran - Sue O'Halloran, Martin Stone	Landlord:	Stark & Oak, LLC
Tenant Rep:	JLL - Craig R. Reinhart, Chris Elsenbach, David Reinhart, Niall Travers	Tenant SIC:	Schools,Elemen/Secondary

Lease Notes:

ID# 112078118

8

23,500 SF Retail Lease Signed Dec 2008 for $6.50 Triple Net (Asking)

16022-16150 SE Stark St - Partial 1st Floor Direct, Leased by Victory Outreach Church

Portland, OR 97233 - Mall 205 Submarket

★★☆☆☆

Asking Rent:	$6.50/NNN	Start Date:	Jul 2009	Free Rent:		Deal Type:	New Lease	Property Type:	Retail Class C
Starting Rent:		Term:		Escalations:		On Market:	11 Mos	Building Area:	79,636 SF
Effective Rent:		Exp. Date:		TI Allowance:		Build-Out:	Partial Build...	Built/Renov:	1961/1974
				Position:		Dock/Drive In:		Parking Ratio:	4.00/1,000 SF

Leasing Rep:	Norris & Stevens, Inc. - Dean E. Wier	Landlord:	
Tenant Rep:		Tenant SIC:	Religious Organizations

Lease Notes:

ID# 111381620

9

20,000 SF Retail Lease Signed Sep 2006 for $8.00 Triple Net (Asking)

18330-18340 SE Stark St - Partial 1st Floor Direct

Portland, OR 97233 - Gresham Submarket

★★☆☆☆

Asking Rent:	$8.00/NNN	Start Date:	Dec 2006	Free Rent:		Deal Type:	New Lease	Property Type:	Retail Class C
Starting Rent:		Term:	5 Years	Escalations:		On Market:	5 Mos	Building Area:	60,000 SF
Effective Rent:		Exp. Date:	Dec 2011	TI Allowance:		Build-Out:		Built/Renov:	1971/
				Position:		Dock/Drive In:		Parking Ratio:	2.82/1,000 SF

Leasing Rep:	Albert J Kailes - Albert Kailes	Landlord:	Albert J Kailes
Tenant Rep:		Tenant SIC:	

Lease Notes:

ID# 110472973

549

APPENDIX F: Budgets and Financial Plans

Pre-Operational Budget

Charter School: HOLLA Public Charter School

Revenue Sources	Budget Amount	Source
Federal Funding		
Start-Up Grant	$ 200,000	Federal Charter School Program (CSP) grant
Other	$ -	
State Funding		
Other	$ -	
Other	$ -	
Local Funding		
Contributions	$ -	
Fundraising	$ 100,000	Fundraising activities
Foundations and Grants	$ -	
Other	$ -	
Other Sources		
Loan(s)	$ -	
LOC (Line(s) of credit)	$ -	
Other	$ -	
Total Revenue	**$ 300,000**	

Expenses	Budget Amount	Assumptions
Legal fees	$ 6,000	Legal costs; school specifics, legal structures
Accounting fees	$ 20,000	Consulting costs for initial accounting systems setup
Consulting fees	$ 100,000	Consulting partners; development of policies, curriculum, fiscal management, HR systems
Marketing expenses	$ 4,500	Postage, printing, mailing, flyers, web
Recruitment (students)	$ 5,000	Meetings, community outreach, design services
Recruitment (staff)	$ 1,000	LinkedIn, Craigslist, Other
Staff/Board development	$ 3,000	Workshops and online training
Stipends	$ -	
Equipment & Supplies	$ 100,000	Required property and equipment including furniture, teaching supplies, furnishings
Information Technology	$ 1,000	Basic IT infastructure
Rent	$ 20,000	Pre-opening rent
Utilities	$ 6,000	30% of pre-opening rent
Telephone/Internet	$ 1,800	Assumes 6 months at $300/month
Travel	$ 1,000	Reimburseable travel
Website	$ 27,000	Website development and build-out
Other	$ -	
Other	$ -	
Total Expenses	**$ 296,300**	

Difference	**$ 3,700**	

Operating Budget: FY22

** Yellow text denotes input cells **

Charter School: HOLLA Public Charter School

Key Assumptions	Budget Amount	Notes
Enrollment	71	From "Enrollment Growth" tab
Facility Size (SF)	14,500	Estimated facility size needed at 75 SF required classroom space per student to meet requirements
Total Instructional FTE Count	5.00	From "Wages Detail" tab
Student/Classroom Staff Ratio	14.2:1	Calculation
Per Pupil Funding; Reynold SD 7 - 2182	$ 8,887	Link found here; page 145 (State School Fund Grant)
Expected negotiated Reynolds rate	95%	Pass through rate expected for per pupil ADMw funding through Reynolds SD
Effective Per Pupil Funding	$ 8,443	Calculation
ADMw additional weighting	0.25	Additional (0.25ADMw) adjustment weighting for poverty level; ORS 338.157
Reynolds School District % Poverty	72.0%	Reynolds % of students that meet poverty level criteria for weighting ADMw
Additional Revenue Per ADMw Poverty	$ 2,111	Calculation

Revenue Sources	Budget Amount	Notes
Federal Funding		
Federal Entitlements	$ -	
Federal Direct Grants	$ 200,000	Estimated Federal Start Up Grant (expected for first three years)
Other Federal	$ -	
Other Federal	$ -	
State Funding		
State School Fund	$ 599,428	ADM driven, based off of FY21 Reynolds estimate of $8,887 (ORS 338.155), 95% rate w/district
State Entitlements	$ -	
State Grants	$ -	
Revenue adjustment for poverty level	$ 107,897	ADM drive, calculated above and from ORS 338.157, adjusting number of students for poverty level
Local Funding		
Private Grants	$ -	
Fundraising	$ 50,000	Expected Year 1 fundraising; we expect this to be very conservative based on historical Holla fundraising efforts
Investment Income	$ -	
Program Fees	$ -	
Other Local	$ -	
Other Sources		
Loan(s)	$ -	
LOC (Line(s) of credit)	$ -	
Other	$ -	
Total Revenue	$ 957,325	

Expenses	Budget Amount	Notes
School Administration		
Salaries/Wages	$ 102,000	See "Wages Detail"
Health Insurance	$ 21,600	See "Wages Detail"
Retirement (PERS)	$ 33,354	See "Wages Detail"
FICA, UI	$ 10,455	See "Wages Detail"
Employee Life Insurance	$ 1,200	See "Wages Detail"
Worker's Comp	$ 337	See "Wages Detail"
Office Supplies	$ 1,200	$100/monthly
Equipment and Furniture	$ 5,000	Higher first year annual cost, reducing in forward years; covers administrative office equipment and furniture
IT Equipment	$ 5,000	Higher first year annual cost, reducing in forward years; covers IT equipment needs including computers
Management Services	$ -	
Subtotal	$ 180,146	
Instructional Staff		
Salaries/Wages	$ 214,000	See "Wages Detail"
Health Insurance	$ 54,000	See "Wages Detail"
Retirement (PERS)	$ 69,978	See "Wages Detail"
FICA, UI	$ 21,935	See "Wages Detail"
Employee Life Insurance	$ 3,000	See "Wages Detail"
Worker's Comp	$ 726	See "Wages Detail"
Other	$ -	
Other	$ -	
Subtotal	$ 363,639	

Instructional Costs			
Contract Labor	$	33,600	0.5 FTE/Instructional Climate Coach, $35/hr, 20 hours weekly, 48 weeks year; expect number is conservative at 48 weeks; likely lower
Consultants	$	-	None expected in first year of operations on instructional side
Management Services	$	-	
Professional Development	$	-	Professional Development costs handled through stipends to teachers, trainers, handled on-site
Special Education	$	-	
Student Assessment/Testing	$	-	
Supplies/Materials	$	-	
Classroom Furniture	$	20,000	Start up cost, not expected to carry over to out years significantly; includes tables, chairs, benches, boards, etc.
Equipment	$	2,000	Various instructional specific equipment including pens, markers, materials/supplies for classroom based education
Instructional Supplies	$	-	
IT Equipment	$	15,000	Start up cost, not expected to carry over to out years significantly
Repairs and Maintenance	$	500	Basic repairs cost for instructional items, to cover furniture and equipment breakage or damage during the year
Other	$	-	
Subtotal	$	71,100	
Business Services			
Accounting	$	10,000	Set up of accounting systems, processes, procedures; expect to engage CPA or similar accounting firm
Advertising	$	1,000	Basic advertising budget for online and local marketing
PR/Marketing	$	-	
Insurance - General	$	12,000	$1,000/monthly; estimate based on costs seen at other charter programs
Insurance - Vehicle	$	-	N/A - no transportation expected to be provided by school in first five years
Insurance E&O Policy	$	1,200	$100/monthly; estimate based on costs seen at other charter programs
Insurance - Other	$	-	
Office Supplies	$	800	Miscellaneous office supplies; paper, printer cartridges, pens, pencils, etc.
Fees, Dues, Licenses, Memberships	$	500	Membership to local and national school and/or charter groups
Payroll Services	$	1,200	$100/monthly (ADP)
Management Services	$	-	
Postage & Shipping	$	500	Annual cost expected for shipping and postage of school and/or student related materials
Printing	$	-	
Telephone and Internet	$	3,600	$300/monthly estimate based on estimate of facility size and commercial use costs
Travel	$	-	
Consulting	$	18,000	Development & Operations partners - $1,500/monthly stipend or contract basis work
Subtotal	$	48,800	
Operations & Maintenance			
Contract Labor - Non-Instructional	$	-	
Custodial Services	$	24,000	Contract employee; 20 hours/weekly, $25/hour, 48 weeks annually, for janitorial/grounds; expect this is conservative @ 48 weeks
Maintenance - Vehicle(s)	$	-	
Maintenance - Facility	$	-	
Maintenance - Office Equipment	$	-	
Maintenance Supplies	$	900	$75/monthly for cleaning and repair supplies
Landscape Maintenance	$	-	
Other	$	-	
Other	$	-	
Other	$	-	
Subtotal	$	24,900	
Physical Plant			
Rent	$	145,000	Current working assumption = $10/SF NNN; comparable property link here @$9/sf NNN
Mortgage	$	-	N/A; expect to rent
Renovation/Construction	$	-	None expected in first year of operations
Sewer/Water/Garbage/Utilities	$	50,750	Assume $3.50/SF or ~35% of rent amount for total utilities cost, conservative estimate based on other school operations costs
Repairs and Maintenance	$	6,000	$500/monthly for miscellaneous repairs around the school and grounds
Taxes	$	-	
Other	$	-	
Subtotal	$	201,750	
Student Services			
Nutrional Support Staff	$	14,400	Nutritional Staff contractor at $15/hour, 20 hours weekly, 48 weeks annually; expect 48 week load to be conservative estimate
Transportation	$	1,000	Reimbursements for travel, transportation for staff; expected to be limited in nature
Food Services	$	-	
Recreation	$	-	
Health & Care	$	-	
Other	$	-	
Subtotal	$	15,400	

Board of Trustees			
Audit & Compliance	$	7,000	Annual cost of audit and compliance; 3rd party CPA; based on costs seen at other charter school programs in OR
Advertising	$	-	
Dues & Subscriptions	$	600	$50/monthly subscription specific to Board or leadership of educational programs
Workshops and Conferences	$	-	
Fundraising	$	-	
Legal	$	-	
Other	$	-	
Subtotal	$	7,600	

Contingency Fund			
Contingency/Reserve	$	29,971	5% of annual state revenue as baseline contingency
Other	$	-	
Other	$	-	
Subtotal	$	29,971	

Expense Subtotals		
School Administration	$	180,146
Instructional Staff	$	363,639
Instructional Costs	$	71,100
Business Services	$	48,800
Operations & Maintenance	$	24,900
Phsyical Plant	$	201,750
Student Services	$	15,400
Board of Trustees	$	7,600
Contingency Fund	$	29,971
Total Projected Expenses	$	943,306

PROJECTED SURPLUS/DEFICIT		
TOTAL PROJECTED REVENUE	$	957,325
TOTAL PROJECTED EXPENSES	$	943,306
NET PROJECTED SURPLUS (DEFICIT)	$	14,019

Operating Budget: Five-Year Projection

Charter School: HOLLA Public Charter School

	FY22 Year 1	FY23 Year 2	FY24 Year 3	FY25 Year 4	FY26 Year 5	Escalator	Notes
Key Assumptions	**Budget Amount**	**Budget Amount**	**Budget Amount**	**Budget Amount**	**Budget Amount**		
Enrollment	71	94	117	140	160		**Pulling from "Enrollment Growth" tab**
Facility Size (SF)	14,500	14,500	14,500	14,500	14,500		Assumes same facility space first five years
Total Instructional FTE Count	5.00	7.00	8.00	10.00	12.00		Pulling from "Wages Detail" tab
Student/Classroom Staff Ratio	14.2:1	13:1	15:1	14:1	13:1		
Per Pupil Funding; Reynold SD 7 - 2182	$ 8,887	$ 9,041	$ 9,197	$ 9,356	$ 9,518	1.7%	**Escalated at the average CPI (Consumer Price Index/Inflation) increase over a 10-year historical period**
Expected negotiated Reynolds rate	95%	95%	95%	95%	95%		
Effective Per Pupil Funding	$ 8,443	8,589	8,737	8,888	9,042	1.7%	**Escalated at the average CPI (Consumer Price Index/Inflation) increase over a 10-year historical period**
ADMw additional weighting	0.25	0.25	0.25	0.25	0.25		
Reynolds School District % Poverty	72.0%	72.0%	72.0%	72.0%	72.0%		
Additional Revenue Per ADMw Poverty	$ 2,111	2,147	2,184	2,222	2,261	1.7%	**Escalated at the average CPI (Consumer Price Index/Inflation) increase over a 10-year historical period**

Revenue Sources	**Budget Amount**	**Budget Amount**	**Budget Amount**	**Budget Amount**	**Budget Amount**	**Escalator**	**Notes**
Federal Funding							
Federal Entitlements	$ -	$ -	$ -	$ -	$ -		
Federal Direct Grants	$ 200,000	$ 200,000	$ -	$ -	$ -		Estimated Federal Start Up Grant (available over first three years)
Other Federal	$ -	$ -	$ -	$ -	$ -		
Other Federal	$ -	$ -	$ -	$ -	$ -		
State Funding							
State School Fund	$ 599,428	$ 807,339	$ 1,022,263	$ 1,244,383	$ 1,446,755		Growth based on Per Pupil Funding growth; Reynolds SD
State Entitlements	$ -	$ -	$ -	$ -	$ -		
State Grants	$ -	$ -	$ -	$ -	$ -		
Revenue adjustment for poverty level	$ 107,897	$ 145,321	$ 184,007	$ 223,989	$ 260,416		
Local Funding							
Private Grants	$ -	$ -	$ -	$ -	$ -		
Fundraising	$ 50,000	$ 25,000	$ 25,000	$ 25,000	$ 25,000		Assumes consistent y/o/y fundraising efforts; conservative number
Investment Income	$ -	$ -	$ -	$ -	$ -		
Program Fees	$ -	$ -	$ -	$ -	$ -		
Other Local	$ -	$ -	$ -	$ -	$ -		
Other Sources							
Loan(s)	$ -	$ -	$ -	$ -	$ -		
LOC (Line(s) of credit)	$ -	$ -	$ -	$ -	$ -		
Other	$ -	$ -	$ -	$ -	$ -		
Total Revenue	**$ 957,325**	**$ 1,177,659**	**$ 1,231,271**	**$ 1,493,372**	**$ 1,732,171**		

Expenses	Budget Amount	Budget Amount	Budget Amount	Budget Amount	Budget Amount	Escalator	Notes
School Administration							
Salaries/Wages	$ 102,000	$ 104,550	$ 107,164	$ 109,843	$ 112,589		See "Wages Detail" tab
Health Insurance	$ 21,600	$ 22,896	$ 24,270	$ 25,726	$ 27,270		See "Wages Detail" tab
Retirement (PERS)	$ 33,354	$ 34,188	$ 35,043	$ 35,919	$ 36,817		See "Wages Detail" tab
FICA, UI	$ 10,455	$ 10,716	$ 10,984	$ 11,259	$ 11,540		See "Wages Detail" tab
Employee Life Insurance	$ 1,200	$ 1,200	$ 1,200	$ 1,200	$ 1,200		See "Wages Detail" tab
Worker's Comp	$ 337	$ 347	$ 357	$ 368	$ 379		See "Wages Detail" tab
Office Supplies	$ 1,200	$ 1,224	$ 1,248	$ 1,273	$ 1,299	2.0%	Standard cost escalation
Equipment and Furniture	$ 5,000	$ 5,000	$ 500	$ 510	$ 520	2.0%	Drops after year 1 & 2 start up costs, then flattens out
IT Equipment	$ 5,000	$ 5,000	$ 750	$ 765	$ 780	2.0%	Drops after year 1 & 2 start up costs, then flattens out
Management Services	$ -	$ -	$ -	$ -	$ -		
Subtotal - School Administration	$ 180,146	$ 185,121	$ 181,516	$ 186,863	$ 192,394		
Instructional Staff							
Salaries/Wages	$ 214,000	$ 305,450	$ 361,415	$ 460,909	$ 565,152		See "Wages Detail" tab
Health Insurance	$ 54,000	$ 80,136	$ 97,079	$ 128,630	$ 163,617		See "Wages Detail" tab
Retirement (PERS)	$ 69,978	$ 99,882	$ 118,183	$ 150,717	$ 184,805		See "Wages Detail" tab
FICA, UI	$ 21,935	$ 31,309	$ 37,045	$ 47,243	$ 57,928		See "Wages Detail" tab
Employee Life Insurance	$ 3,000	$ 4,200	$ 4,800	$ 6,000	$ 7,200		See "Wages Detail" tab
Worker's Comp	$ 726	$ 1,042	$ 1,237	$ 1,587	$ 1,957		See "Wages Detail" tab
Other	$ -	$ -	$ -	$ -	$ -		
Other	$ -	$ -	$ -	$ -	$ -		
Subtotal - Instructional Staff	$ 363,639	$ 522,019	$ 619,759	$ 795,086	$ 980,659		
Instructional Costs							
Contract Labor	$ 33,600	$ 34,944	$ 36,342	$ 37,795	$ 39,307	4.0%	0.5 FTE/Instructional Climate Coach, expect higher cost escalation
Consultants	$ -	$ -	$ -	$ -	$ -		
Management Services	$ -	$ -	$ -	$ -	$ -		
Professional Development	$ -	$ -	$ -	$ -	$ -		
Special Education	$ -	$ -	$ -	$ -	$ -		
Student Assessment/Testing	$ -	$ -	$ -	$ -	$ -		
Supplies/Materials	$ -	$ -	$ -	$ -	$ -		
Classroom Furniture	$ 20,000	$ 20,000	$ 2,000	$ 2,040	$ 2,081	2.0%	Drops after years 1 & 2 start up costs, then increases by escalator
Equipment	$ 2,000	$ 2,040	$ 2,081	$ 2,122	$ 2,165	2.0%	Standard cost escalation
Instructional Supplies	$ -	$ -	$ -	$ -	$ -		
IT Equipment	$ 15,000	$ 15,000	$ 2,500	$ 2,550	$ 2,601	2.0%	Drops after first year start up costs, then increases by escalator
Repairs and Maintenance	$ 500	$ 520	$ 541	$ 562	$ 585	4.0%	Expect higher escalation due to wear and tear
Other	$ -	$ -	$ -	$ -	$ -		
Subtotal	$ 71,100	$ 72,504	$ 43,463	$ 45,070	$ 46,739		
Business Services							
Accounting	$ 10,000	$ 10,300	$ 10,609	$ 10,927	$ 11,255	3.0%	Expect professional services to increase in cost slightly faster
Advertising	$ 1,000	$ 1,020	$ 1,040	$ 1,061	$ 1,082	2.0%	
PR/Marketing	$ -	$ -	$ -	$ -	$ -		
Insurance - General	$ 12,000	$ 12,360	$ 12,731	$ 13,113	$ 13,506	3.0%	Expect insurance to increase slightly faster than 2%
Insurance - Vehicle	$ -	$ -	$ -	$ -	$ -		
Insurance E&O Policy	$ 1,200	$ 1,236	$ 1,273	$ 1,311	$ 1,351	3.0%	Expect insurance to increase slightly faster than 2%
Insurance - Other	$ -	$ -	$ -	$ -	$ -		
Office Supplies	$ 800	$ 816	$ 832	$ 849	$ 866	2.0%	
Fees, Dues, Licenses, Memberships	$ 500	$ 510	$ 520	$ 531	$ 541	2.0%	
Payroll Services	$ 1,200	$ 1,224	$ 1,248	$ 1,273	$ 1,299	2.0%	
Management Services	$ -	$ -	$ -	$ -	$ -		
Postage & Shipping	$ 500	$ 510	$ 520	$ 531	$ 541	2.0%	
Printing	$ -	$ -	$ -	$ -	$ -		
Telephone and Internet	$ 3,600	$ 3,672	$ 3,745	$ 3,820	$ 3,897	2.0%	
Travel	$ -	$ -	$ -	$ -	$ -		
Consulting	$ 18,000	$ 18,000	$ 5,000	$ 5,250	$ 5,513	5.0%	Drop after years 1 & 2 start up costs, then increasing at 5%
Subtotal	$ 48,800	$ 49,648	$ 37,520	$ 38,666	$ 39,851		

Operations & Maintenance							
Contract Labor - Non-Instructional	$ -	$ -	$ -	$ -	$ -		
Custodial Services	$ 24,000	$ 24,960	$ 25,958	$ 26,997	$ 28,077	4.0%	Ongoing contract labor of 0.5 FTE janatorial & grounds services
Maintenance - Vehicle(s)	$ -	$ -	$ -	$ -	$ -		
Maintenance - Facility	$ -	$ -	$ -	$ -	$ -		
Maintenance - Office Equipment	$ -	$ -	$ -	$ -	$ -		
Maintenance Supplies	$ 900	$ 918	$ 936	$ 955	$ 974	2.0%	Ongoing operational supplies
Landscape Maintenance	$ -	$ -	$ -	$ -	$ -		
Other	$ -	$ -	$ -	$ -	$ -		
Other	$ -	$ -	$ -	$ -	$ -		
Other	$ -	$ -	$ -	$ -	$ -		
Subtotal	$ 24,900	$ 25,878	$ 26,895	$ 27,952	$ 29,051		
Physical Plant							
Rent	$ 145,000	$ 148,625	$ 152,341	$ 156,149	$ 160,053	2.5%	Average lease escalation should be about 2.5% and used in this calc
Mortgage	$ -	$ -	$ -	$ -	$ -		
Renovation/Construction	$ -	$ -	$ -	$ -	$ -		
Sewer/Water/Garbage/Utilities	$ 50,750	$ 52,273	$ 53,841	$ 55,456	$ 57,120	3.0%	Expect slightly above average increases here annually
Repairs and Maintenance	$ 6,000	$ 6,120	$ 6,242	$ 6,367	$ 6,495	2.0%	Standard cost escalation
Taxes	$ -	$ -	$ -	$ -	$ -		
Other	$ -	$ -	$ -	$ -	$ -		
Subtotal	$ 201,750	$ 207,018	$ 212,424	$ 217,972	$ 223,667		
Student Services							
Nutrional Support Staff	$ 14,400	$ 14,688	$ 14,982	$ 15,281	$ 15,587	2.0%	Ongoing contract labor of 0.5 FTE nutritional support staff
Transportation	$ 1,000	$ 1,020	$ 1,040	$ 1,061	$ 1,082	2.0%	Standard cost escalation
Food Services	$ -	$ -	$ -	$ -	$ -		
Recreation	$ -	$ -	$ -	$ -	$ -		
Health & Care	$ -	$ -	$ -	$ -	$ -		
Other	$ -	$ -	$ -	$ -	$ -		
Subtotal	$ 15,400	$ 15,708	$ 16,022	$ 16,343	$ 16,669		

Board of Trustees							
Audit & Compliance	$ 7,000	$ 7,350	$ 7,718	$ 8,103	$ 8,509	5.0%	Faster cost escalation for professional service
Advertising	$ -	$ -	$ -	$ -	$ -		
Dues & Subscriptions	$ 600	$ 612	$ 624	$ 637	$ 649	2.0%	Standard cost escalation
Workshops and Conferences	$ -	$ -	$ -	$ -	$ -		
Fundraising	$ -	$ -	$ -	$ -	$ -		
Legal	$ -	$ -	$ -	$ -	$ -		
Other	$ -	$ -	$ -	$ -	$ -		
Subtotal	$ 7,600	$ 7,962	$ 8,342	$ 8,740	$ 9,158		

Contingency Fund							
Contingency/Reserve	$ 29,971	$ 40,367	$ 51,113	$ 62,219	$ 72,338		Formula of 5% of State Revenue; grows with ADMw growth
Other	$ -	$ -	$ -	$ -	$ -		
Other	$ -	$ -	$ -	$ -	$ -		
Subtotal	$ 29,971	$ 40,367	$ 51,113	$ 62,219	$ 72,338		

Expense Subtotals							
School Administration	$ 180,146	$ 185,121	$ 181,516	$ 186,863	$ 192,394		
Instructional Staff	$ 363,639	$ 522,019	$ 619,759	$ 795,086	$ 980,659		
Instructional Costs	$ 71,100	$ 72,504	$ 43,463	$ 45,070	$ 46,739		
Business Services	$ 48,800	$ 49,648	$ 37,520	$ 38,666	$ 39,851		
Operations & Maintenance	$ 24,900	$ 25,878	$ 26,895	$ 27,952	$ 29,051		
Physical Plant	$ 201,750	$ 207,018	$ 212,424	$ 217,972	$ 223,667		
Student Services	$ 15,400	$ 15,708	$ 16,022	$ 16,343	$ 16,669		
Board of Trustees	$ 7,600	$ 7,962	$ 8,342	$ 8,740	$ 9,158		
Contingency Fund	$ 29,971	$ 40,367	$ 51,113	$ 62,219	$ 72,338		
Total Projected Expenses	$ 943,306	$ 1,126,224	$ 1,197,054	$ 1,398,912	$ 1,610,526		

PROJECTED SURPLUS/DEFICIT							
TOTAL PROJECTED REVENUE	$ 957,325	$ 1,177,659	$ 1,231,271	$ 1,493,372	$ 1,732,171		
TOTAL PROJECTED EXPENSES	$ 943,306	$ 1,126,224	$ 1,197,054	$ 1,398,912	$ 1,610,526		
NET PROJECTED SURPLUS (DEFICIT)	$ 14,019	$ 51,435	$ 34,217	$ 94,460	$ 121,645		

Operating Budget: KPI's

Charter School: HOLLA Public Charter School

	FY22 Year 1	FY23 Year 2	FY24 Year 3	FY25 Year 4	FY26 Year 5
KPI's					
Enrollment Growth Y/O/Y		*32.4%*	*24.5%*	*19.7%*	*14.3%*
Total Revenue Growth Y/O/Y		*14.9%*	*20.6%*	*2.5%*	*15.7%*
Total Expense Growth Y/O/Y		*19.4%*	*6.3%*	*16.9%*	*15.1%*
Rent/Revenue Ratio	*33.7%*	*24.4%*	*19.7%*	*16.6%*	*14.7%*
Rent Coverage Ratio	*1.07*	*1.25*	*1.16*	*1.43*	*1.54*
Salaries as % of Revenue (State only)	*90.7%*	*83.2%*	*74.5%*	*75.0%*	*77.0%*
Classroom to Common Ratio	*85%*	*85%*	*85%*	*85%*	*85%*
SF/Student (ADMw)	*173.59*	*131.12*	*105.34*	*88.04*	*77.03*
Key Assumptions					
Enrollment	*71*	*94*	*117*	*140*	*160*
Facility Size (SF)	*14,500*	*14,500*	*14,500*	*14,500*	*14,500*
Total Instructional FTE Count	*5.00*	*7.00*	*8.00*	*10.00*	*12.00*
Student/Classroom Staff Ratio	*14.2:1*	*13:1*	*15:1*	*14:1*	*13:1*
Per Pupil Funding; Reynold SD 7 - 2182	*$ 8,887*	*$ 9,041*	*$ 9,197*	*$ 9,356*	*$ 9,518*
Expected negotiated Reynolds rate	*0.95*	*0.95*	*0.95*	*0.95*	*0.95*
Effective Per Pupil Funding	*$ 8,443*	*$ 8,589*	*$ 8,737*	*$ 8,888*	*$ 9,042*

FTE and WTB Detail

Charter School: HOLLA Public Charter School

** Yellow text denotes input cells **

Year 1

FY22				
Administration & Management Staff	**Salary**	**FTE Count**	**Indiv. Rate**	**Notes**
School Leader	$ 62,000	1.00	$ 62,000	FTE
Clerical Staff	$ 40,000	1.00	$ 40,000	FTE
Other	$ -	-	$ -	
Other	$ -	-	$ -	
Other	$ -	-	$ -	
Other	$ -	-	$ -	
Subtotal	$ 102,000			
Administrative Costs				
Health Insurance - FTE	$ 21,600		$ 900.00	Per month per FTE
Retirement (PERS)	$ 33,354		32.70%	Website link here
FICA, UI	$ 10,455		10.25%	7.65% for FICA, UI at 2.6% for new employer rate
Employee Life Insurance	$ 1,200		$ 50.00	Per month per FTE
Workers Comp	$ 337		0.20	Website link here
Subtotal	$ 168,946	2.00		
Instructional Staff Staff	**Salary**	**FTE Count**	**Rate**	**Notes**
Teacher	$ 138,000	3.00	$ 46,000	Three teachers full-time to start
Teacher	$ -	-	$ -	
Teacher	$ -	-	$ -	
Mentor	$ 76,000	2.00	$ 38,000	Two full-time mentors to start
Mentor	$ -	-	$ -	
Other	$ -	-	$ -	
Subtotal	$ 214,000			
Administrative Costs				
Health Insurance - FTE	$ 54,000		$ 900.00	Per month per FTE
Retirement (PERS)	$ 69,978		32.70%	Website link here
FICA, UI	$ 21,935		10.25%	7.65% for FICA, UI at 2.6% for new employer rate
Employee Life Insurance	$ 3,000		$ 50.00	Per month per FTE
Workers Comp	$ 726		0.20	Website link here
Subtotal	$ 363,639	5.00		
Total WTB	**$ 532,585**	**7.00**		

Year 2

FY23			
Administration & Management Staff	**Salary**	**FTE Count**	**Indiv. Rate**
School Leader	$ 63,550	1.00	$ 63,550
Clerical Staff	$ 41,000	1.00	$ 41,000
Other	$ -	-	$ -
Other	$ -	-	$ -
Other	$ -	-	$ -
Other	$ -	-	$ -
Subtotal	$ 104,550		
Administrative Costs			
Health Insurance - FTE	$ 22,896		$ 954.00
Retirement (PERS)	$ 34,188		32.70%
FICA, UI	$ 10,716		10.25%
Employee Life Insurance	$ 1,200		$ 50.00
Workers Comp	$ 347		0.20
Subtotal	$ 173,897	2.00	
Instructional Staff Staff	**Salary**	**FTE Count**	**Rate**
Teacher	$ 188,600	4.00	$ 47,150
Teacher	$ -	-	$ -
Teacher	$ -	-	$ -
Mentor	$ 116,850	3.00	$ 38,950
Mentor	$ -	-	$ -
Other	$ -	-	$ -
Subtotal	$ 305,450		
Administrative Costs			
Health Insurance - FTE	$ 80,136		$ 954.00
Retirement (PERS)	$ 99,882		32.70%
FICA, UI	$ 31,309		10.25%
Employee Life Insurance	$ 4,200		$ 50.00
Workers Comp	$ 1,042		0.20
Subtotal	$ 522,019	7.00	
Total WTB	**$ 695,916**	**9.00**	

Year 3

FY24			
Administration & Management Staff	**Salary**	**FTE Count**	**Indiv. Rate**
School Leader	$ 65,139	1.00	$ 65,139
Clerical Staff	$ 42,025	1.00	$ 42,025
Other	$ -	-	$ -
Other	$ -	-	$ -
Other	$ -	-	$ -
Other	$ -	-	$ -
Subtotal	$ 107,164		
Administrative Costs			
Health Insurance - FTE	$ 24,270		$ 1,011.24
Retirement (PERS)	$ 35,043		32.70%
FICA, UI	$ 10,984		10.25%
Employee Life Insurance	$ 1,200		$ 50.00
Workers Comp	$ 357		0.20
Subtotal	$ 179,018	2.00	
Instructional Staff Staff	**Salary**	**FTE Count**	**Rate**
Teacher	$ 241,644	5.00	$ 48,329
Teacher	$ -	-	$ -
Teacher	$ -	-	$ -
Mentor	$ 119,771	3.00	$ 39,924
Mentor	$ -	-	$ -
Other	$ -	-	$ -
Subtotal	$ 361,415		
Administrative Costs			
Health Insurance - FTE	$ 97,079		$ 1,011.24
Retirement (PERS)	$ 118,183		32.70%
FICA, UI	$ 37,045		10.25%
Employee Life Insurance	$ 4,800		$ 50.00
Workers Comp	$ 1,237		0.20
Subtotal	$ 619,759	8.00	
Total WTB	**$ 798,776**	**10.00**	

Year 4

FY25			
Administration & Management Staff	**Salary**	**FTE Count**	**Rate**
School Leader	$ 66,767	1.00	$ 66,767
Clerical Staff	$ 43,076	1.00	$ 43,076
Other	$ -	-	$ -
Other	$ -	-	$ -
Other	$ -	-	$ -
Other	$ -	-	$ -
Subtotal	$ 109,843		
Administrative Costs			
Health Insurance - FTE	$ 25,726		$ 1,071.91
Retirement (PERS)	$ 35,919		32.70%
FICA, UI	$ 11,259		10.25%
Employee Life Insurance	$ 1,200		$ 50.00
Workers Comp	$ 368		0.20
Subtotal	$ 184,314	2.00	
Instructional Staff Staff	**Salary**	**FTE Count**	**Rate**
Teacher	$ 297,222	6.00	$ 49,537
Teacher	$ -	-	$ -
Teacher	$ -	-	$ -
Mentor	$ 163,687	4.00	$ 40,922
Mentor	$ -	-	$ -
Other	$ -	-	$ -
Subtotal	$ 460,909		
Administrative Costs			
Health Insurance - FTE	$ 128,630		$ 1,071.91
Retirement (PERS)	$ 150,717		32.70%
FICA, UI	$ 47,243		10.25%
Employee Life Insurance	$ 6,000		$ 50.00
Workers Comp	$ 1,587		0.20
Subtotal	$ 795,086	10.00	
Total WTB	**$ 979,401**	**12.00**	

Year 5

FY26			
Administration & Management Staff	**Salary**	**FTE Count**	**Rate**
School Leader	$ 68,436	1.00	$ 68,436
Clerical Staff	$ 44,153	1.00	$ 44,153
Other	$ -	-	$ -
Other	$ -	-	$ -
Other	$ -	-	$ -
Other	$ -	-	$ -
Subtotal	$ 112,589		
Administrative Costs			
Health Insurance - FTE	$ 27,270		$ 1,136.23
Retirement (PERS)	$ 36,817		32.70%
FICA, UI	$ 11,540		10.25%
Employee Life Insurance	$ 1,200		$ 50.00
Workers Comp	$ 379		0.20
Subtotal	$ 189,794	2.00	
Instructional Staff Staff	**Salary**	**FTE Count**	**Rate**
Teacher	$ 355,428	7.00	$ 50,775
Teacher	$ -	-	$ -
Teacher	$ -	-	$ -
Mentor	$ 209,724	5.00	$ 41,945
Mentor	$ -	-	$ -
Other	$ -	-	$ -
Subtotal	$ 565,152		
Administrative Costs			
Health Insurance - FTE	$ 163,617		$ 1,136.23
Retirement (PERS)	$ 184,805		32.70%
FICA, UI	$ 57,928		10.25%
Employee Life Insurance	$ 7,200		$ 50.00
Workers Comp	$ 1,957		0.20
Subtotal	$ 980,659	12.00	
Total WTB	**$ 1,170,454**	**14.00**	

Salary Growth				
Year 1	Year 2	Year 3	Year 4	Year 5
FY22	FY23	FY24	FY25	FY26
N/A	2.50%	2.50%	2.50%	2.50%
N/A	2.50%	2.50%	2.50%	2.50%
N/A	0.00%	0.00%	0.00%	0.00%
N/A	0.00%	0.00%	0.00%	0.00%
N/A	0.00%	0.00%	0.00%	0.00%
N/A	0.00%	0.00%	0.00%	0.00%
N/A	2.50%	2.50%	2.50%	2.50%
N/A	0.00%	0.00%	0.00%	0.00%
N/A	0.00%	0.00%	0.00%	0.00%
N/A	2.50%	2.50%	2.50%	2.50%
N/A	0.00%	0.00%	0.00%	0.00%
N/A	0.00%	0.00%	0.00%	0.00%

Staffing Model

Charter School: HOLLA Public Charter School

	FY22	FY23	FY24	FY25	FY26
	Year 1	Year 2	Year 3	Year 4	Year 5
ADA	71	94	117	140	160
	FTE Count	FTE Count	FTE Count	FTE Count	FTE Count
Role					
School Leader	1.00	1.00	1.00	1.00	1.00
Climate & Instructional Coach	Contract (0.5)	Contract (0.5)	Contract (0.5)	Contract (0.5)	Contract (0.5)
Teachers	3.00	4.00	5.00	6.00	7.00
Mentors	2.00	3.00	3.00	4.00	5.00
Nutritional Staff	Contract (0.5)	Contract (0.5)	Contract (0.5)	Contract (0.5)	Contract (0.5)
Custodial/Facility Staff	Contract (0.5)	Contract (0.5)	Contract (0.75)	Contract (1.0)	Contract (1.0)
Social Worker/Counselor	Intern/Partner	Intern/Partner	Intern/Partner	Intern/Partner	Intern/Partner
Administrative Support	1.00	1.00	1.00	1.00	1.00
Other					
Other	-	-			
Total FTE	**7.00**	**9.00**	**10.00**	**12.00**	**14.00**

Enrollment Plan

Charter School: HOLLA Public Charter School

	FY22	FY23	FY24	FY25	FY26
	Year 1	Year 2	Year 3	Year 4	Year 5
	ADA Count	ADA Count	ADA Count	ADA Count	ADA Count
Class					
Kindergarten	23	22	21	20	40
1st Grade	24	24	24	24	24
2nd Grade	24	24	24	24	24
3rd Grade	-	24	24	24	24
4th Grade	-	-	24	24	24
5th Grade	-	-	-	24	24
6th Grade	-	-	-	-	-
7th Grade	-	-	-	-	-
8th Grade	-	-	-	-	-
Total ADA	**71**	**94**	**117**	**140**	**160**

Notes	3 grades in first year, K - 2, smaller Kindergarten class size	Add 3rd grade; classroom sizes remains consistent except 1 ADMw reduction in Kindergarten	Add 4th grade; classroom size remains consistent except 1 ADMw reduction in Kindergarten	Add 5th grade; classroom size remains consistent except 1 ADMw reduction in Kindergarten	Add 6th grade; classroom size remains consistent, double size of Kindergarten class

HOLLA School: Additional Information
[specified as missing by RSD per its policy LBE-AR(27)]
Provided 8/28/21 to augment the proposal HOLLA submitted 3/5/21

Reynolds School District Policy LBE-AR (27)

(a) Curriculum, Instruction and Assessment

(v) Explanation of grading practices for all classes and how student performance is documented *(added by RSD 7/7/21: Please provide information related that includes a clear plan for evaluating student performance across the curriculum; a clear explanation of types and frequency of assessments; a plan for the use of data inclusive of procedures for taking corrective action if student performance falls below expected standards)*

This information is provided in addition to that contained in the charter school proposal submitted in March, 2021, including but not limited to information on pages 117-119.

HOLLA School maintains the belief that student scholastic success is best measured individually and is assessed for the purposes of fostering student identity development, individual learning and curiosity. At HOLLA School our grading practices center on the three pillars of equitable grading based on Joe Feldman's "Grading for Equity." Those pillars include accuracy, resistance to bias and the development of intrinsic motivation. HOLLA School students will be assessed using a four-point rubric accompanied by corresponding letters (A, E, M and X) to represent progress toward state standards in the areas of math, reading, writing and science.

1. A = Attempting
    a. The student shows evidence of attempting progress towards meeting goals in the subject areas of Math, Reading, Writing and Science but does not yet meet existing state grade-level standards
2. E = Emerging
    a. The student shows evidence of emerging progress towards meeting goals in the subject areas of Math, Reading, Writing and Science based on existing state grade-level standards
3. M = Meeting
    a. The student shows evidence of meeting goals in the subject areas of Math, Reading, Writing and Science based on existing state grade-level standards
4. X = Exceeding
    a. The student shows evidence of exceeding goals in the subject areas of Math, Reading, Writing and Science based on existing state grade-level standards

Student performance will be documented and shared with students and families as outlined below:

1. **Student & Family Pre-Conference**
    a. Student Self-Assessment Inventory
    b. Goal setting with student and parent/guardian
    c. Review of students' personal goals with HOLLA School Staff
    d. Review of course outcomes based on student's grade level
2. **Teacher Created Rubrics of Grade Level Standards**
3. **Portfolio of Student Work**
4. **Quarterly Conferences**
    a. Reflection on progress toward personal goals
    b. Review rubric and progress toward academic goals
    c. Review teacher written-progress report with parent/guardian
5. **Quarterly Progress Reports**
    a. Progress Reports at the end of every term (9 weeks)
    b. Copies disseminated to each parent/guardian(s) of students in grades K-2 and placed in school file

For all primary grade students, K-2, in the subjects of math, science, reading and writing, our grading practices will be student-centered, reported quarterly through conferencing and written reports in a timely manner pursuant to applicable state requirements and terms in any charter contract with Reynolds School District.

(vii) Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessments instruments that will be used *(added by RSD 7/7/21: Please provide information related that includes a clear plan for evaluating student performance across the curriculum; a clear explanation of types and frequency of assessments; a plan for the use of data inclusive of procedures for taking corrective action if student performance falls below expected standards)*

This information is provided in addition to that contained in the charter school proposal submitted in March, 2021, including but not limited to information on pages 68-74 and 119-120.

Oregon students are required to take assessments for the purpose of showing individual student growth over time. In addition, the acquisition of supplementary data assists teachers in identifying student-specific learning and instructional needs. At HOLLA School we use an accredited assessment system to inform instruction and ensure each and every child is on track to reach their future post-secondary goals, including but not limited to College and Career Readiness.

Our assessment system includes diagnostic testing that provides academic baseline information, areas to target as a Response To Intervention (RTI), and ongoing progress monitoring. We use formative and summative assessments as outlined in the chart below to enhance instruction, measure each student's learning toward Adequate Yearly Progress (AYP) and provide actionable feedback to students and teachers regarding student acquisition of curricular learning targets.

Kindergarten

Type of Assessment	Assessment Instrument	Area Of Measurement
Diagnostic	Kindergarten Assessment - ODE DIBELS - University of Oregon ELPA - ODE	• Reading, Writing, Math • Phonemic Awareness Skills & Early Literacy • Listening, Speaking, Writing
Formative	Formative Assessment Process - ODE easyCBM	• Evidence of progress toward learning goal • Progress Monitoring
Summative	Student Portfolios - HOLLA Classroom Based Collection of Student Learning	• Evaluates learning based on grade level standards using teacher created rubrics

First / Second Grade

Type of Assessment	Assessment Instrument	Area Of Measurement
Diagnostic	DIBELS - University of Oregon ELPA - ODE • Listening, Speaking, Writing	• Reading, Writing, Math • Phonemic Awareness Skills & Early Literacy • Listening, Speaking, Writing

Formative	Formative Assessment Process easyCBM	• Evidence of progress toward learning goal • Progress Monitoring
Summative	Portfolios - HOLLA Classroom Based Collection of Student Learning	• Evaluates student learning based on grade level standards using teacher created rubrics

At HOLLA School, we will use Curriculum Based Assessments that are aligned to Oregon's Common Core State Standards. Students in grades K-2 are not required to take the Smarter Balanced Assessments. Our students will be prepared to take this assessment in third grade.

(xi) Identification of primary instructional materials by publisher, copyright date, version and edition for each academic content area in each grade;

HOLLA School will use the following primary instructional materials in the academic content areas listed for Kindergarten, First grade and Second grade:

Content Area	Kindergarten	First Grade	Second Grade
Reading	Benchmark Literacy Common Core Heggerty Phonemic Awareness for K-1	Benchmark Literacy Common Core Heggerty Phonemic Awareness for K-1	Benchmark Literacy Common Core
Writing	Benchmark Literacy Common Core	Benchmark Literacy Common Core	Benchmark Literacy Common Core
Speaking	Benchmark Literacy Common Core	Benchmark Literacy Common Core	Benchmark Literacy Common Core
Listening	Benchmark Literacy Common Core	Benchmark Literacy Common Core	Benchmark Literacy Common Core
Math	Bridges In Mathematics	Bridges In Mathematics	Bridges In Mathematics

Below are HOLLA School's primary instructional materials listed by publisher, copyright date, version and edition for each academic content area:

Title	Publisher	Copyright Date	Version/Edition
Benchmark Literacy Common Core K-6 Whole and Small Group w/Resources	Benchmark Education Company	2014	Oregon Edition
Heggerty Phonemic Awareness for K-1	Literacy Resources, LLC	2020	2020 Edition
Bridges In Mathematics	The Math Learning Center	2009	2nd Edition

The instructional materials listed above have been adopted by the Oregon Department of Education and/or the Reynolds School Board.

(xii) Identification of major supplementary material in core academic content areas and the criteria for use with students

HOLLA School will utilize the following supplementary materials within our core academic content areas to enhance student learning, promote knowledge retention, differentiate instruction, reinforce key concepts and provide opportunities to meet a broad range of learning needs.

Supplementary Material	Criteria
Health & SEL: Great Body Shop	● Reynolds School Board adopted ● Research based ● Standards based ● Developmentally appropriate ● Culturally responsive to community, linguistic,cultural and individual differences ● Meaningful, relevant health content for children and families

Dreambox Math	● Adaptive ● Personalized math instruction ● Provides instruction and learning support in: numeracy, geometry, algebraic reasoning, and word problems ● Math progress monitoring ● Teacher directed
Practical Money Skills	● Develops financial literacy ● Supports numeracy skill development ● Promotes decision making ● Aligned to common core standards ● Has embedded checks for understanding
Rethinking Schools Curriculum	● Provides age appropriate enhancements for writing ● Creates space for discussion of big ideas ● Literacy rich ● Covers full range of human experience for the development of empathy, compassion and justice ● Culturally, racially and linguistically empowering curriculum
Culturally Responsive Classroom & School Libraries	Literature that affirms: ● Culture ● Race ● Language ● Gender Identity ● Ability & Neurodiversity ● Class ● Identity Development

HOLLA School is designed to meet students where they are and to provide culturally responsive academic programming in an environment built for them to thrive. Given that, we will support students at HOLLA School who may demonstrate lagging skills through our inclusive philosophy, instructional frameworks, RTI, intersessions, culturally specific curriculum, SEL, ongoing progress monitoring and boosts of direct and more individualized skills instruction.

(b) State and Federal Mandates/Special Education

(i) Description of how the public charter school will meet any and all requirements of Every Student Succeeds Act (ESSA), which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law

The HOLLA School will meet all ESSA requirements that apply to it as a public charter school within the Local Education Agency (Reynolds School District). HOLLA School will comply with any teacher and paraprofessional requirements of ESSA that apply to public charter schools.

HOLLA School will advance Reynolds School District's five-year Strategic Plan, which aligns with the four areas of commitment in Oregon's' Consolidated State ESSA Plan outlined by the Oregon Department of Education: Advancing Equity, Promoting a Well-Rounded Education, Strengthening District Systems and Fostering Ongoing Engagement.

HOLLA School will demonstrate these four ESSA commitments as follows:

- **Advancing Equity** - Every student should feel safe, welcome and fully included in their school community.
    - In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations, and elicit and honor all voices.
        - Actively initiating and leading conversations.
        - Collecting and analyzing data and facilitating engagement with stakeholders to drive improvement efforts.

HOLLA School emphasizes the intentional and seamless inclusion of the voices, needs, contributions and expertise of its students, families, staff and community members. HOLLA aspires to be a community space where Black, Brown and Indigenous people gather and feel seen, heard and valued.

HOLLA School's environment and instructional philosophy specifically addresses the racial, cultural and linguistic needs of Black, Brown and Indigenous youth and families; we will center systematically oppressed students and provide equitable academic, social-emotional, leadership and positive behavioral opportunities that advance favorable outcomes for all students.

- **Promoting a Well-Rounded Education** - Every student will reach their full potential through an engaging and relevant education that serves their needs and interests.
    - We will interrupt bias and microaggression in curriculum and instructional practices.

    - We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.

HOLLA School is built upon the intentional creation of a climate that centers the culture, history, and lived experiences of our Black, Brown and Indigenous youth paired with an intellectually rigorous academic curriculum. HOLLA School relies on science and research to support our commitment to provide each student with a well-rounded education in an affirming manner.

HOLLA School models the importance of providing instruction that is culturally relevant in order for students to learn. At HOLLA this includes ALL children with an emphasis on practices proven to meet the learning needs of Black, Brown and Indigenous children. HOLLA School has embedded time, space and developed a sequence to provide relevant and progressive professional development for its teachers and staff.

- **Strengthening District Systems** - HOLLA School concurs with these assertions in its consolidated ESSA Plan (page 11): “In Oregon, we believe that education is local and in order for systems like accountability, assessment, school improvement, and educator effectiveness to meet the needs of our diverse student population, they must be implemented and supported locally.” “...this is the right time to innovate and change the conversation and culture from compliance and technical assistance to one of support and partnership.” As expressed elsewhere in our proposal, HOLLA views its prospective public charter school as an integral part of the district and its current traditional and charter school landscape.

- **Fostering Ongoing Engagement** - Oregon is committed to inclusive, responsive, two-way communication with everyone dedicated to strengthening Oregon’s education system.
    - 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.

HOLLA School’s foundation in anti-racist pedagogy, policies and practices necessitates extensive and regular culturally responsive professional development through partnering in discourse and reflection to promote a healthy learning environment.

HOLLA will invest in cultivating relationships with families, stakeholders, RSD and community members through our responsiveness to their feedback in order to improve academic outcomes for children.

HOLLA School will consistently review and reflect on our systems of communication to ensure that we foster an inclusive and responsive climate.

Oregon's federally-approved consolidated state ESSA Plan does not include AYP as our accountability system did under NCLB. HOLLA School will participate fully in the state's accountability system and utilize the state report card standards. Additionally, HOLLA School will collaborate with Reynolds School District during charter contract negotiations to identify mutually-agreed upon student academic progress measures for which the school will be accountable.

HOLLA School will align with and further the safe schools aspects of Oregon's ESSA Plan, regardless of whether the school receives federal funding, specifically:

- Create and sustain systems and supportive conditions that are physically and emotionally safe
- Foster safe, healthy, supportive, and drug-free environments that support student academic achievement;

HOLLA School, in accordance with the Oregon Safe Schools Act, will provide an educational environment free of bullying, intimidation, harassment and cyberbullying.

HOLLA School will not take or condone any action that creates a hostile educational environment, which includes interfering with the psychological well being of any and all of our students.

HOLLA Schools foundational beliefs support the development of the whole child and emphasizes compassion, equity and inclusion for ALL. Our curriculum and instruction includes the cultivation of a community of care where students learn and practice empathy and develop social emotional literacy.

HOLLA School utilizes Restorative Practices to establish a school culture that works proactively to address harm when and if it occurs.

iv) Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification and services;

While state statutes and rules related to TAG services do not apply to public charter schools, HOLLA School considers and treats ALL students as the talented and gifted children they are - every child has unique gifts, talents, and other strengths. The components of our educational program and school climate that are described in detail throughout our proposal - including differentiated instruction, universal design, multi-tiered supports, culturally responsive teaching, and targeted small learning

environments - will be integrated to ensure that students who have abilities above “the norm” will be continually challenged to learn and achieve at and beyond their “levels.”

HOLLA School’s budget assumes no funding from the district for the implementation of any Talented and Gifted (TAG) plans or programs it develops.

(f) Copies of any policy that the public charter school intends to adopt (regarding i-xiv below):

iv) Copy of any policy that the public charter school intends to adopt regarding dispensing of medication to students who are in need of regular medication during school hours;

HOLLA School intends to adopt Reynolds School District’s policy on medications, JHCD/JHCDA-AR, last revised/reviewed on 6/11/18.

(v) Copy of any policy that the public charter school intends to adopt regarding reviewing and selecting instructional materials

HOLLA School will provide textbooks for free use by all pupils enrolled in the public charter school. Our instructional materials will reflect the most current information and research available, and be aligned to academic content standards. HOLLA will review instructional materials annually to assess appropriateness and relevance to students' needs, development and lived experiences.

HOLLA School, shall consider the best educational needs and interests of the students, including but not limited to, the following areas of academic focus:

1. Literacy Development
    a. print, numerical, financial, entrepreneurial, social-emotional, age appropriate media and other materials
2. Culturally Responsive, Specific and Sustaining Instruction
3. Tribal History/Shared History
4. Agriculture
5. Entrepreneurship

HOLLA School will select instructional materials that align with our beliefs and mission of providing culturally responsive intellectual, social-emotional and experiential development. Our instructional materials will be empirically researched and evidence based. HOLLA School will select the most economical method of purchasing textbooks and instructional materials in setting periods for textbook and instructional material review and adoption.

vi) Copy of any policy that the public charter school intends to adopt regarding solicitation/advertising/fundraising by non-school groups;

To address solicitation, fundraising, and advertising by non-school grounds, HOLLA School intends to adopt Reynolds School District's policy KI, last revised/readopted on 11/08/17; Public Solicitation in District Facilities.

vii) Copy of any policy that the public charter school intends to adopt regarding field trips;

HOLLA School does not presently have a draft policy regarding field trips that we intend to adopt. Once facility and transportation infrastructures are solidified, HOLLA does intend to adopt a policy specifically regarding field trips; one that encompasses other pertinent HOLLA School policies, including those related to safety, expectations of staff and student conduct, and the like.

(viii) Copy of any policy that the public charter school intends to adopt regarding student promotion and retention;

HOLLA School intends to adopt RSD's policy on student promotion and retention, and the underlying OARs; IKE, adopted 12/08/10, OAR 581-022-1130 and OAR 581-022-1670.

HOLLA is also dedicated to the total and continuous development of each student enrolled. The professional staff are expected to place students at the grade level best suited to them academically, socially and emotionally. Students will normally progress annually from grade to grade.

Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

A.) As required by Oregon Statues, all recommendations will be provided in a timely manner that allows sufficient time to develop an appropriate plan for the coming year. The final decision will rest with the school administrator.
B.) The decision to separate a student from their grade/age peer group will be considered with caution and only if other strategies appear unlikely to impact the student's performance to the degree necessary to sustain a satisfactory rate of growth.

C.) Any decision related to promotion and retention will be based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.

ix) Copy of any policy that the public charter school intends to adopt regarding student publications;

The HOLLA Board does not intend to adopt a policy regarding student publications given its primary grade focus.

x) Copy of any policy that the public charter school intends to adopt regarding staff/student vehicle parking and use;

The HOLLA Board does not intend to adopt a policy regarding student vehicle use and parking given its primary grade focus. Depending on future facility circumstances, HOLLA may adopt a policy regarding staff parking and vehicle use that is specific to a facility's factors.

xii) Copy of any policy that the public charter school intends to adopt regarding student/parent/public complaints;

To address complaints, HOLLA School intends to adopt Reynolds School District's policy KL, last revised/readopted on 06/13/18; KL Public Complaints.

xiii) Copy of any policy that the public charter school intends to adopt regarding visitors;

HOLLA School welcomes visitors, particularly family members of students and community partners. All visitors must sign in at the front office and wear a "Visitor's Badge." Every visitor must be accompanied by a HOLLA staff member unless otherwise authorized by a school administrator. Visitors are only allowed inside classrooms during class time as authorized in advance by a school administrator. Administrators have every right to decline specific visitors or visitors at a specific time using their professional judgment as to potential impact of visitors on school climate and/or learning and teaching.

(xiv) Copy of any policy that the public charter school intends to adopt regarding staff discipline, suspension or dismissal;

HOLLA School intends to expand upon and adopt this HOLLA Mentors' current personnel policy:

At HOLLA, each member of our team is valued for who they are, the skills they bring, their lived experiences, and their passion for our mission. With these things in mind, we assume each person is acting in the best interest of HOLLA's mission and offer a high level of independence in the day to day functions of each role. However, if there is a situation that causes harm to another staff person, a child or family, and/or to the reputation of HOLLA in the community, this will be addressed in a 1:1 setting first. We use the 5 R's of restorative justice as a guide in these conversations: Relationship, Respect, Responsibility, Repair, Reintegration. Because employment is at-will, HOLLA is not required to take any disciplinary action before making an adverse employment decision, including termination.

Draft language to expand upon this policy for use at HOLLA School includes:

HOLLA School offers at-will employment with regular performance reviews and provides support and training for its teachers and staff. HOLLA School provides ongoing professional training and development in order to establish community guidelines that promote the physical and emotional safety required to serve the educational needs of our learners and staff. While HOLLA School intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the HOLLA School administration.

A staff member in violation of local, state or federal laws that could or would result in the termination or non-renewal of an educator licensure in the state of Oregon is cause for immediate suspension and/or dismissal of a certificated educator based on applicable state statutes and administrative rules.

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents/guardians or other persons in the school community;

7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

The forms of discipline that may be imposed by HOLLA School include, but are not limited to:

1. oral warning;
2. written warning or reprimand;
3. plan of assistance;
4. probation;
5. disciplinary suspension, demotion or leave of absence with pay;
6. disciplinary suspension, demotion or leave of absence without pay; *and*
7. dismissal/termination or discharge from employment.

In an instance where any form of discipline is imposed, the employee's supervisor will:

1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.
2. Provide directives to the employee to correct the conduct or performance.
3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
5. Specify the expected level of performance or modification of conduct to be required from the employee.

HOLLA school retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to due process and other elements of relevant governing law.

(g) Other Information

(v) Explanation of contingency plans for the hiring of substitute professional and classified staff;

Due to HOLLA School's distinctive teaching and learning strategies (see proposal pages 74-108) and culturally responsive restorative practices and behavioral interventions (see proposal pages 127-131), it is unlikely that most substitute teachers could effectively stand in for a HOLLA teacher or mentor. In instances of teacher or mentor absence, HOLLA School will shift other school staff/consultants - specifically Mentors, School Leader, and/or School Instructional and Climate Coach - to serve in an absent teacher's stead. Please refer to pages 140-144 of the proposal for the qualifications and roles of these staff positions. Since these staff are already built into the budget, it is not necessary to designate additional funds for substitutes.

(g) (vii) Description of how the public charter school will handle situations involving student possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others

HOLLA's handling of situations involving student possession, use or distribution of illegal drugs, weapons, flammable devices and/or other items that may be used to injure others will align with our culturally responsive restorative practices and behavioral interventions described on 127-131 of our proposal).

Policy: HOLLA School will prioritize safety. HOLLA School will be tobacco-free, drug-free, and weapon-free. All HOLLA School students and families will be provided with our Student Rights and Responsibilities Handbook. This handbook will include culturally responsive and restorative justice pedagogies, policies and practices, as well as student code of conduct. HOLLA School will review this handbook with students, staff and families in order to facilitate understanding and all families will sign a Handbook Agreement as an indication of understanding and agreement to adhere to the Handbook policies and procedures. Students will be explicitly taught the content of said handbook. HOLLA School Community Agreements will be reinforced through our Multi Tiered Systems of Support.

At no time shall a HOLLA School student be in possession of, or in distribution of, tobacco, alcohol, drugs or other controlled substances; a student in possession of the aforementioned drugs or substances will be subject to suspension and/or expulsion. Consideration will be taken regarding the age of the student and any past patterns of behavior prior to imposing a suspension or expulsion of the student.

HOLLA School intends to adopt Reynolds School District's Policy JFCJ, last revised/ readopted 4/09/14; Weapons in the Schools, substituting "School Administrator" for "superintendent."

Procedures: In the event that a HOLLA School student is in possession, use, or distribution of illegal drugs, weapons, flammable devices or other items that may be used to injure others:

1. HOLLA School will immediately remove from the classroom setting any student who has in their possession: illegal drugs for use or distribution, weapons, flammable devices or other items that might be used to injure others.
2. HOLLA School will place the student in a setting where the observed behavior will receive immediate attention, including, but not limited to, the office of the school administrator, counselor or a school psychologist licensed by the Teacher Standards and Practices Commission or the office of any licensed mental health professional.
3. HOLLA School will require that an evaluation of a student be obtained by a licensed mental health professional before allowing the student to return to the classroom setting. A student who is removed from the classroom setting for an evaluation may not be removed for more than 10 school days unless the administrator is able to show good cause that an evaluation could not be completed in that time period.
4. HOLLA School administrator(s) will provide to the parent or legal guardian of the student notification that describes the student's behavior and the school's response.

These procedures and policies are designed to:

1. Protect students and school employees from harm;
2. Provide opportunities for students to learn from their mistakes;
3. Foster positive learning communities;
4. Keep students in school and attending class;
5. Impose disciplinary sanctions without bias against students from a protected class;
6. Implement a graduated set of age-appropriate responses to misconduct that are fair, nondiscriminatory and proportionate in relation to each student's individual conduct;
7. Employ a range of strategies for prevention, intervention and discipline that take into account a student's developmental capacities and that are proportionate to the degree and severity of the student's misbehavior;
8. Propose, prior to a student's expulsion or leaving school, alternative programs of instruction or instruction combined with counseling for the student that are appropriate and accessible to the student in the following circumstances:

a. Following a second or subsequent occurrence within any three-year period of a severe disciplinary problem with the student; or
b. When a parent or legal guardian applies for the student's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030:
    i. Holla School will, to the extent practicable, use approaches that are shown through research to be effective in reducing student misbehavior and promoting safe and productive social behavior; and
    ii. Ensure that school conduct and discipline codes comply with all state and federal laws concerning the education of students with disabilities.

(g) (viii) Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement

Please see pages 127-131 for detailed information regarding HOLLA School's Culturally Restorative Restorative Practices and Behavioral Interventions. HOLLA School intends to adopt policies that align with the information outlined in that and other sections of our charter school proposal.

Student Incident & Referral Procedure: HOLLA School will document concerning behaviors and disciplinary incidents on our referral form. Our referrals include the name of the person making the referral, name of the student involved in the incident, the time, the date, the stage of incident, a description of the incident, the HOLLA School Community Agreement that was not met, and the interventions attempted. In addition, for Stage II and Stage III incidents, we will include the Learning Goal Plan developed in collaboration with the student and parent/guardian.

A copy of the referral form will be provided to the parent/guardian and will be maintained in the school's files in accordance with the Oregon Student Information Protection Act.

Incident Stages and Restorative Interventions
Stage I
1. Infrequent
2. Common
3. Low Impact
4. Conference
5. Peer to Peer Repair with HOLLA Staff Support
6. No Referral

Stage II
1. Frequent

2. Less Common
3. Harmful Impact on Student, Others and/or Community
4. Referral
5. Conference
6. Can include disciplinary actions up to suspension
7. Learning Goal and Monitoring of the Plan
8. Restorative Justice Circle

Stage III

1. Persistent
2. Rare
3. Significant and Harmful Impact on Student, Others and/or Community
4. Referral
5. Conference
6. Can include disciplinary actions up to suspension and expulsion
7. Learning Goal and Monitoring of the Plan
8. Additional Community Supports
9. Restorative Justice Circle

Restorative Discipline Practices reflect a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. HOLLA School practices are intended to give voice to those harmed, identify the unmet need of those involved in harming self and/or others, identify alternative behaviors, repair harm and build empathy and compassion within the community.

HOLLA Restorative Practices Include

1. Conferencing
    a. Student, Teacher and/or Administrator talk
        i. Seeking deeper understanding of behavior
    b. Restorative conversation with impacted parties
    c. Invitation of parent/guardian to discuss incident and create plan of support
    d. Inform parent/guardian of impacted student(s) of incident and actions taken
2. Reteach Community Agreements
3. Community meeting
    a. Student meeting with classroom community and/or other school support staff to heal harm and cultivate relationships
4. Time and Space for Reflection
    a. For student when disciplinary action requires a suspension or removal from the classroom or school setting

Discipline and Promotion/Retention of Students

It is not the practice of HOLLA School to remove or exclude members of our community from the school setting for disciplinary issues. In the case of physical harm, threat, persistent and/or unresolved bullying and/or harassment, we reserve the right to provide space for students and families to reflect during a time frame consummate with Oregon law and Reynolds School District policies on removal and exclusion from the school setting. After such time the student and family are encouraged to return to HOLLA School for the purpose of developing a student-centered plan and co-creating a learning goal to address the specific area of concern. This goal and a subsequent plan of support is monitored in collaboration with HOLLA School staff. HOLLA School will minimize loss of instructional time. Expulsion will only be considered after all available alternatives, interventions and supports have been explored and/or when required by Oregon State law.

HOLLA School will not use discipline data as a factor in retaining or promoting its students. That would be contrary to HOLLA School's philosophy; additionally, Oregon law prohibits the use of discipline in decisions around the promotion or retention of students. HOLLA School's draft promotion and retention policy is outlined in (f)(viii) above.

Given that HOLLA School is designed by and for students of color, and the high, over-represented rate of expulsion for students of color, a school Administrator will determine whether to accept students expelled from a District or non-District school, for reasons other than a weapons policy, on a case-by-case basis, depending on the circumstances of the expulsion.

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

Subject: **Metro East Web Academy Memorandum of Understanding**

Policy: Establishment of Alterative Education Programs – IGBHB

Date: November 17, 2021

Action ☒
Report ☐

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:
This Memorandum of Understanding (MOU) will establish Metro East Web Academy as an Alternative Education Placement for up to 10 Reynolds School District resident students for School Year (SY) 2021-22.

Previous Board Action:
Not Applicable

Background:
There are a few specific families currently struggling to follow the current face covering mandate in schools and all other alternative options have been exhausted within the district. Therefore, due to legal's advisement, district administration has worked with Metro East Web Academy, the closest public charter school to Reynolds, to create a Memorandum of Understanding. This agreement allows district administration to place Reynolds students at Metro East Web Academy as an Alternative Education Program. This option will be used very infrequently and as a last resort.

Financial Implications:
Reynolds School District will pay Metro East Web Academy $49 per day for each student

during the academic year. This is equal to 95% of the ADMw rate for Reynolds School District based on 179 days of the academic year.

Alternatives:
The alternative is to continue trying to serve these students who are refusing to follow the current face covering mandate in schools.

Staff Recommendation:
Staff recommends that the Board approve the MOU between Reynolds School District and Metro East Web Academy.

Motion:
I move that the Board approve the MOU between Reynolds School District and Metro East Web Academy.

MEMORANDUM OF UNDERSTANDING

This memorandum of understanding is between the **Metro East Web Academy, (MEWA)** an Oregon public charter school and nonprofit corporation, 50 NW 5th Street, Gresham, OR 97030 (MEWA) and the **Reynolds School District (School District),** 1204 NE 201st Ave, Fairview, OR 97024-2499, an Oregon school district. The MOU is a cooperative educational agreement for the benefit of both parties and the students and families they represent.

1. Purpose. The purpose of the MOU is to provide School District with a virtual option to offer to its students by recommending MEWA.

2. Term. The Effective Date for the MOU is November 1, 2021. The ending date of the MOU is June 30, 2022, unless terminated earlier as described at Section 3.

3. Termination. The MOU may be terminated by either party with thirty (30) days written notice. On termination, School District will pay all amounts due MEWA to the date of termination.

4. Designation of students. Any student who is a resident of the School District and the School District recommends the student to attend MEWA after the Effective Date and during the term of the MOU is considered a "MOU student". MEWA agrees to provide School District with educational services to ten (10) MOU students. This number may be increased by mutual agreement between the parties.

5. Referral. School District will use MEWA as an alternate placement option for virtual learning education to students. School District will provide to MEWA the name and contact information of each student or parents/guardians, as permitted by FERPA. School District will provide to MEWA the name and contact information of each student or parents/guardians attending a virtual school other than MEWA, as permitted by FERPA. This information can be emailed David Gray, Executive Director at gray@mewebacademy.org. MEWA may contact these students and/or parents/guardians directly.

6. Enrollment. Each MOU student will remain enrolled in School District while receiving educational services from MEWA during the term of this MOU.

7. Educational Program. MEWA is responsible for MOU students' education according to state and federal law and the charter agreement MEWA entered into with Gresham-Barlow School District. MOU students are expected to meet state and MEWA academic, behavioral and other standards established for all MEWA students. MOU students are required to participate in local and state assessments in the same manner as all MEWA students and in accordance with law. MOU students will receive their diploma from School District upon completion of the required course of study and may participate in School District graduation.

8. Student Educational Records. MEWA will create and maintain student education records as

required by state and federal law. School District agrees to timely provide student records to MEWA upon request and to expedite the transfer of student records, if possible.

9. Financial.
    a. School District agrees to pay MEWA $49 per day for each MOU student during the academic year, which is equal to 95% of ADMw rate for School District (11/2/21) based on 179 days of the academic year. The daily rate applies to each MOU student until School District withdraws a MOU student from educational services provided by MEWA. MEWA will communicate with School District when any MOU student is absent from MEWA for the time-period considered eligible for unenrollment according to law.
    b. MEWA will invoice School District for the total amount owed each month.
    c. School District will pay amounts owing to MEWA each month within 30 days of receiving the invoice from MEWA.

10. Dispute Resolution. Both parties agree to be available at mutually agreeable times for continuing consultation to discuss this cooperative educational agreement and any future cooperative agreement and agree to act in cooperative ways to fulfill the intent of the MOU. In the event of any disagreement, the parties agree to work toward resolution including using a facilitator or mediator, if needed, or will mutually agree to end this relationship in a way least disruptive to students and with services and payments made to the date of termination.

11. Confidentiality. The parties agree to not disclose or discuss the terms of the MOU to anyone outside of MEWA and School District, unless required by law. School District agrees to not discuss a similar arrangement as provided in the MOU with any other virtual charter public school.

Effective this 1st day of November 2021

Metro East Web Academy	Reynolds School District
_____	_____
David L. Gray Ph.D., Executive Director	
Dated:_____	Dated:_____

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: November 17, 2021

Action ☐
Report ☒

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

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:	**Adjourn**
Policy:	Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF
Date:	November 17, 2021

Action ☒
Report ☐

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