

**Reynolds School District  
Board of Education Regular**

March 30, 2022

7:00 PM

Virtual Meeting

<b>I.</b>	<b>6:00p - Executive Session</b>	<b>3</b>
	The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, ORS 192.660(2)(e) Real Estate, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.	
<b>II.</b>	<b>7:00p - Call to Order</b>	<b>4</b>
	A. Pledge of Allegiance	5
	B. Land Acknowledgement	6
	C. Consider Approval of the March 30, 2022 Agenda	
<b>III.</b>	<b>7:05p - Appeal Decision</b>	<b>7</b>
<b>IV.</b>	<b>7:10p - Board Recognition</b>	<b>8</b>
	A. Student Recognition	9
	B. Volunteer/Community Partner Recognition	10
	C. Staff Recognition	11
	D. Resolution 2021-2022-018: Public School Volunteer Appreciation Week	12
	E. Resolution 2021-2022-019: National Assistant Principals Week	14
	F. Resolution 2021-2022-020: National Arab American Heritage Month	16
<b>V.</b>	<b>7:20p - Public to be Heard</b>	<b>18</b>
	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.	
<b>VI.</b>	<b>7:40p - Bargaining Group Updates</b>	<b>19</b>
<b>VII.</b>	<b>7:55p - Presentation to the Board</b>	
	A. Student Outcomes: Midyear Data Review	20
<b>VIII.</b>	<b>8:15p - Board Reports</b>	<b>32</b>
	A. Board Announcements	
	i. Individual Board Members - Announcements and Reports	
	ii. Upcoming Board Meetings	
<b>IX.</b>	<b>8:25p - Superintendent's Reports</b>	<b>42</b>
	A. Announcements/Reports	
	B. Student and Family Services Report	43
	C. Human Capital Management Report <sup>1</sup>	47

	D. Communications Report	
	E. Financial Report	58
	F. Enrollment Report	59
X.	<b>8:50p - Consent Agenda</b>	<b>65</b>
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	66
	C. Field Trip: RLA CTE Trading Up - Warrenton, Nehalem, and Astoria	71
	D. IGA Renewal with Gresham-Barlow for Open School Learning Specialist	82
	E. Grant MOU with the State Library of Oregon	90
	F. Resolutions	
	i. Resolution 2021-2022-018: Public School Volunteer Appreciation Week	94
	ii. Resolution 2021-2022-019: National Assistant Principals Week	96
	iii. Resolution 2021-2022-020: National Arab American Heritage Month	98
	G. Policy Updates	
	i. GCDA/GDDA-AR: Criminal Records Checks and Fingerprinting	100
XI.	<b>8:55p - Action Items</b>	
	A. Authorization to Spend: Classroom Technology Devices	104
	B. Policy IFK: Graduation Requirements	110
	C. Policy ACB: Every Student Belongs	126
XII.	<b>9:15p - Board Discussion</b>	<b>133</b>
XIII.	<b>9:30p - Adjourn</b>	<b>134</b>



*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: March 30, 2022

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

**Connection to School Board Core Beliefs and Commitments**

Safety       Equity       Instructional Practice       Organizational Culture

**Strategic Plan Goal Topic 3: Student and Staff Wellness**

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

**Summary:**

The Reynolds School Board and the Superintendent will recess into Executive Session under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(d) Negotiations, ORS 192.660(2)(e) Real Estate, and ORS 192.660(h) Legal Counsel.

Executive Session is closed to the public.



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

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

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

Date: March 30, 2022

<b>Action</b>	<input checked="" type="checkbox"/>
<b>Report</b>	<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:**

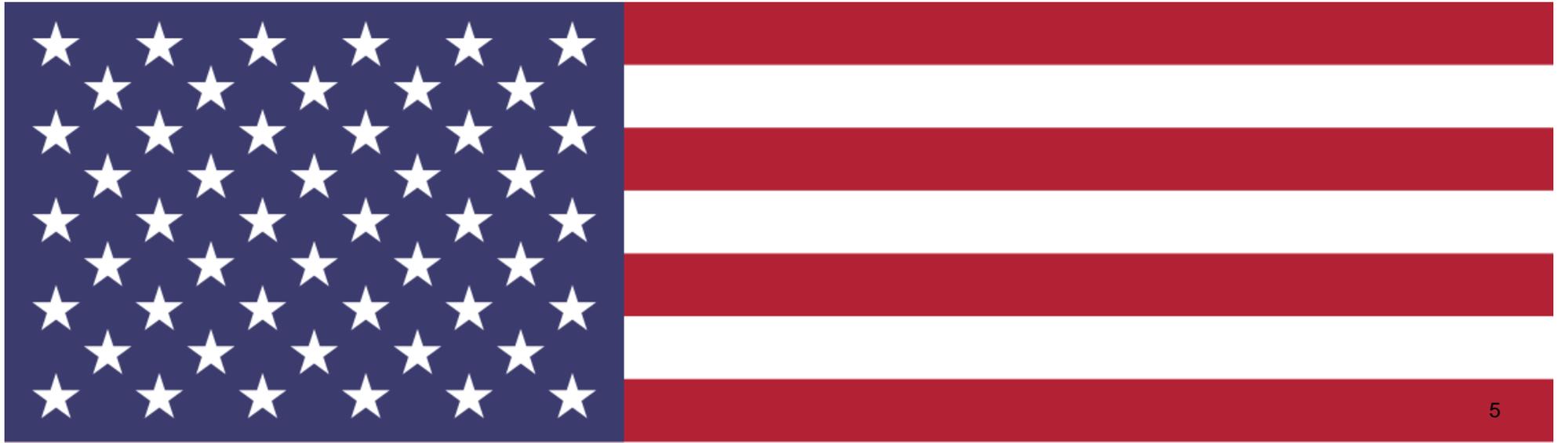
- a. Call to Order
- b. Pledge of Allegiance
- c. Land Use Acknowledgement

**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 March 30, 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 Apdopted on May 27, 2020*

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

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

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

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

## Land Use Acknowledgment

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

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



*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: Appeal Decision**

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

Date: March 30, 20212

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:**

I move that the Board **[uphold or reverse]** the District’s termination decision discussed in executive session.



*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: Stephanie Field, Executive Director of Communication and Community Relations

**Subject: Board Recognition**

Policy: [Community Relations – KAA](#)

Date: March 30, 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: Dayani Chagala-Velasco, 4th grade student at Hartley Elementary
- Community Partner/Volunteer Recognition: Tokola Properties
- Staff Recognition: Karri Klock, Lead Secretary at Reynolds Learning Academy

**Resolutions:**

- 2021-2022-018: Volunteer Appreciation Month
- 2021-2022-019: Assistant Principal Appreciation Week
- 2021-2022-020: National Arab American Heritage Month



Reynolds School Board  
**STUDENT RECOGNITION**

March 2022

9

**Dayani Chagala-Velasco**





Reynolds School Board  
**COMMUNITY PARTNER OF THE MONTH**  
March 2022





Reynolds School Board  
**STAFF RECOGNITION**

March 2022

11

**Karri Klock**





**RESOLUTION #2021-2022-018**

**PROCLAIMING THE CELEBRATION OF  
PUBLIC SCHOOL VOLUNTEER WEEK**

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

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED** that in honor of the service of all students, Reynolds School District endorses and supports the recognition and celebration of the efforts of volunteers during the week of April 18<sup>th</sup> through 22<sup>nd</sup>, 2022 hereby established as Public School Volunteer Week.

Adopted this 30<sup>th</sup> day of March 2022.

Signed:

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Chair, Reynolds School District Board of Directors

Attest:

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Superintendent/Clerk



**RESOLUCIÓN #2021-2022-020**

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

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

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

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

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

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

**AHORA, POR LO TANTO, SE RESUELVA** que, en honor al servicio de todos los estudiantes, Reynolds School District avala y apoya el reconocimiento y la celebración de los esfuerzos de los voluntarios durante la semana del 18 al 22 de abril de 2022, establecido por la presente como La Semana del Voluntariado en las Escuelas Públicas.

Adoptado el 30 de marzo de 2022

Firmado:

\_\_\_\_\_  
Presidente, Junta Directiva de Reynolds School District

Doy fe:

\_\_\_\_\_  
Superintendente/Secretario



**RESOLUTION #2021-2022-019**

**PROCLAIMING THE CELEBRATION OF  
NATIONAL ASSISTANT PRINCIPALS WEEK**

**WHEREAS**, the Reynolds School Board has designated the week of April 4 through April 8, 2022 as "National Assistant Principals Week" in coordination with the efforts of the National Association of Elementary School Principals, the American Federation of School Administrators, and the National Association of Secondary School Principals working with the U.S. Congress and resolutions thereof;

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

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED** that in honor of the service of all elementary, middle level, and high school assistant principals, and to recognize the importance of their school leadership so that every child has access to a high-quality education, and to celebrate school leader accomplishments, the week of April 4 through April 8, 2022 is hereby designated in Reynolds School District to be " National Assistant Principals Week."

Adopted this 30<sup>th</sup> day of March 2022.

Signed:

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Chair, Reynolds School District Board of Directors

Attest:

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Superintendent/Clerk



## RESOLUCIÓN #2021-2022-019

### PROCLAMANDO LA CELEBRACIÓN DE LA SEMANA NACIONAL DE LOS SUBDIRECTORES

**CONSIDERANDO**, que la Junta Directiva ha designado la semana del 4 al 8 de abril de 2022 como la "Semana Nacional de los Subdirectores" en coordinación con los esfuerzos de la Asociación Nacional de Directores de Escuelas Primarias, La Federación Americana de Administradores Escolares y la Asociación Nacional de Directores de Escuelas Secundarias que trabajan con el Congreso de los Estados Unidos y sus resoluciones;

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

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

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

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

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

**AHORA, POR LO TANTO, SE RESELVE** que, en honor al servicio de todos los subdirectores de primaria, nivel medio y secundaria, y para reconocer la importancia de su liderazgo escolar para que cada niño tenga acceso a una educación de alta calidad, y para celebrar los logros de los líderes escolares, la semana del 4 al 8 de abril de 2022 se designa en Reynolds School District como " Semana Nacional de Subdirectores."

Firmado:

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Presidente, Junta Directiva de Reynolds School District

Doy fe:

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Superintendente/Secretario



**RESOLUTION #2021-2022-020**

**PROCLAIMING THE CELEBRATION OF  
NATIONAL ARAB AMERICAN HERITAGE MONTH**

**WHEREAS**, for over a century, Arab Americans have been making valuable contributions to virtually every aspect of American society: in science, medicine, law, business, education, technology, government, military service, culture; and

**WHEREAS**, Victor George Atiyeh, who served as the 32nd Governor of Oregon from 1979 to 1987, was the first Arab American elected as Governor of a State; and

**WHEREAS**, since migrating to America, men and women of Arab descent have shared their rich culture and traditions with neighbors and friends, while also setting examples of model citizens and public servants; and

**WHEREAS**, Arab Americans have also enriched our society by sharing in the entrepreneurial American spirit that makes our nation free and prosperous; and

**WHEREAS**, the history of Arab Americans in the United States remains neglected and individuals are harmed by misconceptions, bigotry, and anti-Arab hate in the forms of crimes and speech; and

**WHEREAS**, Arab American issues, such as civil rights abuses, harmful stereotyping, and bullying must be combatted in the forms of education and awareness; and

**WHEREAS**, Arab Americans join all Americans in the desire to see a peaceful and diverse society, where every individual is treated equally and feels safe; and

**WHEREAS**, the contributions and heritage of Arab Americans have helped us build a better state and nation;

**NOW, THEREFORE, BE IT RESOLVED** that Reynolds School District does hereby proclaim April 2022 as National Arab American Heritage Month.

Adopted this 30<sup>th</sup> day of March 2022.

Signed:

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Chair, Reynolds School District Board of Directors

Attest:

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Superintendent/Clerk



**RESOLUCIÓN #2021-2022-020**

**PROCLAMANDO LA CELEBRACIÓN DEL  
MES NACIONAL DE LA HERENCIA ÁRABE AMERICANA**

**CONSIDERANDO QUE**, durante más de un siglo, los árabes estadounidenses han estado haciendo valiosas contribuciones a prácticamente todos los aspectos de la sociedad estadounidense: en ciencia, medicina, derecho, negocios, educación, tecnología, gobierno, servicio militar, cultura; y

**CONSIDERANDO QUE**, Victor George Atiyeh, quien se desempeñó como el 32º Gobernador de Oregón desde 1979 hasta 1987, fue el primer árabe americano elegido Gobernador de un Estado; y

**CONSIDERANDO QUE**, desde que emigraron a América, hombres y mujeres de ascendencia árabe han compartido su rica cultura y tradiciones con vecinos y amigos, al tiempo que han dado ejemplos de ciudadanos y servidores públicos modelo; y

**CONSIDERANDO QUE**, los árabes estadounidenses también han enriquecido nuestra sociedad al compartir el espíritu empresarial Espíritu estadounidense que hace que nuestra nación sea libre y próspera; y

**CONSIDERANDO QUE**, la historia de los árabes americanos en los Estados Unidos sigue siendo descuidada y las personas se ven perjudicadas por conceptos erróneos, intolerancia y odio antiárabe en forma de crímenes y el habla; y

**CONSIDERANDO QUE**, los problemas árabes americanos, como los abusos de los derechos civiles, los estereotipos dañinos y el acoso escolar debe combatirse en forma de educación y sensibilización; y

**CONSIDERANDO QUE**, los árabes estadounidenses se unen a todos los estadounidenses en el deseo de ver un ambiente pacífico y diverso la sociedad, donde cada individuo es tratado por igual y se siente seguro; y

**CONSIDERANDO QUE**, las contribuciones y la herencia de los árabes americanos nos han ayudado a construir una mejor estado y nación;

**AHORA, POR LO TANTO, SE RESUELVE** que el Distrito Escolar de Reynolds proclama el mes de abril del 2022 como el Mes Nacional de la Herencia Árabe Americana.

Adoptado este día 30 de marzo de 2022.

Firmado:

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Presidente, Junta Directiva del Distrito Escolar de Reynolds

Atestiguar:

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Superintendente/secretaria/o



*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: March 30, 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.

**Written Comment:**

- Deb Bufton: Class Size
- Hawthorne Irovot: Masks

**Spoken Comment:**

- Desmond Bellard: Current Situation



*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: March 30, 2022

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

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**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.

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**Summary:**

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

**Previous Board Action:**

Not Applicable

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable

To: Board of Directors

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

Prepared by: Rachel Aazzerah, Director of Assessment and Systems Improvement

**Subject: Presentation: Mid-Year Data Review**

Policy: [Assessment Program – IL](#)

Date: March 30, 2022

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

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**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.

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**Summary:**

The Academics Department will provide the Board with a mid-year data update including 3<sup>rd</sup> Grade Reading – STAR, 5<sup>th</sup> Grade Math – STAR, 8<sup>th</sup> Grade Math – STAR, 9<sup>th</sup> Grade on-track data, and graduation rate data for the Class of 2021.

**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.*

# School Board Mid-Year Data Review

March 30, 2022



## 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.

# District Improvement SMART Goals 2021-2022

## STAR-Reading-3<sup>rd</sup> Grade

- By June 2022, all 3<sup>rd</sup> grade students will increase from 22% to 30% reading at/above benchmark level; students with English Language needs will increase from 6% to 16%; and 3<sup>rd</sup> grade students who receive special education services will increase from 12% to 22% on STAR-Reading.
- By June 2022, all Black/African American 3<sup>rd</sup> grade students will increase from 19% to 27% reading at/above benchmark level and all Latinx 3<sup>rd</sup> grade students will increase from 16% to 24% reading at/above benchmark level on STAR-Reading.

# 3<sup>rd</sup> Grade Reading-STAR (Fall 2021-Winter 2022 Comparison)

## 3<sup>rd</sup> Grade STAR-Reading-General Education Proficiency and Participation by School

School	Fall Proficiency Rate	Winter Proficiency Rate	▲	Winter Participation Rate
Alder	9%	8%	(-1%)	89%
Davis	12%	13%	1%	92%
Fairview	9%	24%	15%	98%
Glenfair	20%	20%		96%
Hartley	14%	17%	3%	93%
M. Scott	45%	48%	3%	92%
Salish Ponds	16%	22%	6%	98%
Sweetbriar	33%	61%	28%	100%
Troutdale	37%	56%	19%	91%
Wilkes	22%	34%	11%	97%
Woodland	17%	43%	26%	85%
<b>AVERAGE</b>	<b>22%</b>	<b>32%</b>	<b>10%</b>	<b>94%</b>

## 3<sup>rd</sup> Grade STAR-Reading-by Demographic

Demographic	Fall Proficiency Rate	Winter Proficiency Rate	▲
General Education	22%	32%	10%
English Learner	6%	10%	4%
Special Education	12%	24%	12%
Black/African American	19%	27%	8% 24
Latinx/o/a	16%	23%	7%

## 3<sup>rd</sup> Grade STAR-Spanish Reading @ Alder Elementary School (DLI Program):

3<sup>rd</sup> Grade  42.9%

\*Scoring 40<sup>th</sup> Percentile or higher on the 3<sup>rd</sup> Grade STAR Reading Assessment

# Mid-Year Analysis of Meeting 3<sup>rd</sup> Grade Reading Proficiency District SMART Goals

Demographic	Fall 2021 Baseline	Winter 2022	June 2022 Goal	Percentage Needed to Reach June 2022 Goal
General Education	22%	32%	30%	(Exceeded Goal)
English Learner	6%	10%	16%	6%
Special Education	12%	24%	22%	(Exceeded Goal)
Black/African American	19%	27%	27%	(Met Goal)
Latinx/a/o	16%	23%	24%	1%



# 5<sup>th</sup> Grade Math-STAR (Fall 2021-Winter 2022 Comparison)

School	Fall Proficiency Rate	Winter Proficiency Rate	▲	Winter Participation Rate
Alder	13%	15%	2%	86%
Davis	20%	26%	6%	86%
Fairview	22%	29%	7%	99%
Glenfair	20%	16%	(-4%)	89%
Hartley	17%	29%	12%	95%
M. Scott	38%	42%	4%	91%
Salish Ponds	16%	20%	4%	85%
Sweetbriar	33%	36%	3%	96%
Troutdale	51%	65%	14%	92%
Wilkes	35%	38%	3%	97%
Woodland	30%	30%		94%
<b>AVERAGE</b>	<b>27%</b>	<b>31%</b>	<b>4%</b>	<b>92%</b>

5<sup>th</sup> Grade  
STAR-Math-  
General  
Education  
Proficiency\*  
and  
Participation  
by School

26

Demographic	Fall Proficiency Rate	Winter Proficiency Rate	▲
General Education	27%	31%	4%
English Learner	9%	10%	1%
Special Education	10%	10%	
Black/African American	21%	24%	3%
Latinx/a/o	19%	23%	4%

\*Scoring 40<sup>th</sup> Percentile or higher on the 5<sup>th</sup> Grade STAR Math Assessment

# 8<sup>th</sup> Grade Math-STAR (Fall 2021 - Winter 2022 Comparison)

## 8<sup>th</sup> Grade STAR-Math-General Education Proficiency\* and Participation by School

School	Fall Proficiency Rate	Winter Proficiency Rate	▲	Winter Participation Rate
HB Lee	14%	20%	6%	81%
Reynolds Middle	16%	20%	4%	80%
Walt Morey	41%	48%	7%	96%
<b>Average</b>	<b>24%</b>	<b>29%</b>	<b>5%</b>	<b>86%</b>

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Demographic	Fall Proficiency Rate	Winter Proficiency Rate	▲
General Education	24%	29%	5%
English Learner	6%	5%	(-1%)
Special Education	3%	9%	6%
Black/African American	5%	13%	8%
Latinx/o/a	18%	22%	4%

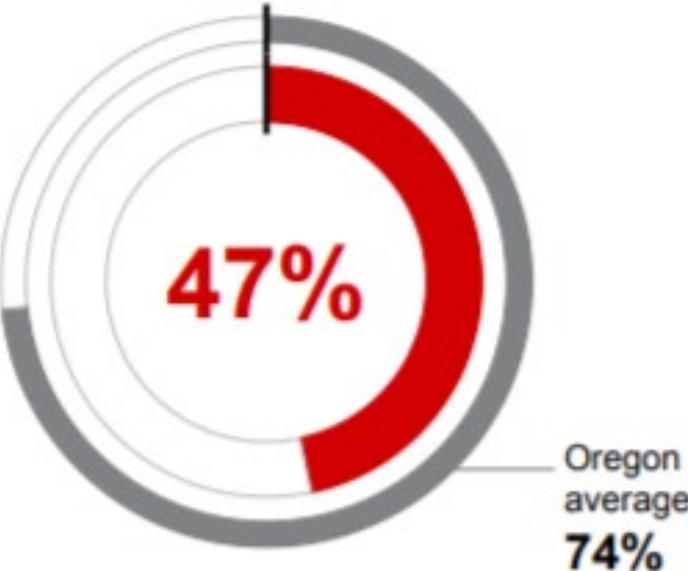
\*Scoring 40<sup>th</sup> Percentile or higher on the 8<sup>th</sup> Grade STAR Math Assessment

# 2020-2021 Reynolds School District 9<sup>th</sup> Grade On Track\*

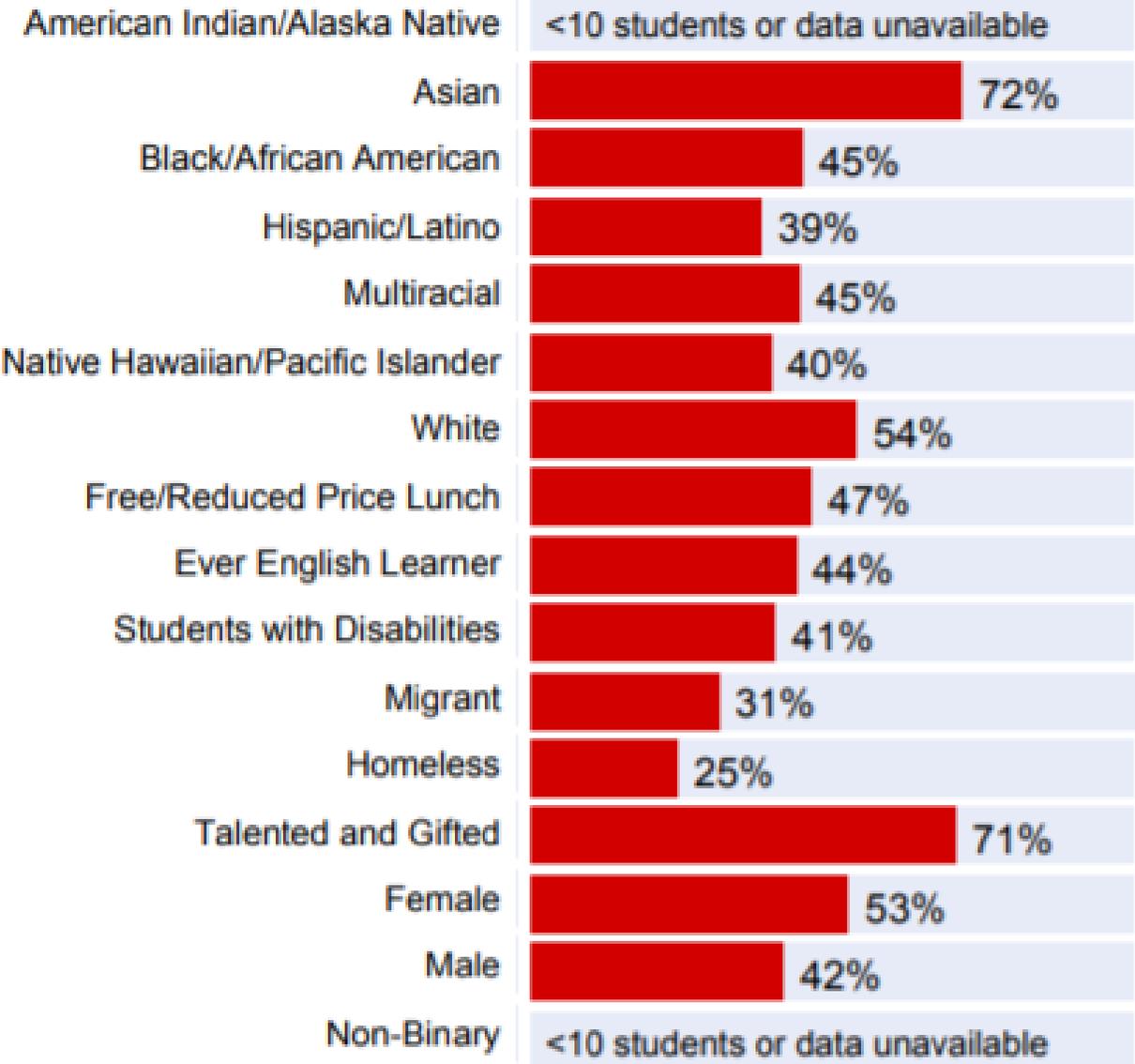
## Grade 9

### ON-TRACK TO GRADUATE

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



\*Percentage of 9<sup>th</sup> grade students who earned 6 or more credits in 2020-2021



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

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

\*On Track- Earning 3.0 or more credits during their 1<sup>st</sup> Semester Courses



# 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

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# Opportunities

- **High School Transcript Audit**
- **HB 2056: Access to Linguistic Inclusion** – Increases the opportunity for, and recognition of, multilingual education in Oregon
- **Hiring of CTE/Multiple Pathways Director**
- **English Language Arts / English Language Proficiency Instructional Materials Adoption – Implementation 2022-2023**
- **Aligning Professional Learning with Strategic Plan**
- **Summer Programming 2022**
- **EES Survey on Perception Data (April 4<sup>th</sup> – 28<sup>th</sup>)**
- **Public Facing Dashboard to monitor progress on our strategic plan**



*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: March 30, 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. Upcoming Board Meetings
  - i. Budget Committee Work Session: April 7, 2022 at 7p
  - ii. Budget Committee Work Session: April 14, 2022 at 7p
  - iii. Board Training: April 13, 2022 at 5:30p
  - iv. Board Work Session: April 13, 2022 at 7p
  - v. Board Business Meeting: April 27, 2022 at 7p
- b. Individual Board Member Reports or Announcements
  - i. Chair Muñoz Site Visit to RHS



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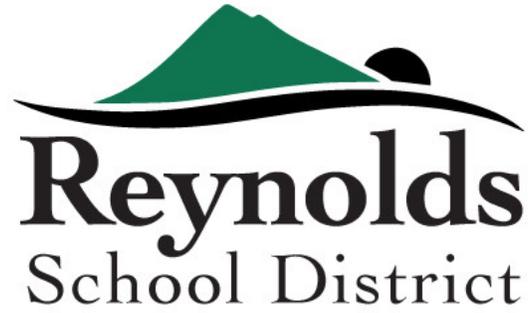
# RHS Visit

Chair Gonzalez Muñoz



## 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.

# Reynolds High School



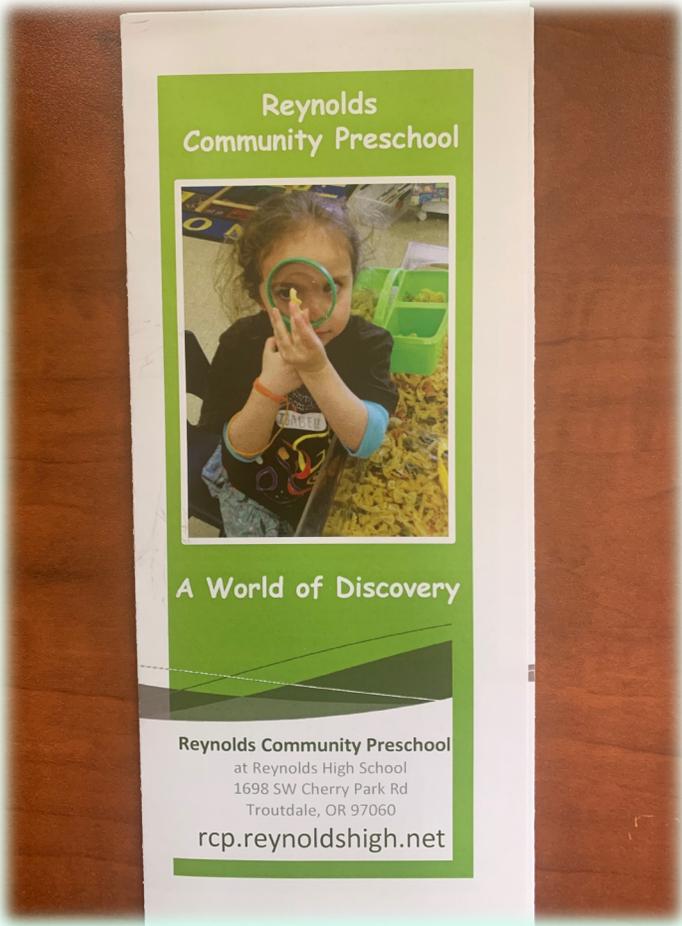
**Mr. Wade Bakley**  
Principal



**Mr. Michael Anderson**  
Assistant Principal



# Reynolds Community Preschool



**Mrs. Sally Hamilton**  
Early Childhood Education Teacher



# Culinary

## Mr. Erick Schlosser

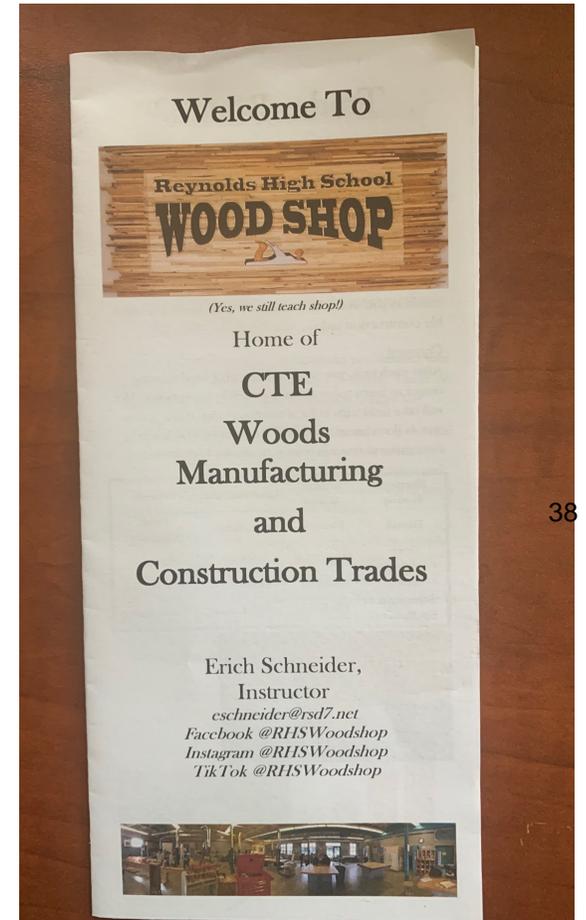
CTE Culinary/Hospitality Teacher



# Wood Shop

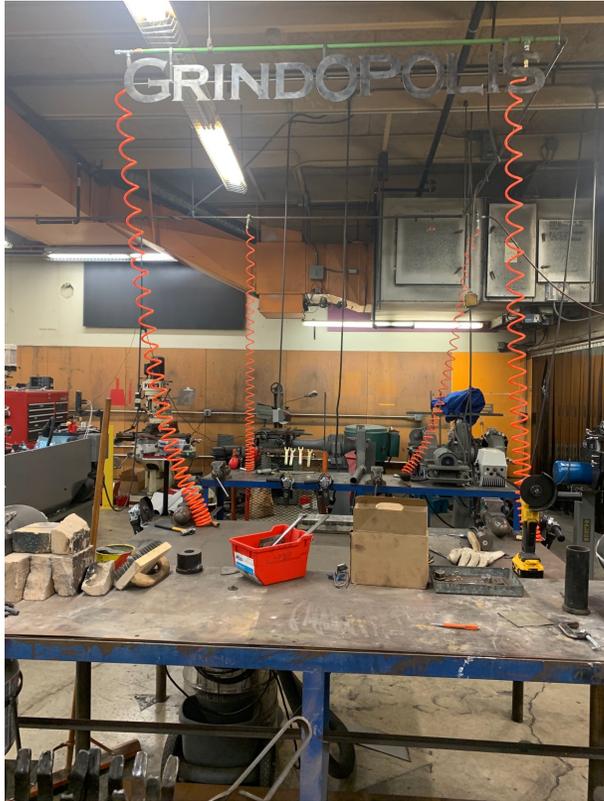


Mr. Erich Schneider  
Woods Teacher



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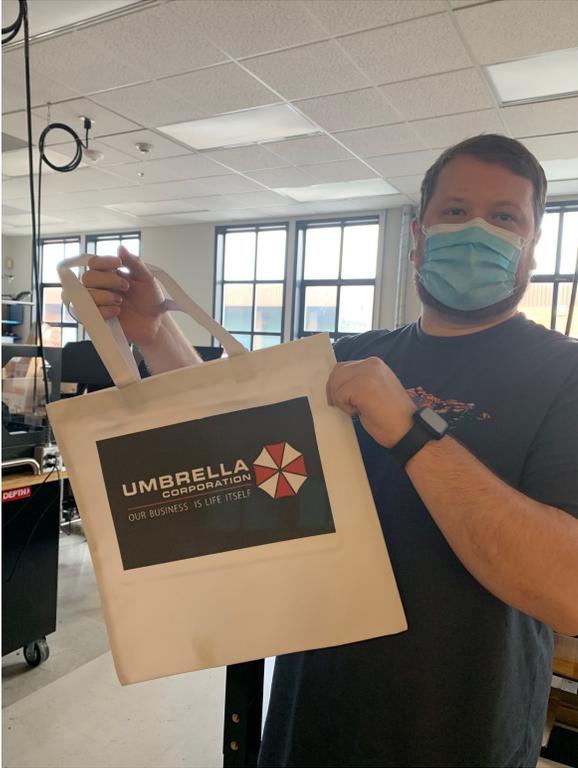
# Welding & Metals



Mr. Daniel Hellwarth  
Metals Teacher



# Graphics & Computer Science



**Mr. Carson Abbett**  
Graphics Teacher

**Mr. Charlie Barker**  
Computer Science Teacher



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Shout Out to ALL  
CTE staff! 



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To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Superintendent's Report**

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

---

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Safety       Equity       Instructional Practice       Organizational Culture

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---

**Summary:**

Superintendent Diaz will provide announcements and reports to the board:

- a. Announcements / Reports - Dr. Danna Diaz
- b. Student and Family Services Update - Dr. Christopher Ortiz
- c. Human Capital Management Update - Dr. Angela Freeman
- d. Communication Report – Stephanie Field
- e. Financial Report – Anthony Lebron
- f. Enrollment Report – Anthony Lebron



# Student and Family Services

DOME Update

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



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# Division of Student & Family Services

## **Superintendent Action Plan Goal:**

By June 2022, the Division of Student & Family Services – the Department of Multilingual Education will increase K-12 teacher readiness focused on quality instructional design strategies for sheltering instruction to accelerate learning and ensure access to core instruction for English Learners.

## **Update:**

- Working with Education Northwest developing three ELD Program Guides in areas of ELD, Newcomers, and Dual Language
- Partnering with Andrea Honigsfeld for additional professional development to all School Site Administrators and teachers.
- Through the Title III Review process with Oregon Department of Education, working with all schools on quality instruction for English Learners.

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# Reynolds

School District



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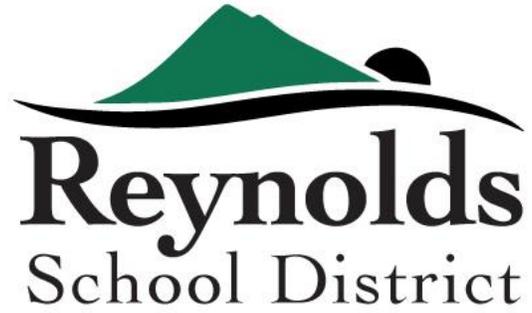


# District Staffing

By Human Capital Management

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# Introductions



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

# Your HCM Team



- Dr. Angela Freeman  
Assistant Superintendent of  
Human Capital Management



- Shaunice Silas  
Director of Recruitment and Retention



- Jill Hunter  
Senior Specialist, Licensed Staff



- Troy Potter  
Leave and  
Accommodations Specialist



- Sarah Winters  
Administrative Analyst

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# Staffing Timeline



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# Staffing Timeline



Collaborative staffing meetings with collective bargaining group



HCM and Finance planning meetings



Involuntary Transfer process complete

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# Hiring Updates



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# Hiring Updates



Update on Diverse  
Hires (new hires  
vs. all staff)

Vacancies -  
Current and  
Projected

54



# Recruitment Fairs



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# Job Fairs



## Classified Staff

Nov. 2021, over 60 participants,  
10 candidates recommended for  
hire.

Feb. 2022, over 30 participants,  
9 candidates recommended for  
hire.



## Licensed Staff

University of Portland, March 3  
Oregon Professional Educator  
Fair at Oregon Convention  
Center, March 29



## Upcoming:

April 9, District wide Job Fair for  
all projected 2022-2023  
positions

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Thank you



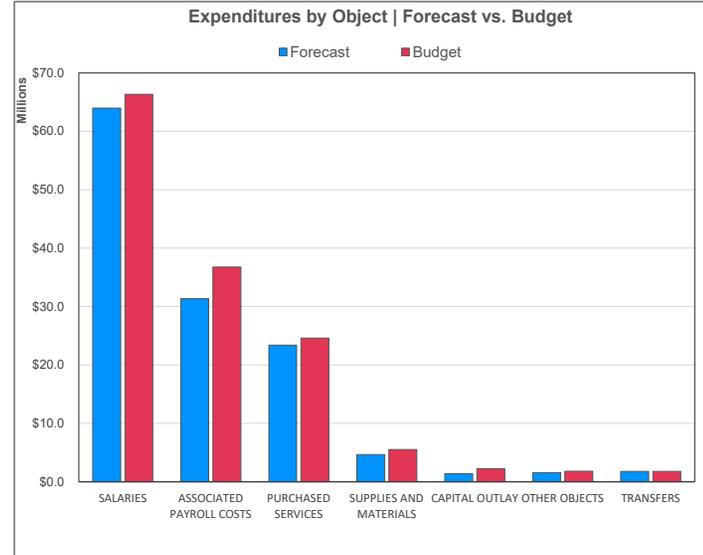
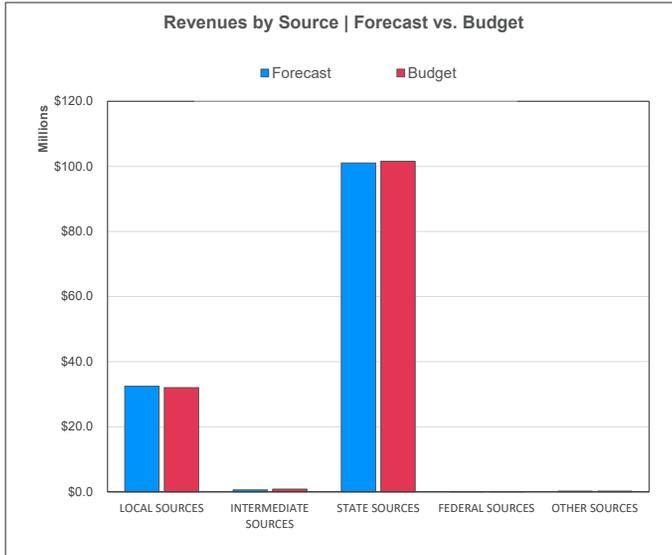
*As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.*

## 100 General Fund | Financial Projection by Object

For the Period Ending February 28, 2022

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
<b>RESOURCES</b>						
<b>Operating Revenues</b>						
Local Sources	\$ 27,543,200	\$ 31,991,483	\$ 29,236,261	91.39%	\$ 3,198,028	\$ 32,434,289
Intermediate Sources	-	798,329	-	0.00%	588,211	588,211
State Sources	77,011,268	101,567,300	75,431,351	74.27%	25,628,623	101,059,974
Federal Sources	56,935	85,000	20,332	23.92%	30,941	51,273
Other Sources	1,232,761	215,987	215,987	100.00%	-	215,987
<b>Total Operating Revenues</b>	<b>\$ 105,844,164</b>	<b>\$ 134,658,099</b>	<b>\$ 104,903,931</b>	<b>77.90%</b>	<b>\$ 29,445,803</b>	<b>\$ 134,349,735</b>
Beginning Fund Balance	18,958,789	11,099,637	24,654,907	222.12%	-	24,654,907
<b>TOTAL RESOURCES</b>	<b>\$ 124,802,953</b>	<b>\$ 145,757,736</b>	<b>\$ 129,558,838</b>	<b>88.89%</b>	<b>\$ 29,445,803</b>	<b>\$ 159,004,641</b>
<b>REQUIREMENTS</b>						
<b>Operating Expenditures</b>						
Salaries	\$ 32,283,393	\$ 66,349,651	\$ 33,625,582	50.68%	\$ 30,370,796	\$ 63,996,378
Associated Payroll Costs	19,190,319	36,773,398	16,401,632	44.60%	14,952,468	31,354,100
Purchased Services	12,099,059	24,603,985	12,696,820	51.60%	10,697,557	23,394,377
Supplies and Materials	2,343,766	5,502,428	2,694,485	48.97%	1,961,356	4,655,841
Capital Outlay	837,524	2,221,018	198,495	8.94%	1,183,637	1,382,132
Other Objects	1,444,008	1,800,352	1,485,283	82.50%	89,163	1,574,445
Transfers	3,475,913	1,773,000	1,712,502	96.59%	60,000	1,772,502
<b>Total Operating Expenditures</b>	<b>\$ 71,673,982</b>	<b>\$ 139,023,832</b>	<b>\$ 68,814,798</b>	<b>49.50%</b>	<b>\$ 59,314,977</b>	<b>\$ 128,129,775</b>
Contingencies	-	1,683,476	-	0.00%	-	-
Unappropriated Ending Fund Balance	-	5,050,428	-	0.00%	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 71,673,982</b>	<b>\$ 145,757,736</b>	<b>\$ 68,814,798</b>	<b>47.21%</b>	<b>\$ 59,314,977</b>	<b>\$ 128,129,775</b>
Ending Fund Balance						\$ 30,874,867
<b>OPERATING SURPLUS / (DEFICIT)</b>	<b>\$ 34,170,182</b>	<b>\$ (4,365,733)</b>	<b>\$ 36,089,134</b>		<b>\$ (29,869,174)</b>	<b>\$ 6,219,960</b>

(Operating Revenue less Operating Expenses)



**ACTUAL ATTENDANCE COUNT REPORT 2021-2022**

Elementary Enrollment By Classroom March 3, 2022															PROJECTIONS		2020-2021						
															2021-22 Projected		@ June 2021						
															Projected	Diff	2020-2021	YOY Chg					
School	SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Grade								
<b>Alder</b>		18		25		24		24		21		26				Alder							
<i>Bilingual Classrooms</i>		13		20		21		23		21		18											
		13		21		17		20		21		17											
Montessori Kinder		4																					
<b>Total</b>	<b>0</b>	<b>48</b>		<b>66</b>		<b>62</b>		<b>67</b>		<b>63</b>		<b>61</b>	<b>367</b>	<b>-</b>		<b>402</b>	<b>-35</b>	<b>437</b>	<b>-3</b>				
<b># of Classes</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>	<b>18</b>										
<b>Average Class Size</b>		<b>16.00</b>		<b>22.00</b>		<b>20.67</b>		<b>22.33</b>		<b>21.00</b>		<b>20.33</b>											
<b>Davis</b>	SPED SC	15		21		21		18		23		21				Davis							
	11	14		26		20		15		23		21											
	9	15		21		20		15		25		21											
		15						16															
<b>Total</b>	<b>20</b>	<b>59</b>		<b>68</b>		<b>61</b>		<b>64</b>		<b>71</b>		<b>63</b>	<b>406</b>	<b>-</b>		<b>414</b>	<b>-8</b>	<b>428</b>	<b>1</b>				
<b># of Classes</b>		<b>4</b>		<b>3</b>		<b>3</b>		<b>4</b>		<b>3</b>		<b>3</b>	<b>20</b>										
<b>Average Class Size</b>		<b>14.75</b>		<b>22.67</b>		<b>20.33</b>		<b>16.00</b>		<b>23.67</b>		<b>21.00</b>											
<b>Fairview</b>	SPED SC	14		20		17		26		24		21				Fairview							
	7	16		19		17		19		23		22											
	7	16				16		19		23		20											
<b>Total</b>	<b>14</b>	<b>46</b>		<b>39</b>		<b>50</b>		<b>64</b>		<b>70</b>		<b>63</b>	<b>346</b>	<b>-</b>		<b>284</b>	<b>62</b>	<b>290</b>	<b>-31</b>				
<b># of Classes</b>		<b>3</b>		<b>2</b>		<b>3</b>		<b>3</b>		<b>3</b>		<b>3</b>	<b>17</b>										
<b>Average Class Size</b>		<b>15.33</b>		<b>19.50</b>		<b>16.67</b>		<b>21.33</b>		<b>23.33</b>		<b>21.00</b>											
<b>Glenfair</b>	SPED SC	19		17		15		18		22		21				Glenfair							
		21		18		18		18		24		21											
		19		18		16		21		21		21											
		19				17		18															
<b>Total</b>	<b>0</b>	<b>78</b>		<b>53</b>		<b>66</b>		<b>75</b>		<b>67</b>		<b>63</b>	<b>402</b>	<b>-</b>		<b>418</b>	<b>-16</b>	<b>423</b>	<b>-29</b>				
<b># of Classes</b>		<b>4</b>		<b>3</b>		<b>4</b>		<b>4</b>		<b>3</b>		<b>3</b>	<b>21</b>										
<b>Average Class Size</b>		<b>19.50</b>		<b>17.67</b>		<b>16.50</b>		<b>18.75</b>		<b>22.33</b>		<b>21.00</b>											
<b>Hartley</b>	SPED SC	17		18		21		19		21		18				Hartley							
		17		17		20		20		20		17											
		17		14				21		20		20											
		6	x	12																			
<b>Total</b>	<b>0</b>	<b>57</b>		<b>61</b>		<b>41</b>		<b>60</b>		<b>61</b>		<b>55</b>	<b>335</b>	<b>-</b>		<b>396</b>	<b>-61</b>	<b>414</b>	<b>-28</b>				
<b># of Classes</b>		<b>3.5</b>		<b>3.5</b>		<b>2</b>		<b>3</b>		<b>3</b>		<b>3</b>	<b>18</b>										
<b>Average Class Size</b>		<b>16.29</b>		<b>17.43</b>		<b>20.50</b>		<b>20.00</b>		<b>20.33</b>		<b>18.33</b>											



# of Classes		3	3	3	3	3	3	3	18						
Average Class Size			21.33	16.67	22.67	21.00	20.00	21.00							

SPED Outside Placements/Tutoring			3.00	1.00	2.00	2.00	6.00	9.00	23			27	-4	27	-13
Grade Totals		81	630	602	650	658	701	694	4016	-		4099	-83	4290	-371
Total # of Classes			35	32	33.5	33.5	32.5	32.5	199						
Total Average Class Size			18.00	18.81	19.40	19.64	21.57	21.35							

**ACTUAL ATTENDANCE COUNT REPORT 2021-2022**

Secondary Enrollment By Grade Level														COMPARISON TO PROJECTIONS		COMPARISON TO 2020-2021			
March 3, 2022														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		11		8		7		2		11	56		56	0	51	-79
HB Lee MS	10	223	224		251									708		826	-118	794	4
Reynolds MS	24	278	269		307									878		977	-99	956	5
Walt Morey MS	7	198	178		189									572		604	-32	577	-19
RHS + Middle College							676		655		547		519	2397		2801	-404	2667	256
RLA							0		30		59		130	219		216	3	241	30
Cornerstone - SPED													22	22		30	-8	30	1
Cornerstone 1- SPED													9	9		11	-2	6	-4
<b>Total</b>	41	708	679		758		684		692		608		691	4861	-	5521	-660	5322	194

**Total Reynolds:** 8877 - 9620 -743 9,612 -177

Comprehensive School Targeted School New Classroom Pending

Charter School Data														Added FTE					
	Kndgtn	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	x	6th-8th Grade	Total	FTE	Grade				
Arthur Academy	26	26		25		27		26		24			154			167	-13	166	-13
Rockwood Preparatory Academy	64	62		47		53		51		40			317			295	22	292	-1
MLA	48	45		48		47		47		47		259	541			570	-29	568	12
<b>Total</b>													1012	-		1032	-20	1026	-2
<b>Total</b>													9,889	-		10,190	-301	10,638	-179

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

**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	3-Feb-2022	17-Feb-2022	3-Mar-2022
<b>Kndgtn</b>	633	642	641	637	635	636	635	630	628	630
<b>1st</b>	590	593	600	603	599	601	598	594	599	602
<b>2nd</b>	655	655	649	650	650	650	648	647	645	650
<b>3rd</b>	631	638	632	632	631	633	628	628	634	658
<b>4th</b>	665	669	675	677	672	672	675	676	675	701
<b>5th</b>	687	685	684	690	689	691	692	635	692	694
<b>6th</b>	721	719	725	721	719	720	713	712	710	708
<b>7th</b>	702	702	703	696	692	690	687	680	676	679
<b>8th</b>	779	735	765	765	766	767	764	761	756	758
<b>9th</b>	715	712	706	699	689	694	687	692	686	684
<b>10th</b>	727	727	721	729	698	707	709	712	698	692
<b>11th</b>	675	670	660	624	629	630	631	628	612	608
<b>12th</b>	749	742	733	718	717	718	716	703	694	691
<b>SPED SC</b>	110	107	112	114	118	120	123	122	123	122
<b>Total</b>	<b>9,039</b>	<b>8,996</b>	<b>9,006</b>	<b>8,955</b>	<b>8,904</b>	<b>8,929</b>	<b>8,906</b>	<b>8,820</b>	<b>8,828</b>	<b>8,877</b>

Pd	Change	Rept Date vs June 2021
Chg	10/6 to Current	6/2021 Data
(1)	2	623
(3)	8	711
(2)	(7)	698
(5)	(3)	709
3	10	725
1	5	785
(7)	(8)	766
(3)	(15)	815
(3)	(15)	725
(7)	(28)	811
2	(18)	728
1	(44)	650
(2)	(33)	781
3	13	85
<b>(23)</b>	<b>(133)</b>	<b>Total</b>
		<b>(706)</b>

**2020-2021 Enrollment by Grade Data Excluding Charters**

Grade	6-Oct-2020	29-Oct-2020	12-Nov-2020	3-Dec-2020	15-Dec-2020	7-Jan-2021	26-Jan-2021	4-Feb-2021	23-Feb-2021	4-Mar-2021
<b>Kndgtn</b>	568	597	601	605	605	606	608	609	611	611
<b>1st</b>	697	716	714	713	711	710	713	715	714	714
<b>2nd</b>	681	701	699	701	700	701	700	699	700	704
<b>3rd</b>	699	707	706	705	705	707	708	708	710	708
<b>4th</b>	708	722	723	724	723	726	723	723	723	723
<b>5th</b>	768	791	792	793	793	796	800	798	795	794
<b>6th</b>	804	780	780	780	782	778	778	774	770	770
<b>7th</b>	849	821	816	816	815	814	815	812	815	815
<b>8th</b>	729	715	718	721	721	722	721	719	718	719
<b>9th</b>	758	834	826	813	813	817	813	816	815	814
<b>10th</b>	701	741	735	735	729	727	727	729	727	727
<b>11th</b>	608	677	675	660	660	655	653	655	656	656
<b>12th</b>	730	809	812	794	796	790	788	792	794	795
<b>SPED SC</b>	65	77	77	80	80	81	81	82	84	83
<b>Total</b>	<b>9,365</b>	<b>9,688</b>	<b>9,674</b>	<b>9,640</b>	<b>9,633</b>	<b>9,630</b>	<b>9,628</b>	<b>9,631</b>	<b>9,632</b>	<b>9,633</b>

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
<b>(2)</b>	<b>263</b>

**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	2/3/2022 vs 2/4/2021	2/17/2022 vs 2/23/2021	3/3/2022 vs 3/4/2021
<b>Kndgtn</b>	65	45	40	32	30	30	27	21	17	19
<b>1st</b>	(107)	(123)	(114)	(110)	(112)	(109)	(115)	(121)	(115)	(112)
<b>2nd</b>	(26)	(46)	(50)	(51)	(50)	(51)	(52)	(52)	(55)	(54)
<b>3rd</b>	(68)	(69)	(74)	(73)	(74)	(74)	(80)	(80)	(76)	(50)
<b>4th</b>	(43)	(53)	(48)	(47)	(51)	(54)	(48)	(47)	(48)	(22)
<b>5th</b>	(81)	(106)	(108)	(103)	(104)	(105)	(108)	(163)	(103)	(100)
<b>6th</b>	(83)	(61)	(55)	(59)	(63)	(58)	(65)	(62)	(60)	(62)
<b>7th</b>	(147)	(119)	(113)	(120)	(123)	(124)	(128)	(132)	(139)	(136)
<b>8th</b>	50	20	47	44	45	45	43	42	38	39
<b>9th</b>	(43)	(122)	(120)	(114)	(124)	(123)	(126)	(124)	(129)	(130)
<b>10th</b>	26	(14)	(14)	(6)	(31)	(20)	(18)	(17)	(29)	(35)
<b>11th</b>	67	(7)	(15)	(36)	(31)	(25)	(22)	(27)	(44)	(48)
<b>12th</b>	19	(67)	(79)	(76)	(79)	(72)	(72)	(89)	(100)	(104)
<b>SPED SC</b>	45	30	35	34	38	39	42	40	39	39
<b>Total</b>	<b>(326)</b>	<b>(692)</b>	<b>(668)</b>	<b>(685)</b>	<b>(729)</b>	<b>(701)</b>	<b>(722)</b>	<b>(811)</b>	<b>(804)</b>	<b>(756)</b>

2021-2022 Enrollment by School Data Excluding Charters												PD	Change	Rept Date vs June 2021	
School	6-Oct-2021	20-Oct-2021	9-Nov-2021	2-Dec-2021	16-Dec-2021	6-Jan-2022	20-Jan-2022	3-Feb-2022	17-Feb-2022	3-Mar-2022		Chg	10/6 to Current	6/3/2021	Change
Alder	381	388	386	386	385	384	378	371	367	367		(6)	(3)	437	(59)
Davis	396	396	397	396	396	395	391	336	404	406		(4)	(5)	428	(37)
Fairview	302	306	305	304	302	307	305	305	302	346		(2)	3	290	15
Glenfair	390	399	398	392	400	403	417	411	407	402		14	27	423	(6)
Hartley	335	335	333	337	334	335	330	333	332	335		(5)	(5)	414	(84)
M Scott	357	358	359	360	360	362	361	363	364	368		(1)	4	409	(48)
Salish Ponds	348	353	352	350	343	345	340	338	334	331		(5)	(8)	378	(38)
Sweetbriar	266	268	266	266	265	263	264	260	263	263		1	(2)	303	(39)
Troutdale	330	327	329	330	329	321	322	322	322	325		1	(8)	378	(56)
Wilkes	433	431	434	438	440	443	442	441	450	457		(1)	9	432	10
Woodland	372	373	378	383	378	384	385	388	386	393		1	13	371	14
Lee MS	720	676	707	700	700	699	700	703	708	708		1	(20)	794	(94)
RMS	928	924	924	920	920	922	910	890	879	878		(12)	(18)	956	(46)
WMMS	569	570	572	573	568	568	569	575	569	572		1	-	577	(8)
RHS	2,604	2,585	2,555	2,506	2,456	2,469	2,469	2,449	2,414	2,397		-	(135)	2,667	(198)
RLA	185	199	209	208	226	225	218	227	219	219		(7)	33	241	(23)
Cornerstone/Tutoring/Outside Plc	123	108	102	106	102	104	105	86	85	87		1	(18)	114	(9)
<b>Total</b>	<b>9,039</b>	<b>8,996</b>	<b>9,006</b>	<b>8,955</b>	<b>8,904</b>	<b>8,929</b>	<b>8,906</b>	<b>8,798</b>	<b>8,805</b>	<b>8,854</b>		<b>(23)</b>	<b>(133)</b>	<b>Total</b>	<b>(706)</b>

2020-2021 Enrollment by School Data Excluding Charters												PD	Change
School	6-Oct-2020	29-Oct-2020	12-Nov-2020	3-Dec-2020	15-Dec-2020	7-Jan-2021	26-Jan-2021	4-Feb-2021	23-Feb-2021	4-Mar-2021		Chg	10/6 to Current
Alder	429	431	431	434	434	434	438	437	436	436		4	9
Davis	397	421	423	421	420	420	421	424	424	423		1	24
Fairview	287	293	290	291	291	291	290	291	292	291		(1)	3
Glenfair	380	419	419	420	419	424	421	422	423	422		(3)	41
Hartley	405	412	411	411	411	412	410	411	412	415		(2)	5
M Scott	401	402	405	409	407	407	409	409	408	406		2	8
Salish Ponds	340	376	376	376	376	375	378	378	379	379		3	38
Sweetbriar	301	301	302	300	300	302	304	304	304	304		2	3
Troutdale	381	379	379	378	377	375	375	373	373	374		-	(6)
Wilkes	431	430	432	434	435	435	436	433	437	439		1	5
Woodland	378	376	373	376	376	377	376	376	373	373		(1)	(2)
Lee MS	805	797	794	796	795	794	798	793	791	790		4	(7)
RMS	1002	961	963	963	964	963	966	965	962	963		3	(36)
WMMS	592	579	578	577	578	577	570	570	573	573		(7)	(22)
RHS	2,573	2,765	2,749	2,707	2,706	2,700	2,693	2,701	2,694	2,692		(7)	120
RLA	153	217	219	216	228	225	225	226	233	235		-	72
Cornerstone/Tutoring	110	129	130	131	116	119	118	118	118	118		(1)	8
<b>Total</b>	<b>9,365</b>	<b>9,688</b>	<b>9,674</b>	<b>9,640</b>	<b>9,633</b>	<b>9,630</b>	<b>9,628</b>	<b>9,631</b>	<b>9,632</b>	<b>9,633</b>		<b>(2)</b>	<b>263</b>

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	2/3/2022 vs 2/4/2021	2/17/2022 vs 2/23/2021	3/3/2022 vs 3/4/2021	
Alder	(48.00)	(43.00)	(45.00)	(48.00)	(49.00)	(50.00)	(60.00)	(66.00)	(69.00)	(69.00)	
Davis	(1.00)	(25.00)	(26.00)	(25.00)	(24.00)	(25.00)	(30.00)	(88.00)	(20.00)	(17.00)	
Fairview	15.00	13.00	15.00	13.00	11.00	16.00	15.00	14.00	10.00	55.00	
Glenfair	10.00	(20.00)	(21.00)	(28.00)	(19.00)	(21.00)	(4.00)	(11.00)	(16.00)	(20.00)	
Hartley	(70.00)	(77.00)	(78.00)	(74.00)	(77.00)	(77.00)	(80.00)	(78.00)	(80.00)	(80.00)	
M Scott	(44.00)	(44.00)	(46.00)	(49.00)	(47.00)	(45.00)	(48.00)	(46.00)	(44.00)	(38.00)	
Salish Ponds	8.00	(23.00)	(24.00)	(26.00)	(33.00)	(30.00)	(38.00)	(40.00)	(45.00)	(48.00)	
Sweetbriar	(35.00)	(33.00)	(36.00)	(34.00)	(35.00)	(39.00)	(40.00)	(44.00)	(41.00)	(41.00)	
Troutdale	(51.00)	(52.00)	(50.00)	(48.00)	(48.00)	(54.00)	(53.00)	(51.00)	(51.00)	(49.00)	
Wilkes	2.00	1.00	2.00	4.00	5.00	8.00	6.00	8.00	13.00	18.00	
Woodland	(6.00)	(3.00)	5.00	7.00	2.00	7.00	9.00	12.00	13.00	20.00	
Lee MS	(85.00)	(121.00)	(87.00)	(96.00)	(95.00)	(95.00)	(98.00)	(90.00)	(83.00)	(82.00)	
RMS	(74.00)	(37.00)	(39.00)	(43.00)	(44.00)	(41.00)	(56.00)	(75.00)	(83.00)	(85.00)	
WMMS	(23.00)	(9.00)	(6.00)	(4.00)	(10.00)	(9.00)	(1.00)	5.00	(4.00)	(1.00)	
RHS	31.00	(180.00)	(194.00)	(201.00)	(250.00)	(231.00)	(224.00)	(252.00)	(280.00)	(295.00)	
RLA	32.00	(18.00)	(10.00)	(8.00)	(2.00)	6.00	(7.00)	1.00	(14.00)	(16.00)	
Cornerstone/Tutoring/Outside Plc	13.00	(21.00)	(28.00)	(25.00)	(14.00)	(15.00)	(13.00)	(32.00)	(33.00)	(31.00)	
<b>Total</b>	<b>(326)</b>	<b>(692)</b>	<b>(668)</b>	<b>(685)</b>	<b>(729)</b>	<b>(701)</b>	<b>(722)</b>	<b>(833)</b>	<b>(827)</b>	<b>(779)</b>	



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: March 30, 2022

Action [checked]
Report [unchecked]

Connection to School Board Core Beliefs and Commitments

- [checked] Safety [checked] Equity [checked] Instructional Practice [checked] 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. Field Trip: RLA CTE Trading Up - Warrenton, Nehalem, and Astoria
d. Intergovernmental Agreement with Gresham-Barlow School District for Open School Learning Specialist
e. Grant MOU with the State Library of Oregon
f. Resolutions
i. Resolution 2021-2022-018: Volunteer Appreciation Month
ii. Resolution 2021-2022-019: Assistant Principal Appreciation Week
iii. Resolution 2021-2022-020: National Arab American Heritage Week
g. Policy Updates
i. GCDA/GDDA-AR: Criminal Records Checks and Fingerprinting

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 65
D. Call for Board Vote



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

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

February 23, 2022

7:00 PM

Virtual Meeting

Attendance Taken at 7:02 PM. Spencer Chao: Present, Yesenia Delgado: Absent, Ana Gonzalez Muñoz: Present, Aaron Muñoz: Present, Michael Reyes: Present, Francisco Ibarra: 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. Executive Session is closed to the public.

**II. 7:00p - Call to Order**

- Chair Ana Gonzalez Muñoz called the February 23, 2022 Business Meeting to order at 7:01p and read the Land Acknowledgement into the record.

**A. Pledge of Allegiance**

**B. Land Acknowledgement**

**C. Consider Approval of the February 23, 2022 Agenda**

**III. 7:05p - Oath of Office: Position 7 Board Vacancy Replacement**

- Francisco Ibarra took the oath of office, filling the vacant position 7.

**IV. 7:10p - Board Recognition**

**A. Student Recognition**

**B. Volunteer/Community Partner Recognition**

**C. Staff Recognition**

**D. Resolution 2021-2022-013: Classified Employee Appreciation Week**

- Resolution 2021-2022-013 was read into the record by Director Spencer Chao.

**E. Resolution 2021-2022-014: Women's History Month**

- Resolution 2021-2022-014 was read into the record by Director Cayle Tern.

**F. Resolution 2021-2022-015: National School Social Worker Appreciation Week**

- Resolution 2021-2022-015 was read into the record by Director Aaron Muñoz.

**V. 7:25p - Public to be Heard**

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

**VI. 7:40p - Bargaining Group Updates**

**VII. 7:55p - Presentation to the Board**

**A. Legislative Update**

**B. Affinity Groups**

- Is there any budget to support teachers being involved?
  - We have the Student Investment Account and Intensive Coaching program. There is an opportunity to use these funds to move forward with equity work. The funding will be for the next four years.
- Is this incorporated in onboarding in any way?
  - Yes, it was highlighted during our new hire orientation in the fall and will continue to be part of that.
- How do these affinity groups affect student outcomes?
  - There's research that shows that students who see teachers who look like them achieve more.
  - Data from schools that also have affinity groups

**C. Policy Updates - First Reading**

**VIII. 8:45p - Board Reports**

**A. Board Announcements**

**i. Individual Board Members - Announcements and Reports**

**ii. Upcoming Board Meetings**

**IX. 8:50p - Superintendent's Reports**

**A. Announcements/Reports**

- Assessing students in August - does that take summer learning loss into account?
  - The students take the assessments in June but the data will be shared in August.

**B. Communications Report**

- More student participation in the survey.

**C. Financial Report**

**D. Enrollment Report**

**X. 9:15p - Consent Agenda**

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

Yea: 6, Nay: 0

**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. Resolution 2021-2022-013: Classified Employee Appreciation Week**

**I. Resolution 2021-2022-014: Women's History Month**

**J. Resolution 2021-2022-015: National School Social Worker Appreciation Week**

**XI. 9:20p - Action Items**

**A. MOU with REA for Summer School 2022**

- If mask guidelines change, we would reopen the MOU and negotiate based on the new regulations.

I move that the Board approve the MOU between REA and Reynolds School District, which will serve as the protocol for licensed staff to work onsite and support the summer programming. This motion, made by Cayle Tern and seconded by Michael Reyes, Passed.

Yea: 6, Nay: 0

#### **B. MOU with OSEA for Summer School 2022**

I move that the Board approve the MOU between OSEA and Reynolds School District, which will serve as the protocol for licensed staff to work onsite and support the summer programming. This motion, made by Aaron Muñoz and seconded by Francisco Ibarra, Passed.

Yea: 6, Nay: 0

#### **C. Bond Refinancing Resolution**

- How will we use the savings?
  - We are not actually saving money. We are changing the interest rate at which we have to pay back - it's saving the tax payers money.
  - It will create room for tax payers if we decide to move forward with another bond later.

I move that the Board approve the resolution 2021-2022-017 for adoption of Bond Refinancing Authorization. This motion, made by Spencer Chao and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

#### **XII. 9:35p - Board Discussion**

#### **XIII. 9:40p - Adjourn**

- Board Chair Ana Gonzalez Muñoz adjourned the February 23, 2022 Business Meeting at 9:55p.

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

March 9, 2022

7:00 PM

Virtual Meeting

Attendance Taken at 7:15 PM. Spencer Chao: Present, Yesenia Delgado: Present, Ana Gonzalez Muñoz: Present, Aaron Muñoz: Present, Michael Reyes: Present, Francisco Ibarra: Present, Cayle Tern: Absent.

**I. 5:15p - Board Professional Development**

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

- Chair Ana Gonzalez Muñoz called the March 9, 2022 Work Session to order at 7:01p and read the Land Acknowledgement into the record.

I move to amend the agenda and add executive session after all regular agenda items are completed, under ORS 192.660(2)(d) labor negotiations. This motion, made by Yesenia Delgado and seconded by Aaron Muñoz, Passed.

Yea: 7, Nay: 0

**III. 7:05p - Public to be Heard**

**IV. 7:30p - Healthy Youth Survey Results**

- The survey is administered every other year.
- How is the survey being used by the district?
  - Results will be shared with principals, counselors, social workers, and MTSS TOSAs. Data will be used to look at areas we need to focus on.

**V. 7:50p - School and Department Improvement Plan Update**

- Data isn't even across all schools. What's the plan to help the schools that are behind in meeting their school level benchmarks?
  - Admin and Academics are out in schools, meeting with principals, walking through buildings, helping principals with additional supports
- Are there PLC teams like the example the Board saw in every school?
  - There are. They all might look a little different - there are grade level teams, combination teams, secondary teams, transition teams, etc.
- Do you ever invite partners to these types of meetings?
  - In some cases, yes. Many schools invite the partner into the conversations though not necessarily into the PLC meetings.

**VI. 8:10p - Updated RSSL Resiliency Framework Guidance and Survey Results**

- In terms of district buildings and facilities - will volunteers be allowed back in?
  - Yes, we did a pilot with limited schools allowing volunteers in and should be able to allow more volunteers in soon.

- Were partners asked what organization they were affiliated with?
  - Yes, that was an optional response
- Were there limits placed to stop individuals from taking the survey multiple times?
  - There was a limit on 3 responses per IP Address.

**VII. 8:30p - Action Items**

**A. RHS Field Trip to Salem for the State Thespian Festival**

I move that the Board approve the request for RHS theatre students to travel to the State Thespian Festival. This motion, made by Aaron Muñoz and seconded by Yesenia Delgado, Passed.

Yea: 6, Nay: 0

**B. RHS Field Trip to Florida, sponsored by the Black Student Union**

I move that the Board approves the request for students from the Black Student Union to travel to Florida A&M University Spring Open House. This motion, made by Yesenia Delgado and seconded by Michael Reyes, Passed.

Yea: 6, Nay: 0

**C. MOU with OSEA**

I move that the Board approve the MOU between OSEA and Reynolds School District, which will serve as the protocol for classified staff to work onsite for the duration of the agreement. This motion, made by Michael Reyes and seconded by Francisco Ibarra, Passed.

Yea: 6, Nay: 0

**VIII. 8:45p - Adjourn**

The Board will now move executive session after all regular agenda items are completed, under ORS 192.660(2)(d) labor negotiations.

To: Board of Directors

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

Prepared by: Angie Gilbert, School-to-Career/Trades Coordinator  
Aaron Ferguson, Principal, RLA

**Subject: Trading Up Overnight Field Trip Request to Warrenton / Nehalem / Astoria, Oregon to J and H Boat Works, Nehalem Marine Manufacturing, and the Coast Guard Museum**

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

Date: March 30, 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:**

This trip is an RLA Trades School-To-Career co-curricular activity for Marine Manufacturing for onsite hands-on training. Students will meet and learn from professionals in marine manufacturing who specialize in building marine structures and vessels, and tour the Coast Guard Museum. Students will receive a tour of the site, an orientation of entry requirements, partners, and utilize tools of each of the trades. These sites are unique in that they are specialists in their areas and expand potential trades careers for Trades graduates.

**Previous Board Action:**

This is similar to Trades trips in the past, which have been approved by the Board over the past nineteen years.

**Background:**

This trip is a new experience and provides students with the opportunity to network and develop skills from professionals within this specific labor community.

**Financial Implications:**

Allocated and budgeted item from the RLA measure 98 funds.

**Alternatives:**

Not Applicable

**Staff Recommendation:**

RLA administration and Trading Up staff recommend approval of this trip.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move to approve the RLA – Trading Up field trip request, as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



## **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 principal and be brought to the attention of 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 no 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 mile round trip must be board approved;

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

Name of Group: Reynolds Learning Academy Trades Program School: RLA

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: March 8 2022 Date(s) of Activity: May 4<sup>th</sup>-6<sup>th</sup> 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.)  
Please accept this proposal for a Trades School-To-Work and field education trip to Seattle, Washington While there students will learn the Divers and AJAC trades as well as the construction and engineering of the Space Needle and be provided with the opportunity to connect to a possible future career in related areas. Students will be able to network with Labor staff, gain helpful insight into tricks of the trade and gain a full and complete understanding of what labor is truly about while broadening their educational options while developing the valuable skills of hands on application, work ethic and integrity.

They will also learn to work in teams to communicate concepts, collaborate on projects as well as learning to problem solve and make good decisions about projects and career options.

2. List staff member(s) responsible for students. List all other supervisors on trip.  
Two RLA Staff: Sean McFall, Trades Crew Leader, Angie Gilbert, STW/Trades Coordinator
3. School equipment to be used:  
RLA Proposes to use a District Activity Van for transportation to North Coast, Oregon
4. Lodging:  
Students will stay in the dorms provided at the Camp Rilea.
5. Will Student Travel Insurance be obtained? \_\_\_\_\_ Yes  No
6. Estimated number of students: 12 Number of supervisors: 2
7. Parent permission slip on file:  Yes \_\_\_\_\_ No
8. Person or persons initiating request: Angie Gilbert, Trades Coordinator Date: March 8 2022
9. Principal approval: Aaron Ferguson Date: March 8 2022

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. Itinerary:**

**Itinerary:**

May 4<sup>th</sup> -J and H Boat Works

- leave school at 8:30am arrive at training site in Astoria
- -work until 4pm, have dinner out
- -evening activities

May 5<sup>th</sup> -Nehalem Marine Manufacturing

- arrive at center at 9am, presentation and site tour til 1pm
- Coast Guard Museum visit
- city exploration activities
- have dinner out
- evening activities

May 6<sup>th</sup> -Travel Home

- clean up at 8am
- breakfast at 9am
- begin trip home by 10:30am
- stop for lunch at 12pm
- arrive at school by 3pm

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

Students will utilize skills developed while on the trip at other sites throughout the year and will be provided with multiple opportunities to engage in activities to teach them the craft of marine manufacturing and welding.

**Anticipated Outcomes**

- A. Fosters improved basic academic skills (i.e. math and reading)
- B. Ties classroom curricula to the field
- C. Provides students with rewarding and educational career experiences
- D. Provides students with new and exciting apprenticeship connections
- E. Provides awareness of, and potentially access to career opportunities
- F. Bonds students together

## **Educational Goals:**

### **I. School-To-Work Opportunities**

- A.** Build effective partnerships and operational relationships between Trades (staff, students) and our partners.
- B.** Foster the exchange of ideas, strategies, and experiences within the group and other apprenticeship communities.
- C.** Form partnerships with potential employers.
  - i.** Enhance networking skills to identify and secure jobs
  - ii.** Create “job shadow” and internship opportunities
  - iii.** Creates awareness in students about trade organizations and apprenticeships programs.
  - iv.** Teaches students about on-the-job training.
  - v.** This trip also reflects the state’s mandate to teachers to incorporate essential skills into their classrooms.

### **2. Education: (Ignites Learning) integration of classroom and field experience.**

- A.** Teaches students how academics apply to the everyday workplace (answers the question, “where will I ever use this?”)
- B.** Broadens understandings in basic core curriculum.
- C. Math**
  - a.** Calculate depths, measure grades, etc.
  - b.** Map reading and comparison of scales
  - c.** Comparison of project completion in percentages
  - d.** Land use comparison and density of native vs. invasive species
  - e.** Calculate rate of work in relation to area cleared/dug and distance traveled
- D. Science**
  - a.** The physics of how things are made, moved and utilized
  - b.** Material Handling
- E. Social Studies**
  - a.** History of how the trades came into being and their importance in the world.
  - b.** What has been accomplished through trades (i.e., socially, morally, economically)
- F. Health**
  - a.** Stimulates interpersonal communication and positive self-awareness.
  - b.** Teaches safety and conscienceousness both on and off the job site.
  - c.** Promotes healthy lifestyle by introducing students to positive physical activity/best practices
- G. English**
  - a.** An essay based on experience which meets essential skills requirements. (to be completed upon return to class)
  - b.** Required journaling that allows for personal reflections on overall experience and lessons learned
  - c.** Assignments related to their technical writing class about forms and reports
- H. Career Related Learning/Essential Skills**
  - i.** Develops Problem Solving Skills
  - ii.** Develops Decision Making Skills
  - iii.** Teaches Teamwork
  - iv.** Encourages Career Development
  - v.** Develops Personal Management Skills
  - vi.** Creates Communication Opportunities
  - vii.** Creates self-empowerment opportunities
  - viii.** Enhances project skills
    - a.** Exposes students to different management techniques for

- b. Teaches students how to work with different leadership styles
- c. Guides students on how to coordinate and manage projects.
- ix. How to respond and be successful in stressful and new environments
- x. How to identify and use key leadership skills.
- xi. Ongoing assessment of career and life opportunities.

**3. Interactive Communication/Service Learning**

- A. Will allow students to contribute in a positive way to their classroom curriculum
- B. Will provide students avenues for volunteerism and community service
- C. Will encourage the development of leadership skills
- D. Will foster a sense of career responsibility in students
- E. Will open dialogue with potential community partners

3. How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge or appreciations?

We will be spending three nights at Camp Rilea in Warrenton, Oregon. Students will sleep here, work in a group setting to make meals, spend time on team building activities and their academics while completing homework assigned by the manufacturing partners.

This trip meets the requirements of the Trades Program objectives in co-curricular activities, goal setting, team building and reflection of accomplishment and achievements. The Trades partners believe that overnight trips to sites are a crucial part of student learning as they are more effectively able to experience the real world through hands-on training. Students will receive educational opportunities through this hands-on experience and have broadened community exposure.

4. What effect does the trip have on other classes or programs?

This trip is part of the School-To-Work curriculum associated with the Trades Program and ties classroom to field perfectly and only serves to increase learning between the two arenas. This trip serves to enhance and expand student growth and learning as part of the measure 98 funds objectives.

5. Estimated cost of trip \$ Approximately \$2,324. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)

All expenses will be paid by RLA through measure 98 funds. Total estimated expense is \$2,324 expenses include snacks, breakfast, lunch and dinner for 14 people for two nights and 3 days (\$1,500). Transportation is roughly \$300. They will stay at Camp Rilea at approximately \$300 for three nights. Coast Guard Museum Entry \$224.

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).

This trip proposes to use a district activity vehicle for transportation to North Coast, Oregon. Sean McFall, a certified Reynolds School District Activity Van Driver will be responsible for driving the vehicle.

7. Describe supervision plans to ensure maximum safety for students.

Standard Reynolds School District rules and regulations will be enforced and followed. Appropriate disciplinary action will be taken if students are found to be in violation of any of these or Trade's expectations.

**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: \_\_\_\_\_

Description of field trip/activity: \_\_\_\_\_

Location/Destination: \_\_\_\_\_

Date(s) of field trip/activity: \_\_\_\_\_

Name(s) of person in charge of field trip/activity: \_\_\_\_\_

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: \_\_\_\_\_

Physician: \_\_\_\_\_

Telephone: \_\_\_\_\_

Last Tetanus Shot: \_\_\_\_\_

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



*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: Debra Miller, Director of Special Education

**Subject:** **Intergovernmental Agreement (IGA) between Gresham-Barlow School District and Reynolds School District**

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

Date: March 30, 2022

<b>Action</b>	<input checked="" type="checkbox"/>
<b>Report</b>	<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:**

This is an Intergovernmental Agreement (IGA) between Reynolds School District (RSD) and Gresham-Barlow School District (GBSD).

Gresham-Barlow School District will provide a learning specialist for eligible RSD students who are attending Open School East.

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 agreement RSD2021.151 in December 2020. There was a a previous two-year IGA between Gresham-Barlow School District, Centennial School District, Parkrose School District, David Douglas School District, and Reynolds School District for learning specialists at Rosemary Anderson High School and Open School.

**Background:**

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

**Financial Implications:**

The 2021-22 Budget includes allocated funds for a Learning Specialist for eligible students attending Open School. Per exhibit 2 of the contract, the full cost of the Learning Specialist is \$102,913.60.

One time per year, Gresham-Barlow School District will invoice Reynolds School District for services provided per this contract based on December 1 census counts (see Exhibit 2).

Each district will be billed based on the percentage of students receiving special education services at the time of the invoice (see Exhibit 2).

The amount will vary per district based on their specific student count. Each district will be billed based on the percentage of students receiving special education services at the time of invoice. (See Exhibit 2).

**Alternatives:**

Currently, Reynolds School District students served under this IGA require a level of support only Open School can provide.

**Staff Recommendation:**

Staff recommends that the Board authorize the District to enter into an IGA with Gresham-Barlow School District to provide a Learning Specialist for eligible RSD students with disabilities attending Open School.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that Board authorize an IGA with Gresham-Barlow School District to provide a learning specialist services for eligible RSD students with disabilities attending Open School.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



## INTERGOVERNMENTAL AGREEMENT (IGA)

BETWEEN

GRESHAM-BARLOW SCHOOL DISTRICT and REYNOLDS SCHOOL DISTRICT

This Intergovernmental Agreement is between Gresham-Barlow School District, hereinafter "GBSD" 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, (3) Exhibit 2 - Payment for Services; (4) 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.** GBSD 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.** GBSD 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.

Gresham-Barlow School District  
 Attn: Jordan Ely, CFO  
 1331 NW Eastman Parkway  
 Gresham, OR 97030

Reynolds School District  
 Attn: Business Manager/Director  
 1204 NE 201<sup>st</sup> Ave  
 Fairview, OR 97024

  
 \_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Signature

01/07/2022  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

**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 Open School East.

- I. Responsibilities of the Parties:
  - a. Gresham-Barlow School District will:
    - i. Provide an onsite learning specialist to serve each party's students who are attending Open School East.
    - 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 Gresham-Barlow School District in a timely manner based on invoice per Exhibit 2
- II. Joint Responsibilities
  - a. Gresham-Barlow School District and Reynolds School District will provide mutual involvement and cooperation in the planning and coordination of services for students attending Open School East.
  - b. For students attending Open School East: each individual school district will provide any related services (outside of speech language services) as outlined in the IEP of the party's student (for example 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 language 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 Open School East 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 Gresham-Barlow 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 2021-2022 school year is \$102,913.60. This full cost includes: compensation for duties at Open School East, PERS-OPSRP, FICA, Workers Comp, Unemployment, Risk Management, Medical/Dental, and Early Retirement.
- Each district will be billed based on the percentage of students receiving special education services at the time of invoice.

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. Koreen Barreras-Brown, Chief Academic Officer

Prepared by: Chris Greenhalgh, Director of Instructional Technology

**Subject: MOU between The State Library of Oregon and RSD #7**

Policy: [Funding Proposals and Applications – DD](#)

Date: March 30, 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:**

This memorandum is between the State Library of Oregon and Reynolds School District #7 for the purpose of school library collection development with a focus on equity, diversity, inclusion, and/or antiracism.

**Previous Board Action:**

In May of 2021 Reynolds School District received a similar grant for \$5,000 from the State Library of Oregon, which was approved by the School Board.

**Background:**

The current environment in our city, state, and nation has brought attention to the negative effects of systemic bias, implicit bias, and explicit bias against peoples of color in our society. Staff, families, and community members are united in a desire to make the Reynolds School District educational system more affirming of all peoples, and specifically for students of color. This requires the ability for our schools to engage students in library materials that are reflective of all races, cultures, and identities. Reynolds School District acknowledges this diversity as an asset. This MOU with the State Library of Oregon will help to support the work of the Culturally Relevant Text Committee.

**Financial Implications:**

The Reynolds School District will receive up to \$5,000 from the FY2021 LSTA ARPA State Grant.

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Staff recommend the Reynolds School Board accept the grant and enter into the MOU with the State Library of Oregon.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board accept the grant and enter into an MOU with the State Library of Oregon.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



# Oregon

Kate Brown, Governor



## State Library of Oregon

250 Winter St. NE  
Salem, OR 97301-3950  
503-378-4243  
Fax 503-585-8059  
[www.oregon.gov/library](http://www.oregon.gov/library)

### MEMORANDUM OF UNDERSTANDING BETWEEN THE STATE LIBRARY OF OREGON AND REYNOLDS SCHOOL DISTRICT

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This memorandum is between the State Library of Oregon (State Library) and Reynolds School District for the purpose of enhancing school library collections or furnishings to meet needs arising from the pandemic.

This MOU shall become effective upon signature by the authorized officials from each entity. This memorandum will expire on June 30, 2022.

#### The State Library agrees to:

- Direct up to \$5000 from the FY2021 LSTA ARPA State Grant to Reynolds School District for the direct purpose of this memorandum.

#### Reynolds School District agrees to:

- Use the funds to purchase culturally relevant titles for school libraries throughout the district.
- Acknowledge the funding source in any publicity about the project; if books are purchased, the organization may choose to include acknowledgement in catalog records and/or on book plates.
- Submit a status report by May 1, 2022.
- Expend all grant funds by June 30, 2022.
- Submit a final report, including all invoices and documentation related to grant purchases, to the State Library by June 30, 2022. **All documentation must add up to at least the total grant amount, as the State Library wants all the funds expended.**

### SIGNATURES

State Library of Oregon

Reynolds School District

Buzzy Nielsen  
Program Manager for Library Support  
March 2, 2022

REYNOLDS SCHOOL DISTRICT  
REQUEST TO FILE GRANT APPLICATION

**Grant Applicant Information**

Grant Application Due Date: 2/18/22

Grant Applicant Name(s): Peggy O'kane / Chris Greenhalgh

Email: pokane@rsd7.ne Phone: ext. 1566

Project Manger Name: Chris Greenhalgh

Email: cgreenhalgh@rsd7.net Phone: \_\_\_\_\_

**Grant/Project Information**

Funding Agency: State Library of Oregon Circle: New Renewal

Requested Amount: \$5,000 District Match Requested: No

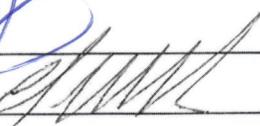
Grant Award Period: March 1<sup>st</sup> 2022 to June 30, 2022

**Project Description (attach sheet if needed)**

School library collection development with a focus on EDI (equity, diversity, inclusion) for all of our K-12 schools.

**Signatures**

Applicant:  Date: 2/17/22

Principal/Department Head:  Date: 2/17/22

Superintendent:  Date: 2/18/2022

Circle: Approved Declined

Comments: \_\_\_\_\_

**Finance Service use only:**

Grant Decision: Awarded Denied \_\_\_\_\_ Amount Awarded: \_\_\_\_\_



**RESOLUTION #2021-2022-018**

**PROCLAIMING THE CELEBRATION OF  
PUBLIC SCHOOL VOLUNTEER WEEK**

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

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED** that in honor of the service of all students, Reynolds School District endorses and supports the recognition and celebration of the efforts of volunteers during the week of April 18<sup>th</sup> through 22<sup>nd</sup>, 2022 hereby established as Public School Volunteer Week.

Adopted this 30<sup>th</sup> day of March 2022.

Signed:

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Chair, Reynolds School District Board of Directors

Attest:

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Superintendent/Clerk



**RESOLUCIÓN #2021-2022-020**

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

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

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

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

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

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

**AHORA, POR LO TANTO, SE RESUELVA** que, en honor al servicio de todos los estudiantes, Reynolds School District avala y apoya el reconocimiento y la celebración de los esfuerzos de los voluntarios durante la semana del 18 al 22 de abril de 2022, establecido por la presente como La Semana del Voluntariado en las Escuelas Públicas.

Adoptado el 30 de marzo de 2022

Firmado:

\_\_\_\_\_  
Presidente, Junta Directiva de Reynolds School District

Doy fe:

\_\_\_\_\_  
Superintendente/Secretario



**RESOLUTION #2021-2022-019**

**PROCLAIMING THE CELEBRATION OF  
NATIONAL ASSISTANT PRINCIPALS WEEK**

**WHEREAS**, the Reynolds School Board has designated the week of April 4 through April 8, 2022 as "National Assistant Principals Week" in coordination with the efforts of the National Association of Elementary School Principals, the American Federation of School Administrators, and the National Association of Secondary School Principals working with the U.S. Congress and resolutions thereof;

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

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED** that in honor of the service of all elementary, middle level, and high school assistant principals, and to recognize the importance of their school leadership so that every child has access to a high-quality education, and to celebrate school leader accomplishments, the week of April 4 through April 8, 2022 is hereby designated in Reynolds School District to be " National Assistant Principals Week."

Adopted this 30<sup>th</sup> day of March 2022.

Signed:

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Chair, Reynolds School District Board of Directors

Attest:

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Superintendent/Clerk



## RESOLUCIÓN #2021-2022-019

### PROCLAMANDO LA CELEBRACIÓN DE LA SEMANA NACIONAL DE LOS SUBDIRECTORES

**CONSIDERANDO**, que la Junta Directiva ha designado la semana del 4 al 8 de abril de 2022 como la "Semana Nacional de los Subdirectores" en coordinación con los esfuerzos de la Asociación Nacional de Directores de Escuelas Primarias, La Federación Americana de Administradores Escolares y la Asociación Nacional de Directores de Escuelas Secundarias que trabajan con el Congreso de los Estados Unidos y sus resoluciones;

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

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

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

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

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

**AHORA, POR LO TANTO, SE RESELVE** que, en honor al servicio de todos los subdirectores de primaria, nivel medio y secundaria, y para reconocer la importancia de su liderazgo escolar para que cada niño tenga acceso a una educación de alta calidad, y para celebrar los logros de los líderes escolares, la semana del 4 al 8 de abril de 2022 se designa en Reynolds School District como " Semana Nacional de Subdirectores."

Firmado:

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Presidente, Junta Directiva de Reynolds School District

Doy fe:

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Superintendente/Secretario



**RESOLUTION #2021-2022-020**

**PROCLAIMING THE CELEBRATION OF  
NATIONAL ARAB AMERICAN HERITAGE MONTH**

**WHEREAS**, for over a century, Arab Americans have been making valuable contributions to virtually every aspect of American society: in science, medicine, law, business, education, technology, government, military service, culture; and

**WHEREAS**, Victor George Atiyeh, who served as the 32nd Governor of Oregon from 1979 to 1987, was the first Arab American elected as Governor of a State; and

**WHEREAS**, since migrating to America, men and women of Arab descent have shared their rich culture and traditions with neighbors and friends, while also setting examples of model citizens and public servants; and

**WHEREAS**, Arab Americans have also enriched our society by sharing in the entrepreneurial American spirit that makes our nation free and prosperous; and

**WHEREAS**, the history of Arab Americans in the United States remains neglected and individuals are harmed by misconceptions, bigotry, and anti-Arab hate in the forms of crimes and speech; and

**WHEREAS**, Arab American issues, such as civil rights abuses, harmful stereotyping, and bullying must be combatted in the forms of education and awareness; and

**WHEREAS**, Arab Americans join all Americans in the desire to see a peaceful and diverse society, where every individual is treated equally and feels safe; and

**WHEREAS**, the contributions and heritage of Arab Americans have helped us build a better state and nation;

**NOW, THEREFORE, BE IT RESOLVED** that Reynolds School District does hereby proclaim April 2022 as National Arab American Heritage Month.

Adopted this 30<sup>th</sup> day of March 2022.

Signed:

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Chair, Reynolds School District Board of Directors

Attest:

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Superintendent/Clerk



**RESOLUCIÓN #2021-2022-020**

**PROCLAMANDO LA CELEBRACIÓN DEL  
MES NACIONAL DE LA HERENCIA ÁRABE AMERICANA**

**CONSIDERANDO QUE**, durante más de un siglo, los árabes estadounidenses han estado haciendo valiosas contribuciones a prácticamente todos los aspectos de la sociedad estadounidense: en ciencia, medicina, derecho, negocios, educación, tecnología, gobierno, servicio militar, cultura; y

**CONSIDERANDO QUE**, Victor George Atiyeh, quien se desempeñó como el 32º Gobernador de Oregón desde 1979 hasta 1987, fue el primer árabe americano elegido Gobernador de un Estado; y

**CONSIDERANDO QUE**, desde que emigraron a América, hombres y mujeres de ascendencia árabe han compartido su rica cultura y tradiciones con vecinos y amigos, al tiempo que han dado ejemplos de ciudadanos y servidores públicos modelo; y

**CONSIDERANDO QUE**, los árabes estadounidenses también han enriquecido nuestra sociedad al compartir el espíritu empresarial Espíritu estadounidense que hace que nuestra nación sea libre y próspera; y

**CONSIDERANDO QUE**, la historia de los árabes americanos en los Estados Unidos sigue siendo descuidada y las personas se ven perjudicadas por conceptos erróneos, intolerancia y odio antiárabe en forma de crímenes y el habla; y

**CONSIDERANDO QUE**, los problemas árabes americanos, como los abusos de los derechos civiles, los estereotipos dañinos y el acoso escolar debe combatirse en forma de educación y sensibilización; y

**CONSIDERANDO QUE**, los árabes estadounidenses se unen a todos los estadounidenses en el deseo de ver un ambiente pacífico y diverso la sociedad, donde cada individuo es tratado por igual y se siente seguro; y

**CONSIDERANDO QUE**, las contribuciones y la herencia de los árabes americanos nos han ayudado a construir una mejor estado y nación;

**AHORA, POR LO TANTO, SE RESUELVE** que el Distrito Escolar de Reynolds proclama el mes de abril del 2022 como el Mes Nacional de la Herencia Árabe Americana.

Adoptado este día 30 de marzo de 2022.

Firmado:

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Presidente, Junta Directiva del Distrito Escolar de Reynolds

Atestiguar:

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Superintendente/secretaria/o

## **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 contractor<sup>1</sup>, 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.

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<sup>1</sup>Contractor 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

To: Board of Directors

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

Prepared by: L. Joel Rendón, Director of Technology Services

**Subject: Authorize to Spend Over \$500,000 on Classroom Technology Devices**

Policy: [Personal Electronic Devices and Social Media - JFCEB](#)

Date: March 30, 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 4: Professional Development**

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.

---

**Summary:**

Staff requests that the Board authorize an expenditure of more than \$500,000 to purchase short throw projectors (EPSON), wireless displays (Airtame), audio enhancement systems (Lightspeed Redcat), and their respective cost of installation services. The Technology Services Department needs to replace aging instructional classroom technology. Installation of these systems will provide standardized technology for every classroom across the district.

**Previous Board Action:**

The Board authorized an expenditure of more than \$500,000 to purchase Staff devices during the December 15, 2021 Business Meeting.

**Background:**

The increased use of technology in classroom curriculum requires optimal devices to better support in-person instruction. The need for teachers to be mobile in the classroom requires technology that facilitates classroom instructions from any corner, thus the need of audio-enhancement systems and wireless display connections to display instructional content in the classrooms.

**Financial Implications:**

Approximately 330 classroom in the district will be equipped with the aforementioned technology purchased from Lightspeed Technologies, Inc and Troxell Communications. The cost

of replacing the classroom technology is approximately \$1,013,000. The expense for the purchase of these items is allocated in the budget.

**Alternatives:**

Some staff will not be able to have devices capable of performing tasks required for in-person instruction.

**Staff Recommendation:**

Staff recommends that the Board authorize the expenditure of more than \$500,000 to replace classroom instructional technology.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board authorize the expenditure of more than \$500,000 to replace aging classroom instructional technology.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

**Troxell Communications**4675 E. Cotton Center Blvd. Suite 155  
Phoenix, AZ 85040Quote Number: QUO-7221-82600  
Created On: 2/6/2022**REYNOLDS SCH DIST #7 ADM OFCS**Contact: CHRIS GREENHALGH  
Email: CGREENHALGH@RSD7.NET  
1204 NE 201ST AVE  
FAIRVIEW, Oregon, 97024-9642**Charles Doyle**Email: charles.doyle@bluum.com  
10121 SE Sunnyside Road #300B  
CLACKAMAS, OR, 97015Installation of 281 New Epson projectors and moving and moving and installing 6 more.  
TROXELL contract # is 01-48  
<http://www.ncpa.us/Vendors/Trox>

Terms: Net 30

FOB: Destination

Customer #: 7221

Expires: 3/8/2022

Item	Description	Sell Price	Qty	Ext.Price
1	<b>EPS EPSV11H999520</b> POWERLITE 725W ULTRA SHORT THROW PROJ (BRIGHTER FUTURES) EPSON	\$1,149.00	281	\$322,869.00
2	<b>EPS EPSV12HA06A05</b> UST WALL MNT BRIGHTLINK/POWERLITE PROJ (JEFFERSON COUNTY) EPSON	\$88.00	281	\$24,728.00
3	<b>DNH AIEATDG2</b> WIRELESS HDMI ADAPTOR (PROMO) AIRTAME	\$395.00	310	\$122,450.00
<del>4</del>	<del><b>LGH LGHRCNFS</b> RCN-FS REDCATWITH FLEXMIKE, SHAREMIKE LIGHTSPEED</del>	<del>\$1,299.00</del>	<del>332</del>	<del>\$431,268.00</del>
5	<b>KLT KLT71004</b> 71004-B INSTALL SERVICES INSTALL EPSON PROJECTORS INSTALLATION LABOR PARTS & MATERIALS TOGGLER BOLTS WASHERS KLASSTECH	\$69,357.95	1	\$69,357.95

Thank You,

**CHARLES DOYLE**

Account Executive

O: 360-834-4841

C:

E: charles.doyle@bluum.com  
bluum.com

106

**NOTE:** My new email is charles.doyle@bluum.com  
Please update my contact information.

**Troxell Communications**4675 E. Cotton Center Blvd. Suite 155  
Phoenix, AZ 85040Quote Number: QUO-7221-82604  
Created On: 2/6/2022**REYNOLDS SCH DIST #7 ADM OFCS**Contact: CHRIS GREENHALGH  
Email: CGREENHALGH@RSD7.NET  
1204 NE 201ST AVE  
FAIRVIEW, Oregon, 97024-9642**Charles Doyle**Email: charles.doyle@bluum.com  
10121 SE Sunnyside Road #300B  
CLACKAMAS, OR, 97015Installation of 281 New Epson projectors and moving and moving and installing 6 more. This quote adds wired install solution with HDMI input plate.  
TROXELL contract # is 01-48  
<http://www.ncpa.us/Vendors/Trox>

Terms: Net 30

FOB: Destination

Customer #: 7221

Expires: 3/8/2022

Item	Description	Sell Price	Qty	Ext.Price
1	<b>EPS EPSV11H999520</b> POWERLITE 725W ULTRA SHORT THROW PROJ (BRIGHTER FUTURES) EPSON	\$1,149.00	281	\$322,869.00
2	<b>EPS EPSV12HA06A05</b> UST WALL MNT BRIGHTLINK/POWERLITE PROJ (JEFFERSON COUNTY) EPSON	\$88.00	281	\$24,728.00
3	<b>DNH AIEATDG2</b> WIRELESS HDMI ADAPTOR (PROMO) AIRTAME	\$395.00	310	\$122,450.00
<del>4</del>	<del><b>LGH LGHRCNFS</b> RCN-FS REDCATWITH FLEXMIKE, SHAREMIKE LIGHTSPEED</del>	<del>\$1,299.00</del>	<del>332</del>	<del>\$431,268.00</del>
5	<b>KLT KLT71004B</b> 71004-B INSTALLATION SERVICES INSTALLATION OF EPSON PROJECTORS PARTS/MATERIALS/TOGGLER BOLTS/WASHERS CUSTOMER LIBERTY WALL PLATES/ CUSTOMER ACCESSORIES PANEL WITH HDMI INPUT WIRELMOLD AND DEEP 1 GANG BOX 20' PER ROOM LIBERTY HDMI 10M, 32.8' LIBERTY COMMERCIAL GRADE HIGH RETENTION HIGH-SPPED HDMI CABLES WITH ETHERNET KLASSTECH	\$150,278.41	1	\$150,278.41
				\$620,325.41

**Thank You,**



**Troxell Communications**

4675 E. Cotton Center Blvd. Suite 155  
Phoenix, AZ 85040

Quote Number: QUO-7221-82604  
Created On: 2/6/2022

---

*Charles Doyle*



**CHARLES DOYLE**

Account Executive

O: 360-834-4841

C:

E: [charles.doyle@bluum.com](mailto:charles.doyle@bluum.com)  
[bluum.com](http://bluum.com)

**NOTE:** My new email is [charles.doyle@bluum.com](mailto:charles.doyle@bluum.com)  
Please update my contact information.

# QUOTATION



**Lightspeed Technologies, Inc.**

11509 SW Herman Road  
 Tualatin OR 97062  
 1-800-732-8999  
[www.lightspeed-tek.com](http://www.lightspeed-tek.com)  
 Fax: 503-684-3197

Quote # Q-34812

Date: 2/3/2022

Expires: 4/4/2022

Payment Terms: Net 30

Shipping Method: Best Way N/C

Account Executive: Reid Hansen

**BILL TO:**

ACCOUNTS PAYABLE  
 REYNOLDS SCHOOL DISTRICT 7  
 1204 NE 201ST AVE  
 FAIRVIEW, OR 97024-9642  
 UNITED STATES

**SHIP TO:**

REYNOLDS SCHOOL DISTRICT 7  
 1218 NE 201ST AVE  
 FAIRVIEW, OR 97024  
 UNITED STATES

ITEM	DESCRIPTION	QTY	UNIT PRICE	AMOUNT
RCN-FS	REDCAT WITH FLEXMIKE, SHAREMIKE	332	\$1,182.00	\$392,424.00
<b>SUBTOTAL:</b>				\$392,424.00
<b>SALES TAX:</b>				\$0.00
<b>SHIPPING &amp; HANDLING:</b>				\$0.00
<b>TOTAL DUE:</b>				\$392,424.00

We are experiencing longer than normal lead times due to COVID-19 driven demand. Above discount pricing is based on a minimum of systems ordered per purchase order.

Special discount pricing applies.

Bid OETC\_#19I pricing was quoted. Please note: shipping and handling charges are included with bid pricing.

Lightspeed instructional audio systems have a 5-year limited warranty on the major components. The lapel & earset mics, cables and microphone batteries have a 1-year limited warranty. The L14V battery has a 2-year limited warranty.

To: Board of Directors

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

Prepared by: Jelena Doney, Executive Assistant to the Assistant Superintendent of District Operations

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

**Subject: Graduation Requirements (IKF) – First Reading and Adoption**

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

Date: March 30, 2022

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

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**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.

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**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:**

In 2021, the Oregon Legislature passed HB 2056: [Access to Linguistic Inclusion](#). This law – one of multiple equity bills brought forward during the 2020-21 Legislative Session – increases the opportunity for, and recognition of, multilingual education in Oregon. Access to Linguistic Inclusion:

- Repeals the statute that mandated nearly all instruction in Oregon be conducted in English. This means that districts may offer courses (in any content area) in languages other than English.
- Expands two definitions:

- Changes the name “English language arts” to “language arts” and revises the definition to: “includes reading, writing and other communications in any language, including English.”
- Changes the definition of World Language: “World Languages” includes sign language, heritage languages, and languages other than a student’s primary language.
- Expands the opportunities that schools and districts may offer to students, such as course credit options for multilingual students. It does not, however impose new requirements as to which schools must teach or offer.

HB 2056 revises the definition of “Language Arts” to include reading, writing and other communications in any language, including English.

HB 2056 allows school districts to award World Language credit for course work completed in a student’s heritage language, as well as for whom English is a World Language, and who complete qualifying coursework in English, may meet eligibility criteria to receive World Language credit.

HB 2056 revises board policy IKF: Graduation requirements by revising the credits needed under Language Arts instead of English Language Arts.

**Financial Implications:**

Not Applicable

**Alternatives:**

There are no alternatives – this is a required change.

**Staff Recommendation:**

The Board will review the policies as a first reading. According to Board Policy BFC (Adoption and Revision of Policies), “when, in the best interests of the district, immediate adoption of a proposed policy is necessary, the board may adopt such policy at the first meeting in which it is presented.” Staff recommend adoption after the first reading at the March 30, 2022 Board meeting per Oregon School Boards Association (OSBA) and Oregon Department of Education (ODE), this is a required Board Policy update.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the revisions to policy IKF: Graduation Requirements.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



Code: **IKF**  
Adopted: 4/08/10 Revised/Readopted:  
12/08/10; 5/09/12; 2/12/14;  
1/13/16; 4/13/16; 6/08/16;  
6/11/18/  
Orig. Code(s): IKF

## **Graduation Requirements\*\***

The board has established graduation requirements for achievement of a standard high school diploma which meet or exceed state standards. The board has also established minimum credit requirements for the achievement of the honors, modified, and extended diplomas. Additionally, an alternative certificate is available. In order to earn a standard high school diploma, students must complete a minimum of 24 credits. In order to earn an honors diploma, students must complete a minimum of 27 credits, maintain a grade point average (GPA) of 3.50 through eight semesters and pass all of the following state assessments: reading, writing, mathematics and science.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school<sup>2</sup>.

### **Honors Diploma**

Students pursuing a high school diploma in the district will have the option to earn an honors diploma. In order to qualify for the honors diploma, in addition to meeting the district's standard diploma requirements, students will be required to:

1. Pass all of the following state assessments: science, mathematics, reading and writing.

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<sup>1</sup>As defined in ORS 30.297.

<sup>2</sup>For a diploma awarded on or after January 1, 2018.

2. Maintain a cumulative, unweighted grade point average of 3.50 for all high school coursework through eight semesters.
3. Complete all graded courses on a letter grade scale (when available).
4. Complete 27 high school credits.
5. Earn four credits in advanced courses (those courses with the opportunity to earn college credit) during the junior and senior years.
6. Two of the World Language, CTE and Arts credits must be sequential.

## **Diploma**

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits of language arts (shall include the equivalent of one unit in written composition);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination)<sup>3</sup>.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence;
3. Participate in career-related learning experiences.

---

<sup>3</sup>Two of the World Language, CTE and Arts credits must be sequential.

## **Modified Diploma**

A modified diploma shall be awarded to students who have met specific requirements established by the State Board of Education and have demonstrated an inability to meet the full set of academic standards even with reasonable modifications and accommodations.

To receive a modified diploma, a student must earn 24 units of credit between grade 9 and the end of their high school career. A student shall be eligible for a modified diploma under the following circumstances:

1. They have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student; or
2. They have a documented history of a medical condition that creates a barrier to achievement. (OAR 581-022-2010)

Per OAR 581-022-2010, a student pursuing a modified diploma:

1. May earn units of credit through regular education, with or without accommodations or modifications, and through modified courses.
2. Will have the option to earn credit for demonstrating proficiency.
3. Shall have access to needed courses, modifications and supports to pursue a modified diploma and to progress in the general education curriculum.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

The district shall grant credit toward a modified diploma only for courses that contain substantial academic content. The district will grant credit for a modified diploma through a continuum of instruction beginning at the level of basic skills and progressing through higher level skills. The district shall award a modified diploma under OAR 581-022-2010 if all requirements are met. Completion of one or more modified courses shall not prohibit a student from earning a standard diploma.

The district shall grant credit toward a modified diploma according to individual student needs across academic content areas including applied, consumer, academic or knowledge and skill development.

A modified diploma may be awarded to a student only upon the consent of the parent or guardian. The district must receive the consent in writing during the school year in which the extended diploma is awarded. The requirement for obtaining the consent of a student's parents or guardian does not apply to a student who is emancipated or has reached the age of majority of 18 years of age or older at the time the extended diploma is awarded.

## **Additional Requirements for a Modified Diploma**

The district requires every student, including those pursuing a modified diploma, to:

1. Develop an education plan and build an education profile (as provided under OAR 581-022-2000).

2. Be aware of the option to earn credit for proficiency.
3. Build a collection of evidence (or include evidence in an existing collection) to demonstrate extended application of the standards (as defined in OAR 581-022-0102).

A student's school team shall decide that a student should work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diplomas decision.

A student's school team may decide that a student who was not previously working towards a modified diploma should work towards one when the student is less than two years from anticipated exit from high school if the documented history has changed.

The district shall inform the student and/or parent or guardian if the courses in grades 9-12 have been modified for an individual student.

The district shall provide transcripts which clearly identify modified courses that do not count toward the regular diploma, but do count toward a modified diploma.

The district shall allow each student receiving a modified diploma to participate in the Reynolds High School graduation ceremony with the members of their class who are receiving a regular high school diploma.

Ineligibility for a modified diploma shall result if the student meets any of the following criteria according to OAR 581-022-2010:

1. The student is currently engaging in the use of illegal drugs, and the significant learning and instructional barriers are a result of this drug use.
2. The student is currently engaging in illegal use of alcohol, and the significant learning and instructional barriers are a result of this alcohol use, regardless of whether the student is disabled under Section 504 on the basis of alcoholism.

The district may choose to grant eligibility for a modified diploma for a student who has engaged in such activities as described in (a) and (b) above, provided the student is no longer engaged in the illegal use of drugs or alcohol and has:

1. Successfully completed a supervised drug or alcohol rehabilitation program; or
2. Has been rehabilitated successfully; or
3. Is participating in a supervised rehabilitation program.

### **Extended Diploma**

An extended diploma shall be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a standard diploma with reasonable modifications and accommodations. An extended diploma may be awarded to a student only upon the consent of the parent or guardian. The district must receive the consent in writing during the

school year in which the extended diploma is awarded. The requirement for obtaining the consent of a student's parents or guardian does not apply to a student who is emancipated or has reached the age of majority of 18 years of age or older at the time the extended diploma is awarded.

The district will provide an extended diploma per OAR 581-022-2015. The following are the minimal requirements for the Oregon Extended Diploma:

1. While in grade nine through completion of high school, complete 12 credit requirements, which may include more than six credits in a self-contained special education classroom, as listed below:
  - a. Two credits of mathematics;
  - b. Two credits of language arts;
  - c. Two credits of science;
  - d. Three credits of history, geography, economics or civics;
  - e. One credit of health;
  - f. One credit of physical education; and
  - g. One credit of the arts or a world language.

2. Eligibility:

Demonstrate the inability to meet the full set of academic content standards of a regular or modified diploma even with reasonable accommodations and modifications and:

- a. Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
- b. Have a documented history of a medical condition that creates a barrier to achievement; and
- c. Participate in an alternate assessment (Extended Assessment or Scaffolded Administration of the Extended Assessment) no later than grade six and lasting for two or more assessment cycles (years); or
- d. Have a serious illness or injury that occurs after grade eight, which changes the student's ability to participate in grade level activities that results in the student participating in alternate assessments.

Beginning in grade five when in a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

### **Alternative Certificate**

The district shall award an alternative certificate to students who have not met the requirements for a standard diploma, a modified diploma or an extended diploma, but have met district requirements. Alternative certificates will be awarded based on individual student's needs and achievement. Students who fulfill these requirements shall be awarded an alternative certificate and be allowed to participate in graduation ceremonies with their graduating class (OAR 581-022-2020).

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to parents or guardians of the student, information about the availability and requirements of an alternative certificate.

## **Assessments**

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>4</sup> and submitting the form to the district.

## **Work Samples**

The district shall be in compliance with all Oregon Department of Education Local Performance Assessments.

Required Local Performance Assessments constitute at least one classroom work sample in each of the following areas: writing, speaking, math and science inquiry.

## **Valedictorian**

The district shall award the title of valedictorian to the graduating senior with the highest accumulative, weighted, grade point average and the title of salutatorian to the student who has earned the second highest accumulative, weighted GPA of their graduating class.

In addition to weighted GPA, the student who is eligible for valedictorian or salutatorian must meet the following requirements:

1. Earn a Reynolds High School Honors Diploma;
2. Earn at least a 4.0 accumulative, weighted grade point average;
3. Earn at least six credits each semester his or her senior year;
4. Actively participate in at least one cocurricular activity each year of high school (e.g., activities/clubs, community/leadership, athletics, fine/performing arts); and
5. Demonstrate exemplary behavior and school/community citizenship.

## **Student-Initiated Test Impropriety**

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

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<sup>4</sup>[www.ode.state.or.us](http://www.ode.state.or.us); or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

## Diploma for U.S. Armed Forces

The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces<sup>5</sup> and was discharged or released under honorable conditions.

## Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school, as determined by the IEP team.

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

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<sup>5</sup>The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
  - a. World War I;
  - b. World War II;
  - c. The Korean Conflict; or
  - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:
  - a. Operation Urgent Fury (Grenada);
  - b. Operation Just Cause (Panama);
  - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
  - d. Operation Restore Hope (Somalia);
  - e. Operation Enduring Freedom (Afghanistan); or
  - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

<sup>6</sup>A student who received a modified diploma prior to July 1, 2018 shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified by grade five of graduation and diploma requirements.

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

## END OF POLICY

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### Legal Reference(s):

[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 339.115](#)  
[ORS 339.505](#)

[ORS 343.295](#)  
  
[OAR 581-022-1910](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)

[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION (2021-22).

### Cross Reference(s):

IKFA - Early Graduation

# Access to Linguistic Inclusion (HB 2056)



## Guidance and Explanation for Schools and Districts

The following document explains *Access to Linguistic Inclusion* (also known as HB 2056), which was passed in the 2021 legislative session. It provides a short overview of the law, explains its impact on specific academic content areas, and concludes with relevant questions and answers.

## What is *Access to Linguistic Inclusion*?

*Access to Linguistic Inclusion* equips Oregon schools and districts with new tools to honor and recognize the achievements of Oregon’s multilingual and multicultural students. At least 160 different languages are spoken by students in Oregon. This law honors the linguistic heritage of Oregon’s students and communities and paves the way for a multilingual educational environment in Oregon’s schools. It also removes structural barriers to high school graduation for students in the process of learning English, and recognizes that content learning can and should occur in multiple languages.

### ***Access to Linguistic Inclusion*<sup>1</sup>:**

- Repeals the statute that mandated nearly all instruction in Oregon be conducted in English. This means that districts may offer courses (in any content area) in languages other than English.
- Expands two definitions.
  - Changes the name “English language arts” to “language arts” and revises the definition to: “includes reading, writing and other communications in any language, including English.”
  - Changes the definition of World Language: “World languages” includes sign language, heritage languages, and languages other than a student’s primary language.
- Expands the opportunities that schools and districts may offer to students, such as course credit options for multilingual students. It does not, however, impose new requirements as to which courses schools must teach or offer.

### **Bill History**

In 2021, the Oregon Legislature passed [Access to Linguistic Inclusion](#), introduced as HB 2056. This law—one of multiple equity bills brought forward during the 2020-21 legislative session—increases the opportunity for, and recognition of, multilingual education in Oregon. *Access to Linguistic Inclusion* enjoyed a broad base of support from K-12 educators, postsecondary educators (including representatives from Oregon’s Public Universities), and community partners.

The legislative history and enrolled text of *Access to Linguistic Inclusion* can be found on the Oregon State Legislature [HB 2056](#) overview page.

## Language Arts

*Access to Linguistic Inclusion* revises the definition of “Language Arts” to include reading, writing and other communications in any language, including English.<sup>2</sup>

<sup>1</sup> In addition to the changes below, *Access to Linguistic Inclusion* adds a definition for “holocaust and genocide studies.”

<sup>2</sup> The previous definition reads: “English” includes, but is not limited to, reading and writing.

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Oregon’s English Language Arts and Literacy standards were adopted prior to the passage of *Access to Linguistic Inclusion*; therefore, when evaluating whether Language Arts courses meet Oregon’s adopted English Language Arts and Literacy standards, use the following interpretations:

- Read references to “English” (such as “English grammar” or “standard English usage”) as referring to the language of study in the course.
- Translate geographically or culturally specific markers in the standards to markers appropriate for the language and culture of study in the course.

**As a reminder, a district can only award** high school Language Arts credit in Oregon if the course covers applicable grade-level content described in Oregon’s adopted [English Language Arts and Literacy standards](#).

## World Language

*Access to Linguistic Inclusion* revises the definition of “World Languages” to include sign language, heritage languages<sup>3</sup>, and languages other than a student’s primary language.<sup>4</sup> Under this definition, English may be a World Language for a student if it is not a student’s primary language.

**As a reminder, districts in Oregon can only award** high school World Language credit for a course if it covers content described in Oregon’s adopted [World Languages standards](#) that is appropriate to the targeted proficiency level of the course.

**A student is eligible to receive** high school World Language credit from courses identified according to the criteria above if the language and content of the course constitute a “world language” for that student, according to the definition above.

**Both the *awarding* and *receiving* criteria above must apply for the district to award World Language credit to a student in a given course.**

Course work completed in a student’s heritage language may count for World Language credit; it is not necessary to demonstrate that a student has greater or less proficiency in English than their heritage language. Students for whom English is a World Language (per the definition above), and who complete qualifying coursework in English, may meet eligibility criteria to receive World Language credit.

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<sup>3</sup> For the purposes of *Access to Linguistic Inclusion*, “heritage language” means a language that has cultural or familial significance to a student, going beyond personal preference. A student’s primary language cannot be a heritage language if it is also the language of the dominant culture in the student’s educational environment (definition adapted from Fishman 1999, [as cited by King and Enns-Kananen](#)).

- **Example:** A student from Bolivia learned Spanish first and English after immigrating to the United States. Spanish is a heritage language for this student.
- **Example:** A student has a cultural or familial connection to the Siuslaw people. Siuslaw is a heritage language for this student, even if the student is a monolingual English speaker.
- **Example:** A student comes from a household that primarily speaks English but studies other languages as a culturally enriching experience. The student’s primary language is English. Since English is also the primary language of the dominant culture in Oregon schools, English is *not* a heritage language for this student.

<sup>4</sup> The previous definition reads: “World languages” means American Sign Language, and languages other than English.

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## Applying *Access to Linguistic Inclusion*

As part of Oregon’s graduation requirements, which predate *Access to Linguistic Inclusion*, each student shall develop an [Education Plan and Profile](#), which includes planning course taking and planning for post-secondary transitions. Schools must consider this Education Plan and Profile when making decisions regarding whether and how *Access to Linguistic Inclusion* might be applied to help individual students meet graduation requirements and attain their post-secondary goals. While the intent of *Access to Linguistic Inclusion* is to remove structural barriers to high school graduation, it is also important that schools support students and families in understanding that the course requirements that post-secondary institutions apply during the admissions process may continue to emphasize course completion in the English language.

For example, some university admissions require four years of “English.” Additionally, students who are found to be insufficiently prepared for university-level English (in terms of language or in terms of academic composition) may be required to take remedial English courses. If the student is considering college-level athletics, they will also want to consider National Collegiate Athletic Association (NCAA) rules to ensure the transcript aligns with the course requirements of NCAA. Therefore, in considering when and where to apply flexibilities available under *Access to Linguistic Inclusion*, districts should take care not to close off opportunities while opening others.

## Common Applications

The following list is not exhaustive.

Course	Credit option	Requirements and Notes
Advanced English Language Development	Language Arts	<ul style="list-style-type: none"><li>● Course covers English Language Arts and Literacy standards</li><li>● Student demonstrates proficiency</li><li>● Course planning/delivery involves appropriately endorsed teacher(s)</li><li>● Language Arts credit is awarded <i>instead of</i> elective credit</li></ul>
English Language Development	World Language	<ul style="list-style-type: none"><li>● Course covers World Languages standards</li><li>● Student demonstrates proficiency</li><li>● Course planning/delivery involves appropriately endorsed teacher(s)</li><li>● World Language credit is awarded <i>instead of</i> elective credit</li></ul>
Spanish Literature and Language	Language Arts	<ul style="list-style-type: none"><li>● Course covers English Language Arts and Literacy standards</li><li>● Student demonstrates proficiency</li><li>● Course planning/delivery involves appropriately endorsed teacher(s)</li></ul>
Literature Course on an International Transcript	Language Arts	<ul style="list-style-type: none"><li>● Course is an international equivalent to Oregon Language Arts courses</li></ul>

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Remember that the student’s education plan and profile should always be considered when awarding credit through *Access to Linguistic Inclusion*.

### Multiple Credit Applications

Interactions between the new definition of Language Arts and the new definition of World Language make it possible for some students to earn two credits for a single course: one in Language Arts, and one in World Language. This is only possible if all **awarding** and **receiving** criteria are met for a particular student in a particular course. The grade level for the two credits may not match (e.g. a 12th grade course may be found to cover English Language Arts standards at the 9th grade level), or a course may only offer partial credit for one of its content areas.

As a reminder, the **awarding** criterion means the course covers applicable, grade-level content as described in Oregon’s adopted academic standards for the content area in question. The **receiving** criterion means the language and the content of the course count as a World Language for the student who will be receiving that credit (and *only* that student; other students receive only the course’s “base” credit).

The table below lists all allowable interactions that would result in earning both a Language Arts and a World Language credit for a single course. All of the situations described below are rare and require careful district review to establish both **awarding** and **receiving** criteria. Any situation not listed in the table below *does not* qualify to award multiple credits under the new definitions in *Access to Linguistic Inclusion*.

Courses eligible for multiple credit	Notes and reminders
English Language Arts	<ul style="list-style-type: none"><li>Only students for whom English is a World Language would <b>receive</b> World Language credit in an English Language Arts course.</li></ul>
Language Arts in a language other than English	<ul style="list-style-type: none"><li>Examples: Spanish Language Arts, Russian Language Arts.</li><li>This category includes Heritage Language courses of sufficient rigor to <b>award</b> Language Arts credit.</li></ul>
Advanced English Language Development	<ul style="list-style-type: none"><li>Because these courses are offered exclusively to students with English Learner status, English is a World Language for these students.</li><li>See Question 8 in the Questions and Answers below.</li></ul>
Advanced World Language courses	<ul style="list-style-type: none"><li>A traditional fourth year language course does not cover standards sufficiently to <b>award</b> Language Arts credit. This may be possible in very advanced courses, such as 7+ year programs which begin in middle or elementary school.</li></ul>

### International Transcripts

The following factors are recommended for handling international transcripts:

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- Every effort should be made to obtain missing transcripts, working in close collaboration with families.
- Staff who are responsible for transcript evaluation should have appropriate training and professional development.
- Ideally, the same group of trained staff will handle all transcript evaluation, to ensure consistency across schools and years.
- Courses taken outside the United States should be judged solely on their academic merits:
  - Course credit equivalencies and credit transfer should be in the same content area/subject, regardless of the language of instruction.
  - Courses should transfer in, whenever possible, with an equivalent letter grade.
  - Students' levels of English proficiency should have no bearing on how their transcripts are evaluated.
- Districts should have a clear policy and process in place for international transcript evaluation.
- District policy should be reviewed regularly to meet the needs of newly-arrived students.
- Language Arts and World Language courses may appear on transcripts from any country. ELD courses or their equivalents are most likely to appear on transcripts from English speaking countries.

## Questions and Answers

- 1. Will schools and districts be required to offer instruction in languages other than English?**
  - a. No. *Access to Linguistic Inclusion* expands the opportunities that schools and districts may offer to students, but it does not impose new instructional requirements.
- 2. Will districts be required to rename or restructure high school courses, course categories, or departments based on this law?**
  - a. No. *Access to Linguistic Inclusion* does not require renaming of courses or course categories. In fact, doing so could in some cases be detrimental to students' post-secondary planning (for example, if the student is applying to a university that requires four years of "English"). See "Applying *Access to Linguistic Inclusion*" above.
  - b. *Access to Linguistic Inclusion* does not require a wholesale removal of the word "English" from school or district course offerings. Because the law increases the range and variety of courses a school or district can offer, however, districts may wish to reexamine some course titles for accuracy and clarity (regarding the principal content of study and credit awarded).
- 3. Will districts need to pursue additional instructional materials adoptions as a result of *Access to Linguistic Inclusion*? For example, does the new law require districts to adopt sets of Spanish Language Arts materials?**
  - a. Districts are not required to offer Language Arts courses in languages other than English as a result of *Access to Linguistic Inclusion*, nor does *Access to Linguistic Inclusion* require adoption of instructional materials in languages other than English.
- 4. Under *Access to Linguistic Inclusion*, is it possible for a student to earn a high school diploma without studying English composition and literature during their high school career?**
  - a. Oregon's adopted English Language Arts and Literacy standards, as well as Oregon's English Language Arts summative assessment, remain in place.
- 5. Under *Access to Linguistic Inclusion*, can two credits be awarded for one course?**

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- a. Due to the interaction of the new definitions for Language Arts and World Language, this is possible in specific circumstances. All such interactions are listed in the “Multiple Credit Applications” section above. Criteria for eligibility both to **award** and to **receive** credit must be met.
- 6. Is *Access to Linguistic Inclusion* retroactive? For example, can credit be awarded for courses that were completed prior to the effective date of the law?**
  - a. *Access to Linguistic Inclusion* is not explicitly retroactive, so it is not necessary for districts to update the historic transcripts for all students who have ever attended the institution. However, it is within the equity focus of the law to award credits for *current* or *recent* students who may benefit from the expanded recognition afforded by the law, even if awarded credits come from courses that were completed prior to the effective date of *Access to Linguistic Inclusion*. (These courses would still need to be eligible to award credit, as described earlier in this guidance.)
- 7. Who decides whether a course meets the expanded definition of Language Arts or World Language?**
  - a. These determinations are made by the district. The course must meet appropriate Language Arts or World Language standards, as described earlier in this communication.
- 8. Under *Access to Linguistic Inclusion*, can districts award English Language Arts credit for English Language Development courses?**
  - a. This is possible. However, be aware that English Language Development (ELD) and Language Arts are different disciplines, with different goals and different academic standards. OAR [581-022-2025](#) explicitly links course credit to content standards. For a course to award Language Arts credit, it must address appropriate grade-level English Language Arts standards.
  - b. When considering whether to award Language Arts credit for completed ELD coursework, consider existing Language Arts courses as a standard of comparison. Is a student who completes a given ELD course receiving the same content and academic preparation as students in a Grade X (9, 10, 11, or 12) Language Arts course? Do they learn the same knowledge and skills? After completing this course, will this student be ready for the reading, writing, research, and compositional demands of the next stage of their education?
- 9. When awarding credit under *Access to Linguistic Inclusion*, what requirements need to be met regarding teacher credentialing and licensure?**
  - a. *Access to Linguistic Inclusion* makes no changes to existing rules about teacher licensure. The following resources relate to teacher licensure and credentialing:
    - i. ODE’s [Teacher Licensure](#) page
    - ii. OAR [584-210-0020](#) Scope and Responsibilities of Teachers of Record
    - iii. OAR [584-210-0160](#) License for Conditional Assignment (Section 2 of this OAR addresses teaching out of field)
    - iv. OAR [584-210-0170](#) Atypical Assignments

## Contact Information

Please contact both [Tina Roberts and Ben Wolcott](#) with questions about *Access to Linguistic Inclusion*.

To: Board of Directors

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

Prepared by: Jelena Doney, Executive Assistant to the Assistant Superintendent of District Operations  
Hank Bauer, Administrative Analyst to the Assistant Superintendent of Student & Family Services

**Subject: Every Student Belongs (ACB) – First Reading and Adoption**

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

Date: March 30, 2022

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

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**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.

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**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. In special cases, the Board can adopt policies during the first reading, which is being requested for this policy.

**Previous Board Action:**

All policies have been adopted by the Board in the past.

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

There are no alternatives – this is a required change.

**Staff Recommendation:**

The Board will review the policies as a first reading. According to Board Policy BFC (Adoption and Revision of Policies), “when, in the best interests of the district, immediate adoption of a proposed policy is necessary, the board may adopt such policy at the first meeting in which it is presented.” Staff recommend adoption after the first reading at the March 30, 2022 Board meeting per Oregon School Boards Association (OSBA) and Oregon Department of Education (ODE), this is a required Board Policy update.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the revisions to policy ACB: Every Student Belongs and the corresponding Administrative Regulation.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

## **Every Student Belongs**

Reynolds School District’s Mission: We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior.

“Symbol of hate” means nooses<sup>1</sup>, symbols of neo-Nazi ideology or the battle flag of the Confederacy.

The district prohibits the use or display of any symbols of hate on school property<sup>2</sup> or in an education program<sup>3</sup> except where used in teaching curriculum that is aligned with state standards of education for public schools.

In responding to the use of any symbols of hate or bias incidents, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual<sup>4</sup> because that individual has in good faith reported information that the individual believes is evidence of a violation of a state or federal law, rule or regulation.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

**END OF POLICY**

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<sup>1</sup> [The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021).]

<sup>2</sup> “School property” means any property under the control of the district.

<sup>3</sup> “Education program” includes any program, service, school or activity sponsored by the district.

<sup>4</sup> ORS 659.852 prohibits retaliation only against students. Other statutes (and other complaint procedures) prohibit retaliation against staff and others for reporting or providing information regarding a complaint or investigation.

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**Legal Reference(s):**

[ORS 659.850](#)

[ORS 659.852](#)

[OAR 581-002-0005](#)

[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

[House Bill 2697 \(2021\)](#)

[House Bill 3041 \(2021\)](#)

*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969).  
*Dariano v. Morgan Hill Unified Sch. Dist.*, 767 F.3d 764 (9th Cir. 2014).  
*State v. Robertson*, 293 Or. 402 (1982).

END OF POLICY

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## Bias Incident Complaint Procedure

The terms “bias incident” and “symbols of hate” are defined in policy. Persons impacted by a bias incident or display of a symbol of hate shall be defined broadly to include persons directly targeted by an act, as well as the community of students as a whole who are likely to be impacted by the act.<sup>1</sup>

- Step 1: When a staff member learns of a potential bias incident or display of a symbol of hate, the staff member will prioritize the safety and well-being of all persons impacted and immediately report the incident to the building or program administrator.
- Step 2: The administrator or designee shall acknowledge receipt of the complaint, reduce the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and commit to preventing further harm against those persons impacted from taking place. Educational components and redirection procedures, if any, will:
- Address the history and impact of bias and hate;
  - Advance the safety and healing of those impacted by bias and hate;
  - Promote accountability and transformation for people who cause harm; and
  - Promote transformation of the conditions that perpetuated the harm.<sup>2</sup>

The administrator or designee must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.<sup>3</sup>

The administrator or designee will make a decision determine responsibility within 15 school days of receiving the complaint.

All persons impacted by the act will be provided with information<sup>4</sup> relating to the investigation and outcome of the investigation, including:

- Notice that an investigation has been initiated;
- Notice when an investigation has been completed;
- Findings of the investigation and the final determination based on those findings;
- Actions taken to remedy a person’s behavior and prevent reoccurrence; and
- When applicable, the legal citation of any law prohibiting disclosure of any information described above, and an explanation of how that law applies to the current situation.

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<sup>1</sup> The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

<sup>2</sup> Additional guidance from ODE can be found [here](#).

<sup>3</sup> The nature of the behavior or act must determine the process used to respond; what rights and protections are available to the person(s) impacted by the behavior or act; and an individual’s right to appeal to the Oregon Department of Education or the U.S. Department of Education.

<sup>4</sup> For additional information regarding required notices, see ~~OR~~<sup>AR</sup> 581-022-2312(4)(e)(E).

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator or designee, the complainant or respondent may submit a written appeal to the superintendent within five school days after receipt of the administrator or designee’s response to the complaint.

The superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the administrator or designee’s decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

The superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent or designee’s response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting at a Board meeting. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. A copy of the Board’s final decision shall be sent to the complainant in writing within 10 days of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator or designee, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the superintendent or designee and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district, or a parent or guardian of a student who attends school in the district or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal<sup>5</sup> the district’s final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.<sup>6</sup>

Building administrators District administration will develop and implement instructional materials to ensure that all school employees, staff and students are made aware of the policy, this administrative regulation and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

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<sup>5</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

<sup>6</sup> Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Board Discussion**

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

Date: March 30, 2022

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

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**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.

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**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: March 30, 2022

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

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Safety     Equity     Instructional Practice     Organizational Culture

**Strategic Plan Goal Topic 3: Student and Staff Wellness**

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**Adjournment**

