



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**

February 23, 2022

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. 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 February 23, 2022 Agenda	
III.	7:05p - Oath of Office: Position 7 Board Vacancy Replacement	7
IV.	7:10p - Board Recognition	9
	A. Student Recognition	10
	B. Volunteer/Community Partner Recognition	11
	C. Staff Recognition	12
	D. Resolution 2021-2022-013: Classified Employee Appreciation Week	13
	E. Resolution 2021-2022-014: Women’s History Month	14
	F. Resolution 2021-2022-015: National School Social Worker Appreciation Week	16
V.	7:25p - Public to be Heard	18
	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.	7:40p - Bargaining Group Updates	19
VII.	7:55p - Presentation to the Board	
	A. Legislative Update	20
	B. Affinity Groups	21
	C. Policy Updates - First Reading	32
VIII.	8:45p - Board Reports	38
	A. Board Announcements	
	i. Individual Board Members - Announcements and Reports	
	ii. Upcoming Board Meetings	
IX.	8:50p - Superintendent's Reports	39
	A. Announcements/Reports	40
	B. Communications Report	

	C. Financial Report	64
	D. Enrollment Report	65
X.	9:15p - Consent Agenda	71
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	72
	C. Updated 21-22 Board Calendar	77
	D. 2022-2023 Certified Staff Calendars	81
	E. Field Trip: RHS Choir to Camp Angelos	88
	F. Intergovernmental Agreement with Rosemary Anderson High School for Learning Specialist	101
	G. MESD Local Service Plan	109
	H. Resolution 2021-2022-013: Classified Employee Appreciation Week	138
	I. Resolution 2021-2022-014: Women’s History Month	139
	J. Resolution 2021-2022-015: National School Social Worker Appreciation Week	141
XI.	9:20p - Action Items	
	A. MOU with REA for Summer School 2022	143
	B. MOU with OSEA for Summer School 2022	152
	C. Bond Refinancing Resolution	156
XII.	9:35p - Board Discussion	163
XIII.	9:40p - Adjourn	164



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: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

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: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

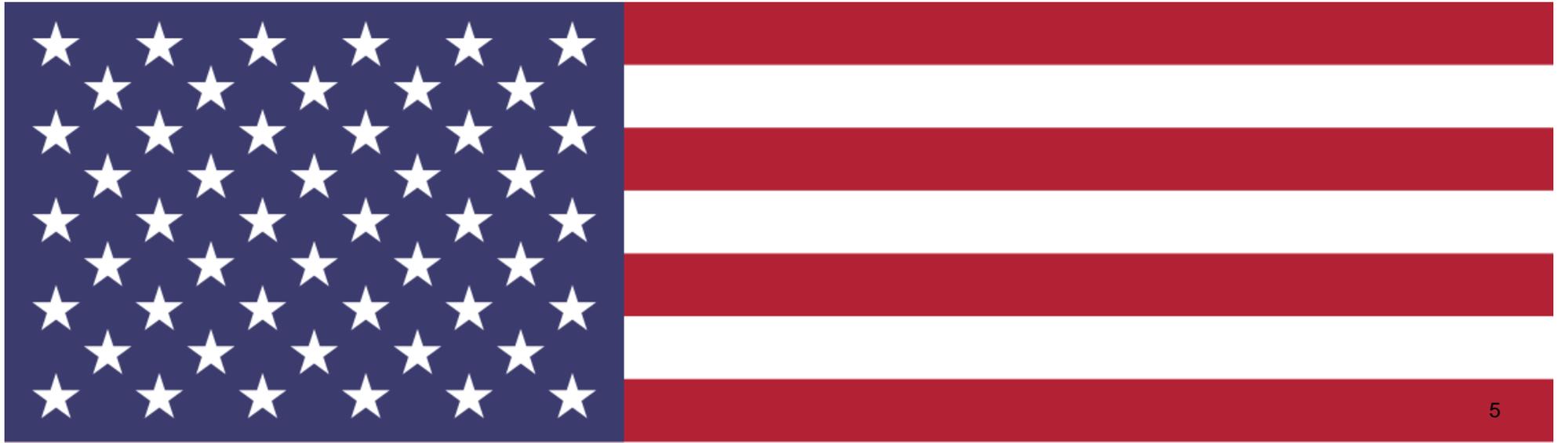
- a. Call to Order
- b. Pledge of Allegiance
- c. Land Use Acknowledgement

Land Acknowledgement:

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

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the February 23, 2022 Business Meeting Agenda as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



Land Use Acknowledgment & Guidelines



Approved and Adopted on May 27, 2020

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

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

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

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

Land Use Acknowledgment

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

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



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: Oath of Office

Policy: [Board Elections – BBB](#), [Board Member Oath of Office – BBBB](#)

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

Position 2 on the Reynolds School District School Board was declared vacant on January 26, 2022. Francisco Ibarra applied to fill the vacancy and was interviewed by the Board, and appointed, on February 9th. Francisco Ibarra will serve in Position 7 until June 30, 2023. He will now take the Oath of Office.

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable



Code: **BBBB**
Adopted: 1/04/07
Revised/Readopted: 5/13/10; 4/26/17
Orig. Code(s): BBBB

Board Member Oath of Office

Board members when elected or appointed must qualify by taking the oath of office before assuming the duties of office. The oath of office must be taken again after each election or appointment of a board member.

The oath of office will be in the following form:

I, (name of board Electee or Appointee), having been duly elected a member of the School Board of Reynolds School District #7, Multnomah County, Oregon, do solemnly swear that I will support the Constitution of the United States and of the State of Oregon, and the policies of the Reynolds School District. During my term I will faithfully and impartially discharge the responsibilities of the office of Reynolds School District board member to the best of my ability[, so help me God¹].

END OF POLICY

Legal Reference(s):

[ORS 332.005](#)

¹Final phrase optional.

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

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

Subject: Board Recognition

Policy: [Community Relations – KAA](#)

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

- Student Recognition: I’liyah Talley, 2nd grader at Margaret Scott
- Community Partner/Volunteer Recognition: Kathy Houck, Reynolds Education Foundation
- Staff Recognition: Sara Powell, Librarian at Sweetbriar Elementary

Resolutions:

- 2021-2022-013: Classified Employee Appreciation Week
- 2021-2022-014: Women’s History Month
- 2021-2022-015: School Social Worker Appreciation Week



Reynolds School Board
STUDENT RECOGNITION

February 2022

10

I'liyah Talley





Reynolds School Board
COMMUNITY PARTNER OF THE MONTH
February 2022

11

Kathy Houck





Reynolds School Board
STAFF RECOGNITION

February 2022

12

Sarah Powell





RESOLUTION #2021-2022-013

**RESOLUTION PROCLAIMING THE
CELEBRATION OF CLASSIFIED EMPLOYEE
APPRECIATION WEEK IN
REYNOLDS SCHOOL DISTRICT**

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District Board of Directors proclaims **March 7-11, 2022**, to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

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

Adopted this 23rd day of February 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent of Schools/Clerk



RESOLUTION #2021-2022-014

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

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

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

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

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

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

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

WHEREAS, the National Women's History Alliance theme for 2021 is "Women Providing Healing, Promoting Hope;" and

WHEREAS, the 2022 theme for National Women's History Month is both a tribute to the ceaseless work of caregivers and frontline workers during the ongoing pandemic and also a recognition of the thousands of ways women of all cultures have provided both healing and hope throughout history. The 2022 theme proudly honors those who, in both public and private life, provide healing and promote hope for the betterment of all; and

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

NOW, THEREFORE, BE IT RESOLVED, The Reynolds School District publicly celebrates the month of March as Women's History Month.

BE IT FURTHER RESOLVED, The Superintendent or her designee shall celebrate Women’s History Month during the month of March.

Adopted this 23rd day of February 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION #2021-2022-015

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

WHEREAS, “Time to Shine” is the 2022 theme of the School Social Workers Association of America. In their important role in schools, school social workers are able to light the way, emphasizing the whole child, collaborating with other professionals, linking students and families with needed services, and advocating for students; and

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

WHEREAS, the Reynolds Board of Education and Superintendent of Schools established mental health supports for students as an important budget priority area in 2021-2022; and

WHEREAS, 15 school social workers are employed with Reynolds School District to help students reach their full potential and are specially licensed to offer direct mental health support for students; and

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

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

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

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

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

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

BE IT FURTHER RESOLVED, The Superintendent or her designee shall celebrate National School Social Worker Week from March 6-12, 2022.

Adopted this 23rd day of February 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Public to be Heard

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

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

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

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

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:

1. Natalie Glenn: Racism in High School Sports
2. Jilliann Bryant: COVID



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

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: Bargaining Unit Updates
Policy: [Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF](#)
Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



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: Legislative Update

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

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



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

To: Board of Directors

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

Prepared by: Sarah Winters, Administrative Analyst, Human Capital Management

Subject: BIPOC Affinity Group Presentation

Policy: [Staff Development – GCL/GDL](#)

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

- Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

In alignment with the District Strategic Plan and to support department level goals, Human Capital Management will continue to provide affinity spaces for BIPOC staff. BIPOC Affinity Group meetings are offered throughout the school year through in-person and virtual meetings. These groups provide connection, collaboration, and a space for healing among staff of color.

Previous Board Action:

Not Applicable

Background:

In 2020 the District consulted with the Oregon Center for Educational Equity (OCEE) to start Affinity Groups for BIPOC staff. The Affinity Groups were created as an opportunity for staff to come together according to a shared racialized living experience and were designed to help and support both learning and healing.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



Affinity Group Presentation

February 2022

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



MISSION

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



VISION

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

CORE BELIEFS & COMMITMENTS



SAFETY

We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.



EQUITY

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



INSTRUCTIONAL PRACTICES

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



ORGANIZATIONAL CULTURE

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

Strategic Plan

- Goal 2: We will interrupt bias and microaggression in instructional practices
- Goal 4: We will offer continuous learning from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes
 - Metric 4: Measure RSD recruitment of applicants, hiring, and retention of candidates of color

Partnership with OCEE

- 2020-2021 School Year: We consulted with OCEE to start Affinity Groups for our BIPOC staff.
 - We met 5 times throughout the 2020-2021 School Year
 - First 2 meetings were facilitated by OCEE Staff
 - Remaining 3 meetings were facilitated by Lavell and Mykle with consultation from OCEE
 - We initially started with Elementary and Secondary Meetings
 - Moved to All K-12 and Department Staff
- Meetings were held as an entire BIPOC Group
 - Breakout rooms for specific Racial Affinity Groups

Purpose of Racial Affinity Groups

- Racial affinity groups are an opportunity to come together according to a shared racialized lived experience.
- It is important that racial affinity groups be utilized in the service of building relational trust both within and across difference. It is a tool, not an end in and of itself.
- Participation in racial affinity groups builds our will, skill, knowledge, courage and emotional capacity to deal with issues such as discrimination, oppression, privilege, power, inclusion and exclusion. By learning with others who may have similar lived experiences, we can support each other and work to be better prepared to address issues across differences.
- Racial affinity groups are designed to help and support both learning and healing.

27

Reflections

- What Worked
 - "Refreshing to be in the affinity space"
 - "Helps us feel less isolated as people of color"
 - "Being in the space where I'm not the only one"
- Want More
 - Time to connect
 - Clear communication of who is invited and who we can extend the invite to
- What do we want from this group?
 - Connection and collaboration across racial differences
 - Have space of healing
 - Supporting affinity groups of students of color

Moving Forward

- Continue providing Racial Affinity Groups for BIPOC Staff
 - 2 In-Person and 3 via Zoom
- Increase Participation
 - Increase Communication
 - Friday Memo (for DLT)
 - Keeping You Informed
 - Direct Emails
- Reaching out to BIPOC Staff to help facilitate
- Intentional about maintaining learning and healing space

Opportunities for the Future

- Policy Change
- Increase Capacity for Equity and Anti-Racist Work
 - District Level Equity Teams
 - Director of Equity



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

Subject: Criminal Records Checks and Fingerprinting – First Reading

Policy: [Adoption and Revision of Policies – BFC](#)

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

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:

Board policies that are being reviewed were all originally revised by previous Boards.

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 March 30, 2022 Board meeting.

Motion:

Not Applicable

Criminal Records Checks and Fingerprinting

Subject Individual Requirements

1. Any individual newly hired, full-time or part-time, and not requiring licensure as a teacher, administrator, personnel specialist or school nurse shall be required to undergo a nationwide criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a nationwide criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to undergo a nationwide criminal records check and fingerprinting with TSPC.
4. Any district contractor¹, whether part-time or full-time, or an employee of a district contractor, whether part-time or full-time, hired into a position having direct, unsupervised contact with students shall be required to undergo a nationwide criminal records check and fingerprinting.

The superintendent will identify district contractors who are present on district property and regularly interact with students and are subject to such requirements.

5. Any contractor or an employee of the contractor who provides early childhood special education or early intervention services shall be required to undergo a nationwide criminal records check and fingerprinting with the Oregon Department of Education (ODE), Child Care Division.
6. Any community college faculty member providing instruction at the site of an early childhood education program or at a school site as part of an early education program, or at a grade K through 12 school site during the regular school day, shall undergo a criminal records check and fingerprinting.
7. Any individual who is an employee of a public charter school not requiring licensure shall be required to undergo a nationwide criminal records check and fingerprinting.
8. Any volunteer, volunteering at any district facility shall undergo a criminal records check before beginning service.

¹Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

Exceptions

A newly hired employee is not subject to fingerprinting if the district has on file evidence that the newly hired employee previously and successfully completed an Oregon and a FBI criminal records check for a previous employer that was a school district.

Evidence will be either a copy of the criminal records check or a written statement of verification from a supervisor or officer of the previous employer. Furthermore:

1. The ODE or TSPC verification of a previous check shall be acceptable only in the event the district can demonstrate records are not otherwise available.
2. The district will maintain evidence that the employee has not resided outside the state during the interval between the two periods of time working in the district.

Notification

1. The district will provide notification to individuals subject to criminal records checks and/or fingerprinting of the following:
 - a. Such criminal records checks and/or fingerprinting are required by law and/or board policy;
 - b. Any action resulting from such checks that impact employment or contract may be appealed as a contested case;
 - c. All employment or contract offers [or ability to volunteer] are contingent upon the results of such checks;
 - d. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment, contract status or the ability to volunteer in the district;
 - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, ODE forms or district volunteer forms (written or electronic) may result in immediate termination from employment, contract status or the ability to volunteer in the district.
2. The district will provide written notice through such means as employment applications, contracts or volunteer forms.

Processing/Reporting Procedures

1. Any individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms or requirements as approved by ODE (information available through the district).
2. If the individual is subject to fingerprinting per state law, he/she will be required by the district, and is responsible to report within three working days to an authorized fingerprinter for fingerprinting as directed by the district.

Fingerprints may be collected by the chosen render accepted by ODE.

The individual subject to fingerprinting shall be subject only after acceptance of an offer of employment or contract.

3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.
4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify the ODE with the results. The ODE will notify the district of said results and any subject individual it believes has knowingly made a false statement as to conviction of a crime prohibiting employment or contract.
5. A copy of the required form to authorize fingerprinting, and the results of such, will be kept in a separate locked cabinet in human resources.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including contractors and their employees, shall be paid by the individual. The district shall pay the fee for a criminal records check for volunteers.
2. Individuals offered employment in the district may pay the fee prior to beginning employment or may request that the amount of the fee be withheld from the employee's paycheck, including a periodic payroll deduction rather than a lump sum payment, in accordance with Oregon law. The district may withhold such fees only upon the request of the individual.
3. **The District may elect to pay the fees for employees when it has been determined that it is in the best interest of the District to do so. Human Capital Management (HCM) will consult with Finance and the Superintendent of Schools for authorization prior to waiving of fees. HCM will identify the period of time for the waiver to be in effect. The waiver of fees will apply to all new hires during the defined period of time.**

Termination of Employment or Withdrawal of Employment/Contract Offer

1. Any individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or board policy will be terminated from employment or contract status or withdrawal of offer of employment or contract will be made by the superintendent immediately upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification from the Superintendent of Public Instruction or his/her designee that the employee has a conviction of any crime prohibiting employment with the district as specified in law.
2. Any individual required to submit to a criminal records check and/or fingerprinting in accordance with law may be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the superintendent upon notification from the Superintendent of Public Instruction or his/her designee that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

Appeals

All appeals regarding a determination which prevents his/her employment or eligibility to contract with the district will be directed to the Oregon Superintendent of Public Instruction.

Volunteers

1. Volunteers criminal records check will be completed prior to beginning service.
2. Fees for criminal history checks for volunteers will be paid by the district.
3. Appeals regarding a determination which presents a volunteer from entering volunteer service will be handled by following the district policy KL - Public Complaint.
4. Any volunteer who will have direct, unsupervised contact with students that refuses to submit to a required criminal records check to acquire or maintain a volunteer status in the district in accordance with law and/or Board policy will be denied the ability to volunteer in the district.
5. If the district has completed a required criminal records check and the district has been notified by the Superintendent of Public Instruction that the individual knowingly made a false statement on an ODE form as to conviction of any crime that may otherwise prevent a volunteer status in the district, the individual will be denied the ability to volunteer.

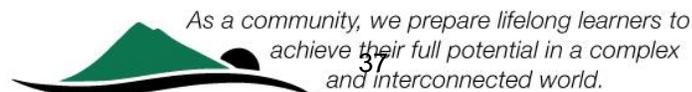
Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district



**Reynolds School District
Administration Offices**
1204 NE 201st Avenue
Fairview, OR 97024
(503) 661-7200 • fax (503) 667-6932

Appendix
Criminal Records Check and Fingerprinting Waiver of Fees

The waiver of fingerprinting and background checks is in direct response to the staffing shortages currently affecting RSD in all fields. RSD will absorb the cost of these fees (\$78.50 per new hire) until (June 30, 2023 *or* until staffing shortages are no longer at a critical level). The approximate cost to the District is \$14,000. This proposal has been approved by the Chief Financial Officer, Anthony Lebron, as well as Superintendent of Schools, Dr. Danna Diaz.





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: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

- a. Individual Board Member Reports or Announcements
- b. Upcoming Board Meetings
 - i. Board Training: March 9, 2022 at 5:15p
 - ii. Board Work Session: March 9, 2022 at 7p
 - iii. Board Business Meeting: March 30, 2022 at 7p

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: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

Superintendent Diaz will provide announcements and reports to the board:

- a. Announcements / Reports - Dr. Danna Diaz
 - i. Goal Setting
- b. Communication Report – Stephanie Field
- c. Financial Report – Anthony Lebron
- d. Enrollment Report – Anthony Lebron



Board Meeting: District Improvement Plan Goal Setting

February 23, 2022

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



MISSION

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



VISION

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

CORE BELIEFS & COMMITMENTS



SAFETY

We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.



EQUITY

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



INSTRUCTIONAL PRACTICES

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



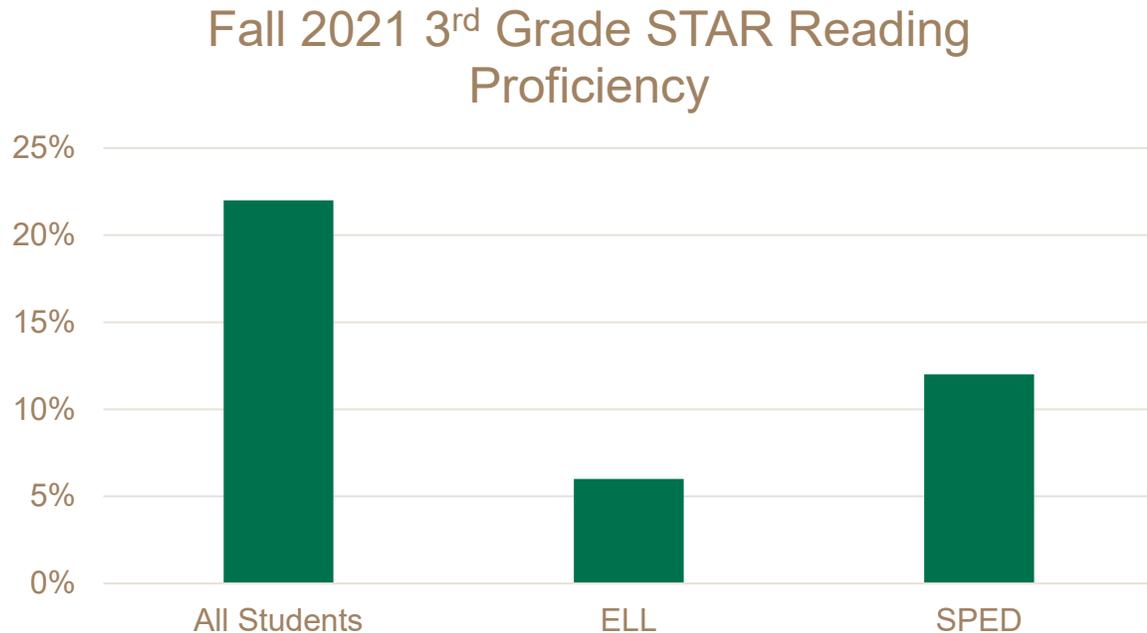
ORGANIZATIONAL CULTURE

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

2021 Fall 3rd Grade STAR-Reading Proficiency District Wide

3 th Grade Reading	Fall 2021
All Students	22%
ELL	6%
SPED	12%

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



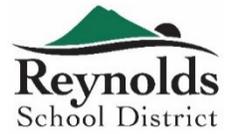
↓ 4.2% Overall Decrease Meeting from Fall 2020 to Fall 2021

Race	Percent Met	No. of Students Tested
American Indian or Alaska Native	*	* (100)** 42
Asian	17%	76 (100)
Black	19%	65 (91)
Latinx	16%	264 (88)
Multiple	24%	38 (89)
White	34%	151 (91)

*Less than 15 students () % Participation Rate**

↑ 15%

93% Participation (Fall 2021)
78% Participation (Spring 2021)



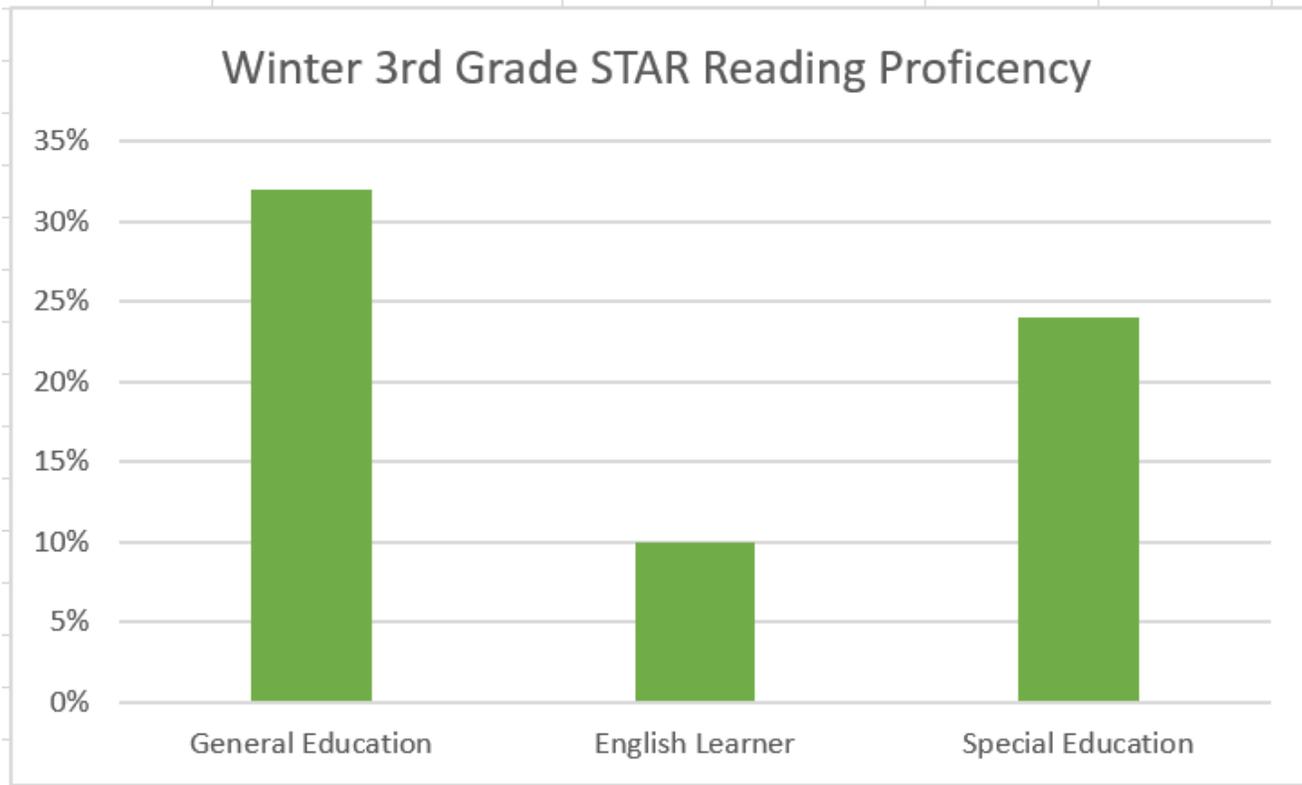
2022 Winter 3rd Grade STAR-Reading Proficiency District Wide

3 th Grade Reading	Winter 2022
All Students	32%
ELL	10%
SPED	24%

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



10% Overall Increase Meeting from Fall 2021 to Winter 2022



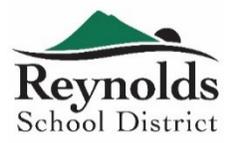
Race	Percent Met	No. of Students Tested
American Indian or Alaska Native	*	* (100)** 43
Asian	25%	79 (97)
Black	27%	63 (94)
Latinx	23%	266 (90)
Multiple	28%	40 (93)
White	48%	150 (94)

*Less than 15 students () % Participation Rate**

1%



93% Participation (Fall 2021)
94% Participation (Winter 2022)



2021 Fall 5th Grade STAR-Math Proficiency District Wide

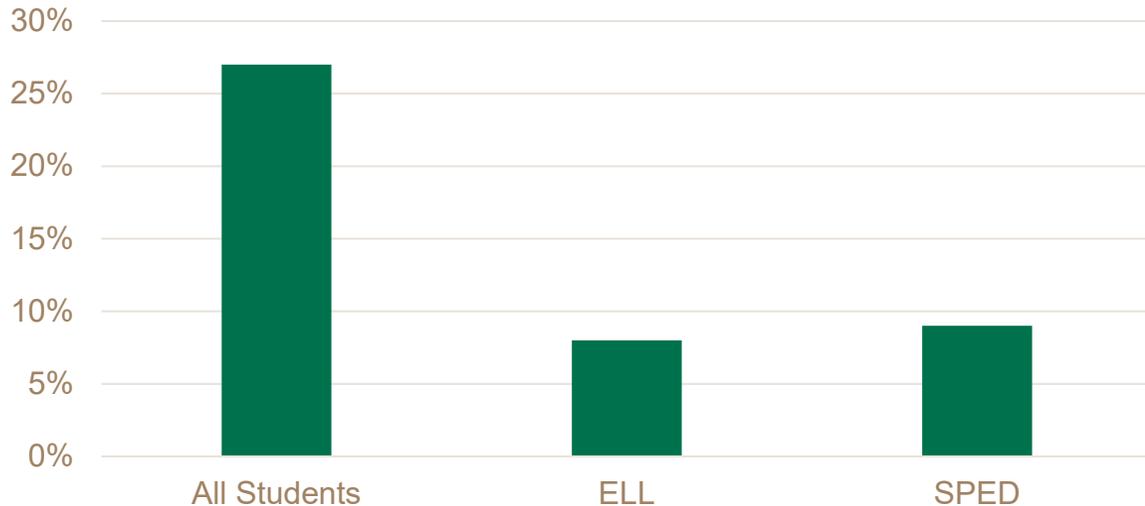
5 th Grade Math	Fall 2021
All Students	27%
ELL	8%
SPED	9%

*Scoring 40th Percentile or higher on the 5th Grade STAR Math Assessment.



7.2% Overall Decrease Meeting from Fall 2020 to Fall 2021

Fall 2021 5th Grade STAR Math Proficiency



Race	Percent Met	No. of Students Tested
American Indian or Alaska Native	*	* (100)** 44
Asian	42%	72 (98)
Black	22%	60 (90)
Latinx	19%	248 (85)
Multiple	19%	54 (87)
White	36%	162 (88)

*Less than 15 students () % Participation Rate**

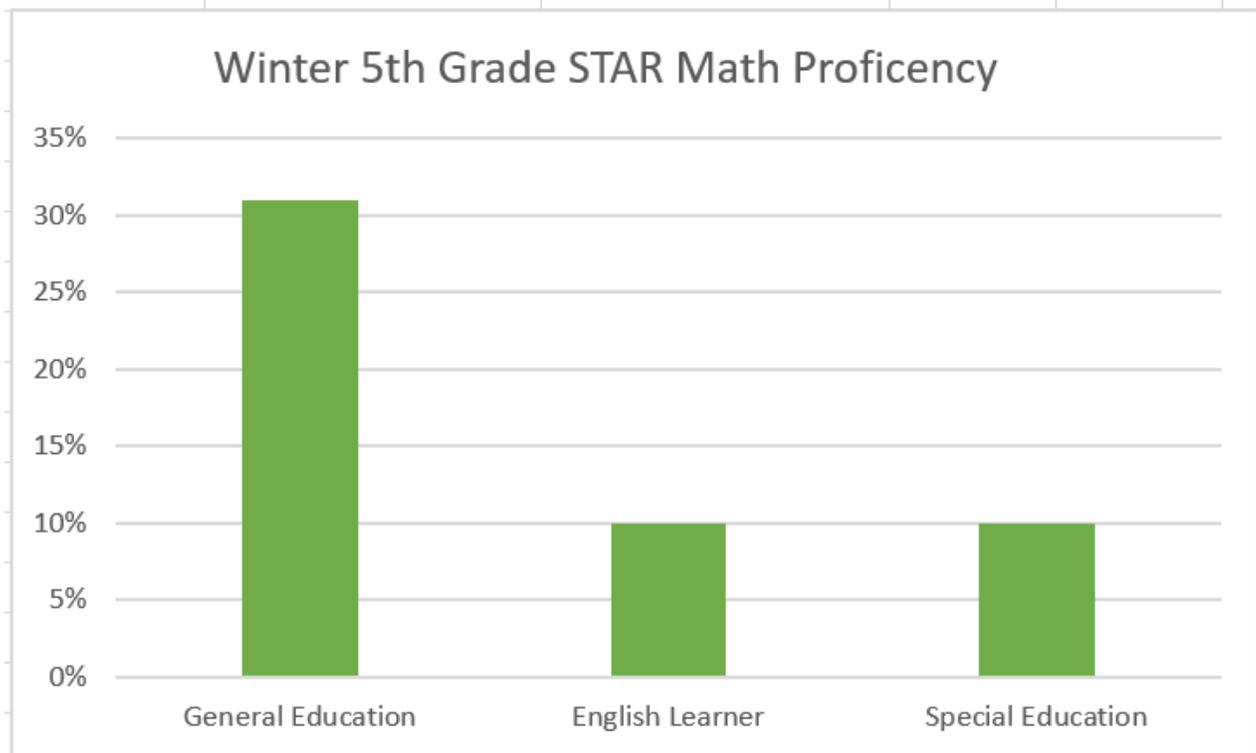


11% 91% Participation (Fall 2021)
80% Participation (Spring 2021)

2022 Winter 5th Grade STAR-Math Proficiency District Wide

5 th Grade Math	Winter 2022
All Students	31%
ELL	10%
SPED	10%

*Scoring 40th Percentile or higher on the 5th Grade STAR Math Assessment.



4% Overall Increase Meeting from Fall 2021 to Winter 2022

Race	Percent Met	No. of Students Tested
American Indian or Alaska Native	*	* (100)** 45
Asian	37%	73 (98)
Black	21%	58 (90)
Latinx	24%	242 (89)
Multiple	22%	51 (90)
White	44%	163 (88)

*Less than 15 students () % Participation Rate**



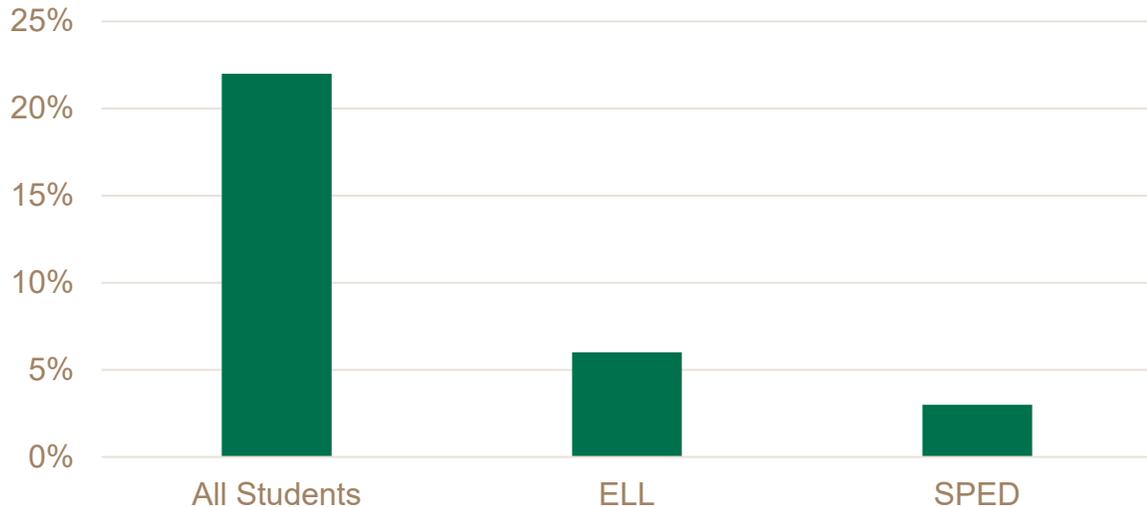
91% Participation (Fall 2021)
92% Participation (Winter 2022)

2021 Fall 8th Grade STAR-Math Proficiency District Wide

8 th Grade Math	Fall 2021
All Students	22%
ELL	6%
SPED	3%

*Scoring 40th Percentile or higher on the 8th Grade STAR Math Assessment.

Fall 2021 8th Grade STAR Math Proficiency



18% Overall Decrease Meeting from Fall 2020 to Fall 2021

Race	Percent Met	No. of Students Tested
American Indian or Alaska Native	*	* (94)** 46
Asian	28%	69 (88)
Black	5%	59 (82)
Latinx	18%	314 (80)
Multiple	17%	35 (83)
White	35%	157 (85)

*Less than 15 students () % Participation Rate**

24%



85% Participation (Fall 2021)
61% Participation (Spring 2021)

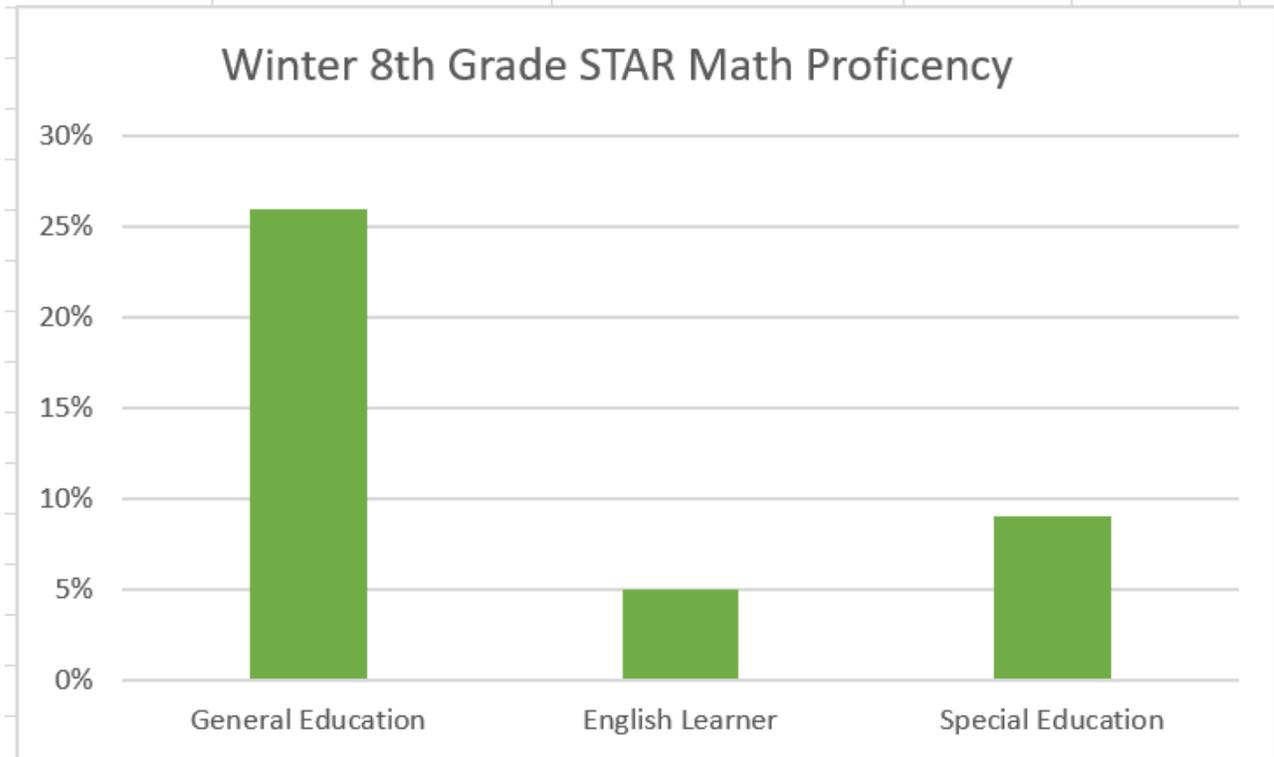
2022 Winter 8th Grade STAR-Math Proficiency District Wide

8 th Grade Math	Winter 2021
All Students	26%
ELL	5%
SPED	9%

*Scoring 40th Percentile or higher on the 8th Grade STAR Math Assessment.



4% Overall Increase Meeting from Fall 2021 to Winter 2022

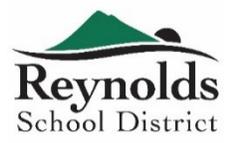


Race	Percent Met	No. of Students Tested
American Indian or Alaska Native	*	* (94)** 47
Asian	35%	72 (88)
Black	12%	59 (82)
Latinx	23%	288 (80)
Multiple	21%	35 (80)
White	45%	138 (84)

*Less than 15 students () % Participation Rate**



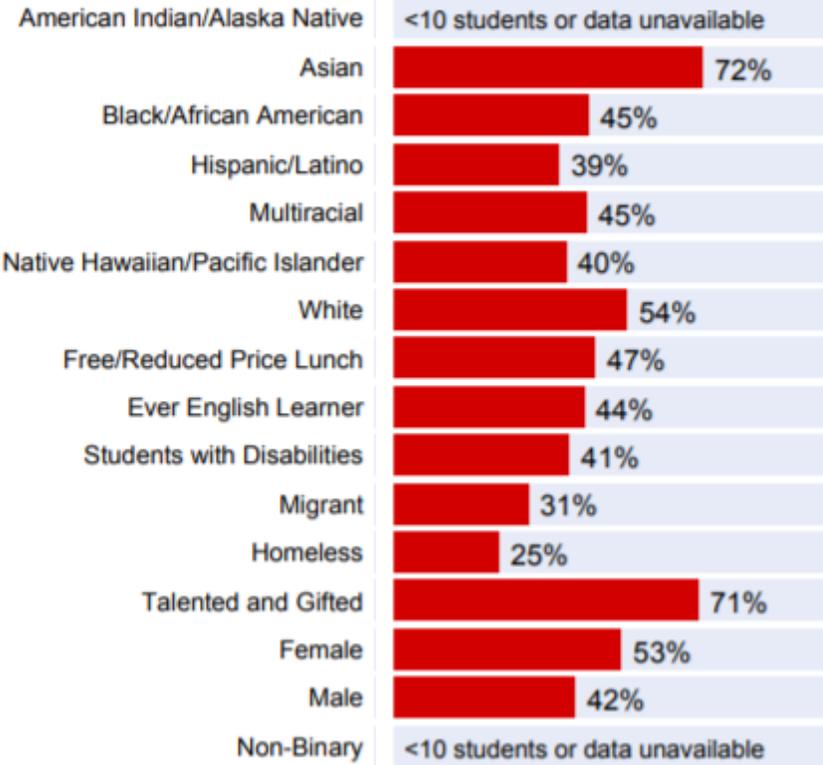
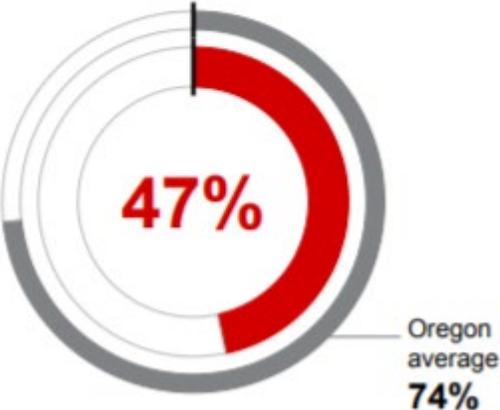
85% Participation (Fall 2021)
82% Participation (Winter 2022)



2020-2021 Reynolds School District 9th Grade on Track*

Grade 9 ON-TRACK TO GRADUATE

Students earning one-quarter of graduation credits in their 9th grade year.



*Percentage of 9th grade students who earned 6 or more credits in 2020-2021

2021-2022 Reynolds School District 9th Grade on Track (Semester 1)-Earning 3.0 or more High School Credits

- Reynolds School District 9th Grade Enrollment (as of 1/28/2022): **737**
- Number of Reynolds School District 9th Grade Students on Track (Semester 1)*: **423**
- **57%** of Reynolds School District 9th Grade Students are on Track (Semester 1)*

*On Track- Earning 3.0 or more credits during their 1st Semester Courses



49

Reynolds School District Graduation Rate –Class of 2021

4 Year-Cohort Grad Rate

All Students	788	450	57.11
Male	440	226	51.36
Female	346	222	64.16
American Indian/Alaska Native	*	*	*
Asian	56	39	69.64
Native Hawaiian/Pacific Islander	28	10	35.71
Black/African American	60	32	53.33
Hispanic/Latino	352	190	53.98
Multi-Racial	49	31	63.27
White	236	143	60.59
Underserved Races/Ethnicities	447	237	53.02
Economically Disadvantaged	753	446	59.23
Students with Disabilities	146	64	43.84
Former English Learners, Exited Prior to High School	243	156	64.20
English Learners, Anytime in High School	172	72	41.86
Never English Learners	373	222	59.52
Talented and Gifted	52	47	90.38
Migrant	19	10	52.63
Homeless Students	73	25	34.25
Combined Disadvantaged	773	449	58.09
CTE Participants	494	336	68.02
CTE Concentrators	254	195	76.77

5 Year-Cohort Grad Rate

All Students	708	494	69.77
Male	351	228	64.96
Female	357	266	74.51
American Indian/Alaska Native	*	*	*
Asian	62	55	88.71
Native Hawaiian/Pacific Islander	16	12	75.00
Black/African American	51	37	72.55
Hispanic/Latino	314	213	67.83
Multi-Racial	35	19	54.29
White	221	158	71.49
Underserved Races/Ethnicities	390	262	67.18
Economically Disadvantaged	531	360	67.80
Students with Disabilities	113	56	49.56
Former English Learners, Exited Prior to High School	251	199	79.28
English Learners, Anytime in High School	134	87	64.93
Never English Learners	323	208	64.40
Talented and Gifted	61	55	90.16
Migrant	*	*	*
Homeless Students	89	45	50.56
Combined Disadvantaged	599	394	65.78
CTE Participants	485	392	80.82
CTE Concentrators	275	240	87.27

50

Student Outcomes: A measure of school system results that are student results rather than adult results; Outcomes that are a measure of *what students know and are able to do*.

51

Board Student Outcome Goal (SOG)- 3rd Grade Reading

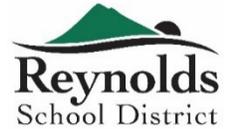
Goal 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark* from 22% to 80% by August 2026.

Targets	ALL
Baseline (Fall 2021)	22%
August 2022	(30%)
August 2023	(40%)
August 2024	(52%)
August 2025	(66%)
August 2026	(80%)

- **Baseline: 22% on 3rd Grade STAR-Reading**
- **Target: 80%**
- **Deadline: August 2026**
- **Population: All 3rd Grade Students in Reynolds School District**

52

*Scoring 40th Percentile or higher on the 3rd Grade STAR-Reading Assessment
 () Predictive Percentage of students that score 40th Percentile or higher on the 3rd Grade STAR-Reading Assessment (Growth Model)



Board Student Outcome Goal (SOG)- 5th Grade Math

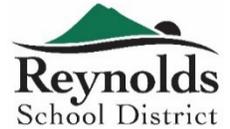
Goal 2: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark* from 27% to 80% by August 2026.

Targets	ALL
Baseline (Fall 2021)	27%
August 2022	(33%)
August 2023	(41%)
August 2024	(51%)
August 2025	(64%)
August 2026	(80%)

- **Baseline: 27% on 5th Grade STAR-Math**
- **Target: 80%**
- **Deadline: August 2026**
- **Population: All 5th Grade Students in Reynolds School District**

53

*Scoring 40th Percentile or higher on the 5th Grade STAR-Reading Assessment
 () Predictive Percentage of students that score 40th Percentile or higher on the 5th Grade STAR-Math Assessment (Growth Model)



Board Student Outcome Goal (SOG)- 8th Grade Math

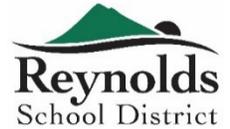
Goal 3: Increase the percentage of 8th grade students whose scores on STAR Math meet or exceed grade level benchmark* from 23% to 80% by August 2026.

Targets	ALL
Baseline (Fall 2021)	23%
August 2022	(30%)
August 2023	(40%)
August 2024	(53%)
August 2025	(66%)
August 2026	(80%)

- **Baseline: 23% on 8th Grade STAR-Math**
- **Target: 80%**
- **Deadline: August 2026**
- **Population: All 8th Grade Students in Reynolds School District**

54

*Scoring 40th Percentile or higher on the 8th Grade STAR-Math Assessment
 () Predictive Percentage of students that score 40th Percentile or higher on the 8th Grade STAR-Math Assessment (Growth Model)



Board Student Outcome Goal (SOG)- 9th Grade on Track*

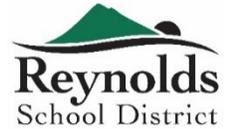
Goal 4: Increase the percentage of 9th grade students who are on track to graduate from 47% to 100% by August 2026.

Targets	ALL
Baseline (Fall 2021)	47%
August 2022	(55%)
August 2023	(65%)
August 2024	(77%)
August 2025	(85%)
August 2026	(90%)

- **Baseline: 47% of 9th Grade Students are on Track to Graduate**
- **Target: 90%**
- **Deadline: August 2026**
- **Population: All 9th Grade Students in Reynolds School District**

55

*Percentage of 9th grade students who earn 6 or more credits



Board Student Outcome Goal (SOG)- 4 Year Graduation Rate

Goal 4: Increase the percentage of the 4 Year cohort graduation rate from 57% to 85% by August 2026 .

Targets	ALL
Baseline (Fall 2021)	57%
August 2022	(60%)
August 2023	(65%)
August 2024	(72%)
August 2025	(81%)
August 2026	(85%)

- **Baseline: 57% of 12th Grade Students who graduate on time (4-year cohort graduation)**
- **Target: 85%**
- **Deadline: August 2026**
- **Population: All 12th Grade Students in Reynolds School District**

*Percentage of 12th grade students who graduate on time in their four year cohort



1 PRIORITY:
ACADEMICS

PRIORITIZED
COMMUNITY
INPUT THEMES

Arts, Music, Sports

Mental Health Support

Staff Diversity and
Cultural Training

Class Size

Parent Engagement



Board's—Student Outcome Goals

Goal 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 30% to 40% by August 2023.

Goal 2: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed benchmark* from 33% to 41% by August 2023.

Goal 3: Increase the percentage of 8th grade students whose scores on STAR Math meet or exceed benchmark* from 30% to 40% by August 2023.

Goal 4: Increase the percentage of 9th grade students who are on track to graduate from 55% to 65% by August 2023.

Goal 5: Increase the percentage of 12th grade students who graduate on time in their 4 year cohort from 60% to 65% by August 2023.

Targets	3rd Grade Reading	5th Grade Math	8th Grade Math	9th Grade on Track	4 Year Grad Rate
Baseline (Fall 2021)	22%	27%	23%	47%	57%
August 2022	(30%)	(33%)	(30%)	(55%)	(60%)
August 2023	(40%)	(41%)	(40%)	(65%)	(65%)
August 2024	(52%)	(51%)	(53%)	(77%)	(72%)
August 2025	(66%)	(64%)	(66%)	(85%)	(81%)
August 2026	(80%)	(80%)	(80%)	(90%)	(85%)

*Scoring 40th Percentile or higher on the 8th Grade STAR-Math Assessment

() Predictive Percentage of students that score 40th Percentile or higher on the 8th Grade STAR-Math Assessment (Growth Model)

- **Baseline:** Measures agreed starting point; used for comparing and monitoring growth
- **Target:** A measure's desired future state; targets are needed for each student group with 25 or more tested students
- **Deadline:** Month and year when the measure will reach the target
- **Population:** The group of students who will be impacted and/or who are being measured

Goal 1a: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 16% to 30% by August 2023.

Goal 1b: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 22% to 34% by August 2023.

Goal 1c: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 27% to 38% by August 2023.

Goal 1d: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 24% to 35% by August 2023.

Targets	ALL	English Language Learners	Special Education	Black/African American	Latinx
Baseline (Fall 2021)	22%	6%	12%	19%	16%
August 2022	(30%)	(16%)	(22%)	(27%)	(24%)
August 2023	(40%)	(30%)	(34%)	(38%)	(35%)
August 2024	(52%)	(46%)	(48%)	(52%)	(49%)
August 2025	(66%)	(64%)	(64%)	(70%)	(67%)
August 2026	(80%)	(80%)	(80%)	(80%)	(80%)

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

() Predictive Percentage of students that score 40th Percentile or higher on the 3rd Grade STAR-Reading Assessment (Growth Model)

3rd Grade-Reading

Superintendent’s Goal Progress Monitoring Measures (GPMs)

- **GPMs include a baseline, target, population, and deadline**
- **Predictive of the goal**
- **Influenceable by the Superintendent**

Goal 1a: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 19% to 31% by August 2023.

Goal 1b: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 20% to 32% by August 2023.

Goal 1c: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 30% to 42% by August 2023.

Goal 1d: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 27% to 37% by August 2023.

Targets	ALL	English Language Learners	Special Education	Black/African American	Latinx
Baseline (Fall 2021)	27%	9%	10%	21%	19%
August 2022	(35%)	(19%)	(20%)	(30%)	(27%)
August 2023	(45%)	(31%)	(32%)	(42%)	(37%)
August 2024	(57%)	(46%)	(48%)	(58%)	(49%)
August 2025	(71%)	(69%)	(70%)	(70%)	(68%)
August 2026	(80%)	(80%)	(80%)	(80%)	(80%)

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

() Predictive Percentage of students that score 40th Percentile or higher on the 5th Grade STAR-Math Assessment (Growth Model)

5th Grade Mathematics

Superintendent’s Goal Progress Monitoring Measures (GPMs)

- **GPMs include a baseline, target, population, and deadline**
- **Predictive of the goal**
- **Influenceable by the Superintendent**

Goal 1a: Increase the percentage of 8th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 18% to 32% by August 2023.

Goal 1b: Increase the percentage of 8th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 15% to 30% by August 2023.

Goal 1c: Increase the percentage of Black/African American 8th grade students whose scores on STAR Math meet or exceed benchmark* from 17% to 31% by August 2023.

Goal 1d: Increase the percentage of Latinx 8th grade students whose scores on STAR Math meet or exceed benchmark* from 18% to 32% by August 2023.

Targets	ALL	English Language Learners	Special Education	Black/African American	Latinx
Baseline (Fall 2021)	23%	6%	3%	5%	18%
August 2022	(34%)	(18%)	(15%)	(17%)	(32%)
August 2023	(48%)	(32%)	(30%)	(31%)	(46%)
August 2024	(62%)	(50%)	(50%)	(50%)	(60%)
August 2025	(74%)	(70%)	(70%)	(70%)	(74%)
August 2026	(80%)	(80%)	(80%)	(80%)	(80%)

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

() Predictive Percentage of students that score 40th Percentile or higher on the 8th Grade STAR-Math Assessment (Growth Model)

8th Grade Mathematics

Superintendent’s Goal Progress Monitoring Measures (GPMs)

- **GPMs** include a **baseline, target, population, and deadline**
- **Predictive** of the goal
- **Influenceable** by the Superintendent

Goal 1a: Increase the percentage of 9th grade students who receive English Language Learner services that are on track to graduate from 52% to 62% by August 2023.

Goal 1b: Increase the percentage of 9th grade students who receive Special Education services that are on track to graduate from 49% to 59% by August 2023.

Goal 1c: Increase the percentage of Black/African American 9th grade students that are on track to graduate from 53% to 63% by August 2023.

Goal 1d: Increase the percentage of Latinx 9th grade students that are on track to graduate from 39% to 48% by August 2023.

Targets	ALL	English Language Learners	Special Education	Black/African American	Latinx
Baseline (Fall 2021)	47%	44%	41%	45%	39%
August 2022	(55%)	(52%)	(49%)	(53%)	(48%)
August 2023	(65%)	(62%)	(59%)	(63%)	(58%)
August 2024	(77%)	(74%)	(71%)	(75%)	(70%)
August 2025	(85%)	(84%)	(84%)	(84%)	(82%)
August 2026	(90%)	(90%)	(90%)	(90%)	(90%)

*Percentage of 9th grade students that have earned 6.0 or more credits

9th Grade on Track

Superintendent’s Goal Progress Monitoring Measures (GPMs)

- **GPMs** include a **baseline, target, population, and deadline**
- **Predictive** of the goal
- **Influenceable** by the Superintendent

Goal 1a: Increase the percentage of 12th grade students who receive English Language Learner services that graduate on time (4-Year Cohort) from 50% to 60% by August 2023.

Goal 1b: Increase the percentage of 12th grade students who receive Special Education services that graduate on time (4-Year Cohort) from 52% to 62% by August 2023.

Goal 1c: Increase the percentage of Black/African American 12th grade students that graduate on time (4-Year Cohort) from 60% to 68% by August 2023.

Goal 1d: Increase the percentage of Latinx 12th grade students that graduate on time (4-Year Cohort) from 60% to 68% by August 2023.

Targets	ALL	English Language Learners	Special Education	Black/African American	Latinx
Baseline (Fall 2021)	57%	42%	44%	53%	54%
August 2022	(60%)	(50%)	(52%)	(60%)	(60%)
August 2023	(65%)	(60%)	(62%)	(68%)	(68%)
August 2024	(72%)	(72%)	(70%)	(74%)	(74%)
August 2025	(81%)	(80%)	(80%)	(80%)	(80%)
August 2026	(85%)*	(85%)	(85%)	(85%)	(85%)

***85% 4-Year Cohort Grad Rate is based on State of Oregon 4-Year Cohort Grad Rate Average**

4-Year Cohort Graduation Rate

Superintendent’s Goal Progress Monitoring Measures (GPMs)

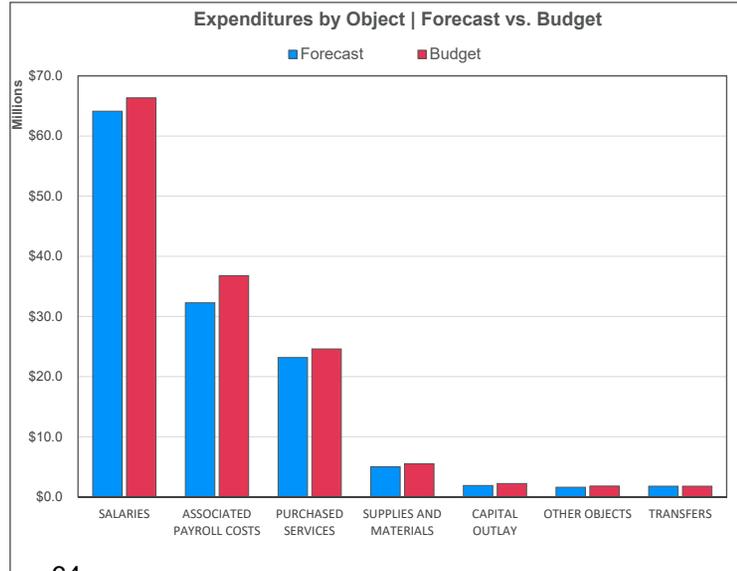
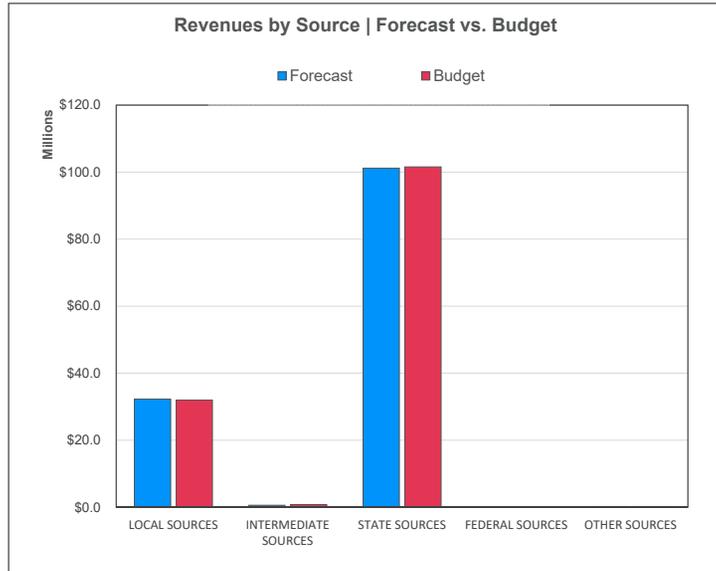
- **GPMs include a baseline, target, population, and deadline**
- **Predictive of the goal**
- **Influenceable by the Superintendent**

Reynolds School District No.7

100 General Fund | Financial Projection by Object

For the Period Ending January 31, 2022

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
RESOURCES						
Operating Revenues						
Local Sources	\$ 27,268,839	\$ 31,991,483	\$ 28,742,756	89.85%	\$ 3,549,128	\$ 32,291,884
Intermediate Sources	-	798,329	-	0.00%	588,211	588,211
State Sources	68,023,710	101,567,300	67,094,310	66.06%	34,098,953	101,193,263
Federal Sources	53,693	85,000	16,191	19.05%	34,687	50,878
Other Sources	1,232,761	215,987	215,987	100.00%	-	215,987
Total Operating Revenues	\$ 96,579,002	\$ 134,658,099	\$ 96,069,244	71.34%	\$ 38,270,979	\$ 134,340,223
Beginning Fund Balance	18,958,789	11,099,637	24,654,907	222.12%	-	24,654,907
TOTAL RESOURCES	\$ 115,537,792	\$ 145,757,736	\$ 120,724,150	82.83%	\$ 38,270,979	\$ 158,995,130
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 27,302,760	\$ 66,349,651	\$ 28,151,644	42.43%	\$ 35,969,796	\$ 64,121,439
Associated Payroll Costs	15,799,810	36,773,398	13,881,366	37.75%	18,385,453	32,266,819
Purchased Services	10,395,093	24,603,985	10,697,883	43.48%	12,473,054	23,170,937
Supplies and Materials	2,167,705	5,502,428	2,767,372	50.29%	2,246,360	5,013,732
Capital Outlay	837,524	2,221,018	168,775	7.60%	1,721,896	1,890,672
Other Objects	1,394,735	1,800,352	1,470,629	81.69%	127,406	1,598,035
Transfers	3,475,913	1,773,000	1,712,502	96.59%	60,000	1,772,502
Total Operating Expenditures	\$ 61,373,540	\$ 139,023,832	\$ 58,850,172	42.33%	\$ 70,983,964	\$ 129,834,136
Contingencies	-	1,683,476	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	5,050,428	-	0.00%	-	-
TOTAL REQUIREMENTS	\$ 61,373,540	\$ 145,757,736	\$ 58,850,172	40.38%	\$ 70,983,964	\$ 129,834,136
Ending Fund Balance						\$ 29,160,994
OPERATING SURPLUS / (DEFICIT) (Operating Revenue less Operating Expenses)	\$ 35,205,463	\$ (4,365,733)	\$ 37,219,072		\$ (32,712,985)	\$ 4,506,087



2021-2022 Enrollment by Grade Data Excluding Charters							
Grade	6-Oct-2021	20-Oct-2021	9-Nov-2021	2-Dec-2021	16-Dec-2021	6-Jan-2022	20-Jan-2022
Kndgtn	633	642	641	637	635	636	635
1st	590	593	600	603	599	601	598
2nd	655	655	649	650	650	650	648
3rd	631	638	632	632	631	633	628
4th	665	669	675	677	672	672	675
5th	687	685	684	690	689	691	692
6th	721	719	725	721	719	720	713
7th	702	702	703	696	692	690	687
8th	779	735	765	765	766	767	764
9th	715	712	706	699	689	694	687
10th	727	727	721	729	698	707	709
11th	675	670	660	624	629	630	631
12th	749	742	733	718	717	718	716
SPED SC	110	107	112	114	118	120	123
Total	9,039	8,996	9,006	8,955	8,904	8,929	8,906

Pd	Change	Rept Date vs June 2021	
Chg	10/6 to Current	6/2021 Data	Change
(1)	2	623	12
(3)	8	711	(113)
(2)	(7)	698	(50)
(5)	(3)	709	(81)
3	10	725	(50)
1	5	785	(93)
(7)	(8)	766	(53)
(3)	(15)	815	(128)
(3)	(15)	725	39
(7)	(28)	811	(124)
2	(18)	728	(19)
1	(44)	650	(19)
(2)	(33)	781	(65)
3	13	85	38
(23)	(133)	Total	(706)

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

Pd	Change
Chg	10/6 to Current
2	40
3	16
(1)	19
1	9
(3)	15
4	32
-	(26)
1	(34)
(1)	(8)
(4)	55
-	26
(2)	45
(2)	58
-	16
(2)	263

Unit Change in Data 2021-2022 as Compared to 2020-2021 Excluding Charters							
Grade	10/6/2021 vs 10/6/2020	10/20/2021 vs 10/29/2020	11/9/2021 vs 11/12/2020	12/2/2021 vs 12/3/2020	12/16/2021 vs 12/15/2020	1/6/2022 vs 1/7/2021	1/20/2022 vs 1/26/2021
Kndgtn	65	45	40	32	30	30	27
1st	(107)	(123)	(114)	(110)	(112)	(109)	(115)
2nd	(26)	(46)	(50)	(51)	(50)	(51)	(52)
3rd	(68)	(69)	(74)	(73)	(74)	(74)	(80)
4th	(43)	(53)	(48)	(47)	(51)	(54)	(48)
5th	(81)	(106)	(108)	(103)	(104)	(105)	(108)
6th	(83)	(61)	(55)	(59)	(63)	(58)	(65)
7th	(147)	(119)	(113)	(120)	(123)	(124)	(128)
8th	50	20	47	44	45	45	43
9th	(43)	(122)	(120)	(114)	(124)	(123)	(126)
10th	26	(14)	(14)	(6)	(31)	(20)	(18)
11th	67	(7)	(15)	(36)	(31)	(25)	(22)
12th	19	(67)	(79)	(76)	(79)	(72)	(72)
SPED SC	45	30	35	34	38	39	42
Total	(326)	(692)	(668)	(685)	(729)	(701)	(722)

2021-2022 Enrollment by School Data Excluding Charters							
School	6-Oct-2021	20-Oct-2021	9-Nov-2021	2-Dec-2021	16-Dec-2021	6-Jan-2022	20-Jan-2022
Alder	381	388	386	386	385	384	378
Davis	396	396	397	396	396	395	391
Fairview	302	306	305	304	302	307	305
Glenfair	390	399	398	392	400	403	417
Hartley	335	335	333	337	334	335	330
M Scott	357	358	359	360	360	362	361
Salish Ponds	348	353	352	350	343	345	340
Sweetbriar	266	268	266	266	265	263	264
Troutdale	330	327	329	330	329	321	322
Wilkes	433	431	434	438	440	443	442
Woodland	372	373	378	383	378	384	385
Lee MS	720	676	707	700	700	699	700
RMS	928	924	924	920	920	922	910
WMMS	569	570	572	573	568	568	569
RHS	2,604	2,585	2,555	2,506	2,456	2,469	2,469
RLA	185	199	209	208	226	225	218
Cornerstone/Tutoring/Outside Plc	123	108	102	106	102	104	105
Total	9,039	8,996	9,006	8,955	8,904	8,929	8,906

PD	Change	Rept Date vs June 2021	
Chg	10/6 to Current	6/3/2021	Change
(6)	(3)	437	(59)
(4)	(5)	428	(37)
(2)	3	290	15
14	27	423	(6)
(5)	(5)	414	(84)
(1)	4	409	(48)
(5)	(8)	378	(38)
1	(2)	303	(39)
1	(8)	378	(56)
(1)	9	432	10
1	13	371	14
1	(20)	794	(94)
(12)	(18)	956	(46)
1	-	577	(8)
-	(135)	2,667	(198)
(7)	33	241	(23)
1	(18)	114	(9)
(23)	(133)	Total	(706)

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

PD	Change
Chg	10/6 to Current
4	9
1	24
(1)	3
(3)	41
(2)	5
2	8
3	38
2	3
-	(6)
1	5
(1)	(2)
4	(7)
3	(36)
(7)	(22)
(7)	120
-	72
(1)	8
(2)	263

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	11/9/2021 vs 11/12/2020	12/2/2021 vs 12/3/2020	12/16/2021 vs 12/15/2020	1/6/2022 vs 1/7/2021	1/20/2022 vs 1/26/2021
Alder	(48.00)	(43.00)	(45.00)	(48.00)	(49.00)	(50.00)	(60.00)
Davis	(1.00)	(25.00)	(26.00)	(25.00)	(24.00)	(25.00)	(30.00)
Fairview	15.00	13.00	15.00	13.00	11.00	16.00	15.00
Glenfair	10.00	(20.00)	(21.00)	(28.00)	(19.00)	(21.00)	(4.00)
Hartley	(70.00)	(77.00)	(78.00)	(74.00)	(77.00)	(77.00)	(60.00)
M Scott	(44.00)	(44.00)	(46.00)	(49.00)	(47.00)	(45.00)	(48.00)
Salish Ponds	8.00	(23.00)	(24.00)	(26.00)	(33.00)	(30.00)	(38.00)
Sweetbriar	(35.00)	(33.00)	(36.00)	(34.00)	(35.00)	(39.00)	(40.00)
Troutdale	(51.00)	(52.00)	(50.00)	(48.00)	(48.00)	(54.00)	(53.00)
Wilkes	2.00	1.00	2.00	4.00	5.00	8.00	6.00
Woodland	(6.00)	(3.00)	5.00	7.00	2.00	7.00	9.00
Lee MS	(85.00)	(121.00)	(87.00)	(96.00)	(95.00)	(95.00)	(98.00)
RMS	(74.00)	(37.00)	(39.00)	(43.00)	(44.00)	(41.00)	(56.00)
WMMS	(23.00)	(9.00)	(6.00)	(4.00)	(10.00)	(9.00)	(1.00)
RHS	31.00	(180.00)	(194.00)	(201.00)	(250.00)	(231.00)	(224.00)
RLA	32.00	(18.00)	(10.00)	(8.00)	(2.00)	0.00	(7.00)
Cornerstone/Tutoring/Outside Plc	13.00	(21.00)	(28.00)	(25.00)	(14.00)	(15.00)	(13.00)
Total	(326)	(692)	(668)	(685)	(729)	(701)	(722)

ACTUAL ATTENDANCE COUNT REPORT 2021-2022

Elementary Enrollment By Classroom January 20, 2022															PROJECTIONS		2020-2021							
															2021-22 Projected		@ June 2021							
School		SPED SC	Kindgtn	x	1st	x	2nd	x	3rd	x	4th	x	5th	Total	Added FTE	Grade	Projected	Diff	2020-2021	YOY Chg				
Alder			19		25		24		24		24		26				Alder							
<i>Bilingual Classrooms</i>			12		21		22		23		21		19											
			13		20		19		21		21		20											
Montessori Kinder			4																					
Total		0	48		66		65		68		66		65	378	-		402	-24	437	-3				
# of Classes			3		3		3		3		3		3											
Average Class Size			16.00		22.00		21.67		22.67		22.00		21.67											
Davis		SPED SC	15		20		20		18		23		20				Davis							
		11	14		25		19		14		21		21											
		10	14		20		18		15		23		20											
			15						15															
Total		21	58		65		57		62		67		61	391	-		414	-23	428	1				
# of Classes			4		3		3		4		3		3											
Average Class Size			14.50		21.67		19.00		15.50		22.33		20.33											
Fairview		SPED SC	15		20		17		26		24		21				Fairview							
		8	16		18		17		21		22		23											
		7	15				16						19											
Total		15	46		38		50		47		46		63	305	-		284	21	290	-31				
# of Classes			3		2		3		2		2		3											
Average Class Size			15.33		19.00		16.67		23.50		23.00		21.00											
Glenfair		SPED SC	22		18		16		18		23		22				Glenfair							
			22		19		19		18		23		21											
			20		19		19		21		23		20											
			20				17		17															
Total		0	84		56		71		74		69		63	417	-		418	-1	423	-29				
# of Classes			4		3		4		4		3		3											
Average Class Size			21.00		18.67		17.75		18.50		23.00		21.00											

ACTUAL ATTENDANCE COUNT REPORT 2021-2022

Elementary Enrollment By Classroom January 20, 2022															PROJECTIONS		2020-2021					
															2021-22 Projected		@ June 2021					
School	SPED SC	Kindgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Grade	Projected	Diff	2020-2021	YOY Chg			
Hartley	SPED SC	16		18		21		19		21		19				Hartley		414	-28			
		17		14		20		19		21		16										
		17		15				20		20		19										
		6	x	12																		
Total	0	56		59		41		58		62		54	330	-		396	-66					
# of Classes		3.5		3.5		2		3		3		3										
Average Class Size		16.00		16.86		20.50		19.33		20.67		18.00										
M Scott	SPED SC	20		15		18		16		20		22				M Scott		409	10			
		22		19		17		19		19		23										
		21		19		16		17		19		22										
						17																
Total	0	63		53		68		52		58		67	361	-		396	-35					
# of Classes		3		3		4		3		3		3										
Average Class Size		21.00		17.67		17.00		17.33		19.33		22.33										
Salish Ponds	SPED SC	17		19		21		14		21		17				Salish Ponds		378	-46			
		18		17		21		14		21		20										
		19		18		19		17		24		23										
Total	0	54		54		61		45		66		60	340	-		360	-20					
# of Classes		3		3		3		3		3		3										
Average Class Size		18.00		18.00		20.33		15.00		22.00		20.00										
Sweetbriar	SPED SC	21		18		19		19		24		24				Sweetbriar		303	-42			
		19		18		20		17		22		27										
						7	x	9														
Total	0	40		36		46		45		46		51	264	-		272	-8					
# of Classes		2		2		2.5	x	2.5		2		2										
Average Class Size		20.00		18.00		18.40		18.00		23.00		25.50										

ACTUAL ATTENDANCE COUNT REPORT 2021-2022

Elementary Enrollment By Classroom January 20, 2022															PROJECTIONS		2020-2021			
															2021-22 Projected		@ June 2021			
															Projected	Diff	2020-2021	YOY Chg		
School	SPED SC	Kindgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE FTE	Grade					
Troutdale	SPED SC	18		21		14		24		21		19								
		17		21		15		22		19		20								
		18		17		17				19		20								
Total	0	53		59		46		46		59		59	322	-			352	-30	378	-53
# of Classes		3		3		3		2		3		3								
Average Class Size		17.67		19.67		15.33		23.00		19.67		19.67								
Wilkes	SPED SC	20		16		25		23		21		21								
	10	20		18		25		23		22		22								
	10	19		17		25		22		9	x	12								
		9	x	10						21		22								
Total	20	68		61		75		68		73		77	442	-			419	23	432	-63
# of Classes		3.5		3.5		3		3		3.5		3.5								
Average Class Size		19.43		17.43		25.00		22.67		20.86		22.00								
Woodland	SPED SC	21		17		23		20		21		22								
	7	20		17		23		19		17		21								
	10	21		16		21		22		19		20								
	8																			
Total	25	62		50		67		61		57		63	385	-			359	26	371	-74
# of Classes		3		3		3		3		3		3								
Average Class Size		20.67		16.67		22.33		20.33		19.00		21.00								
SPED Outside Placements/Tutoring		3.00		1.00		1.00		2.00		6.00		9.00	22				27	-5	27	-13
Grade Totals	81	635		598		648		628		675		692	3957	-			4099	-142	4290	-371
Total # of Classes		35		32		33.5		32.5		31.5		32.5								
Total Average Class Size		18.14		18.69		19.34		19.32		21.43		21.29								

ACTUAL ATTENDANCE COUNT REPORT 2021-2022																			
Elementary Enrollment By Classroom January 20, 2022														PROJECTIONS		2020-2021			
														2021-22 Projected		@ June 2021			
School	SPED SC	Kindgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Grade	Projected	Diff	2020-2021	YOY Chg
ACTUAL ATTENDANCE COUNT REPORT 2021-2022																			
Secondary Enrollment By Grade Level January 20, 2022														COMPARISON TO PROJECTIONS		COMPARISON TO 2020-2021			
														2021-22 Projected		@ June 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	Projected	Diff	2020-2021	YOY Chg
SPED Outside Placements/Tutoring		9	8		10		7		8		1		10	53		56	-3	51	-79
HB Lee MS	11	219	222		248									700		826	-126	794	4
Reynolds MS	24	286	288		312									910		977	-67	956	5
Walt Morey MS	7	199	169		194									569		604	-35	577	-19
RHS + Middle College							680		677		587		525	2469		2801	-332	2667	256
RLA							0		24		43		151	218		216	2	241	30
Cornerstone - SPED													24	24		30	-6	30	1
Cornerstone 1- SPED													6	6		11	-5	6	-4
Total	42	713	687		764		687		709		631		716	4949	-	5521	-572	5322	194
Total Reynolds:														8906	-	9620	-714	9,612	-177
Comprehensive School		Targeted School				New Classroom Pending													
Charter School Data																			
	Kindgtn	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	x	6th-8th Grade	Total	Added FTE	Grade	Projected	Diff	2020-2021	YOY Chg
Arthur Academy	26	26		25		27		26		24			154			167	-13	166	-13
Rockwood Preparatory Academy	65	59		47		53		50		43			317			295	22	292	-1
MLA	48	45		48		46		48		47		259	541			570	-29	568	12
													1012	-		1032	-20	1026	-2
														9,918	-	10,190	-272	10,638	-179

SPED SC: Special Education Department Self-Contained Classroom where students spend 100% of their day.



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: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

- a. Approval of Personnel Order
- b. Approval of Prior Meeting Minutes
- c. Updated 21-22 Board Calendar
- d. 2022-2023 Certified Staff Calendars
- e. Field Trip: RHS Choir to Camp Angelos
- f. Intergovernmental Agreement with Rosemary Anderson High School for Learning Specialist
- g. MESD Local Service Plan
- h. Resolutions
 - i. Resolution 2021-2022-013: Classified Employee Appreciation Week
 - ii. Resolution 2021-2022-014: Women's History Month
 - iii. Resolution 2021-2022-015: National School Social Worker Appreciation Week

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**

January 26, 2022

7:00 PM

Virtual Meeting

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

I. 6:00p - Executive Session

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

II. 7:00p - Call to Order

- Chair Ana Gonzalez Muñoz called the January 26, 2022 meeting to order at 7:01p.

I move that the Board approve the agenda with the removal of Action Item "C" - REA Collective Bargaining Agreement: 2021-2024. This motion, made by Yesenia Delgado and seconded by Cayle Tern, Passed.

Yea: 7, Nay: 0

A. Pledge of Allegiance

B. Land Acknowledgement

- Director Aaron Muñoz read the Land Acknowledgement into the record.

C. Consider Approval of the January 26, 2022 Agenda

III. 7:10p - Board Recognition

A. Student Recognition

B. Volunteer/Community Partner Recognition

C. Staff Recognition

D. Resolution Recognizing Black History Month

- Director Spencer Chao read Resolution 2021-2022-010 Recognizing Black History Month into the record.

E. Resolution for National School Bus Driver Appreciation Day

- Vice Chair Yesenia Delgado read Resolution 2021-2022-011 Proclaiming the Celebration of National School Bus Driver Appreciation Day into the record.

F. Resolution for National School Counseling Week

- Director Michael Reyes read Resolution 2021-2022-012 Proclaiming the Celebration of National School Counseling Week into the record.

IV. 7:30p - Public to be Heard

V. 7:40p - Bargaining Group Updates

VI. 7:55p - Presentation to the Board

A. COVID Guidance Updates

- Are there any guidelines for when teachers identify students with symptoms?
- Difference in quarantine time for vaccinated people with a booster and without a booster - Omicron infects vaccinated people. The risk of infection is only 10% vs 50% or higher for non-boostered individuals.
- What's a racial equity lens?
 - Efforts surrounding access to vaccinations in the community. Working through existing culturally responsive programs that recognize systemic racism and starting there. Build outreach and clinics with organizations that are trusted members of communities.

B. 2020-2021 Financial Report

i. Multnomah Learning Academy

- No questions from the Board.

ii. Reynolds Arthur Academy

- No questions from the Board.

iii. Rockwood Preparatory

- Board Question: Are there any programs we should invest more in?
 - Our audits focus on everyday management and reporting as a whole, not drilling into specific initiatives.

iv. Reynolds School District

- Board question: did you identify any areas or opportunities for improvement?
 - We noted a minor finding in dual band reconciliation at one school but the district is solid in Operations.
- Board question: Any suggestion or best practice tips for the Board as we get financial reports throughout the year?
 - Just continue to monitor and ask questions

VII. 8:55p - Board Reports

A. Board Announcements

i. Individual Board Members - Announcements and Reports

ii. Upcoming Board Meetings

VIII. 9:05p - Superintendent's Reports

A. Announcements/Reports

B. Student and Staff Wellness: Cold Weather Shelter

C. Communications Report

D. Financial Report

E. Enrollment Report

IX. 9:35p - Consent Agenda

I move that the Board approve all Consent Agenda items as presented. This motion, made by Michael Reyes and seconded by Aaron Muñoz, Passed.

Yea: 7, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. Revised Achievement Goals

D. Intergovernmental Agreement (IGA) between David Douglas School District and Reynolds School District

E. Agreement with Serendipity Center, Inc.

F. Field Trip: Reynolds High School Varsity Baseball - Boise, ID

X. 9:40p - Action Items

A. Budget Priorities

I move that the Board adopt the Budget Priorities of Arts/Music/Sports, Mental Health Support, Staff Diversity and Cultural Training, Class Size, and Parent Engagement under the umbrella of Academics for 22-23 Budget. This motion, made by Michael Reyes and seconded by Spencer Chao, Passed.

Yea: 7, Nay: 0

B. Authorization to Spend: School Buses

I move that the Board authorize staff to expend over \$500,000 to purchase six diesel buses that currently meet the 2025 EPA Emissions Standards using the Eugene School District Contract pricing. This motion, made by Cayle Tern and seconded by Aaron Muñoz, Passed.

Yea: 7, Nay: 0

C. REA Collective Bargaining Agreement: 2021-2024

XI. 10:00p - Board Discussion

- What organizations are Cabinet members involved in on behalf of Reynolds School District?
- Upcoming summer program plan
- More reporting on behavioral issues and a general feel for where the students and teachers are at.

XII. 10:10p - Adjourn

- Chair Ana Gonzalez Muñoz adjourned the January 26, 2022 Business Meeting at 9:37p.

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

February 9, 2022

7:00 PM

Virtual Meeting

I. 6:00p - Executive Session

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

- Chair Ana Gonzalez Muñoz called the February 9, 2022 Work Session to order at 7:02p and read the Land Acknowledgement into the record.

III. 7:05p - Public to be Heard

IV. 7:25p - Board Vacancy Interviews: Position 7

- Candidates: Francisco Ibarra and Troy Rulmyr

I move that the School Board appoint Troy Rulmyr for the School Board vacancy, position 7. This motion, made by Aaron Muñoz and seconded by Spencer Chao, Failed.

Yea: 3, Nay: 4

I move that the School Board appoint Francisco Ibarra for the School Board vacancy, position 7. This motion, made by Yesenia Delgado and seconded by Michael Reyes, Passed.

Yea: 6, Nay: 1

V. 7:45p - Budget Committee Interviews

- Terry Allen and Victoria Rizzo

I move that the School Board appoint Terry Allen and Victoria Rizzo to the Budget Committee. This motion, made by Michael Reyes and seconded by Yesenia Delgado, Passed.

Yea: 7, Nay: 0

VI. 8:30p - Bond Refinancing Presentation

- Consensus to bring the bond refinancing resolution as an Action Item at the February 23, 2022 Business Meeting.

VII. 9:00p - Action Item: REA Collective Bargaining Agreement 2021-2024

I move that the Board approve the Collective Bargaining Agreement between Reynolds School District and Reynolds Education Association, effective until June 30, 2024. This motion, made by Aaron Muñoz and seconded by Cayle Tern, Passed.

Yea: 7, Nay: 0

VIII. 9:05p - Adjourn

- Chair Gonzalez Muñoz adjourned the February 9, 2022 Work Session at 9:02p.

Draft



BOARD CALENDAR: 2021 - 2022

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



BOARD CALENDAR: 2021 - 2022

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



BOARD CALENDAR: 2021 - 2022

Date	Time	Event	Location*
March 9, 2022	5:15p	Board Training	Virtual
	7:00p	Work Session	
March 30, 2022	6:00p	Executive Session	Virtual
	7:00p	Business Meeting	
April 7, 2022	6:00p	Budget Committee Work Session	Virtual
April 13, 2022	5:30p	Board Training	Virtual
	7:00p	Work Session	
April 14, 2022	6:00p	Budget Committee Work Session	Virtual
April 27, 2022	6:00p	Executive Session	Virtual
	7:00p	Business Meeting	
May 5, 2022	6:00p	Budget Committee Meeting	Virtual
May 11, 2022	6:00p	Executive Session	Virtual
	7:00p	Work Session	
May 12, 2022	6:00p	Budget Committee Meeting	Virtual
May 19, 2022	6:00p	Budget Committee Meeting	Virtual
May 25, 2022	6:00p	Executive Session	Virtual
	7:00p	Business Meeting	



BOARD CALENDAR: 2021 - 2022

June 8, 2022	6:00p	Executive Session	Virtual
	7:00p	Work Session	
June 22, 2022	6:00p	Executive Session	Virtual
	7:00p	Business Meeting	

*Locations may be subject to change.



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: Dr. Koreen Barreras-Brown, Chief Academic Officer
Subject: 2022 – 2023 Certified Staff Calendars
Policy: [School Year/School Calendar – IC/ICA](#)
Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

The Board is asked to approve the dates for the first and last certified employee workdays, as well as the dates for winter and spring breaks, every February as per the Collective Bargaining Agreement. These dates are in the table below. The Calendar Committee has met monthly since November and is also submitting the complete 2022-2023 certified staff calendars for Board approval. Once approved, these calendars will inform the 2022-23 student calendars which will be presented to the Board at an upcoming meeting.

First Day for New Certified Employees	Thursday, August 25, 2022
First Day for Returning Certified Employees	Monday, August 29, 2022
Winter Break	Monday, Dec. 19, 2022 – Monday, Jan. 2, 2023
Spring Break	Monday, March 27 – Friday, March 31, 2023
Last Day for Certified Employees	Monday, June 19, 2023

Previous Board Action:

The Board approves the certified employee calendars annually.

Background:

The Calendar Committee, comprised of administrators, certified staff, and classified staff, is in the process of collaboratively creating the 2022-2023 school calendars. The Committee meets

monthly, with the first meeting occurring on November 2, 2021.

Per the Collective Bargaining Agreement between the District and Reynolds Education Association (REA):

Prior to winter break, the calendar committee, including at least three members appointed by the Association, shall establish the employee work year calendars, including the first and last employee contract days and the dates for winter and spring breaks for the following year. The Board shall take action on these dates in the month of February.

The proposed calendars, including instructional, grading, in-service and conference days, shall be given to the Association by April 1 of each year for the purpose of identifying negotiated days and receiving Association recommendations regarding non-negotiated days. The Association shall have at least two (2) weeks to review the calendars prior to adoption by the Board. (Article 7, Section C).

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the Board adopt the certified staff calendars for the 2022-2023 school year, including the 2022-2023 first and last days of work and winter and spring breaks as listed in the above Summary.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board adopt the certified staff calendars for the 2022-2023 school year, including the first and last days of work and winter and spring breaks, as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Reynolds School District | 2022-2023 Elementary Certified Staff Calendar

25 New Teachers Only
29 Teacher Work Day
30 Building Staff Development
31 District/Building Staff Development

JANUARY 2023

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

2 Holiday
3 Mid-Year Planning
16 Holiday
26 End of Semester
30 Grading/Evaluation

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

AUGUST 2022

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

FEBRUARY 2023

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

20 Holiday

6, 13, 27 1 hr 10 min Late Start for Teacher PD

1 Teacher Work Day
2 Non-Contract
5 Holiday
6 Students' First Day (Grades 1st - 5th) (K - Gradual Entry)

12, 19, 26 1 hr 10 min Late Start for Teacher PD

MARCH 2023

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

22 ½ PD / ½ Conference Prep
23 Conferences
24 Conferences
27-31 Spring Break

6, 13, 20 1 hr 10 min Late Start for Teacher PD

7 Non-Contract/Statewide Inservice

3, 10, 17, 24, 31 1 hr 10 min Late Start for Teacher PD

APRIL 2023

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

14 Grading/Evaluation

3, 10, 17, 24 1 hr 10 min Late Start for Teacher PD

10 Grading/Evaluation
11 Holiday
21 Conference Prep
22 Conferences
23 Conferences
24 Holiday
25 Thanksgiving Break

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

MAY 2023

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

29 Holiday

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

19-22 Winter Break
23 Holiday
26 Holiday
27-29 Winter Break
30 Holiday

5, 12 1 hr 10 min Late Start for Teacher PD

JUNE 2023

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

15 Students' Last Day
16 Grading/Evaluation
19 Post Instructional Day

5, 12 1 hr 10 min Late Start for Teacher PD

Reynolds School District | 2022-2023 MS Certified Staff Calendar

25 New Teachers Only
 29 Teacher Work Day
 30 Building Staff Development
 31 District/Building Staff Development

JANUARY 2023

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

2 Holiday
 16 Holiday
 26 End of Semester
 27 Grading/Evaluation
 30 Mid-Year Planning

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

25 New Teachers Only
 29 Teacher Work Day
 30 Building Staff Development
 31 District/Building Staff Development

FEBRUARY 2023

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

20 Holiday

6, 13, 27 1 hr 10 min Late Start for Teacher PD

1 Teacher Work Day
 2 Non-Contract
 5 Holiday
 6 Students' First Day (6th Grade)
 6 Students' First Day (7th and 8th)

MARCH 2023

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

22 ½ PD/½ Conference Prep
 23 Conferences
 24 Conferences
 27-31 Spring Break

6, 14, 20 1 hr 10 min Late Start for Teacher PD

7 Non-Contract/Statewide Inservice
 19 Conference Prep
 20 Conferences
 21 Conferences

APRIL 2023

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

14 Grading/Evaluation

3, 10, 17, 24 1 hr 10 min Late Start for Teacher PD

10 Grading/Evaluation
 11 Holiday
 24 Holiday
 25 Thanksgiving Break

MAY 2023

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

29 Holiday

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

19-22 Winter Break
 23 Holiday
 26 Holiday
 27-29 Winter Break
 30 Holiday

JUNE 2023

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

15 Students' Last Day
 16 Grading/Evaluation
 19 Post Instructional Day

5, 12 1 hr 10 min Late Start for Teacher PD

Reynolds School District | 2022-2023 RHS Certified Staff Calendar

25 New Teachers Only
 29 Teacher Work Day
 30 Building Staff Development
 31 District/Building Staff Development

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 2 Holiday
- 26 ½ Day Finals/½ Day Mid-Year Planning
- 27 ½ Day Finals/½ Day Mid-Year Planning/End of Semester
- 30 Grading/Evaluation
- 9, 23 1 hr 10 min Late Start for Teacher PD

25 New Teachers Only
 29 Teacher Work Day
 30 Building Staff Development
 31 District/Building Staff Development

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
22	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

- 20 Holiday
- 6, 13, 27 1 hr 10 min Late Start for Teacher PD

1 Teacher Work Day
 2 Non-Contract
 5 Holiday
 6 Students' First Day (9th Grade Only)
 7 All Students 9 –12 Grade

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 22 ½ PD/½ Conference Prep
- 23 Conferences
- 24 Conferences
- 27-31 Spring Break
- 6, 13, 20 1 hr 10 min Late Start for Teacher PD

7 Non-Contract/Statewide Inservice
 12 No School for 9th Graders/ PSAT for Grades 10-12
 20 Conferences
 21 Conferences

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 14 Grading/Evaluation
- 3, 10, 17, 24 1 hr 10 min Late Start for Teacher PD

10 Grading/Evaluation
 11 Holiday
 24 Holiday
 25 Thanksgiving Break

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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

19-22 Winter Break
 23 Holiday
 26 Holiday
 27-29 Winter Break
 30 Holiday

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 8 Seniors' Last Day
- 14 ½ Day Finals/½ Day Conference Prep
- 15 Students' Last Day/½ Day Finals/ ½ Day Conference Prep
- 16 Grading/Evaluation
- 19 Post Instructional Day
- 5, 12 1 hr 10 min Late Start for Teacher PD

Reynolds School District | 2022-2023 RLA Certified Staff Calendar

25 New Teachers Only
29 Teacher Work Day
30 Building Staff Development
31 District/Building Staff Development

JANUARY 2023

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

2 Holiday
16 Holiday
26 End of Third Hexter
27 Grading/Evaluation
30 Mid-Year Planning

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

AUGUST 2022

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

FEBRUARY 2023

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

20 Holiday

6, 13, 27 1 hr 10 min Late Start for Teacher PD

1 Teacher Work Day
2 Non-Contract
5 Holiday
6 New Students' First Day
6 Returning Students' First Day

12, 19, 26 1 hr 10 min Late Start for Teacher PD

MARCH 2023

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

10 End of Fourth Hexter
22 ½ PD/½ Conference Prep
23 Conferences
24 Conferences
27-31 Spring Break

6, 13, 21 1 hr 10 min Late Start for Teacher PD

7 Non-Contract/Statewide Inservice
14 End of First Hexter
19 Conference Prep
20 Conferences
21 Conferences

3, 10, 17, 24, 31 1 hr 10 min Late Start for Teacher PD

APRIL 2023

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

7 Grading/Evaluation
28 End of Fifth Hexter

3, 10, 17, 24 1 hr 10 min Late Start for Teacher PD

10 Grading/Evaluation
11 Holiday
24 Holiday
25 Thanksgiving Break

7, 14, 21, 28 1 hr 10 min Late Start for Teacher PD

MAY 2023

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

29 Holiday

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

2 End of Second Hexter
19-22 Winter Break
23 Holiday
26 Holiday
27-29 Winter Break
30 Holiday

5, 12 1 hr 10 min Late Start for Teacher PD

JUNE 2023

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

8 Seniors' Last Day
15 Students' Last Day / End of Sixth Hexter
16 Grading/Evaluation
19 Post Instructional Day

5, 12 1 hr 10 min Late Start for Teacher PD

Reynolds School District | 2022-2023 CTP Certified Staff Calendar

25 New Teachers Only
29 Teacher Work Day
30 Building Staff Development
31 District/Building Staff Development

JANUARY 2023

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

2 Holiday
16 Holiday
26 End of Semester
27 Grading/Evaluation
30 Mid-Year Planning

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

AUGUST 2022

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

FEBRUARY 2023

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

20 Holiday

6, 13, 27 1 hr 10 min Late Start for Teacher PD

1 Teacher Work Day
2 Non-Contract
5 Holiday
6 Students' First Day

SEPTEMBER 2022

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

12, 19, 26 1 hr 10 min Late Start for Teacher PD

MARCH 2023

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

22 ½ PD/½ Conference Prep
23 Conferences
24 Conferences
27-31 Spring Break

6, 14, 20 1 hr 10 min Late Start for Teacher PD

7 Non-Contract/Statewide Inservice
19 Conference Prep
20 Conferences
21 Conferences

OCTOBER 2022

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

3, 10, 17, 24, 31 1 hr 10 min Late Start for Teacher

APRIL 2023

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

14 Grading/Evaluation

3, 10, 17, 24 1 hr 10 min Late Start for Teacher PD

10 Grading/Evaluation
11 Holiday
24 Holiday
25 Thanksgiving Break

NOVEMBER 2022

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

7, 14, 21, 28 1 hr 10 min Late Start for Teacher PD

MAY 2023

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

29 Holiday

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

19-22 Winter Break
23 Holiday
26 Holiday
27-29 Winter Break
30 Holiday

DECEMBER 2022

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

5, 12 1 hr 10 min Late Start for Teacher PD

JUNE 2023

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

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

5, 12 1 hr 10 min Late Start for Teacher PD

To: Board of Directors

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

Prepared by: Melissa Albert, Choir Director and Music Liaison for RHS

Subject: Reynolds High School Pro Cantorum Overnight Choir Retreat

Policy: [Field Trips and Special Events – IICA](#)

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

Reynolds High School Pro Cantorum is scheduled to perform in two choir events that are sponsored by OSAA for qualification to the State Choir Competition for the 2022 school year in March and in April 2022. We request approval of an overnight rehearsal retreat as we prepare our music for the festival season.

Pro Cantorum will load the bus from the high school at 8:30 AM March 11th and travel to Camp Angelos, a cabin retreat. We will return by bus the next day March 12th at 4:00 pm. Once at Camp Angelos we will work in their large lodge on a day full of rehearsal, music exploration, detailed dynamic, text, and music analysis as we prepare our music for performance at our festival events. Not only will we be working to refine the music for performance but also establishing trust in the ensemble (teamwork) between sections, and as a whole, as we work on difficult music that challenges our musicality but also our expression of complex human emotions and our vision of self within a whole.

Many of the students in this group were sophomores when we went on quarantine. Those sophomores went on quarantine 2 days before our retreat was scheduled in 2020. The now seniors have gone through cancelled performances and online school but have been faithful choir students throughout it all. They have continued to improve despite all odds and this retreat can give us the time, space, and energy to reflect on where we have come, and where we are headed.

Previous Board Action:

2020-This exact trip was approved in 2020 (Postponed due to pandemic)

2018-This same trip was approved under the previous choir Director Karen Bohart

Background:

In the long traditions of choral singing, a retreat is a valuable time to establish an ensemble. The ensemble is the uniform high-quality performance across a group, where the group performs one single effect as a whole. This can only be achieved with time and rehearsal practice. Pro Cantorum is well on its way to achieving a fantastic festival season, but with the extra time lost this school year due to closures of in-person learning, we are already behind in our preparation toward the festival season. Pro Cantorum has traditionally hosted a day retreat in the fall and an overnight retreat in the spring.

Financial Implications:

In 2020 amid the shutdown due to the COVID-19 pandemic, Camp Angelos graciously said they would give us a credit to use in the future. The total cost of the retreat will be ~\$500 for food because of this credit from the 2020 school year

Alternatives:

I strongly believe there is no alternative that would meet the same outcome as a retreat. When students are put in new situations together, they navigate those situations as a group and rise to the occasion together. I strongly believe with a change of scenery and more time to work together we will be able to return to school for festival season prepared and excited with new experiences to reinforce our team.

Staff Recommendation:

Emmette Pearson Brown, Assistant Principal at Reynolds High School, recommends that the School Board approve this event.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the RHS Choir overnight field trip to Camp Angelos.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



Code: **IICA-AR**
Adopted: 12/08/10
Revised/Reviewed: 10/09/13

Field Trips and Special Events**

The board recognizes the educational value of field trips and co-curricular activities involving transportation. The board is also accountable for expenditures and the effective and legal use of district vehicles. Therefore, all trips and costs must be approved within the following policy:

1. Principals, by delegation from the superintendent, may authorize the use of district vehicles for educational field trips and state sanctioned co-curricular activities for which funds have been budgeted.

Principals may also authorize the use of district vehicles for other school-related activities. Expenses for such activities shall be paid by the participants or student organizations;

2. Overnight trips shall have the approval of the board through the superintendent. Parents shall be provided an itinerary and give permission for student participation prior to the trip. Expenses for unbudgeted trips must be paid by the participants or student organizations;
3. Trips over an extended number of days require approval from the principal and the superintendent. Expenses are to be paid by the participants or student organizations. Use of district vehicles must be approved by the superintendent.

Emergency procedure plans and itineraries must be filed with the superintendent and the principal prior to the trip;

4. Scheduled departure times shall be maintained. Planned refreshment stops may be made on long trips. Discretion must be exercised in the duration of such stops. Refreshment stops must not unduly delay the return of the bus to the school;
5. Chaperons will maintain discipline and are responsible for the safety of students on educational field trips and co-curricular activity trips. However, bus drivers shall have the ultimate authority involving safety and disciplinary decisions relating to travel;
6. Students demonstrating unruly behavior may be prohibited from participating in future educational field trips or co-curricular trips. Disciplinary action is the responsibility of the principal or designee;
7. Students attending school functions via school transportation will return by the same transportation. The only exception will be if a parent requests, in person, of the supervisor that the student return with the parent;

8. Trips occurring outside the school year require the approval of the principal, the superintendent and the board. Expenses for such trips shall be paid by the participants or student organizations. Use of district vehicles beyond a 25 mile radius, for other than league competitions or other than a one-day basis, may be permitted. Legal and effective use of vehicles will be ascertained by the superintendent.

Emergency procedure plans and itineraries must be filed with the principal and the superintendent;

9. A bus field trip request for less than 15 people will not be authorized. If, upon arrival at the pick up site, there are less than 10 students and chaperons to be transported, the field trip will be cancelled;
10. Student travel requests over 100 miles out-of-state, one-way or any overnight travel must have prior board approval.

Reynolds School District
INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

Name of Group: Pro Cantorum Choir School: Reynolds High School

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: February 1st 2022 Date(s) of Activity: March 11 2022

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.)
Pro Cantorum +
2. List staff member(s) responsible for students. List all other supervisors on trip.
Melissa Albert, Sydney Thiseen, Parent Volunteers, Emmette Pearson-Brown as Needed
3. School equipment to be used:
None
4. Lodging:
Camp Angelos, 32149 SE Stevens Road Corbett, OR 97019
5. Will Student Travel Insurance be obtained? Yes No
6. Estimated number of students: 40 Number of supervisors: 6
7. Parent permission slip on file: Yes No
8. Person or persons initiating request: Melissa Albert Date: February 1st 2022
9. Principal approval:  Date: 2-7-21

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.
See Attached

2. What are the objectives of the trip and how are the experiences provided on the trip related to the class or school program?
See Attached

3. How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge or appreciations?
This trip will allow valuable educational experience in musicianship and personal responsibility. In addition, students will be expected to serve as outstanding representatives of RHS Pro Cantorum and the choral program to our community.

4. What effect does the trip have on other classes or programs?
All choir students are expected to make-up any missed classwork before retreat in order to participate and be in good academic standing according to OSAA Regulations.

5. Estimated cost of trip \$500. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)
The venue is fully paid for from our cancelation in 2020. Camp Angelos has allowed us to carry over our payment from 2020 to 2022. The only cost of this trip is food for students and supervisors.

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).
We will use a district bus to transport students from school Friday to Camp Angelos and back on Saturday Afternoon.

7. Describe supervision plans to ensure maximum safety for students.
See Attached for additional: Ms. Albert, Sydney Thiesen, and parent volunteers will be in direct supervision of all students at all times

Masking: Students will be masked, at all times in the rehearsal space. Masks can be removed for eating and drinking briefly outside.

Sleeping arrangements: Students will be in groups of 4 in cabins and in bunks that are 6 or more feet apart. Students can remove their mask when they sleep, but must maintain a distance of 6 ft or more.

Circulation: 3 or more air filters will be in the rehearsal space.

We are using the same protocol as OMEA (Oregon Music Educators Association) and their All-State Choir, which was highly successful in January.

All meals will be eaten outside.

Reynolds School District
STUDENT CONTRACT: FIELD TRIPS AND AWAY-FROM-SCHOOL ACTIVITIES

To: Student and Parent(s)

The Reynolds School District is proud of its students and is confident that in most circumstances student conduct on field trips and away-from-school activities will be reasonable and prudent. However, in the event that a student chooses not to abide by the rules established by the adult(s) in charge, he/she should be aware of the consequences. The student should fill in the information requested below and sign the contract. If the student is under 18 years of age, his/her parent should also sign.

Student Name: _____

School: Reynolds High School

Description of field trip/activity: Camp Angelos

Location/Destination: CORBETT OR

Date(s) of field trip/activity: March 11th-12th 202; 9:00a- Depart from High School 4:00PM Pick up From High School (NEXT DAY)

Name(s) of person in charge of field trip/activity: Melissa Albert

I understand that the above named trip is an official school activity and that all rules and regulations applying in the Reynolds School District are in effect. Among these rules are the following:

1. All directions and guidelines established by the adult(s) in charge will be followed;
2. There will be no use of alcoholic beverages or other drugs at any time;
3. There will be no smoking while on the bus or van;
4. All established time schedules will be followed;
5. Reasonable and proper behavior will be maintained at all times during the trip.

I recognize that in the case of serious violation of the rules, that my parent(s) will be called collect and that I will be sent at home at their expense.

Student Signature

Date

Parent Signature

Date

(Complete student health history on next page.)

Reynolds School District
HEALTH HISTORY FOR SCHOOL FIELD TRIPS

Student Name: _____

Birth Date: _____

Address: _____

Home Telephone: _____

Parent/Guardian Name: _____

Home Telephone: _____

Work Telephone: _____

Parent/Guardian Name: _____

Home Telephone: _____

Work Telephone: _____

Person to be called in case of emergency if parent/guardian cannot be reached:

Name: _____

Relationship: _____

Telephone: _____

Medical Contact Information:

Physician: _____

Telephone: _____

Please list any allergies (bee sting, medications, etc.) or illness that the school should be aware of:

Medications student is currently taking:

Any special information/instructions concerning medication:

I hereby give my permission for non-prescription medication (for example, aspirin) to be given to my child if deemed advisable by designated school personnel. In case of surgical emergency, I hereby give permission to the physician selected by the school director, or in his/her absence, his/her designee, to hospitalize, secure treatment for and to order injections, anesthesia or surgery for my child as named above.

Any directions to the contrary should be specified on the reverse side of this form and signed.

Activity:

Parent/Guardian Signature

Date

Choir Retreat Purpose of Trip Additional Material

1. Itinerary

Friday, March 11th

8:45 Depart RHS Arts building for Camp Angelos

9:00-9:30 SET UP- Choir Council set up rehearsal space, volunteers and Albert get students situated in cabins. Assign bunks, 6 ft. or more away from other bunks, with no more than 4 people per cabin or sleeping space. Some sleeping cabins are located inside of the lodge/rehearsal space.

9:30-11:30 First Rehearsal block- make initial recording. Discuss goals for the weekend, receive secret buddy assignments. Rehearse:

Keep your lamps

Gamaya

Dauids Lamentation

Little Birds

Dravidian

Dies Irea

German (if adding)

12:00-1:00- Lunch set up- Set up tables outside for lunch, under covered area. Students bring their own lunch first day.

1:00-1:45- Flag football/quiet reading by the fire/nap time- Volunteers at each station.

1:45-3:45- Second Rehearsal block - Add Ms.Mair (Piano Player)

3:45- Break

4:05-6:05 Third Rehearsal Block

(5:00) Volunteers prepare pasta dinner - Separate instructions for volunteers

6:10-7:00 Dinner Served - Noodles w/ 2 sauce options, garlic bread, salad.

7:00 Dinner clean up by Sections: Garbage run, left over patrol, dishes, tables away

7:30-8:30 No Talent, Talent show - Show us something you are bad at

8:30-9:30 Evening Rehearsal block

9:30- 10:30 Evening Activity by Choir Council

11:00 Lights out- Volunteers cabin check

12:00- Late shift- Volunteers walk the ground

Saturday March 12th

6:30-7:30am Wake Up Call, grab and go breakfast, get ready and pack up cabin. Luggage ready to grab and go.

6:00 Volunteers set out bagels, spread, veggies, juice and coffee

8:00-10:00 First Rehearsal block

10:00-10:45 Choir Council Activity

11:00-11:45 Lunch - Left over smorgasbord. Heat up left over dinner and put out left over breakfast and all snacks students brought.

12:00-3:00 Last rehearsal block - Hour sight-reading and final recording of music rehearsed.

3:00-3:30 Final clean up and reset space. Load bus.

4:00 Arrive at RHS for family pick up

2. Objectives and how related to school

Our Objective is to rehearse outside of school in a more focused environment to prepare us for the festival season and the many performances ahead. This will also help us make up for lost class instruction due to closures. We also believe this will help us grow as an ensemble by establishing trust and collaboration, in our goal in performances aimed toward excellence.

7. Supervision/Covid Protocol

Melissa Albert Choir Director and Music liaison to the district is in charge of the organization of the event. Melissa has 10 years of experience teaching and has organized multiple retreats and travel experiences for students in her time teaching. Most recently Ms. Albert served as the Co-Manager for OMEA ALL STATE mixed choir, an event that featured over 180 students from the state of Oregon in a weekend of rehearsals, meals, and accommodations in Eugene. This event happened this year in January and went off with great success. Where Ms. Albert will be organizing next year's event as well with the Oregon Music Education Association and their board of directors.

Ms. Albert will use parent volunteers and staff member, Sydney Thiesen as additional supervision for the weekend. We have many parents excited to help and stay on location. We have started the process to get parent's paperwork for volunteering done with the district. Ms. Albert will provide an addendum with the names and status of volunteers as needed.



Code: **IICA-AR**
Adopted: 12/08/10
Revised/Reviewed: 10/09/13

Field Trips and Special Events**

The board recognizes the educational value of field trips and co-curricular activities involving transportation. The board is also accountable for expenditures and the effective and legal use of district vehicles. Therefore, all trips and costs must be approved within the following policy:

1. Principals, by delegation from the superintendent, may authorize the use of district vehicles for educational field trips and state sanctioned co-curricular activities for which funds have been budgeted.

Principals may also authorize the use of district vehicles for other school-related activities. Expenses for such activities shall be paid by the participants or student organizations;

2. Overnight trips shall have the approval of the board through the superintendent. Parents shall be provided an itinerary and give permission for student participation prior to the trip. Expenses for unbudgeted trips must be paid by the participants or student organizations;
3. Trips over an extended number of days require approval from the principal and the superintendent. Expenses are to be paid by the participants or student organizations. Use of district vehicles must be approved by the superintendent.

Emergency procedure plans and itineraries must be filed with the superintendent and the principal prior to the trip;

4. Scheduled departure times shall be maintained. Planned refreshment stops may be made on long trips. Discretion must be exercised in the duration of such stops. Refreshment stops must not unduly delay the return of the bus to the school;
5. Chaperons will maintain discipline and are responsible for the safety of students on educational field trips and co-curricular activity trips. However, bus drivers shall have the ultimate authority involving safety and disciplinary decisions relating to travel;
6. Students demonstrating unruly behavior may be prohibited from participating in future educational field trips or co-curricular trips. Disciplinary action is the responsibility of the principal or designee;
7. Students attending school functions via school transportation will return by the same transportation. The only exception will be if a parent requests, in person, of the supervisor that the student return with the parent;

8. Trips occurring outside the school year require the approval of the principal, the superintendent and the board. Expenses for such trips shall be paid by the participants or student organizations. Use of district vehicles beyond a 25 mile radius, for other than league competitions or other than a one-day basis, may be permitted. Legal and effective use of vehicles will be ascertained by the superintendent.

Emergency procedure plans and itineraries must be filed with the principal and the superintendent;

9. A bus field trip request for less than 15 people will not be authorized. If, upon arrival at the pick up site, there are less than 10 students and chaperons to be transported, the field trip will be cancelled;
10. Student travel requests over 100 miles out-of-state, one-way or any overnight travel must have prior board approval.



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: Intergovernmental Agreement (IGA): Rosemary Anderson High School Learning Specialist

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

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

Intergovernmental Agreement (IGA) between Reynolds School District (RSD) and Centennial School District (CSD).

CSD provides a learning specialist for eligible RSD students with disabilities attending Rosemary Anderson High School.

The previous contract for services covered the period of July 1, 2020 through June 30, 2021. The proposed 21-22 contract runs from July 1, 2021 through June 30, 2022.

Previous Board Action:

The Board previously approved this agreement for the contract of School Year 2020-21.

Background:

Rosemary Anderson High School is a private, alternative high school, which historically has served students who have been expelled or dropped out of their public high school, and which provides a final opportunity for them to earn a high school diploma.

Financial Implications:

The 2021-2022 budget includes allocation of funds for a Learning Specialist for eligible students attending Rosemary Anderson High School. Per Exhibit 2 of the contract, the full cost of the Learning Specialist is \$130,609.

Each district will be billed based on the percentage of students receiving special education services at the time of the invoice.

An example of the range based on current year's data is a low of 2% (\$2,612) to a high of 40% of students receiving special education services (\$52,244)

Alternatives:

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

Staff Recommendation:

Staff recommends that the Board authorize the District to enter into an IGA with Centennial School District to provide a Learning Specialist for eligible RSD students with disabilities attending Rosemary Anderson High School.

Motion:

I move that the Board authorize the District to enter into an IGA with Centennial School District to provide a Learning Specialist services for eligible RSD students with disabilities attending Rosemary Anderson High School.

**INTERGOVERNMENTAL AGREEMENT (IGA)
BETWEEN
CENTENNIAL SCHOOL DISTRICT and REYNOLDS SCHOOL DISTRICT**

This Intergovernmental Agreement is between Centennial School District, hereinafter "CSD" and the Reynolds School District, hereinafter "RSD", and collectively "the Parties" pursuant to authority granted in ORS Chapter 190.

The Parties mutually agree as follows:

Term of Agreement. The initial Agreement term shall be July 1, 2021 through June 30, 2022.

Scope of Work. This Agreement is to provide special education services as described in Exhibit 1. The Parties shall perform the work described in Exhibit 1.

Payment for Work. There shall be no compensation to or by either party for services under this Agreement other than as described in Exhibit 2

Agreement Documents. This agreement consists of the following documents, which are listed in descending order of precedence (1) This Intergovernmental Agreement document, (2) Exhibit 1- Scope of Work, (2) Payment for services; (3) Exhibit 3 - Insurance.

A conflict in the Agreement documents shall be resolved in the priority listed above with this Agreement taking precedence over all other documents. These Agreement documents are the entire agreement between the parties and shall supersede any prior representation, written or oral.

STANDARD TERMS AND CONDITIONS

1. **Relationship.** CSD and RSD intend that the relationship between the Parties to be at all times and for all purposes under this Agreement that of independent contractors.
2. **Subcontracts and Assignments.** Neither party shall subcontract or assign any part of the Agreement without the prior written approval of the other party.
3. **Termination.** This Agreement may be terminated as follows unless otherwise specified herein:
 - a. **Mutual Agreement.** CSD and RSD by written mutual agreement, may terminate this Agreement at any time.
 - b. **For Convenience upon 60 days written notice.** Any party may terminate the Agreement for convenience upon 60 calendar days written notice, except that if the services provided under the contract relate to a provision of special education services, the effective date of termination of services shall be 60 school days after the date the individualized education program team determines that the student's placement will be changed unless prohibited by law. Termination shall not prejudice any right or obligation of the parties already accrued under the Agreement prior to the effective date of termination.
 - c. **Breach.** Any party may terminate this Agreement in the event of a material breach by the other party. To be effective, the party seeking termination must give the other party written notice of the material breach, what actions the party seeking termination wants the other party to take/complete in order to cure the material breach, and of its intent to terminate if the material breach is not cured within 15 calendar days. The breaching party shall give the non-breaching party written notice of the actions it took/takes to cure the material breach before the 15 calendar days to cure expires. If the breaching party does not entirely cure

the material breach within 15 calendar days from the date of the notice from the non-breaching party, this Agreement shall automatically terminate, unless the parties mutually agree in writing to extend the timeline to cure.

- d. **Termination** by any party shall not constitute a waiver of any claim any party may assert against the other party under the terms of this Agreement. The parties shall not be liable for indirect or consequential damages arising or resulting from early termination of this Agreement.
4. **Access to Records.** Each party shall have access to the books, documents and other records of the other which are related to this Agreement for the purpose of examination, copying and audit, unless otherwise limited by law. This grant of access to records is not intended to waive or prohibit assertion of any privilege or public record exemption applicable to any such records.
5. **Ownership of Work.** Parties agree that all work products created by the parties as part of the performance of this Agreement, including background data, documentation, and staff work that is preliminary to final reports, shall be the exclusive property of the party creating the work product.
6. **Confidentiality.** No reports, information, and/or data given to or prepared or assembled by the Parties under this Agreement shall be made accessible to any individual or organization by either party without the prior written approval of the other party.
7. **FERPA Re-disclosure.** The Parties recognize that the Family Educational Rights and Privacy Act (FERPA) imposes strict penalties for improper disclosure or re-disclosure of confidential student information including but not limited to denial of access to personally identifiable information from education records for at least five years (34 CFR 99.33(e)). Therefore, consistent with the requirements of FERPA, personally identifiable information obtained by the Parties in the performance of this Agreement may not be re-disclosed to third parties without written consent of the students' parent/guardian, and must be used only for the purposes identified in this Agreement.
8. **Unsupervised Contact with Students and Criminal Background Checks.** Unsupervised contact with students means contact that provides the person opportunity and probability for in-person communication or touch with students when not under direct supervision. As required by ORS 181.534 and 326.603, the Parties will work together to ensure that employees, officers, subcontractors, and agents will have no direct, unsupervised contact with students while at any school or other location(s). Parties will work together to ensure compliance with this requirement. When unsupervised contact with students is required under this agreement, before any work begins under this Agreement, Parties shall ensure, at its expense, that any person assigned to perform services under the contract meets all the State of Oregon's school criminal background check requirements. Parties will ensure its employees performing services under this contract will meet all of the State of Oregon's and the Parties criminal background check requirements.
9. **Compliance with Applicable Law.** Each party shall comply with all federal, state, and local laws and all regulations and administrative rules established pursuant to those laws applicable to public contracts and to the work done under this Agreement.
10. **Indemnity and Hold Harmless.** Each party shall perform all services under this Agreement as an independent contractor. Each party shall be responsible exclusively for their respective officers, employees and agents. Each party shall provide for employment related benefits and deductions that are required by law, including but not limited to federal and state income tax deductions, workers' compensation coverage and Public Employees Retirement System/Oregon Public Service Retirement Plan contributions. Each party shall be responsible, subject to the Oregon Tort Claims Act (ORS 30.260-30.300) and State of Oregon constitution, only for the acts, omissions to negligence of its own officers, employees or agents.

- 11. Governing Law.** The provisions of this Agreement shall be construed in accordance with the laws of the State of Oregon. Any legal action involving any question arising under this Agreement must be brought in Multnomah County Circuit Court. If the claim must be brought in a federal forum, then it shall be brought and conducted in the United States District Court for the State of Oregon. THE PARTIES AGREE TO THE JURISDICTION OF THESE COURTS.
- 12. Merger Clause.** There are no covenants, promises, agreements, conditions, or understandings between the Parties, either oral or written, other than those contained in this Agreement and its Exhibit(s).
- 13. Waiver, Severability.** The Parties agree that waiver of any default or breach under this Agreement by either party does not constitute a waiver of any subsequent default or a modification of any other provisions of this Agreement. If any term or provision of this Agreement is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be constructed and enforced as if the Agreement did not contain the particular term or provision held invalid.
- 14. Amendments.** No waiver, consent, modification or change in the terms of this Agreement shall bind either party unless in writing signed by both Parties. A written waiver, consent, modification or change shall be effective only in the specific instance and for the specific purpose given.
- 15. Performance audit.** Any party may conduct a performance audit to determine whether the terms, conditions, obligations, agreements and understanding of this Agreement are met.
- 16. Notices.** All notices or demands of any kind required or desired to be given by any party must be in writing and shall be deemed delivered upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the address listed below.

I have read this Agreement including the attached Exhibit(s). I certify that I have the authority to sign and enter into this Agreement. I understand the Agreement and agree to be bound by its terms.

Centennial School District
Attn: James Owens
18135 SE Brooklyn St.
Portland, OR 97236

Reynolds School District
Attn: Business Manager/Director
11300 NE Halsey Street
Portland, Oregon 97220

DocuSigned by:
James Owens
7AE47EDC642B4BE
James Owens, Superintendent

10/20/2021
Date

RSD Legal Approved: 1/24/2022

DS
DW 10/18/2021

DS
PS 10/20/2021

EXHIBIT 1**SCOPE OF WORK**

The purpose of this agreement is to set forth the responsibilities of the Parties in providing services to students attending Rosemary Anderson High School.

- I. **Responsibilities of the Parties:**
 - a. **Centennial School District will:**
 - i. Provide an onsite learning specialist to serve each party's students who are attending Rosemary Anderson High School.
 - ii. Serve students who have an Individualized Education Plan (IEP).
 - iii. Provide communication with each party's student services team for related services required.
 - iv. Invoice Reynolds School District per Exhibit 2
 - b. **Reynolds School District will:**
 - i. Pay the Centennial School District in a timely manner based on invoices per Exhibit 2
- II. **Joint Responsibilities**
 - a. **Centennial School District and Reynolds School District will provide mutual involvement and cooperation in the planning and coordination of services for students attending Rosemary Anderson High School.**
 - b. **For students attending Rosemary Anderson High School: each individual school district will provide any related services outlined in the IEP of the party's student (for example speech pathologist, occupational therapist, school psychologist and/or autism consultant).**
 - c. **Each school district will provide the necessary staff to complete initial and re-evaluations. This may include speech pathologists, special education teachers, school psychologists and occupational and physical therapists. Each party will complete all evaluations, eligibilities, IEP meetings and placement determination meetings according to federal and state law.**
 - d. **Each school district will be responsible to attend annual IEP meetings, inviting appropriate Rosemary Anderson High School assigned specialists and staff, family and/or students and will follow all procedural safeguards as per federal and state law. arrange a meeting at any time if either program feels staffing and program needs have changed.**

EXHIBIT 2

PAYMENT FOR SERVICES

One time per year (based on December 1 Census Count), the Centennial School District will invoice Reynolds School District for services provided per this contract based on census counts as follows:

Actual staffing costs incurred to provide services as outlined in exhibit 1, scope of work, based on the number of students served for the other party district as determined by the December census count. The amount will be variable per district based on their specific student count.

The full cost of the Learning Specialist for the 2021-22 school year is \$130,609. This full cost includes: compensation for duties at RAHS, PERS-OPSRP, FICA, Workers Comp, Unemployment, Risk Management, Medical/Dental, and Early Retirement.

Each district would be billed based on the percentage of students receiving special education services at the time of invoice.

An example of the range based on current year's data is a low of 2% (\$2,612) to a high of 40% of students receiving special education services (\$52,244).

EXHIBIT 3

INSURANCE REQUIREMENTS

Each Party shall at all times maintain in force at that Party's expense, each insurance noted below:

Worker's Compensation insurance in compliance with ORS 656.017, which requires subject employers to provide worker's compensation coverage in accordance with ORS Chapter 656 for all subject workers. Each Party and all subcontractors of Each Party with one or more employees must have this insurance unless exempt under ORS 656.027 (See Exhibit 4).

THIS COVERAGE IS REQUIRED.

Commercial General Liability insurance, on occurrence basis, with a limit of not less than _____ \$500,000 _____ \$1,000,000 **XXX \$2,000,000** each occurrence for Bodily Injury and Property Damage, with an annual aggregate limit of _____ \$500,000 _____ \$1,000,000 **XXX \$3,000,000**.

This insurance must include contractual liability coverage.

_____ Required _____ Not required

Commercial Automobile Liability insurance with a combined single limit, or the equivalent of not less than _____ \$500,000 _____ \$1,000,000 _____ \$2,000,000 each occurrence for Bodily Injury and Property Damage, including coverage for owned, hired or non-owned vehicles. _____ \$500,000

_____ Required _____ Not required

Additional Requirements. Coverage must be provided by an insurance company admitted to do business in Oregon or rated A- or better by Best's Insurance Rating. Each Party shall pay all deductibles and retentions. A cross-liability clause or separation of insureds condition must be included in all commercial general liability policies required by this Contract. Each Party's coverage will be primary in the event of loss.

Certificate(s) of Insurance Required. Each Party shall furnish a current Certificate(s) of Insurance to the other Party prior to Contract execution. Each Party shall provide that there shall be no cancellation, termination, material change, or reduction of limits of the insurance coverage without 30 days' written notice from Each Party to the other Party. The Certificate(s) shall also state the deductible or retention level. For commercial general liability, the Certificate shall also provide that the other Party, its agents, officers, and employees are Additional Insured's with respect to Each Party's services to be provided under this Contract. An additional insured endorsement shall be attached to the certificate of insurance. No work shall commence until the other Party receives the certificate and additional insured endorsement. If requested, complete copies of insurance policies shall be provided to the other Party.

In Lieu of Insurance. In Lieu of the insurance policies required by this Section, Each Party may provide coverage through self-insurance or a self-insured retention plus insurance. If Each Party elects to provide such coverage, it must do so in an amount and with coverage at least equal to the requirements of this Section in a form acceptable to the District. Each Party shall provide proof of self-insurance to the District before this Contract takes effect and thereafter upon request by the District. Each Party shall provide that there shall be no cancellation, termination, material change, or reduction of limits of the coverage without 30 days' written notice from each Party to the other Party. Each Party will provide proof of insurance coverage to the other Party.



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

To: Board of Directors

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

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

Subject: Resolution 2021-2022-016, Adoption of the 2022-2023 Multnomah Education Service District (MESD) Local Service Plan

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

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

Please refer to the following attachment(s): Attachment A Resolution 2021-2022-016

Previous Board Action:

Feb 2021 Board adopted Resolution #2019-2020-020, Adoption of the MESD 2021-2022 Local Service Plan

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

Background:

Multnomah ESD Superintendents reviewed the ESD services to be offered to school district for the 2022-2023 school year. The Board is asked to review the 2022-2023 MESD Local Service Plan and adopt the resolution to accept the plan as presented. Should the Board require any changes to the agreement, the required changes should be noted as an exception to the proposed plan at adoption.

Financial Implications:

Adoption of the service plan provides MESD notice of the District’s intent to purchase services from MESD for 2022-2023 utilizing district resolution dollars as provided to MESD on our behalf by the State of Oregon.

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the Board adopt Resolution 2021-2022-016 as presented for school year 2022-2023.

Motion:

- A. Motion Made by Board Member:
 - a. I move the Board adopt Resolution 2021-2022-016, adopting the MESD local service plan for school year 2022-2023.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

MESD Local Service Plan



2022-2023

TABLE OF CONTENTS

Introduction

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

Description of Services

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

More Information....

Resolution - Adoption of Multnomah ESD Programs and Services	
Proposals for 2022-2023	25
Key Community Partners	26
Appendix - Links to other information	27

MULTNOMAH EDUCATION SERVICE DISTRICT

MESD Administration Building

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

Arata Creek School

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

Burlingame Creek School

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

Donald E. Long School

Christine Otto-Principal
1401 NE 68th St.
Portland, OR 97213
Phone: 503-988-5937

Four Creeks School

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

Helensview School

Dan Cohnsteadt-Principal
8678 NE Sumner St.
Portland, OR 97220
Phone: 503-262-4150

Knott Creek School

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

Ocean Dunes High School

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

Three lakes High School

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

Wheatley School

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

Wynne Watts-Kerr Center

Amy Marquardt-Dustin-Principal
930 NE 162nd
Portland, OR 97230
Phone: 503-262-4200

BOARD OF DIRECTORS

CHAIR

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

VICE-CHAIR

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

DIRECTORS

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

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

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

Dr. Samuel Henry Position 1, Zone 5
shenry@mesd.k12.or.us

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

Superintendent

Dr. Paul Coakley 503-257-1504
pcoakley@mesd.k12.or.us

Assistant Superintendent

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

Director of Business Services

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

Director of Strategic Engagement

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

Director of Student Services

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

Director of Human Resources

Deon Logan 503-257-1513
dlogan@mesd.k12.or.us

ADMINISTRATION

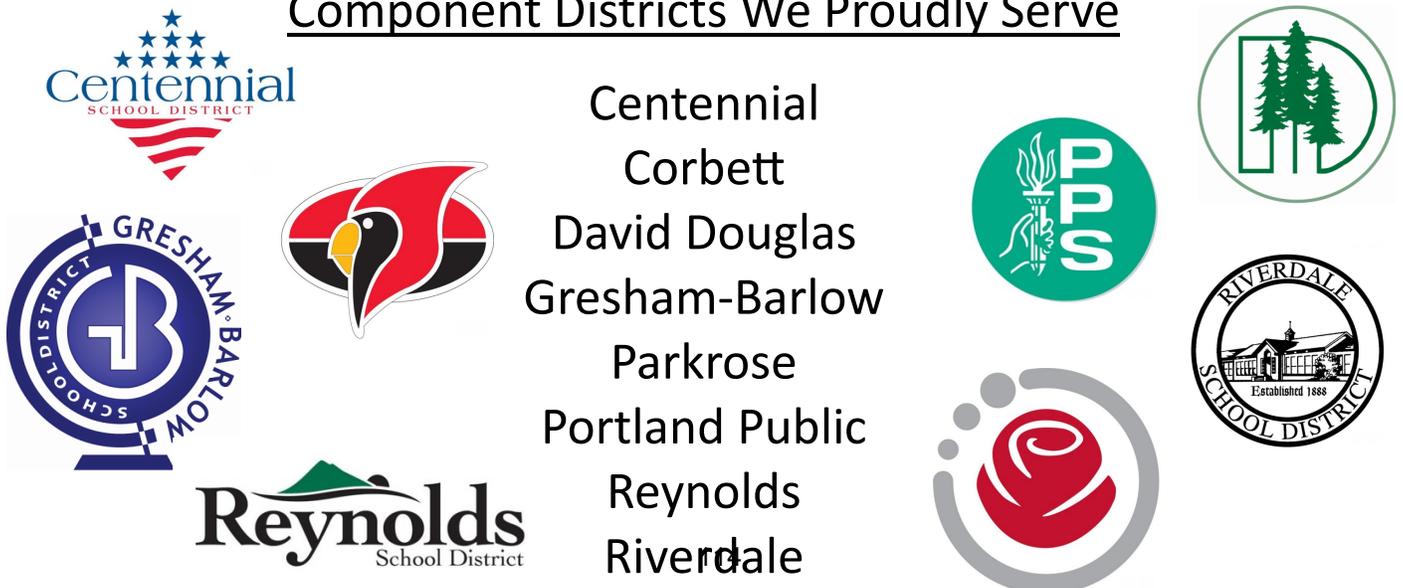
Multnomah Education Service District

Local Service Plan

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

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

Component Districts We Proudly Serve



Multnomah Education Service District

2022-2023 Local Service Plan (LSP) Timeline

September 2021	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2021	Present initial draft to Advisory groups, and gather feedback
November 2021	Present second draft LSP to Advisory groups and gather feedback
January 2022	Present final draft to Superintendents MESD Board approves LSP
February 2022	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2022	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2022	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2022	Costing template and services commitments finalized

Budget in Brief

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

State School Fund Estimates for the 2021-2023 Biennium

	<u>2021-2022</u>	<u>2022-2023</u>	<u>Total</u>
Legislative Appropriation ¹	\$ 4,556,902,000	\$ 4,742,898,000	\$ 9,299,800,000
Less state-wide transfers/deductions ("carve-outs")	<u>(55,731,667)</u>	<u>(55,731,667)</u>	<u>(111,463,334)</u>
State revenue for formula	4,501,170,333	4,687,166,333	9,188,336,666
Plus local revenue for formula	<u>2,279,748,374</u>	<u>2,376,637,680</u>	<u>4,656,386,053</u>
Total revenue for formula ²	6,780,918,707	7,063,804,013	13,844,722,719
ESD share at 4.5%	305,141,342	317,871,181	623,012,522
Less ESD transfers/deductions ("carve-outs")	<u>(9,285,125)</u>	<u>(9,285,125)</u>	<u>(18,570,250)</u>
ESD State School Fund formula revenue for distribution	\$ 295,856,217	\$ 308,586,056	\$ 604,442,272
Estimated MESD portion of ESD distribution			
	\$ 46,449,254	\$ 48,471,074	\$ 94,920,328
MESD allocation to funds			
Operating Fund (10%) for general operations	\$ 4,644,925	\$ 4,847,107	\$ 9,492,032
Resolution Fund (90%) for Component Districts	\$ 41,804,329	\$ 43,623,967	\$ 85,428,296

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2021-22 Apportionment	2022-23 Apportionment
Centennial	7,487.09	7,487.09	6.8%	\$ 2,845,699	\$ 2,969,565
Corbett (X 1.61)	1,253.43	2,018.02	1.8%	767,011	800,398
David Douglas	11,750.75	11,750.75	10.7%	4,466,234	4,660,638
Gresham-Barlow	13,891.48	13,891.48	12.6%	5,279,884	5,509,704
Parkrose	3,814.71	3,814.71	3.5%	1,449,898	1,513,008
Portland Public	55,975.09	55,975.09	50.9%	21,275,055	22,201,105
Reynolds	13,932.36	13,932.36	12.7%	5,295,422	5,525,918
Riverdale (X1.61)	694.73	1,118.52	1.0%	425,126	443,631
Total	108,799.64	109,988.02		\$ 41,804,329	\$ 43,623,967

¹ The SSF estimate is based on the ODE Estimate dated 11/02/2021.

² This estimate assumes a 4.255 increase in local revenues for 22/23.

Instructional Services

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

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

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

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

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

Instructional Services (Continued)

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

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

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

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

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

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

Instructional Services (Continued)

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

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

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

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

Instructional Services (Continued)

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

Behavior and Instructional Consultation Services:

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

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

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

Instructional Services (Continued)

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

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

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

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

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

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

School Health Services (SHS)

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

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

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

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

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

School Health Services (SHS) (Continued)

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

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

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

School Health Services (SHS) (Continued)

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

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

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

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

Special Education

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

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

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

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

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

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

Special Education (Continued)

Behavior and Instructional Consultation Services:

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

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

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

Special Education (Continued)

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

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

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

Wheatley School

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

Special Education (Continued)

*Individually Purchased Options:

Related Services:

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

Related Services provides direct and/or consultation services according to student IEP needs. Services may be provided at a minimum of .2 FTE increments. Caseloads are varied dependent upon IEPs and locations.

Assistive Technology:

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

Speech/Language Pathology:

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

Occupational Therapy:

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

Special Education (Continued)

Physical Therapy:

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

Psychological Services:

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

*Included in the cost of this service option are travel, supplies, materials and technology (computer needs) for staff

Behavior Consultant:

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

Special Education (Continued)

Educational Assistants:

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

Transition Specialist:

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

District Classroom Interventionist:

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

Technology Services

Through Cascade Technology Alliance
www.cascadetech.org

The Cascade Technology Alliance (CTA) is a collaboration between the two metro regional ESDs: Multnomah and Northwest Regional. The CTA was created by partnering the technology departments of both participating ESDs to serve their area component districts as well as other districts, charter schools, government, and non-profit agencies in need of technology solutions. The CTA has a menu of services available to its component school districts including many services historically selected by MESD districts:

Application and Development Services

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

Technology Services (Continued)

Infrastructure Services

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

Instructional Services

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

Other Regional Services

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

**Please see our full list of services at:
<https://www.cascadetech.org/solutions.html>**



Administrative Support Services

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

Student Success Act-Technical Assistance

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

Diversification of the Education Workforce

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

Mental & Behavioral Health Systems

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

Comprehensive Paraeducator Training

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

Community Engagement of Focal Populations

Provide technical assistance (professional learning, facilitation, resources) to build capacity for district staff for authentic systemic engagement of historically underserved communities.

SIA Plan Technical Assistance

Support districts as needed in development of required Student Investment Account plans. Develop Networked Improvement Communities focused on shared SIA priorities. Provide a Student Success Act lead to provide technical assistance & serve as liaison between districts and ODE.

Pandemic Recovery Planning

Provide technical assistance, data analysis, facilitation, and training support for identification and closing of achievement gaps created and/or widened during Covid-19 instructional disruption.

Effective Early Learning Systems

Provide support (coaching, professional learning, facilitation) for integration of PK-early elementary systems (instruction, assessment, social-emotional learning, family engagement) for literacy, math, and other content areas with an emphasis on meeting the needs of historically underserved student groups.

Equity & Continuous Improvement

Provides support for equity-related professional development in the region; capacity-building for both ESD and district staff to support equitable outcomes for historically marginalized students¹³⁴

**ADOPTION OF MULTNOMAH ESD
PROGRAMS AND SERVICES PROPOSALS
FOR 2022-2023**

_____ SCHOOL DISTRICT NO. _____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. _____ on the _____ day of _____, 2022, in the manner proposed by law, and has not been altered or repealed.

DATED this _____ day of _____, 2022

Superintendent/Deputy Clerk
School District No. _____

RESOLUTION

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of _____ School District No. _____, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2022-2023 Local Service Plan - Multnomah Education Service District, EXCEPT:

(Specify here each and every program not approved. If all are approved, please indicate "none".)

Please note that in the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

KEY COMMUNITY PARTNERS

- Albertina Kerr
- All Hands Raised
- Carpe Mundi
- Community Cycling Center
- East County SD Liaison
- East County STEM Partnership
- FACT
- Friends for Outdoor School
- Friends of the Children
- Gateway to College
- Gray Family Foundation
- Gresham Chamber of Commerce
- IBEW
- IRCO
- Impact NW
- Kaiser Permanente
- Kline & Associates
- Linn-Benton Detention
- Linn-Benton Community College
- Mercy Corps NW
- Metro
- Mt Hood Community College Dual Enrollment
- Mt. Hood Community College Regional CTE Coordination
- Mt. Hood Community College, TRIO College First Program
- Mt Hood Cable Regulatory Commission
- Multnomah County Early Learning
- Multnomah County Detention
- Multnomah County Developmental Disabilities Division
- Multnomah County Health
- Multnomah County Juvenile Justice Services
- Multnomah County Library
- Multnomah County Mental Health and Addiction Services Division
- Multnomah County Probation/Parole
- Multnomah County SUN Schools
- Multnomah ESD-Helensview School
- New Avenues for Youth
- NW Disability Supports
- OHSU Doernbecher’s Children’s Hospital
- OHSU Kitchen and Dining
- Oregon Department of Education
- Oregon Food Bank
- Oregon Forest Resources Institute
- Oregon State University Extension
- Oregon Youth Authority
- Parkrose hardware
- P:ear Mentoring
- Portland Community College
- Portland Bureau of Transportation (PBOT)
- Safe Routs to School
- Portland Children’s Levy
- Portland Police Bureau
- Portland Public Schools-Alliance High School
- Portland Public Schools-Alliance High School at Benson High School
- Portland Youth Builders
- Providence Willamette Falls Hospital
- PSU TRIO Pre-College Programs
- Randall Children’s Hospital at Legacy Emanuel
- Reynolds Learning Academy
- Rosemary Anderson HS/Portland OIC
- School & Community Oral Health Programs
- Self Enhancement Inc.
- Shriners Hospitals for Children
- STARS
- Worksystems: Summerworks
- U.S. Bank Machine Tool Finance
- United Way of the Columbia-Willamette
- Unity Center for Behavioral Health
- TriMet
- Yamhill County Juvenile Detention
- Zenbu

Links to Other Information

Multnomah Education Service District

Information about departments and specific programs can be found on the district website: www.mesd.k12.or.us

MESD Accountability Report

The annual Accountability Report is a comprehensive summary of the programs and services the MESD provides to support districts in serving students. It reports information specific to each component district; including, number of students served, services provided, and financial data. The report is available online in the Component School Districts section on the MESD Web page.

MESD School Health Services Annual Report

The School Health Services department issues an [annual report](#) available on its homepage.

MESD Budgets and Financial Reports

MESD's annually Adopted Budgets and Comprehensive Annual Financial Reports (CAFRs) for the past 5 years can be found at the Business Services homepage: www.mesd.k12.or.us/businessservices

Cascade Technology Alliance

Cascade Technology Alliance was originally formed to bring the technological strengths of our four education service districts together to deliver even better tech services to our area School Districts than previously possible. We have four objectives to meet before providing services to Schools. They are stability, accessibility, innovation, and cost-sharing/saving collaboration. By meeting these four objectives, our Oregon school staff, student, and parent users have exceptional solutions to support the learning environment. <http://www.cascadetech.org/>



RESOLUTION #2021-2022-013

**RESOLUTION PROCLAIMING THE
CELEBRATION OF CLASSIFIED EMPLOYEE
APPRECIATION WEEK IN
REYNOLDS SCHOOL DISTRICT**

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District Board of Directors proclaims **March 7-11, 2022**, to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

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

Adopted this 23rd day of February 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent of Schools/Clerk



RESOLUTION #2021-2022-014

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

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

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

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

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

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

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

WHEREAS, the National Women's History Alliance theme for 2021 is "Women Providing Healing, Promoting Hope;" and

WHEREAS, the 2022 theme for National Women's History Month is both a tribute to the ceaseless work of caregivers and frontline workers during the ongoing pandemic and also a recognition of the thousands of ways women of all cultures have provided both healing and hope throughout history. The 2022 theme proudly honors those who, in both public and private life, provide healing and promote hope for the betterment of all; and

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

NOW, THEREFORE, BE IT RESOLVED, The Reynolds School District publicly celebrates the month of March as Women's History Month.

BE IT FURTHER RESOLVED, The Superintendent or her designee shall celebrate Women’s History Month during the month of March.

Adopted this 23rd day of February 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION #2021-2022-015

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

WHEREAS, “Time to Shine” is the 2022 theme of the School Social Workers Association of America. In their important role in schools, school social workers are able to light the way, emphasizing the whole child, collaborating with other professionals, linking students and families with needed services, and advocating for students; and

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

WHEREAS, the Reynolds Board of Education and Superintendent of Schools established mental health supports for students as an important budget priority area in 2021-2022; and

WHEREAS, 15 school social workers are employed with Reynolds School District to help students reach their full potential and are specially licensed to offer direct mental health support for students; and

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

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

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

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

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

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

BE IT FURTHER RESOLVED, The Superintendent or her designee shall celebrate National School Social Worker Week from March 6-12, 2022.

Adopted this 23rd day of February 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



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

To: Board of Directors

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

Prepared by: Sarah Winters, Administrative Analyst, Human Capital Management

Subject: Memorandum of Understanding with Reynolds Education Association

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

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

- Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

Reynolds School District (RSD) and Reynolds Education Association (REA) have reached an agreement on a Memorandum of Understanding (MOU) for the purpose of outlining working conditions and safeguards for licensed staff for the duration of summer school.

Please refer to the following attachment: REA Summer School MOU

Previous Board Action:

The Board approved similar MOUs last year.

Background:

Staff of Reynolds have undertaken providing a safe, engaging, and fun summer program which addresses unfinished learning and the social emotional needs of our students. This will be done through hands-on activities, project-based learning, use of culturally relevant materials, and culturally-specific programming where appropriate for students to demonstrate academic growth in core content areas. Reynolds School District has collaborated with collective bargaining groups to outline working conditions for the duration of summer programming.

Financial Implications:

Not Applicable

Alternatives:

The Board could require additional information prior to taking action on this agenda item.

Staff Recommendation:

Staff recommends the Board approve the agreement between Reynolds Education Association as proposed.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the MOU between REA and Reynolds School District, which will serve as the protocol for licensed employees to work onsite and support the summer programming.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

RSD/REA Summer School 2022 MOU Final Tentative Agreement

**Memorandum of Agreement Between Reynolds School District and
Reynolds Education Association on 2022 Summer School**

Reynolds School District No. 7, Multnomah County, Oregon (District) and the Reynolds Education Association together, “the parties,” recognize that the safety of staff, students and families is a primary concern for professional educators. In addition, the Parties agree that the working conditions of professional educators during the COVID Pandemic are significantly altered when professional educators are engaged in in-person learning. The District will provide Summer School programs in accordance with current guidelines set forth by the Governor, ODE, and local health authorities.

1. The work schedule for the 2022 Summer School session must comply with Articles 7 and 9 of the current Collective Bargaining Agreement. Class and cohort size will comply with Article 27.
2. The District will follow the most current RSSL guidance.
3. Educators who work with FLS, medically fragile, life skills, and emotional regulation challenged students will be provided highly specific protocols (treatment plans, medical instructions, emergency contingencies plans), training, PPE, and equipment to engage safely in providing the needs of their students. Given the high-risk nature of these assignments and the likelihood of absent staff members impacting delivery of consistent services, it is recognized that additional individuals within a building will need training beyond the immediately assigned educators. The District recognizes its responsibility to evaluate staffing levels to ensure student safety, both in terms of student supervision and maintaining specialized levels of services. The District may need to suspend in-person learning services on a building by building basis until such time as necessary staffing levels can be maintained. This is for the protection of all students and staff in any specialized program. In such a circumstance, students on IEP’s would continue to receive FAPE services.
4. All meetings may be offered in person, but only if three (3) feet distancing can be met. All participants in these meetings will be required to wear masks with the exception of staff who are drinking. If staff are going to eat, they are encouraged to distance themselves further from the group. If three feet distancing and masking protocols cannot be met, meetings will be offered in a virtual format.

RSD/REA Summer School 2022 MOU Final Tentative Agreement

5. If there is a substantial change in safety conditions, or a certified educator documents and reports at least three (3) safety conditions that have been violated to their site administrator, the Summer School District Coordinator, that are not resolved after notice to the District, the site administrator, or District Coordinator will work with the educator to provide mutually agreed upon solutions so the educator can safely continue to perform their duties. This in no way limits the right of the educator and/or the Association to submit complaints to OSHA as they deem necessary. The District shall provide a copy of its communicable disease management plan and all COVID-19 safety protocols to each educator who works in the building during Summer School. The District and Association shall collaborate and agree to the development of a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person and a representative in each building selected by the Association.
6. As part of Summer School programming, administrators may assign necessary duties that are not ordinarily a part of an educator's regular work responsibilities, so long as such duties are equitably shouldered by all educators through a schedule rotation. Examples of such duties might include bus off and on-boarding, breakfast, lunch or recess supervision, transitions between cohorts, etc. Schedules may be flexed by mutual agreement between administrator and member. This could include starting or leaving 15 minutes earlier, exchanges of additional break or lunch or prep time for duty, or compensation at per diem if the contract day should need to be extended.
7. The District will comply with COVID 19 rapid testing and contact tracing requirements in RSSL and by the MCHD. The District will provide opportunities for staff to be COVID tested in accordance with "COVID-19 Testing in Oregon K-12 Schools". Should a member of a Summer School cohort test positive for COVID-19 the District will comply with the RSSL and Multnomah County Health Department (MCHD) protocols. If there is a positive COVID-19 case at a worksite, the District shall notify all persons who may have been exposed or affected as determined by the MHCD and School Nursing Services of the Multnomah Education Service District and must be in accordance with the notification procedures established by the Oregon Occupational Safety and Health Administration. Each time a positive COVID-19 case has been detected, the District shall notify the Association of the building/worksite(s) where the case was detected, how many staff members and students were exposed and/or affected, to the extent information is available to the District and does not violate HIPAA rights.
 - a. RSD will implement the established safety and cleaning protocols between student cohort groups as required by RSSL Guidance document, all of which will

RSD/REA Summer School 2022 MOU Final Tentative Agreement

be overseen and enforced by an identified site supervisor. The following health and safety protocols will be used:

- b. Pursuant to current RSSL guidelines, RSD shall create a dedicated quarantine area, separate from the nurse's office/station, in each building/worksite. Such areas must be readily accessible from all spaces dedicated to Summer School activities.
- c. Provide appropriate "workplace provisions" of Personal Protective Equipment (PPE) and/or Essential Protective Gear (EPG) in accordance with federal, state, and local guidelines in effect and as established by RSD's blueprints/plans for reopening. All RSD Summer School plans shall include K95 face coverings (masks) for staff who request them, handwashing stations, hand sanitizer, sanitizing wipes, and other cleaning materials as applicable. RSD shall provide enough face coverings (masks) for staff, community partners, and students and make available at easily identified stations in each building/worksite.
- d. RSD shall require the use of facial coverings (masks) that are worn properly. Staff members who cannot wear a mask because of a documented health issue must complete the interactive process through the district office. Members who are determined to be in need of accommodations shall instead be required to wear a face shield and neck drape (tucked into the shirt).
- e. No educator will be required to work in a room where students are not wearing masks, except as allowed by the current RSSL. RSD shall provide masks that meet standards equivalent to masks designated as K95, enough gloves, gowns, head coverings, and face shields for staff who are in programs and classrooms that place them at increased risk as determined by RSD and REA.
- f. RSD will continue to comply with the requirements in Facilities and School Operations of the current RSSL to ensure staff and student safety. Students, employees, and visitors shall be required to wash their hands or use hand sanitizer upon entering district sites. Every classroom and workspace shall be provided hand sanitizer. All hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked and restocked immediately as needed and prior to the beginning of each day.
- g. All staff will be provided a confidential space to conduct tasks requiring confidentiality when appropriate and needed for their assignment.

RSD/REA Summer School 2022 MOU Final Tentative Agreement

10. Job postings for Summer School positions will be building-specific and advertised via an email survey provided by the District. Such positions will be filled by interested in-building staff first who are qualified by endorsement. In the event that no in-building personnel are interested or qualified by endorsement to fill a position, a candidate will be sought elsewhere within the District. When more than one candidate is interested in a position, the process currently used for voluntary transfers within the district, including internal interviews if necessary, will be implemented to determine selection. If no qualified staff members are interested in advertised summer school positions, such jobs will be posted on the District website and standard hiring protocols will be used to fill the position.
11. Certified staff members who fill Summer School positions for the 2022 session will be paid at their hourly rate for all working hours **and will be protected by the current Collective Bargaining Agreement**, regardless of their assignment including those serving in administration positions. Certified staff members shall be paid based on the 2021-22 salary schedule as of March 1, 2022. If such members fill positions which traditionally fall under the SUN Schools umbrella, those positions will be funded by the Reynolds School District. This change is possible due to state level funds not traditionally available and is not intended to establish precedent. Hours worked will be entered into Timeclock Plus on weekly basis every Friday. Timeclock Plus codes shall be entered into the system and staff will be provided the correct codes prior to the start of Summer School. Staff will be paid on July 15, 2022, August 8, 2022 and September 20, 2022. Any late entries will be paid no later than the following scheduled pay date. Staff working Summer School shall not be evaluated as per Article 5, H. of the CBA; all other provisions of Article 5 will be adhered to during Summer School.
12. Certified staff members who work full time will be afforded a minimum of one (1) hour of paid prep time per day and paid lunch breaks per day commensurate with current contract language in Article 9. All certified staff members shall be given eight (8) hours of pre-instructional preparation time before students begin summer school at their per diem rate. This day is to be used by members to prepare classrooms, materials, and lessons. There shall be no required district and/or building staff meetings on this day. Any professional development will occur prior to the start of summer school and will be paid at the certified staff member's per diem rate.
13. It is understood that staff who are hired to perform in-person duties during Summer School will do so on site and will not be allowed to work remotely for such work. Any staff member who cannot report due to illness, including quarantine, will need to request a substitute through the Summer School Coordinator or designated administrator. Designated administrators will be identified for staff prior to the start of summer session.

RSD/REA Summer School 2022 MOU Final Tentative Agreement

- a. An employee who believes they have contracted or were exposed to COVID-19 on the job and is subject to a quarantine or isolation order directed by Multnomah County Public Health or District contact tracer, or is sent home and is awaiting results of a COVID-19 test shall be compensated at their contracted amount by the District for days missed or shall be allowed to work remotely from home until they can return to work on site. The employee shall enter those hours into Timeclock Plus. Only employees who show proof of vaccination or medical proof that they are unable to be vaccinated will qualify for this District benefit.

- b. In the event an individual student is unable to attend school because of COVID, the district will treat this as a traditional absence regarding expectations for educators. If a classroom or school program needs to be temporarily closed for COVID-related reasons, staff will continue to report to the work site. In the event of an emergency closure to a school site, Article 8 of the CBA will apply.

If a classroom or school program is permanently dissolved or closed, staff will be given the option to be reassigned to other buildings for the remainder of the summer program. Staff who elect to be reassigned for the summer will be afforded a minimum of one transition day prior to beginning an assignment at a new work site. At least half of any transition period will be member directed.

14. By mutual agreement, the 2022 Summer School MOU may be reopened to address potential needs. Any new guidelines, exceptions or amendments to RSSL/ODE guidance for onsite instruction, including but not limited to a change in mask-wearing, PPE, or social distancing policies, and/or any changes that substantially change working or safety conditions, must be negotiated with the Association.

15. This Summer School agreement will expire on August 26, 2022.

RSD/REA Summer School 2022 MOU Final Tentative Agreement

Reynolds Education Association

DocuSigned by:

Lisa Griffith

89AA9A9E9BDC4D1

Lisa Griffith, REA President

Reynolds School District

DocuSigned by:

Danna Diaz

2E7405468D024D3...

Dr. Danna Diaz, Superintendent

DocuSigned by:

Bruce Marsh

31C896DFD8E244D...

M. Nasser Marsh, REA Bargaining Chair

DocuSigned by:

Angela Freeman

059FBC9C9B91405

Dr. Angela Freeman,
Assistant Superintendent - HCM

To: Board of Directors

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

Prepared by: Sarah Winters, Administrative Analyst, Human Capital Management

Subject: Memorandum of Understanding with OSEA Reynolds Chapter #37

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

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

Reynolds School District (RSD) and Oregon School Employees Association (OSEA) Reynolds Chapter #37 have reached an agreement on a Memorandum of Understanding (MOU) for the purpose of outlining working conditions and safeguards for classified staff for the duration of summer school.

Please refer to the following attachment: OSEA Summer School MOU

Previous Board Action:

The Board approved similar MOUs last year.

Background:

Staff of Reynolds have undertaken providing a safe, engaging, and fun summer program which addresses unfinished learning and the social emotional needs of our students. This will be done through hands-on activities, project-based learning, use of culturally relevant materials, and culturally-specific programming where appropriate for students to demonstrate academic growth in core content areas. Reynolds School District has collaborated with collective bargaining groups to outline working conditions for the duration of summer programming.

Financial Implications:

Not Applicable

Alternatives:

The Board could require additional information prior to taking action on this agenda item.

Staff Recommendation:

Staff recommends the Board approve the agreement between Oregon School Employees Association Chapter #37 as proposed.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the MOU between OSEA and Reynolds School District which will serve as the protocol for classified employees to work onsite and support the summer programming.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE REYNOLDS SCHOOL DISTRICT AND
THE OREGON SCHOOL EMPLOYEES' ASSOCIATION, REYNOLDS CHAPTER 37
SUMMER SCHOOL**

The Reynolds School District ("District") and the Oregon School Employees' Association, Reynolds Chapter 37 ("Union"), enter this Memorandum of Understanding (MOU) regarding the wages, benefits, and working conditions of bargaining unit members during the District's 2022 Summer School. This Memorandum of Understanding is effective during Summer School sessions from June 24, 2022, through August 8, 2022.

WAGES:

The District and the Union agree that less than 12-month employees hired for the entire Summer School program will receive a five dollar (\$5.00) per hour and to their current 2021-2022 hourly wage for time worked while Summer School is in session.

Twelve (12)-month employees who work on campus for the Summer School session will receive a one-time stipend of \$100 to appear on the August 20, 2022, paycheck. This change is possible due to State-level funds not traditionally available and is not intended to establish precedent.

STAFF SELECTION:

Current non-12-month employees who have indicated interest by March 1, 2022, will be offered temporary positions in the following manner:

1. Employees applying for a position outside their current classification will be considered after any applicants from the appropriate classification have been placed.
2. Award the position to the candidate who is determined by the District to best meet the qualifications as per the job description of the open position. In the event two (2) or more current employees are equally qualified, the position shall be awarded to the employee with the greatest seniority.

HEALTH AND SAFETY:

The District will continue to follow the RSSL and ODE guidelines that are posted on the District's COVID website.

COMMUNICATION:

All staff working in affected buildings and the Union President will be notified that there was a confirmed case on campus. All provisions of the Collective Bargaining Agreement between the District and the Union not addressed above will remain in full force and effect.

This Memorandum of Understanding will not set precedent for any future action. The parties acknowledge that the conditions and requirements are changing rapidly. Therefore, either party may reopen this agreement for renegotiation.

DocuSigned by:
Susan Mutschler 2/10/2022
26085B54453B4CA...

Susan Mutschler, President Date
OSEA Reynolds Chapter 37

DocuSigned by:
Angela Freeman 2/8/2022
059FBC9CEB91405...

Dr. Angela Freeman, Assistant Superintendent-Human Capital Management Date
Reynolds School District

DocuSigned by:
Teri Staudinger 2/8/2022
2E203EDEF152464...

Teri Staudinger, Field Representative Date
OSEA Reynolds Chapter 37

DocuSigned by:
Cindy Dominiak 2/10/2022
8EF33CE070D147C...

Cindy Dominiak Date
OSEA

DocuSigned by:
Daniel Kimbrow 2/8/2022
0C7306CFA3B6450...

Daniel Kimbrow, Summer School Dist. Coord Date
Reynolds School District

DocuSigned by:
Koreen Barreras-Brown 2/8/2022
0F63C60F56D34B3...

Dr. Koreen Barreras-Brown, Chief Academic Officer Date
Reynolds School District

DocuSigned by:
Shaunice Silas 2/8/2022
611503BC000A4B0...

Shaunice Silas, Director of Labor and Employee Relations Date
Reynolds School District

To: Board of Directors

From: Anthony Lebron, Chief Finance Officer

Prepared by: J.R. Shellmire, Executive Assistant to the CFO

Subject: Resolution #2021-2022-017 Adoption of Bond Refinancing Authorization

Policy: [Revenues from Private, State and Federal Sources – DE/DEB/EC](#)

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

On February 1, 2022, Piper Sandler and Co. representative Carol Samuels presented information regarding bond refinancing options for our district to the Reynolds Cabinet members. On February 9, 2022, Piper Sandler and Co. presented highlights of the cost, benefits, and possible options for bond refinancing available to the Reynolds Board.

Next steps in refinancing, if the Board chooses to adopt the authorizing resolution:

- Finalize structuring options
- Draft disclosure document (the POS)
- Meet with Rating Agencies
- Selling the Bonds
- Closing

Previous Board Action:

Not Applicable

Background:

School Bonds are a way for school districts to borrow money by collecting short term cash from the bonds. Investors buy promissory notes, i.e., school bonds, that school districts agree to pay back over a certain period of time. In May 2015, the Reynolds community passed a bond measure to make long-needed improvements to our schools.

The bond projects included replacing Troutdale, Fairview, and Wilkes Elementary Schools; significantly updating and renovating Reynolds High School; and providing safety and security upgrades to all schools.

Financial Implications:

Refinancing our 2015 GO Bonds will provide a cumulative annual savings to the District Taxpayers of \$6,897,756.00 from June 15, 2023 through June 15, 2034, opposed to cumulative annual savings of \$5,742,040.49 at the current market rates.

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the Board adopt Resolution #2021-2022-017 as proposed.

Motion:

A. Motion Made by Board Member:

a. I move that the Board approves Resolution #2021-2022-017 for adoption of Bond Refinancing Authorization.

B. Motion Seconded by Another Board Member

C. Points of Clarification / Discussion

D. Call for Board Vote

RESOLUTION NO. 2021-2022-017

A RESOLUTION OF REYNOLDS SCHOOL DISTRICT NO. 7, MULTNOMAH COUNTY, OREGON AUTHORIZING THE ISSUANCE, SALE AND DELIVERY OF GENERAL OBLIGATION REFUNDING BONDS; DESIGNATING AN AUTHORIZED REPRESENTATIVE; DELEGATING THE NEGOTIATION AND APPROVAL OF FINANCIAL DOCUMENTS AND RELATED MATTERS.

SECTION 1. FINDINGS

The Board of Directors (the “Board”) of Reynolds School District No. 7, located in Multnomah County, Oregon a common school district of the State of Oregon (the “District”) finds:

a. The District previously issued its General Obligation Bonds, Series 2015 (the “Refundable Bonds”) for projects which were authorized by approving vote of the electors of the District; and

b. The District is authorized pursuant to the Oregon Constitution and Oregon Revised Statutes Chapter 287A to issue refunding bonds for the refunding of all or a portion of its outstanding Refundable Bonds; and

c. The District has determined that it is in the best interest of the taxpayers of the District to refund all or a portion of the Refundable Bonds; and

d. The District adopts this resolution to provide the terms under which the refunding bonds will be sold and issued and to authorize the refunding of all or a portion of the Refundable Bonds.

SECTION 2. REFUNDING BONDS AUTHORIZED

The District hereby authorizes the issuance of General Obligation Refunding Bonds (the “Refunding Bonds”) in an aggregate principal amount sufficient to refund all or a portion of the Refundable Bonds and to pay the costs related to the refunding and the issuance of the Refunding Bonds.

Piper Sandler & Co. is hereby authorized, on behalf of the District to submit an advance refunding plan and any amendments to such plan to the Oregon State Treasurer for review and approval to the extent required by law and the District hereby ratifies and confirms all actions taken prior to and after adoption of this resolution in connection with such submission.

SECTION 3. DESIGNATION OF AUTHORIZED REPRESENTATIVES

The Board designates the Chair, Superintendent, Director of Financial Services, Chief Financial Officer (each an “Authorized Representative”) or a designee of an Authorized Representative to act on behalf of the District as specified in Section 8 hereof.

SECTION 4. SECURITY

Pursuant to ORS 287A.315, the District hereby pledges its full faith and credit and taxing power to pay the Refunding Bonds. The District hereby covenants for the benefit of the Owners of the Refunding Bonds to levy annually, as necessary, a direct ad valorem tax upon all of the taxable property within the District which is sufficient, after taking into consideration discounts taken and delinquencies

that may occur in the payment of such taxes and other legally available amounts, to pay all Refunding Bond principal and interest when due. This tax shall be in addition to all other taxes of the District, and this tax shall not be limited in rate, amount or otherwise, by Sections 11 or 11b of Article XI of the Oregon Constitution.

SECTION 5. FORM OF REFUNDING BONDS

The Refunding Bonds shall be issued in substantially the form as approved by the Authorized Representative. The Refunding Bonds may be printed or typewritten, and may be issued as one or more temporary Refunding Bonds which shall be exchangeable for definitive Refunding Bonds when definitive Refunding Bonds are available.

SECTION 6. EXECUTION OF REFUNDING BONDS

The Refunding Bonds shall be executed on behalf of the District with the manual or facsimile signature of an Authorized Representative of the District.

SECTION 7. REDEMPTION

The Refunding Bonds may be subject to optional redemption or mandatory redemption prior to maturity as determined under Section 8 hereof.

SECTION 8. DELEGATION FOR ESTABLISHMENT OF TERMS AND SALE OF THE REFUNDING BONDS

The Authorized Representative is hereby authorized, on behalf of the District without further action of the Board (and such actions of the Authorized Representative, if taken prior to the adoption of this resolution, are hereby affirmed and authorized), to:

- a. issue the Refunding Bonds in one or more series;
- b. establish the principal amounts, interest rates, redemption provisions and all other terms of the Refunding Bonds;
- c. either publish a notice of sale, receive bids and award the sale of that series to the bidder complying with the notice and offering the most favorable terms to the District, or select one or more underwriters or lenders and negotiate the sale of that series with those underwriters or lenders and execute and deliver a bond purchase agreement or other document in connection with such sale;
- d. enter into covenants regarding the use of the proceeds of the Refunding Bonds and the projects refinanced with the proceeds of the Refunding Bonds;
- e. appoint a registrar and paying agent for the Refunding Bonds, if necessary;
- f. select the maturities of the Refundable Bonds to be refunded and cause notice of defeasance and redemption to be given;
- g. appoint an escrow agent and execute and deliver any documents necessary to refund all or a portion of the Refundable Bonds including submission of an advance refunding plan to the State;
- h. subscribe for and obtain eligible securities to be deposited in an escrow fund for the Refundable Bonds;

- i. appoint a certified public accounting firm to act as verification agent to produce a report demonstrating the ability of the escrow account to meet all future debt service and related costs relative to the Refundable Bonds, if necessary;
- j. approve of and authorize the distribution of the preliminary and final official statements for the Refunding Bonds, if required;
- k. obtain one or more ratings on the Refunding Bonds;
- l. obtain municipal bond insurance on the Refunding Bonds, execute and deliver any agreement required in connection with such insurance;
- m. apply to participate in the Oregon School Bond Guaranty Program, execute any documents in connection with such program;
- n. approve, execute and deliver a Continuing Disclosure Certificate pursuant to SEC Rule 15c2-12, as amended (17 CFR Part 240, § 240.15c2-12), if required;
- o. determine if the Refunding Bonds shall be issued as federally tax-exempt or taxable obligations;
- p. modify and update the Tax-Exempt Bond Post-Issuance Compliance Policy approved by the Board under Resolution No. 2014-2015-013 in connection with the authorization of the Refundable Bonds;
- q. make any clarifying changes or additional covenants not inconsistent with this Resolution; and
- r. execute and deliver any other certificates, documents or agreements and take any other action that the Authorized Representative determines are desirable to issue, sell and deliver the Refunding Bonds in accordance with this Resolution.

SECTION 9. DEFAULT AND REMEDIES.

The occurrence of one or more of the following shall constitute an Event of Default under this Resolution and the Refunding Bonds:

- a. Failure by the District to pay Refunding Bond principal, interest or premium when due;
- b. Failure by the District to observe and perform any covenant, condition or agreement on its part to be observed or performed for the benefit of Owners of Refunding Bonds, for a period of sixty (60) days after written notice to the District by the Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding specifying such failure and requesting that it be remedied; provided however, that if the failure stated in the notice cannot be corrected within such sixty (60) day period, it shall not constitute an Event of Default so long as corrective action is instituted by the District within the sixty (60) day period and diligently pursued, and the default is corrected as promptly as practicable after the written notice referred to in this paragraph; or,
- c. The District is adjudged insolvent by a court of competent jurisdiction, admits in writing its inability to pay its debts generally as they become due, files a petition in bankruptcy, or consents to the appointment of a receiver for the payments.

The Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding may waive any Event of Default and its consequences, except an Event of Default as described in (a) of this Section.

Upon the occurrence and continuance of any Event of Default hereunder the Owners of fifty-one (51%) percent or more of the principal amount of Refunding Bonds then Outstanding may take whatever action may appear necessary or desirable to enforce or to protect any of the rights of the Owners of Refunding Bonds, either at law or in equity or in bankruptcy or otherwise, whether for the specific enforcement of any covenant or agreement contained in this Resolution or the Refunding Bonds or in aid of the exercise of any power granted in this Resolution or in the Refunding Bonds or for the enforcement of any other legal or equitable right vested in the Owners of Refunding Bonds by the Resolution or the Refunding Bonds or by law. However, the Refunding Bonds shall not be subject to acceleration.

No remedy in this Resolution conferred upon or reserved to Owners of Refunding Bonds is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Resolution or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. To entitle the Owners of Refunding Bonds to exercise any remedy reserved to them, it shall not be necessary to give any notice other than such notice as may be required by this Resolution or by law.

SECTION 10. DEFEASANCE

The District may defease the Refunding Bonds by setting aside, with a duly appointed escrow agent, in a special escrow account irrevocably pledged to the payment of the Refunding Bonds to be defeased, cash or direct obligations of the United States in an amount which, in the opinion of an independent certified public accountant, is sufficient without reinvestment to pay all principal and interest on the defeased Refunding Bonds until their maturity date or any earlier redemption date. Refunding Bonds which have been defeased pursuant to this Section shall be deemed paid and no longer outstanding, and shall cease to be entitled to any lien, benefit or security under this Resolution except the right to receive payment from such special escrow account.

SECTION 11. ESTABLISHMENT OF ACCOUNT

The following account shall or has been created which account shall be continually maintained, except as otherwise provided, so long as the Refunding Bonds remain unpaid.

Debt Service Account. The District shall maintain the debt service account in the District's debt service fund for the payment of principal, premium, if any, and interest on the Refunding Bonds as they become due. All accrued interest, if any, and all taxes levied and other moneys available for the payment of the Refunding Bonds shall be deposited to the debt service account.

SECTION 12. PROFESSIONALS

The District hereby appoints Hawkins Delafield & Wood LLP as Bond Counsel for the issuance of the Refunding Bonds and Piper Sandler & Co., as Underwriter or Placement Agent.

SECTION 13. RESOLUTION TO CONSTITUTE CONTRACT

In consideration of the purchase and acceptance of any or all of the Refunding Bonds by those who shall own the Refunding Bonds from time to time (the "Owners"), the provisions of this Resolution shall be part of the contract of the District with the Owners and shall be deemed to be and shall constitute a contract between the District and the Owners. The covenants, pledges, representations and warranties contained in this Resolution or in the closing documents executed in connection with the Refunding Bonds, including without limitation the District's covenants and pledges contained in Section 4 hereof, and the other covenants and agreements herein set forth to be performed by or on behalf of the District shall be contracts for the equal benefit, protection and security of the Owners, all of which shall be of equal rank without preference, priority or distinction of any of such Refunding Bonds over any other thereof, except as expressly provided in or pursuant to this Resolution.

ADOPTED by the Board of Directors of Reynolds School District No. 7, Multnomah County, Oregon this 23rd day of February, 2022.

**REYNOLDS SCHOOL DISTRICT NO. 7
MULTNOMAH COUNTY, OREGON**

By: _____
Chair

ATTEST:

By: _____
Superintendent

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Board Discussion

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

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Adjourn

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

Date: February 23, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Adjournment

