



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

Reynolds School District
Board of Education Regular

April 27, 2022

7:00 PM

Virtual Meeting

I. 6:00p - Executive Session 3
The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel, 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.
II. 7:00p - Call to Order 4
A. Pledge of Allegiance 5
B. Land Acknowledgement 6
C. Consider Approval of the April 27, 2022 Agenda
III. 7:10p - Board Recognition 7
A. Student Recognition 8
B. Volunteer/Community Partner Recognition 9
C. Staff Recognition 10
D. Resolution 2021-2022-021: Asian American and Pacific Islander Heritage Month 11
E. Resolution 2021-2022-022: Teacher Appreciation Week 13
F. Resolution 2021-2022-023: School Lunch Hero Day 15
G. Resolution 2021-2022-024: Denouncing Racism at Athletic Events 16
IV. 7:30p - Public to be Heard 18
Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.
V. 7:40p - Bargaining Group Updates 19
VI. 7:55p - Presentation to the Board
A. RSD/REA Article 18 Discipline Report 20
B. Out of School Suspension Report 32
VII. 8:15p - Board Reports 45
A. Board Announcements
i. Individual Board Members - Announcements and Reports
ii. Upcoming Board Meetings
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A. Announcements/Reports
i. Equity Framework 47

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	D. Enrollment Report	114
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X.	8:55p - Board Discussion	205
XI.	9:05p - Adjourn	206



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: April 27, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

Executive Session is closed to the public.



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

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: Call to Order
Policy: Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF
Date: April 27, 2022

Action [checked]
Report []

Connection to School Board Core Beliefs and Commitments

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

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

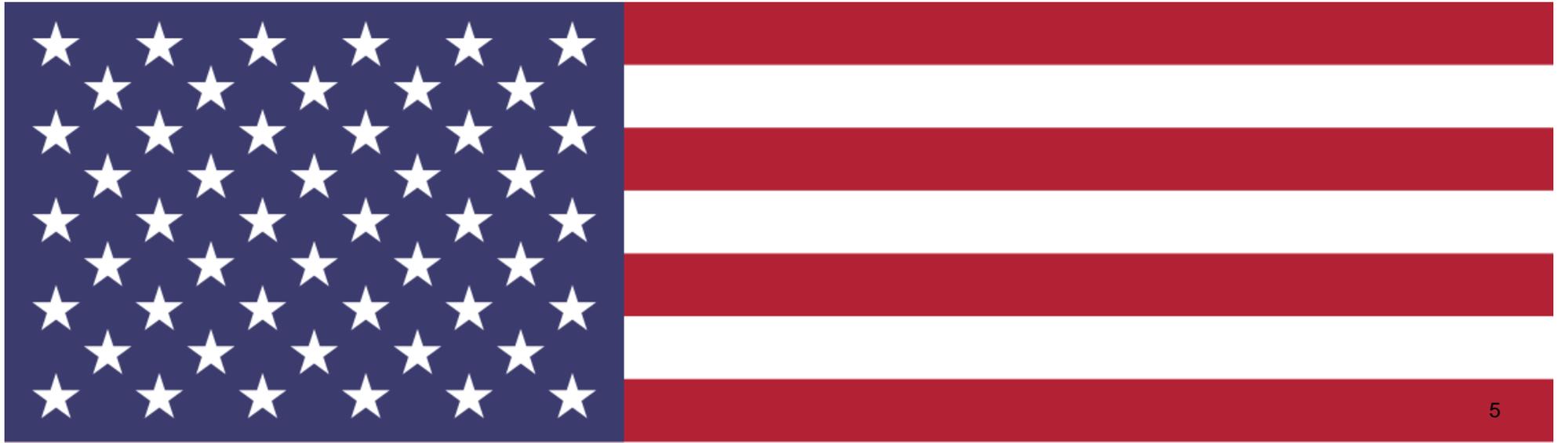
- a. Call to Order
b. Roll Call
- Position 1: Director Aaron Muñoz
- Position 2: Director Spencer Chao
- Position 3: Director Michael Reyes
- Position 4: Director Cayle Tern
- Position 5: Vice Chair Yesenia Delgado
- Position 6: Chair Ana Gonzalez Muñoz
- Position 7: Director Francisco Ibarra
c. Pledge of Allegiance
d. 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.

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: April 27, 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: Alan Torres, 10th grade student at Reynolds High School
- Community Partner/Volunteer Recognition: Steve Lewis and Gresham United Methodist Church
- Staff Recognition: Elizabeth Taborski, 5th grade teacher at Alder Elementary

Resolutions:

- 2021-2022-021: Asian American and Pacific Islander Heritage Month
- 2021-2022-022: Teacher Appreciation Week
- 2021-2022-023: School Lunch Hero Day
- 2021-2022-024: Denouncing Racism at Sporting Events



Reynolds School Board
STUDENT RECOGNITION

April 2022

8

Alan Torres





Reynolds School Board
COMMUNITY PARTNER OF THE MONTH

April 2022

Steve Lewis





Reynolds School Board
STAFF RECOGNITION

April 2022

10

Elizabeth Taborski





**RESOLUTION #2021-2022-021
PROCLAIMING THE CELEBRATION OF NATIONAL ASIAN AMERICAN
AND PACIFIC ISLANDER HERITAGE MONTH**

WHEREAS, Asian American and Pacific Islander Heritage in the United States was celebrated beginning in 1978 and was made into a month-long event in 1992;

WHEREAS, Asian American and Pacific Islander Heritage Month seeks to honor and recognize the contributions of residents from Asia, India and the Pacific Islands;

WHEREAS, Native Hawaiians, Chinese, and Japanese were the first to migrate to the Pacific Northwest and were known for handling canoes and transporting goods, construction, railroad expansion, and settling the region; and

WHEREAS, ten percent (10%) of enrolled students are Asian or Pacific Islanders; and

WHEREAS, Asian Americans and Pacific Islanders have courageously maintained vibrant cultures and traditions and made many contributions to history, industry, art and community; and

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

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School Board of Directors proclaims May 1-May 31, to celebrate ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH. The struggles and achievement of Asian Americans and Pacific Islanders contributed profoundly to the culture and community of the United States. The Reynolds School District affirms the contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

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

Adopted this 27th day of April 2022.

Signed:

Attest:

Chair, Reynolds School District Board of
Directors

Superintendent of Schools / Clerk



RESOLUCIÓN #2021-2022-021

PROCLAMANDO LA CELEBRACIÓN DEL MES NACIONAL DE LA HERENCIA ASIÁTICA AMERICANA Y DE LAS ISLAS DEL PACÍFICO

CONSIDERANDO que, la herencia de los asiáticos americanos y de las islas del Pacífico en los Estados Unidos se celebró a partir de 1978 y se convirtió en un evento de un mes de duración en 1992;

CONSIDERANDO que, el Mes de la Herencia de los Asiáticos Americanos y de las Islas del Pacífico busca honrar y reconocer las contribuciones de los residentes de Asia, India y las Islas del Pacífico;

CONSIDERANDO que, Los nativos hawaianos, chinos y japoneses fueron los primeros en emigrar al noroeste del Pacífico y eran conocidos por el manejo de canoas y el transporte de mercancías, la construcción, la expansión del ferrocarril y la colonización de la región; y

CONSIDERANDO que, el diez por ciento (10%) de los estudiantes matriculados son asiáticos o isleños del Pacífico; y

CONSIDERANDO que, los estadounidenses de origen asiático y los habitantes de las islas del Pacífico han mantenido valientemente culturas y tradiciones vibrantes y han hecho muchas contribuciones a la historia, la industria, el arte y la comunidad; y

CONSIDERANDO que, la Junta Directiva de Reynolds ha establecido que todos y cada uno de los estudiantes deben ser celebrados y apreciados por las contribuciones únicas y vibrantes realizadas al compartir culturas, idiomas, ideas, creencias y valores dentro de una comunidad escolar; y

AHORA, POR LO TANTO, SE RESUELVE que la Junta Directiva de Reynolds proclama del 1 al 31 de mayo, para celebrar el MES DE LA HERENCIA DE LOS ASIÁTICOS AMERICANOS Y DE LAS ISLAS DEL PACÍFICO. Las luchas y los logros de los estadounidenses de origen asiático y de las islas del Pacífico contribuyeron profundamente a la cultura y la comunidad de los Estados Unidos. Reynolds School District afirma las contribuciones y reafirma su compromiso continuo de crear conciencia y una sociedad inclusiva.

La Junta Directiva alienta encarecidamente a nuestro personal y comunidad a observar, reconocer y celebrar la cultura, el patrimonio y las contribuciones de los estadounidenses de origen asiático y de las islas del Pacífico a nuestro país, nuestro estado, nuestras ciudades y nuestras escuelas.

Adoptado el 27 de abril de 2022.

Firmado:

Doy Fe:

Presidenta de la Junta Directiva de Reynolds
School District

Superintendente de Escuelas/Secretario



RESOLUTION #2021-2022-022

PROCLAIMING THE CELEBRATION OF TEACHER APPRECIATION WEEK

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District Board of Directors proclaims May 2-6, 2022 to be **TEACHER APPRECIATION WEEK**; and

BE IT FURTHER RESOLVED that the Reynolds School District Board of Directors strongly encourages all members of our community to join in personally expressing appreciation to our teachers for their dedication and devotion to their work.

Adopted this 27th day of April 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent of Schools/Clerk



RESOLUCIÓN #2021-2022-022

PROCLAMANDO LA CELEBRACIÓN DE LA SEMANA DE RECONOCIMIENTO A LOS MAESTROS

CONSIDERANDO que, los maestros forman a los futuros ciudadanos a través de la orientación y educación; y

CONSIDERANDO que, los maestros se encuentran con alumnos de muy diferentes orígenes;

CONSIDERANDO que, el futuro de nuestro país depende de proporcionar una educación de alta calidad a todos los estudiantes; y

CONSIDERANDO que, los maestros pasan incontables horas preparando lecciones, evaluando el progreso, asesorando, entrenando a los estudiantes y realizando servicio comunitario; y

CONSIDERANDO que, nuestra comunidad reconoce y apoya a sus maestros en la educación de los niños de esta comunidad.

AHORA, POR LO TANTO, SE RESUELVE que la Junta Directiva de Reynolds School District proclama la Semana del 2 al 6 de mayo de 2022 como la semana de **RECONOCIMIENTO A LOS MAESTROS**; y

ADEMAS SE RESUELVE que La Junta Directiva de Reynolds School District anima a todos los miembros de nuestra comunidad a unirse a ella para expresar su agradecimiento personal a nuestros maestros por su dedicación y devoción en sus trabajos.

Adoptado el 27 de abril de 2022.

Firmado:

Presidenta de la Junta Directiva de Reynolds School District

Doy Fe:

Superintendente de Escuelas/Secretario



RESOLUTION #2021-2022-023

**RESOLUTION PROCLAIMING THE CELEBRATION OF
SCHOOL LUNCH HERO DAY FRIDAY, MAY 6, 2022
REYNOLDS SCHOOL DISTRICT**

WHEREAS, the School Nutrition Association and Jarrett Krosoczka, author of the "Lunch Lady" graphic novel series, has designated the first Friday in May as School Lunch Hero Day; and

WHEREAS, nutritious school meals are an essential part of the school day; and

WHEREAS, school nutrition professionals are committed to providing healthful, nutritious meals to the District's children so they are ready to learn; and

WHEREAS, school nutrition professionals who prepare and serve school meals help nurture our children through their daily interaction and support; and

WHEREAS, school nutrition professionals demonstrate, on a consistent basis, their concern through patience and kindness toward our students; and

WHEREAS, their efforts and commitment to children and their contributions are extremely important to the overall operation of our schools; and

WHEREAS, the focus of our School Nutrition professionals is ensuring our children do not go without nutritious meals; and

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

BE IT FURTHER RESOLVED, that the Superintendent and Board of Education express appreciation to all school nutrition professionals and commend their good work on behalf of the District's children and declare May 6, 2022 as School Lunch Hero Day in Reynolds School District.

Adopted this 27th day of April 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION 2021-2022-024

**RESOLUTION DENOUNCING RACISM
AT ATHLETIC EVENTS**

WHEREAS, the Reynolds School Board values our students and those participating in athletic and extracurricular activities; and

WHEREAS, acts of blatant racism, cultural disrespect, and microaggressions at athletic and extracurricular activities in Oregon are not new; and

WHEREAS, these actions are directly counter to the values of Reynolds School District; and

WHEREAS, as school board directors, we are deeply disturbed by the persistent and pervasive racism against students or community members who are Black, Indigenous, and Culturally Diverse during athletic and extracurricular activities and events; and

WHEREAS, we are entrusted to prepare young people for better futures through an equitable education, including an understanding of our democracy and a commitment to equality and justice for all; and

WHEREAS, athletic competition is in its very nature an expression of the human spirit and is meant to be a representation and celebration of the gifts, skills, and talents, of every scholar and athlete; and

WHEREAS, we are committed to ensuring our students do not experience trauma and harm while participating in athletic and extracurricular activities both in our district and when visiting other districts; and

WHEREAS, every student, coach, parent, caregiver, and community member should feel confidence in their own safety and the safety of others to attend athletic and extracurricular activities in any district; and

WHEREAS, a safe environment is one that is free of bullying, racial slurs, cultural disrespect, microaggressions, and other forms of bias and harassment; and

WHEREAS, our school district is a place of safety in our community and a beacon of light for other school districts and communities, as we build and strengthen trust with the school district community we serve.

NOW, THEREFORE, BE IT RESOLVED by the Reynolds School Board that we denounce all discriminatory behavior and harassment by students, staff, and fans during athletic and extracurricular activities; that we listen to, believe, and lift up the voices of our students when they share their experiences of racism, microaggressions, and cultural disrespect while participating in athletic and extracurricular activities; that we partner with the Oregon School Activities Association and other educational partners to enact policies to prevent, report, address, enforce against, and hold people and institutions accountable for these harmful acts; that we call for all school districts across Oregon to review and renew their athletic codes of conduct to embody the highest standards of sportsmanship and athletic character, expressly stating respectful behavior by athletes, staff, and spectators; that we urge communities across the state to enact, enforce and clearly communicate policies and practices to ensure that students, staff, and community members who are Black, Indigenous, and Culturally Diverse are safe and supported when participating in athletic and extracurricular activities in all communities.

Adopted this 27th day of April 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



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To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Public to be Heard

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

Date: April 27, 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.

1 submission for spoken public comment:

- Ro-Suhana Hafiz and Nina Khanjan: Making Equitable Changes to Support Muslim Students



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To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: Bargaining Unit Updates
Policy: [Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF](#)
Date: April 27, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



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To: Board of Directors

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

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

Subject: RSD/REA Article 18 Discipline Report

Policy: [Student Discipline – JG](#)

Date: April 27, 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:

The Board is provided quarterly reports regarding student behaviors that may be considered seriously disruptive to the instructional program by engaging in physical or verbal abuse and intimidation of a unit member or other students, as required by 2017-2020 Collective Bargaining Agreement with the Reynolds Education Association, Article 18.

Previous Board Action:

A report was provided at the December 15, 2021 Business Meeting.

Background:

The REA Collective Bargaining Agreement, Article 18, requires quarterly reports to the Board of Directors regarding student behaviors that may be considered seriously disruptive to the instructional program by engaging in physical or verbal abuse and intimidation of a unit member or other students. These incidents are documented on an incident reporting form that may not necessarily be entered into the Student Information System, so there may not be a direct correlation to discipline referrals made in the District’s official electronic Student Information System.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

This is an informational report for the Board of Directors.

Motion:

Not Applicable



Student and Staff Wellness: Article 18 Report

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



MISSION

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



VISION

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

CORE BELIEFS & COMMITMENTS



SAFETY

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



EQUITY

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



INSTRUCTIONAL PRACTICES

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



ORGANIZATIONAL CULTURE

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

Article 18 Report

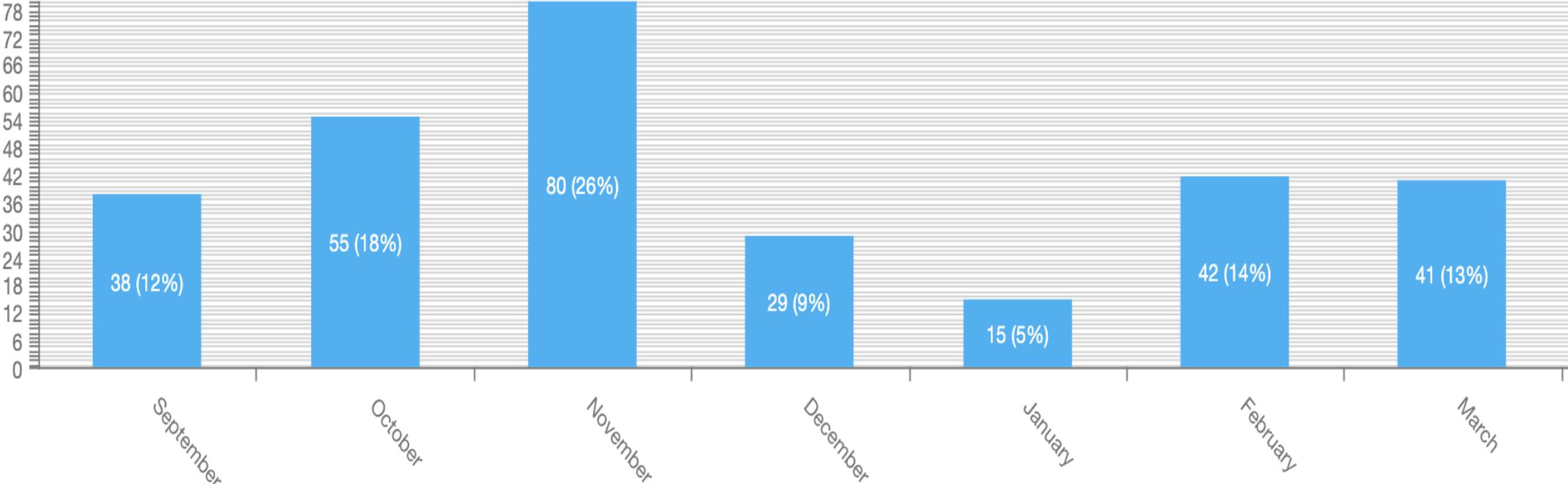
- **Article 18 committee meets monthly and is comprised of REA members and administrators.**
 - Review behavior incident reports provided by staff
 - Discuss system wide challenges and solutions to discipline and safety.
 - Review and provide feedback on district wide processes and guidance.

24

Elementary – Physical Contact/Physical Aggression

Major Incidents by Violation » Month

(m) Physical Contact/Physical Aggression X

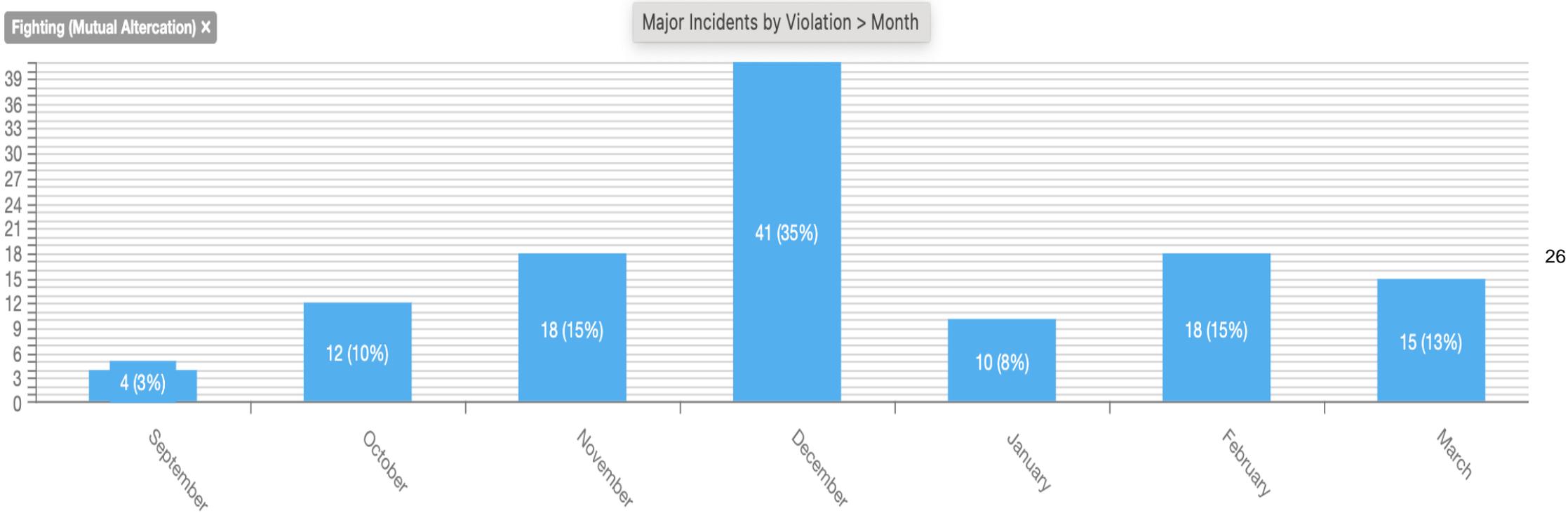


25

Total number of incidents September – March = 300

Elementary – Fighting

Major Incidents by Violation » Month



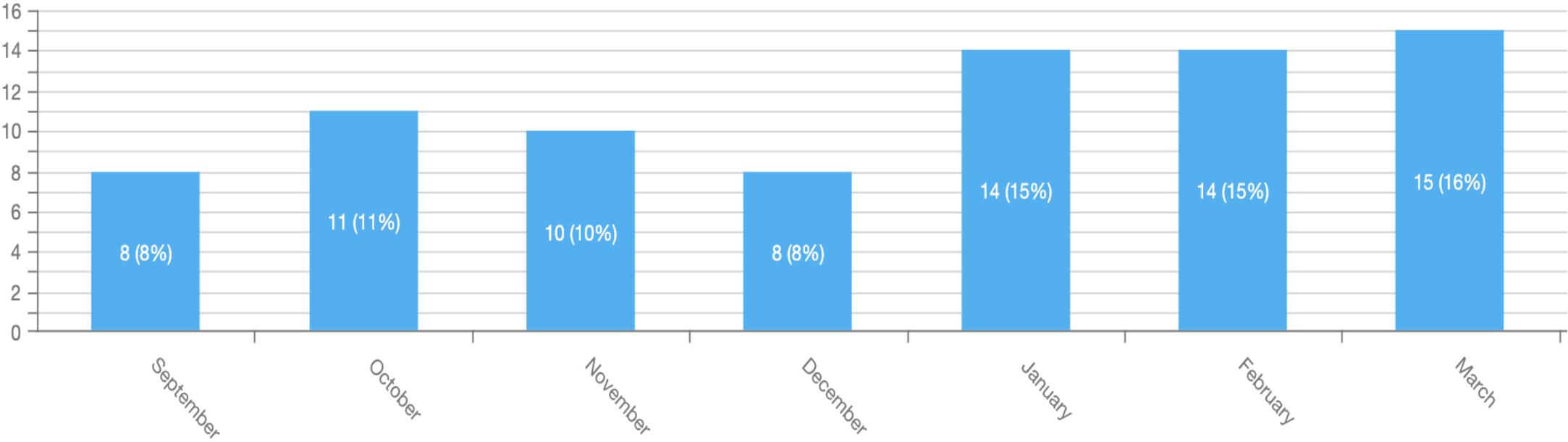
Total number of incidents September - March = 118

Secondary – Physical Aggression/Pushing and Shoving

Major Incidents by Violation » Month

Physical Altercation, Minor (Pushing, Shoving) X

Major Incidents by Violation > Month

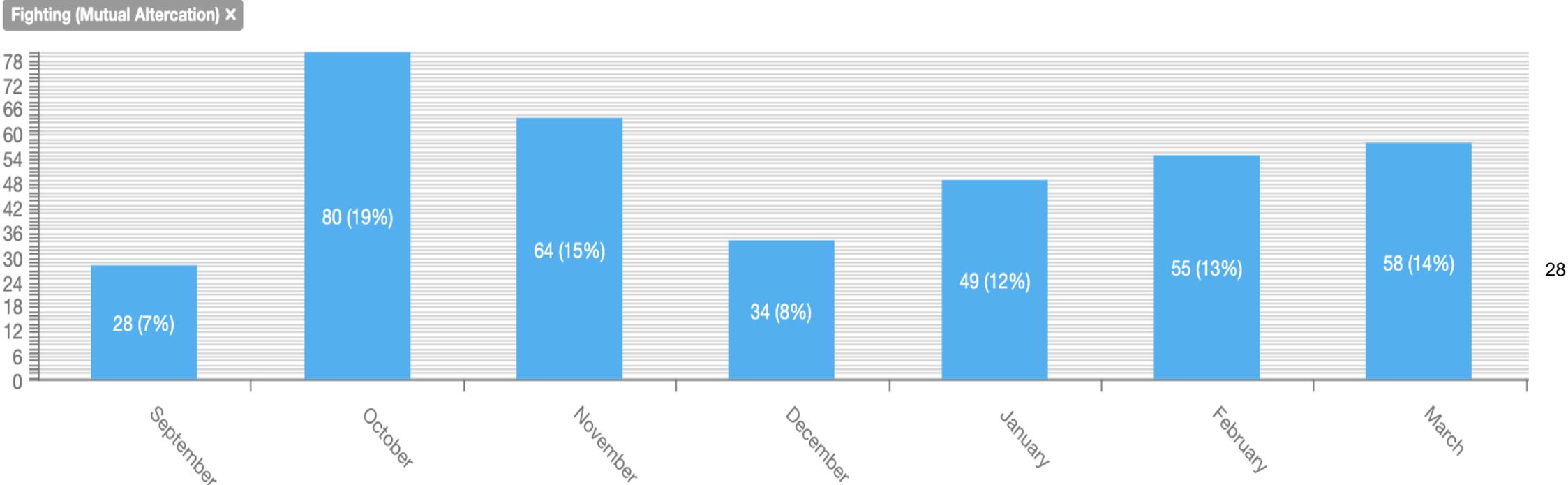


27

Total number of incidents September – March = 80

Secondary – Fighting

Major Incidents by Violation » Month



Total number of incidents September-March = 368

Continuing Work

- **District Behavior Matrix:**

- Draft document development lead by Michelle Cardenas, Program Administrator for School Climate and Culture
- Shared with multiple stakeholder groups for feedback and refinement
- Continue refinement and determine how this can inform each buildings common expectations handbook (requirement under new CBA Article 18)
- Professional Development Planning

Continuing Work

- **MTSS Framework**

- MTSS framework draft in development
- Stakeholder review and refinement
- Professional Development planning
- MTSS TOSA/Coaches providing support to building leadership and community in support of tier 1 school wide culture, climate, and tier 2 and 3 supports to individual students who need supports.

30

Continuing planning to professionally develop restorative practices and de-escalation (MANDT) to the entire district.



Questions?



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

To: Board of Directors

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

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

Subject: Out of School Suspension Report

Policy: [Suspension – JGD](#)

Date: April 27, 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:

This report provides the Board with information on formal student discipline actions which are defined as out-of-school suspensions.

Previous Board Action:

A previous report was given to the Board at the February 26, 2020 Business Meeting.

Background:

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district’s policies, administrative regulations, school and classroom written rules, pursue the prescribed course of student, submit to a lawful authority of teachers and school officials, and conduct themselves in an orderly manner during the school day and during district-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each students. The objective of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one’s actions and maintain a productive learning environment.

Chapter 339.250 of the Oregon Revised Statutes stipulates that when an out-of-school suspension is imposed as provided under paragraph (d) of this subsection, the school district

must take steps to prevent the recurrence of the behavior that led to the out-of-school suspension and return the student to a classroom setting so that their disruption of the student's academic instruction is minimized.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

This is an informational report for the Board of Directors.

Motion:

Not Applicable



Out of School Suspension Report

By Race & Ethnicity

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



MISSION

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



VISION

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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.

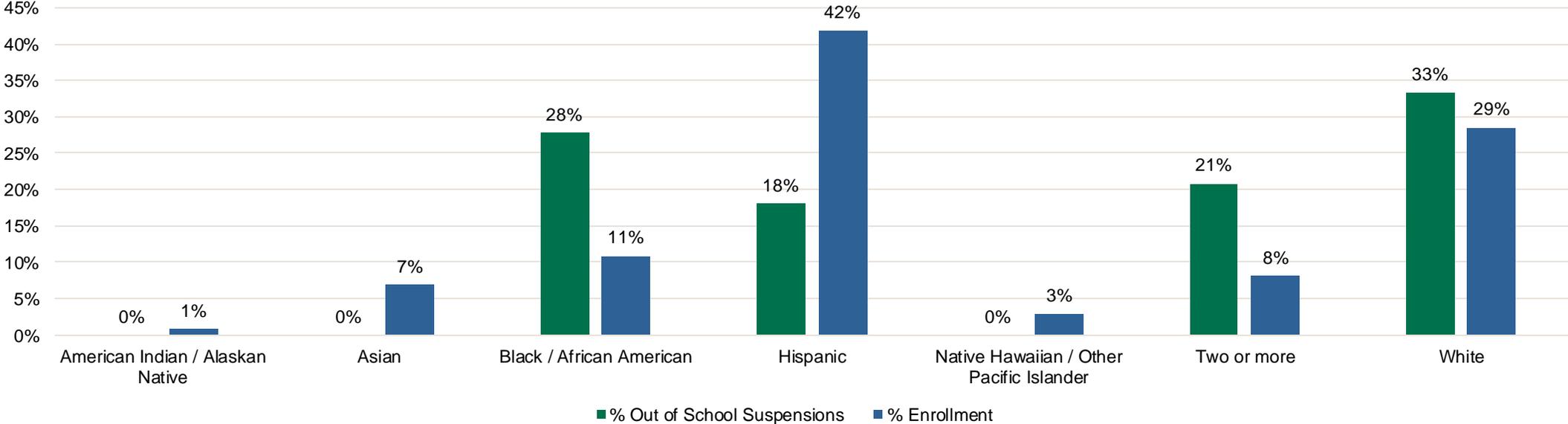


Elementary

Out of School Suspensions - Elementary

September 2021 – March 2022

Number of Out of School Suspensions

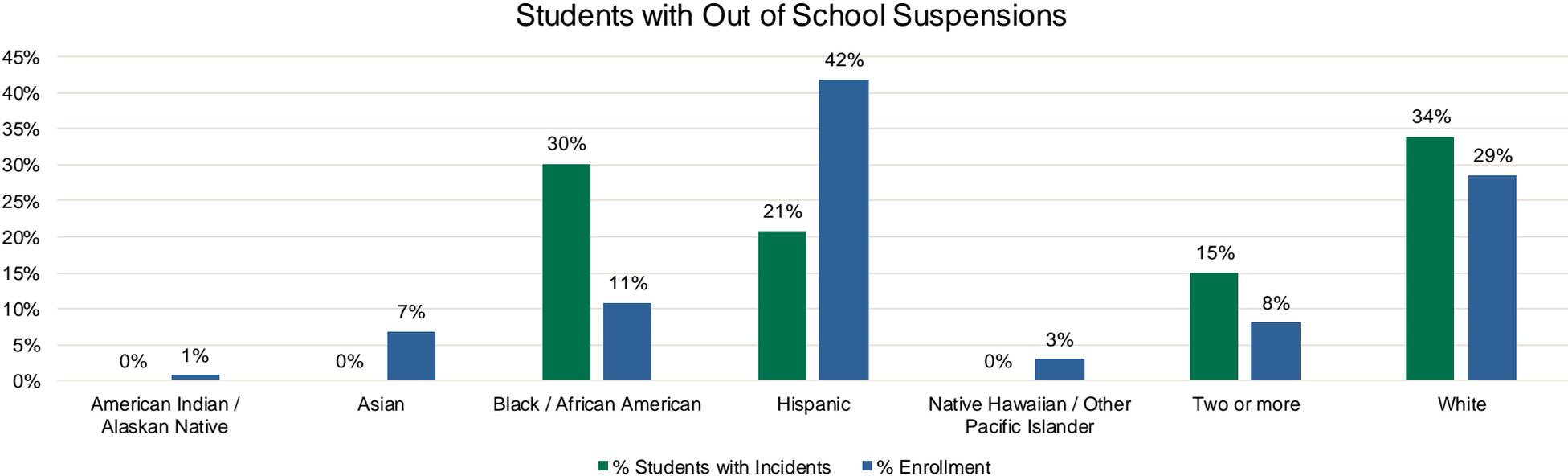


37

	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Native Hawaiian / Other Pacific Islander	Two or more	White	Total
% Out of School Suspensions	0%	0%	28%	18%	0%	21%	33%	
Out of School Suspensions	0	0	20	13	0	15	24	72
% Enrollment	1%	7%	11%	42%	3%	8%	29%	
Enrollment	37	323	511	1961	140	379	1337	4688

Students with Out of School Suspensions - Elementary

September 2021 – March 2022



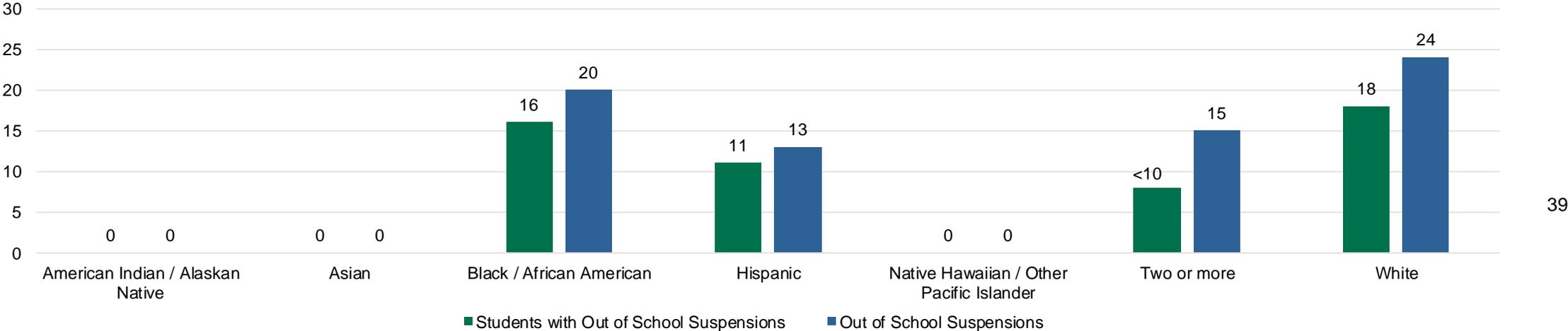
38

	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Native Hawaiian / Other Pacific Islander	Two or more	White	Total
% Students with Incidents	0%	0%	30%	21%	0%	15%	34%	
Students with Incidents	0	0	16	11	0	8	18	53
% Enrollment	1%	7%	11%	42%	3%	8%	29%	
Enrollment	37	323	511	1961	140	379	1337	72

Number of Students & Number of Suspensions - Elementary

September 2021 – March 2022

Number of Suspensions & Number of Students with Suspensions



	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Native Hawaiian / Other Pacific Islander	Two or more	White	Total
Students with Out of School Suspensions	0	0	16	11	0	<10	18	53
Out of School Suspensions	0	0	20	13	0	15	24	72

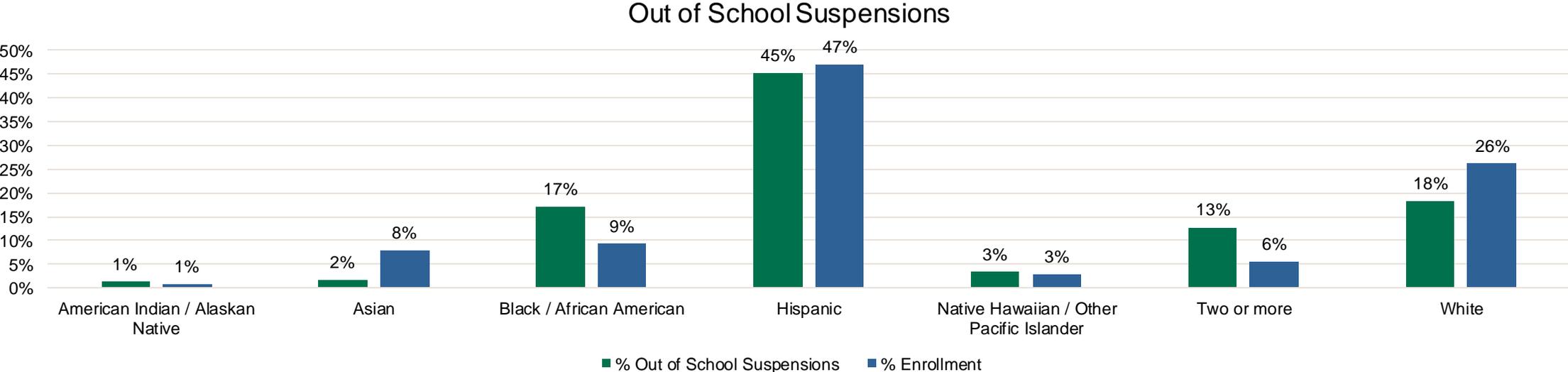


Secondary

40

Out of School Suspensions - Secondary

September 2021 – March 2022



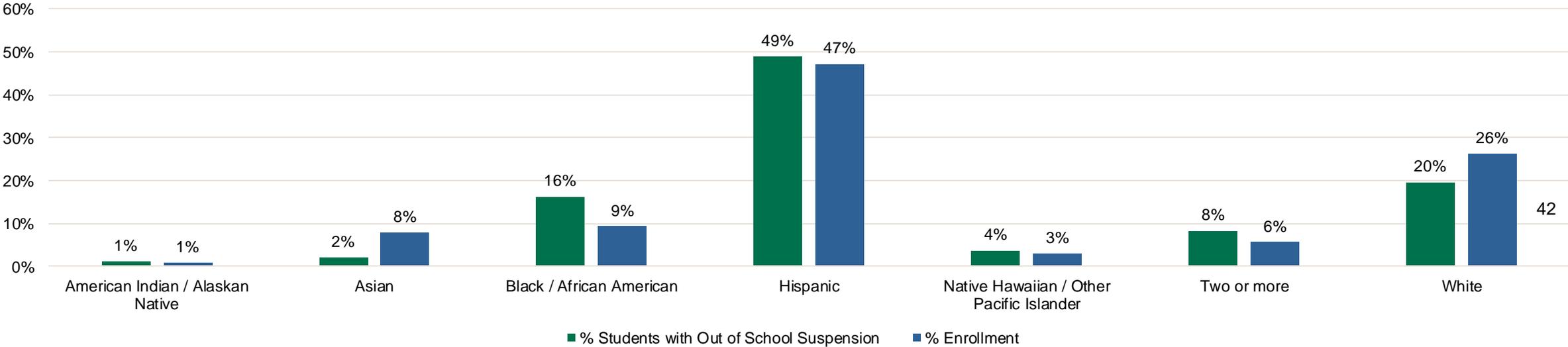
41

	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Native Hawaiian / Other Pacific Islander	Two or more	White	Total
% Out of School Suspensions	1%	2%	17%	45%	3%	13%	18%	
Out of School Suspensions	11	15	149	393	29	111	159	867
% Enrollment	1%	8%	9%	47%	3%	6%	26%	
Enrollment	40	391	459	2322	148	278	1294	4932

Students with Out of School Suspensions - Secondary

September 2021 – March 2022

Students with Out of School Suspensions

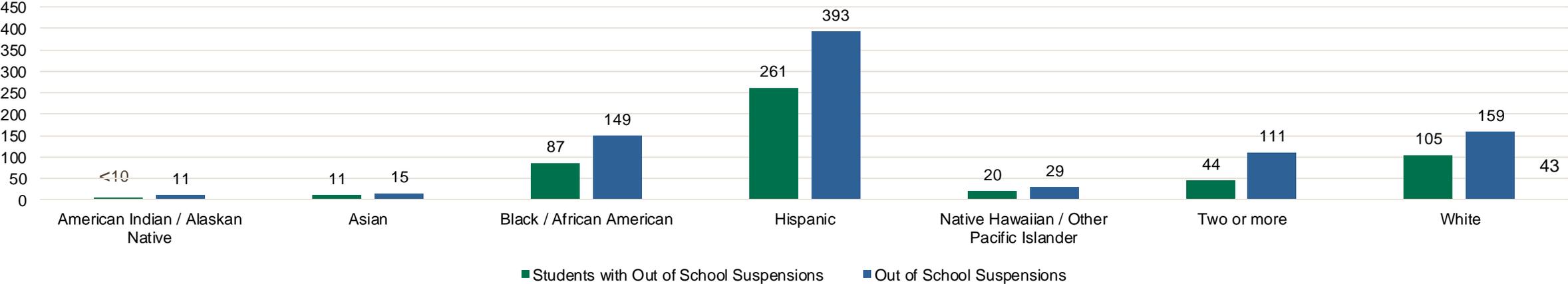


	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Native Hawaiian / Other Pacific Islander	Two or more	White	Total
% Students with Out of School Suspension	1%	2%	16%	49%	4%	8%	20%	
Students with Out of School Suspension	<10	11	87	261	20	44	105	534
% Enrollment	1%	8%	9%	47%	3%	6%	26%	
Enrollment	40	391	459	2322	148	278	1294	4932

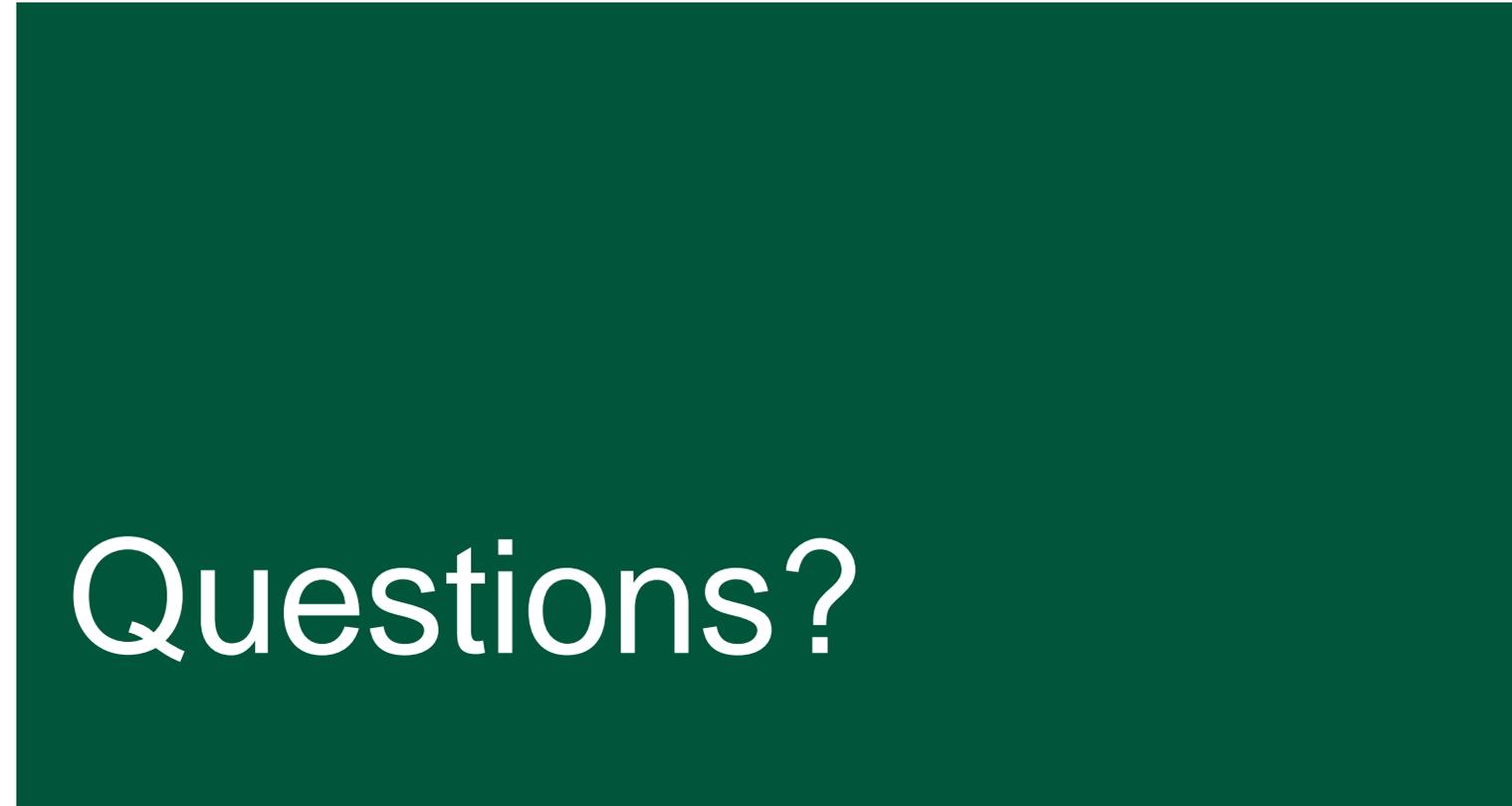
Number of Students & Number of Suspensions - Secondary

September 2021 – March 2022

Number of Suspensions & Number of Students with Suspensions



	American Indian / Alaskan Native	Asian	Black / African American	Hispanic	Native Hawaiian / Other Pacific Islander	Two or more	White
Students with Out of School Suspensions	<10	11	87	261	20	44	105
Out of School Suspensions	11	15	149	393	29	111	159



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



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

To: Board of Directors

From: Dr. 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: April 27, 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. May 5, 2022 Budget Committee Meeting
 - ii. May 11, 2022 Board Work Session
 - iii. May 12, 2022 Budget Committee Meeting
- b. Individual Board Member Reports or Announcements
 - i. Community Engagement Sign-ups during Board Discussion

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Superintendent’s Report

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

Date: April 27, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

Superintendent Diaz will provide announcements and reports to the board:

- a. Announcements / Reports - Dr. Danna Diaz
 - i. Alliance Resource for Equity Framework
- b. Communication Report – Stephanie Field
- c. Financial Report – Anthony Lebron
- d. Enrollment Report – Anthony Lebron



The Education Combination

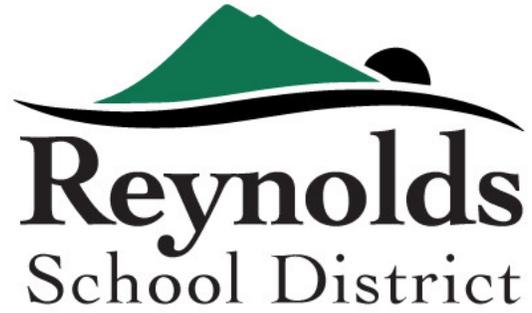
Alliance for Resource Equity Framework

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



MISSION

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



VISION

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

CORE BELIEFS & COMMITMENTS



SAFETY

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



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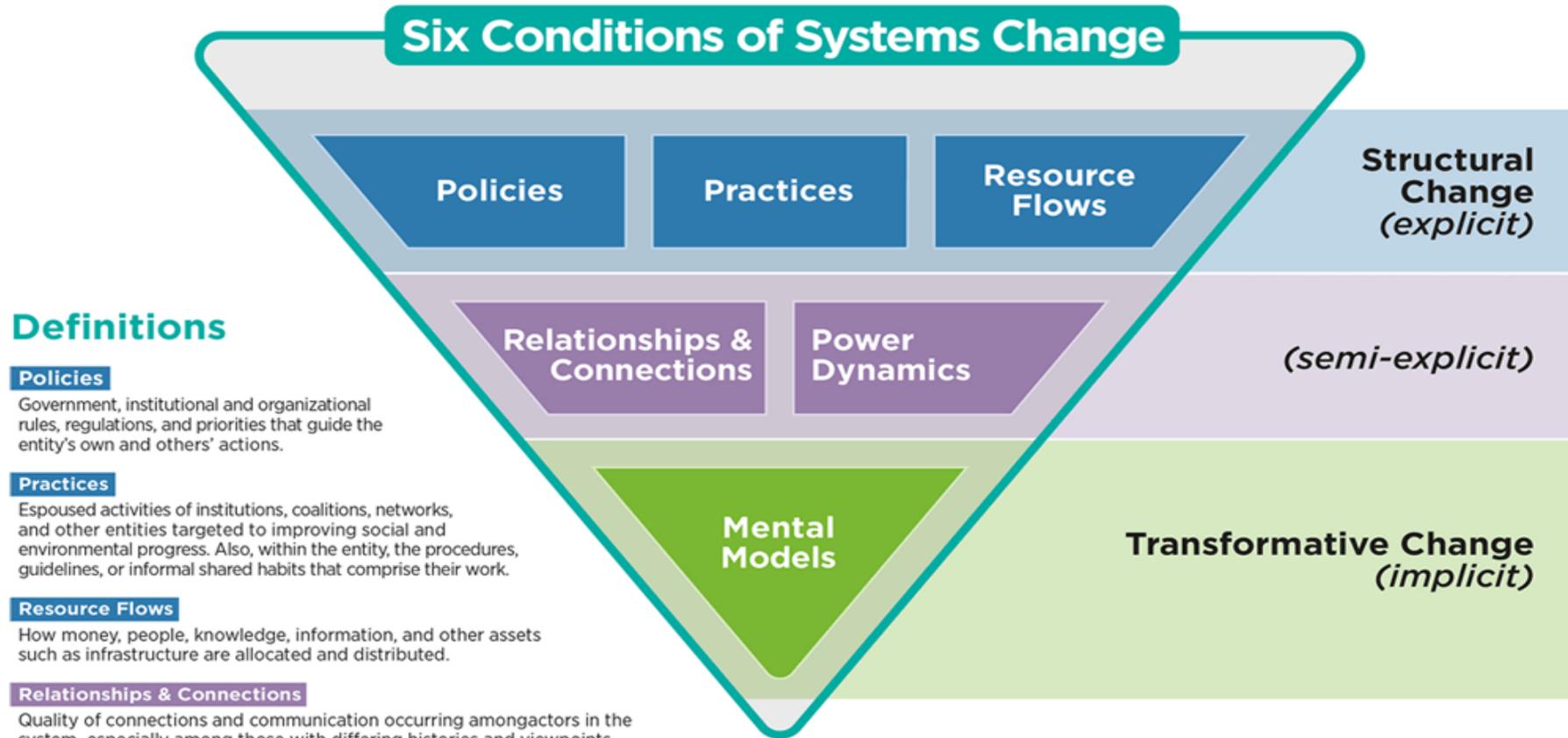
ORGANIZATIONAL CULTURE

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

What educational equity gaps exist in public schools?

- Achievement
- Disproportionality
- Access
- Opportunity

Addressing Equity Gaps with a Systems Approach



Definitions

Policies

Government, institutional and organizational rules, regulations, and priorities that guide the entity's own and others' actions.

Practices

Esposued activities of institutions, coalitions, networks, and other entities targeted to improving social and environmental progress. Also, within the entity, the procedures, guidelines, or informal shared habits that comprise their work.

Resource Flows

How money, people, knowledge, information, and other assets such as infrastructure are allocated and distributed.

Relationships & Connections

Quality of connections and communication occurring among actors in the system, especially among those with differing histories and viewpoints.

Power Dynamics

The distribution of decision-making power, authority, and both formal and informal influence among individuals and organizations.

Mental Models

Habits of thought—deeply held beliefs and assumptions and taken-for-granted ways of operating that influence how we think, what we do, and how we talk.

¹ John Kania, Mark Kramer, and Peter Senge. "The Waters of Systems Change." FSG, June 2018. https://www.fsg.org/publications/water_of_systems_change

Equity Framework



SCHOOL FUNDING



TEACHING QUALITY & DIVERSITY



SCHOOL LEADERSHIP QUALITY & DIVERSITY



EMPOWERING, RIGOROUS CONTENT



INSTRUCTIONAL TIME & ATTENTION



POSITIVE & INVITING SCHOOL CLIMATE



STUDENT SUPPORTS & INTERVENTION



HIGH-QUALITY EARLY LEARNING



LEARNING-READY FACILITIES



DIVERSE CLASSROOMS & SCHOOLS

Dimensions

School Funding

- Transparency, equity, flexibility

Teaching Quality & Diversity

- Hiring and assignment, school staffing models, working conditions, professional learning

School Leadership Quality & Diversity

- High quality effective leaders, impact on quality teaching

Empowering Rigorous Content

- Curriculum, coursework, grading

Instructional Time & Attention

- School support strategies, flexibility

52

Dimensions

Positive & Inviting School Climate

- Family engagement, social-emotional learning, discipline policies

Student Support & Intervention

- Identification systems, student and family support

High-Quality Early Learning

- Whole child approach, kindergarten ready

Learning Ready Facilities

- Health & safety, technology access, facilities space

Diverse Classrooms & Schools

- Demographic composition of schools, power of peer effect

53

Equity Indicators

Opportunities

- Effective/High-Quality Teaching
- Rigorous Curriculum
- Rigorous/Advanced Coursework/World Language
- High-Quality Academic/ Non-Academic Support
- Discipline Practices
- School Climate
- Engagement in Schooling
- Teacher Quality/Culturally Responsive
- Participation in Arts, Music & Extracurricular Activities

Outcomes

- Performance/Achievement Status
- Performance on State & National Assessments
- Performance in Coursework/Advanced Coursework
- On-time graduation
- Postsecondary Readiness
- Discipline Referrals & Suspensions
- College Admissions
- Reading on Grade Level

54

How School Leaders Keep Equity at the Center of Their Leadership

55

Equity Centered Leadership: Practices

- Engage local school board in prioritizing equity throughout the district.
- Use disaggregated data to inform all decisions.
- Develop and implement goals for diversity, equity, and inclusion.
- Allocate resources to address the needs of high-needs schools.
- Recruit and hire administrators and teachers for assignment in specific district roles or schools.
- Mentor, induct, supervise and evaluate administrators and teachers.
- Assign student placement.

Equity Centered Leadership: Practices

- Require and engage in professional learning.
- Set specific expectations and responsibility for learning, including instruction, curriculum, and assessment.
- Engage students.
- Create positive school climate and discipline.
- Engage parents and caregivers.
- Engage the community.

Equity Centered Leadership: Practices

- Ensuring equity in school funding.
- Ensuring access to the high-quality and high-level culturally responsive curriculum.
- Ensuring access to effective teachers and administrators.
- Ensuring safe and supportive school climates.
- Fostering meaningful community engagement.
- Ensuring an organizational structure that promotes excellence.
- Ensuring meaningful professional development.

Incorporate Equity Systemically

- Assess the readiness and the capacity of the district and individuals with leading the systemic change effort.
- Assemble a leadership team to lead this effort.
- Develop a new system or structure to meet the goals of the change.



Questions?



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



THE EDUCATION COMBINATION

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10 Dimensions of Education Resource Equity
to Unlock Opportunities for Every Student



**ALLIANCE FOR
RESOURCE
EQUITY**

Uniting advocates and education leaders
to unlock excellence for every student



About Us

Education Resource Strategies is a national nonprofit that partners with district, school, and state leaders to transform how they use resources (people, time, and money) so that every school prepares every child for tomorrow—no matter their race or income. Since 2004, ERS has worked with more than 40 school systems and states to improve resource equity for students by analyzing data, exploring trade-offs, planning strategically, building consensus, and monitoring progress.



The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income backgrounds. Through research and advocacy, EdTrust supports efforts that expand excellence and equity in education from preschool through college; increase college access and completion, particularly for historically underserved students; engage diverse communities dedicated to education equity; and increase political and public will to act on equity issues.



WHY AN ALLIANCE?

Across the nation, local decision makers and equity advocates are committed to improving schools—including school board members, state and district leaders, civil rights advocates, families, educators, and even students themselves. However, a lack of coordination can limit the impact of these efforts. The Alliance for Resource Equity works to bring many combinations of stakeholders together around a framework for shared understanding, and a plan for collaborative action.

ACKNOWLEDGMENTS

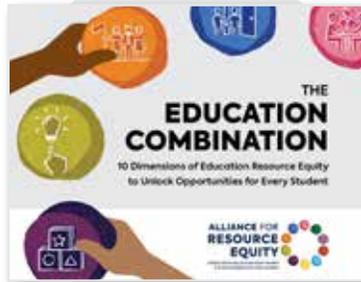
This work is the result of collaborative efforts among dozens of people, both within and outside of Education Resource Strategies and The Education Trust, as part of the Alliance for Resource Equity.

First, we owe our deep thanks to the many people in the field who inspire us by engaging in this difficult (yet rewarding) work each day: Thank you to our partners within the schools, systems, and communities that both organizations have worked with throughout the years; to the leaders and researchers from peer education organizations who served as valuable thought partners; and to the many district and nonprofit leaders, advocates, teachers, and families from across the country who contributed with an ongoing willingness to reflect, share their stories, and help others learn.

We would also like to acknowledge the many team members from both organizations who contributed to this work. At Education Resource Strategies, this includes Danielle Adams, Nicole Katz, Hayley Bacon, Caitlin Richards, Torrie Mekos, Karen Silverman, Daven McQueen, Byron Nichols, Erin Sullivan, Betty Chang, Jonathan Travers, and Karen Hawley Miles. At The Education Trust, this includes Terra Wallin, Ivy Morgan, Allison Socol, Kayla Patrick, Rachel Metz, Reetchel Presume, Nancy Duchesneau, Heather Rieman, Robin Harris, and Ary Amerikaner. Thank you to J Sherman Studio for their design partnership.

This work was made possible by the support of The Raikes Foundation, The William and Flora Hewlett Foundation, and The W.K. Kellogg Foundation. We extend a special thanks to Zoë Stemm-Calderon, Charmaine Mercer, and Renee Blahuta for their guidance and feedback.

Education Resource Strategies and The Education Trust are solely responsible for the ideas presented in this paper and for any errors.



1

THE EDUCATION COMBINATION

Learn about the 10 dimensions

This paper turns the spotlight on education resource equity by sharing the 10 dimensions that unlock better, more equitable experiences in school for all students.



2

THE RESOURCE EQUITY DIAGNOSTIC

Identify strengths and gaps

This tool helps you better understand the current state of education resource equity and excellence for students in *your* school system across all 10 dimensions.

- **Advocates' Guide:** Tailored guidance for advocates on how to use the diagnostic in partnership with your local school system.
- **Sample Meeting Agenda:** An example of a meeting agenda to help community advocates and district leaders work collaboratively to kick off the process of improving education resource equity.



3

THE RESOURCE EQUITY GUIDEBOOKS

Explore next steps ⁶³

This series of guidebooks digs deeper into your diagnostic results by probing underlying causes of challenges in your school system and considering ways to improve students' experiences in school.

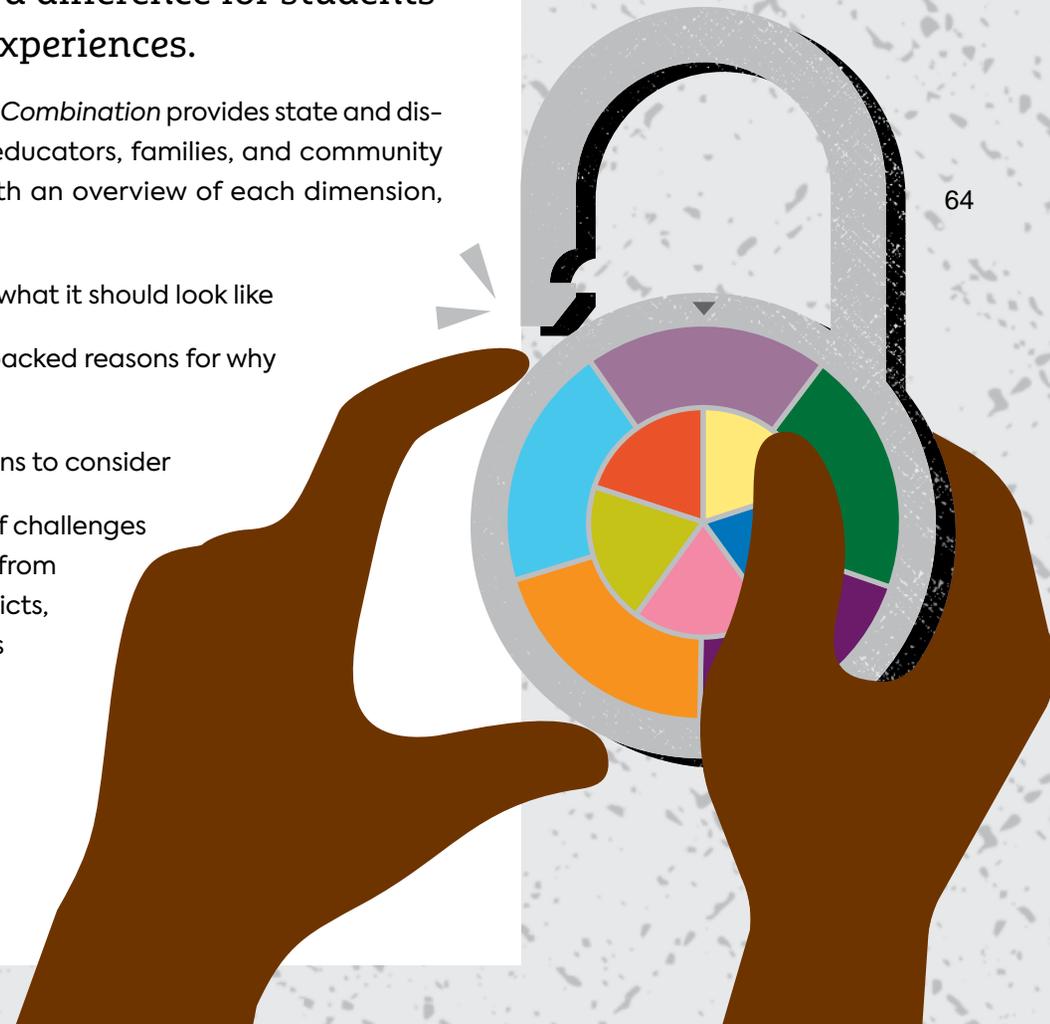
What's Inside?

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Drawing on both research *and* the lived experiences of students, parents, and educators from across the country, this paper describes how the right combination of resources can make a difference for students' learning experiences.

The Education Combination provides state and district leaders, educators, families, and community advocates with an overview of each dimension, including:

- A vision for what it should look like
- Research-backed reasons for why it matters
- Key questions to consider
- Examples of challenges and trends from states, districts, and schools



THE EDUCATION COMBINATION

10 Dimensions of Education Resource Equity to Unlock Opportunities for Every Student

No two children are alike.

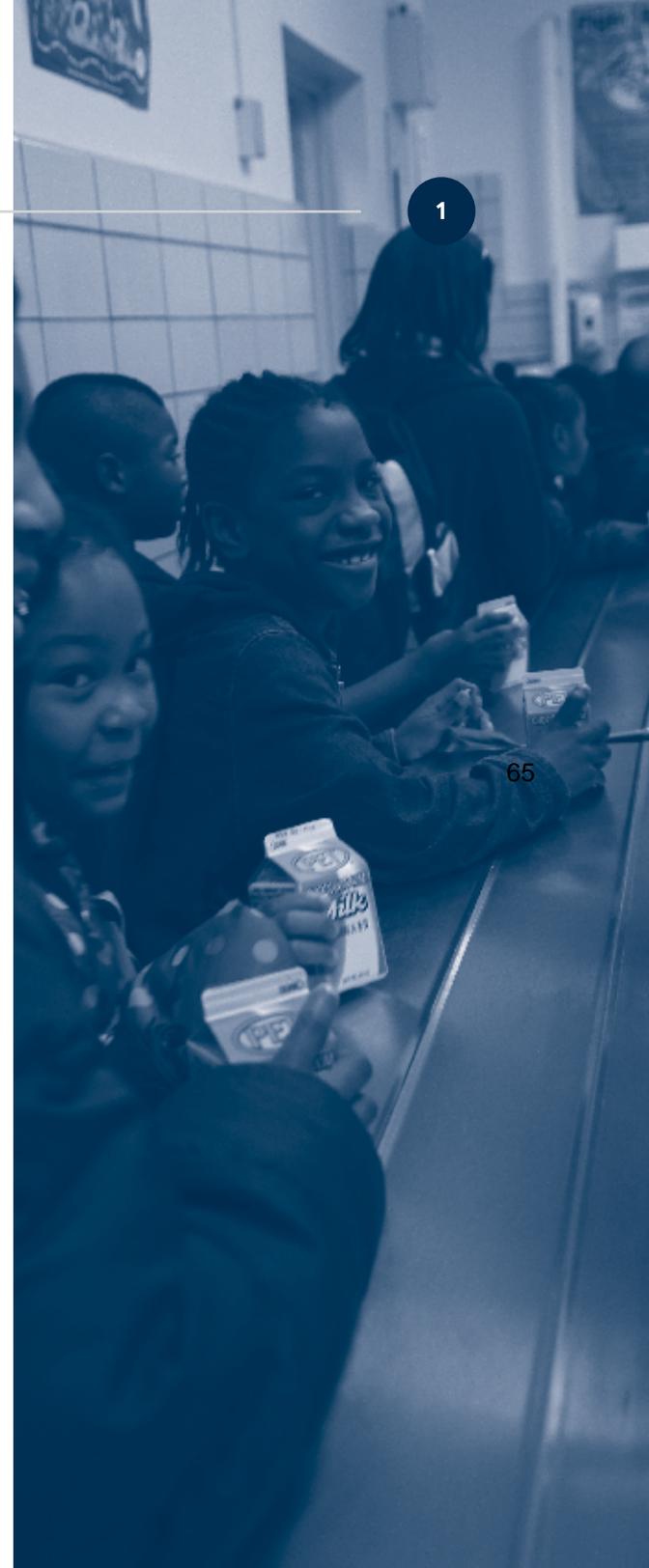
Parents and teachers understand this intuitively. And they respond by working to provide the right combination of supports at the right time to meet each child's unique needs so they can achieve their biggest dreams.

Yet many schools and school systems don't follow this example. They are set up as if all students need the same things. Worse yet, students with higher needs and students of color* are often less likely than their peers to have access to the high-quality learning experiences that research tells us are

necessary to prepare them for college and career.

But schools and school systems *can* meet students' differing needs—and many do every day. When schools, systems, and communities deeply understand students' most pressing needs and mobilize the right amount and combination of resources in response, every student can receive a high-quality education that unlocks their power to live a life of their choosing.

*For more information about defining "students with higher needs" and "students of color," see *Contextualizing Student Need and Race/Ethnicity* on page 2.





Contextualizing Student Need and Race/Ethnicity

Every child in every community has the right to a high-quality education and a fair shot at success. But some students have higher needs. Students from low-income backgrounds; English learners; students with disabilities; and students experiencing foster care, homelessness, or the juvenile justice system face additional barriers to success. In school, students with these challenges need different levels and combinations of support.

Additionally, across our country, people of color—particularly Black, Latino, and Native Americans—have faced a history of racism and discriminatory legal, economic, and social policies, such as unequal treatment by law in employment, voting, housing, and financial services. Communities today still carry the accumulated weight of discriminatory policies and practices. Across generations, these policies and practices compound and continue to harm the very same students and families.

As a result, students of color are more likely to be represented in higher need categories.

And all students of color, regardless of need, must balance academic demands with the burden of navigating ongoing racism and institutional bias. For these reasons, Black, Latino, and Native American students may need different levels and combinations of supports in school.

Instead of combatting patterns of discrimination, schools too often become places where those patterns get reinforced—whether intentionally or not. For example, even today, many Black, Latino, and Native elementary school students do not have access to teachers who look like them, or to books that feature characters who look like them. And many Black, Latino, and Native high school students do not have access to the courses they need for college admission.

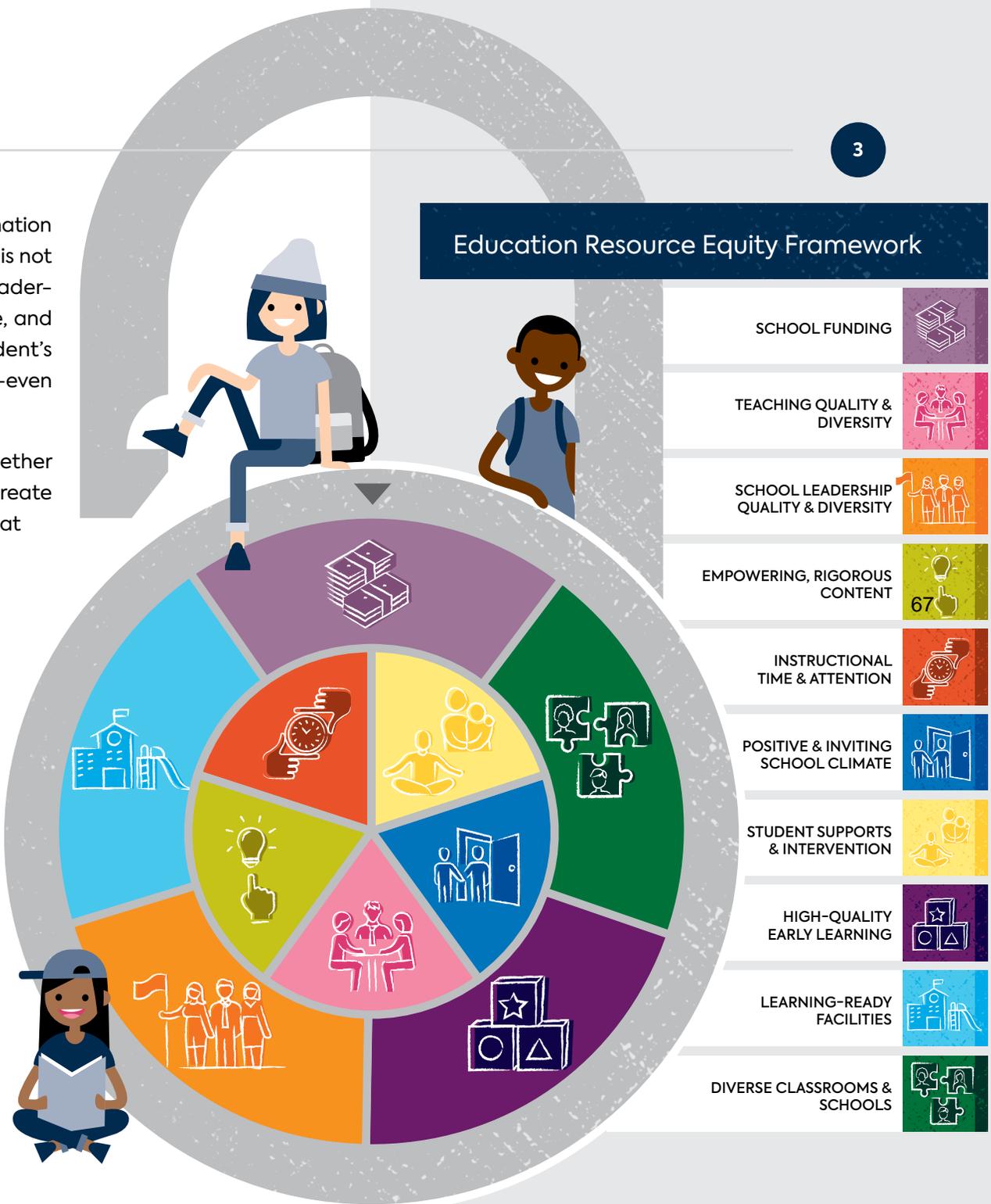
Therefore, a focus on student need and race is necessary to find the combination of supports that gives *each* student in every community a fair shot at success, while creating high standards for *all* students.

INTRODUCTION

To meet students' distinct needs with the right combination of supports, school systems need money. But money is not all they need—students also need strong school leadership, engaging instruction, a positive school climate, and more. These are some of the **dimensions** of a student's daily experience that school systems can improve—even without new funding.

When schools, systems, and communities work together to mobilize the right combination of resources that create high-quality learning experiences for all students, that is what we call **education resource equity**.

Education resource equity is what we need to make sure that school unlocks every child's power to live a life of their choosing—and that race and family income no longer predict a student's life trajectory.

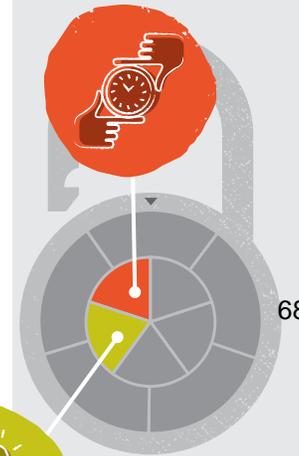


Connections Across Dimensions

The 10 dimensions of education resource equity often interact. Examining individual dimensions alone may risk missing connections. For example, if school systems focus on providing high-quality, specialized courses to students, they may choose to invest in curriculum and materials (**Empowering, Rigorous Content**) and professional learning for teachers (**Teaching Quality and Diversity**)—but these investments may not result in the desired outcomes if students do not feel safe and supported in class (**Positive, Inviting School Climate**).

Dimensions can also be in tension with one another. Prioritizing one dimension may necessitate reducing focus on another. For example, increasing students' time in math (**Instructional Time and Attention**) may mean there is less time available for courses such as music and visual arts (**Empowering, Rigorous Content**).

Determining the right amount and combination of resources depends on both research and the specific context of the students, school, and community. No single dimension of education resource equity can unlock every student's potential. But when dimensions are combined to meet students' distinct needs, they are a strong foundation for unlocking better, more equitable experiences in school.



INTRODUCTION

Figuring out how to provide the right combination of supports to meet students' distinct needs is complex—and without a shared understanding of the problem or a clear path for action, it can feel confusing. To understand how education resource equity can unlock opportunities for all students, especially students with higher needs and students of color, our Alliance for Resource Equity team listened to parents and teachers in a diverse set of school districts, reviewed research, and explored the insights we've gained during our deep work with school systems and advocates across the country over the past 15 years.

There is no “one-size-fits-all” model for addressing educational inequities. To make progress toward education resource equity, many different people—from state and district leaders to school board members, business leaders, civil rights leaders, and local advocates, to families, educators, community members, and even students themselves—will need to work together to organize resources in ways that support clear strategies for student success. Advocates and practitioners engaging in this work together includes developing common understandings of how to improve students' daily experiences in school and building shared plans for what to do next.

When schools, systems, and communities avoid a “one-size-fits-all” approach by providing students with the right combination of supports based on their needs—which are different for different groups of students in different moments—that is education resource equity. And education resource equity accelerates learning for *all* students, so every child can achieve their biggest dreams.

What About Educational Excellence?

Education resource equity aims to create excellent educational opportunities for all students. Because some students—such as students from low-income backgrounds, students with disabilities, and English learners—have additional needs, ensuring that all students receive an excellent education requires giving these students the right combination of resources, including additional resources. Moreover, providing an excellent education to all students may require investing more resources in the system overall. Education resource equity is about bringing all students up, not bringing any students down.





10 DIMENSIONS OF EDUCATION RESOURCE EQUITY

Unlock Opportunities
for Every Student



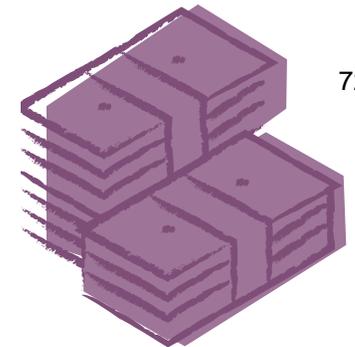


DIMENSION 1

SCHOOL FUNDING

THE VISION

Each student—including students with higher needs and students of color—attends school in a district that distributes funding based on the needs of its students, by way of flexible and transparent funding systems, so all students can reach high standards and thrive.



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KEY QUESTION 1.1

Does the funding system distribute adequate funding based on student needs *and* enable flexible use of funds in ways that are clearly understood?

Money matters as the first step toward a high-quality education for all students. And the funding system itself is a key mechanism that can enable or hinder education resource equity.¹ Research shows that many school systems provide too little funding to meet their students' distinct needs.² Increased funding can boost academic performance, increase the level of education students complete, and reduce poverty in adulthood—especially for students from low-income backgrounds.³

Funding systems should be:

- **Equitable**, with additional spending on students with higher needs, so all students get the resources they need to meet high standards and thrive.⁴
- **Flexible**, so that school leaders can invest in a combination of resources that drive student learning and meet the distinct needs of their students.⁵
- **Transparent and accessible**, with clear, easy-to-understand rules for where, how, and why funds are distributed, so school communities can hold districts accountable for distributing funds equitably.⁶
- **Predictable and stable**, so that school system leaders understand how changes in their system's context affect funding, and so that big changes in funding from year to year don't disrupt strategies and services that are particularly important in high-need schools.

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EXAMPLES OF CHALLENGES

- **Sources of funding.** Because it is common for a significant portion of funding to come from local property taxes, many districts that have higher concentrations of students of color and students with higher needs do not even receive *equal* funding, let alone *equitable* funding. This is especially true if state funding is low.
- **Formulas for distributing funds.** State and district funding systems do not always provide extra resources for students with greater needs. Or the extra resources they do provide are not enough to improve students' educational experiences. When overall district funding is low, it can be harder for districts to differentiate resources and provide more funding to the schools that need it.
- **Other funding variations.** Funding levels can vary significantly across schools for reasons that are not necessarily aligned to student need, such as school size,⁷⁴ teacher compensation, and building use. For example, a large building with low student enrollment will end up spending more money per student on overhead costs (such as building maintenance) than a building of the same size with greater student enrollment would. Understanding the reasons for these differences enables districts to address many of these variances. But districts may need support from the state, especially on issues related to school buildings and enrollment boundaries.

DIMENSION 2

TEACHING QUALITY & DIVERSITY



THE VISION

Each student—including students with higher needs and students of color—has access to strong teaching, which includes having strong, well-supported teachers, who are able to meet their students’ distinct needs and provide engaging, culturally relevant, and standards-aligned instruction, so all students can reach high standards and thrive. The teaching workforce reflects students’ racial and linguistic diversity.

* *A note about great teaching on page 12*

* A note about great teaching



In recent years, states and districts have learned more about what teachers need to succeed, and the national conversation has shifted to focus on teacher growth and development, and ensuring that systemic supports to enable great teaching are in place. These considerations are critical for understanding teaching quality because improving students' access to strong teaching is achieved through a combination of supporting individual teachers' growth *and* creating the conditions that enable strong teaching to take place, such as safe and supportive working conditions, meaningful professional learning and team collaboration, and evaluation processes focused on growth.

KEY QUESTION 2.1

Does each student have access to strong teachers?

Teaching quality can impact student learning more than any other in-school factor, especially for students who are further behind.⁷ Highly effective teachers can change students' life trajectories, making it more likely that students earn higher salaries and save more money for retirement.⁸ Teachers are more likely to stay in schools that have environments where they are professionally supported.⁹

KEY QUESTION 2.2

Does each student have access to teaching practices that are engaging, culturally relevant, and standards-aligned?

Students learn more when teachers hold high expectations of them, deliver strong instruction, assign grade-appropriate work, and encourage active engagement.¹⁰ Culturally relevant teaching that recognizes students' backgrounds and relates content to students' own cultural contexts can also lead to improved academic engagement and outcomes.¹¹

KEY QUESTION 2.3

Does the teacher workforce reflect student diversity?

While all students can benefit from diverse teachers, students of color who have a teacher of the same race or ethnicity are more likely to attend school regularly, perform higher on assessments, be referred to a gifted program, take Advanced Placement courses, graduate from high school, and aspire to attend college.¹² They also tend to experience additional support for their social and emotional development.¹³

Likewise, English learners can benefit from having teachers who speak their first language—including experiencing more emotional support and achieving bigger gains on literacy and other assessments.¹⁴ 77

Native American students who are regularly exposed to their Native languages, such as classes taught in those languages, are more likely to express a high degree of knowledge about their Native culture.¹⁵



EXAMPLES OF CHALLENGES

- **Teacher turnover.** Districts and schools with greater levels of student need and greater concentrations of students of color tend to also have greater concentrations of new teachers and ineffective teachers. These schools and districts often lack enough extra teaching support and tend to experience higher rates of teacher turnover. With the right combination of resources, schools could be enabled to create systems for addressing these challenges, such as roles for teacher-leaders who can support novice or ineffective teachers, and ongoing time for teachers to plan and learn together in shared-content teams.
- **Teacher support.** It is harder for all students—including students with higher needs and students of color—to reach their full potential when their teachers do not have the support from their district or school that they need to effectively meet students where they are by adapting instruction. This support can include materials and supplies, feedback on instructional strategies, and dedicated collaborative planning time to assess individual students' needs and plan instruction accordingly.
- **Expectations and differentiated instruction.** In districts and schools, students with higher needs and students of color may be hindered if their teachers have low expectations or if efforts to adapt grade-level content for students' needs are ineffective. The challenge of

balancing grade-level instruction with meeting students' needs can result in teachers using less rigorous materials (such as lower-level reading passages), skipping more challenging portions of lessons (such as asking questions that emphasize recall, rather than higher-order thinking), or giving students easier tasks to complete (such as simplified math problems). Although teachers often need to differentiate instruction to meet students where they are and build their skills, a lack of access to grade-appropriate content deprives students of opportunities to develop grade-level proficiency. This can be revealed when students do not pass the state assessment, despite earning high grades in their courses.⁷⁸

- **Workforce diversity.** The diversity of the teacher workforce in many districts and schools does not reflect the diversity of the student population. This means that many students do not have teachers who speak their language, and many students of color do not have teachers who look like them.
- **Unrecognized workloads.** In some districts and schools, teachers of color and linguistically diverse teachers can get pigeonholed into roles such as behavior management or translator. When teachers take on these responsibilities, it often goes unrecognized and uncompensated, and can prevent them from exploring opportunities for leadership and professional development.

DIMENSION 3



SCHOOL LEADERSHIP QUALITY & DIVERSITY

THE VISION

Each student—including students with higher needs and students of color—has access to strong school leadership from principals and instructional leadership teams who meet their needs, so all students can reach high standards and thrive. The school leadership workforce reflects students' racial and linguistic diversity.

KEY QUESTION 3.1

Does each student have access to strong school leadership?

A strong school leadership team can lead to improved teacher instruction and student learning. Highly effective principals can add two to seven months of learning in one school year.¹⁶ Highly effective principals are both strong instructional leaders and strong building leaders.

A strong instructional leader can increase teacher collaboration and effectiveness. One study found that school leaders who received training on lesson planning, data-driven instruction, teacher observation, and coaching saw significant increases in students' academic performance in their schools.¹⁷ Another study found that students whose teachers were coached by teacher-leaders had significant achievement gains.¹⁸

Strong building leaders can profoundly impact school culture—a key component of teacher retention, including for teachers of color.¹⁹ School leaders help set the expectation that adult behavior at the school reflects the belief that all students can learn.²⁰

KEY QUESTION 3.2

Does the school leadership workforce reflect student and staff diversity?

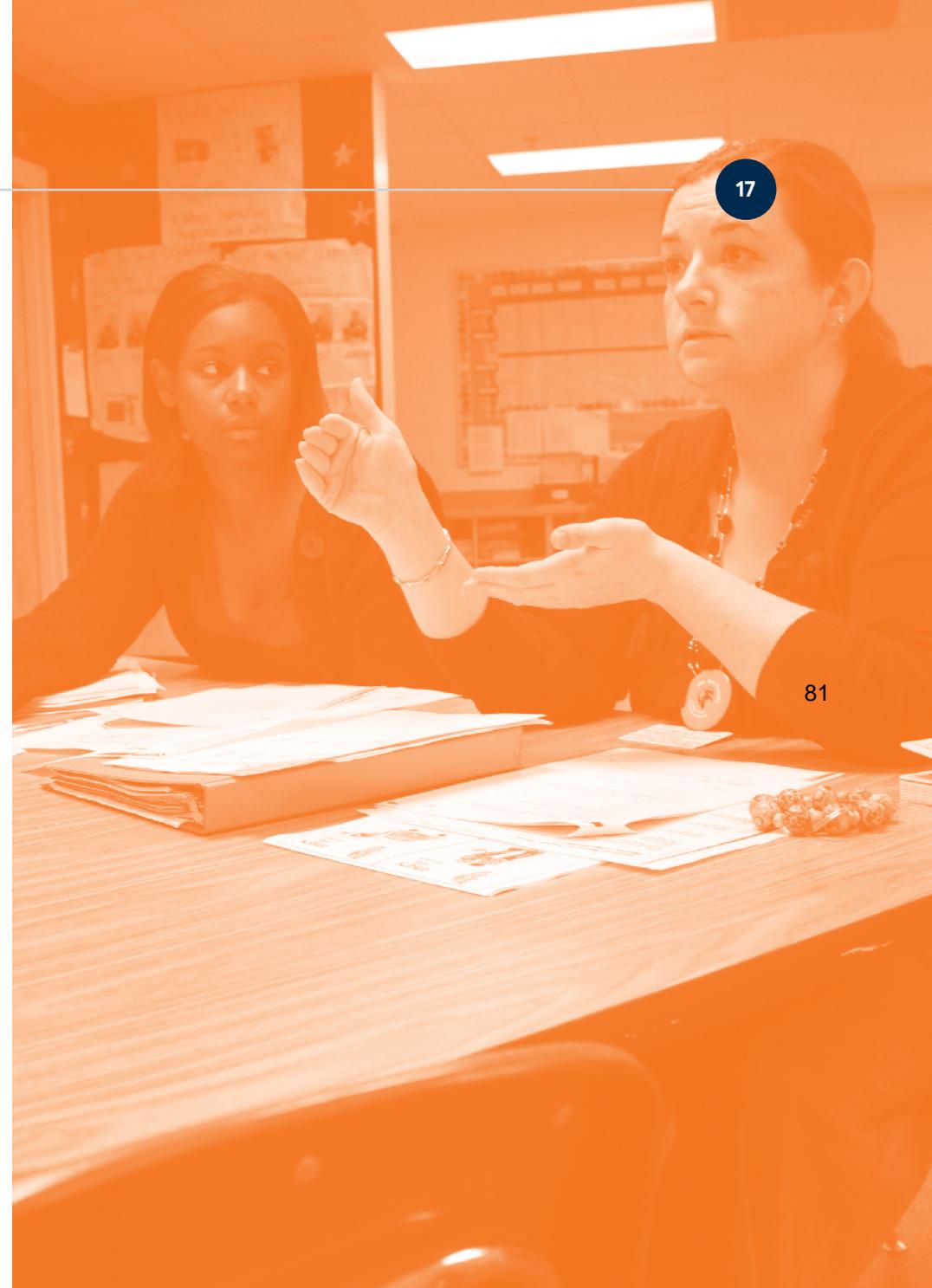
Research suggests that principals of color can benefit students of color in several ways. Black principals are more likely to recruit and retain Black teachers.²¹ One study found that the presence of a Black principal can have a positive impact on Black students' math achievement, even if Black teachers weren't present.²² Another study found that schools with a Black principal have a greater representation of Black students in gifted programs.²³ Additionally, linguistically diverse principals may be able to more readily engage with linguistically diverse families.²⁴



SCHOOL LEADERSHIP QUALITY & DIVERSITY

EXAMPLES OF CHALLENGES

- **Principal turnover.** Districts and schools with greater levels of student need and concentrations of students of color tend to be more likely to have principals who are new or ineffective. Without systemic supports, the workload and stress for principals who lead a high-need school can be unsustainable and contribute to turnover. In some cases, principals who are successful in high-need schools choose to move to lower-need schools or are promoted to central office positions, further contributing to high turnover rates.
- **Limited pipelines.** Schools with greater levels of student need often have less-experienced instructional leaders and fewer effective teachers who are ready to take on leadership roles.
- **Workforce diversity.** The diversity of the principal workforce in many districts and schools does not reflect the diversity of the student population. This means that many students of color miss out on the unique benefits a principal of color can bring to their school experience.

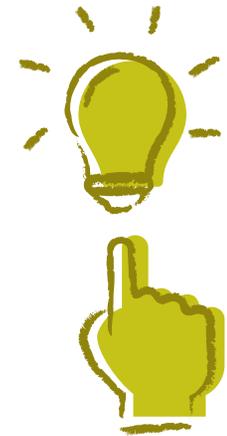


DIMENSION 4

EMPOWERING, RIGOROUS CONTENT

THE VISION

Each student—including students with higher needs and students of color—has access to high-quality and culturally relevant curriculum, materials, coursework, and class offerings to meet their needs, so all students can reach high standards and thrive.



KEY QUESTION 4.1

Does each student have access to high-quality and culturally relevant curriculum and instructional materials?

Curriculum and instructional materials that are comprehensive, aligned to high standards, and appropriately challenging for students' grade level can improve learning.²⁵ This is especially true for students with less-effective teachers, who are often concentrated in high-need schools and assigned to students of color.²⁶ Culturally relevant curriculum and materials—such as literature with characters who look like students or face relatable challenges—can increase engagement, improve outcomes, and boost students' sense of belonging and identity.²⁷

KEY QUESTION 4.2

Is each student enrolled in courses that set them up for success in college and a meaningful career, including equal access to advanced courses?

College admission often requires coursework beyond the minimum needed to obtain a high school diploma.²⁸ Similarly, students who are planning to enter the workforce immediately after high school need high-quality coursework to prepare them for their careers.²⁹ Enrollment in advanced courses—such as Advanced Placement or International Baccalaureate in high school—can improve test scores, as well as higher education readiness and success.³⁰

KEY QUESTION 4.3

Does each student have access to arts and enrichment opportunities beyond core content?

Enrollment in enrichment courses—such as music, dance, and visual arts—can increase student attendance, reduce discipline incidents, and raise academic performance.³¹ Participation in field trips can improve test scores and proficiency—as well as critical thinking skills, empathy, and tolerance.³² These effects are particularly significant for students from low-income backgrounds.

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EXAMPLES OF CHALLENGES

- **High-quality curricula.** Lower-funded districts often have fewer resources available to develop, evaluate, and implement high-quality curricula. In addition, districts do not always prioritize culturally relevant curriculum and materials, such as budgeting for culturally relevant books in school and classroom libraries.
- **Balanced instructional priorities.** Districts with lower student performance may prioritize core subject areas for good reason—but doing so can limit students' access to a well-rounded set of coursework that includes subjects such as social studies and the arts.
- **Teacher support.** Even when a district provides high-quality curricula, schools with higher levels of student need may not receive the resources⁸⁴ needed to effectively support teachers' efforts to tailor and adjust instruction in ways that help each student understand the material. When this happens, teachers may end up using instructional materials that fall short of the bar set by grade-level standards.
- **Course enrollment.** Regardless of their school, students from low-income backgrounds and students of color are sometimes placed in less rigorous courses than similarly performing classmates. This can prevent them from graduating with the courses they need for college admission. For example, students of color and students from low-income backgrounds are less likely to be enrolled in classes such as gifted and talented, eighth grade algebra, Advanced Placement, International Baccalaureate, and dual enrollment than their similarly performing peers.

DIMENSION 5



INSTRUCTIONAL TIME & ATTENTION

THE VISION

Each student—including students with higher needs and students of color—gets the combination of high-quality instructional time and teacher attention they need through evidence-based approaches, so all students can reach high standards and thrive.

KEY QUESTION 5.1

Does each student who needs more high-quality instructional *time* receive it?

Adding hours to the school day or year can boost student achievement—particularly for students who are most at risk of failing—because it provides opportunities for students to accelerate their learning in subjects they are struggling in.³³ Scheduling twice as much time for a subject that students are struggling in—known as “double-blocking”—can also improve student achievement.³⁴ Summer programs can reduce “summer learning loss,” which disproportionately affects low-income students and contributes to the achievement gap.³⁵

KEY QUESTION 5.2

Does each student who needs more high-quality instructional *attention* receive it?

Significantly smaller class and group sizes (e.g., reductions of 8 to 15 students per class) allow teachers to provide more individualized attention to students, which can improve student performance. The greatest gains are for students from low-income backgrounds and students of color, particularly in grades K-3.³⁶

Other approaches to increase attention for students based on their needs—such as intervention blocks, within-class groups, or extra tutoring—can also significantly boost learning for students who are behind.³⁷

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INSTRUCTIONAL TIME & ATTENTION

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EXAMPLES OF CHALLENGES

- **Supplemental learning opportunities.** Families in more affluent schools are better able to supplement educational opportunities with tutoring and other after-school activities, but this is harder for less-affluent families.
- **Class schedules and structures.** Despite differences in student performance and learning needs, there is typically not much variation in the amount of time students spend learning specific subjects among schools within the same district. Because most schools within the same district tend to offer similar class schedules and structures for all students, students who need more instructional time or attention may not consistently have their needs met.
- **Nontargeted trade-offs.** Sometimes students with higher needs receive even less time or attention—for example, schools might target investments for reducing class size to advanced courses. But because those advanced courses serve higher-performing students, it results in the largest class sizes for the students who need the most support. Additionally, students of color and students with higher needs are often underrepresented in these advanced courses in the first place.

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DIMENSION 6

POSITIVE & INVITING SCHOOL CLIMATE

THE VISION

Each student—including students with higher needs and students of color—experiences a physically safe and emotionally supportive environment at school, including fair and consistent rules and discipline policies, positive relationships with staff and students that foster belonging, effective social-emotional learning opportunities, and meaningful family engagement that meets students' needs, so all students can reach high standards and thrive.



KEY QUESTION 6.1

Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?

Physical and psychological safety is a prerequisite for teaching and learning. All students deserve to attend school without fear of discrimination, harassment, bullying, or physical harm. When students feel unsafe at school, they are more likely to be absent and perform worse academically.³⁸

Safe, positive working conditions also impact teacher retention.³⁹ Research indicates that high teacher turnover in schools with greater levels of student need can disrupt and negatively affect student learning.⁴⁰

Schools that incorporate student and family voice to create fair and consistent discipline policies and rules for behavior have better student performance and lower rates of violence, bullying, absenteeism, and suspensions.⁴¹ For example, schools can work with students and families to create nondiscriminatory dress codes, such as policies on hairstyles. They can also use restorative discipline practices that focus on relationship building. Schoolwide supports for positive behavior, and practices that clearly communicate behavioral expectations agreed upon by staff, students, and communities, have been shown to reduce racial gaps in office discipline referrals.⁴²

KEY QUESTION 6.2

Does each student have positive relationships with staff and other students?

When students feel that they belong and are accepted, supported, and connected to their school community, they perform better academically and have better social-emotional and behavioral outcomes.⁴³ Educators who are warm, involved, supportive, and accepting of their students can improve engagement and learning.⁴⁴ These relationships can be strengthened when personal and systemic biases are reduced.⁴⁵

KEY QUESTION 6.3

Does each student have access to effective social-emotional learning opportunities?

Students perform better when they possess positive mindsets and are prepared to navigate challenging emotions and social situations.⁴⁶ Schoolwide structures and classroom instruction that integrate social-emotional learning and cultural relevancy into academics can improve both academic and nonacademic outcomes, especially for students from low-income backgrounds.⁴⁷

KEY QUESTION 6.4

Does each student attend a school that actively and meaningfully engages families?

Family involvement in education is linked to improved academic and nonacademic performance in school.⁴⁸ Family involvement increases significantly when schools eliminate barriers and meaningfully engage students, families, and communities.⁴⁹



EXAMPLES OF CHALLENGES

- **Discipline disparities.** In many districts and schools, students of color tend to experience discipline referrals and suspension more often, regardless of family income level.
- **Conscious and unconscious bias.** Without training and support, systemic bias can impact how adults, including teachers and school leaders, consciously and unconsciously approach workplace interactions. In schools, this can lead to students whose racial, socioeconomic, cultural, or linguistic backgrounds differ from the dominant culture feeling less connected or engaged in their school community.
- **Staff culture and relationships.** In higher-need schools and districts, challenges with staff turnover and attendance can make it harder to build strong staff culture and meaningful teacher-to-student relationships.
- **Families' prior experiences.** Cultural differences and/or family members' own prior experiences with educational inequities can make school environments feel less welcoming, which may hinder their engagement in the school community.

DIMENSION 7

STUDENT SUPPORTS & INTERVENTION

THE VISION

Each student—including students with higher needs and students of color—has access to an effective integrated system of supports (which includes an accurate and unbiased identification process) to address their individualized, nonacademic needs, so all students can reach high standards and thrive. Each student has access to meaningful guidance to set them up for success beyond high school.



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KEY QUESTION 7.1

Does each student who needs targeted social-emotional support receive it?

Individualized social and emotional learning supports—such as individual and small-group supports provided by counselors, social workers, or psychologists—can improve students’ social and emotional well-being.⁵⁰ Social-emotional supports that encourage holistic development and build positive academic mindsets in ways that sustain students’ backgrounds can lead to success in school and life.⁵¹

KEY QUESTION 7.2

Does each student who needs targeted physical and mental health support receive it?

Cognitive skills are often closely tied to physical health. Issues such as vision and oral health problems, asthma, poor nutrition, and chronic stress can interfere with participation in school activities and are linked to low academic performance.⁵² School health programs that target students’ physical needs—such as exercise, nutrition, vision screenings, and free glasses—can improve students’ health outcomes.⁵³ Resources that address mental health needs, such as school psychologists and trauma-informed care, can improve students’ academic performance.⁵⁴

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KEY QUESTION 7.3

Does each student who needs targeted family support receive it?

Family support programs can positively impact children’s cognitive, psychological, social, and emotional development. These programs can include parenting classes, job skill trainings, social support groups, or referrals to social and health services in the local community. Programs focused on children with special health or developmental needs and programs that provide parents with peer support can positively impact children’s cognitive development.⁵⁵

KEY QUESTION 7.4

Does each student have access to effective guidance to support post-secondary success?

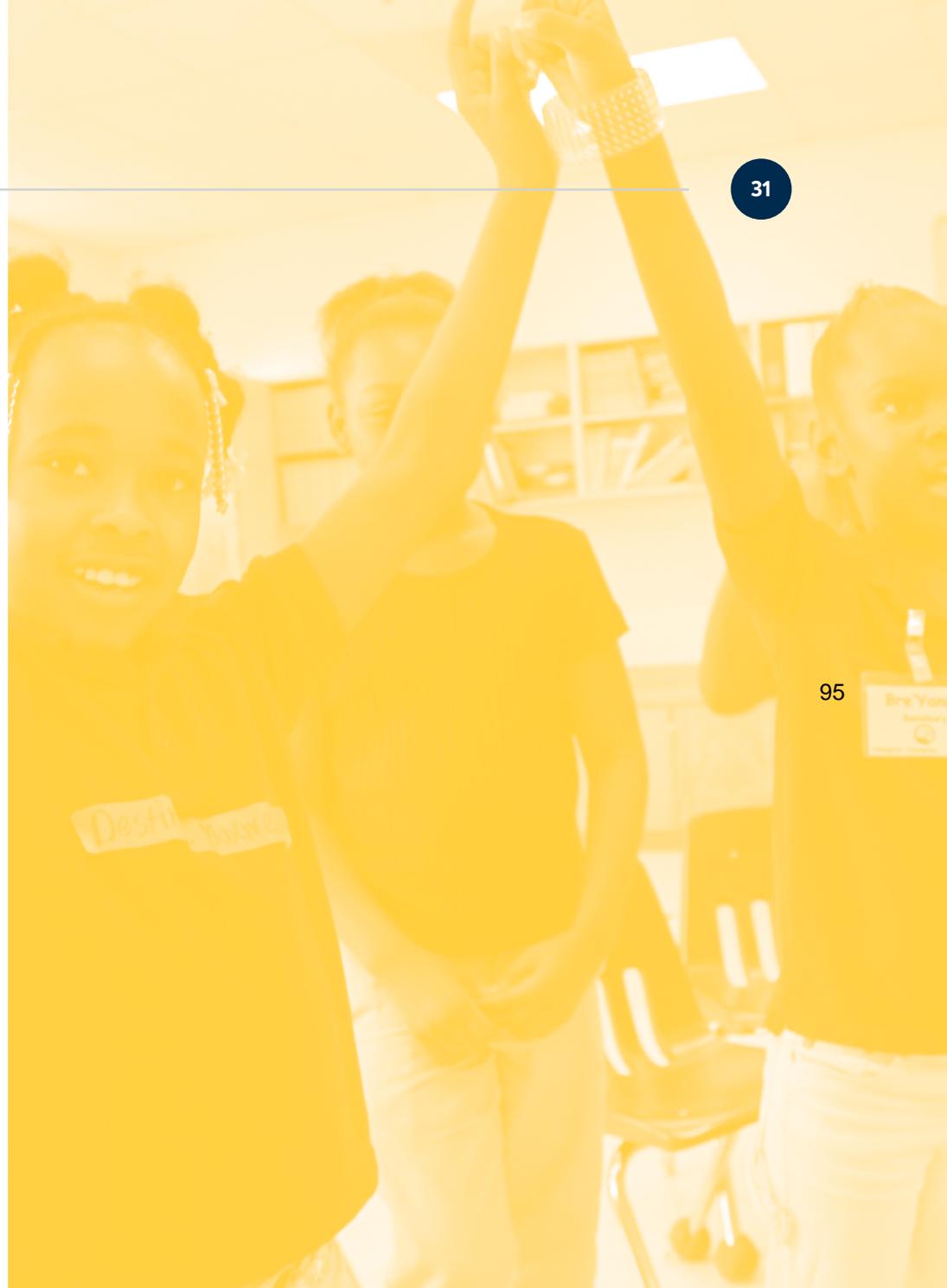
Effective guidance in the form of school counselors and transition services for students with disabilities who have Individualized Education Plans (IEPs) can improve outcomes in both college and career—especially for students from low-income backgrounds.⁵⁶ Other resources that educate students about their options and prepare them for life after graduation can also support these positive outcomes.⁵⁷

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EXAMPLES OF CHALLENGES

- **Identification systems.** When districts and schools don't have effective systems for identifying student needs—for example, the absence of a clear referral process or lack of data collection—then supports may not be offered consistently or at all. Without this effective system, a “squeaky wheel” situation can occur, where the students who receive targeted supports aren't necessarily the ones who need it most, but rather the students whose parents are most able to advocate for additional supports.
- **Availability of supports.** Schools that serve high proportions of students with higher needs don't always receive the additional supports required for addressing their additional needs. For example, school staffing formulas don't always align with student needs—two schools with very different student populations may each receive one social worker based only on total enrollment numbers, but not student needs.

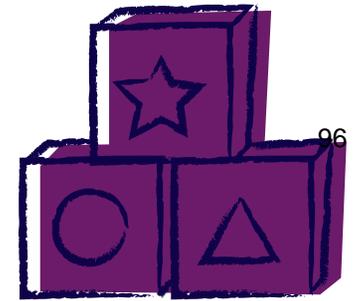


DIMENSION 8

HIGH-QUALITY EARLY LEARNING

THE VISION

Each student—including students with higher needs and students of color—has access to high-quality preschool programs that meet their needs, so all students can reach high standards and thrive.



KEY QUESTION 8.1

Does each student have access to high-quality preschool programs?

Attending a high-quality preschool program, especially a full-day program, can help prepare children for school academically, socially, and emotionally—especially students from low-income backgrounds.⁵⁸ Research suggests that when high-quality school experiences continue beyond preschool, the benefits persist in the form of better academic achievement, improved high school graduation rates, and higher salary earnings in adulthood.⁵⁹

EXAMPLES OF CHALLENGES

- **Program quality and availability.** For students of color, the availability and quality of preschool programs is not consistent from state to state. In states and districts that *do* offer pre-K, schools do not always have enough seats available to serve the number of students who could take advantage of the opportunity. Students of color are underrepresented in quality pre-K programs and Latino students are often underrepresented in programs of any quality.
- **Enrollment barriers.** When seats *are* available in states and districts that offer pre-K, students of color, students from low-income backgrounds, and English learners can face barriers to enrolling—such as a lack of transportation or program hours that do not align with the inflexible and irregular work hours that many low-income families are saddled with. If they are able to enroll, the programs may not be high-quality, affordable, or culturally and linguistically competent.

DIMENSION 9

LEARNING-READY FACILITIES



THE VISION

Each student—including students with higher needs and students of color—attends school in buildings that are structurally sound, provide a safe and appropriate physical environment for learning, and have effective equipment to meet student needs, so all students can reach high standards and thrive.

KEY QUESTION 9.1

Does each student have access to adequate *facilities* that are safe and well-maintained to facilitate student learning and meet student needs?

Students perform better in buildings with adequate space, that are in good repair, with well-lit classrooms at the right temperature.⁶⁰ New construction can improve student academic performance, attendance, and effort.⁶¹ To support both learning and health, students must be in schools that meet air and water quality standards and are free of mold, lead, and asbestos.⁶²

KEY QUESTION 9.2

Does each student have access to adequate *equipment* to facilitate student learning and meet student needs?

Lack of equipment and materials hinder student learning. For example, student learning can be negatively impacted when science classrooms do not have sufficient lab equipment, music classes do not have instruments, or classrooms lack enough paper, pencils, tissues, desks, or chairs¹⁰⁰ for all the students in the class. Equipment for physical education and recess are needed for schools to offer physical activity, which is important for healthy minds and bodies.⁶³



LEARNING-READY FACILITIES

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EXAMPLES OF CHALLENGES

- **Suitable facilities.** Students in lower-income communities often attend schools with less-adequate facilities than their peers in more affluent districts.
- **Implied value.** Students and families who attend schools with visibly worse facilities and equipment than other schools in the district may feel less valued.
- **Connections to coursework.** Within schools, it is not unusual for students in higher-level courses to have access to newer or better technology or labs. This means that when students of color and students from low-income backgrounds are tracked into lower-level courses (see Empowering, Rigorous Content, page 18), they may also miss out on access to this same equipment.



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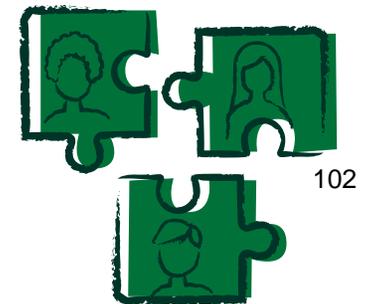
DIMENSION 10

DIVERSE CLASSROOMS & SCHOOLS

THE VISION

Each student is enrolled in classes that are racially/ ethnically and socioeconomically diverse, so all students can reach high standards and thrive.

* *A note about influences on school district diversity on page 39*



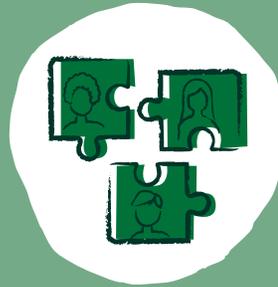
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KEY QUESTION 10.1

Is each student enrolled in a school and attending classes that are racially/ethnically and socioeconomically diverse?

The more racially and economically segregated a district is, the larger its achievement gaps tend to be.⁶⁴ We live in an increasingly diverse world, and research suggests that socioeconomically and racially diverse schools can benefit students academically, social-emotionally, and civically—including raising test scores, graduation rates, and college enrollment, as well as reducing prejudices and increasing the likelihood that students will seek out integrated settings as adults.⁶⁵

* Influences on school district diversity



Some factors that influence the racial, ethnic, and socioeconomic composition of a school district are outside the direct control of the district itself, such as district boundary lines, patterns of residential segregation, economic decline, and shrinking

populations. As a result, some districts have less racial, ethnic, or socioeconomic diversity. Less diversity at the district level makes it harder to ensure diversity at the school and classroom levels. Although districts often have limited control over these factors, community members and district leaders can play an important role in breaking up current pockets of segregation and preventing further segregation. Progress can be made through actions such as promoting the creation of incentives or mandates for school districts to consolidate, investing in interdistrict transfer programs that allow students to attend a school in another district, or supporting other initiatives to promote integration.⁶⁶

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EXAMPLES OF CHALLENGES

- **Residential segregation.** School attendance zones are often drawn in ways that maintain or fail to address longstanding patterns of residential segregation. Sometimes school zoning can segregate students even further. This means that even if a district is diverse overall, not every school within the district will reflect that diversity—limiting the likelihood students go to school with children from a mix of racial, socioeconomic, and cultural backgrounds.
- **Class assignment.** In schools, students may be placed in classes that lack diversity. Students of color and students from low-income backgrounds sometimes get assigned to¹⁰⁴ less-rigorous courses with high concentrations of peers from similarly underserved backgrounds, even when they have the same academic performance as their peers from more privileged backgrounds.
- **Interconnected dimensions of education resource equity.** Students from low-income backgrounds and students of color who attend highly segregated schools (or who are in highly segregated classes within their school) often experience less access to other dimensions of education resource equity.



NEXT STEPS

Communities around the country are energized to tackle inequities in our society and in our schools. New policy opportunities are opening up at the federal, state, and local levels, and research increasingly offers examples of practices that help all students succeed.⁶⁷

Education resource equity necessitates the right combination of people—including state and district leaders, school board members, advocates, families, and educators—and action steps. By initiating new and challenging conversations, deepening our shared understanding of students' most pressing needs, and mobilizing the right combination of resources in response, our schools, systems, and communities can help every child achieve their biggest dreams by unlocking their power to live a life of their choosing.



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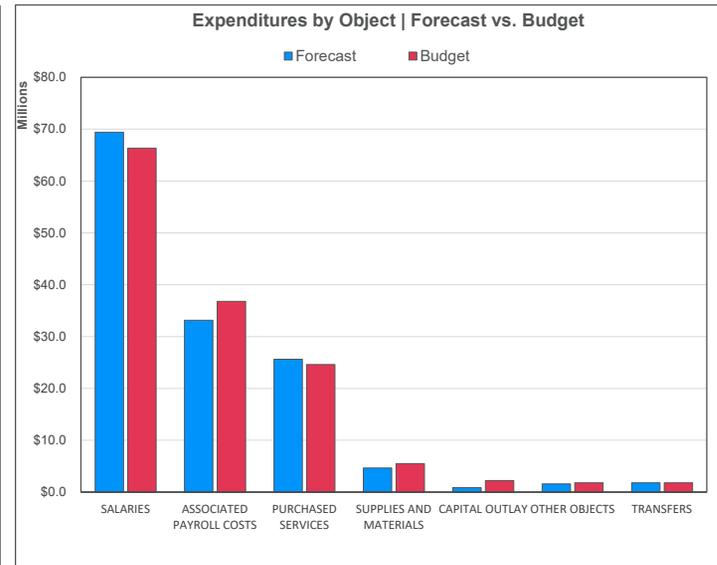
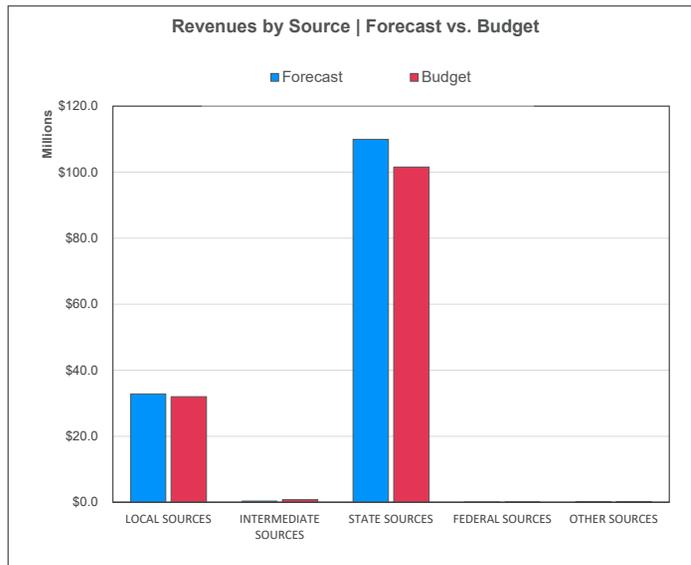


100 General Fund | Financial Projection by Object

For the Period Ending March 31, 2022

		A	B	C	D	E	F
		Prior YTD	Current Year Budget	Current YTD	% of Budget	Add: Projections	Annual Forecast
1	RESOURCES						
2	Operating Revenues						
3	Local Sources	\$ 28,393,660	\$ 31,991,483	\$ 30,623,111	95.72%	\$ 2,205,458	\$ 32,828,569
4	Intermediate Sources	540,000	798,329	-	0.00%	359,781	359,781
5	State Sources	84,767,477	101,567,300	92,105,433	90.68%	17,838,435	109,943,868
6	Federal Sources	60,179	85,000	28,615	33.66%	23,879	52,493
7	Other Sources	1,232,761	215,987	215,987	100.00%	-	215,987
8	Total Operating Revenues	\$ 114,994,076	\$ 134,658,099	\$ 122,973,145	91.32%	\$ 20,427,553	\$ 143,400,698
9	Beginning Fund Balance	18,958,789	11,099,637	24,654,907	222.12%	-	24,654,907
10	TOTAL RESOURCES	\$ 133,952,866	\$ 145,757,736	\$ 147,628,052	101.28%	\$ 20,427,553	\$ 168,055,605
11							
12	REQUIREMENTS						
13	Operating Expenditures						
14	Salaries	\$ 37,252,311	\$ 66,349,651	\$ 44,545,579	67.14%	\$ 24,851,981	\$ 69,397,560
15	Associated Payroll Costs	22,241,106	36,773,398	21,670,167	58.93%	11,483,406	33,153,572
16	Purchased Services	13,895,993	24,603,985	16,788,458	68.23%	8,831,924	25,620,382
17	Supplies and Materials	2,491,502	5,502,428	3,066,914	55.74%	1,584,684	4,651,598
18	Capital Outlay	1,871,329	2,221,018	310,735	13.99%	535,621	846,356
19	Other Objects	1,455,084	1,800,352	1,510,639	83.91%	74,960	1,585,599
20	Transfers	3,475,913	1,773,000	1,712,502	96.59%	60,000	1,772,502
21	Total Operating Expenditures	\$ 82,683,239	\$ 139,023,832	\$ 89,604,994	64.45%	\$ 47,422,576	\$ 137,027,570
22	Contingencies	-	1,683,476	-	0.00%	-	-
23	Unappropriated Ending Fund Balance	-	5,050,428	-	0.00%	-	-
24	TOTAL REQUIREMENTS	\$ 82,683,239	\$ 145,757,736	\$ 89,604,994	61.48%	\$ 47,422,576	\$ 137,027,570
25	Ending Fund Balance						\$ 31,028,035
26							
27	OPERATING SURPLUS / (DEFICIT)	\$ 32,310,838	\$ (4,365,733)	\$ 33,368,151		\$ (26,995,023)	\$ 6,373,129

(Operating Revenue less Operating Expenses)



ACTUAL ATTENDANCE COUNT REPORT 2021-2022

Elementary Enrollment By Classroom March 31, 2022															PROJECTIONS		2020-2021				
															2021-22 Projected		@ June 2021				
															Projected	Diff	2020-2021	YOY Chg			
School	SPED SC	Kindgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE FTE	Grade						
Alder		18		25		24		24		21		26				Alder					
<i>Bilingual Classrooms</i>		11		20		22		23		21		17									
		13		21		18		20		21		19									
Montessori Kinder		4																			
Total	0	46		66		64		67		63		62	368	-		402	-34	437	-3		
# of Classes		3		3		3		3		3		3	18								
Average Class Size		15.33		22.00		21.33		22.33		21.00		20.67									
Davis	SPED SC	15		20		21		18		22		21				Davis					
	11	15		26		21		15		22		21									
	9	15		21		20		15		25		22									
		15						16													
Total	20	60		67		62		64		69		64	406	-		414	-8	428	1		
# of Classes		4		3		3		4		4		3	21								
Average Class Size		15.00		22.33		20.67		16.00		17.25		21.33									
Fairview	SPED SC	13		20		17		26		24		21				Fairview					
	7	16		19		17		20		24		23									
	7	16				17						20									
Total	14	45		39		51		46		48		64	307	-		284	23	290	-31		
# of Classes		3		2		3		2		2		3	15								
Average Class Size		15.00		19.50		17.00		23.00		24.00		21.33									
Glenfair	SPED SC	19		19		17		19		22		24				Glenfair					
		21		18		17		19		24		23									
		20		18		18		22		19		22									
		19				18		19													
Total	0	79		55		70		79		65		69	417	-		418	-1	423	-29		
# of Classes		4		3		4		4		3		3	21								
Average Class Size		19.75		18.33		17.50		19.75		21.67		23.00									
Hartley	SPED SC	18		18		21		19		21		18				Hartley					
		17		17		21		18		20		18									
		17		13				21		20		20									
		6	x	12																	
Total	0	58		60		42		58		61		56	335	-		396	-61	414	-28		
# of Classes		3.5		3.5		2		3		3		3	18								
Average Class Size		16.57		17.14		21.00		19.33		20.33		18.67									

M Scott	SPED SC	19	19	18	18	21	23								
		22	17	16	19	20	23								
		21	19	17	18	20	24								
				16											
Total	0	62	55	67	55	61	70	370	-	396	-26	409	10		
# of Classes		3	3	4	3	3	3	19							
Average Class Size		20.67	18.33	16.75	18.33	20.33	23.33								
Salish Ponds	SPED SC	15	18	18	17	22	21								
		17	17	20	14	20	19								
		17	17	21	15	21	17								
Total	0	49	52	59	46	63	57	326	-	360	-34	378	-46		
# of Classes		3	3	4	3	3	3	19							
Average Class Size		16.33	17.33	14.75	15.33	21.00	19.00								
Sweetbriar	SPED SC	20	18	19	17	25	26								
		19	17	19	18	22	27								
				7	x	9									
Total	0	39	35	45	44	47	53	263	-	272	-9	303	-42		
# of Classes		2	2	2.5	x	2.5	2	2	13						
Average Class Size		19.50	17.50	18.00		17.60	23.50	26.50							
Troutdale	SPED SC	18	19	15	24	21	20								
		18	21	15	23	19	20								
		18	18	17		18	19								
Total		54	58	47	47	58	59	323	-	323	0	378	-53		
# of Classes		3	3	3	2	3	3	17							
Average Class Size		18.00	19.33	15.67	23.50	19.33	19.67								
Wilkes	SPED SC	19	17	26	24	21	23								
	9	20	18	24	22	23	22								
	11	19	16	26	24	6	x	12							
	9	x	10			21	21								
Total	20	67	61	76	70	71	78	443	-	419	24	432	-63		
# of Classes		3.5	3.5	3	3	3.5	3.5								
Average Class Size		19.14	17.43	25.33	23.33	20.29	22.29								

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	31-Mar-2022
Kndgtn	633	642	641	637	635	636	635	630	628	630	626
1st	590	593	600	603	599	601	598	594	599	602	598
2nd	655	655	649	650	650	650	648	647	645	650	653
3rd	631	638	632	632	631	633	628	628	634	658	643
4th	665	669	675	677	672	672	675	676	675	701	671
5th	687	685	684	690	689	691	692	635	692	694	706
6th	721	719	725	721	719	720	713	712	710	708	708
7th	702	702	703	696	692	690	687	680	676	679	679
8th	779	735	765	765	766	767	764	761	756	758	758
9th	715	712	706	699	689	694	687	692	686	684	684
10th	727	727	721	729	698	707	709	712	698	692	692
11th	675	670	660	624	629	630	631	628	612	608	608
12th	749	742	733	718	717	718	716	703	694	691	691
SPED SC	110	107	112	114	118	120	123	122	123	122	121
Total	9,039	8,996	9,006	8,955	8,904	8,929	8,906	8,820	8,828	8,877	8,838

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

2020-2021 Enrollment by Grade Data Excluding Charters											
Grade	6-Oct-2020	29-Oct-2020	12-Nov-2020	3-Dec-2020	15-Dec-2020	7-Jan-2021	26-Jan-2021	4-Feb-2021	23-Feb-2021	4-Mar-2021	30-Mar-2021
Kndgtn	568	597	601	605	605	606	608	609	611	611	611
1st	697	716	714	713	711	710	713	715	714	714	714
2nd	681	701	699	701	700	701	700	699	700	704	704
3rd	699	707	706	705	705	707	708	708	710	708	708
4th	728	722	723	724	723	726	723	723	723	723	723
5th	768	791	792	793	793	796	800	798	795	794	794
6th	804	780	780	780	782	778	778	774	770	770	770
7th	849	821	816	816	815	814	815	812	815	815	815
8th	729	715	718	721	721	722	721	719	718	719	719
9th	758	834	826	813	813	817	813	816	815	814	814
10th	701	741	735	735	729	727	727	729	727	727	727
11th	608	677	675	660	660	655	653	655	656	656	656
12th	730	809	812	794	796	790	788	792	794	795	795
SPED SC	65	77	77	80	80	81	81	82	84	83	83
Total	9,365	9,688	9,674	9,640	9,633	9,630	9,628	9,631	9,632	9,633	9,633

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

Unit Change in Data 2021-2022 as Compared to 2020-2021 Excluding Charters											
Grade	10/6/2021 vs 10/6/2020	10/20/2021 vs 10/29/2020	11/9/2021 vs 11/12/2020	12/2/2021 vs 12/3/2020	12/16/2021 vs 12/15/2020	1/6/2022 vs 1/7/2021	1/20/2022 vs 1/26/2021	2/3/2022 vs 2/4/2021	2/17/2022 vs 2/23/2021	3/3/2022 vs 3/4/2021	3/31/2022 vs 3/30/2021
Kndgtn	65	45	40	32	30	30	27	21	17	19	15
1st	(107)	(123)	(114)	(110)	(112)	(109)	(115)	(121)	(115)	(112)	(116)
2nd	(26)	(46)	(50)	(51)	(50)	(51)	(52)	(52)	(55)	(54)	(51)
3rd	(68)	(69)	(74)	(73)	(74)	(74)	(80)	(80)	(76)	(60)	(65)
4th	(43)	(53)	(48)	(47)	(51)	(54)	(48)	(47)	(48)	(22)	(52)
5th	(81)	(106)	(108)	(103)	(104)	(105)	(108)	(163)	(103)	(100)	(88)
6th	(83)	(61)	(65)	(63)	(65)	(65)	(65)	(62)	(60)	(62)	(62)
7th	(147)	(119)	(113)	(120)	(123)	(124)	(128)	(132)	(139)	(136)	(136)
8th	50	20	47	44	45	45	43	42	38	39	39
9th	(43)	(122)	(120)	(114)	(124)	(123)	(126)	(124)	(129)	(130)	(130)
10th	26	(14)	(14)	(6)	(31)	(20)	(18)	(17)	(29)	(35)	(35)
11th	67	(7)	(15)	(36)	(31)	(25)	(22)	(27)	(44)	(48)	(48)
12th	19	(67)	(79)	(76)	(79)	(72)	(72)	(89)	(100)	(104)	(104)
SPED SC	45	30	35	34	38	39	42	40	39	39	38
Total	(326)	(692)	(668)	(685)	(729)	(701)	(722)	(811)	(804)	(756)	(795)

2021-2022 Enrollment by School Data Excluding Charters											
School	6-Oct-2021	20-Oct-2021	9-Nov-2021	2-Dec-2021	16-Dec-2021	6-Jan-2022	20-Jan-2022	3-Feb-2022	17-Feb-2022	3-Mar-2022	31-Mar-2022
Alder	381	388	386	386	385	384	378	371	367	367	368
Davis	396	396	397	396	396	395	391	336	404	406	406
Fairview	302	306	305	304	302	307	305	305	302	346	307
Glenfair	390	399	398	392	400	403	417	411	407	402	417
Hartley	335	335	333	337	334	335	330	333	332	335	335
M Scott	357	358	359	360	360	362	361	363	364	368	368
Salish Ponds	348	353	352	350	343	345	340	338	334	331	331
Sweetbriar	266	268	266	266	265	263	264	260	263	263	263
Troutdale	330	327	329	330	329	321	322	322	322	325	325
Wilkes	433	431	434	438	440	443	442	441	450	457	457
Woodland	372	373	378	383	378	384	385	388	386	393	393
Lee MS	720	676	707	700	700	699	700	703	708	708	708
RMS	928	924	924	920	920	922	910	890	879	878	878
WMMS	569	570	572	573	568	568	569	575	569	572	572
RHS	2,604	2,585	2,555	2,506	2,456	2,469	2,469	2,449	2,414	2,397	2,359
RLA	185	199	209	208	226	225	218	227	219	219	239
Cornerstone/Tutoring/Outside Plc	123	108	102	106	102	104	105	86	85	87	87
Total	9,039	8,996	9,006	8,955	8,904	8,929	8,906	8,798	8,805	8,854	8,813

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

2020-2021 Enrollment by School Data Excluding Charters											
School	6-Oct-2020	29-Oct-2020	12-Nov-2020	3-Dec-2020	15-Dec-2020	7-Jan-2021	26-Jan-2021	4-Feb-2021	23-Feb-2021	4-Mar-2021	30-Mar-2021
Alder	429	431	431	434	434	434	438	437	436	436	434
Davis	397	421	423	421	420	420	421	424	424	423	423
Fairview	287	293	290	291	291	291	290	291	292	291	292
Glenfair	380	419	419	420	419	424	421	422	423	422	425
Hartley	405	412	411	411	411	412	410	411	412	415	415
M Scott	401	402	405	409	407	407	409	409	408	406	408
Salish Ponds	340	376	376	376	376	375	378	378	379	379	379
Sweetbriar	301	301	302	300	300	302	304	304	304	304	302
Troutdale	381	379	379	378	377	375	375	373	373	374	371
Wilkes	431	430	432	434	435	435	436	433	437	439	433
Woodland	378	376	373	376	376	377	376	376	373	373	372
Lee MS	805	797	794	796	795	794	798	793	791	790	783
RMS	1002	961	963	963	964	963	966	965	962	963	961
WMMS	592	579	578	577	578	577	570	570	573	573	573
RHS	2,573	2,765	2,749	2,707	2,706	2,700	2,693	2,701	2,694	2,692	2,682
RLA	153	217	219	216	228	225	225	226	233	235	243
Cornerstone/Tutoring	110	129	130	131	116	119	118	118	118	118	117
Total	9,365	9,688	9,674	9,640	9,633	9,630	9,628	9,631	9,632	9,633	9,613

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

Unit Change in Data 2021-2022 as Compared to 2020-2021 Excluding Charters											
School	10/6/2021 vs 10/6/2020	10/20/2021 vs 10/29/2020	11/9/2021 vs 11/12/2020	12/2/2021 vs 12/3/2020	12/16/2021 vs 12/15/2020	1/6/2022 vs 1/7/2021	1/20/2022 vs 1/26/2021	2/3/2022 vs 2/4/2021	2/17/2022 vs 2/23/2021	3/3/2022 vs 3/4/2021	3/31/2022 vs 3/30/2021
Alder	(48.00)	(43.00)	(45.00)	(48.00)	(49.00)	(50.00)	(60.00)	(66.00)	(69.00)	(69.00)	(66.00)
Davis	(1.00)	(25.00)	(26.00)	(25.00)	(24.00)	(25.00)	(30.00)	(88.00)	(20.00)	(17.00)	(17.00)
Fairview	15.00	13.00	15.00	13.00	11.00	16.00	15.00	14.00	10.00	55.00	15.00
Glenfair	10.00	(20.00)	(21.00)	(28.00)	(19.00)	(21.00)	(4.00)	(11.00)	(16.00)	(20.00)	(8.00)
Hartley	(70.00)	(77.00)	(78.00)	(74.00)	(77.00)	(77.00)	(80.00)	(78.00)	(80.00)	(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)	(40.00)
Salish Ponds	8.00	(23.00)	(24.00)	(26.00)	(33.00)	(30.00)	(38.00)	(40.00)	(45.00)	(48.00)	(48.00)
Sweetbriar	(35.00)	(33.00)	(36.00)	(34.00)	(35.00)	(39.00)	(40.00)	(44.00)	(41.00)	(41.00)	(39.00)
Troutdale	(51.00)	(52.00)	(50.00)	(48.00)	(48.00)	(54.00)	(53.00)	(51.00)	(51.00)	(49.00)	(46.00)
Wilkes	2.00	1.00	2.00	4.00	5.00	8.00	6.00	8.00	13.00	18.00	24.00
Woodland	(6.00)	(3.00)	5.00	7.00	2.00	7.00	9.00	12.00	13.00	20.00	21.00
Lee MS	(85.00)	(121.00)	(87.00)	(96.00)	(95.00)	(95.00)	(98.00)	(90.00)	(83.00)	(82.00)	(75.00)
RMS	(74.00)	(37.00)	(39.00)	(43.00)	(44.00)	(41.00)	(56.00)	(75.00)	(83.00)	(85.00)	(83.00)
WMMS	(23.00)	(9.00)	(6.00)	(4.00)	(10.00)	(9.00)	(1.00)	5.00	(4.00)	(1.00)	(1.00)
RHS	31.00	(180.00)	(194.00)	(201.00)	(250.00)	(231.00)	(224.00)	(252.00)	(280.00)	(295.00)	(323.00)
RLA	32.00	(18.00)	(10.00)	(8.00)	(2.00)	0.00	(7.00)	1.00	(14.00)	(16.00)	(4.00)
Cornerstone/Tutoring/Outside Plc	13.00	(21.00)	(28.00)	(25.00)	(14.00)	(15.00)	(13.00)	(32.00)	(33.00)	(31.00)	(30.00)
Total	(326)	(692)	(668)	(685)	(729)	(701)	(722)	(833)	(827)	(779)	(800)



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: April 27, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

- a. Approval of Personnel Order
- b. Approval of Prior Meeting Minutes
- c. 2022-2023 Student Calendars
- d. Field Trip:
 - i. RLA: Multnomah Youth Cooperative trip to Newport, Oregon
 - ii. RLA: Shakespeare Club Trip to Ashland, Oregon
- e. IGA: Reynolds School District and Portland State University - MESA Program
- f. Resolutions
 - i. Resolution 2021-2022-021: Asian American and Pacific Islander Heritage Month
 - ii. Resolution 2021-2022-022: Teacher Appreciation Week
 - iii. Resolution 2021-2022-023: School Lunch Hero Day
 - iv. Resolution 2021-2022-024: Denouncing Racism at Athletic Events

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 119
- 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

March 30, 2022

7:00 PM

Virtual Meeting

Attendance Taken at 7:06 PM. Spencer Chao: Absent, Yesenia Delgado: Present, 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, 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.

II. 7:00p - Call to Order

- Chair Ana Gonzalez Muñoz called the March 30, 2022 meeting to order at 7:04p and read the land acknowledgement into the record.

A. Pledge of Allegiance

B. Land Acknowledgement

C. Consider Approval of the March 30, 2022 Agenda

III. 7:05p - Appeal Decision

I move that the Board uphold the District's termination decision discussed in Executive Session. This motion, made by Francisco Ibarra and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

IV. 7:10p - Board Recognition

A. Student Recognition

B. Volunteer/Community Partner Recognition

C. Staff Recognition

D. Resolution 2021-2022-018: Public School Volunteer Appreciation Week

- Read into the record by Director Cayle Tern

E. Resolution 2021-2022-019: National Assistant Principals Week

- Read into the record by Director Aaron Muñoz

F. Resolution 2021-2022-020: National Arab American Heritage Month

- Read into the record by Director Michael Reyes

V. 7:20p - Public to be Heard

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

VI. 7:40p - Bargaining Group Updates

VII. 7:55p - Presentation to the Board

A. Student Outcomes: Midyear Data Review

- What is being done to provide additional support to the groups that haven't reached their goals yet?
 - Working in collaboration at the school level and with the Academics department to identify the individual needs of our learners, especially those that aren't demonstrating as much growth - focusing on individuals at our PLC meetings and working with social workers and counselors to provide supports to students and families.
- What are we doing at the building level to help the individual schools that aren't growing as quickly as others?
 - Our principals are great at being collaborative and asking each other for strategies that seem to be working at other buildings. Absentism and staffing shortages did affect a number of buildings are on track for significant growth between now and the end of the year.
 - What strategies are taking place at buildings that are demonstrating growth?
- Schools that are utilizing Lexia and DreamBox show more progress than schools that aren't.

VIII. 8:15p - Board Reports

A. Board Announcements

i. Individual Board Members - Announcements and Reports

- Chair Ana Gonzalez Muñoz visited a number of CTE classes at Reynolds High School.

ii. Upcoming Board Meetings

IX. 8:25p - Superintendent's Reports

A. Announcements/Reports

B. Student and Family Services Report

C. Human Capital Management Report

D. Communications Report

E. Financial Report

- Will the spike in gas prices affect our budget, specifically transportation?
 - We will be able to see the impact when we close out March. We have increased estimates in next year's budget to compensate.
- Does this report include the salary increases?
 - Yes, it does but it's only been one-month since the REA increase went through payroll.

F. Enrollment Report

X. 8:50p - Consent Agenda

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

Yea: 6, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. Field Trip: RLA CTE Trading Up - Warrenton, Nehalem, and Astoria

D. IGA Renewal with Gresham-Barlow for Open School Learning Specialist

E. Grant MOU with the State Library of Oregon

F. Resolutions

i. **Resolution 2021-2022-018: Public School Volunteer Appreciation Week**

ii. **Resolution 2021-2022-019: National Assistant Principals Week**

iii. **Resolution 2021-2022-020: National Arab American Heritage Month**

G. Policy Updates

i. **GCDG/GDDA-AR: Criminal Records Checks and Fingerprinting**

XI. 8:55p - Action Items

A. Authorization to Spend: Classroom Technology Devices

I move that the Board authorize the expenditure of more than \$500,000 to replace aging classroom instructional technology. This motion, made by Aaron Muñoz and seconded by Yesenia Delgado, Passed.

Yea: 6, Nay: 0

B. Policy IKF: Graduation Requirements

I move that the Board approve the revisions to policy IKF: Graduation Requirements. This motion, made by Yesenia Delgado and seconded by Michael Reyes, Passed.

Yea: 6, Nay: 0

C. Policy ACB: Every Student Belongs

I move that the Board approve the revisions to policy ACB: Every Student Belongs and the corresponding Administrative Regulation. This motion, made by Michael Reyes and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

XII. 9:15p - Board Discussion

- Chair Ana Gonzalez Muñoz would like to meet with the girl's varsity basketball team.
- Request for a table of who our partners are that provide social-emotional support: who are they, what additional supports are we bringing into our schools?
 - Can this include partners that we don't pay but who work in our district

XIII. 9:30p - Adjourn

- Chair Ana Gonzalez Muñoz adjourned the meeting at 8:57p.

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

April 13, 2022

7:00 PM

Virtual Meeting

Attendance Taken at 7:03 PM. Spencer Chao: Present, Yesenia Delgado: Present, Ana Gonzalez Muñoz: Present, Francisco Ibarra: Absent, Aaron Muñoz: Present, Michael Reyes: Present, Cayle Tern: Present.

I. 5:30p - Professional Development

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

- Chair Ana Gonzalez Muñoz called the April 13, 2022 Work Session to order at 7:02p and read the Land Acknowledgement into the record.

III. 7:05p - Public to be Heard

IV. 7:20p - Bond Presentation

- Do you have a recommendation for the best amount to go for?
 - That's something the Bond Planning Committee would help determine.
- If we decide to continue moving through this process, can it be tied together with improving student outcomes?

V. 7:50 - Policy Update

A. JEBA: Early Entrance into Kindergarten/First Grade

- Would like to review more data sets and discuss again at the second reading.
- Universal preschool may help the process as we would have a chance to see students in a classroom setting to understand their social-emotional readiness.

VI. 8:00p - Action Item: RHS Speech and Debate Field Trip

I move to approve the RLA MYC Club Overnight Field Trip request, as presented. This motion, made by Michael Reyes and seconded by Spencer Chao, Passed.

Yea: 6, Nay: 0

VII. 8:05p - Adjourn

- Chair Ana Gonzalez Muñoz adjourned the April 13, 2022 Work Session at 7:53p.

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Dr. Koreen Barreras-Brown, Chief Academic Officer

Subject: 2022 – 2023 Student Calendars

Policy: [School Year/School Calendar – IC/ICA](#)

Date: April 27, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

The calendar committee, comprised of district staff and administrators, met monthly starting in November 2021 to create the 2022-2023 certified staff calendars. After each meeting, committee members reported back to their constituent groups and gathered feedback and input on the calendars. As part of the work, the committee consulted previous Reynolds School District calendars, state higher education calendars, and calendars of surrounding school districts, and consulted with certificated, classified, and administrative RSD staff. These data sources, as well as input from committee members, led to the recommended certified staff calendars approved by the board at the February 2022 Business Meeting.

From these approved certificated staff calendars, the following student calendars were derived: Elementary School, Middle School, High School, Reynolds Learning Academy and Community Transition Program (CTP).

Previous Board Action:

In February the Board accepted the recommendations of the Calendar Committee and voted to approve the 2022-2023 certified staff calendars as presented. The proposed 2022-2023 student calendars are based on these staff calendars.

Background:

Each fall a team of teachers and administrators comes together to make certificated staff calendar recommendations for the following school year to the Board of Directors. Some of this

process is described in contract language in the Reynolds Education Association (REA) Collective Bargaining Agreement. The contract requires that there be a calendar committee which includes at least three members appointed by REA. The contract also requires a two-part process: the first part is to bring the dates for the first and last employee days and the dates for winter and spring breaks to the Board of Directors in February; the second part is for the calendar committee to complete the proposed school calendars, including instructional, grading, in-service and conference days, allowing for REA review, and bring the finalized calendar recommendations to the Board. The Board approved the proposed certificated staff calendars, including dates for the first and last days of work and winter and spring breaks, at the February 2022 business meeting.

The five student calendars presented today were derived from the certified staff calendars approved in February. Administration brings these five student calendars –elementary, middle school, high school, RLA and CTP— to the Board tonight for approval.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the Board adopt the student calendars for the 2022-2023 school year.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the five student calendars – elementary, middle school, high school, RLA and CTP – for the 2022-2023 school year as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

REYNOLDS SCHOOL DISTRICT

Elementary School Student Calendar

2022-2023 SCHOOL YEAR

Board Approved:
DATE

September 2022

- 6 Students' First Day
(Grades 1 – 5)
Staggered start for Kindergarten –
check with school
- 12 Late Start
- 19 Late Start
- 26 Late Start

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

School Start Times

TBD

October 2022

- 3 Late Start
- 7 *No School for Students or Staff
- 10 Late Start
- 17 Late Start
- 24 Late Start
- 31 Late Start

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

MARCH 2023						
S	M	T	W	Th	F	S
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5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	L	21	N	PC	PC	25
26	H	H	H	H	H	

March 2023

- 6 Late Start
- 13 Late Start
- 20 Late Start
- 22 *No School/Conference Prep
- 23-24 *No School/Conferences
- 27-31 *No School/Spring Break

November 2022

- 7 Late Start
- 10 *No School/ Pupil Evaluation
- 11 *No School/Veterans Day
- 14 Late Start
- 21 *No School/Conference Prep
- 22-23 *No School/Conferences
- 24-25 *No School/
Thanksgiving Break
- 28 Late Start

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	G	H	12
13	L	15	16	17	18	19
20	N	PC	PC	H	H	26
27	L	29	30			

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

April 2023

- 3 Late Start
- 10 Late Start
- 14 *No School/Pupil Evaluation
- 17 Late Start
- 24 Late Start

December 2022

- 5 Late Start
- 12 Late Start
- 19-30 *No School/Winter Break

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	L	6	7	8	9	10
11	L	13	14	15	16	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

MAY 2023						
S	M	T	W	Th	F	S
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7	L	9	10	11	12	13
14	L	16	17	18	19	20
21	L	23	24	25	26	27
28	H	30	31			

May 2023

- 1 Late Start
- 8 Late Start
- 15 Late Start
- 22 Late Start
- 29 *No School/Memorial Day

January 2023

- 2 *No School/New Year's Day
- 3 *No School/Planning
- 9 Late Start
- 16 *No School/MLK Day
- 23 Late Start
- 27 End of 1st Semester
- 30 *No School/Pupil Evaluation

JANUARY 2023						
S	M	T	W	Th	F	S
1	H	N	4	5	6	7
8	L	10	11	12	13	14
15	H	17	18	19	20	21
22	L	24	25	26	27	28
29	G	31				

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

June 2023

- 5 Late Start
- 12 Late Start
- 15 Last Day of School

February 2023

- 6 Late Start
- 13 Late Start
- 20 *No School/Presidents' Day
- 27 Late Start

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

F = First Day of School (See grade level) or Final Day (in June)

L = Late Start (school starts 1 hour 10 minutes later)

*Dates in Bold = No School Day for Students

N = No school for students.

PC = No school for students. Parent conferences.

H = No school for students or staff for Holiday Break.

G = No school for students. Staff report for grading/evaluation.

REYNOLDS SCHOOL DISTRICT

Middle School Student Calendar

2022-2023 SCHOOL YEAR

Board Approved:
DATE

September 2022

- 6 Students' 1st Day (Grade 6)
- 7 Students' 1st Day (Grade 7 and 8)
- 12 Late Start
- 19 Late Start
- 26 Late Start

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

School Start Times

TBD

October 2022

- 3 Late Start
- 7 *No School for Students or Staff
- 10 Late Start
- 17 Late Start
- 19 *No School/Conference Prep
- 20-21 *No School/Conferences
- 24 Late Start
- 31 Late Start

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	N	8
9	L	11	12	13	14	15
16	L	18	N	PC	PC	22
23	L	25	26	27	28	29
30	L					

MARCH 2023

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	L	21	N	PC	PC	25
26	H	H	H	H	H	

March 2023

- 6 Late Start
- 13 Late Start
- 20 Late Start
- 22 *No School/Conference Prep
- 23-24 *No School/Conferences
- 27-31 *No School/Spring Break

November 2022

- 7 Late Start
- 10 *No School/Pupil Evaluation
- 11 *No School/Veterans Day
- 14 Late Start
- 21 Late Start
- 24-25 *No School/
Thanksgiving Break
- 28 Late Start

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	G	H	12
13	L	15	16	17	18	19
20	L	22	23	H	H	26
27	L	29	30			

APRIL 2023

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	8	8
9	L	11	12	13	G	15
16	L	18	18	20	21	22
23	L	25	26	27	28	29
30						

April 2023

- 3 Late Start
- 10 Late Start
- 14 *No School/Pupil Evaluation
- 17 Late Start
- 24 Late Start

December 2022

- 5 Late Start
- 12 Late Start
- 19-30 *No School/Winter Break

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	L	6	7	8	9	10
11	L	13	14	15	16	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

MAY 2023

MAY 2023						
S	M	T	W	Th	F	S
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7	L	9	10	11	12	13
14	L	16	17	18	19	20
21	L	23	24	25	26	27
28	H	30	31			

May 2023

- 1 Late Start
- 8 Late Start
- 15 Late Start
- 22 Late Start
- 29 *No School/Memorial Day

January 2023

- 2 *No School/New Year's Day
- 9 Late Start
- 16 *No School/MLK Day
- 23 Late Start
- 26 End of 1st Semester
- 27 *No School/Pupil Evaluation
- 30 *No School/Planning

JANUARY 2023						
S	M	T	W	Th	F	S
1	H	3	4	5	6	7
8	L	10	11	12	13	14
15	H	17	18	19	20	21
22	L	24	25	26	G	28
29	N	31				

JUNE 2023

JUNE 2023						
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4	L	6	7	8	9	10
11	L	13	14	F	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June 2023

- 5 Late Start
- 12 Late Start
- 15 Last Day of School

February 2023

- 6 Late Start
- 13 Late Start
- 20 *No School/Presidents' Day
- 27 Late Start

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

F = First Day of School (See grade level) or Final Day (in June)

L = Late Start (school starts 1 hour 10 minutes later)

*Dates in Bold = No School Day for Students

N = No school for students.

PC = No school for students. Parent conferences.

H = No school for students or staff for Holiday Break.

G = No school for students. Staff report for grading/evaluation.

REYNOLDS SCHOOL DISTRICT

High School Student Calendar

2022-2023 SCHOOL YEAR

School Board Approved:
DATE

September 2022

- 6 Students' 1st Day (Grade 9)
- 7 Students' 1st Day (Grades 10 - 12)
- 12 Late Start
- 19 Late Start
- 26 Late Start

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

School Start Times

Reynolds High School

TBD

October 2022

- 3 Late Start
- 7 *No School for Students or Staff
- 10 Late Start
- 12 No School for 9th Graders /
Grades 10-12 Attend School
- 17 Late Start
- 20-21 *No School/Conferences
- 24 Late Start

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	N	8
9	L	11	12	13	14	15
16	L	18	19	PC	PC	22
23	L	25	26	27	28	29
30	L					

MARCH 2023

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	L	21	N	PC	PC	25
26	H	H	H	H	H	

March 2023

- 6 Late Start
- 13 Late Start
- 20 Late Start
- 22 *No School/Conference Prep
- 23-24 *No School/Conferences
- 27-31 *No School/Spring Break

November 2022

- 7 Late Start
- 10 *No School/Pupil Evaluation
- 11 *No School/Veterans Day
- 14 Late Start
- 21 Late Start
- 24-25 *No School/
Thanksgiving Break
- 28 Late Start

NOVEMBER 2022						
S	M	T	W	Th	F	S
		2	2	3	4	5
6	L	8	9	G	H	12
13	L	15	16	17	18	19
20	L	22	23	H	H	26
27	L	29	30			

APRIL 2023

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

April 2023

- 3 Late Start
- 10 Late Start
- 14 *No School/Pupil Evaluation
- 17 Late Start
- 24 Late Start

December 2022

- 5 Late Start
- 12 Late Start
- 19-30 *No School/Winter Break

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	L	6	7	8	9	10
11	L	13	14	15	16	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

MAY 2023

MAY 2023						
S	M	T	W	Th	F	S
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7	L	9	10	11	12	13
14	L	16	17	18	19	20
21	L	23	24	25	26	27
28	H	30	31			

May 2023

- 1 Late Start
- 8 Late Start
- 15 Late Start
- 22 Late Start
- 29 *No School/Memorial Day

January 2023

- 2 *No School/New Year's Day
- 9 Late Start
- 16 *No School/MLK Day
- 23 Late Start
- 26 ½ Day Finals/*½ Day No School
- 27 ½ Day Finals/*½ Day No School/
End of Semester
- 30 *No School/Pupil Evaluation

JANUARY 2023						
S	M	T	W	Th	F	S
1	H	3	4	5	6	7
8	L	10	11	12	13	14
15	H	17	18	19	20	21
22	L	24	25	N	N	28
29	G	31				

JUNE 2023

JUNE 2023						
S	M	T	W	Th	F	S
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4	L	6	7	F	9	10
11	L	13	N	FN	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

June 2023

- 5 Late Start
- 8 Last Day for Seniors
- 12 Late Start
- 14 ½ Day Finals/*½ Day No School
- 15 Last Day of School/½ Day Finals/
*½ Day No School

February 2023

- 6 Late Start
- 13 Late Start
- 20 *No School/Presidents' Day
- 27 Late Start

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

F = First Day of School (See grade level) or Final Day (in June)

L = Late Start (school starts 1 hour 10 minutes later)

***Dates in Bold** = No School Day for Students

N = No school for students

PC = No school for students - parent conferences

H = No school for students or staff for holiday break

G = No school for students; staff report for grading/evaluation

REYNOLDS SCHOOL DISTRICT

Reynolds Learning Academy Student Calendar

2022-2023 SCHOOL YEAR

School Board Approved:
DATE

September 2022

- 6 New Students' First Day
- 7 Returning Students' First Day
- 12 Late Start
- 19 Late Start
- 26 Late Start

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

School Start Times

Reynolds Learning Academy

TBD

October 2022

- 3 Late Start
- 7 *No School for Students or Staff
- 10 Late Start
- 17 Late Start
- 19 *No School/Conference Prep
- 20-21 *No School/Conferences
- 24 Late Start
- 31 Late Start

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	N	8
9	L	11	12	13	14	15
16	L	18	N	PC	PC	22
23	L	25	26	27	28	29
30	L					

MARCH 2023

MARCH 2023						
S	M	T	W	Th	F	S
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5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	L	21	N	PC	PC	25
26	H	H	H	H	H	

March 2023

- 6 Late Start
- 13 Late Start
- 20 Late Start
- 22 *No School/Conference Prep
- 23-24 *No School/Conferences
- 27-31 *No School/Spring Break

November 2022

- 7 Late Start
- 10 *No School/Pupil Evaluation
- 11 *No School/Veterans Day
- 14 Late Start
- 21 Late Start
- 24-25 *No School/
Thanksgiving Break
- 28 Late Start

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	G	H	12
13	L	15	16	17	18	19
20	L	22	23	H	H	26
27	L	29	30			

APRIL 2023

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

April 2023

- 3 Late Start
- 10 Late Start
- 14 *No School/Pupil Evaluation
- 17 Late Start
- 24 Late Start

December 2022

- 5 Late Start
- 12 Late Start
- 19-30 *No School/Winter Break

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	L	6	7	8	9	10
11	L	13	14	15	16	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

MAY 2023

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

May 2023

- 1 Late Start
- 8 Late Start
- 15 Late Start
- 22 Late Start
- 29 *No School/Memorial Day

January 2023

- 2 *No School/New Year's Day
- 9 Late Start
- 16 *No School/MLK Day
- 23 Late Start
- 26 End of Third Hexter
- 27 *No School/Pupil Evaluation
- 30 *No School/Planning

JANUARY 2023						
S	M	T	W	Th	F	S
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8	L	10	11	12	13	14
15	H	17	18	19	20	21
22	L	24	25	26	G	28
29	N	31				

JUNE 2023

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

June 2023

- 5 Late Start
- 8 Last Day for Seniors
- 12 Late Start
- 15 Last Day for Students

February 2023

- 6 Late Start
- 13 Late Start
- 20 *No School/Presidents' Day
- 27 Late Start

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

F = First Day of School (See grade level) or Final Day (in June)
 L = Late Start (school starts 1 hour 10 minutes later)
***Dates in Bold** = No School Day for Students
N = No school for students
PC = No school for students - parent conferences
H = No school for students or staff for holiday break
G = No school for students; staff report for grading/evaluation

REYNOLDS SCHOOL DISTRICT

Community Transition Program Student Calendar

2022-2023 SCHOOL YEAR

School Board Approved:
DATE

September 2022

- 6 Students' First Day
- 12 Late Start
- 19 Late Start
- 26 Late Start

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

School Start Times

Community Transition Program

TBD

October 2022

- 4 Late Start
- 7 *No School for Students or Staff
- 10 Late Start
- 17 Late Start
- 19 *No School/Conference Prep
- 20-21 *No School/Conferences
- 24 Late Start
- 31 Late Start

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	N	8
9	L	11	12	13	14	15
16	L	18	N	PC	PC	22
23	L	25	26	27	28	29
30	L					

MARCH 2023

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	L	21	N	PC	PC	25
26	H	H	H	H	H	

March 2023

- 6 Late Start
- 13 Late Start
- 20 Late Start
- 22 *No School/Conference Prep
- 23-24 *No School/Conferences
- 27-31 *No School/Spring Break

November 2022

- 7 Late Start
- 10 *No School/Pupil Evaluation
- 11 *No School/Veterans Day
- 14 Late Start
- 21 Late Start
- 24-25 *No School/
Thanksgiving Break
- 28 Late Start

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	L	8	9	G	H	12
13	L	15	16	17	18	19
20	L	22	23	H	H	26
27	L	29	30			

APRIL 2023

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

April 2023

- 3 Late Start
- 10 Late Start
- 14 *No School/Pupil Evaluation
- 17 Late Start
- 24 Late Start

December 2022

- 5 Late Start
- 12 Late Start
- 19-30 *No School/Winter Break

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	L	6	7	8	9	10
11	L	13	14	15	16	17
18	H	H	H	H	H	24
25	H	H	H	H	H	

MAY 2023

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

May 2023

- 1 Late Start
- 8 Late Start
- 15 Late Start
- 22 Late Start
- 29 *No School/Memorial Day

January 2023

- 2 *No School/New Year's Day
- 9 Late Start
- 16 *No School/MLK Day
- 23 Late Start
- 27 *No School/Pupil Evaluation
- 30 *No School/Planning

JANUARY 2023						
S	M	T	W	Th	F	S
1	H	3	4	5	6	7
8	L	10	11	12	13	14
15	H	17	18	19	20	21
22	L	24	25	26	G	28
29	N	31				

JUNE 2023

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

June 2023

- 5 Late Start
- 12 Late Start
- 15 Last Day for Students

February 2023

- 6 Late Start
- 13 Late Start
- 20 *No School/Presidents' Day
- 27 Late Start

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	H	21	22	23	24	25
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PC = No school for students - parent conferences
H = No school for students or staff for holiday break
G = No school for students; staff report for grading/evaluation



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

To: Board of Directors

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

Prepared by: Elizabeth Pomykala, Administrative Assistant to the Executive Director of Schools

Subject: MYC School to Work, Marine Biology trip

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

Date: April 27, 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:

The Multnomah Youth Cooperative (MYC) would like to propose a school-to-work field trip for sixteen students to travel to the Oregon Coast in Newport, Oregon to visit the Oregon Coast Aquarium from May 16-20, 2022. The group will stay four nights at South Beach State Park in yurts. The purpose of the trip will be to provide students with an opportunity to learn about marine biology, coastal ecology, and unique estuary environments. Students will also have a chance to continue team building, reflecting on prior projects and plan future events and projects connected to their work. As a result of participating in this opportunity students will receive educational opportunities through hands-on experience and a broadened community exposure.

(See attachment A)

Previous Board Action:

This trip is similar to RLA West MYC Oregon Coast Aquarium field trips proposed to and approved by the board in the past.

Background:

This trip meets all requirements for the MYC program objectives in Career and Technical Education, team building, field science, and Natural Resources learning objectives. MYC’s

partner, the Oregon Youth Conservation Corps, supports overnight retreats as an important tool in the success of the program.

This trip will provide valuable educational experiences in career-related learning and essential skills, as well as teaching integrity and ethics in the workplace, developing teamwork, and promoting positive self-esteem. In addition, participants will be provided with information pertaining to new career opportunities in related fields. Finally, this trip gives students the opportunity to actively participate in their educational experience.

Financial Implications:

Estimated cost of trip \$ 3,403.00 . Describe how the trip will be funded. Funding has been secured through the MYC Fee for Service account.

Budget of \$3,403.00 (Based on 12 students)

The total cost for this trip will be \$3,403

Item	Amount	TOTAL \$3,403
Transportation	600 total miles x \$1.03 per mile (2 district activity vehicles)	\$ 618.00
Lodging	5 yurts@ 4 nights \$62 per night 1 Group Yurt@3 days	\$ 1240 \$225
Food/ Supplies	16 people, 4 days	\$ 850
Oregon Coast Aquarium Behind the scene tour and admission	16 @ \$20 (1 free Chaperone)	\$300
M. Hatfield Estuary extended field study	16 participants (12 students @ \$14 each plus \$2 reg fee)	\$170

All expenses will be paid by the budgeted MYC Fee For Service Account.

Alternatives:

This trip provides students with a unique hands-on education opportunity, the ability to make career and education connections and to continue a programmatic relationship with partners

for future students. As this is such a unique opportunity a close alternative does not exist, however, students could learn more about local aquatic life with existing local partners.

Staff Recommendation:

The RLA principal and MYC program staff recommend this trip as a critical part of the MYC CTE program.

Motion:

- A. Motion Made by Board Member:
 - a. I move to approve the RLA MYC Club Overnight 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. Chaperones 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: RLA West Multnomah Youth Cooperative (MYC) School: RLA West

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 1, 2022

Date(s) of Activity: May 16-20, 2022

If sufficient space is not available on this form, supporting data should be attached.

1. Purpose of the trip.

Please accept this proposal for a MYC school to work trip to the Oregon Coast. While there we will work with staff from the Oregon Coast Aquarium and from Oregon State Parks and Recreation. We will be volunteering our time to help remove invasive plants from their properties. There will be three MYC staff; one male and two female, ten male students and six female students.

2. List staff member(s) responsible for students. List all other supervisors on trip.

3 RLA staff members: Maya Siedel (RLA MYC Crew Leader) and Rosalee Sandy (MYC Program Coordinator) and Samantha Ishihara (Americorps Community Partner). Scott Wood (SRD substitute, male chaperone).

3. School Equipment to be used:

RLA Proposes to use District Activity Vehicles 212 and 202

4. Lodging:

We will spend four nights at South Beach State Park

5. Will Student Travel Insurance be obtained? _____ Yes No

6. Estimated number of students: 12 Number of supervisors: 4

7. Parent permission slip on file: Yes _____ No

8. Person or persons initiating request: Rosalee Sandy RLA MYC Program Coordinator Date: 03/01/22

9. Principal approval: Aaron Ferguson Date: 3/14/22

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
INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

Name of Group: RLA West Multnomah Youth Cooperative (MYC) School: RLA West

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 1, 2022 Date(s) of Activity: May16-20, 2022

If sufficient space is not available on this form, supporting data should be attached.

PURPOSE OF TRIP

Attached you will find a proposal for a MYC school to work trip to the Oregon Coast. While there we will work with staff from the Oregon Coast Aquarium and from Oregon State Parks and Recreation. We will be volunteering our time to help remove invasive plants from their properties. There will be three MYC staff: two female staff, one female Americorps member, one male staff (RLA substitute teacher, Scott Wood), seven male students and five female students.

We will visit the Hatfield Marine Science Center where we will take a college tour, participate in estuary field science studies. Students will have an opportunity to learn about the animals and their habitats, as well as education and volunteer opportunities that have lead to careers at the Oregon Coast Aquarium. We will also have a guided educational estuary tour, a nature hike through a Nature Conservancy preserve, and career talks with various professionals in the Natural Resource field.

1. List itinerary.

Proposed Itinerary:

Monday, May 16, 2022

8:30	Students arrive at school and begin loading vehicles
9:30-11:00	Groceries and supplies
11:30-3:30	Leave RLA and drive to OSU Marine Science Center
3:30-5:00	Group visit to Newport Historical District
5:00-6:00	Organize gear for overnight, go over expectations and rules
6:00	Check-in to South Beach State Park
6:30-7:00	Dinner and review expectations
7:00-9:30	Group teambuilding
9:30	Bedtime

Tuesday, May 17, 2022

6:45-7:30	Wake-up, pack gear for field studies
7:30-8:00	Eat breakfast
8:00-9:00	Behind the scenes tour of aviary and sea otter exhibits
10:00-12:00	Group time inside OCA
12:00-1:00	Lunch
1:00-3:00	OCA marine biology education
3:00-4:00	Review of studies
4:00-5:00	Quiet time in yurts
5:00-7:00	Dinner prep, eat, clean-up
7:30-9:30	Group activities
9:30-10:00	Get ready for bed
10:15	Lights out

Wednesday, May 18, 2022

6:45-7:30	Wake-up, pack gear
7:30-8:00	Eat breakfast, pack lunches, clean up
8:30-12:00	Estuary education and extended field studies
12:00-12:30	Eat lunch
12:30-4:00	Tide pool field studies at Yaquina Outstanding Natural Area
4:00-5:00	Return to South Beach, showers and quiet time
5:00-6:30	Dinner preparation, eat, clean-up
6:30-7:30	Team building activities
7:30-8:00	Group Time
8:30-9:00	Get ready for bed
9:15	Lights out

Thursday, May 19, 2022

6:45-7:30	Wake-up, pack gear
7:30-8:00	Eat breakfast, pack lunches, clean up
8:30-12:00	Nature Conservancy preserve hike
12:00-12:30	Eat lunch
12:30-4:00	Continue preserve hike
4:00-5:00	Return to South Beach, showers and quiet time
5:00-6:30	Dinner preparation, eat, clean-up
6:30-7:30	Team building activities
7:30-8:00	Group Time
8:30-9:00	Get ready for bed
9:15	Lights out

Friday, May 20, 2022

6:45-8:00	Wake-up, eat breakfast
8:00-10:00	Pack lunches, clean up, check-out of yurts
10:00-11:00	Group hike, coastal ecology, lunch
11:00-2:00	Drive to RLA,
2:00-3:15	Unload, clean gear and busses
3:15	Go home

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

Education Goals

. Education: Integration of classroom and field experience.

- 1) Teaches students how academics apply to the everyday workplace (answers the question, “where will I ever use this?”)
- 2) Broadens understandings in basic core curriculum.
- 3) Science
 - a. Complete heredity and evolution lesson at the Oregon Coast Aquarium
 - i. H.2L.2 Explain how ecosystems change in response to disturbances and interactions. Analyze the relationships among biotic and abiotic factors in ecosystems
 - ii. H.2L.3 Describe how asexual and sexual reproduction affect genetic diversity.
 - iii. H.2L.4 Explain how biological evolution is the consequence of the interactions of genetic variation, reproduction and inheritance, natural selection, and time.
 - b. Complete investigation of Oregon Coast Aquarium Displays
 - i. H.3S.1 Based on observations and science principles, formulate a question or hypothesis that can be investigated through the collection and analysis of relevant information.
- 4) Social Studies
 - a. Complete Service Project
 - i. SS.HS.CG.05 Understand the civic responsibilities of U.S. citizens and how they are met.
 - ii. SS.HS.GE.03.02 Locate and identify places and regions most prominent in contemporary events in Oregon, the United States, and the world.
 - iii. SS.HS.GE.04 Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.
 - b. Making Choices about Natural Resource Use; Dilemmas Lesson and Discussions throughout the trip about how our physical location and the environment shape our choices and opportunities
 - i. SS.HS.GE.07 Understand human modifications of the physical environment and analyze their global impacts and consequences for human activity.
 - ii. SS.HS.GE.07.01 Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.
 - iii. SS.HS.GE.07.02 Identify and understand different methods of extracting and using resources, and analyze and compare the effect on the environment.
 - iv. SS.HS.GE.08 Identify and give examples of changes in a physical environment, and evaluate their impact on human activity in the environment.
 - a. SS.HS.GE.08.01 Identify and give examples of changes in human activity due to changes in the physical environment and analyze the impact on both.
- 5) Health
 - a. Complete a service project for the Oregon Coast Aquarium
 - i. Stimulates interpersonal communication and positive self-awareness.
 - ii. Teaches safety and consciences both on and off the job site.
 - iii. HE.HS.PA.01 Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.
 - b. Plan and cook all meals eaten on the trip
 - i. HE.HS.HE.01 Describe dietary guidelines, food groups, nutrients and serving size for healthy eating habits.
 - ii. HE.HS.HE.02 Critique the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients. (Self Management)
- 6) English
 - a. Thank you letters written to Oregon Coast Aquarium Staff
 - i. EL.HS.WR.03 Identify audience and purpose.
 - ii. EL.HS.WR.04 Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.
 - iii. EL.HS.WR.05 Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.
 - i. EL.HS.WR.09 Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific

examples of corrections of specific errors.

- b. Required journaling that allows for personal reflections on overall experience and lessons learned
- c. Assignments related to their technical writing class about career exploration
- d. Career Study of Oregon State Parks Ranger, Oregon Coast Aquarium Biologist, and Oregon Coast Aquarium Grounds Manager
 - i. EL.HS.SL.10 Formulate judgments about ideas under discussion and support those judgments with convincing evidence.
 - ii. EL.HS.SL.11 Follow complex verbal instructions that include technical vocabulary and processes.

H. 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
 - 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

B There will be seven male and five female students, and four staff; three female and one male.

C We will be spending four nights (May 16-19) at South Beach State Park in yurts.

D This trip meets all requirements for the MYC program objectives in Career Technical Education, team building, goal setting, volunteerism, and thoughtful reflection on accomplishments and achievements.

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

This trip meets all requirements for the MYC program objectives in co-curricular activities, goal setting, team building and reflection of accomplishments and achievements. Students will receive educational opportunities through hands-on experience and broadened community exposure. We will be reflecting on the projects we have been working on throughout the year, discussing human impact, land management practices and potential career opportunities.

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 Multnomah Youth Program.

5. Estimated cost of trip \$ 2,278.00. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)

G The total cost for this trip will be \$3,403.00

Item	Amount	TOTAL \$3,403
Transportation	600 total miles x \$1.03 per mile (2 district activity vehicles)	\$ 618.00
Lodging	5 yurts@ 4 nights \$62 per night 1 Group Yurt@3 days	\$ 1240 \$225
Food/ Supplies	16 people, 4 days	\$ 850
Oregon Coast Aquarium Behind the scene tour and admission	16 @ \$20 (1 free Chaperone)	\$300
M. Hatfield Estuary extended field study	16 participants (12 students @ \$14 each plus \$2 reg fee)	\$170

This trip is funded through the MYC Fee for Service account. No monies, outside of those provided for within that budget, will be used.

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).

RLA Proposes to use District Vehicles 212 and 202 for transportation to Newport, Oregon. Maya Siedel and Rosalee Sandy, both certified Reynolds School District Activity Van Drivers (type 10/20 license) will be responsible for the driving of the vehicles.

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

All students will adhere to the following guidelines and conditions while on the trip. Staff will be with students at all times 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 MYC's expectations and staff will notify Aaron Ferguson of any issues as they arise.
- Staff will carry cell phones, these numbers have been made available to Aaron Ferguson in case we need to be contacted.
- Staff will carry two-way walkie talkies during all activities.

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

To: Student and Parent(s)

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

Student Name: _____

School: Reynolds Learning Academy

Description of field trip/activity: MYC School to Work Field Trip

Location/Destination: Newport, Oregon

Date(s) of field trip/activity: May 16-20, 2022

Name(s) of person in charge of field trip/activity: Rose Sandy, RLA Staff

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
(Complete student health history on next page.)

Date

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

To: Board of Directors

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

Prepared by: Elizabeth Pomykala, Administrative Assistant to the Executive Director of Schools

Subject: RLA – Shakespeare Club Overnight Field Trip Request to Ashland, Oregon

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

Date: April 27, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

Reynolds Learning Academy is proposing to take twelve students, who participate in the RLA West Shakespeare Club, to attend the Oregon Shakespeare Festival in Ashland, Oregon from June 2-5 2022. The purpose of the trip is to provide a rich learning opportunity for students to broaden their mindset, encourage appreciation for literature and storytelling, and the work/effort required to bring a compelling literary work to life.

Previous Board Action:

The School Board has previously approved trips for RLA students who participate in RLA West Shakespeare Club to attend the Oregon Shakespeare Festival in Ashland, Oregon.

Background:

Staff at RLA feel strongly that the best education is experiential and see this field trip as an opportunity for students to see how classroom content thrives in the real world. They would like to continue to provide students with an opportunity to see the festival with the hope that students will be inspired, encouraged, and dream about possibilities for their future.

Financial Implications:

Estimated cost of trip \$7022

Budget

Note- funds for this trip are shared between Reynold’s Learning Academy and funds from the CRAIG Grant donated to RLA West

- Total cost to Oregon Shakespeare Festival: \$2,615.00

\$2310 for play tickets

\$285.00 for two prologues

\$20.00 handling fee

\$20.00 handling fee

- Transportation Cost: \$900.00

[\$1.50 per mile x 600 miles roundtrip]

- Approximate total to RLA: \$3,522.00
-not including staff reimbursement

- Food Cost: \$1500.00

- Lodging at Stratford Inn \$2,007.00

- Approximate total to CRAIG Grant: \$3,500 (approx..)

Total cost of trip (approx.) \$7022.00

Alternatives:

Not Applicable

Staff Recommendation:

On behalf of the RLA Staff, we request the proposal for approval is made for the RLA West Shakespeare Club overnight trip to the Oregon Shakespeare Festival in Ashland, OR.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approves the RLA Shakespeare Club Overnight Field Trip request, as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



Reynolds Learning Academy

Oregon Shakespeare Festival Trip Proposal

June 2-5, 2022

Educational Benefits:

Taking students to see four plays at the Oregon Shakespeare Festival has intrinsic educational value. Students who attend Reynolds Learning Academy are often limited in their previous experiences with theater, travel, and college. This trip aims to broaden their mindset, in addition to help them simply appreciate literature and discover more about their state. Seeing a play performed live can really change a student's relationship with the work.

The best education is experiential. Without the ability to see how classroom content thrives in the "real world" students are often left wondering, what's the point? Sometimes, stepping out of their comfort zone enables students to realize that they have many options for their future, and offers them a vision of possibilities they didn't know existed. This engagement will no doubt have educational benefits.

Planned Activities:

- The plays: . Any time high school students see a work of literature or world premiere play performed, there is an added depth of understanding to its meaning. Again, just viewing plays will help students move toward mastering certain reading and literature standards. Attached are descriptions of the productions of these plays.
- *Prologues to the plays*- Prologues are interactive workshops. Students participate. They build background knowledge on characters and plot of the play, in addition to emphasizing the themes and central ideas to a particular work. They are perfectly aligned to a number of reading and literature standards.
- Historic Downtown Jacksonville, Or.: Steeped in history, the entire town of Jacksonville is designated a National Historic Landmark. A walking tour through the historic district will give students a chance to experience lesser known piece of Oregon history first hand.
- Opportunity to earn .25 Language Arts or elective credit will be offered to students who need it.

Students and Travel

- We are taking 11-12 students and 4 staff members, breakdown of male and female not yet determined.
- We will leave the morning of Thursday, June 2nd and return Sunday, June 5th.
- District Vehicles tbd (fourteen passenger van). Our district certified driver is Rosealee Sandy.
- Our itinerary and safety plan are attached.
- A copy of each student’s permission slip will be left with Aaron Ferguson, and we will be sure that our contact numbers are available to parents and guardians. Schedules will be provided to families.

Budget

Note- funds for this trip are shared between Reynold’s Learning Academy and funds from the CRAIG Grant donated to RLA West

• Total cost to Oregon Shakespeare Festival:	\$2,615.00
\$2310 for play tickets \$285.00 for two prologues \$20.00 handling fee \$20.00 handling fee	
• Transportation Cost: [\$1.50 per mile x 600 miles roundtrip]	\$900.00
• Approximate total to RLA: -not including staff reimbursement	\$3,522.00
• Food Cost:	\$1500.00
• Lodging at Stratford Inn	\$2,007.00
• Approximate total to CRAIG Grant:	<u>\$3,500</u> (approx..)
<i>Total cost of trip (approx.)</i>	<i>\$7022.00</i>

Thank you for taking the time to read over the material and please feel free to contact me for more information: hlane@rsd7.net

District extension: 3604

Cell phone: 541-301-4372

Play List

Once on This Island: A Musical

Once on a golden and verdant Caribbean island, a little girl is rescued from a disastrous storm by four gods—Asaka, Mother of the Earth; Agwé, god of Water; Erzulie, goddess of Love; and Papa Ge, demon of Death. So starts the myth told in this breathtaking story of Black joy and sorrow, the aftermath of colonization and isolation, and the triumph of love against all forces. Told with Caribbean rhythms and instruments, this Tony Award–winning musical is a testament that a beautiful story simply told has the power to inspire and heal all.

unseen

Mia, an American conflict photographer, wakes up at the site of a massacre in Syria, not sure how she got there. With her Turkish girlfriend Derya and her Californian mother Jane, Mia must slowly piece together the details of her past to find out what happened. Mona Mansour's beautifully human and surprisingly humorous play asks what it would mean for our souls—personally and as a nation—if we were to truly see the impact of our actions.

August Wilson's: How I Learned What I Learned

Originally performed by August Wilson himself, *How I Learned What I Learned* is a heartfelt theatrical memoir charting one man's journey of self-discovery through adversity, and what it means to be a Black artist in America. Helmed by celebrated Wilson director Tim Bond, this beautiful solo work brings Wilson's necessary voice and gorgeous poetry back to OSF.

The Tempest

For 12 years, banished Prospero has been living on a mystical island and using magic to subjugate its natives. With vengeance weighing heavily on his mind, he conjures a storm to bring ashore a passing ship carrying his enemies, who find themselves at the mercy of his supernatural machinations. Avila's imaginative production explores the good, the bad, and the gray areas of human nature.

Reynolds Learning Academy- Oregon Shakespeare Festival
June 2-5 2022

ITINERARY

Schedule:

Thursday, June 2:

9:00 am: Leave RLA
4:00 pm: Arrive in Ashland, check into Hotel, unload and unpack
5:30 pm: **Pre-show Discussion: How I learned what I Learned**
6:30 pm: Dinner (TBD)
8:00 pm: **How I Learned What I Learned**
10:00 pm: Head back to hotel
11:00 pm: Lights out!

Friday, June 3:

8-9:00 am: Breakfast at Hotel
9:00 am: Open time
11:00 am: light lunch
12:00 pm: **Pre-Show Discussion Unseen**
2:00-3:30 pm: SOU Tour
5:30 pm: Dinner- Martolli's Pizza (if SOU dinner unavailable)
8:00 pm: **Tempest**
10:30 pm: Back at Hotel, get ready for bed
11:00 pm: Lights Out!

Saturday, June 4:

8-9:00 am: Breakfast at Hotel
9:00 am: Hike in Lithia Park
1:30 pm: **Once on This Island: Broadway Musical**
5:15 pm: Dinner – (Mexican Restaurant?)
8:00 pm: **Unseen**
10:00 pm: **Unseen Post Discussion**
11:00 pm: Back at Hotel, get ready for bed
11:30 pm: Lights Out!

Sunday, June 5:

8:00 am: Breakfast at Hostel, pack, clean and load bus
9:00 am: **READY to LEAVE- hotel- ON THE BUS**
9:30 am: Trip to historic downtown Jacksonville, Oregon
11:30 am: Lunch in Jacksonville
12:30 pm: Return to Fairview
5-6:00 pm: Arrive at RLA

Important Information:

Food will be provided for participants. Group leaders and students will plan dinners. Students are welcome to bring some of their own food and snacks.

What to Bring:

Everyone needs to bring their personal toiletries: toothbrush, toothpaste, deodorant, soap, shampoo, etc. students should plan to dress appropriately for the plays- no ripped jeans or T-shirts please. **You will be walking to and from hostel and plays- rain or shine- so have comfortable clothes and shoes and please bring a water bottle!!**

Please visit the following websites for more info:

Safety Guidelines for RLA Oregon Shakespeare Festival Trip

June 2-5, 2022

General Info:

- Permission slips with contact information and allergy information will be with chaperones on trip, copies will also be left at school
- A detailed itinerary will be given to parents and guardians, including contact numbers and web sites for information
- We will take 12 students. We will try to have an even split of boys to girls.
- Chaperones: Heaven Lane, Language Arts Teacher and contact for the OSF and Stratford Inn; Scott Wood, Math Teacher; Rosealee Sandy, MYC program coordinator and district driver; Kendra DeWater, Computer teacher; and Rachael Joyce, Science Teacher
- Lodging: Stratford Inn will provide 5 rooms which students will be grouped in based on gender and comfortability. Staff will be in adjacent rooms with ability to monitor student rooms.
- First Aid Kits will be on bus and are available at the Stratford Inn, staff will keep any medications for students.
- If there is a medical emergency, student will be taken directly to closest Hospital (Ashland Community Hospital, 280 Maple Street, Ashland, OR)
- Note: The district must provide a copy of (or proof of) insurance policy to Stratford Inn

To: Board of Directors

From: Stephanie Field, Executive Director of Communications & Community Relations

Prepared by: Steve Padilla, Assistant Director, Public Relations & Partnerships

Subject: Board approval for community partner

Policy: [Community Funded Activities/Programs - KMC](#)

Date: April 27, 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 is renewal of an Intergovernmental Agreement (IGA) between Reynolds School District (RSD) and Portland State University (PSU) - MESA Program.

Through the implementation of STEM programs, family college and career nights, MESA mentors, college and career awareness efforts and MESA competitions, students will show positive learning outcomes as evidenced by improvements in academic confidence, attitudes towards school, 21st Century Learning Skills (critical thinking, communication, collaboration, and creativity), engineering design skills, awareness of/interest in STEM careers, family involvement, and understanding of how to help others through engineering and invention.

Previous Board Action:

Reynolds School District has partnered with Portland State University MESA program for many years with the most recent IGA authorized by the Board in October 2019. Due to the COVID-19 pandemic, no IGA was prepared or authorized in the 2020-2021 school year.

Background:

Portland State University's MESA program provides students underrepresented in the fields of mathematics, engineering, science, and technology with the skills, knowledge, and opportunities to develop their talents, explore technology-based careers, enter college, and compete successfully in the workforce.

Financial Implications:

\$18,000 per site, at five sites throughout RSD for a total of \$90,000.

Alternatives:

The Board could decide not to renew authorization of the IGA between RSD and PSU, which would not offer MESA programming to underrepresented students.

Staff Recommendation:

Staff recommends renewing authorization of the IGA with Portland State University's MESA program.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board authorizes the renewal of an IGA with Portland State University to provide MESA programming for underrepresented students in mathematics, engineering, science, and technology.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

INTERGOVERNMENTAL AGREEMENT

PSU Contract

This Intergovernmental Agreement (“Agreement”) is between the Reynolds School District (hereinafter called “SD”) and Portland State University on behalf of Oregon Mathematics, Engineering, Science Achievement (hereinafter called “Oregon MESA” or “MESA”), each individually a “Party”, and together and collectively, the “Parties”. The Parties are authorized to enter into this Intergovernmental Agreement pursuant to ORS 190.

I. TERM

This Agreement shall become effective on the date of final signature by the Parties. Services under this Agreement shall begin on **11/01/2021** and shall expire, unless otherwise terminated or extended, on **6/30/2022**. School Districts must communicate with Oregon MESA within 30 (thirty) days of an incident impacting the ability to meet the obligations of this Agreement. Incidents may include, but are not limited to:

- a. Gaps in Ability to Implement Program: i.e. Unexpected Advisor turnover,
- b. Gaps in Signing Authority: i.e. Unexpected School Administrator turnover,
- c. Emergency School Closure or changes to the School’s COVID-19 operating plan.

In the event that any of these situations occurs, the District must identify a replacement Advisor or qualifying MESA School to implement the program. If these gaps are not filled within 30 (thirty) days of the incident, Parties may amend the Agreement according to the Terms in Section V(a.).

II. PURPOSE/BACKGROUND

This Agreement is for Oregon MESA to provide training and support to educators in launching MESA Schools Programs within the Reynolds School District. SD agrees to recruit schools, teachers, and school building administrators, who will support and provide resources to operate MESA Chapters for the 2021-22 school year. Chapters will be provided at designated schools, including district-managed virtual academies (“Program Schools”). The mission of Oregon MESA is to provide students underrepresented in the fields of mathematics, engineering, science, and technology with the skills, knowledge, and opportunities to develop their talents, explore technology-based careers, enter college, and compete successfully in the workforce.

III. STATEMENT OF WORK

The Parties agree that the attached **Exhibit A** shall define the Statement of Work for this Agreement. In addition, the planning cycle is listed below:

1. Oregon MESA and SD understand the importance of collaboration, planning and alignment of effort to better serve students and staff. To that end, Oregon MESA and SD will conduct an annual planning session, no later than April 1, 2022 to update this Agreement for the next school year.
2. Once this Agreement is signed by both Parties, any additions or deletions to the agreed upon scope of activities and or changes to the responsibilities of either Party (Attachments A) must be approved by Executive Director of Oregon MESA and the designated representative from SD, and be set forth in writing signed by both Parties.

3. SD departments that decide to engage Oregon MESA for additional compensated services shall enter into a separate written Agreement for such additional services that will be signed by both Parties and approved as stated above. The Agreement shall outline services provided, the duration of the services, costs, and any in-kind resources the SD department would be responsible for providing.
4. Annually, Oregon MESA will provide SD with a summary of activities and report of year-long program activities on a mutually determined date. With continuous improvement as a mutually shared priority, both SD and Oregon MESA may conduct evaluations of Oregon MESA programs, together or independently, and shall share the pertinent results of such evaluations with each other in a timely and thorough manner.

IV. CONSIDERATION/PAYMENT

1. Payment
 - a. SD is the primary party responsible for funding and implementing MESA Schools Program(s). If SD cannot cover all of the costs within the budget, SD may request funding support for the cost items outlined within **EXHIBIT B: MESA PROGRAMMING COSTS PER CHAPTER**.
 - b. Oregon MESA and SD agree to the budget outlined within Exhibit B. For reimbursable costs, SD must submit an invoice to Oregon MESA.
 - c. Invoices are due by December 3, 2021 for expenses that occur in the fall, 2021 and by June 3, 2022, for expenses that occur within the winter and spring of 2021. Invoices must be sent to ormesa@pdx.edu.
 - d. Invoices shall only be approved for expenses outlined and assumed by Oregon MESA in Exhibit B and shall not exceed the totals listed for each budget item. Invoices must include the following information for *each transaction*:
 - i. Itemized, original receipts (hard copy receipts must be fully taped to a 8.5x 11 sheet of paper)
 - ii. A description of the purpose of purchase
 - iii. For meals and transportation expenses: Partners must also include an RSVP list and agenda for each event
 - e. Invoices shall not be paid until Partners have met data requirements outlined in Appendix A. If by June 3, 2022, the Partner has not executed deliverables according to this plan, Partner may request an extension.

V. GENERAL PROVISIONS

- a. Amendment

The terms of this Agreement may not be waived, altered, modified, supplemented or amended, in any manner whatsoever, except by written Agreement signed by the Parties. This Agreement will not be amended after the expiration date.
- b. Termination
 - i. This Agreement may be terminated for convenience at any time by mutual consent of both Parties, or by either Party upon 30 (thirty) days' notice in writing, and delivered by certified mail or in person.

- ii. In addition, the SD or Oregon MESA may terminate this Agreement, in whole or in part, effective upon delivery of written notice to the SD or Oregon MESA, or at such later date as may be established by the SD or Oregon MESA, under any of the following conditions:
 - 1. If SD or Oregon MESA funding from federal, state, or other sources is not obtained and continued at levels sufficient to allow for the purchase or provision of the services set forth herein
 - 2. If federal or state regulations or guidelines are modified, changed, or interpreted in such a way that the services are no longer allowable or appropriate under this Agreement or are no longer eligible for the funding proposed for payments authorized by this Agreement; or
 - 3. If any license or certification required by law or regulation to be held by the SD or Oregon MESA to provide or receive the services required by this Agreement is for any reason denied, revoked, suspended, or not renewed.
- iii. Termination or modification of this Agreement pursuant to subsections, above, shall be without prejudice to any obligations or liabilities of either Party already accrued prior to such termination. However, upon receiving a notice of termination, SD and/or Oregon MESA shall immediately cease all activities under this Agreement, unless expressly directed otherwise by SD and/or Oregon MESA in the notice of termination. Further, upon termination, SD and/or Oregon MESA shall deliver to the other Party all Agreement documents, information, works-in-progress and other property that are or would be deliverables had the Agreement been completed.

c. Written Notice

All notices regarding this Agreement should be sent to the Parties at the following addresses:

To Oregon MESA
 Attn: Tong Zhang, Executive Director
 Portland State University- Oregon MESA
 PO Box 751
 Portland OR 97207-0751

To SD:
 Attn: Steven Padilla
 Assistant Director of Public Relations and Partnerships
 Reynolds School District
 1204 NE 201st Ave,
 Fairview, OR 97024

With a copy to:
 Portland State University
 Contracting & Procurement Services
 Attn: Contracts Officer

1600 SW Fourth Avenue, Suite 260
Portland, OR 97201
PO Box 751 (Mailcode: FAST-CAPS)
Portland, OR 97207-0751

VI. ADDITIONAL TERMS AND CONDITIONS

A. INDEMNIFICATION

Subject to the limitations and conditions of Oregon Law (ORS 30.260 through 30.300) and the Oregon Constitution, Article XI, Section 7, the Parties agree to indemnify and hold one another harmless from any loss, damage, injury, claim, or demand arising from their respective activities in connection with this Agreement. Neither Party shall be liable for any loss, damage, injury, claim, or demand arising from the negligence of the other Party or its agents or employees.

Subject to the extent permitted under law, including, without limitation, the Oregon Constitution Article XI, Section 7, and subject to the limitation and conditions of the Oregon Tort Claims Act (ORS 30.260 through 30.300) Oregon MESA shall indemnify and hold the SD, its officers, agents and employees harmless from and against any loss, damage, injury claim, or Covid-19 infection arising out of the activities of Oregon MESA officers or employees acting within the scope of their employment and duties in performance of this Agreement; provided, however, that Oregon MESA shall not be required to indemnify the SD for any such liability arising out of the wrongful acts of SD, its officers, employees or agents. To the extent permitted under law, the SD shall indemnify and hold Oregon MESA and its officers and employees harmless from and against any loss, damage, injury, claims, or Covid-19 infection arising out of the activities of the SD, its officers, employees or agents acting under this Agreement; provided, however, that SD shall not be required to indemnify Oregon MESA for any such liability arising out of the wrongful acts of Oregon MESA, its officers or employees.

B. ASSIGNMENT

SD shall not assign or transfer its interest nor delegate its obligation in this Agreement without the express written consent of Oregon MESA. Oregon MESA shall not enter into any subcontracts for any of the work scheduled under this contract without obtaining prior written approval from SD.

C. AVAILABILITY OF FUNDS CLAUSE; NON-APPROPRIATIONS CLAUSE

SD certifies that sufficient funds are available to finance SD's obligations under this Agreement within its current biennial appropriation or expenditure limitation, provided, however, that continuation of this Agreement or any extension, after the end of the fiscal period in which it is written, is contingent upon a new appropriation or limitation for each succeeding fiscal period for the purpose of this Agreement. In the event of such Non-Appropriation SD will notify Oregon MESA of its intent to terminate this Agreement.

D. CAPTIONS

The captions or headings in this Agreement are for convenience only and in no way define, limit, or describe the scope of intent of any provisions of this Agreement.

E. FORCE MAJEURE

Neither Party to this Agreement shall be held responsible for delay or default caused by fire, riot, act of nature, terrorist acts, or other acts of political sabotage, or war where such cause was beyond that Party's reasonable control. All Parties shall, however, make all reasonable efforts to remove or eliminate such a cause of delay or default and shall, upon cessation of the cause, diligently pursue performance of its obligations under this Contract.

F. GOVERNING LAW

This Agreement shall be governed construed in accordance with the laws of the State of Oregon, without resort to any jurisdiction's conflicts of law rules and doctrines. Any litigation between Oregon MESA and SD that arises out of or relates to performance of this Agreement shall occur in the Multnomah County Circuit Court.

G. INDEPENDENT CONTRACTOR RELATIONSHIP

Oregon MESA through its employees, officers and agents, will provide the services described in this Agreement as an independent contractor, and nothing herein shall be interpreted or construed as creating or establishing the relationship of employer/employee, principal/agent, partnership, joint venture, association, or any other type of legal or business relationship between SD and Oregon MESA or between Oregon MESA and SD. Each Party shall be solely responsible for paying its own taxes (federal, state, and local of any type or amount); the consideration owed to its own contractors and agents; its operational expenses; the wages, salaries, benefits, withholdings, and assessments for its employees (including, for example, federal and state income taxes, Social Security, Medicare, unemployment insurance, workers compensation, pension or retirement, medical or life insurance); and the damages or settlements for claims arising from the negligent, reckless, or intentional acts of its employees or agents, all without contribution from the other Party. SD shall have no right to direct or control the manner or method by which Oregon MESA provides the services that Oregon MESA agrees to provide through this Agreement.

H. NO THIRD-PARTY BENEFICIARIES

The undersigned Parties are the only Parties to this Agreement and are the only Parties entitled to enforce its terms. Nothing in this Agreement gives, is intended to give, or shall be construed to give or provide any benefit or right, whether directly, indirectly or otherwise, to third persons unless such third person are individually identified by name herein and expressly described as intended beneficiaries of the terms of this Agreement.

I. NON-DISCRIMINATION

In their respective performances of this Agreement, no Party shall unlawfully discriminate against any person on the basis of race, ancestry, national origin, color, sex, disability, age, religion, marital status or sexual orientation. Moreover, each Party shall

comport its performance with all applicable Federal and State anti-discrimination acts and associated regulations.

J. SEVERABILITY

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 construed and enforced as if the contract did not contain the particular term or provision held to be invalid.

K. WAIVER

The failure of either Party to enforce any provision of this contract shall not constitute a waiver by such Party of that or any other provision.

L. CONFIDENTIALITY

a. Definition of Confidentiality. As used in this Agreement, "Confidential Information" refers to any personally identifiable information about staff or students, including:

1. a student's name;
2. the name of a parent, guardian or other family members;
3. a personal or family address, phone number, email address or other contact information;
4. a personal identifier, such as the Social Security Number, student number, or biometric record;
5. other indirect identifiers, such as the date of birth, place of birth, and mother's maiden name;
6. financial information including paystubs;
7. other information that, alone or in combination, is linked or linkable to a specific individual that would allow a reasonable person, who does not have personal knowledge of the relevant circumstances, to identify the individual with reasonable certainty; and
8. information requested by a person who the SD reasonably believes knows the identity of the individual to whom the education record relates.

In addition, in this Agreement, "Confidential Information" also means information marked or designated in writing by either Party as Confidential Information. If Confidential Information is embodied in tangible material (including without limitation, software, hardware, drawings, graphs, charts, disks, tapes, prototypes and samples), it shall be labeled as "Confidential" or bear a similar legend. If Confidential Information is disclosed orally or visually, it shall be identified as such at the time of disclosure and confirmed in writing to the Party receiving the Confidential Information within 30 days of disclosure. The obligation of confidentiality shall not apply to: (a) information that is part of the public domain; (b) information that becomes part of the public domain without an

- unauthorized act or omission of either Party; (c) information that either Party can demonstrate that was independently developed prior to the effective date of this Agreement; (d) information that is disclosed to either Party by a third party who has the right to make such disclosure; (e) information that is required by law to be disclosed; and (f) information which is subject to export control regulations.
- b. The SD acknowledges that it and its employees or agents may, in the course of Oregon MESA performing the services under this Agreement, be exposed to or acquire information that is confidential to Oregon MESA. Oregon MESA retains direct control of all data used by the SD. Employees of the SD are not allowed to disclose any information without the express written permission of Oregon MESA. All requests for access to Oregon MESA information or audits of this data must be routed to authorized Oregon MESA staff for review and approval.
 - c. The SD must place appropriate security measures in place to protect the confidentiality, security, and integrity of the Oregon MESA data. Only SD staff whose job duties require direct access to Oregon MESA data can be allowed access to this data. Oregon MESA retains the right to audit these measures to ensure they meet requirements. Oregon MESA remains the sole owner of all data used by the SD.
 - d. The SD will take all appropriate security measures to ensure confidentiality and security of the Oregon MESA data while the data is in transit from and at rest on the SD systems. This includes the SD not sending any data across unencrypted emails, faxing the data, or placing the data on disposable media without the express authorization of Oregon MESA.
 - e. Any SD employee who discloses Oregon MESA information without the express written consent of Oregon MESA may be liable for damages as provided under Oregon Tort law.
 - f. Oregon Public Records Laws: All performances under this Agreement are subject to Oregon Public Records Law (ORS192). Oregon MESA agrees that during the term of this Agreement, any data provided by SD that are described or labeled as Confidential Information shall not be disclosed to any person, firm, or other entity except on the written authorization of SD. Should this Agreement terminate for any cause, Oregon MESA agrees to either destroy, or return to SD all Confidential Information provided by SD to Oregon MESA. Oregon MESA may retain, however, copied of those records as specifically allowed for by the Oregon Public Records Law.

M. FERPA AND NONDISCLOSURE

The Family Educational Rights and Privacy Act (FERPA), 20 USC § 1232g, applies to education records of individual SD students received by and/or held by Oregon MESA. In compliance with FERPA, personally identifiable information obtained by individuals in performance of Oregon MESA events and activities will not be re-disclosed to third parties without written consent of the student's parent/guardian and will only be used for the purposes identified in this policy. SD and Oregon MESA shall comply with all applicable statutes and rules related to FERPA and education records.

N. OREGON MESA TRADEMARK/SERVICE MARK/LOGO PROTECTION

Oregon MESA is a protected service mark that has been registered with the US Patent and Trademark Office and the California Secretary of State by the Regents. Portland State University has been granted a non-exclusive, non-assignable, revocable, royalty-free, and non-transferable license of the Oregon MESA service mark and program model by The Regents. Use of the Oregon MESA service mark is prohibited unless prior written approval has been granted by the Regents of the University of California.

O. STUDENT INTELLECTUAL PROPERTY OWNERSHIP PROTECTION

Oregon MESA will protect the student's right to their invention and design and grants sole ownership of any student invention or design as the student's creation and property.

P. TIME IS OF THE ESSENCE

The Parties agree that time is of the essence under this Agreement.

Q. CRIMINAL RECORD CHECK

Oregon law and SD policy require fingerprinting and a criminal record check of any SD employees having direct unsupervised contact with students. SD is responsible for administering criminal record checks and ensuring clearance of employees prior to employee contact with youth or handling confidential information. Oregon MESA is responsible for administering criminal record checks and ensuring clearance of MESA employees prior to employees engaging in contact with youth or handling confidential information.

R. CHILD ABUSE PREVENTION

Oregon MESA agrees to train employees annually on the prevention, identification and reporting of child abuse and sexual conduct as described in Oregon Revised Statute (ORS) 339.377. This training must be completed prior to any Oregon MESA employee having direct contact with SD students.

S. SAFETY

To ensure the safety of SD staff and students, Oregon MESA must take reasonable precautions to ensure that individuals convicted of crimes listed in ORS 342.143 do not provide services to the SD. Furthermore, Oregon MESA shall provide timely notification to SD once they become aware that an employee providing services within the SD has been arrested or charged with a crime listed in ORS 342.143, and will remove said individual from SD premises until the issue is resolved.

To ensure the safety of SD staff and students and Oregon MESA staff, all Parties agree to comply with SD as well as State of Oregon guidance, requirements, directives, mandates, Executive Orders, and ordinances including but not limited to COVID-19, as well as any future pandemics, emergencies and/or other disasters that may occur over the course of this Agreement.

T. TERM

This Agreement shall become effective on the date of last signature and shall remain in effect until June 30, 2022, unless terminated earlier. Thereafter, the Agreement may be renewed annually, up to a maximum of three years, by written consent of both Parties, unless either Party chooses to terminate. MESA School Programs in good standing shall be eligible for renewal each year they maintain their good standing. If a School Program in good standing does not notify Oregon MESA staff of their intent to terminate their partnership 90 days prior to the last day of school for the current school year, Oregon MESA and School Program will renew their Agreement for the upcoming school year.

VII. Merger Clause

THIS AGREEMENT AND ATTACHED EXHIBITS CONSTITUTES THE ENTIRE AGREEMENT BETWEEN THE PARTIES. NO WAIVER, CONSENT, MODIFICATION OR CHANGE OF TERMS OF THIS AGREEMENT SHALL BIND EITHER PARTY UNLESS IN WRITING AND SIGNED BY BOTH PARTIES. SUCH WAIVER, CONSENT, MODIFICATION OR CHANGE, IF MADE, SHALL BE EFFECTIVE ONLY IN THE SPECIFIC INSTANCE AND FOR THE SPECIFIC PURPOSE GIVEN. THERE ARE NO UNDERSTANDINGS, AGREEMENTS, OR REPRESENTATIONS, ORAL OR WRITTEN, NOT SPECIFIED HEREIN REGARDING THIS AGREEMENT. SD AND OREGON MESA, BY THE SIGNATURE OF THEIR AUTHORIZED REPRESENTATIVES, HEREBY ACKNOWLEDGE THAT HE/SHE HAS READ THIS AGREEMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

VIII. SIGNATURES

PORTLAND STATE UNIVERSITY:

SIGNATURE: _____

Name: Tong Zhang

Title: Executive Director, Oregon MESA

Date:

SIGNATURE: _____

Name: Ahrea Summers

Title:

Date:

SCHOOL DISTRICT:

SIGNATURE: _____

(with Signing Authority):

Steven Padilla

Assistant Director of Public Relations and Partnerships

Reynolds School District

Date:

SCHOOL DISTRICT BUDGET CONTACT:

SIGNATURE:

(with Signing Authority):

School District Representative Name

School District Representative Title

School District Name

Date:

EXHIBIT A – STATEMENT OF WORK

MESA Overview

MESA Mission: To provide students underrepresented in the fields of mathematics, engineering, science, and technology with the skills, knowledge, and opportunities to develop their talents, explore technology-based careers, enter college, and compete successfully in the workforce.

Program Summary

MESA Schools Program (MSP) – Brings STEM, invention, and 21st-century skills to historically underrepresented students. MESA overcomes barriers to access by providing programming at no cost, offering it at the schools where our students are enrolled, and engaging parents directly in the success of their child. Teachers within the school are trained in the MESA curriculum that is aligned with the Next Generation Science Standards (NGSS) engineering standards. Throughout the school year, they serve as MESA Advisors to students and meet during weekly, 1-1.5 hour long chapter meetings in-person or virtually.

Family College and Career Nights - Held at local schools, or virtually, these evenings are a starting point for MESA families to learn the information they need to help their students along the pathway to a post-secondary education. Family members of all ages are invited to reach multiple generations. The MESA family night method has been documented as an “effective and valued approach to building college preparation understanding among families.” Family nights are offered to new MESA Schools.

MESA Mentors - Mentors are typically college students who work alongside the MESA teachers during the MESA Schools Program. Mentors from local universities and community colleges provide support in math and science topics, college and career strategies, and personal matters, all working together to influence a student’s academic success.

College and Career Awareness - Exposure to local colleges, universities, and technology employers provide a new sense of possibility for kids who have typically never had exposure to higher education, STEM careers, or role models in these areas. Volunteers from STEM industries also provide additional support in MESA chapter meetings as competition coaches and mentors, and outside of chapter meetings, through monthly virtual group student support sessions.

Competitions - Team-based competitive approaches have been found effective at making instructional material more enjoyable and engaging, increase peer support and cooperation within groups, and help kids gain the confidence and skills to succeed in higher levels of educational attainment and career success. MESA Day, Demo Day and National Engineering Design competitions are integrated with our curriculum, allowing students to creatively address real-world problems, present their ideas to the public, and receive feedback on their presentations from industry professionals. These events may be held virtually this year.

MESA Schools Program Outcomes:

Students will show positive learning outcomes as evidenced by improvements in academic confidence, attitudes towards school, 21st Century Learning Skills (critical thinking,

communication, collaboration, and creativity), engineering design skills, awareness of/interest in STEM careers, family involvement, and understanding of how to help others through engineering and invention. Project success will be based on the following outcomes:

- 100% of students develop or improve invention and 21st Century skills as measured by: a) Using the engineering design process, b) Planning, c) Choosing good solutions to design problems, d) Building products, e) Testing products, f) Designing products, g) Presenting products, h) Solving problems, i) Communicating clearly, j) Working on teams, k) Thinking creatively, l) Computational thinking
- 95% of students see MESA as a fun place to learn
- 95% experience MESA as a safe place to be themselves
- 85% increase awareness of and interest in STEM education, career, and employment pathways
- 85% plan to use invention and engineering skills in their career
- 85% develop interest in learning about and helping other people
- 66% believe they could be inventors or engineers

STATEMENT OF WORK 2021-22 SCHOOL YEAR

Parties (Oregon MESA and SD) agree to the statement work outlined below:

I. By November 27th, 2021, School District agrees to:

- a. Recruit #5 Program Schools to launch MESA in Fall of 2021 and Winter of 2022.
- b. Program Schools include (one chapter at Reynolds Learning Academy, H.B. Lee Middle School, Alder Elementary, Davis Elementary, Rockwood Preparatory Academy). Each chapter will serve between 10-30 students.
- c. Recruit #5 teachers (up to 2 teachers per school) to attend Summer MESA Summer Institute
- d. Allow use of district transportation at district rate for MESA programming
- e. Support school building administrators in securing resources to:
 - i. Provide (as needed) a safe Learning Management System, and School District's web conferencing tools for MESA weekly meetings before, during or after school, and evening or weekend virtual events, 2-4 times monthly.
 - ii. Provide IT support to MESA Advisors for installing and running software, when necessary
 - iii. Provide a safe physical space for students to participate in weekly meetings, and evening events, 2-4 times monthly
 - iv. Provide district authorized transportation use and substitutes for a total of two field trips for students and chapter advisors to participate in enrichment field trips and to MESA Day
 - v. Provide substitute pay, student lunches, and transportation costs for school to participate in MESA Day
 - vi. Share academic data (ie, grades, test scores, attendance records, transcripts, and Oregon State Secure Student ID Number) for each student who has a valid parent consent form from MESA. Release forms provided upon school request.

- f. Conduct outreach to families of students within the district who qualify for free/reduced-priced lunches but do not offer a MESA Schools Program at their school to engage in MESA Invention Clubs or MESA Schools Program.

By November 27th, 2021, Oregon MESA agrees to:

- g. Provide STEM Professional Development and training for up to two teachers per school, who will serve as the MESA Chapter Advisors, to implement the MESA Schools Program and curriculum. This includes the MESA Summer Invention Institute and other Invention Institutes and Professional Learning Communities throughout the year.
- h. Create and distribute MESA Ideation Kit to be distributed to each MESA student.

II. By December 15th, 2021, School District agrees to:

- a. Support school building administrators in securing resources to:
 - i. Provide chapter recruitment support to develop chapter membership in accordance with MESA's mission and school policy.
 - ii. Submit **5 School Building Agreements** after the first chapter meeting, with a supporting attendance sheet. All Agreements due by November 27th, 2021 (See Appendix 1 for Agreement).

III. By November 27th, 2021, School District agrees to:

- a. Ensure all Schools listed in this IGA have submitted signed Agreements, as outlined in Appendix 1.

IV. By November 27th, 2021, School District and Oregon MESA agree to:

- a. Execute MESA program at schools with school building signed Agreements within the full school year.

V. By January 1st, 2021, School District agrees to:

- a. Pay MESA \$1,000 per teacher for training if the school does not submit an Agreement by November 27th, 2021.

EXHIBIT B: MESA Programming Costs Per Chapter

Services	Description	Item Cost	Toolkit-MESA Schools Program	Toolkit-General
PD & Curriculum				
Invention Toolkit (Curriculum)	The Invention Toolkit is a curriculum framework composed of 1) Introduction to invention and human centered stages and concepts, 2) Design activities, 3) Worksheets and Lesson Guides, and 4) Pacing guide for implementation.	\$2000/school and 2 teachers \$5000/district and 5 teachers	Eligible for support	\$2000/school and 2 teachers \$5000/district and 5 teachers
Invention Institutes (Training)	5 full day trainings throughout the year covering: (1) Data Analysis, (2) Planning for Instruction, (3) Instructional Strategies, (4) Leadership & Collaboration, (5) Intro to Circuitry, (6) Intro to Programming Logic and Computational Thinking, (7) Design Thinking Strategies, (8) Advanced Human-Centered Design, (9) Intro to Invention Education and Engineering aligned to NGSS standards	\$1000/teacher	Eligible for support	\$500 for each additional teacher
Quarterly Professional Development	Topics include (1) Microcontrollers, (2) Invention Education, (3) Problem-based Learning (4) Recruiting and supporting underrepresented students in STEM (5) Competition Support	\$1,000	included	included
Equipment				
Laptops*	Average \$250 per laptop (1 per every 4 students) and program installation, annual maintenance, and year-round troubleshooting support	\$1,250	Eligible for support	not included
Toolboxes*	2 toolboxes and 2 drills. Toolboxes include assorted tools such as saws, tape measures, glue guns, safety glasses, pliers, hardware, tin snips, hammer, drill bits, clamps, etc.	\$750	included	not included
Supplies				
Ideation Kit*	Includes assorted materials to prototype student inventions including markers, construction paper, duct tape, velcro, pipe cleaners, rubber bands, scissors, exacto knives, yarn, post-it notes, etc... This also includes base supplies for recruitment activities for	\$100	Eligible for support	not included

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	the first week of MESA (such as scribble bots)			
Engineering Kit*	Includes assorted electronics to power student inventions, such as: breadboards, SparkFun RedBoard, Servos, LEDs, buttons, switches, resistors, potentiometers, wire strippers, soldering irons, battery holders, cables, etc...	\$400	Eligible for support	not included
Snacks	1 package= Individually packaged snacks for 20-30 students x 20-30 meetings (up to 900 units)	\$200	Eligible for support	not included
Weekly Chapter Meeting				
Advisor Time	<p>Estimated: 100 hours</p> <ul style="list-style-type: none"> Professional Development Time: 30-35 hours Hourly After school sessions for 30 weeks: 30 hours College/Career Visit Trip Facilitation: 6 hours Family Night Facilitation: 4 hours Demo Day: 6 hours MESA Day: 10 hours Data administration/misc. coordination: 9 hours 	approx. \$1,500-\$3,000	Eligible for support	not included
Mentor Time	<p>Estimated: 130 hours:</p> <ul style="list-style-type: none"> Professional Development Time: 35-40 hours Hourly After school sessions for 30 weeks: 30 hours Travel Time to/from site: 40-45 hours College/Career Visit Trip Support: 6 hours Family Night Support: 4 hours Demo Day: 6 hours MESA Day: 10 hours 	\$1,950 (MESA funds + administers wages)	included	not included
College & Career Visits	(1). Recruitment of college/career partners (2). Coordination of event schedule (3) Food for students (4) Bus for field trip	\$750 for bus, \$200 for food	included	not included
Family Engagement				
Family Nights	(1)Meals for families (2) Engineering activities (3) College/Career Preparation Activities (3) Interpreters (as needed) (4) Translation of materials (5) Childcare (as needed) (6) Personalized outreach to families (such as phone calls, text messages)	\$600 for food/activities	included	not included
Family Outreach	(1). 1-2 phone calls to family of each enrolled student (2) Text notifications about Demo Day and MESA Day (3) Quarterly Family Newsletters (4) Monthly Byte of MESA video messages to students and families (5) Event Tabling (as needed) for student recruitment. All services performed bilingually (Spanish and English)	\$750/site	included	not included

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Competitions				
Demo Day	(1) Competition coordination (2) Coordination of volunteers, exhibitors, families, students, and guests (3) Personalized outreach to MESA families (4) Transportation support (as available) (5) Awards (6) Event Coordination (7) Meals for students and families	\$500/ chapter \$750 for bus/travel	included	not included
MESA Day	(1) Competition and onsite challenge coordination (2) Coordination of volunteers, exhibitors, students, and guests (3) Arena and space reservations (3) Student t-shirts & snacks (4) Awards (5) Volunteer meals and t-shirts (6) Event Coordination	\$750 for bus/travel \$200 for lunch	not eligible for support	not included
National MESA Competition**	MESA Day state champions receive a 4 day all expenses paid trip to national competition for up to 4 students and 1 advisor/team. All costs covered by Oregon MESA.	\$5000/ team	included	not included
Program Administration				
Site Specific Program Management	Individualized outreach, project coordination, and program management to establish relationships with staff, families, etc from Regional Coordinator at \$20/hr x 150 hrs/year	\$3,000	included	not included
Access to Summer opportunities	Newsletters on STEM-focused summer programs, phone calls to families and prospective students	\$350	included	not included
Total Direct Costs		\$18,000 site		

APPENDIX 1: School Building Agreement



School Building Agreement 2021-22

Effective Dates: September 2021 - June 2022

Please sign by Nov 1st, 2021. Questions can be directed to:
cousin2@pdx.edu

School Building Agreement

This School Building Agreement (SBA) represents a good faith agreement between Oregon MESA and each school indicated below. This Agreement defines the relationship between Oregon MESA and the school in operating the MESA Schools Program (MSP). MSPs may only be implemented at partner K-12 schools approved by Oregon MESA and are subject to school district approval, as stipulated in the intergovernmental Agreement between Oregon MESA and the school district.

School agrees to:

1. Support effective launch and management of the MESA Schools Program by:

- a. Identifying an in-school MESA teacher to facilitate the school program; subject to Oregon MESA approval.
- b. Partnering with MESA Regional Center for regional coordination and administrative support
- c. Providing (as needed) a safe Learning Management System, and School District's web conferencing tools for virtual MESA weekly meetings before, during or after school, and evening or weekend virtual events, 2-4 times monthly.
- d. Providing IT support to MESA Advisors for installing and running software, when necessary
- e. Providing a safe physical space for students to participate in weekly meetings, and evening events, 2-4 times monthly.
- f. Providing district authorized transportation use and substitutes for a total of two field trips for students and chapter advisors to participate in an enrichment field trip and to MESA Day
- g. Providing chapter recruitment support to develop chapter membership in accordance with MESA's mission and school policy. This includes identifying an in-school counselor to help select, recruit students and help with reporting data. If no counselor is available, identify an additional in-school person, not the advisor, as a secondary point of contact
- h. Allowing for use of school equipment for MESA competitions and projects, if chapters are meeting in-person
- i. Serving 10-30 students per MESA chapter, in compliance with local health and safety guidelines
- j. If compliant with CDC, OHA, School District and PSU health and safety guidelines for in person events, coordinating and incurring the cost of school's MESA Day participation, including district authorized transportation, student

lunches, and substitute teachers. Chapters will arrive no later than 9 am and leave MESA Day no earlier than 5 pm.

- k. Support MESA Advisors in executing their scope of work by November 27, 2021.
 - i. If SD is funding and administering advisor stipend: SD shall administer payments to MESA Advisors within 3 months of services being performed, based on Advisor participation data submitted by Advisor to Oregon MESA and sent to SD on December 3, 2021, March 4, 2022, and June 10, 2022.
 - ii. If Oregon MESA is funding and administering advisor stipend: Oregon MESA shall administer payments to MESA Advisors based on Advisor participation data submitted by Advisor to Oregon MESA by December 3, 2021, March 4, 2022, and June 10, 2022. The Personal Services Invoice set forth in **Appendix 2** shall be utilized for this purpose.
- 2. Support engagement of students and families in College and Career Activities by:**
 - a. Providing (as needed) a safe Learning Management System, and School District's web conferencing tools for MESA weekly meetings before, during or after school, and evening or weekend virtual events, 2-4 times monthly.
 - b. If in-person school instruction occurs this year:
 - i. Coordinating district authorized transportation, substitute teacher, chaperones, and student meals for an enrichment field trip to a college or career site. School districts may invoice Oregon MESA for food, transportation, and substitute teacher expenses, for a maximum total of \$1,250 per trip. To be paid, invoices must be sent to the Oregon MESA Office within 90 days of the visit and prior to June 1, 2022.
 - ii. Providing facilities and custodial services for at least one family night event per school year
 - c. Ensuring MESA is invited to virtual or in-person fall back to school nights/welcome events/parent events and has table space at these events.
 - d. Allowing identified MESA Advisor to participate in virtual or in-person field trip experiences, professional developments, and other enrichment activities held during the school day without impacting teacher PTO or job status
- 3. Support MESA Culture within the school by:**
 - a. Ensuring school administrators participate actively in MESA activities when possible (school meetings, MESA Day, Parent Meetings)
 - b. Maintaining consistent communication about district policies and protocols that may impact MESA programming and partnership
 - c. Acknowledging MESA chapter achievements at the District and in schools whenever possible (daily announcements, school newsletter, parent meetings, etc.)
 - d. Inviting MESA staff to join school wide partnership and staff meetings
- 4. Partner with MESA in data sharing by:**
 - a. Sharing academic data (ie, grades, test scores, attendance records, transcripts, and Oregon State Secure Student ID Number) for each student who has a valid parent consent form from MESA. Release forms provided upon school request.

- b. Providing MESA with de-identified academic, attendance and demographic information of the District student body for purposes of evaluation

Oregon MESA agrees to:

1. Prepare teachers to implement the MESA Schools Program by:

- a. Providing 20 hours of STEM Professional Development and training for up to two teachers per school, who will serve as the MESA Chapter Advisors. MESA Advisors are admitted to the Oregon MESA Summer Invention Institute, Winter Invention Institute, technical workshops, and quarterly professional learning community meeting.
- b. Providing MESA Schools Program curriculum and framework, an invention and engineering program, which includes weekly hands-on afterschool activities at no charge to students and families.

2. Provide Staff Support:

- a. Paid university-based student mentor for each chapter(when available) [up to 30 chapter meetings per school year]
- b. Teacher support, including 1-2 phone call check-ins per year, site visits as requested, on-call support for curriculum and chapter administration needs, and MESA Parent Liaison support at school events, as available
- c. Indirect expenses, such as student competition registration, MESA administrative overhead costs, and comprehensive program administration
- d. If Oregon MESA is funding and administering advisor stipend: Oregon MESA shall administer payments to MESA Advisors based on Advisor participation data submitted by Advisor to Oregon MESA by **December 3, 2021, March 4, 2022, and June 10, 2022.** The Personal Services Invoice set forth in **Appendix 2** shall be utilized for this purpose.

3. Partner with MESA School in creating a culture of support at school around STEM and invention education

a. Leverage MESA networks and partners to benefit MESA students

- i. Ensure partners include MESA students in accessible and engaging experiences, such as Invention Bootcamp, National Summer Transportation Institute, Summer Business Institute, and InventOR

b. Provide MESA Design Competition and Showcases

- i. At least one regional virtual project showcase event (“Demo Day”), open to MESA families, school staff, and community and industry partners Should federal, state, and district regulations permit safe travel and gatherings of more than 100 people: Fully funded trip for winning team (up to four students and one advisor per team) of state competition to attend and compete in the 2021 MESA USA National Engineering Design Competition in New Mexico

c. Other Programming

- i. Develop and provide information on available summer programs
- ii. Access to enrichment field trips and other activities as funding becomes available

d. Invention Education

- i. Access to additional technical professional development opportunities for

- MESA teachers
- ii. Access to local, state, and national resources involved in STEM efforts
- iii. Opportunities for in-school curriculum development as funding becomes available

4. Partner with School in data sharing

- a. Maintain consistent communication about MESA policies and protocols that may impact School programming and partnership
- b. End of the year report of MESA activities

School and Oregon MESA agree to:

1. Partner on fundraising and/or cost-sharing on the following:

a. Provide resources to administer MESA programming including:

i. Teacher Stipend:

- 1. For implementing the MESA program which includes program training, chapter planning, and chapter implementation (payment terms and responsible parties are outlined in SD IGA)

ii. Chapter Supplies:

- 1. Ideation Kit [\$150/chapter value]
- 2. If in-person school instruction occurs this year:
 - a. Providing Toolboxes, drills, and a discretionary supply budget [up to \$300 per school]
 - b. Additional tools and equipment needed for project development, as available

b. Provide Family Education and Engagement

- i. One college and career family night, held virtually in English and Spanish
- ii. Parent focused college planning and career exposure workshops and conferences
- iii. Information on scholarships, and internships in STEM areas

c. College and Career

- i. At least one virtual college and career exposure experience
- ii. Reimbursement costs to District to cover transportation costs and substitute for field trips
- iii. Information about scholarships and award opportunities
- iv. Dedicated college access programming for high school students
- v. Virtual STEM Career Coaching sessions, held monthly between November-April

2. Comply with District and Institutional Policies, including:

- 1. Compliance with the requirements of the Family Educational Rights and Privacy Act (FERPA). In compliance with FERPA, as defined in Section VI. Subsection M. of the governing IGA, personally identifiable information obtained by Oregon MESA in the performance of this Agreement will not be re-disclosed to third parties without written consent of the students' parent/guardian, and will only be used for the purposes identified in this Agreement.
- 2. Compliance with COPPA guidelines and standards provided by and as directed by SD.

3. Protecting the service mark “MESA” which is a protected service mark that has been registered with the US Patent and Trademark Office and the California Secretary of State by The Regents. Oregon MESA and Portland State University have been granted a non-exclusive, non-assignable, revocable, royalty-free, and non-transferable license of the MESA service mark and program model by The Regents.
4. **Protecting** student IP ownership.the student’s right to their invention and design, and grants sole ownership as the student’s creation and property.

This Agreement is effective for schools included in the Reynolds School District intergovernmental Agreement with Oregon MESA.

**SCHOOL ADMINISTRATOR
(with Signing Authority):**

SIGNATURE:

School Administrator Name: Danielle Barnard
School Administrator Title: Principal
School Name: Rockwood Preparatory Academy
Date:

SCHOOL ADVISOR

SIGNATURE:

Advisor Name: Benjamin Lostheart
Advisor Title: Executive Director, DayOneTech
School Name: Rockwood Preparatory Academy
Date:

**SCHOOL ADMINISTRATOR
(with Signing Authority):**

SIGNATURE:

School Administrator Name: Ashley Davis
School Administrator Title: Principal
School Name: Davis Elementary School
Date:

SCHOOL ADVISOR

SIGNATURE:

Advisor Name: Chuy (Jesus) Jaquez
Advisor Title: Day One Tech Advisor
School Name: Davis Elementary School
Date:

**SCHOOL ADMINISTRATOR
(with Signing Authority):**

SIGNATURE:

School Administrator Name: Danelle Heikkila
School Administrator Title: Principal
School Name: H.B. Lee Middle School
Date:

SCHOOL ADVISOR

SIGNATURE:

Advisor Name: Lena Fox
Advisor Title: MESA Advisor (in partnership with Greater Than)
School Name: H.B. Lee Middle School
Date:

**SCHOOL ADMINISTRATOR
(with Signing Authority):**

SIGNATURE:

School Administrator Name: Lavell Wood
School Administrator Title: Principal
School Name: Alder Elementary School
Date:

SCHOOL ADVISOR

SIGNATURE:

Advisor Name: Benjamin Lostheart
Advisor Title: Executive Director, Day One Tech
School Name: Alder Elementary School
Date:

**SCHOOL ADMINISTRATOR
(with Signing Authority):**

SIGNATURE:

School Administrator Name: Aaron Ferguson
School Administrator Title: Principal
School Name: Reynolds Learning Academy
Date:

SCHOOL ADVISOR

SIGNATURE: _____

Advisor Name: Kendra Dewater
Advisor Title: Math Teacher
School Name: Reynolds Learning Academy
Date:

**PORTLAND STATE UNIVERSITY
(with Signing Authority):**

SIGNATURE: _____

Oregon MESA Representative Name
Oregon MESA Representative Title
Oregon MESA
Date: _____

SIGNATURE: _____

Contracting Representative Name
Contracting Representative Title
Contracting & Procurement Services
Date:

2021-22 Oregon MESA Contact Directory

Role	Best contact for...	Name	Email	Phone
MESA Regional Center Coordinators	Chapter administration, mentor program, event coordination	Adam Martinez (Klamath County)	Adam.Martinez@oit.edu	TBD
		Elizabeth Soto (Marion and Clackamas Counties)	elizabeth.soto@oit.edu	TBD
		Alax Santiago (Washington County)	asantiago@oit.edu	503-536-2697
		Robin Cousineau (East Multnomah County)	robin.cousineau@mhcc.edu	971-208-5969
		Kelly Garcia (Portland)	ormesa.kmg@gmail.com	409-771-1058
Education Coordinator	MESA curriculum, Advisor professional development	Tiffany Windle-Hanson	tmw@pdx.edu	503-725-4665
Assistant Director	Strategic Partnerships	Kelly Cousineau	cousin2@pdx.edu	503-725-4267
Front Office	General inquiries	Central MESA Office	ormesa@pdx.edu	503-725-4665

APPENDIX 2: MESA Advisor Personal Services Invoice

Clear Form

**PERSONAL SERVICES INVOICE
FOR SERVICES COSTING LESS THAN \$5,000**

 <p>Portland State UNIVERSITY</p>	BANNER INVOICE NO. _____																
<p><i>THIS PSI CANNOT BE USED TO PAY PSU EMPLOYEES or NON-U.S. CITIZENS</i></p> <p>PAYEE NAME: _____ Address: _____ Address: _____ City/State/Zip: _____ PHONE NO.: _____</p> <p><input type="checkbox"/> U.S. CITIZEN <input type="checkbox"/> U.S. CITIZEN LIVING OUTSIDE THE U.S. <input type="checkbox"/> RESIDENT NON-U.S. CITIZEN (GREEN CARD HOLDER)</p> <p><small>(If contractor cannot check one of the above boxes, this form CANNOT BE USED – please prepare a PSC)</small></p>	<p>USE OF THIS PSI IS LIMITED TO:</p> <ul style="list-style-type: none"> • Single payment tasks • No more than \$5,000 total payments per calendar year per contractor <p>DEPARTMENT NAME: _____ PREPARED BY: _____ PREPARER'S CAMPUS ADDRESS: _____ PREPARER'S CAMPUS PHONE NO.: _____</p>																
<p>SERVICE(S) TO BE PERFORMED:</p> <div style="background-color: #e0e0e0; height: 40px; margin-top: 5px;"></div>																	
<p>DATES OF SERVICE: _____ - _____ PAYMENT: \$ _____ <small>(This form cannot be used for reimbursement of expenses only)</small></p>																	
<p><small>CERTIFICATION: I am an independent contractor, and I understand the tax and legal implications of this particular payment (including expenses) and that PSU will report this payment to the Internal Revenue Service on Form 1099 at the end of the calendar year. I understand and agree that the provisions on the second page of this document apply to my performance of the above services. By my signature below, I agree to those provisions.</small></p> <p><i>I CERTIFY THAT: I AM NOT CURRENTLY A PSU EMPLOYEE. I HAVE NOT BEEN A PSU EMPLOYEE DURING THE CURRENT CALENDAR YEAR. I AM A U.S. CITIZEN or GREEN CARD HOLDER.</i></p> <p>Signature of Payee _____ Date _____</p>																	
<p>PSU VENDOR NUMBER: _____</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">INDEX/FUND CODE</th> <th style="width: 25%;">ACCOUNT CODE</th> <th style="width: 25%;">ACTIVITY CODE</th> <th style="width: 25%;">PAYMENT AMOUNT</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>		INDEX/FUND CODE	ACCOUNT CODE	ACTIVITY CODE	PAYMENT AMOUNT												
INDEX/FUND CODE	ACCOUNT CODE	ACTIVITY CODE	PAYMENT AMOUNT														
<p><small>I certify that sponsored project funding is available and the proposed costs are accurate, allowable charges for the indexes listed. It is within my budgetary authority to approve these expenses.</small></p> <p>Departmental Research Administrator / DATE _____</p>	<p><small>I certify that this department has not paid this contractor more \$5000 IN THE CURRENT CALENDAR YEAR.</small></p> <p>DEPARTMENT HEAD APPROVAL / DATE _____</p>																

**SEND SIGNED PSI TO ACCOUNTS PAYABLE – MAIL CODE FAST-CAS
DO NOT SEND THIS FORM TO CONTRACTING AND PROCUREMENT SERVICES.**

Rev. 07/20

PORTLAND STATE UNIVERSITY (PSU)

TERMS OF PERSONAL SERVICES INVOICE (PSI) FOR SERVICES COSTING \$5,000 OR LESS

CONTRACTOR, under penalty of perjury, certifies that:

- a. CONTRACTOR has provided the correct Social Security number or other taxpayer ID number to PSU on a Form W-9.
- b. CONTRACTOR is an independent contractor as defined in ORS 670.600.
- c. As provided in ORS 305.385(6), to the best of CONTRACTOR's knowledge, CONTRACTOR is not in violation of any of the tax laws described in ORS 305.380(4).
- d. CONTRACTOR is not currently an employee of PSU and has not been an employee of PSU in the current calendar year.
- e. If CONTRACTOR is not domiciled in or registered to do business in the State of Oregon, CONTRACTOR certifies that it has provided to the Oregon Department of Revenue and the Secretary of State, Corporation Division, all information required by these agencies relative to the PSI.

CONTRACTOR agrees to the following provisions:

ACCESS TO RECORDS. CONTRACTOR shall maintain books, records, documents, and other evidence and accounting procedures and practices sufficient to reflect properly all costs of whatever nature claimed to have been incurred and anticipated to be incurred in the performance of the PSI. Portland State University, the Oregon Secretary of State, State and Federal Government, and their duly authorized representatives shall have access to the books, documents, papers, and records of CONTRACTOR which are directly pertinent to the PSI for the purpose of making audit, examination, excerpts, and transcripts. Such books and records shall be maintained by CONTRACTOR for three years from the date of the completion of work unless a different period is required or authorized in writing. CONTRACTOR is responsible for any audit discrepancies involving deviation from the terms of the PSI and for any commitments or expenditures in excess of amounts authorized by PSU.

COMPLIANCE WITH APPLICABLE LAW. CONTRACTOR agrees that it has complied with all federal, state, county, and local laws, ordinances, and regulations applicable to the work to be done under the PSI. CONTRACTOR agrees to (1) make payments promptly when due, to all persons supplying to CONTRACTOR, labor or materials for the performance of the services; (2) pay all contributions or amounts due its workers' compensation insurer incurred in the performance of the services; (3) not permit any lien or claim to be filed or prosecuted against PSU or the State of Oregon on account of any labor or material furnished; and (4) pay to the Department of Revenue all sums withheld from employees pursuant to ORS 316.167.

DUAL PAYMENT. CONTRACTOR shall not be compensated by any other entity of the State of Oregon for the same services performed under the PSI.

RESPONSIBILITY FOR DAMAGES. CONTRACTOR shall be responsible for all damage to property, injury to persons, and loss, expense, inconvenience, and delay which may be caused by, or result from, the conduct of work, or from any act, omission, or neglect of CONTRACTOR, its subcontractors, or employees.

OWNERSHIP OF WORK PRODUCT. All work products or any form of property originated or prepared by CONTRACTOR in performance of the services are "works for hire" and the exclusive property of PSU.

INSURANCE, WORKERS' COMPENSATION. CONTRACTOR, its subcontractors, if any, and all employers providing work, labor, or materials under the PSI are subject employers under the Oregon Workers' Compensation Law and shall comply with ORS 656.017, which requires employers to provide workers' compensation coverage that satisfies Oregon law for all subject workers. Out of state employers must provide Oregon workers' compensation coverage for workers who perform work in Oregon. Contractors who perform the work without the assistance or labor of any employee need not obtain such coverage. CONTRACTOR shall require proof of such workers' compensation coverage by receiving and keeping on file a certificate of insurance from each subcontractor or anyone else directly employed by either the CONTRACTOR or subcontractor.

FOREIGN CONTRACTOR. If CONTRACTOR is not domiciled in or registered to do business in the State of Oregon, CONTRACTOR shall promptly provide to the Oregon Department of Revenue and the Secretary of State, Corporation Division, all information required.

WAIVER. The failure of PSU to enforce any of these terms shall not constitute a waiver by PSU of any term.

PSI – Services to be Performed 2021-2022 Academic Year

Project Overview

Educators (“**Advisors**”) from MESA schools are designated by their school administration to implement the MESA Schools Program (“**MSP**”) at their host school (grades 5-12). MSP is a project-based education program targeted at engaging underrepresented students (underrepresented minority, low-income, and female students) in engineering, design, math, and scientific concepts. Oregon MESA provides equipment, curriculum, training, and ongoing professional development to Advisors who implement the once a week program. MESA also provides access to and coordination support for college and career visits, competitions, student skills workshops, and family engagement events.

Project Priorities:

- **Actively recruit, engage, and inspire students who are underrepresented in the fields of science, engineering, technology, and math (STEM)** to participate in Oregon MESA chapter meetings, field trips, competitions and other MESA activities. The percentage of underrepresented minority (African American, Latino/Latina, Native American, and Pacific Islander) students in an Oregon MESA chapter should meet or exceed the percentage in the Advisor’s total school population. Oregon MESA sites should be gender balanced with similar representation of girls and boys. Advisors should also prioritize recruiting low-income and first-generation college students.
- Foster environments that are safe, inclusive, and equitable.
- Hold students to high expectations, supporting students in developing a sense of ownership of work, pride, confidence and team building
- Engage students in STEM with hands-on and team-based human centered design projects
- Support students in developing STEM skills, problem-solving, computational thinking, empathy, resilience, and project management

Project Personnel:

- **Regional Team:**
 - **Advisor** = Educator at MESA School who coordinates and facilitates the MESA Schools Program chapter at their school.
 - **Mentor**= College student or volunteer who serves as technical adviser to students on their projects and attends chapter meetings on a weekly basis.
 - **Lead Advisor**= Collaborates to develop yearly themes, leads PLC PD by region, reviews curriculum revision, and makes curriculum suggestions, and/or mentors newer advisors.
 - **Regional Coordinators** = MSP Coordinator, based at one of four MESA Regional Centers; direct contact for Advisor and MESA Schools Program support. Regional Coordinators support the following regions:

- **Klamath Falls: Adam Martinez-** Adam.Martinez@oit.edu: Adam is our Regional Coordinator based at Oregon Tech’s Klamath Falls campus and manages our new region in Klamath Falls.
- **East Multnomah County/Gresham: Robin Cousineau-** Robin.Cousineau@mhcc.edu: Robin is based at Mount Hood Community College and manages all MESA Chapters in Centennial, David Douglas, Gresham-Barlow, Reynolds, and Parkrose School Districts. Robin also coordinates our Invention Club Advisor recruitment, and supports Invention Clubs in Lane County.
- **West Multnomah County/ Portland: Kelli Garcia -** ormesa.kmg@gmail.com: Kelli is based at Portland State University and manages all MESA Chapters in Portland Public School District, including its MESA mentor program. Kelli also coordinates our Mentor Program. She also supports Invention Clubs in Lane and Benton Counties.
- **Washington County: Alax Santiago -** asantiago@centrocultural.org manages all MESA Chapters in Beaverton, Forest Grove, and Hillsboro School Districts.
- **South Metro/Salem: Elizabeth Soto-** elizabeth.soto@oit.edu manages our Regional Coordinator based at Oregon Tech’s Wilsonville campus manages all MESA Chapters in Oregon City, and Salem Keizer, North Clackamas, Estacada, and North Marion School Districts.
- **State Office Staff:** We have a team of staff, based at Portland State University, who work on curriculum, professional development, competitions, family outreach, volunteer coordination, MATRIX (our student database), financial processing, and contract development, fundraising, and regional center coordination.

MESA Overview

MESA Mission: To provide students underrepresented in the fields of mathematics, engineering, science, and technology with the skills, knowledge, and opportunities to develop their talents, explore technology-based careers, enter college, and compete successfully in the workforce.

Program Summary

MESA Schools Program (MSP) – Brings STEM, invention, and 21st-century skills to historically underrepresented students. MESA overcomes barriers to access by providing programming at no cost, offering it at the schools where our students are enrolled, and engaging parents directly in the success of their child. Teachers within the school are trained in the MESA curriculum that is aligned with the Next Generation Science Standards (NGSS) engineering standards. Throughout the school year, they serve as MESA Advisors to students and meet during weekly, 1-1.5 hour long chapter meetings in-person or virtually.

Family College and Career Nights - Held at local schools, or virtually, these evenings are a starting point for MESA families to learn the information they need to help their students along the pathway to a post-secondary education. Family members of all ages are invited to reach

multiple generations. The MESA family night method has been documented as an “effective and valued approach to building college preparation understanding among families.” Family nights are offered to new MESA Schools.

MESA Mentors - Mentors are typically college students who work alongside the MESA teachers during the MESA Schools Program. Mentors from local universities and community colleges provide support in math and science topics, college and career strategies, and personal matters, all working together to influence a student’s academic success.

College and Career Awareness - Exposure to local colleges, universities, and technology employers provide a new sense of possibility for kids who have typically never had exposure to higher education, STEM careers, or role models in these areas. Volunteers from STEM industries also provide additional support in MESA chapter meetings as competition coaches and mentors, and outside of chapter meetings, through monthly virtual group student support sessions.

Competitions - Team-based competitive approaches have been found effective at making instructional material more enjoyable and engaging, increase peer support and cooperation within groups, and help kids gain the confidence and skills to succeed in higher levels of educational attainment and career success. MESA Day, Demo Day and National Engineering Design competitions are integrated with our curriculum, allowing students to creatively address real-world problems, present their ideas to the public, and receive feedback on their presentations from industry professionals. These events will be held virtually this year.

MESA Schools Program Outcomes:

Students will show positive learning outcomes as evidenced by improvements in academic confidence, attitudes towards school, 21st Century Learning Skills (critical thinking, communication, collaboration, and creativity), engineering design skills, awareness of/interest in STEM careers, family involvement, and understanding of how to help others through engineering and invention. Project success will be based on the following outcomes:

- 100% of students develop or improve invention and 21st Century skills as measured by: a) Using the engineering design process, b) Planning, c) Choosing good solutions to design problems, d) Building products, e) Testing products, f) Designing products, g) Presenting products, h) Solving problems, i) Communicating clearly, j) Working on teams, k) Thinking creatively, l) Computational thinking
- 95% of students see MESA as a fun place to learn
- 95% experience MESA as a safe place to be themselves
- 85% increase awareness of and interest in STEM education, career, and employment pathways
- 85% plan to use invention and engineering skills in their career
- 85% develop interest in learning about and helping other people
- 66% believe they could be inventors or engineers

Advisor Scope of Work

MESA Schools Program		
	Services to be Performed	Stipend/Rate
Professional Development	<p>A. Participate in 14-20 hours of mandatory Invention Institutes (curriculum professional development sessions), as well as asynchronous content. This includes the Summer, Winter, and Spring Institutes.</p> <p>B. If Advisors are unable to attend a meeting, your Regional Coordinator must be notified at least two weeks in advance and a makeup day must be identified. Advisors must verify that all PDs they have attended within the pay period are reflected on their invoices prior to approving their invoice to be processed by Oregon MESA staff.</p> <p>C. Participate in monthly, optional hour-long virtually held Professional Learning Community (PLC) evening meetings. Please see Appendix A: Advisor Deliverables Calendar for dates, topics, and locations for in-person events.</p> <p>D. All advisors are required to attend the State ran PLC on <u>May 31, or June 2, 2022</u>, or another meeting scheduled by your Regional Coordinator.</p>	<p>Out-of-School Rate: Professional Development:</p> <ul style="list-style-type: none"> ● Rate: \$200/Institute (includes completion of asynchronous content) ● Monthly Professional Learning Community Meetings (PLC)= \$50/meeting <p>In-School Rate: Professional Development:</p> <ul style="list-style-type: none"> ● Rate: \$400/Institute (includes completion of asynchronous content and planning time to adapt to in-school environment) Monthly Professional Learning Community Meetings (PLC)= \$50/meeting ● Co-advisors will be paid the full training stipend for all PDs they attend. ● Advisors running both an in-school and out-of-school program are only compensated once per professional development. They are compensated at the in-school rate.

<p>Equipment and Supply Coordination</p>	<ul style="list-style-type: none"> A. MESA Advisors are responsible for picking up and maintaining MESA equipment and supplies, including laptops, microcontrollers, and other supplies needed to execute programs B. If programming must shift to a distanced learning environment, advisors are expected to distribute supplies to students directly, with the assistance of Regional Coordinators. This may include, but is not limited to: <ul style="list-style-type: none"> a. Delivering kits to students directly b. Coordinating scheduling for supply pick up or drop off c. Arranging a time/space/location for students to pick up supplies from their school and facilitating pick up d. Notifying Regional Coordinator regarding students facing barriers to accessing virtual programming, such as limited internet or computer access C. In the event that an Advisor exits the program, they are expected to return equipment and unused supplies to their MESA Regional Coordinator or MESA State Office at PSU within 2 weeks of notification of resignation. 	<p>\$200 for supply distribution (in the event that programs must be implemented virtually)</p>
<p>Student Recruitment</p>	<ul style="list-style-type: none"> A. Work with school administrators and partners to recruit MESA students to participate in the School's MESA Chapter. B. MESA program enrollment goal: <ul style="list-style-type: none"> a. Virtual Programs: 10-15 students b. In-Person Programs: 15-30 students C. Only students who complete a signed Enrollment Form are "enrolled" in MESA. Only enrolled students are eligible for MESA programming including chapter meetings, field trips, and competitions. D. Ensure that all students have submitted enrollment forms. Assist the State Office with verifying completeness of applications by <u>November 26, 2021</u> and <u>March 4, 2022</u>. 	

<p>Weekly Chapter Meetings</p>	<p>A. Complete the Program Support Menu form by October 8, 2021 to notify MESA Regional Coordinator of meeting location information.</p> <p>B. Advisor utilizes the Oregon MESA approved invention and human centered based curriculum and pedagogy to develop, organize, facilitate, and supervise 1 to 1.5 hour-long weekly virtual or, if allowed, on-site MESA chapter <u>meetings at a regularly scheduled time.</u></p> <p>C. Chapter meetings must be facilitated by the MESA Advisor <u>at all times.</u> The student to Advisor ratio shall not exceed 15 students to 1 Advisor for Virtual Programs, or 30 students to 1 advisor for in-person programs.</p> <p>D. Advisor coordinates with MESA Mentors prior to chapter meetings to set in-person or virtual classroom expectations and any specialized engagement strategies.</p> <p>E. If an Advisor is unable to facilitate a meeting due to a special circumstance, they must cancel their meeting and provide at least 48 hours notice to their MESA mentor, students, and Regional Coordinator. <u>Advisors shall not expect Mentors to facilitate a chapter meeting without an Advisor present.</u></p> <p>F. Ensure all student teams complete an invention project at the end of the spring term (design brief) and/or oral demonstration of their invention project (pitch video). Teams must submit a 3-minute video pitch of their projects by 5:00 pm on <u>April 15, 2022.</u></p> <p>G. Complete student attendance for weekly chapter meetings and input into MATRIX within one week of activity.</p> <p>H. Payment will only be rendered for students enrolled in MESA. Enrollment data and attendance data entered in MATRIX will be used to automatically process invoices for Advisors implementing Out-of-School Programs.</p> <p>I. These invoices will be sent to you to be signed by <u>December 3, 2021, March 4, 2022, and June 10, 2022</u> All chapter attendance data must be <u>entered completely at least one day prior to invoice due dates.</u></p> <p>J. If you receive approval from MESA State Office to participate in paid training or events after June</p>	<p><u>Out-of-School Program Rate:</u></p> <p>Weekly Chapter Meeting = Base rate of \$45/meeting for attendance of 1-15 enrolled MESA students/Mtg. \$3/student applied for each additional enrolled student in attendance, up to 30 students maximum</p> <p>Max 30 mtgs/year per chapter or \$2700/year per chapter</p> <p>Schools may host up to two chapters/year, with MESA approval</p> <p><i>Co-advisors must split the chapter meeting base rate and additional stipend for weekly chapter meetings.</i></p> <p>In-School Program Rate: Advisors are not paid for hosting In-School Weekly Chapter Meetings.</p>
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	<p>10th, you are eligible for a final summer invoice, due by <u>June 24, 2022</u>. <u>All chapter attendance data must be entered completely at least one day prior to invoice due dates.</u></p> <p>K. Advisor Invoices for MESA meetings will only be paid for meetings entered into MATRIX, and must include the attendance of at least one enrolled student per meeting.</p> <p>L. Reimbursement requests for supplies, must include itemized, original receipts (hard copy receipts must be fully taped to a 8.5x 11 sheet of paper) for any program purchases made. Each transaction must include a description of the purpose of each purchase. If purchasing meals for students, an RSVP list and agenda must be provided for each event, in addition to the receipt and business purpose.</p> <p>M. Reimbursement requests must be submitted within 90 days of purchase. Additionally, all reimbursement requests must be submitted by <u>May 27, 2022</u>. Chapter reimbursements should not exceed \$600 per school year (\$300 for snacks and \$300 for supplies).</p> <p>N. Advisor must communicate name and contact information for all other volunteers engaged at chapter to the Regional Coordinator. Volunteers are required to sign MESA Agreement and must adhere to all school or district policies and guidelines.</p> <p>O. Advisors must support the administering of student surveys, conducted by Education Northwest. Advisors must provide access to a computer lab for students to take this survey.</p>	
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<p>Competitions</p>	<p>A. Provided that in-person social gatherings of 100 people or more are permitted within the health and safety guidelines of the CDC, OHA, School District, and PSU: Advisors are required to coordinate two MESA student teams to participate at an in-person Demo Day, held regionally in <u>February or March 2022</u>. Please see Appendix A: Advisor Deliverables Calendar for possible dates.</p> <p>B. Advisors are required to attend and coordinate attendance of students, including appropriate chaperones for Demo Day and carpooling.</p> <p>C. Should Demo Day be held virtually due to impacts of COVID-19 or variants, Advisors should register two teams for a virtual Demo Day event held on the same dates as the in-person options.</p> <p>D. If in-person school instruction occurs this year, Advisors are required to reserve a bus (or other appropriate mode of transportation) and substitute teacher for students to attend MESA Day on <u>May 20, 2022</u>. This should be completed by <u>November, 2021</u>.</p> <p>E. Provided that in-person social gatherings of 250 people or more are permitted within the health and safety guidelines of the CDC, OHA, School District, and PSU: Advisors are required to attend and coordinate appropriate chaperones for MESA Day, maintaining school mandated adult to student ratio.</p> <p>F. Should MESA Day be held virtually due to impacts of COVID-19 or variants, MESA Advisors are required to enroll their students in Virtual MESA Day.</p> <p>G. Advisors are required to manage and submit the following paperwork & videos associated with Demo Day and MESA Day according to the deadlines within the Deliverables Calendar (See "Appendix A").</p> <p>H. Advisors must not interfere with the judging of any competition components.</p> <p>I. The National Engineering Design Challenge will be held virtually this year, unless federal, state, and district regulations permit safe travel and gatherings of more than 100 people. If permitted, the National Engineering Design Challenge will be held in-person in New Mexico between <u>June 21-24, 2022</u>. Should an Advisor's team place first at MESA Day, MESA Advisors are required to attend, or secure chaperones to accompany the winning</p>	<p>Advisors are expected to attend competitions, not to affect PTO or vacation days.</p> <p>Demo Day=\$200 for attendance and student coordination</p>
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	team to the out-of-state MESA Nationals competition. This is an all-expense paid trip for students and advisors.	
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Additional MESA Programs		
	Objectives	Stipend/Rate
Family Engagement	<p>A. MESA Family College & Career Nights: Each school is required to engage students to participate in at least one virtual or in-person Family Night and participate in their Region’s Demo Day. All other family engagement events are optional.</p> <p>B. MESA Advisors are encouraged to plan and participate in virtual or in-person MESA Family Engagement Events and activities, including: MESA School Family Showcases, Family College & Career Nights, Demo Day, and Parent Participation Meetings, and updates to families about your MESA Chapter.</p> <p>C. Planning and participating includes, but is not limited to:</p> <ul style="list-style-type: none"> a. Scheduling an appropriate date and accessible location to host the event, virtually or in-person, in collaboration with MESA Regional Coordinator b. For in-person events: Reserving Audio/Visual equipment and rooms at the school as needed c. Promoting event to MESA students and encouraging student and family participation d. Collaborating with MESA Family Liaisons or Regional Coordinator to collect guest RSVPs e. At the event: Speaking about program to families, taking attendance, and taking photos as needed <p>D. Optional Family Engagement Events:</p> <ul style="list-style-type: none"> a. Family Showcase: Schools may host a virtual Family Showcase for MESA students to share their projects with their families and the broader school community b. Parent Participation Meetings: Schools may host a virtual MESA Parent Participation Meeting, facilitated by a MESA Parent Liaison and/or MESA Advisor 	<p>Family Engagement Event= \$100/event (maximum of 4 events/year)</p>

<p>College and Career Experiences</p>	<p>A. Schedule an appropriate date and site host for at least one virtual or in-person MESA College Trip or Career Trip per school year, in collaboration with Site Host and Regional Coordinator (for college visits) or State Office (for Career Visits).</p> <p>B. Publicize, encourage, and assist students in registering for college and career experiences, including ensuring they have the meeting links to join virtual college and career visits, Invention Bootcamp Application Workshops, STEM Career Coaching Mentorship sessions.</p> <p>C. If choosing an in-person college or career trip, planning and participation includes, but is not limited to:</p> <ul style="list-style-type: none"> a. Completing required district and school field trip paperwork b. Ordering transportation at discounted school rate at least 8 weeks prior to visit c. Promoting event to MESA students and encouraging student and chaperone participation d. Collecting student and chaperone RSVPs e. Ordering school lunches f. Taking attendance and photos at the event g. Submitting event attendance and photos to Regional Coordinator within one week of event h. Note: MESA Day is not eligible for trip coordination rate <p>D. Support MESA Regional Coordinators and State Office in scheduling pitch coaches to visit a chapter meeting and support students with pitches at a meeting held between <u>January-February, 2022</u>.</p>	<p>Outreach Rate= \$50/event in which students from your MESA chapter attend the event (maximum 4 college/career experiences).</p>
<p>Curriculum and Training Support (Optional)</p>	<p>A. Curriculum and Training Support stipends are available. Approval is required by MESA Education Coordinator prior to submitting an invoice for these deliverables.</p> <p>B. Participate in regular curriculum and training planning work:</p> <ul style="list-style-type: none"> a. Collaborate with MESA Lead Advisors and Education Coordinator to determine the direction of MESA theme and curriculum b. Participate in at least 10-15 hours of (work sessions) and/or planning c. Minimum one meeting per quarter d. Individual work based on committee assignments <p>C. Write/Review/Update Curriculum</p>	<p>\$75 per hour (not to exceed 20 = \$1,500 per Lead Advisor)</p> <p>\$50 per lesson reviewed (up to 20 units) = \$1000 Maximum Total</p>

	<p>a. Review existing lessons and add/edit resources, differentiation supports, and language supports</p> <p>b. Provide feedback to the Education Coordinator to make changes outside of the identified scope.</p> <p>c. Make updates based on the yearly client theme.</p> <p>D. Facilitate or co-facilitate a one hour workshop, or training session at another FY22 event/activity</p>	<p>Facilitator Rate: \$250 per session (2 trainings max) = Total \$500)</p>
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Additional Information:

- A. Advisors who transport students do so at their own risk. Oregon MESA and Portland State University are not liable for any risks associated with transporting students.
- B. Dates and locations of MESA meetings, events, and training subject to change
- C. If a MESA Advisor must withdraw their participation in the Oregon MESA program, we ask that they make every effort to work with the school administrator in identifying a replacement Advisor at the school and continue providing programming to students until another MESA Advisor may be identified and trained. We also ask that Advisors support Advisor(s) during the transition by allowing them to shadow your meeting and checking in with them after they start work in the chapter.
- D. **Personal Service Invoices may be submitted by Advisors to the Oregon MESA Office on December 3, 2021, March 4, 2022, and June 10, 2022.**

Advisor agrees:

- **Data Confidentiality:** *To comply with the requirements of the Family Educational Rights and Privacy Act (FERPA). In compliance with FERPA, personally identifiable information obtained by MESA Advisor, Regional Center or Oregon MESA in the performance of this Agreement will not be re-disclosed to third parties without written consent of the students' parent/guardian, and will only be used for the purposes identified in this Agreement and for implementing the Oregon MESA program.*
- **MESA license:** *MESA is a protected service mark that has been registered with the US Patent and Trademark Office and the California Secretary of State by The Regents. Oregon MESA and Portland State University has been granted a non-exclusive, non-assignable, revocable, royalty-free, and non-transferable license of the MESA service mark and program model by The Regents.*
- **Student IP ownership protection:** *Oregon MESA and all affiliates will protect the student's right to their invention and design, and grants sole ownership as the student's creation and property.*

APPENDIX A: ADVISOR DELIVERABLES CALENDAR

Event/Form Name	Due Date	Description & Purpose
Summer Invention Institute	8/23/2021	Provides an overview of competition rules, the pacing guide, and administrative requirements for the year, and other equity topics. Makeups Offered-- see optional events calendar
Personnel Form Due	9/1/21	Complete as part of annual onboarding: https://forms.gle/p6bobBovy2KRTtNf8
Matrix Q+A	10/6/21	Michelle will host a Q and A on Matrix. Come ready with questions
Program Support Form Due	10/8/2021	Complete to indicate support needed:: https://forms.gle/eokFSWEaeTP6X8jh7
PLC #1 - Program Kickoff	10/21/2021	Topics:- Check in on first meeting, and support needed for supplies, logistics recruitment, as well as updates about upcoming events.
PLC #2 - Intro Microcontrollers	11/16/2021	Topics: Microbit introduction, using Pacing guide materials, Tips for using Micro:bits with students, Check in on client needs
Student Enrollment Form Due	11/19/21	Student Enrollment Forms must be entered by this date to be eligible for a t-shirt!
Fall Invoice and quarterly reimbursement requests due	12/3/2021	Invoices: Ensure your chapter attendance data, PD attendance, and student enrollment information is updated in MATRIX by this date so we can pay you accurately for work you've performed. Invoices will be automatically generated by this deadline, emailed to you for final review. Reimbursement Requests: Submit your reimbursement requests for the quarter by this deadline. Chapter reimbursements should not exceed \$600 per school year (\$300 for snacks and \$300 for supplies). Reimbursement requests for supplies, must include itemized, original receipts, and a description of the business purpose of each purchase. If purchasing meals for students, an RSVP list and agenda must be provided for each event, in addition to receipt/purpose.
Winter Invention Institute	12/11/2021	Topics: Circuits and soldering workshop, Microcontroller workshops, Prototyping workshop, Other topics needed by region will be developed DEMO Day, MESA Day, and Spring Challenge Updates. To be held regionally. Makeups Offered-- see optional events calendar
PLC #3 Virtual Family Night	12/16/2021	Topics TBD, Family engagement support

Demo Day Student Registration	1/26/2022	Register teams for Demo Day, our regionally-held showcase and mid-year competition. Each school must register 2 teams. Students who RSVP in Demo Day by 2/4/22 and attend will get sweatshirt at Demo Day
PLC #4 - Get Ready for Demo Day-Option 1	2/1/2022	Topics: DEMO Day details, rubrics, student slides, What you need for your students to be ready
PLC #5 - Get Ready for Demo Day-Option 2	2/3/2022	Same as above
Winter Enrollment Form Due	2/4/22	Deadline for any remaining student enrollment forms. Note: Students only need to submit an enrollment form once/year.
Demo Day Option A	2/26/2022	Demo Day is our regionally-held showcase and mid-year competition, to share students' progress on their invention for the year. Advisors should attend and bring 2 teams to compete. Students will complete a live 3-5 minute presentation. As part of their showcase, set up, Students will have a 3-6 ft table for their display. The following materials are needed; DEMO Day Presentation, and an Early prototype pr drawing of prototype, and Poster (optional)
Winter Invoice and quarterly reimbursement requests due	3/4/22	Same as description written in Fall Invoice (due: 12/3/21)
Invention Bootcamp Application Due	3/4/22	HS advisors only: students must submit their applications for Invention Bootcamp by this date
Demo Day Option B	3/5/2022	Same information as presented in Demo Day: Option A
MESA Day Preliminary Registration Due	3/11/22	- Prelim Registration (Collect approx t-shirt/size info from students/approximate number of teams/arrival/departure time. Submitted through MATRIX)
Demo Day Option C	3/12/2022	Same information as presented in Demo Day: Option A
Spring Invention Institute	3/29/2022	Learn about the Spring Challenge and what to expect at MESA Day, MESA Day paperwork, nominate your student and/or mentor of the year, graduating seniors (specify those who have been in MESA for 3+ years), Overcoming Obstacles award (Nominate students that have overcome challenging in preparation of MESA Day),
MESA Day - Design Brief	4/15/2022	- Teams must submit final brief in PDF format; - Name file with "School Name-Team Name-Design Brief"
MESA Day - Pitch Videos	4/15/2022	- 3 minute video submission due by each team competing

PLC #7 - MESA Day Q & A	4/21/2022	Reminders of deadlines, and other important details pertaining to MESA Day, year end information and administrative stuff, invoices, returning items, student evaluation
Final MESA Day Team Registration due	4/22/2022	Every team from all chapters can participate. Final t-shirt order, disability accommodations needed, your seniors/their # years in MESA, students on all of your teams, and what track they are participating in
Awards Nominations	4/22/2022	Advisors nominate students for the following awards, announced at MESA Day: - Esprit de corps: goes to a student who embodies MESA values - Student's of the Year: goes to a student who excelled in MESA this year - Seniors: All graduating high school seniors will receive a graduation certificate and for those who've been in MESA for 3+ years, will receive a cord. Announced at the MESA Future Innovators Celebration in May. Advisors may also nominate their mentor for mentor of the year.
PLC #8 - Check In/ Year End Info	5/10/2022	Topics to be determined, year end information and administrative stuff, invoices, returning items, student evaluation
MESA Day	5/20/2022	Held from 9 am- 5 pm, MESA Day features competitions for all of our students in the Spring Challenge, NEDC, campus tours, on-site engineering challenges, and an awards ceremony for our chapters!
Complete MESA Spring Survey	5/27/22	Advisors, Mentors, Students participate in annual survey (conducted by EdNW)
Final reimbursement requests due	5/27/22	Given the timeline of our grants, any outstanding reimbursement requests from the school year must be submitted by this date. Reimbursement requests for supplies, must include itemized, original receipts and submitted within 90 days of purchase.
PLC #9 - End of Year/Wrap Up (option 1)	5/31/2022	Please attend either the 5/31 (Tuesday) or 6/2 (Thursday) PLC. This PLC will be celebratory and reflective in nature. We will make any major end of year announcements and seek Advisor feedback and thoughts about the year and upcoming year. year end information and administrative stuff, invoices, returning items, student evaluation
PLC #10 - End of Year/Wrap Up (option 2)	6/2/2022	Same as description listed in PLC #9- option 1 (on 5/31/2022)

NEDC Winners only: Final Pitch Video, Poster, and Design Brief due to the NEDC	6/3/2022	PITCH VIDEO: 3 minute video submission due DESIGN BRIEF: Teams must submit final brief in PDF format POSTER: Teams must submit final brief in PDF format INTERVIEW - Live at NEDC
Spring Invoice due	6/10/22	Invoice data due
NEDC Winners only: MESA USA: NEDC	6/24/22	For the top middle and high school team at MESA Day, students will compete at the National Engineering Design Challenge in New Mexico!
Summer Invoice and quarterly reimbursement requests due	6/24/2022	If you receive approval from state office to participate in paid training or events held after June 10th, you are eligible for a final summer invoice. If you purchased chapter supplies/food after May 27th deadline, you can submit a final reimbursement request.

Additional Events and Program PDs

Event/PD Name	Date	Description & Purpose
Summer Institute: Makeup #1	9/11/2021	Same as Summer Invention Institute (held on 8/23/21)
Summer Institute: Makeup #2	10/2/2021	Same as Summer Invention Institute (held on 8/23/21)
Todos Juntos Family Night (Virtual)	10/14/2021	Offered in partnership with Intel's Latino Employee Group, Todos Juntos or All Together, is a celebration of Hispanic Heritage Month and STEM innovation from the Hispanic community. Students will visit exhibits from Intel, meet MESA Students from other MESA states, and families will receive a 15-20 min. overview about what their students can do in MESA.
MESA Talks	10/28/2021	MESA Talks is a community series that brings together Oregon MESA community members and all interested individuals. MESA Talks serve as a window into the different sectors of our community. Multiple speakers will cover topics such as issues of social justice, history, the teacher and student experience in Oregon, as well as possibilities and opportunities within the realm of STEM. This year's MESA Talks Series Theme is From Harvest to Table. The exact topics and speakers are currently being determined
Winter Appreciation Party	12/11/2021	Celebrate your hard work at MESA this fall by attending this family-friendly MESA holiday party for Advisors and Mentors! (Time: TBD)

Winter Invention Institute: Makeup	1/8/2022	Same as Winter Invention Institute above (on 12/11/21)
MESA Talks	1/27/2022	Topic and speakers TBD
MESA Talks	4/7/2022	Topic and speakers TBD
Future Innovator's Celebration	5/11/2022	Celebrate our graduating MESA seniors in a ceremony honoring their work in MESA. Features guest speakers and panelists who are leaders in STEM and social justice communities.
Career Visits (virtual)	December	Date/Topic TBD, based on advisor input
Family Nights	December	Date/Topic TBD, based on advisor input
Career visits in person	February	Date/Topic TBD, based on advisor input
Family Nights (in person)	February	Date/Topic TBD, based on advisor input
Career Visits Virtual	January	Date/Topic TBD, based on advisor input
Career Visits (in-person)	November	Date/Topic TBD, based on advisor input
Family Nights	November	Date/Topic TBD, based on advisor input



**RESOLUTION #2021-2022-021
PROCLAIMING THE CELEBRATION OF NATIONAL ASIAN AMERICAN
AND PACIFIC ISLANDER HERITAGE MONTH**

WHEREAS, Asian American and Pacific Islander Heritage in the United States was celebrated beginning in 1978 and was made into a month-long event in 1992;

WHEREAS, Asian American and Pacific Islander Heritage Month seeks to honor and recognize the contributions of residents from Asia, India and the Pacific Islands;

WHEREAS, Native Hawaiians, Chinese, and Japanese were the first to migrate to the Pacific Northwest and were known for handling canoes and transporting goods, construction, railroad expansion, and settling the region; and

WHEREAS, ten percent (10%) of enrolled students are Asian or Pacific Islanders; and

WHEREAS, Asian Americans and Pacific Islanders have courageously maintained vibrant cultures and traditions and made many contributions to history, industry, art and community; and

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

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School Board of Directors proclaims May 1-May 31, to celebrate ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH. The struggles and achievement of Asian Americans and Pacific Islanders contributed profoundly to the culture and community of the United States. The Reynolds School District affirms the contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

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

Adopted this 27th day of April 2022.

Signed:

Attest:

Chair, Reynolds School District Board of
Directors

Superintendent of Schools / Clerk



RESOLUCIÓN #2021-2022-021

PROCLAMANDO LA CELEBRACIÓN DEL MES NACIONAL DE LA HERENCIA ASIÁTICA AMERICANA Y DE LAS ISLAS DEL PACÍFICO

CONSIDERANDO que, la herencia de los asiáticos americanos y de las islas del Pacífico en los Estados Unidos se celebró a partir de 1978 y se convirtió en un evento de un mes de duración en 1992;

CONSIDERANDO que, el Mes de la Herencia de los Asiáticos Americanos y de las Islas del Pacífico busca honrar y reconocer las contribuciones de los residentes de Asia, India y las Islas del Pacífico;

CONSIDERANDO que, Los nativos hawaianos, chinos y japoneses fueron los primeros en emigrar al noroeste del Pacífico y eran conocidos por el manejo de canoas y el transporte de mercancías, la construcción, la expansión del ferrocarril y la colonización de la región; y

CONSIDERANDO que, el diez por ciento (10%) de los estudiantes matriculados son asiáticos o isleños del Pacífico; y

CONSIDERANDO que, los estadounidenses de origen asiático y los habitantes de las islas del Pacífico han mantenido valientemente culturas y tradiciones vibrantes y han hecho muchas contribuciones a la historia, la industria, el arte y la comunidad; y

CONSIDERANDO que, la Junta Directiva de Reynolds ha establecido que todos y cada uno de los estudiantes deben ser celebrados y apreciados por las contribuciones únicas y vibrantes realizadas al compartir culturas, idiomas, ideas, creencias y valores dentro de una comunidad escolar; y

AHORA, POR LO TANTO, SE RESUELVE que la Junta Directiva de Reynolds proclama del 1 al 31 de mayo, para celebrar el MES DE LA HERENCIA DE LOS ASIÁTICOS AMERICANOS Y DE LAS ISLAS DEL PACÍFICO. Las luchas y los logros de los estadounidenses de origen asiático y de las islas del Pacífico contribuyeron profundamente a la cultura y la comunidad de los Estados Unidos. Reynolds School District afirma las contribuciones y reafirma su compromiso continuo de crear conciencia y una sociedad inclusiva.

La Junta Directiva alienta encarecidamente a nuestro personal y comunidad a observar, reconocer y celebrar la cultura, el patrimonio y las contribuciones de los estadounidenses de origen asiático y de las islas del Pacífico a nuestro país, nuestro estado, nuestras ciudades y nuestras escuelas.

Adoptado el 27 de abril de 2022.

Firmado:

Doy Fe:

Presidenta de la Junta Directiva de Reynolds
School District

Superintendente de Escuelas/Secretario



RESOLUTION #2021-2022-022

PROCLAIMING THE CELEBRATION OF TEACHER APPRECIATION WEEK

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District Board of Directors proclaims May 2-6, 2022 to be **TEACHER APPRECIATION WEEK**; and

BE IT FURTHER RESOLVED that the Reynolds School District Board of Directors strongly encourages all members of our community to join in personally expressing appreciation to our teachers for their dedication and devotion to their work.

Adopted this 27th day of April 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent of Schools/Clerk



RESOLUCIÓN #2021-2022-022

PROCLAMANDO LA CELEBRACIÓN DE LA SEMANA DE RECONOCIMIENTO A LOS MAESTROS

CONSIDERANDO que, los maestros forman a los futuros ciudadanos a través de la orientación y educación; y

CONSIDERANDO que, los maestros se encuentran con alumnos de muy diferentes orígenes;

CONSIDERANDO que, el futuro de nuestro país depende de proporcionar una educación de alta calidad a todos los estudiantes; y

CONSIDERANDO que, los maestros pasan incontables horas preparando lecciones, evaluando el progreso, asesorando, entrenando a los estudiantes y realizando servicio comunitario; y

CONSIDERANDO que, nuestra comunidad reconoce y apoya a sus maestros en la educación de los niños de esta comunidad.

AHORA, POR LO TANTO, SE RESUELVE que la Junta Directiva de Reynolds School District proclama la Semana del 2 al 6 de mayo de 2022 como la semana de **RECONOCIMIENTO A LOS MAESTROS**; y

ADEMAS SE RESUELVE que La Junta Directiva de Reynolds School District anima a todos los miembros de nuestra comunidad a unirse a ella para expresar su agradecimiento personal a nuestros maestros por su dedicación y devoción en sus trabajos.

Adoptado el 27 de abril de 2022.

Firmado:

Presidenta de la Junta Directiva de Reynolds School District

Doy Fe:

Superintendente de Escuelas/Secretario



RESOLUTION #2021-2022-023

**RESOLUTION PROCLAIMING THE CELEBRATION OF
SCHOOL LUNCH HERO DAY FRIDAY, MAY 6, 2022
REYNOLDS SCHOOL DISTRICT**

WHEREAS, the School Nutrition Association and Jarrett Krosoczka, author of the "Lunch Lady" graphic novel series, has designated the first Friday in May as School Lunch Hero Day; and

WHEREAS, nutritious school meals are an essential part of the school day; and

WHEREAS, school nutrition professionals are committed to providing healthful, nutritious meals to the District's children so they are ready to learn; and

WHEREAS, school nutrition professionals who prepare and serve school meals help nurture our children through their daily interaction and support; and

WHEREAS, school nutrition professionals demonstrate, on a consistent basis, their concern through patience and kindness toward our students; and

WHEREAS, their efforts and commitment to children and their contributions are extremely important to the overall operation of our schools; and

WHEREAS, the focus of our School Nutrition professionals is ensuring our children do not go without nutritious meals; and

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

BE IT FURTHER RESOLVED, that the Superintendent and Board of Education express appreciation to all school nutrition professionals and commend their good work on behalf of the District's children and declare May 6, 2022 as School Lunch Hero Day in Reynolds School District.

Adopted this 27th day of April 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



RESOLUTION 2021-2022-024

**RESOLUTION DENOUNCING RACISM
AT ATHLETIC EVENTS**

WHEREAS, the Reynolds School Board values our students and those participating in athletic and extracurricular activities; and

WHEREAS, acts of blatant racism, cultural disrespect, and microaggressions at athletic and extracurricular activities in Oregon are not new; and

WHEREAS, these actions are directly counter to the values of Reynolds School District; and

WHEREAS, as school board directors, we are deeply disturbed by the persistent and pervasive racism against students or community members who are Black, Indigenous, and Culturally Diverse during athletic and extracurricular activities and events; and

WHEREAS, we are entrusted to prepare young people for better futures through an equitable education, including an understanding of our democracy and a commitment to equality and justice for all; and

WHEREAS, athletic competition is in its very nature an expression of the human spirit and is meant to be a representation and celebration of the gifts, skills, and talents, of every scholar and athlete; and

WHEREAS, we are committed to ensuring our students do not experience trauma and harm while participating in athletic and extracurricular activities both in our district and when visiting other districts; and

WHEREAS, every student, coach, parent, caregiver, and community member should feel confidence in their own safety and the safety of others to attend athletic and extracurricular activities in any district; and

WHEREAS, a safe environment is one that is free of bullying, racial slurs, cultural disrespect, microaggressions, and other forms of bias and harassment; and

WHEREAS, our school district is a place of safety in our community and a beacon of light for other school districts and communities, as we build and strengthen trust with the school district community we serve.

NOW, THEREFORE, BE IT RESOLVED by the Reynolds School Board that we denounce all discriminatory behavior and harassment by students, staff, and fans during athletic and extracurricular activities; that we listen to, believe, and lift up the voices of our students when they share their experiences of racism, microaggressions, and cultural disrespect while participating in athletic and extracurricular activities; that we partner with the Oregon School Activities Association and other educational partners to enact policies to prevent, report, address, enforce against, and hold people and institutions accountable for these harmful acts; that we call for all school districts across Oregon to review and renew their athletic codes of conduct to embody the highest standards of sportsmanship and athletic character, expressly stating respectful behavior by athletes, staff, and spectators; that we urge communities across the state to enact, enforce and clearly communicate policies and practices to ensure that students, staff, and community members who are Black, Indigenous, and Culturally Diverse are safe and supported when participating in athletic and extracurricular activities in all communities.

Adopted this 27th day of April 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



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

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

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

Date: April 27, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

- Signs-up for Community Engagement

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: April 27, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Adjournment

