



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**

November 15, 2023

6:00 PM

Wood Village City Hall

24200 NE Halsey

Wood Village, Oregon 97060

I.	5:30p - Executive Session	3
	The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p under ORS 192.660(2)(a) Personnel and ORS 192.660(2)(d) Negotiations. Executive Session is closed to the public.	
II.	6:00p - Call to Order	4
	A. Roll Call	
	B. Consider Approval of the November 15, 2023 Agenda	
	C. Pledge of Allegiance	
	D. Land Acknowledgement	5
	E. Mission and Vision	6
III.	6:10p - Recognition	7
	A. Student Recognition	8
	B. Staff Recognition	9
	C. Volunteer/Community Partner Recognition	10
IV.	6:20p - Public to be Heard	11
V.	6:35p - High School Student Report	12
VI.	6:40p - Bargaining Group Updates	13
VII.	6:50p - Presentation to the Board	
	A. District At-a-Glance Profiles and 9th Grade On Track	14
	B. Early Literacy Grant	55
	C. SIA: 2022-2023 Annual Report	68
VIII.	7:20p - Superintendent's Reports	81
	A. Announcements/Reports	
	B. Communications Report	82
	C. Financial Report	89
	D. Enrollment Report	92
IX.	7:35p - Consent Agenda	
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	96

C.	Trillium Family Services Contract for Mental Health and Education Support Services	98
D.	GBSD/RSD IGA for Learning Specialist at Open School	111
E.	Bilingual Educator Pathways Grant Acceptance	118
F.	RHS Army JROTC Overnight Trip to Kennewick, WA	145
X.	7:40p - Action Items	
A.	Early Literacy Grant Application	157
B.	OSBA Elections and Resolutions	199
XI.	7:50p - Board Announcements and Discussion	248
A.	Individual Board Members - Announcements and Reports	
B.	Upcoming Board Meetings	
XII.	8:00p - Adjourn	249



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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Executive Session

Type: Action Item Report / Presentation

Policy: BDC: Executive Session

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel.

Executive Session is closed to the public.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Call to Order

Type: Action Item Report / Presentation

Policy: BDDF: Conduct of Board Meetings

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |

Roll Call:

- | | |
|--------------------------------------|---|
| • Position 1: Vice Chair Aaron Muñoz | • Position 5: Director Patty Carrera |
| • Position 2: Director Joyce Rosenau | • Position 6: Chair Ana Gonzalez Muñoz |
| • Position 3: Director Michael Reyes | • Position 7: Director Francisco Ibarra |
| • Position 4: Director Cayle Tern | |

Motion to Approve Agenda:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the November 15, 2023 agenda as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Pledge of Allegiance

Land Acknowledgement

Mission and Vision

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.

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.



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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Recognition

Type: Action Item Report / Presentation

Policy: KAA: Community Relations

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

The Board will publicly recognize the following student and staff members:

- Student Recognition: Glenfair Playworks Junior Coaches
- Staff Recognition: Edison Sanchez, Robert Mutschler, Jeffrey Barnes, and Gerardo Dominguez Dominguez
- Community Partner / Volunteer Recognition: Oregon Lions Sight & Hearing Foundation

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



Reynolds School Board
STUDENT RECOGNITION
November 2023

8

Glenfair Playworks
Junior Coaches





Reynolds School Board
STAFF RECOGNITION
November 2023

9

Edison Sanchez, Robert Mutschler
Jeffrey Barnes, Gerardo Dominguez Dominguez





Reynolds School Board
COMMUNITY PARTNER OF THE MONTH
November 2023

**Oregon Lions Sight & Hearing¹⁰
Foundation**





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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Public to be Heard

Type: Action Item Report / Presentation

Policy: BDDH: Public to be Heard; BDDH-AR: Public to be Heard at Board Meetings

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- Marginalized Students Culturally Responsive Teaching
- Student and Staff Wellness Professional Development

Summary / Background:

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 sign-up prior to the start of the meeting. The first 7 submissions will be able to speak for 3 minutes.

Written Public Comment can be submitted on the RSD website at any time.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Student Report

Type: Action Item Report / Presentation

Policy: BDDH: Public to be Heard; BDDH-AR: Public to be Heard at Board Meetings

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

According to policy BCBA-AR, student reporters may be appointed by each high school to provide school news to the Board at each Business Meeting.

Student reporters are encouraged to share news about school events, activities, sports, academic happenings and other high interest activities at the school.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Bargaining Group Updates

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

Reynolds Education Association (REA) and Oregon School Employees Association, Chapter 37 (OSEA), will provide an update to the Board of Directors.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



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

To: Board of Directors

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

Subject: 2022-2023 At-A-Glance District and School Profiles and Ninth Grade on Track

Type: Action Item Report / Presentation

Policy: KBA: Public Records

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |

Summary / Background:

The At-A-Glance district and school profiles are published each year alongside the accountability detail sheets. Together, the At-A-Glance district and school profiles and the accountability detail sheets comprise the Oregon Department of Education’s larger reporting system as required by the Oregon State legislature and the Every Student Succeeds Act (ESSA).

The At-A-Glance district and school profiles were designed by and for parents and community members to be an understandable and easy to read overview of how schools and districts serve their students. The At-A-Glance district and school profiles do not rate or grade schools and districts and they are not used to determine levels of support under ESSA.

Districts are responsible for ensuring that the At-A-Glance profiles reach the families of children enrolled in Oregon public schools. As prescribed in Oregon Administrative Rule (OAR) 581-022-2255, families must receive a copy of the At-A-Glance profiles (report cards) by January 15th of each school year.

In addition, one measure on both the At-A-Glance district and school profiles pertains to 9th Grade on Track. This measure determines how many 9th grade students earned one-quarter of the required credits in order to earn their diploma in the 2022-2023 school year. For example, if a student is working towards an Oregon diploma, then the student would have earned six or more credits of the twenty-four credits that are required to graduate.

[You can view all of the reports here.](#)

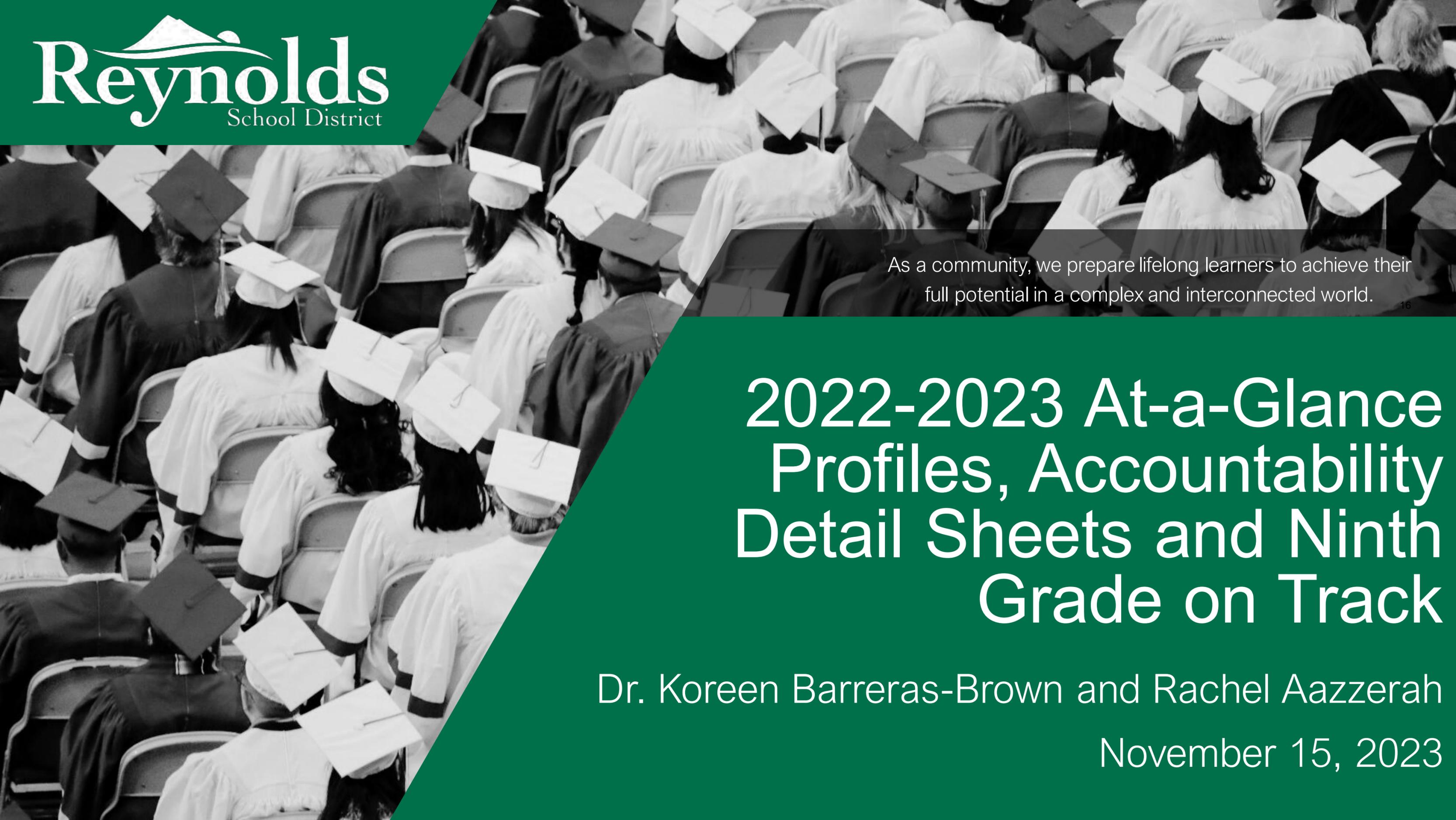
Previous Board Action:
Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



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

2022-2023 At-a-Glance Profiles, Accountability Detail Sheets and Ninth Grade on Track

Dr. Koreen Barreras-Brown and Rachel Aazzerah

November 15, 2023

What are the At-a-Glance Profiles?

- The At-A-Glance District and School Profiles are published each Fall with the Accountability Detail Sheets
- Part of the ODE's larger reporting system as required by the Oregon State legislature and the Every Student Succeeds Act (ESSA)
- Are not used to rate or grade schools and districts or to determine levels of support under ESSA
- All data is from the 2022-23 school year, except for On-Time Graduation which is from the 2021-22 school year, and College Going from the 2020-21 school year
- Developed by and for families and community members as an easy-to-read overview of how schools and districts serve their students
- Available in both English and Spanish

Students We Serve



DEMOGRAPHICS

American Indian/Alaska Native	
Students	1%
Teachers	1%
Asian	
Students	7%
Teachers	3%
Black/African American	
Students	10%
Teachers	2%
Hispanic/Latino	
Students	44%
Teachers	8%
Multiracial	
Students	7%
Teachers	2%
Native Hawaiian/Pacific Islander	
Students	3%
Teachers	<1%
White	
Students	27%
Teachers	88%

45%

Ever English Learners



98

Languages Spoken

17%

Students with Disabilities

19%

Mobile Students

>95%

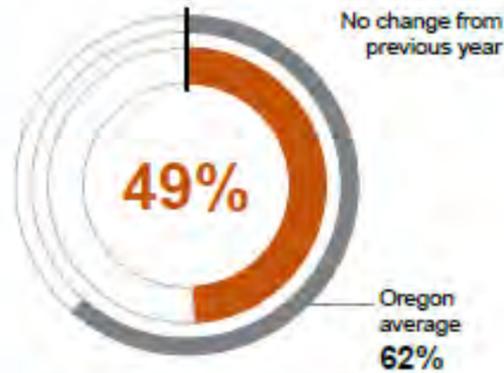
Free/Reduced Price Lunch

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

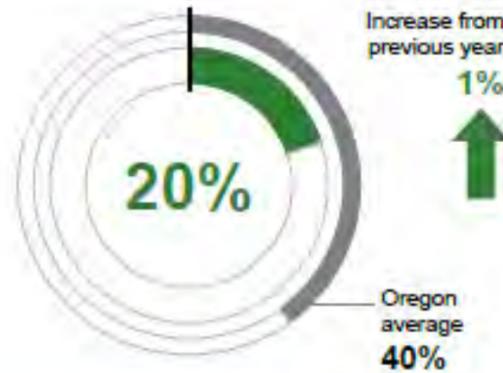


Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

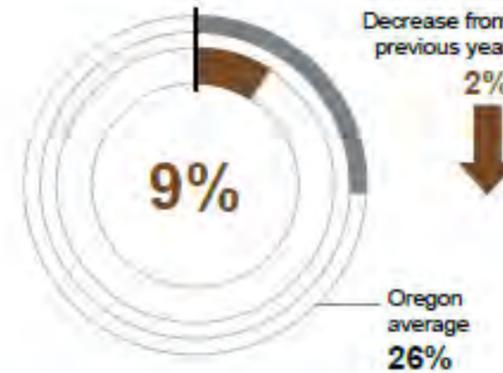
Students meeting state grade-level expectations.



Grade 8

MATHEMATICS

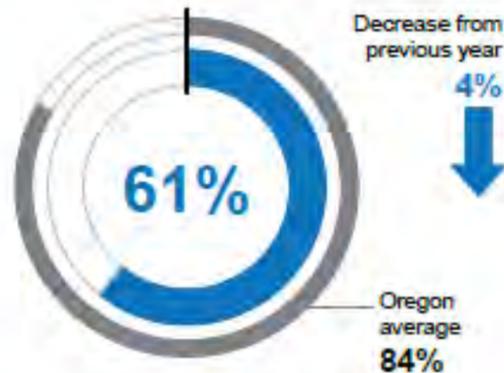
Students meeting state grade-level expectations.



High School Success

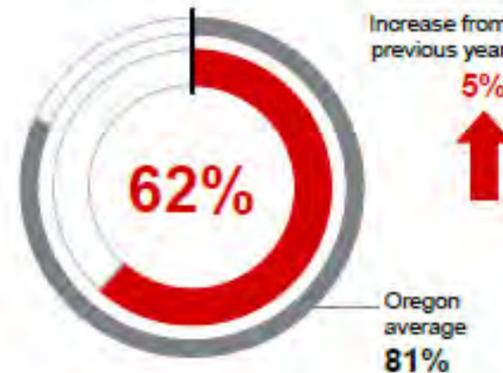
ON-TRACK TO GRADUATE

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



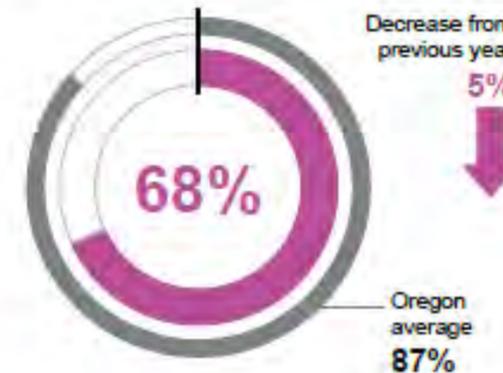
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-19 graduating in 2021-22.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2017-18 finishing in 2021-22.



District Goals

Our district strives to promote equity and to provide a quality education for each student that we serve. By focusing on equity and student achievement, our district aims to reduce the opportunity gap between student groups and ensure that all of our students graduate. To reach this goal we are committed to providing student centered, culturally relevant instruction and to maintain high expectations for all students. Our vision: As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Our Staff (rounded FTE)



46

Administrators



582

Teachers



148

Educational assistants



33

Counselors



6

Social Workers



5

Licensed Librarians



8

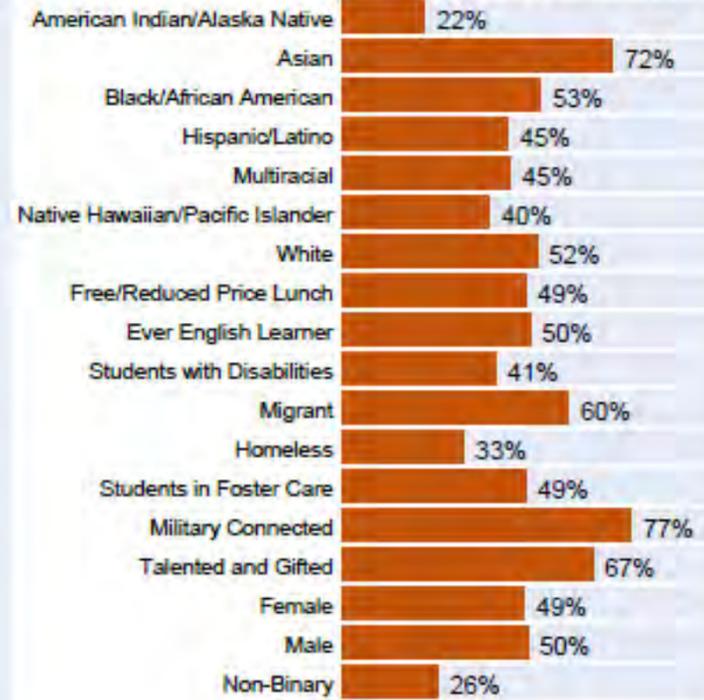
Psychologists



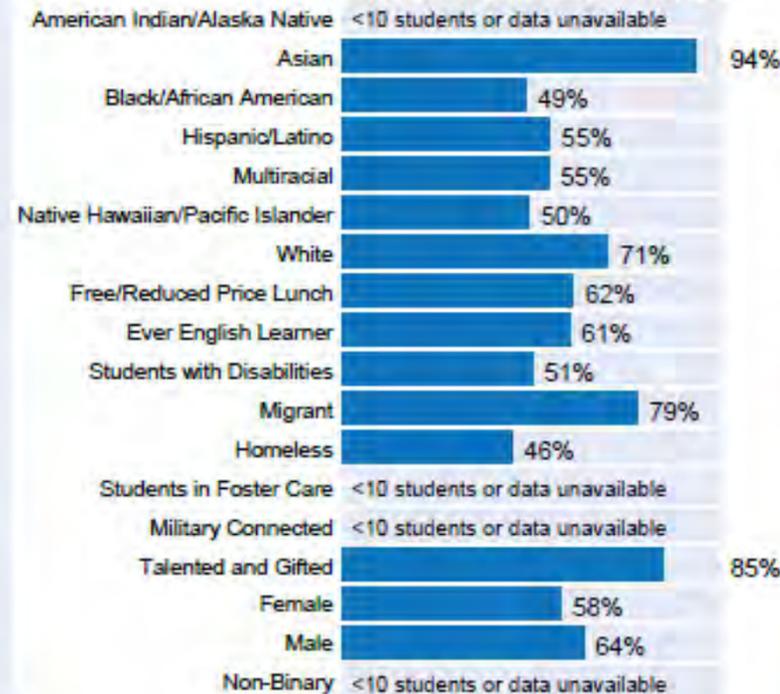
74%

% of licensed teachers with more than 3 years of experience

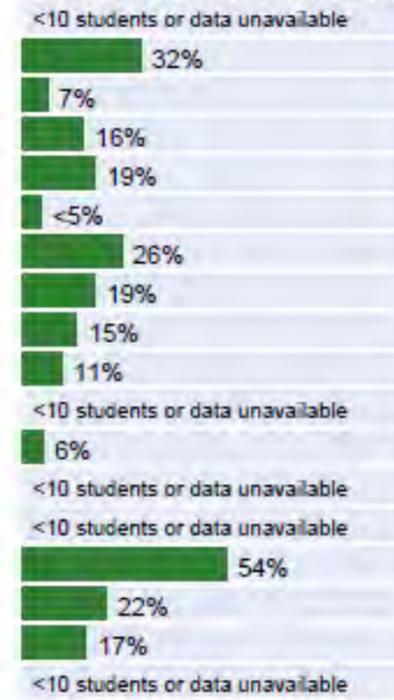
REGULAR ATTENDERS



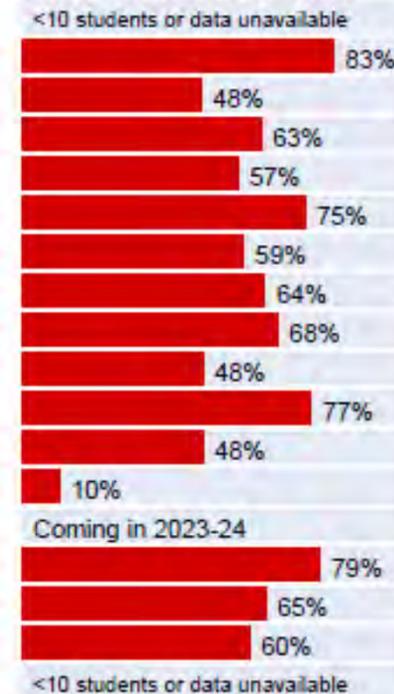
ON-TRACK TO GRADUATE



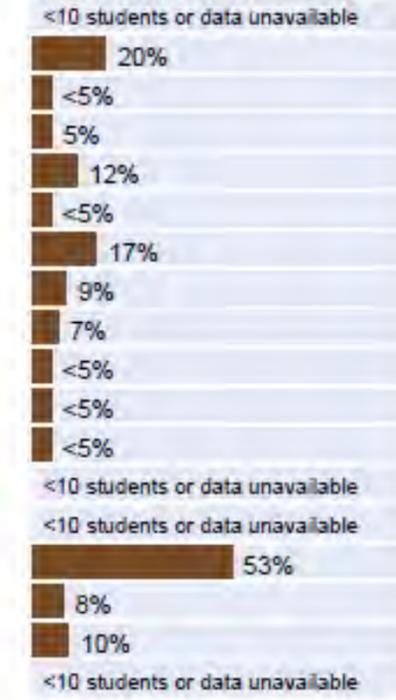
Grade 3 ENGLISH LANGUAGE ARTS



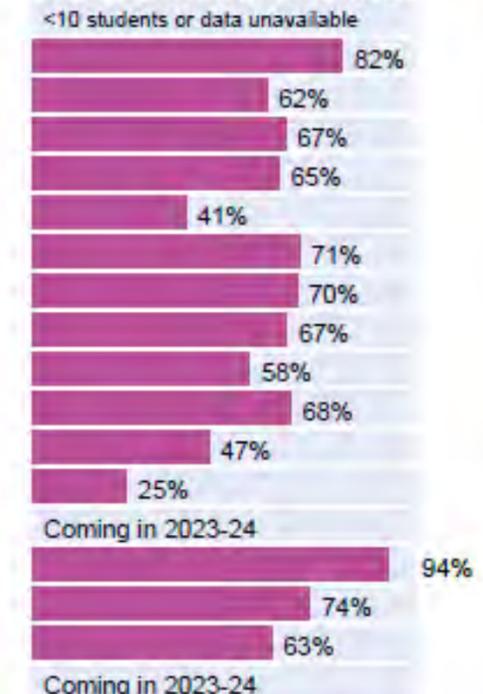
ON-TIME GRADUATION



Grade 8 MATHEMATICS



FIVE-YEAR COMPLETION



What are the Accountability Details Sheets?

The Accountability Details Sheet displays district level data on the indicators used by the accountability system to identify schools for **comprehensive** or **targeted** supports as required by Oregon's State Plan under the Every Student Succeeds Act (ESSA)

Nine Data Indicators:

- English Language Arts (ELA) Achievement*
- ELA Average Gap Score Change*
- Mathematics Achievement*
- Mathematics Average Gap Score Change*
- Regular Attenders
- On Track to English Language Proficiency (OTELP)
- 9th Grade on Track
- Four-Year Cohort Graduation Rate
- Five-Year Completers Rate

*Metrics come from the Oregon State Assessment System

Accountability Detail Sheets



2022-23 ESSA Accountability Details Report Public Version – Preliminary – October 3, 2023

District: Reynolds SD 7

School: Glenfair Elementary

The Accountability Details Report displays the data for indicators used to identify schools for comprehensive or targeted supports as required by Oregon’s State Plan under the Every Student Succeeds Act (ESSA). The accountability system uses six indicators for elementary and middle schools. For more information about the included indicators and their definitions and calculations, please refer to the Accountability Details Policy and Technical Manual. Arrows (up ↑ or down ↓) indicate the change in the rating level of the indicator from the previous year.

Indicator Ratings Table							
Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attendees	On Track to ELP
All Students	Not Identified	Level 2 ↑	Level 4 ↑	Level 2	Level 4 ↑	Level 1	Level 2
Economically Disadvantaged	Not Identified	Level 2 ↑	Level 4 ↑	Level 2	Level 4 ↑	Level 1	21
English Learners	Not Identified	Level 1 ↓	Level 2	Level 2	Level 3 ↑	Level 2	Level 2
Students with Disabilities	Targeted	Level 1	Level 3	Level 1 ↓	Level 3 ↑	Level 1	
Underserved Race/Ethnicity	Not Identified	Level 1	Level 4 ↑	Level 2 ↑	Level 4 ↑	Level 1	
American Indian / Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	
Native Hawaiian / Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Level 1	
Black / African American	Not Identified	Level 1	Level 5 ↑	Level 2 ↑	Level 5 ↑	Level 1	
Hispanic / Latino	Not Identified	Level 1	Level 3	Level 2 ↑	Level 4 ↑	Level 1	
Asian	Not Identified	Level 2	Not Rated	Level 2	Not Rated	Level 2 ↓	
White	Not Identified	Level 2	Level 3 ↑	Level 2	Level 3 ↑	Level 1	
Multi-racial	Not Identified	Level 2	Not Rated	Level 2 ↑	Not Rated	Level 1	

21-22 & 22-23 Suggested Level of Support



School Name	2021-2022	2022-2023
Alder Elementary	Targeted	Targeted
Davis Elementary	Comprehensive	Comprehensive
Fairview Elementary	Comprehensive	Targeted
Glenfair Elementary	Comprehensive	Targeted
Hartley Elementary	Targeted	Comprehensive
Margaret Scott Elementary	Targeted	Targeted
Salish Ponds Elementary	Comprehensive	Comprehensive
Sweetbriar Elementary	Not Identified	Not Identified
Troutdale Elementary	Not Identified	Not Identified
Wilkes Elementary	Targeted	Targeted
Woodland Elementary	Targeted	Comprehensive
H.B. Lee Middle	Targeted	Targeted
Reynolds Middle	Comprehensive	Comprehensive
Walt Morey Middle	Not Identified	Targeted
Reynolds High	Targeted	Targeted
Reynolds Learning Academy	Comprehensive	Comprehensive

2022-23 Ninth Grade on Track

2022-2023 9th Grade on Track

Demographic	2022-2023
All	61%
American Indian/Alaska Native	<10 Students
Asian	94%
Black/African American	49%
Hispanic/Latino	55%
Multiracial	55%
Native Hawaiian/Pacific Islander	50%
White	71%
Free/Reduced Lunch	62%
Ever English Learner	61%
Students with Disabilities	51%
Talented and Gifted	85%
Female	58%
Male	64%
Non-Binary	<10 Students

9th Grade on Track— 3-Year Trend



Demographic	2020-2021	2021-2022	2022-2023
All	47%	65%	61%
American Indian/Alaska Native	<10%	<10 Students	<10 Students
Asian	72%	93%	94%
Black/African American	45%	61%	49%
Hispanic/Latino	39%	58%	55%
Multiracial	45%	71%	55%
Native Hawaiian/Pacific Islander	40%	44%	50%
White	54%	71%	71%
Free/Reduced Lunch	47%	65%	62%
Ever English Learner	44%	62%	61%
Students with Disabilities	41%	48%	51%
Talented and Gifted	71%	>95%	85%
Female	53%	65%	58%
Male	42%	64%	64%
Non-Binary	<10 Students	<10 Students	<10 Students



Questions?

Thank you for all that you do
for the students, families and
staff here in the Reynolds
School District.



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



OREGON AT-A-GLANCE DISTRICT PROFILE

Reynolds SD 7

SUPERINTENDENT: Frank Caropelo | 1204 NE 201st Ave, Fairview 97024 | 503-661-7200

Students We Serve

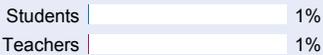


9,599

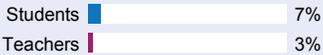
Student Enrollment

DEMOGRAPHICS

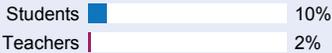
American Indian/Alaska Native



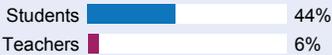
Asian



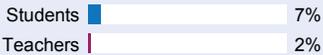
Black/African American



Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



45%

Ever English Learners



98

Languages Spoken

17%

Students with Disabilities

19%

Mobile Students

>95%

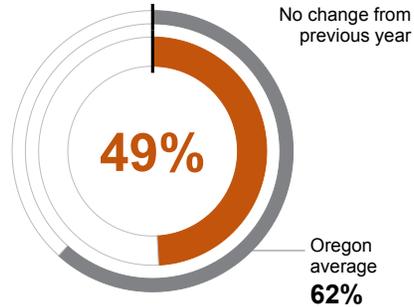
Free/Reduced Price Lunch

*<10 students or data unavailable

District Environment

REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.

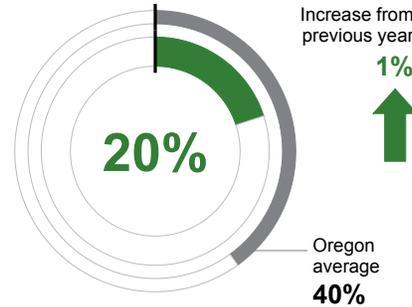


Academic Success

Grade 3

ENGLISH LANGUAGE ARTS

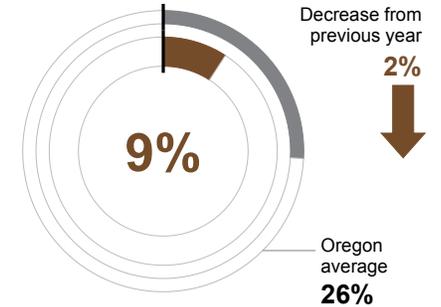
Students meeting state grade-level expectations.



Grade 8

MATHEMATICS

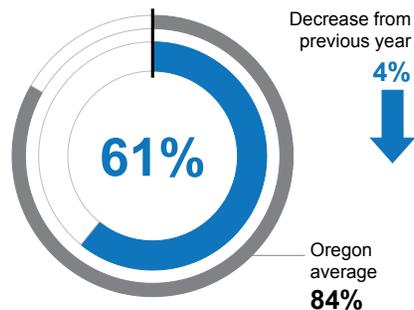
Students meeting state grade-level expectations.



High School Success

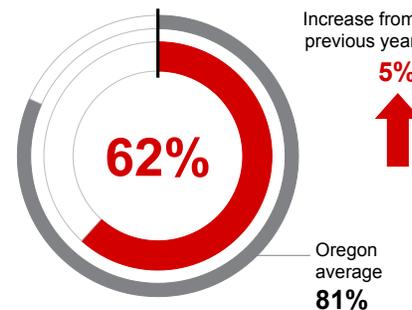
ON-TRACK TO GRADUATE

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



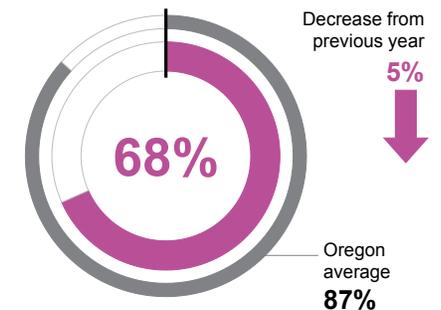
ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-19 graduating in 2021-22.



FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2017-18 finishing in 2021-22.



District Goals

Our district strives to promote equity and to provide a quality education for each student that we serve. By focusing on equity and student achievement, our district aims to reduce the opportunity gap between student groups and ensure that all of our students graduate. To reach this goal we are committed to providing student centered, culturally relevant instruction and to maintain high expectations for all students. Our vision: As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.



OREGON AT-A-GLANCE DISTRICT PROFILE CONTINUED

Reynolds SD 7

Outcomes

Our Staff (rounded FTE)



46

Administrators



582

Teachers



148

Educational assistants



33

Counselors



6

Social Workers



5

Licensed Librarians



8

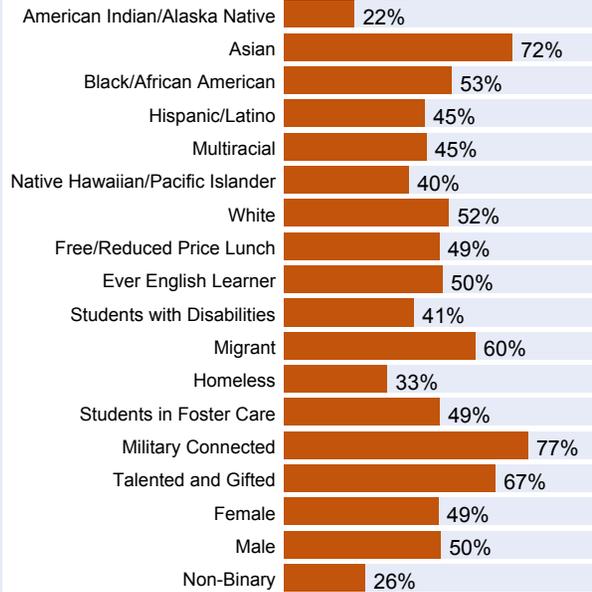
Psychologists



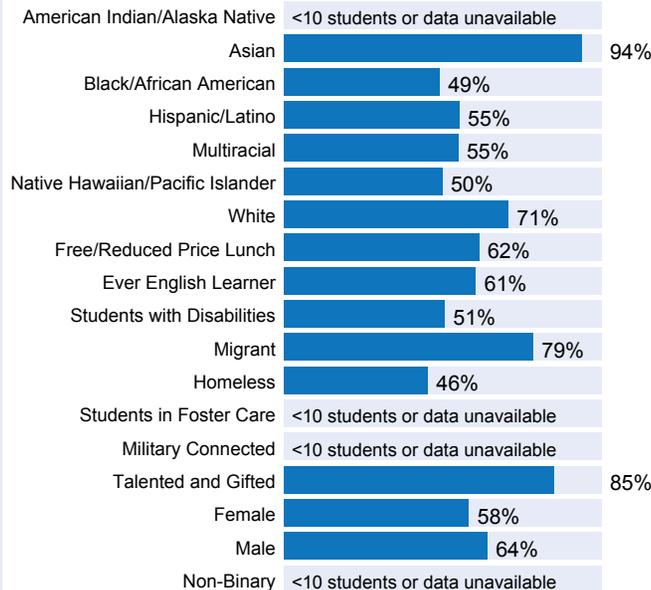
74%

% of licensed teachers with more than 3 years of experience

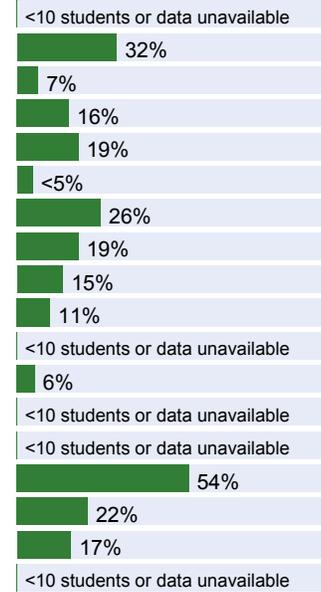
REGULAR ATTENDERS



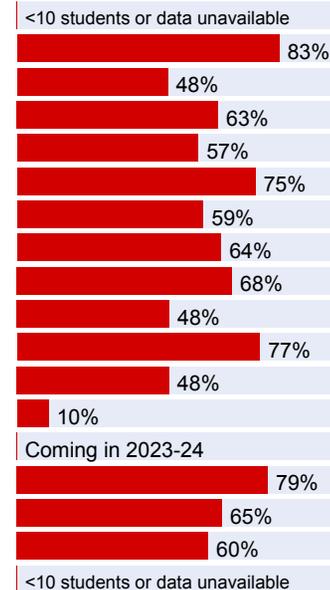
ON-TRACK TO GRADUATE



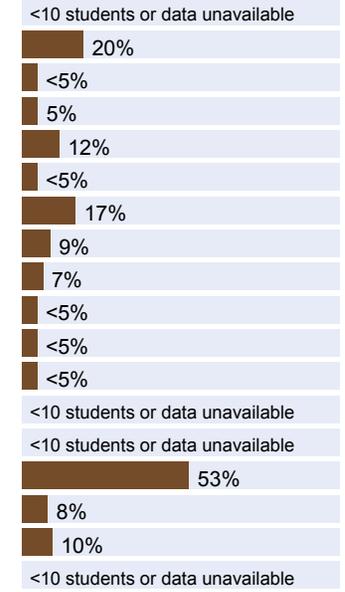
Grade 3 ENGLISH LANGUAGE ARTS



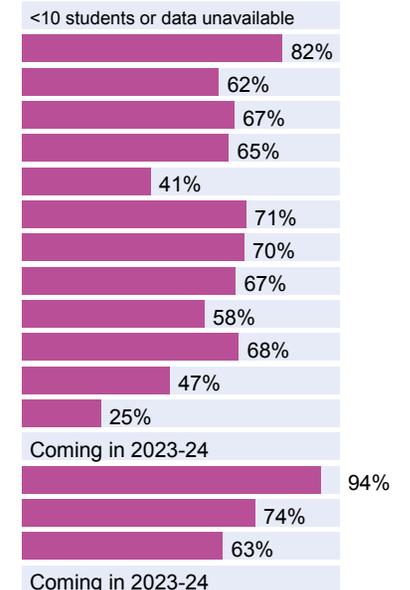
ON-TIME GRADUATION



Grade 8 MATHEMATICS



FIVE-YEAR COMPLETION



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2022-23 ESSA District Accountability Details Report

Public Version – Preliminary - October 3, 2023

District: Reynolds SD 7

The Accountability Details Report displays district-level data for indicators used to identify schools for Comprehensive or Targeted supports as required by Oregon’s State Plan under the Every Student Succeeds Act (ESSA). The report displays data for nine indicators: English language arts (ELA) Achievement and Average Gap Score Change, Mathematics Achievement and Average Gap Score Change, Regular Attenders, On Track to English Language Proficiency (ELP), 9th Grade On-Track, Four-Year Cohort Graduation, and Five-Year Completers. Where appropriate, these indicators are also broken out by grade bands. These grade bands are Elementary (Kindergarten through 5th grade), Middle (6th through 8th grade), and High (9th through 12th grade).

The accountability system assigns a level of 1 to 5 for each indicator, where level 1 is the lowest rating and level 5 is the highest rating. For more information about the indicators and their definitions and calculations, please refer to [Accountability Details Policy and Technical Manual](#). Detailed data for each of the indicators appear on subsequent pages.

As you read the following pages, please note:

- Indicator ratings that display ‘Not Rated’ refer to student groups that do not meet the minimum n-size of 20 to receive a rating.
- The expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.
- The English Learner student group has different inclusion rules depending on the indicator.
 - The On Track to ELP, 9th Grade On-Track, and Regular Attenders indicators include current-year English learners only.
 - ELA and Mathematics Achievement, Average Score Change, and Participation include current-year English learners as well as former English learners, who are monitored for four years after exiting an English Learners program.
 - The Graduation and Completers indicators include students who were English learners at any time during high school.
- The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

English Language Arts Academic Achievement Details

District: Reynolds SD 7

Level: Elementary (Grades K-5)

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	18
Level 1	<18

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

State Long Term Goal: 80%

Student Group		2021-22	2022-23	2-year Average	Level
All Students - Percent		24.7	24.1	24.4	Level 2
All Students - Adjusted Denominator		2198	2217	4415	
Economically Disadvantaged - Percent		24.7	24.2	24.5	Level 2
Economically Disadvantaged - Adjusted Denominator		2194	2184	4378	
English Learners - Percent		12.2	13.1	12.6	Level 1
English Learners - Adjusted Denominator		806	841	1647	
Students with Disabilities - Percent		10.5	9.9	10.2	Level 1
Students with Disabilities - Adjusted Denominator		361	425	786	
American Indian/Alaska Native - Percent		22.7	38.5	31.3	Level 2
American Indian/Alaska Native - Adjusted Denominator		22	26	48	
Black/African American - Percent		13.4	14.8	14.1	Level 1
Black/African American - Adjusted Denominator		224	229	453	
Hispanic/Latino - Percent		17.7	18.6	18.2	Level 2
Hispanic/Latino - Adjusted Denominator		945	972	1917	
Native Hawaiian/Pacific Islander - Percent		24.0	9.1	17.4	Level 1
Native Hawaiian/Pacific Islander - Adjusted Denominator		75	66	138	
Underserved Race/Ethnicity - Percent		17.4	17.9	17.7	Level 1
Underserved Race/Ethnicity - Adjusted Denominator		1266	1288	2554	
Asian - Percent		28.1	30.6	29.3	Level 2
Asian - Adjusted Denominator		153	147	300	
White - Percent		38.6	35.8	37.2	Level 2
White - Adjusted Denominator		611	601	1211	
Multi-racial - Percent		26.2	23.1	24.7	Level 2
Multi-racial - Adjusted Denominator		168	186	352	

English Language Arts Average Gap Score Change Details

District: Reynolds SD 7

Level: Elementary (Grades K-5)

The English Language Arts (ELA) Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

ELA Average Gap Score Change	Cut
Level 5	5
Level 4	-7
Level 3	-19
Level 2	-42
Level 1	<-42

Student Group	2018-19	2022-23	Change in Average	Level
All Students	-45	-72	-27	Level 2
All Students - Denominator	2705	2201		
Economically Disadvantaged	-57	-70	-13	Level 3
Economically Disadvantaged - Denominator	2283	2168		
English Learners	-70	-104	-34	Level 2
English Learners - Denominator	1284	836		
Students with Disabilities	-113	-124	-11	Level 3
Students with Disabilities - Denominator	459	391		
American Indian/Alaska Native	-41	-5	36	Not Rated
American Indian/Alaska Native - Denominator	19	23		
Black/African American	-66	-100	-34	Level 2
Black/African American - Denominator	249	225		
Hispanic/Latino	-69	-89	-20	Level 2
Hispanic/Latino - Denominator	1131	969		
Native Hawaiian/Pacific Islander	-74	-87	-13	Level 3
Native Hawaiian/Pacific Islander - Denominator	79	63		
Underserved Race/Ethnicity	-69	-89	-20	Level 2
Underserved Race/Ethnicity - Denominator	1478	1280		
Asian	-19	-61	-42	Level 2
Asian - Denominator	192	146		
White	-13	-35	-22	Level 2
White - Denominator	845	592		
Multi-racial	-34	-75	-41	Level 2
Multi-racial - Denominator	190	183		

English Language Arts Participation Details

District: Reynolds SD 7

Level: Elementary (Grades K-5)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the two-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Participation Target: 94.5%

Student Group		2021-22	2022-23	2-year Average	Status
All Students - Percent		96.4	95.0	95.7	Met
All Students - Denominator		2413	2464	4877	
Economically Disadvantaged - Percent		96.6	95.1	95.8	Met
Economically Disadvantaged - Denominator		2403	2428	4831	
English Learners - Percent		97.6	96.0	96.7	Met
English Learners - Denominator		878	964	1842	
Students with Disabilities - Percent		91.5	88.4	89.8	Not Met
Students with Disabilities - Denominator		399	464	863	
American Indian/Alaska Native - Percent		95.8	89.7	92.5	Not Met
American Indian/Alaska Native - Denominator		24	29	53	
Black/African American - Percent		96.9	94.6	95.7	Met
Black/African American - Denominator		254	257	511	
Hispanic/Latino - Percent		97.4	96.1	96.8	Met
Hispanic/Latino - Denominator		1013	1058	2071	
Native Hawaiian/Pacific Islander - Percent		98.9	92.6	95.8	Met
Native Hawaiian/Pacific Islander - Denominator		87	81	168	
Underserved Race/Ethnicity - Percent		97.4	95.5	96.4	Met
Underserved Race/Ethnicity - Denominator		1378	1425	2803	
Asian - Percent		98.8	97.5	98.1	Met
Asian - Denominator		161	158	319	
White - Percent		93.9	93.8	93.9	Not Met
White - Denominator		688	680	1368	
Multi-racial - Percent		95.7	94.0	94.8	Met
Multi-racial - Denominator		186	201	387	

English Language Arts Academic Achievement Details

District: Reynolds SD 7

Level: Middle (Grades 6-8)

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	18
Level 1	<18

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

State Long Term Goal: 80%

Student Group		2021-22	2022-23	2-year Average	Level
All Students - Percent		24.9	22.0	23.5	Level 2
All Students - Adjusted Denominator		2203	2078	4281	
Economically Disadvantaged - Percent		24.9	22.0	23.5	Level 2
Economically Disadvantaged - Adjusted Denominator		2200	2031	4231	
English Learners - Percent		10.8	7.6	9.3	Level 1
English Learners - Adjusted Denominator		909	773	1682	
Students with Disabilities - Percent		7.6	8.3	7.9	Level 1
Students with Disabilities - Adjusted Denominator		384	349	733	
American Indian/Alaska Native - Percent		20.0	6.7	14.7	Level 1
American Indian/Alaska Native - Adjusted Denominator		20	15	34	
Black/African American - Percent		11.6	13.3	12.4	Level 1
Black/African American - Adjusted Denominator		224	211	435	
Hispanic/Latino - Percent		17.0	15.4	16.2	Level 1
Hispanic/Latino - Adjusted Denominator		1002	926	1928	
Native Hawaiian/Pacific Islander - Percent		20.9	17.3	19.2	Level 2
Native Hawaiian/Pacific Islander - Adjusted Denominator		67	81	146	
Underserved Race/Ethnicity - Percent		16.3	15.1	15.7	Level 1
Underserved Race/Ethnicity - Adjusted Denominator		1311	1231	2542	
Asian - Percent		42.2	32.5	37.5	Level 2
Asian - Adjusted Denominator		173	160	333	
White - Percent		38.8	33.6	36.5	Level 2
White - Adjusted Denominator		603	566	1163	
Multi-racial - Percent		23.3	23.6	23.5	Level 2
Multi-racial - Adjusted Denominator		116	127	243	

English Language Arts Average Gap Score Change Details

District: Reynolds SD 7

Level: Middle (Grades 6-8)

The English Language Arts (ELA) Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

ELA Average Gap Score Change	Cut
Level 5	5
Level 4	-7
Level 3	-19
Level 2	-42
Level 1	<-42

Student Group	2018-19	2022-23	Change in Average	Level
All Students	-43	-84	-41	Level 2
All Students - Denominator	2437	2005		
Economically Disadvantaged	-54	-82	-28	Level 2
Economically Disadvantaged - Denominator	2047	1958		
English Learners	-75	-132	-57	Level 1
English Learners - Denominator	1075	742		
Students with Disabilities	-125	-155	-30	Level 2
Students with Disabilities - Denominator	385	326		
American Indian/Alaska Native	-63	-106	-43	Not Rated
American Indian/Alaska Native - Denominator	19	12		
Black/African American	-87	-109	-22	Level 2
Black/African American - Denominator	194	200		
Hispanic/Latino	-64	-106	-42	Level 2
Hispanic/Latino - Denominator	1065	895		
Native Hawaiian/Pacific Islander	-79	-103	-24	Level 2
Native Hawaiian/Pacific Islander - Denominator	73	77		
Underserved Race/Ethnicity	-68	-107	-39	Level 2
Underserved Race/Ethnicity - Denominator	1351	1184		
Asian	-9	-45	-36	Level 2
Asian - Denominator	176	153		
White	-7	-46	-39	Level 2
White - Denominator	754	548		
Multi-racial	-36	-78	-42	Level 2
Multi-racial - Denominator	156	120		

English Language Arts Participation Details

District: Reynolds SD 7

Level: Middle (Grades 6-8)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the two-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Participation Target: 94.5%

Student Group		2021-22	2022-23	2-year Average	Status
All Students - Percent		96.2	94.7	95.5	Met
All Students - Denominator		2385	2302	4687	
Economically Disadvantaged - Percent		96.3	94.9	95.6	Met
Economically Disadvantaged - Denominator		2380	2245	4625	
English Learners - Percent		97.1	95.3	96.3	Met
English Learners - Denominator		993	874	1867	
Students with Disabilities - Percent		91.2	90.2	90.7	Not Met
Students with Disabilities - Denominator		420	389	809	
American Indian/Alaska Native - Percent		100.0	87.5	94.6	Met
American Indian/Alaska Native - Denominator		21	16	37	
Black/African American - Percent		95.9	94.9	95.4	Met
Black/African American - Denominator		242	235	477	
Hispanic/Latino - Percent		96.5	94.8	95.7	Met
Hispanic/Latino - Denominator		1083	1014	2097	
Native Hawaiian/Pacific Islander - Percent		93.4	96.7	95.2	Met
Native Hawaiian/Pacific Islander - Denominator		76	92	168	
Underserved Race/Ethnicity - Percent		96.3	94.8	95.6	Met
Underserved Race/Ethnicity - Denominator		1422	1357	2779	
Asian - Percent		98.4	98.8	98.6	Met
Asian - Denominator		183	166	349	
White - Percent		95.8	93.1	94.5	Met
White - Denominator		650	640	1290	
Multi-racial - Percent		93.8	95.7	94.8	Met
Multi-racial - Denominator		130	139	269	

English Language Arts Academic Achievement Details

District: Reynolds SD 7

Level: High (Grade 11)

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	18
Level 1	<18

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

State Long Term Goal: 80%

Student Group		2021-22	2022-23	2-year Average	Level
All Students - Percent		34.9	28.8	31.9	Level 2
All Students - Adjusted Denominator		499	503	1001	
Economically Disadvantaged - Percent		34.9	28.9	32.0	Level 2
Economically Disadvantaged - Adjusted Denominator		498	484	981	
English Learners - Percent		13.0	9.9	11.3	Level 1
English Learners - Adjusted Denominator		131	152	282	
Students with Disabilities - Percent		11.6	14.0	12.9	Level 1
Students with Disabilities - Adjusted Denominator		86	86	171	
American Indian/Alaska Native - Percent		*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator		*	*	*	
Black/African American - Percent		8.2	26.2	16.7	Level 1
Black/African American - Adjusted Denominator		49	42	90	
Hispanic/Latino - Percent		27.2	20.4	23.8	Level 2
Hispanic/Latino - Adjusted Denominator		239	250	488	
Native Hawaiian/Pacific Islander - Percent		33.3	28.6	31.4	Level 2
Native Hawaiian/Pacific Islander - Adjusted Denominator		15	21	35	
Underserved Race/Ethnicity - Percent		24.7	21.5	23.1	Level 2
Underserved Race/Ethnicity - Adjusted Denominator		304	316	619	
Asian - Percent		64.7	38.6	50.6	Level 2
Asian - Adjusted Denominator		34	44	77	
White - Percent		50.0	41.5	46.2	Level 2
White - Adjusted Denominator		132	118	249	
Multi-racial - Percent		35.5	40.7	38.6	Level 2
Multi-racial - Adjusted Denominator		31	27	57	

English Language Arts Participation Details

District: Reynolds SD 7

Level: High (Grade 11)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the two-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Participation Target: 94.5%

Student Group		2021-22	2022-23	2-year Average	Status
All Students - Percent		89.0	80.2	84.5	Not Met
All Students - Denominator		590	611	1201	
Economically Disadvantaged - Percent		89.3	80.6	84.9	Not Met
Economically Disadvantaged - Denominator		588	587	1175	
English Learners - Percent		90.4	80.8	85.3	Not Met
English Learners - Denominator		157	177	334	
Students with Disabilities - Percent		76.1	77.4	76.8	Not Met
Students with Disabilities - Denominator		92	93	185	
American Indian/Alaska Native - Percent		33.3	60.0	50.0	Not Rated
American Indian/Alaska Native - Denominator		3	5	8	
Black/African American - Percent		90.7	85.7	88.3	Not Met
Black/African American - Denominator		54	49	103	
Hispanic/Latino - Percent		90.4	80.0	85.0	Not Met
Hispanic/Latino - Denominator		280	295	575	
Native Hawaiian/Pacific Islander - Percent		80.0	78.6	79.1	Not Met
Native Hawaiian/Pacific Islander - Denominator		15	28	43	
Underserved Race/Ethnicity - Percent		89.5	80.4	84.8	Not Met
Underserved Race/Ethnicity - Denominator		352	377	729	
Asian - Percent		92.9	85.7	88.8	Not Met
Asian - Denominator		42	56	98	
White - Percent		85.5	77.9	81.9	Not Met
White - Denominator		159	145	304	
Multi-racial - Percent		94.6	78.8	87.1	Not Met
Multi-racial - Denominator		37	33	70	

Mathematics Academic Achievement Details

District: Reynolds SD 7

Level: Elementary (Grades K-5)

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	8
Level 1	<8

State Long Term Goal: 80%

Student Group		2021-22	2022-23	2-year Average	Level
All Students - Percent		14.7	15.7	15.2	Level 2
All Students - Adjusted Denominator		2185	2215	4400	
Economically Disadvantaged - Percent		14.8	15.6	15.2	Level 2
Economically Disadvantaged - Adjusted Denominator		2182	2183	4365	
English Learners - Percent		6.6	9.7	8.2	Level 2
English Learners - Adjusted Denominator		804	842	1646	
Students with Disabilities - Percent		7.8	8.1	7.9	Level 1
Students with Disabilities - Adjusted Denominator		361	421	782	
American Indian/Alaska Native - Percent		9.1	20.8	15.2	Level 2
American Indian/Alaska Native - Adjusted Denominator		22	24	46	
Black/African American - Percent		9.1	7.0	8.0	Level 2
Black/African American - Adjusted Denominator		219	230	448	
Hispanic/Latino - Percent		9.8	10.4	10.1	Level 2
Hispanic/Latino - Adjusted Denominator		939	970	1909	
Native Hawaiian/Pacific Islander - Percent		9.2	7.5	8.6	Level 2
Native Hawaiian/Pacific Islander - Adjusted Denominator		76	67	139	
Underserved Race/Ethnicity - Percent		9.6	9.9	9.8	Level 2
Underserved Race/Ethnicity - Adjusted Denominator		1255	1287	2542	
Asian - Percent		20.4	25.9	23.1	Level 2
Asian - Adjusted Denominator		152	147	299	
White - Percent		24.7	25.5	25.1	Level 2
White - Adjusted Denominator		612	597	1209	
Multi-racial - Percent		11.4	16.1	14.0	Level 2
Multi-racial - Adjusted Denominator		166	186	351	

Mathematics Average Gap Score Change Details

District: Reynolds SD 7

Level: Elementary (Grades K-5)

The Mathematics Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

Math Average Gap Score Change	Cut
Level 5	4
Level 4	-11
Level 3	-24
Level 2	-49
Level 1	<-49

Student Group	2018-19	2022-23	Change in Average	Level
All Students	-68	-93	-25	Level 2
All Students - Denominator	2691	2200		
Economically Disadvantaged	-78	-92	-14	Level 3
Economically Disadvantaged - Denominator	2271	2168		
English Learners	-84	-114	-30	Level 2
English Learners - Denominator	1284	840		
Students with Disabilities	-132	-143	-11	Level 4
Students with Disabilities - Denominator	452	390		
American Indian/Alaska Native	-65	-63	2	Not Rated
American Indian/Alaska Native - Denominator	18	23		
Black/African American	-95	-132	-37	Level 2
Black/African American - Denominator	248	226		
Hispanic/Latino	-87	-107	-20	Level 3
Hispanic/Latino - Denominator	1128	967		
Native Hawaiian/Pacific Islander	-100	-106	-6	Level 4
Native Hawaiian/Pacific Islander - Denominator	80	63		
Underserved Race/Ethnicity	-89	-110	-21	Level 3
Underserved Race/Ethnicity - Denominator	1474	1279		
Asian	-33	-61	-28	Level 2
Asian - Denominator	192	147		
White	-39	-61	-22	Level 3
White - Denominator	837	592		
Multi-racial	-63	-102	-39	Level 2
Multi-racial - Denominator	188	182		

Mathematics Participation Details

District: Reynolds SD 7

Level: Elementary (Grades K-5)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the two-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Participation Target: 94.5%

Student Group		2021-22	2022-23	2-year Average	Status
All Students - Percent		95.7	95.4	95.6	Met
All Students - Denominator		2413	2450	4863	
Economically Disadvantaged - Percent		96.0	95.5	95.7	Met
Economically Disadvantaged - Denominator		2403	2414	4817	
English Learners - Percent		97.5	95.6	96.5	Met
English Learners - Denominator		878	968	1846	
Students with Disabilities - Percent		90.7	88.5	89.5	Not Met
Students with Disabilities - Denominator		399	460	859	
American Indian/Alaska Native - Percent		95.8	92.6	94.1	Not Met
American Indian/Alaska Native - Denominator		24	27	51	
Black/African American - Percent		94.5	96.1	95.3	Met
Black/African American - Denominator		254	255	509	
Hispanic/Latino - Percent		96.8	96.0	96.4	Met
Hispanic/Latino - Denominator		1013	1058	2071	
Native Hawaiian/Pacific Islander - Percent		100.0	90.2	95.3	Met
Native Hawaiian/Pacific Islander - Denominator		87	82	169	
Underserved Race/Ethnicity - Percent		96.6	95.6	96.1	Met
Underserved Race/Ethnicity - Denominator		1378	1422	2800	
Asian - Percent		98.1	97.5	97.8	Met
Asian - Denominator		161	159	320	
White - Percent		93.9	94.9	94.4	Not Met
White - Denominator		688	668	1356	
Multi-racial - Percent		94.1	94.0	94.1	Not Met
Multi-racial - Denominator		186	201	387	

Mathematics Academic Achievement Details

District: Reynolds SD 7

Level: Middle (Grades 6-8)

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	8
Level 1	<8

State Long Term Goal: 80%

Student Group		2021-22	2022-23	2-year Average	Level
All Students - Percent		9.6	10.8	10.3	Level 2
All Students - Adjusted Denominator		2164	2093	4234	
Economically Disadvantaged - Percent		9.6	10.5	10.1	Level 2
Economically Disadvantaged - Adjusted Denominator		2159	2046	4184	
English Learners - Percent		<5	<5	<5	Level 1
English Learners - Adjusted Denominator		*	*	*	
Students with Disabilities - Percent		<5	6.0	<5	Level 1
Students with Disabilities - Adjusted Denominator		*	348	*	
American Indian/Alaska Native - Percent		5.0	13.3	8.6	Level 2
American Indian/Alaska Native - Adjusted Denominator		20	15	35	
Black/African American - Percent		<5	<5	<5	Level 1
Black/African American - Adjusted Denominator		*	*	*	
Hispanic/Latino - Percent		5.6	7.5	6.6	Level 1
Hispanic/Latino - Adjusted Denominator		982	933	1905	
Native Hawaiian/Pacific Islander - Percent		5.8	6.1	6.0	Level 1
Native Hawaiian/Pacific Islander - Adjusted Denominator		69	82	151	
Underserved Race/Ethnicity - Percent		5.0	6.9	6.0	Level 1
Underserved Race/Ethnicity - Adjusted Denominator		1288	1240	2517	
Asian - Percent		21.5	18.1	19.9	Level 2
Asian - Adjusted Denominator		172	160	332	
White - Percent		16.5	17.1	16.8	Level 2
White - Adjusted Denominator		595	566	1158	
Multi-racial - Percent		6.9	11.8	9.5	Level 2
Multi-racial - Adjusted Denominator		116	127	241	

Mathematics Average Gap Score Change Details

District: Reynolds SD 7

Level: Middle (Grades 6-8)

The Mathematics Average Gap Score Change indicator uses the difference between a student's score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating.

Math Average Gap Score Change	Cut
Level 5	4
Level 4	-11
Level 3	-24
Level 2	-49
Level 1	<-49

Student Group	2018-19	2022-23	Change in Average	Level
All Students	-103	-147	-44	Level 2
All Students - Denominator	2425	2027		
Economically Disadvantaged	-113	-147	-34	Level 2
Economically Disadvantaged - Denominator	2034	1981		
English Learners	-136	-188	-52	Level 1
English Learners - Denominator	1069	758		
Students with Disabilities	-187	-204	-17	Level 3
Students with Disabilities - Denominator	383	322		
American Indian/Alaska Native	-128	-117	11	Not Rated
American Indian/Alaska Native - Denominator	20	12		
Black/African American	-152	-176	-24	Level 3
Black/African American - Denominator	194	202		
Hispanic/Latino	-128	-170	-42	Level 2
Hispanic/Latino - Denominator	1057	895		
Native Hawaiian/Pacific Islander	-151	-179	-28	Level 2
Native Hawaiian/Pacific Islander - Denominator	73	78		
Underserved Race/Ethnicity	-133	-171	-38	Level 2
Underserved Race/Ethnicity - Denominator	1344	1187		
Asian	-51	-102	-51	Level 1
Asian - Denominator	176	159		
White	-65	-107	-42	Level 2
White - Denominator	751	555		
Multi-racial	-85	-159	-74	Level 1
Multi-racial - Denominator	154	126		

Mathematics Participation Details

District: Reynolds SD 7

Level: Middle (Grades 6-8)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the two-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Participation Target: 94.5%

Student Group		2021-22	2022-23	2-year Average	Status
All Students - Percent		93.2	95.0	94.0	Not Met
All Students - Denominator		2386	2301	4687	
Economically Disadvantaged - Percent		93.2	95.1	94.2	Not Met
Economically Disadvantaged - Denominator		2381	2244	4625	
English Learners - Percent		93.6	95.2	94.3	Not Met
English Learners - Denominator		994	877	1871	
Students with Disabilities - Percent		87.4	90.2	88.7	Not Met
Students with Disabilities - Denominator		420	388	808	
American Indian/Alaska Native - Percent		100.0	100.0	100.0	Met
American Indian/Alaska Native - Denominator		21	16	37	
Black/African American - Percent		92.6	95.3	93.9	Not Met
Black/African American - Denominator		242	234	476	
Hispanic/Latino - Percent		93.3	94.8	94.0	Not Met
Hispanic/Latino - Denominator		1084	1015	2099	
Native Hawaiian/Pacific Islander - Percent		98.7	92.5	95.3	Met
Native Hawaiian/Pacific Islander - Denominator		76	93	169	
Underserved Race/Ethnicity - Percent		93.5	94.8	94.1	Not Met
Underserved Race/Ethnicity - Denominator		1423	1358	2781	
Asian - Percent		97.8	98.2	98.0	Met
Asian - Denominator		183	167	350	
White - Percent		91.5	94.5	93.0	Not Met
White - Denominator		650	637	1287	
Multi-racial - Percent		90.8	95.0	92.9	Not Met
Multi-racial - Denominator		130	139	269	

Mathematics Academic Achievement Details

District: Reynolds SD 7

Level: High (Grade 11)

The Mathematics Achievement indicator displays the percentage of students meeting the Mathematics achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Mathematics Achievement Level	Cut
Level 5	80
Level 4	62
Level 3	43
Level 2	8
Level 1	<8

State Long Term Goal: 80%

Student Group		2021-22	2022-23	2-year Average	Level
All Students - Percent		7.4	6.0	6.7	Level 1
All Students - Adjusted Denominator		498	502	999	
Economically Disadvantaged - Percent		7.4	6.0	6.7	Level 1
Economically Disadvantaged - Adjusted Denominator		497	483	980	
English Learners - Percent		<5	<5	<5	Level 1
English Learners - Adjusted Denominator		*	*	*	
Students with Disabilities - Percent		<5	<5	<5	Level 1
Students with Disabilities - Adjusted Denominator		*	*	*	
American Indian/Alaska Native - Percent		*	*	*	Not Rated
American Indian/Alaska Native - Adjusted Denominator		*	*	*	
Black/African American - Percent		<5	<5	<5	Level 1
Black/African American - Adjusted Denominator		*	*	*	
Hispanic/Latino - Percent		<5	<5	<5	Level 1
Hispanic/Latino - Adjusted Denominator		*	*	*	
Native Hawaiian/Pacific Islander - Percent		<5	<5	<5	Level 1
Native Hawaiian/Pacific Islander - Adjusted Denominator		*	*	*	
Underserved Race/Ethnicity - Percent		<5	<5	<5	Level 1
Underserved Race/Ethnicity - Adjusted Denominator		*	*	*	
Asian - Percent		26.5	18.2	22.1	Level 2
Asian - Adjusted Denominator		34	44	77	
White - Percent		12.2	9.3	10.9	Level 2
White - Adjusted Denominator		131	118	248	
Multi-racial - Percent		6.5	<5	5.3	Level 1
Multi-racial - Adjusted Denominator		31	*	*	

Mathematics Participation Details

District: Reynolds SD 7

Level: High (Grade 11)

All students in tested grades and enrolled on the first school day in May must take a statewide assessment. The data table displays the percentage of students who took a statewide assessment by school year and student group. Student groups are assigned a rating based on the two-year average. 'Not Rated' means the student group did not meet minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Participation Target: 94.5%

Student Group		2021-22	2022-23	2-year Average	Status
All Students - Percent		76.6	72.3	74.4	Not Met
All Students - Denominator		589	610	1199	
Economically Disadvantaged - Percent		76.8	72.5	74.7	Not Met
Economically Disadvantaged - Denominator		587	586	1173	
English Learners - Percent		79.0	71.8	75.1	Not Met
English Learners - Denominator		157	177	334	
Students with Disabilities - Percent		63.7	65.6	64.7	Not Met
Students with Disabilities - Denominator		91	93	184	
American Indian/Alaska Native - Percent		33.3	80.0	62.5	Not Rated
American Indian/Alaska Native - Denominator		3	5	8	
Black/African American - Percent		74.1	73.5	73.8	Not Met
Black/African American - Denominator		54	49	103	
Hispanic/Latino - Percent		75.4	72.8	74.0	Not Met
Hispanic/Latino - Denominator		280	294	574	
Native Hawaiian/Pacific Islander - Percent		73.3	64.3	67.4	Not Met
Native Hawaiian/Pacific Islander - Denominator		15	28	43	
Underserved Race/Ethnicity - Percent		74.7	72.3	73.5	Not Met
Underserved Race/Ethnicity - Denominator		352	376	728	
Asian - Percent		88.1	78.6	82.7	Not Met
Asian - Denominator		42	56	98	
White - Percent		77.2	71.7	74.6	Not Met
White - Denominator		158	145	303	
Multi-racial - Percent		78.4	63.6	71.4	Not Met
Multi-racial - Denominator		37	33	70	

Regular Attenders Details

District: Reynolds SD 7

Level: Elementary (Grades K-5)

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Regular Attenders Level	Cut
Level 5	93
Level 4	89
Level 3	85
Level 2	52
Level 1	<52

State Long Term Goal: 93%

Student Group	Grade Range		2021-22	2022-23	2-year Average	Level
All Students - Percent	K-5		53.3	53.6	53.5	Level 2
All Students - Denominator			4454	4591	9045	
Economically Disadvantaged - Percent	K-5		53.3	53.6	53.5	Level 2
Economically Disadvantaged - Denominator			4454	4591	9045	
English Learners - Percent	K-5		52.4	54.9	53.7	Level 2
English Learners - Denominator			1563	1658	3221	
Students with Disabilities - Percent	K-5		45.9	46.7	46.4	Level 1
Students with Disabilities - Denominator			716	811	1527	
American Indian/Alaska Native - Percent	K-5		36.1	26.7	30.9	Level 1
American Indian/Alaska Native - Denominator			36	45	81	
Black/African American - Percent	K-5		55.4	58.8	57.1	Level 2
Black/African American - Denominator			457	502	959	
Hispanic/Latino - Percent	K-5		48.9	49.8	49.3	Level 1
Hispanic/Latino - Denominator			1889	1931	3820	
Native Hawaiian/Pacific Islander - Percent	K-5		35.7	37.9	36.8	Level 1
Native Hawaiian/Pacific Islander - Denominator			129	140	269	
Underserved Race/Ethnicity - Percent	K-5		49.2	50.5	49.9	Level 1
Underserved Race/Ethnicity - Denominator			2511	2618	5129	
Asian - Percent	K-5		72.3	71.5	71.9	Level 2
Asian - Denominator			311	312	623	
White - Percent	K-5		58.3	57.0	57.6	Level 2
White - Denominator			1274	1283	2557	
Multi-racial - Percent	K-5		48.0	49.7	48.9	Level 1
Multi-racial - Denominator			358	378	736	

Regular Attenders Details

District: Reynolds SD 7

Level: Middle (Grades 6-8)

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Regular Attenders Level	Cut
Level 5	93
Level 4	88
Level 3	83
Level 2	54
Level 1	<54

State Long Term Goal: 93%

Student Group	Grade Range		2021-22	2022-23	2-year Average	Level
All Students - Percent	6-8		52.3	48.3	50.3	Level 1
All Students - Denominator			2271	2193	4464	
Economically Disadvantaged - Percent	6-8		52.3	48.3	50.3	Level 1
Economically Disadvantaged - Denominator			2271	2193	4464	
English Learners - Percent	6-8		46.1	42.9	44.5	Level 1
English Learners - Denominator			605	602	1207	
Students with Disabilities - Percent	6-8		38.8	35.7	37.3	Level 1
Students with Disabilities - Denominator			387	356	743	
American Indian/Alaska Native - Percent	6-8		41.2	15.4	30.0	Level 1
American Indian/Alaska Native - Denominator			17	13	30	
Black/African American - Percent	6-8		46.7	49.1	47.9	Level 1
Black/African American - Denominator			229	222	451	
Hispanic/Latino - Percent	6-8		47.9	45.4	46.7	Level 1
Hispanic/Latino - Denominator			1035	980	2015	
Native Hawaiian/Pacific Islander - Percent	6-8		40.0	48.2	44.5	Level 1
Native Hawaiian/Pacific Islander - Denominator			70	85	155	
Underserved Race/Ethnicity - Percent	6-8		47.2	45.9	46.6	Level 1
Underserved Race/Ethnicity - Denominator			1351	1300	2651	
Asian - Percent	6-8		84.1	75.8	80.1	Level 2
Asian - Denominator			176	161	337	
White - Percent	6-8		56.2	47.2	51.8	Level 1
White - Denominator			625	602	1227	
Multi-racial - Percent	6-8		42.9	43.1	43.0	Level 1
Multi-racial - Denominator			119	130	249	

Regular Attenders Details

District: Reynolds SD 7

Level: High (Grade 9-12)

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

Regular Attenders Level	Cut
Level 5	93
Level 4	86
Level 3	78
Level 2	41
Level 1	<41

State Long Term Goal: 93%

Student Group	Grade Range		2021-22	2022-23	2-year Average	Level
All Students - Percent	9-10		41.6	42.8	42.1	Level 2
All Students - Denominator			1261	1242	2503	
Economically Disadvantaged - Percent	9-10		41.6	42.8	42.1	Level 2
Economically Disadvantaged - Denominator			1261	1242	2503	
English Learners - Percent	9-10		37.9	36.5	37.2	Level 1
English Learners - Denominator			301	315	616	
Students with Disabilities - Percent	9-10		35.6	31.6	33.5	Level 1
Students with Disabilities - Denominator			174	190	364	
American Indian/Alaska Native - Percent	9-10		20.0	10.0	15.0	Level 1
American Indian/Alaska Native - Denominator			10	10	20	
Black/African American - Percent	9-10		48.0	38.7	43.2	Level 2
Black/African American - Denominator			100	106	206	
Hispanic/Latino - Percent	9-10		37.4	38.2	37.8	Level 1
Hispanic/Latino - Denominator			621	625	1246	
Native Hawaiian/Pacific Islander - Percent	9-10		31.4	34.2	32.9	Level 1
Native Hawaiian/Pacific Islander - Denominator			35	38	73	
Underserved Race/Ethnicity - Percent	9-10		38.3	37.7	38.0	Level 1
Underserved Race/Ethnicity - Denominator			766	779	1545	
Asian - Percent	9-10		69.5	77.2	73.3	Level 2
Asian - Denominator			95	92	187	
White - Percent	9-10		42.1	48.1	45.0	Level 2
White - Denominator			330	295	625	
Multi-racial - Percent	9-10		37.1	31.6	34.2	Level 1
Multi-racial - Denominator			70	76	146	

On Track to English Language Proficiency (ELP) Details

District: Reynolds SD 7

Level: Elementary (Grades K-5)

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average.

Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	22
Level 1	<22

State Long Term Goal: 80%

Student Group		2021-22	2022-23	2-year Average	Level
Current English Learners - Percent		43.6	57.3	51.3	Level 2
Current English Learners - Denominator		945	1223	2168	

On Track to English Language Proficiency (ELP) Details

District: Reynolds SD 7

Level: Middle (Grades 6-8)

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average.

Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	22
Level 1	<22

State Long Term Goal: 80%

Student Group		2021-22	2022-23	2-year Average	Level
Current English Learners - Percent		17.2	24.6	20.9	Level 1
Current English Learners - Denominator		576	564	1140	

On Track to English Language Proficiency (ELP) Details

District: Reynolds SD 7

Level: High (Grade 9-12)

The On Track to English Language Proficiency (ELP) indicator displays the percentage of students who are on track to attain ELP, the denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average.

Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

On Track to ELP Level	Cut
Level 5	80
Level 4	68
Level 3	56
Level 2	22
Level 1	<22

State Long Term Goal: 80%

Student Group		2021-22	2022-23	2-year Average	Level
Current English Learners - Percent		24.8	20.7	22.7	Level 2
Current English Learners - Denominator		499	546	1045	

9th Grade On-Track Details

District: Reynolds SD 7

The 9th Grade On-Track indicator displays the percentage of students on track to graduate, the denominator, and the corresponding rating for each student group. The data table shows two years of data and the two-year average. Student groups are assigned a rating based on the two-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

9th Grade On-Track Level	Cut
Level 5	95
Level 4	90
Level 3	84
Level 2	63
Level 1	<63

State Long Term Goal: 95%

Student Group		2021-22	2022-23	2-year Average	Level
All Students - Percent		64.5	61.2	62.8	Level 1
All Students - Denominator		628	678	1306	
Economically Disadvantaged - Percent		64.7	61.6	63.1	Level 2
Economically Disadvantaged - Denominator		626	674	1300	
English Learners - Percent		47.3	52.0	49.8	Level 1
English Learners - Denominator		148	179	327	
Students with Disabilities - Percent		48.2	50.8	49.8	Level 1
Students with Disabilities - Denominator		85	120	205	
American Indian/Alaska Native - Percent		*	*	*	Not Rated
American Indian/Alaska Native - Denominator		*	*	*	
Black/African American - Percent		60.8	49.2	54.5	Level 1
Black/African American - Denominator		51	61	112	
Hispanic/Latino - Percent		57.9	55.4	56.7	Level 1
Hispanic/Latino - Denominator		321	332	653	
Native Hawaiian/Pacific Islander - Percent		43.8	50.0	47.4	Level 1
Native Hawaiian/Pacific Islander - Denominator		16	22	38	
Underserved Race/Ethnicity - Percent		57.8	54.2	55.9	Level 1
Underserved Race/Ethnicity - Denominator		391	421	812	
Asian - Percent		93.3	93.9	93.6	Level 4
Asian - Denominator		45	49	94	
White - Percent		71.4	70.8	71.1	Level 2
White - Denominator		161	168	329	
Multi-racial - Percent		71.0	55.0	62.0	Level 1
Multi-racial - Denominator		31	40	71	

Four-Year Cohort Graduation Details

District: Reynolds SD 7

The Four-Year Cohort Graduation on indicator displays the percentage of students who earn a regular or modified diploma within four years of entering high school, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average Student groups are assigned a rating based on the three-year average. The years in the table header represent the cohort year. Cohort year is the school year in which the students enrolled in high school for the first time. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group for the 2016-17 cohort.

Four-Year Cohort Graduation Level	Cut
Level 5	90
Level 4	82
Level 3	74
Level 2	67
Level 1	<67

State Long Term Goal: 90%

Student Group	2016-17	2017-18	2018-19	3-year Average	Level
All Students - Percent	65.6	57.1	62.0	61.4	Level 1
All Students - Denominator	713	788	703	2204	
Economically Disadvantaged - Percent	63.1	59.2	64.3	62.0	Level 1
Economically Disadvantaged - Denominator	529	753	672	1954	
English Learners - Percent	61.4	41.9	59.8	53.8	Level 1
English Learners - Denominator	132	172	179	483	
Students with Disabilities - Percent	44.0	43.8	48.0	45.0	Level 1
Students with Disabilities - Denominator	116	146	98	360	
American Indian/Alaska Native - Percent	*	*	*	33.3	Level 1
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	67.3	53.3	47.5	55.5	Level 1
Black/African American - Denominator	52	60	61	173	
Hispanic/Latino - Percent	63.3	54.0	63.3	59.9	Level 1
Hispanic/Latino - Denominator	313	352	308	973	
Native Hawaiian/Pacific Islander - Percent	64.7	35.7	75.0	54.1	Level 1
Native Hawaiian/Pacific Islander - Denominator	17	28	16	61	
Underserved Race/Ethnicity - Percent	62.4	53.0	61.0	58.6	Level 1
Underserved Race/Ethnicity - Denominator	391	447	390	1228	
Asian - Percent	88.5	69.6	82.5	80.6	Level 3
Asian - Denominator	61	56	63	180	
White - Percent	67.6	60.6	58.7	62.3	Level 1
White - Denominator	225	236	208	669	
Multi-racial - Percent	50.0	63.3	57.1	57.5	Level 1
Multi-racial - Denominator	36	49	42	127	

Five-Year Completers Details

District: Reynolds SD 7

The Five-Year Completers indicator displays the percentage of students who earn a diploma or a GED within five years of entering high school, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. The years in the table header represent the cohort year. Cohort year is the school year in which the students enrolled in high school for the first time. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group for the 2015-16 cohort.

Five-Year Completers Level	Cut
Level 5	97
Level 4	90
Level 3	82
Level 2	74
Level 1	<74

State Long Term Goal: 97%

Student Group	2015-16	2016-17	2017-18	3-year Average	Level
All Students - Percent	77.8	73.2	68.0	72.8	Level 1
All Students - Denominator	703	708	778	2189	
Economically Disadvantaged - Percent	77.0	71.2	70.1	72.4	Level 1
Economically Disadvantaged - Denominator	526	531	745	1802	
English Learners - Percent	69.2	66.4	54.8	62.1	Level 1
English Learners - Denominator	91	134	168	393	
Students with Disabilities - Percent	62.3	59.3	57.6	59.5	Level 1
Students with Disabilities - Denominator	106	113	144	363	
American Indian/Alaska Native - Percent	*	*	*	45.8	Level 1
American Indian/Alaska Native - Denominator	*	*	*	*	
Black/African American - Percent	63.6	72.5	62.1	65.9	Level 1
Black/African American - Denominator	55	51	58	164	
Hispanic/Latino - Percent	74.3	70.7	67.0	70.5	Level 1
Hispanic/Latino - Denominator	292	314	349	955	
Native Hawaiian/Pacific Islander - Percent	81.8	75.0	40.7	59.3	Level 1
Native Hawaiian/Pacific Islander - Denominator	11	16	27	54	
Underserved Race/Ethnicity - Percent	72.4	69.7	65.1	68.8	Level 1
Underserved Race/Ethnicity - Denominator	366	390	441	1197	
Asian - Percent	94.7	88.7	82.1	88.6	Level 3
Asian - Denominator	57	62	56	175	
White - Percent	82.2	76.5	70.7	76.6	Level 2
White - Denominator	247	221	232	700	
Multi-racial - Percent	75.8	62.9	65.3	67.5	Level 1
Multi-racial - Denominator	33	35	49	117	



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

To: Board of Directors

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

Subject: Early Literacy Success School District Grant Presentation

Type: Action Item Report / Presentation

Policy: DE/DEB/DEC: Revenues from Private, State and Federal Sources

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input type="checkbox"/> Student and Staff Wellness | <input type="checkbox"/> Professional Development |

Summary / Background:

This year the Oregon Legislature prioritized early literacy and crafted the Early Literacy Success Initiative with four goals:

1. Increasing early literacy from birth through 3rd grade
2. Reducing literacy disparities for student groups that have historically experienced them
3. Increasing support to parents and guardians, enabling them to be partners in their child’s literacy skill development
4. Increase access to early literacy learning through support that is research-aligned, culturally responsive, student centered, and family centered

These goals will be accomplished through several programs including Early Literacy Success School Grants. Reynolds School District is developing and submitting a plan to apply for this grant, and Dr. Koreen Barreras-Brown, Chief Academic Officer, will present a grant overview and review of application components.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



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EARLY LITERACY SUCCESS GRANT

Dr. Koreen Barreras-Brown

November 15, 2023

Grant Overview

Prioritizing Early Literacy

This year the Oregon Legislature prioritized early literacy and created the Early Literacy Success Initiative with four goals:

1. Increase early literacy from birth through 3rd grade
2. Reduce literacy disparities for student groups that have historically experienced them
3. Increase support to parents and guardians
4. Increase access through support that is **research-aligned, culturally responsive, student-centered and family-centered**

Aligning to Integrated Guidance

- Designed to align with “Aligning for Student Success: Integrated Guidance for Six ODE Initiatives”
- Fully integrated March 2025
- Preparing to include this grant in the Integrated Guidance planning

Early Literacy Framework

Oregon's Early Literacy Framework sets a vision for research-aligned, culturally responsive early literacy instruction. It is an anchor resource for districts planning for their Early Literacy Success School District Grants and is the basis of the required program review, determining local strengths and areas of need.

[View Here](#)

Allowable Uses of Funding

- Adoption and implementation of curricula
- Employing literacy specialists, coaches, interventionists
- Professional development and coaching
- Extended learning programs
- High-dosage tutoring



Indicates already in place in RSD
using other funding sources

Application Components

Application

- Program Review & Inventory
- Professional Development and Coaching
- Extended Learning
- High-Dosage Tutoring
- Student Growth Assessment
- Communication Plan
- 25% Matching Funds

[View Here](#)

Early Literacy Plan & Program Review

- Student Belonging
- Family and Community Partnerships
- Oral Language as the Root of Literacy Development
- Reading Models Based in Research
- Foundational Skills
- Writing, Reading, Comprehension, Vocabulary, and Background knowledge
- Core Instruction and Assessment
- Reaching all learners

[View Here](#)

Literacy Inventory

- Up-to-date inventory of all assessments, tools, curricula, and digital resources used to support literacy in grades K-3
- Literacy assessments, tools, curricula and digital resources are based on research-aligned literacy strategies, culturally responsive, and where applicable, formative and diagnostic

[View Here](#)

- Kindergarten EAs as literacy interventionist
- Training Kindergarten EAs alongside educators in curriculum, instruction, and assessment
- Provide High-Dosage Tutoring

23-24 Allocation - \$746,348.81

24-25 Allocation - \$776,812.02

[View Here](#)



Questions? Thank you



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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. Koreen Barreras-Brown, Chief Academic Officer

Subject: Student Investment Account Annual Report, 2022-23

Type: Action Item Report / Presentation

Policy: KBA: Public Records

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- Marginalized Students
- Culturally Responsive Teaching
- Student and Staff Wellness
- Professional Development

Summary / Background:

In 2019, Oregon’s leaders made a real commitment to our children, our educators, our schools and our state with the passage House Bill 3427 and the creation of the Student Success Fund.

This measure makes significant investments in programs to support historically underserved students. When fully implemented, the measure is expected to generate an approximately \$2 billion investment in education, with the Fund for Student Success providing \$200 million in additional State School Fund support.

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

In the 2019-20 school year, Reynolds School District underwent an extensive community, staff, parent, and student engagement and input process to gather valuable data to drive focused, intentional planning for SIA funds. The resulting plan directly supports our district’s plan for transformation as codified in our core beliefs and the prioritized themes in the Reynolds SIA Plan: Mental Health Supports, Library/Media, Safety, Art, Music, Physical Education, Restorative Justice and Practices, and Family and Community Engagement. This plan was approved by the Board of Directors at the Board Work Session on April 8, 2020 and went into effect in the 2020-21 school year.

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

Additionally, school districts must place this information on their websites by November 30, 2023.

Previous Board Action:

The Reynolds School Board reviewed, discussed, and voted to adopt the RSD SIA Plan at the April 8, 2020 Board Meeting.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



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SIA ANNUAL REPORT

Koreen Barreras-Brown & April Olson

November 15, 2023

What is the Student Investment Account?

Oregon passed the Student Success Act in 2019, investing \$2 billion in education every two years: \$1B in early learning and \$1B in K-12 education each year.



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What is the Student Investment Account?

Of those funds, \$200 million goes into the State School Fund and the remaining is distributed into 3 accounts: the Early Learning Account, the **Student Investment Account (SIA)** and the Statewide Education Initiatives Account.



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WHAT IS THE STUDENT INVESTMENT ACCOUNT?

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

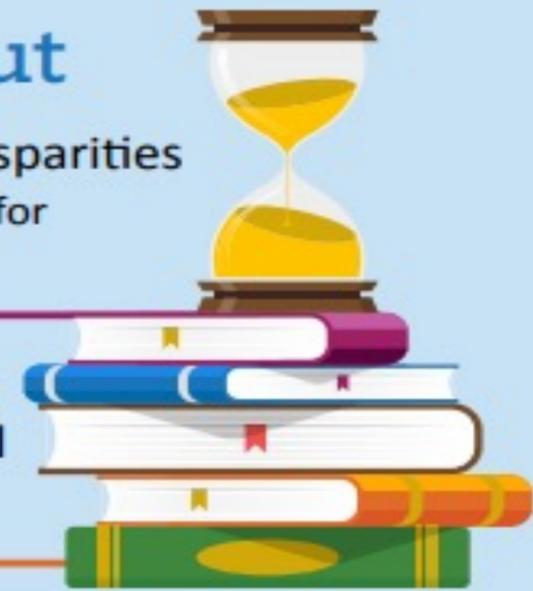
New money has two purposes:

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



5 Areas for Input

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



Allowable Investments



SIA Annual Report Questions

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

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1. Changes and Outcomes

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? What have been the barriers or challenges to implementation?

75

- Revamped MTSS Framework
- Data-driven School Improvement Plans (ESS)
- Professional Learning Communities (PLCs)
- Social Emotional Learning (SEL)
- LETRS Training
- Assistant Principals

2. Challenges/Barriers and Adjustments

What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

76

- Leadership Transition
- High turnover at all levels
- Lack of district-directed professional development
- Diversity in applicants/hiring

3. Community Engagement

SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the [Community Engagement Toolkit](#) and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response.

- Integrated Guidance Engagement
- Director of Equity and Student Success
- Sr. Director of Grants and Community Partners
- Affinity Groups
- RSD Indigenous Education Parent Committee

4. Prioritization and Future Impact

As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

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- Engagement – students and community
- Professional Development
- Academics and Instruction
- Safety – physical, social-emotional, mental health
- Career-connected Learning



Any Questions?

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SIA TOTAL EXPENDITURES

ACTIVITY	EXPENSE
10.0 Assistant Principals	\$1,279,302
10.0 Social Workers	\$845,019
10.0 Counselors	\$952,183
10.0 MTSS TOSAs	\$897,739
10.5 Elementary Media Specialists	\$1,230,903
11.13 Teachers	\$1,102,182
2.0 Program Administrator – Culture and Climate	\$284,440
Culturally Responsive Curriculum	\$375,787
Professional Development for SEL, PBIS, MTSS	\$95,039
Trillium Mental Health Contract	\$632,408
6.0 MESD Nurses	\$856,186
Indirect Costs	\$305,579
Total:	7,577,465

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Superintendent's Report

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

Superintendent Caropelo will provide announcements and reports to the Board:

- a. Superintendent Report – Frank Caropelo
- b. Communication Report – Steve Padilla
- c. Financial Report – Holly Langan
- d. Enrollment Report – Holly Langan

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



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Superintendent Report: Communications

Steve Padilla, Director of Communications

November 15, 2023

RSD Communications Activities in December

- Capturing images from school activities to post on social media;
- Assisting schools/families with Parentsquare questions/set up for parents and teachers;
- Securing articles for our monthly newsletter;
- Training staff on new volunteer process;
- Creating new partner onboarding process
- Conduct media interviews as appropriate;



RSD Social Media in December

Social Media Activities

- Holiday season events/activities;
- National Inclusive Schools Week 4-8;
- New Years Eve, 31;

Award-winning Sabes que – Did You Know!

- We conducted a podcast with El Programa Hispano Catolico and Greater Than to discuss partner impact on our students' success;
- We are securing interviews various departments for upcoming podcasts;
- Our Podcasts can be found on Amazon Music, Spotify, iHeartRadio, Pandora and Apple Podcasts!

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Questions?



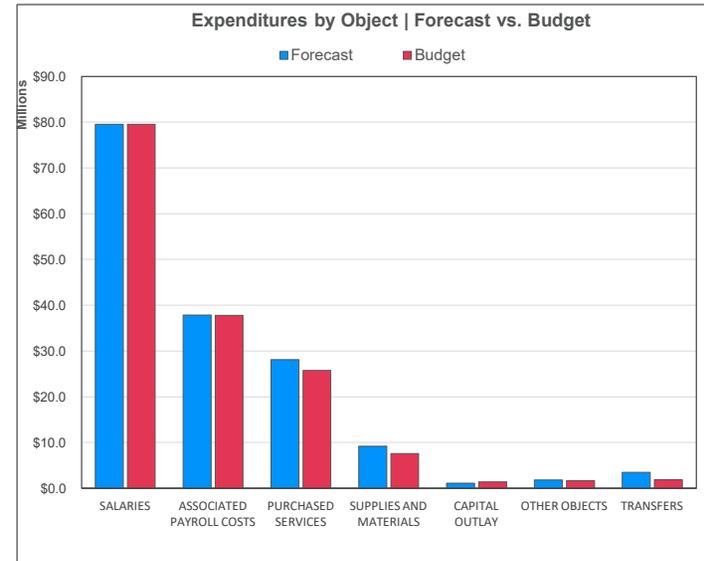
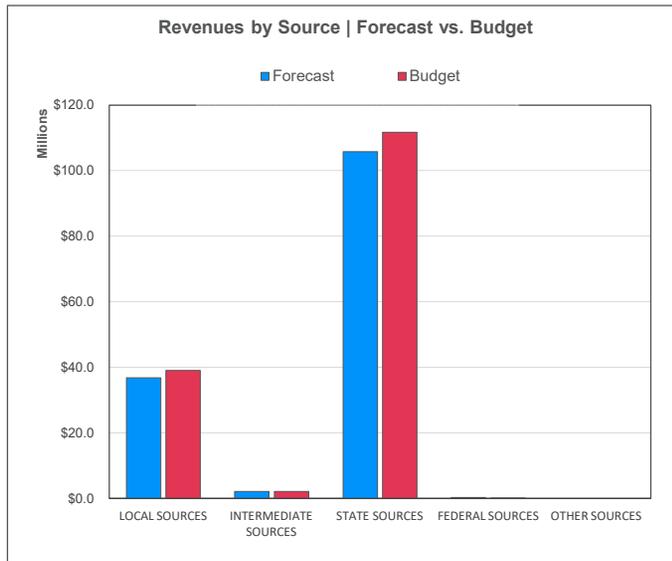
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100 General Fund | Financial Projection by Object

For the Period Ending October 31, 2023

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Annual Forecast	Variance Fav / (Unfav)
RESOURCES						
Operating Revenues						
Local Sources	\$ 719,568	\$ 39,044,854	\$ 318,645	0.82%	\$ 36,765,202	\$ (2,279,652)
Intermediate Sources	7,903	2,100,727	8,810	0.42%	2,109,537	8,810
State Sources	58,595,246	111,653,836	42,413,606	37.99%	105,743,763	(5,910,073)
Federal Sources	4,141	60,000	249,149	415.25%	285,369	225,369
Other Sources	-	-	-	0.00%	-	-
Total Operating Revenues	\$ 59,326,859	\$ 152,859,417	\$ 42,990,210	28.12%	\$ 144,903,872	\$ (7,955,545)
Beginning Fund Balance	37,766,143	41,519,249	26,595,009	64.05%	26,595,009	(14,924,240)
TOTAL RESOURCES	\$ 97,093,001	\$ 194,378,666	\$ 69,585,219	35.80%	\$ 171,498,881	\$ (22,879,785)
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 14,582,695	\$ 79,532,650	\$ 16,206,345	20.38%	\$ 79,541,550	\$ (8,900)
Associated Payroll Costs	6,467,830	37,755,098	7,838,616	20.76%	37,859,252	(104,154)
Purchased Services	6,488,978	25,765,740	8,293,676	32.19%	28,134,250	(2,368,510)
Supplies and Materials	1,415,463	7,604,112	3,820,525	50.24%	9,190,882	(1,586,770)
Capital Outlay	127,482	1,383,500	-	0.00%	1,138,622	244,878
Other Objects	1,444,623	1,701,727	1,608,713	94.53%	1,798,445	(96,718)
Transfers	-	1,846,250	1,661,650	90.00%	3,507,900	(1,661,650)
Total Operating Expenditures	\$ 30,527,072	\$ 155,589,077	\$ 39,429,525	25.34%	\$ 161,170,901	\$ (5,581,824)
Contingencies	-	29,070,656	-	0.00%	-	29,070,656
Unappropriated Ending Fund Balance	-	9,718,933	-	0.00%	-	9,718,933
TOTAL REQUIREMENTS	\$ 30,527,072	\$ 194,378,666	\$ 39,429,525	20.28%	\$ 161,170,901	\$ 33,207,765
Ending Fund Balance					\$ 10,327,980	
OPERATING SURPLUS / (DEFICIT)	\$ 28,799,787	\$ (2,729,660)	\$ 3,560,685		\$ (16,267,029)	\$ (2,373,721)

(Operating Revenue less Operating Expenses)



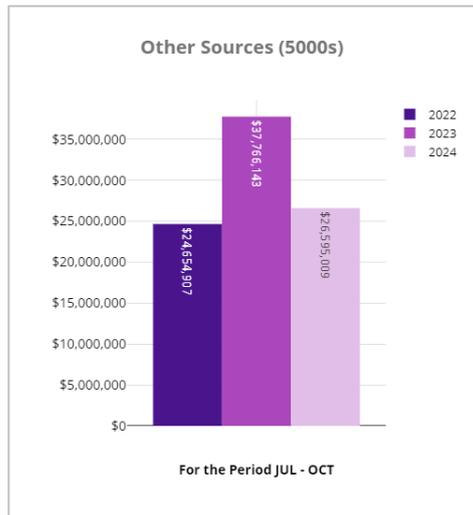
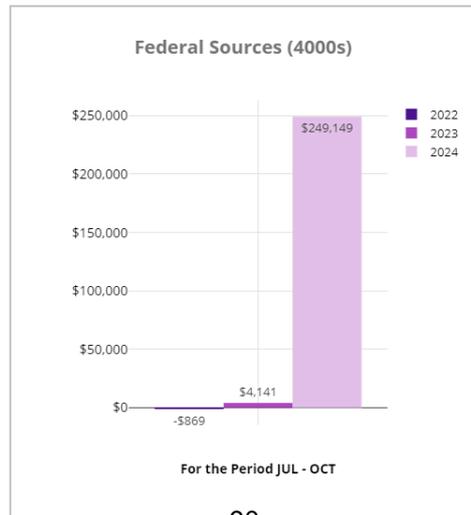
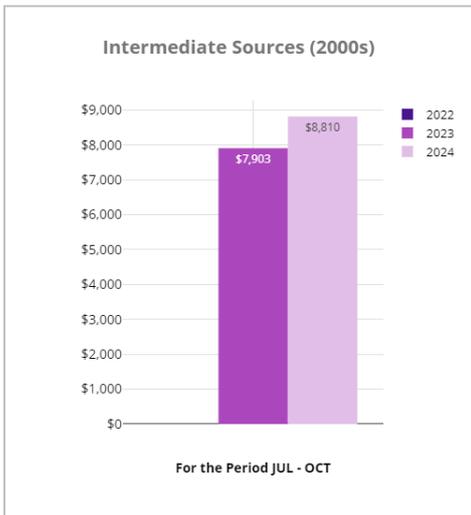
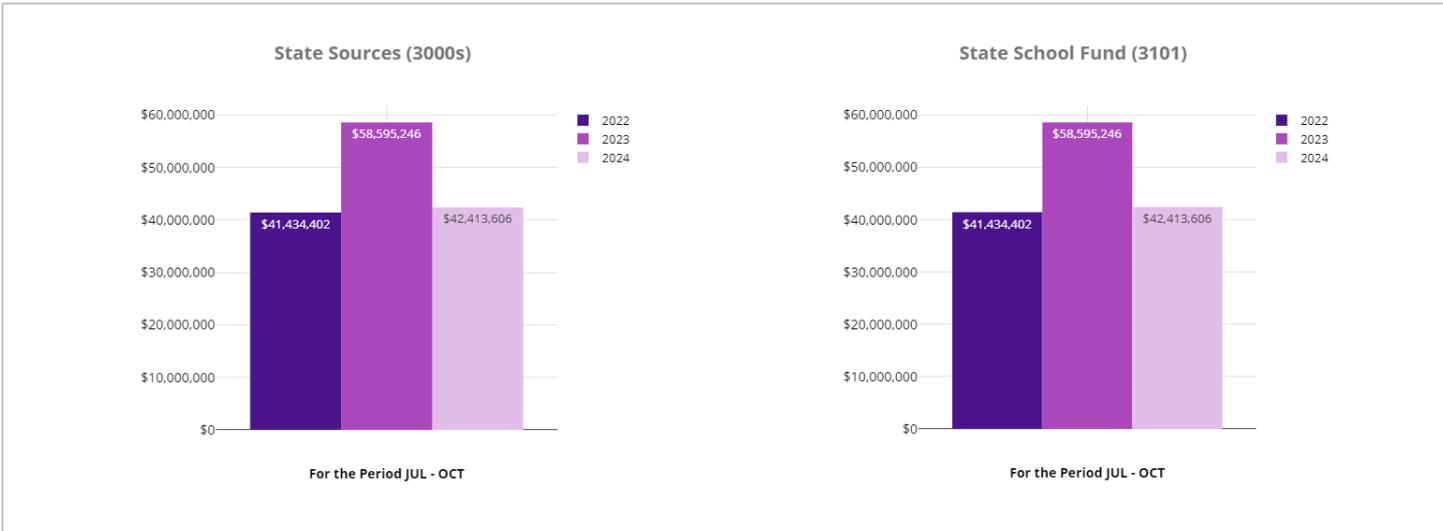
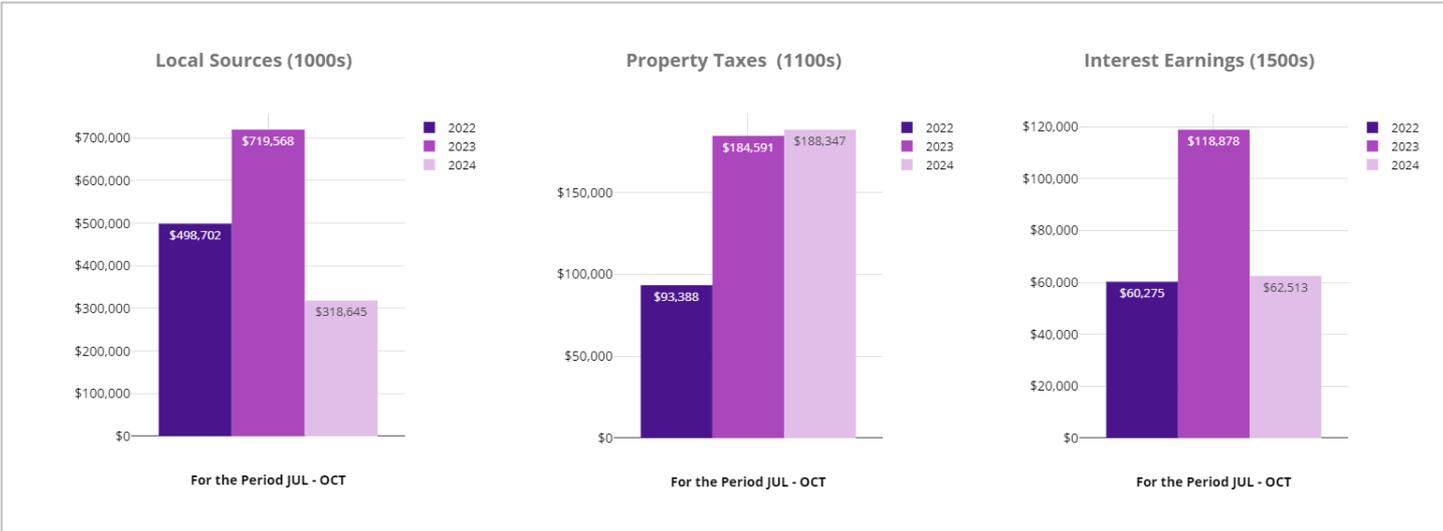


2023-2024 Reynolds SD 7 | General Fund Overview - Revenue

YTD Local Sources
0.82% of Budget
 Prior Year YTD: 2.10% of Actuals

YTD State Sources
37.99% of Budget
 Prior Year YTD: 58.51% of Actuals

YTD All Sources (except 5400s)
28.12% of Budget
 Prior Year YTD: 43.87% of Actuals





2023-2024 Reynolds SD 7 | General Fund Overview - Expense

YTD Salary and Benefits

20.50% of Budget

Prior Year YTD: 20.16% of Actuals

YTD Purchased Services

32.19% of Budget

Prior Year YTD: 23.18% of Actuals

YTD Other Expenses

56.57% of Budget

Prior Year YTD: 21.34% of Actuals

Salaries (100s)



For the Period JUL - OCT

Benefits (200s)



For the Period JUL - OCT

Purchased Services (300s)



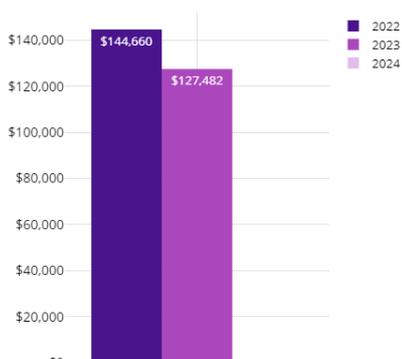
For the Period JUL - OCT

Supplies (400s)



For the Period JUL - OCT

Capital Outlay (500s)



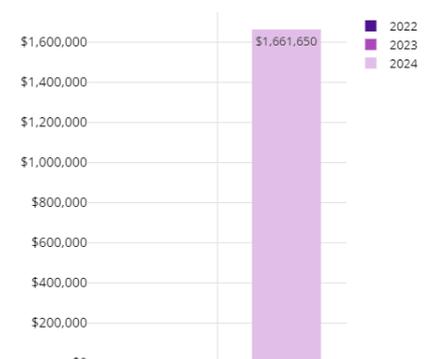
For the Period JUL - OCT

Other Objects (600s)



For the Period JUL - OCT

Transfers (700s)



For the Period JUL - OCT

Elementary Enrollment By Classroom - November 8, 2023

School	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Total	Variance	
								Proj	Diff
Alder	19							Alder	
	17	22	17	19	18	26			
	15	17	18	23	23	25			
Dual Language		24	21	24	28	24			
Total	51	63	56	66	69	75	380	342	38
# of Classes	3	3	3	3	3	3	18		
Average Class Size	17.00	21.00	18.67	22.00	23.00	25.00			
Davis	18	18	20	16	23	22		Davis	
	21	18	21	17	15	21			
		17	21	14	16	24			
		15							
Total	39	68	62	47	54	67	337	362	-25
# of Classes	2	4	3	3	3	3	18		
Average Class Size	19.50	17.00	20.67	15.67	18.00	22.33			92
Fairview	15	23	23	15	18	18		Fairview	
	15	22	22	16	17	17			
	17			16	19	16			
STEP	1	1	3	1	3	4			
Total	48	46	48	48	57	55	302	278	24
# of Classes	3	2	2	3	3	3	16		
Average Class Size	16.00	23.00	24.00	16.00	19.00	18.33			
Glenfair	16	19	16	23	23	20		Glenfair	
	15	21	16	23	22	21			
	17	22	18	22	23	19			
	16	21	16			21			
Total	64	83	66	68	68	81	430	404	26
# of Classes	4	4	4	3	3	4	22		
Average Class Size	16.00	20.75	16.50	22.67	22.67	20.25			

Hartley	19	16	20	21	19	16			Hartley	
	20	17	20	19	20	20				
	19	16	19	20		19				
Total	58	49	59	60	39	55		320	296	24
# of Classes	3	3	3	3	2	3		17		
Average Class Size	19.33	16.33	19.67	20.00	19.50	18.33				
Margaret Scott										
Margaret Scott	22	16	17	18	19	17			Margaret Scott	
	22	17	18	19	19	18				
	19	16	18	16	20	18				
Total	63	49	53	53	58	53		329	294	35
# of Classes	3	3	3	3	3	3		18		
Average Class Size	21.00	16.33	17.67	17.67	19.33	17.67				
Salish Ponds										
Salish Ponds	17	19	16	19	21	16			Salish Ponds 93	
	17	19	16	19	22	19				
	17	17	17	19	22	18				
Total	51	55	49	57	65	53		330	298	32
# of Classes	3	3	3	3	3	3		18		
Average Class Size	17.00	18.33	16.33	19.00	21.67	17.67				
Sweetbriar										
Sweetbriar	16	19	19	19	24	23			Sweetbriar	
	16	19	19	21	23	21				
	15									
Total	47	38	38	40	47	44		254	236	18
# of Classes	3	2	2	2	2	2		13		
Average Class Size	15.67	19.00	19.00	20.00	23.50	22.00				
Troutdale										
Troutdale	19	20	19	19	20	21			Troutdale	
	19	20	18	19	21	23				
	17	19	18	19	8	15	Split			
Life Skills		4	5	5	3	2				

Total	55	63	60	62	52	61		353	347	6
# of Classes	3	3	3	3	2	2	1	17		
Average Class Size	18.33	19.67	18.33	19.00	24.50	29.50				
Wilkes	22	22	18	18	19	18			Wilkes	
	23	21	20	18	18	18				
	21	22	17	17	19	18				
			18	18	17	17				
Life Skills	2	7	3	4	2	4				
Total	68	72	76	75	75	75		441	439	2
# of Classes	3.0	3.0	4	4	4	4		22		
Average Class Size	22.00	21.67	18.25	17.75	18.25	17.75				
Woodland	23	18	20	18	21	21			Woodland	
	22	18	21	18	22	23				
	23	20	19	16	24	23				
Life Skills	4	3	7	3	5	9				
Total	72	59	67	55	72	76		401		
# of Classes	3	3	3	3	3	3		18		
Average Class Size	22.67	18.67	20.00	17.33	22.33	22.33				94
									Proj	Diff
Elem Total	616	645	634	631	656	695		3877	3683	194
Total # of Classes	33.0	33.0	33.0	33.0	31.0	33.0				
Total Average Class Size	18.59	19.25	19.01	18.83	21.07	21.02				

Secondary Enrollment By Grade Level - October 16, 2023

School	6th	7th	8th	9th	10th	11th	12th	Total	Variance	
	Grade		Proj	Diff						
HB Lee MS	219	217	212					648	638	10
Reynolds MS	245	250	269					764	777	-13
Walt Morey MS	180	184	188					552	550	2
RHS + Middle College				670	656	550	563	2439	2711	-272
RLA					45	53	113	211	200	11
									Proj	Diff

Secondary Total	644	651	669	670	701	603	676	4614	4976	-362
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Total Reynolds:								8491	8659	-168
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Charter School Data										
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School	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th - 8th Grades	Total	Variance	
									Proj	Diff
Arthur Academy	30	31	27	29	28	27		172	175	-3
Rockwood Prep	69	68	68	61	50	52		368	372	-4
MLA	46	47	48	47	48	46	271	553	575	-22
HOLLA	18	19	21	19				77	56	21
Charter Total	163	165	164	156	126	125	271	1170	1178	-8

Total Reynolds and Charters:								9,661	9,837	-176
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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
Meeting Minutes**

October 25, 2023

6:00 PM

Wood Village City Hall

Present: Patty Carrera, Ana Gonzalez Muñoz, Francisco Ibarra, Aaron Muñoz, Michael Reyes, Cayle Tern,

Absent: Joyce Rosenau.

I. 5:30p - Executive Session

The Reynolds School Board and the Superintendent will recess into Executive Session at 5:30p, under ORS 192.660(2)(a) Personnel. Executive Session is closed to the public.

II. 6:00p - Call to Order

- Boar Chair Ana Gonzalez Muñoz called the October 25, 2023 Business Meeting to order at 6:00p

A. Roll Call

B. Consider Approval of the October 25, 2023 Agenda

I move that the Board approve the October 25, 2023 agenda as presented. This motion, made by Aaron Muñoz and seconded by Patty Carrera, Passed.

Yea: 6, Nay: 0

C. Pledge of Allegiance

D. Land Acknowledgement

- Vice Chair Aaron Muñoz read the Land Acknowledgement into the record.

E. Mission and Vision

- Chair Ana Gonzalez Muñoz read the mission and vision into the record.

III. 6:10p - Recognition

A. Student Recognition

B. Volunteer/Community Partner Recognition

C. Staff Recognition

D. Resolution 2023-2024-009 Native American Heritage Month

- Vice Chair Aaron Muñoz read Resolutions 2023-2024-009 into the record.

IV. 6:25p - Student Report

V. 6:30p - 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. 6:50p - Bargaining Group Updates

VII. 7:00p - Presentation to the Board

A. School Resource Deputy Report

- Broad overview/snapshot of last year
- Board request to disaggregate referral data for next year.
- Board request to look into expanding teaching opportunities

B. Division 22

C. Fall STAR Data

- Board request for data by school and grade

VIII. 7:30p - Superintendent's Reports

A. Announcements/Reports

B. Communications Report

C. Financial Report

D. Enrollment Report

IX. 7:45p - Consent Agenda

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

Yea: 6, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. RHS Field Trip: JROTC Cadet Leadership Challenge in Warrington, OR

X. 7:50p - Action Items

A. Plan of Action: Audit Findings Fiscal Year End June 30, 2022

I move that Board approve the Plan of Action 2021-22 Oregon Audit Division as presented. This motion, made by Francisco Ibarra and seconded by Michael Reyes, Passed.

Yea: 6, Nay: 0

B. Resolution 2023-2024-009 Native American Heritage Month

I move that the Board adopt Resolution 2023-2024-009, a resolution proclaiming the celebration of Native American Heritage Month in Reynolds School District. This motion, made by Michael Reyes and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

XI. 8:00p - Board Announcements and Discussion

A. Individual Board Members - Announcements and Reports

B. Upcoming Board Meetings

XII. 8:10p - Adjourn

- Chair Ana Gonzalez Muñoz adjourned the October 25, 2023 Business Meeting at 8:13p.



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

To: Board of Directors

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

Subject: Contract – Trillium Family Services

Type: Action Item Report / Presentation

Policy: IJ: School Counseling Program

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- Marginalized Students
- Student and Staff Wellness
- Culturally Responsive Teaching
- Professional Development

Summary / Background:

Trillium Family Services delivers mental health prevention services for students attending Reynolds Learning Academy, Reynolds High School, Walt Morey Middle School, and Fairview Elementary School who need mental health support/services on a daily basis. Trillium provides student curriculum based social skills and other mental promotion groups in the school setting. Additionally, Trillium conducts intakes, provides small group assistance with the development and implementation of in-depth behavior support plans, cofacilitation of treatment, as well as training for staff and parents.

Previous Board Action:

The Board authorized a contract with Trillium Family Services for mental health and education support services in October 2022.

Financial Implications:

The 2023-24 Budget includes allocation of funds for Trillium Family Services serving Reynolds Learning Academy, Reynolds High School, Walt Morey Middle School, and Fairview Elementary School at a cost of \$597,808.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board authorize staff to enter into a contract with Trillium Family Services to provide mental health and education support services for the 2023-2024 school year.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Statement of Work for Reynolds School District

This Contract is for the Provision of Mental Health Services at Reynolds School District schools:

- Reynolds Learning Academy
- Reynolds High School
- Walt Morey Middle School
- Fairview Elementary School

This Agreement is effective for the 2023-24 school year.

Reynolds School District agrees to:

1. Reynolds School District will compensate Trillium Family Services, Inc. \$597,808.00 for Mental Health Services provided at Reynolds School District for the 2023-24 school year. Reynolds School District will compensate Trillium Family Services, Inc. at the rate of \$98,695.00 for Qualified Mental Health Professionals at 1.0 FTE for a 10-Month period (September 2023 - June 2024) and \$67,676.00 for Qualified Mental Health Associates at 1.0 FTE for an 8-Month period (November 2023 - June 2024). Invoices need to be mailed or emailed to the following:

Mailing Address:

Reynolds School District – Administration Building

Attn: Accounts Payable

1204 NE 201st Avenue

Fairview, OR 97024

Email: ap@rsd7.net

2. Provide individual and group therapy space, office space, and basic utilities for the provision of services under the contract.
3. Complete background checks and fingerprinting on all Trillium Family Services, Inc. staff and invoice Trillium Family Services for said background checks and fingerprinting.
4. Indemnify, defend, and hold Trillium Family Services, Inc. harmless from any claim, action, demand, loss or cost arising out of or resulting from any act or omission of the Reynolds School District.

Trillium Family Services, Inc. agrees to:

1. Provide the following staffing for the specific Reynolds School District Schools under this contract:
 - a. Four (4) Qualified Mental Health Professional (QMHP) at 1/0 FTE for 10 months.

- i. Provide Psycho-educational groups, family support, preventions, or group-based skills training.
 - ii. Provide clinical and administrative supervision of all Trillium Family Services, Inc. staff on site in collaboration with Reynolds School District Administrator.
 - iii. Provide case management, consultation, and care coordination to all Trillium Family Services, Inc. clients in the Reynolds School District schools in collaboration with Reynolds School District Staff.
 - iv. Perform clinical assessments.
 - v. Create and oversee implementation of individualized plans of care for all Trillium Family Services, Inc. clients of the Reynolds School District in collaboration with Reynolds School District staff.
 - vi. Provide therapeutic groups passed on identified needs of students.
 - vii. Ensure all Trillium mandated paperwork and care paperwork is shared with Reynolds School District staff in a timely manner.
 - viii. Ensure all Trillium incident paperwork and care plan paperwork is shared with Reynolds School District staff in a timely manner.
 - b. Three (3) Qualified Mental Health Associate (QMHA) at 1.0 FTE for 8 months.
 - i. Facilitate and support the implementation of individual plans of care and positive behavior support plans in collaboration with Reynolds School District staff.
 - ii. Provide individual and group skill development to all Trillium clients in the Reynolds School District.
 - iii. May provide academic support under the direction of the licensed teacher.
 - iv. May provide psycho-educational groups, family support, preventions, or group-based skills training under the direction of the master's level therapist.
 - v. Ensure all Trillium mandated paperwork and care paperwork is shared with Reynolds School District staff in a timely manner.
 - vi. Ensure all Trillium incident paperwork and care plan paperwork is shared with Reynolds School District staff in a timely manner.
- 2. Provide prevention services or classroom-based groups to students.
 - a. All students enrolled in the Reynolds School District will be eligible to receive curriculum based social skills and other mental health promotion groups in the school setting with Reynolds School District staff present.
 - b. Clients receiving only prevention services or classroom-based groups will not receive formal assessment and treatment planning.
- 3. When possible under Medicaid contracts, Trillium Family Services will provide additional staff beyond this contract to provide formal Outpatient Mental Health Services to Medicaid eligible students which are unable to be provided under this contract. For RHS and RLA sites specifically, Trillium will pro-rate their billing for the QMHP staff based on the amount of services being reimbursed by Medicaid. Details will be outlined in each invoice.
- 4. Have all Trillium staff working at Reynolds School District schools complete the following Reynolds School District Training annually:
 - a. Complete Safe Schools Training
 - b. Review of District Policy and Procedure

- c. Review of Special Education Law
- d. Review of School Law
- 5. Trillium will pay Reynolds School District for Completed Background checks and fingerprinting on all Trillium Family Services, Inc. employees at Reynolds School District schools.
- 6. Trillium Family Services, Inc. shall provide Reynolds School District with Evidence that it has Liability Insurance consistent with OAR 581-015-2270.
- 7. Trillium Family Services, Inc. shall be an independent contractor solely responsible for the performance of tasks described in this contract and shall not be deemed for any purpose to be an agent or an operating arm of Reynolds School District.

Both Parties Agree:

- 1. To work cooperatively to fulfill the obligations of the contract.
- 2. To maintain confidentiality of student records for each student.

**REYNOLDS SCHOOL DISTRICT #7
PERSONAL/PROFESSIONAL SERVICES AGREEMENT**

THIS AGREEMENT, entered into by and between the Reynolds School District #7 "RSD" and "Contractor", and in consideration of the following covenants, conditions, and considerations:

Contractor: _____

WITNESSETH:

1. The contractor shall provide RSD with the following information:

- a. Company Legal Name _____
- b. Contract Signer Name _____ Contract Signer Email _____
- c. Mailing Address _____
- d. Telephone Number _____
- e. Federal Tax ID No. _____ **Contractor must submit W-9 to RSD's Finance Department*
- f. Business Designation (check one) Individual Sole proprietorship Partnership
 Corporation Community College Other: _____

Payment information will be reported to the IRS under the name and taxpayer ID number provided above. RSD is required by the Internal Revenue Service to obtain this information in order to report income paid to the Contractor by the District. If the information is not provided, RSD will be required to withhold 31 % of all future payments made to the Contractor.

1099 Withholding Exemption:

If exempt from backup withholding (form 1099 reporting), check this box and check your qualifying reason below:

- i. Corporation
 - ii. Tax Exempt Charity under 501(a), or IRS
 - iii. The United States or any of its agents or instrumentalities
 - iv. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions
 - v. A foreign government or any of its political subdivisions
 - vi. District will deduct taxes from pay, which will occur monthly
- f. Does Contractor now have, or have had within the prior year, contracts with other persons or entities to perform services similar to the services being performed hereunder? Yes No N/A
- g. Does Contractor have current statutory Worker's Compensation Insurance coverage for all persons performing services under this contract? Yes No N/A

2. Statement of Work: Contractor agrees to perform the following services for the District (please be specific as to nature and dates of performance and expected time involved). **Attach an exhibit/additional sheet if needed.*

3. Contract Term:

This Contract becomes effective on: _____

Unless terminated earlier as provided below, this Contract shall continue through: _____

4. Contractor shall be compensated in the manner provided in either subsection (a) or (b) below, whichever is completed.

a. The entire, agreed-upon compensation for the services to be performed under this contract is: \$ _____

**Use additional sheets if needed.*

b. If services are to be charged at a periodic rate: Rate charged: \$ _____ per (period) _____

What is the total estimated compensation? \$ _____

Additional description of pay, if applicable:

If it appears during the course of this contract that the actual compensation will exceed the estimated amount, the Contractor shall notify the RSD Finance Department in writing. No payment in excess of the total estimated compensation shall be paid unless the Contractor has notified the Finance Department of the increase in time required to complete the services and received approval from the Finance Department to perform services up to the newly approved contract time.

Exhibits: As a condition to receiving the compensation above, the Contractor shall provide, in addition to the services stated above, the following additional documents or reports relating to the service performed: *(Check all that apply)*

Exhibit A: Statement of Work Exhibit B: Contractor's Proposal Exhibit C: Insurance Requirements

Other (please describe): _____

If RSD is required by law to withhold any monies from Contractor (e.g., PERS), such withholding shall be deducted from the amount of compensation due to Contractor and the balance shall be paid to Contractor. Contractor must submit an invoice to Accounts Payable as an application for payment. The invoice shall itemize Contractor's charges and expenses.

5. If total compensation is in excess of \$500,000, as stated in Section 4a above, or the estimated charges based upon the rate charge and anticipated time involved as stated in Section 4b above exceed \$500,000, this contract shall not be binding upon RSD until approved by the RSD Board of Directors. If compensation is to be paid as stated in Section 4b, and it appears that the total payments under this Agreement shall exceed \$500,000, Contractor shall notify RSD. RSD shall present this Agreement to the RSD Board of Directors for approval of compensation in excess of \$500,000. No compensation shall be due or payable to Contractor in excess of \$500,000 (in the aggregate) unless the RSD Board of Directors approves this Agreement.

6. Unless Contractor is a sole proprietorship, prior to performing any labor for this Contract, Contractor shall file with RSD Assistant Superintendent of Student & Family Services and District Operations a certificate of insurance evidencing that the persons performing services under this Contract are covered by the Contractor's statutory worker's compensation insurance. Contractor shall maintain such coverage during the term of this Contract.

7. Contractor is being employed as an independent contractor to provide the services stated in Section 2 above. The compensation paid to Contractor shall be for all materials, supplies, and labor required, necessary, or convenient for Contractor to provide services to RSD. Contractor shall be responsible for, and shall indemnify and hold RSD harmless from, any governmental assessments resulting from Contractor's services or compensation, including but not limited to

income tax, Social Security, worker's compensation, or employment insurance. RSD shall not have the right to direct or control the manner of Contractor's performance. RSD expressly disclaims any acts by its employees who attempt to direct or control Contractor's manner of performance; Contractor shall notify RSD should any RSD employee make an attempt to exercise direction or control over Contractor.

8. Contractor covenants and warrants to RSD that Contractor is an independent business, has performed such services for others in the past or is now performing such services for others, and is skilled and duly qualified to provide the services required under this Agreement.
9. This provision is required by statute. In addition to applicable federal and state laws, ORS 279B.220 requires that Contractor shall:
 - a. Make payment promptly, as due, to all persons supplying to the contractor labor or material for the performance of the work provided for in the contract.
 - b. Pay all contributions or amounts due the Industrial Accident Fund from the contractor or subcontractor incurred in the performance of the contract.
 - c. Not permit any lien or claim to be filed or prosecuted against the state or a county, school district, municipality, municipal corporation or subdivision thereof on account of any labor or material furnished.
 - d. Pay to the Department of Revenue all sums withheld from employees under ORS 316.167.

If Contractor neglects or refuses to make prompt payment of any claim for labor or services furnished to it by any party in connection with this Contract as such claim becomes due, RSD may pay such claim to the party furnishing the goods or services and subtract the payment amount from funds due or to become due the Contractor. RSD's payment of such a claim shall not relieve Contractor or Contractor's surety, if any, from its obligation to any unpaid claims.

10. Payment for Medical Care: This provision is required by statute. As required by ORS 279B.230 and to the extent any of Contractor's employees are covered by Oregon employment laws, Contractor shall promptly, as due, make payment to any person, co-partnership, association, or corporation, furnishing medical, surgical, and hospital care or other needed care and attention, incident to sickness or injury, to the employees of Contractor, of all sums that Contractor agrees to pay for such services and all moneys and sums that Contractor collected or deducted from the wages of employees under any law, contract, or agreement for the purpose of providing or paying for such service.
11. Non-Appropriation; Adequate Funding: RSD is prohibited from contracting for services for which it has not received appropriated funds. If payment for work under this Contract extends into RSD's next fiscal year, RSD's obligation to pay for such work shall be subject to approval of future Board of Education ("Board") appropriations to fund this Contract. Moreover, continuation of this Contract at specified levels is specifically conditioned on adequate funding under the RSD's budget adopted in June of each year. RSD reserves the right to adjust the level of services provided for in this Contract in accordance with funding levels adopted by the Board. In the event that the RSD is not adequately funded, or funds are cut back, the RSD reserves the right to cancel all, or part of this contract.
12. Contractor shall fully indemnify, defend, and hold RSD harmless from any claims, actions, demands, judgment, losses, or costs (including attorney fees) directly resulting or arising out of any negligent act or omission by Contractor. This also applies when only RSD is the sole defendant in the action or lawsuit.
13. Contractor warrants to RSD that it/he/she has general liability insurance coverage in excess of \$2,000,000 per occurrence, \$3,000,000 in the annual aggregate for General Liability and Property Damage, and that Contractor shall maintain such insurance during the term of this agreement or for such longer time as RSD may request at the time of execution hereof. If Contractor will have physical or virtual access to any RSD students, Contractor is also required to provide proof of insurance for Sexual Abuse and Molestation coverage at the same levels required above.

_____ *Initial if applicable.* Contractor warrants to RSD that it/he/she has professional malpractice insurance coverage for any errors or omissions by Contractor for the type of services being performed under this Agreement, with limits not less than \$1,000,000 per occurrence.

_____ *Initial if applicable.* Motor Vehicle Liability. If Contractor is providing services that require Contractor to transport transport RSD personnel, students, or property, then in addition to any legally required insurance coverage, Contractor shall maintain motor vehicle liability insurance of at least \$1,000,000 for each claim, incident, or occurrence.

Certificate of Insurance. Upon RSD request, Contractor shall furnish to RSD a current certificate of insurance for each of the above coverages within 48 hours of RSD request. Each certificate must state the relevant deductible or retention level. For general liability coverage, the certificate must state that RSD, its agents, officers, volunteers, board members, and employees are additional insureds with respect to Contractor's services provided under this Contract. The certificate must specify an additional insured endorsement, and Contractor shall attach a copy of the endorsement to the certificate. If requested by RSD, Contractor shall also provide complete copies of insurance policies to RSD for review.

14. Contractor acknowledges that RSD is a public entity, and that persons or entities contracting with public entities are subject to certain state or federal law, rules, or regulations. To the extent any state or federal law, rule, or regulation is applicable to this Agreement, it is hereby incorporated by reference as if stated herein. It shall be Contractor's responsibility to become acquainted with the applicable laws, rules, and regulations, and Contractor shall indemnify and defend RSD in the event Contractor fails to comply with any applicable state or federal law, rule, or regulation.
15. Successors in Interest. This Contract shall bind and inure to the benefit of the parties, their successors, and approved assigns, if any.
16. No Third-Party Beneficiaries. RSD and Contractor are the only parties to this Contract and are the only parties entitled to enforce its terms. Nothing in this Contract provides any benefit or right, directly or indirectly, to third parties unless they are individually identified by name in this Contract and expressly described as intended beneficiaries of this Contract.
17. Hours of Labor. This provision is required by statute. As required by ORS 279B.020(5), 279B.235(3), and 279C.540(6), for Contractor's employees subject to Oregon employment laws:
 - a. Maximum Hours: Employees shall be paid at least time and a half pay for all time worked in excess of 40 hours in any one week and for work performed on Saturdays, Sundays, New Year's Day (Jan. 1), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (first Monday in September), Thanksgiving Day (fourth Thursday in November), and Christmas Day (December 25).
 - b. Exemption: The requirements of Section 17(a) do not apply to individuals who are excluded under ORS 653.010 to 653.261 or under 29 U.S.C. 201 to 209 from receiving overtime.
 - c. Notice to Employees: Contractor must give notice in writing to its employees who perform work on this Contract, either at the time of hire or before commencement of work on this Contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work.
18. Time Limitation on Claim for Overtime. This provision is required by statute. For Contractor's employees subject to Oregon employment laws and as required by ORS 279C.545, any worker employed by Contractor shall be foreclosed from the right to collect for any overtime provided in ORS 279C.540 unless a claim for payment is filed with Contractor within 90 days from the completion of this Contract, providing Contractor has: (1) Caused a circular clearly printed in boldfaced 12-point type and containing a copy of this section to be posted in a prominent place alongside the door of the timekeeper's office or in a similar place that is readily available and freely visible to workers employed on the work, and (2) Maintained such circular continuously posted from the inception to the completion of this Contract on which workers are or have been employed.
19. Hazardous Materials. Contractor shall notify RSD before using any products containing hazardous materials to which RSD employees, students, or the general public may be exposed. Products containing hazardous materials are those products defined by Oregon Administrative Rules, Chapter 437. Upon RSD request, Contractor must immediately provide Material Safety Data Sheets to RSD for all materials subject to this provision.
20. Errors. Contractor shall perform any and all additional work necessary to correct errors in the work required under this Contract without undue delays or additional cost to RSD.
21. Access to Records; Contractor Financial Records. Contractor agrees that RSD and its authorized representatives are entitled to review all Contractor books, documents, papers, plans, and records, electronic or otherwise ("Records") directly pertinent to this Contract for the purpose of making audit, examination, excerpts, and transcripts. Contractor shall maintain all Records, fiscal and otherwise, directly relating to this Contract in accordance with generally accepted accounting principles so as to clearly document Contractor's performance. Following final payment and termination of this Contract, Contractor shall retain and keep accessible all Records for a minimum of three years, or such longer period as may be required by law, or until the conclusion of any audit, controversy, or litigation arising out of or related to this

Contract, whichever date is later.

22. **Ownership of Work Products.** Contractor agrees that any and all goods or services provided by or developed for RSD are intended as “works made for hire” by Contractor for RSD. As a work made for hire, all work products (including intellectual property) created by the Contractor, as part of Contractor’s performance under this Contract shall be the exclusive property of the RSD. If any such work products contain Contractor’s intellectual property that is or could be protected by federal copyright, patent, or trademark laws, Contractor hereby grants RSD a perpetual, royalty-free, fully-paid, non-exclusive, and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, and use or re-use, in whole or in part, and to authorize others to do so, all such work products. RSD claims no right to any pre-existing work product of Contractor provided to RSD by Contractor in the performance of this Contract, except to copy, use, or re-use any such work product for RSD use only.
23. **Work Performed on RSD Property.** Contractor shall comply with the following:
- a. **Identification:** When performing work on RSD property, Contractor shall be in appropriate work attire (or uniform, if applicable) at all times. If Contractor does not have a specific uniform, then Contractor shall provide identification tags and/or any other mechanism the RSD in its sole discretion determines is required to easily identify Contractor. Contractor and its employees shall (i) display on their clothes the above-mentioned identifying information and (ii) carry photo identification and present it to any RSD personnel upon request. If Contractor cannot produce such identification or if the identification is unacceptable to RSD, RSD may provide, at its sole discretion, RSD-produced identification tags to Contractor, with costs to be borne by Contractor.
 - b. **Sign-in Required:** As required by schools and other RSD locations, each that day Contractor’s employees are present on RSD property, those employees must sign into the location’s main office to receive an in-school identification/visitors tag. Contractor’s employees must display this tag on their person at all times while on RSD property.
 - c. **No Smoking:** All RSD properties are tobacco-free zones; Contractor is prohibited from using any tobacco product on RSD property.
 - d. **No Drugs:** All RSD properties are drug-free zones as enforced by local law enforcement.
 - e. **No Weapons or Firearms:** Except as provided by statute and RSD policy, all RSD properties are weapons- and firearms-free zones; Contractor is prohibited from possessing on its persons or in its vehicles any weapons or firearms while on RSD property.
24. **Unsupervised Contact with Students.** This provision is required by statute. “Unsupervised contact” with students means contact that provides the person opportunity and probability for personal communication or touch with students when not under direct RSD supervision. As required by ORS 326.603, Contractor shall ensure that Contractor, any subcontractors, and their officers, employees, and agents will have no direct, unsupervised contact with students while on RSD property. Contractor will work with RSD to ensure compliance with this requirement. If Contractor is unable to ensure through a security plan that none of its officers, employees, or agents or those of its subcontractors will have direct, unsupervised contact with students in a particular circumstance or circumstances, then Contractor shall notify RSD before beginning any work that could result in such contact. Contractor authorizes RSD to obtain information about Contractor and its history and to conduct criminal background checks, including fingerprinting, of any Contractor officers, employees, or agents who will have unsupervised contact with students. Contractor shall cause its employees and/or subcontractors, if any, to authorize RSD to conduct these background checks. Contractor shall pay all fees assessed by Oregon Department of Education for processing the background checks. RSD may deduct the cost of such fees from a progress or final payment to Contractor under this Contract, unless Contractor elects to pay such fees directly. If Contractor has unsupervised contact with students, Contractor acknowledges District’s obligations related to reporting of child abuse and sexual conduct. If there are reports or allegations of sexual conduct or abuse involving one of Contractor’s employees, Contractor agrees to immediately remove that employee from providing services to the District. Contractor will follow District’s requests for removal of such employees following a report or allegation. Contractor will cooperate in any investigation being conducted by District, law enforcement, DHS, ODE and/or TSPC. Contractor has received information regarding abuse and sexual conduct and District will provide current information to Contractor on an annual basis.
25. **Confidentiality; FERPA Redisdisclosure.** Family Education Rights and Privacy Act (“FERPA”) prohibits the redisdisclosure of confidential student information. Except in very specific circumstances, Contractor shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students or their families that Contractor may learn or obtain in the course and scope of its performance of this Contract. Any redisdisclosure of confidential student information must be in compliance with the redisdisclosure laws of FERPA. Contractor is not to redisdisclose information without prior written notification to and written permission of RSD.

26. Security. Any disclosure or removal of any RSD matter or property by Contractor shall be cause for immediate termination of this Contract. Contractor shall bear sole responsibility for any liability including, but not limited to, attorney fees resulting from any action or suit brought against RSD because of Contractor's willful or negligent release of information, documents, or property contained in or on RSD property. RSD hereby deems all information, documents, and property contained in or on RSD property privileged and confidential.
27. Employee Removal. At RSD's request, Contractor shall immediately remove any Contractor employee from all RSD properties in cases where RSD in its sole discretion determines that removal of that employee is in RSD's best interests.
28. Remedies. In case of Contractor breach of this Contract, RSD shall be entitled to any other available legal and equitable remedies. In case of RSD breach, Contractor's remedy shall be limited to termination of the Contract and receipt of Contract payments to which Contractor is entitled.
29. Controlling Law; Venue. The parties agree that Oregon law will govern any dispute related to this Contract, and any litigation arising out of the Contract shall be conducted in courts located in Multnomah County, Oregon.
30. Amendments; Renewal. Any amendments, consents to or waivers of the terms of this Contract must be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.
31. Counterparts. The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.
32. Entire Agreement. When signed by both parties, this Contract (and any attached exhibits) is their final and entire agreement. As their final and entire expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.
33. Notices. All notices or demands of any kind required or desired to be given by RSD or Contractor must be in writing and shall be deemed delivered upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the addresses herein.
34. This contract may be terminated by either party with a 30-day written notice. The RSD can immediately terminate the Agreement if the Contractor and/or any of the Contractor's employees or agents endanger the health or safety of RSD students or employees.
35. Standards. Contractor shall meet the highest standards prevalent in the industry or business most closely involved in providing the appropriate goods or services.
36. Performance. Should the Contractor fail to perform the scope of work or meet the performance standards of the RFP and/or contract, the Contracting Agency may (a) reduce or withhold payment under the contract, (b) require the Contractor to perform, at the Contractor's expense, any additional work necessary to perform the scope of work to meet the performance standards established under the contract, and/or (c) to declare a default of the resulting Contract, to terminate the resulting Contract, and to seek damages and other relief available under the resulting Contract and/or applicable law.
37. Payment of Invoices. Unless otherwise provided in Exhibit 1, the payment period shall be one calendar month. Payments are due and payable thirty (30) days from receipt of Contractor's complete invoice or fifteen (15) days after payment is approved by the District, whichever is earlier.
 - a. Invoices should be emailed to AP@rsd7.net.
 - b. Invoices should have listed: PO Number, RSD Contract #, Dates of Service Performed, Brief Description of Work.

(Sign on following page)

IN WITNESS WHEREOF, the parties do execute this Agreement, and except as provided above, the undersigned warrant to the other that they are executing this agreement pursuant to authority.

Reynolds School District #7

Contractor

Signature of Superintendent or Authorized Signer

Signature of Contractor

Printed Name

Contractor Name

Title

Contractor Title

Date Signed

Date Signed

Review required for final authorization

Signature of Program Director

Date Signed

Signature of Site Manager

Date Signed

- Account code for applicable charges** _____
(Required for revenue, expense, and pass-through funds)
- Board approval required if estimated charges exceed \$500,000 Board approval date: _____
- Background check completed (required if in direct contact with students)
- Certificate of insurance provided

REYNOLDS SCHOOL DISTRICT #7

WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM FOR COVID-19

This WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM (herein referred to as the "Addendum") amends the terms of the Agreement between Contractor and the Reynolds School District #7. All terms of the Agreement are incorporated herein by this reference.

The novel coronavirus ("COVID-19"), has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. As a result, federal, state, and local governments and federal and state health agencies have provided orders, regulations, and guidance regarding COVID-19.

COVID-19 Liability. Contractor understands the hazards of COVID-19 and is familiar with the Centers for Disease Control Prevention ("CDC") guidelines and federal, state, and local orders regarding COVID-19. Contractor acknowledges that it understands the circumstances regarding COVID-19 and will take all necessary precautions as provided by the CDC and federal, state, and local governments. Contractor shall indemnify, defend, and hold harmless Reynolds School District #7 from and against any and all claims, demands, lawsuits, judgments, losses, or expenses of any nature arising out of Contractor's failure to follow the CDC, federal, state, or local orders or guidance regarding COVID-19 and that leads to, directly or indirectly, the infection of COVID-19 or any other illness or injury related to COVID-19.

COVID-19 Termination. Reynolds School District #7 may terminate this Agreement immediately and without notice if it is found that Contractor has failed to follow any regulations, orders, or guidance as provided by the CDC and federal, state, and local governments.

Force Majeure. Neither Reynolds School District #7 nor Contractor shall be responsible for delay, default, or termination of contract caused by any contingency beyond their control, including, but not limited to: war or insurrection (whether declared or not); plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including, but not limited to quarantine or other restrictions as directed by state or federal government; compliance with any law or governmental order, rule, regulation or direction; strikes or lockouts by the Parties' own employees; walkouts by the Parties' own employees; fires; natural calamities; riots; or requirements of governmental agencies.

Proof of Vaccination. As of October 18, 2021, Contractors, Partners and Volunteers, who are age 16 and older, and have direct or indirect contact with students, must submit proof of vaccination or documentation of a medical or religious exception prior to working with students. Contractor or Partner attests that any of its employees or agents who are assigned to provide services under the terms of this Agreement has provided Contractor or Partner with either proof of vaccination showing they are fully vaccinated, or documentation of a medical or religious exception. "Proof of vaccination" means documentation provided by a tribal, federal, state or local government, or a health care provider, that includes an individual's name, date of birth, type of COVID-19 vaccination given, date or dates given, depending on whether it is a one-dose or two-dose vaccine, and the name/location of the health care provider or site where the vaccine was administered. Documentation may include but is not limited to a COVID-19 vaccination record card or a copy or digital picture of the vaccination record card, or a print-out from the Oregon Health Authority's immunization registry. Given that medical and religious exceptions for contractors and volunteers constitute an undue hardship to the District, in most cases unvaccinated contractors and volunteers may not continue to provide services to the District even with these exceptions.

(Sign on following page)

REYNOLDS SCHOOL DISTRICT #7

WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM FOR COVID-19

Reynolds School District #7

Contractor

Signature of Superintendent or Authorized Signer

Signature of Contractor

Printed Name

Contractor Name

Title

Contractor Title

Date Signed

Date Signed



INTERGOVERNMENTAL AGREEMENT (IGA)
BETWEEN
GRESHAM-BARLOW SCHOOL DISTRICT and REYNOLDS SCHOOL DISTRICT

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

The Parties mutually agree as follows:

Term of Agreement. The initial Agreement term shall be July 1, 2023 through June 30, 2024.

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

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

Agreement Documents. This agreement consists of the following documents, which are listed in descending order of precedence (1) This Intergovernmental Agreement document, (2) Exhibit 1 - Scope of Work, (3) Exhibit 2 - Payment for Services; (4) Exhibit 3 - Insurance.

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

STANDARD TERMS AND CONDITIONS

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

this Agreement shall automatically terminate, unless the parties mutually agree in writing to extend the timeline to cure.

- d. **Termination** by any party shall not constitute a waiver of any claim any party may assert against the other party under the terms of this Agreement. The parties shall not be liable for indirect or consequential damages arising or resulting from early termination of this Agreement.
- 4. Access to Records.** Each party shall have access to the books, documents and other records of the other which are related to this Agreement for the purpose of examination, copying and audit, unless otherwise limited by law. This grant of access to records is not intended to waive or prohibit assertion of any privilege or public record exemption applicable to any such records.
 - 5. Ownership of Work.** Parties agree that all work products created by the parties as part of the performance of this Agreement, including background data, documentation, and staff work that is preliminary to final reports, shall be the exclusive property of the party creating the work product.
 - 6. Confidentiality.** Subject to state public records law, no reports, information, and/or data given to or prepared or assembled by the Parties under this Agreement shall be made accessible to any individual or organization by either party without the prior written approval of the other party.
 - 7. FERPA Re-disclosure.** The Parties recognize that the Family Educational Rights and Privacy Act (FERPA) imposes strict penalties for improper disclosure or re-disclosure of confidential student information including but not limited to denial of access to personally identifiable information from education records for at least five years (34 CFR 99.33(e)). Therefore, consistent with the requirements of FERPA, personally identifiable information obtained by the Parties in the performance of this Agreement may not be re-disclosed to third parties without written consent of the students' parent/guardian, and must be used only for the purposes identified in this Agreement.
 - 8. Unsupervised Contact with Students and Criminal Background Checks.** Unsupervised contact with students means contact that provides the person opportunity and probability for in-person communication or touch with students when not under direct supervision. As required by ORS 181A.195, the Parties will work together to ensure that employees, officers, subcontractors, and agents will have no direct, unsupervised contact with students while at any school or other location(s). When unsupervised contact with students is required under this agreement, before any work begins under this Agreement, Parties shall ensure, at its expense, that any person assigned to perform services under the contract meets all the State of Oregon's school criminal background check requirements. Parties will ensure its employees performing services under this contract will meet all of the State of Oregon's and the Parties criminal background check requirements.
 - 9. Compliance with Applicable Law.** Each party shall comply with all federal, state, and local laws and all regulations and administrative rules established pursuant to those laws applicable to public contracts and to the work done under this Agreement.
 - 10. Indemnity and Hold Harmless.** Each party shall perform all services under this Agreement as an independent contractor. Each party shall be responsible exclusively for their respective officers, employees and agents. Each party shall provide for employment related benefits and deductions that are required by law, including but not limited to federal and state income tax deductions, workers' compensation coverage and Public Employees Retirement System/Oregon Public Service Retirement Plan contributions. Each party shall be responsible, subject to the Oregon Tort Claims Act (ORS 30.260-30.300) and State of Oregon constitution, only for the acts, omissions to negligence of its own officers, employees or agents.
 - 11. Governing Law.** The provisions of this Agreement shall be construed in accordance with the laws of the State of Oregon. Any legal action involving any question arising under this Agreement must be brought in Multnomah County Circuit Court. If the claim must be brought in a federal forum, then it shall be brought and conducted in the United States District Court for the State of Oregon. THE PARTIES AGREE TO THE JURISDICTION OF THESE COURTS.

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

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

Gresham-Barlow School District
Attn: Dennis Clague Director of Finance
1331 NW Eastman Parkway
Gresham, OR 97030

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



Signature

Signature

10/31/23

Date

Date

RSD Legal Approved: 11/1/2023
RSD Board Approved:

EXHIBIT 1
SCOPE OF WORK

The purpose of this agreement is to set forth the responsibilities of the Parties in providing services to students attending Open School East.

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

EXHIBIT 2**PAYMENT FOR SERVICES**

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

- Actual staffing costs incurred to provide services as outlined in Exhibit 1, Scope of Work, based on the number of students served for the other party district as determined by the December census count. The amount will be variable per district based on their specific student count.
- The full cost of the Learning Specialist for the 2023-2024 school year is \$115,228.81. This full cost includes: compensation for duties at Open School East, PERS-OPSRP, FICA, Workers Comp, Unemployment, Risk Management, Medical/Dental, and Early Retirement.
- Each district will be billed based on the percentage of students receiving special education services at the time of invoice.

EXHIBIT 3

INSURANCE REQUIREMENTS

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

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

THIS COVERAGE IS REQUIRED.

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

This insurance must include contractual liability coverage.

___ Required ___ Not required

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

___ Required ___ Not required

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

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

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

To: Board of Directors

From: Shaunice Silas, Executive Director of Human Resources

Subject: Bilingual Educator Pathways Grant

Type: Action Item Report / Presentation

Policy: BBA: Board Powers and Duties

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

The ESSER III Bilingual Educator Pathways Grant will help support the recruitment and retention of bilingual educators in order to respond to the COVID-19 pandemic, address unfinished learning for English learner students, and support Oregon students in earning the Oregon Seal of Biliteracy.

Previous Board Action:

Not Applicable

Financial Implications:

1. In accordance with the terms and conditions of this grant, RSD would receive up to \$249,492.00 for the project. Grant funds would be paid from monies available through federal Elementary and Secondary School Emergency Relief Funds (ESSER III), under the American Rescue Plan Act of 2021.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the Bilingual Educator Pathway Grant as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

STATE OF OREGON GRANT AGREEMENT

Grant No. 34031

This Grant Agreement (“Grant”) is between the State of Oregon acting by and through its Department of Education (“Agency”) and Multnomah County School District #7, dba. Reynolds School District 7 (“Grantee”), each a “Party” and, together, the “Parties”.

SECTION 1: AUTHORITY

Pursuant to ORS 327.128 and the American Rescue Plan Act (ARPA), US Public Law 117-2 (Elementary and Secondary School Emergency Relief Fund or ESSER III), Agency is authorized to enter into a grant agreement and provide funding for the purposes described in this Grant.

SECTION 2: PURPOSE

The purpose of this grant is to support the recruitment and retention of bilingual educators in order to respond to the COVID-19 pandemic and address unfinished learning for English learner students and support Oregon students in earning the Oregon Seal of Biliteracy.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of June 15, 2023 (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on September 30, 2024.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Jennifer Fontana,
Oregon Department of Education
Office of Teaching, Learning & Assessment
255 Capitol St NE
Salem, OR 97310
503.830.3138
jennifer.fontana@ode.oregon.gov

4.2 Grantee’s Grant Manager is:

Shaunice Silas
1204 NE 201st Ave
Fairview, OR 97024-2499
Phone: (503) 661-7200
ssilas@rsd7.net

4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

Grantee must perform the project activities set forth in Exhibit A (the “Project”), attached hereto and incorporated in this Grant by this reference, for the period beginning on the Effective Date and ending on the expiration date set forth in Section 3 (the “Performance Period”).

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to \$249,492.00 (“Grant Funds”) for the Project. Agency will pay the Grant Funds from monies available through its federal Elementary and Secondary School Emergency Relief Funds (ESSER III), under the American Rescue Plan Act of 2021 (“Funding Source”).

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

7.1.1 Subject to the availability of sufficient moneys in and from the Funding Source based on Agency’s reasonable projections of moneys accruing to the Funding Source, Agency will disburse Grant Funds to Grantee for the allowable Project activities described in Exhibit A that are undertaken during the Performance Period.

7.1.2 Grantee must provide to Agency any information or detail regarding the expenditure of Grant Funds required under Exhibit A prior to disbursement or as Agency may request.

7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

7.2 **Conditions Precedent to Disbursement.** Agency’s obligation to disburse Grant Funds to Grantee under this Grant is subject to satisfaction of each of the following conditions precedent:

7.2.1 Agency has received sufficient funding, appropriations, expenditure limitation, allotments or other necessary expenditure authorizations to allow Agency, in the exercise of its reasonable administrative discretion, to make the disbursement from the Funding Source;

7.2.2 No default as described in Section 15 has occurred; and

7.2.3 Grantee’s representations and warranties set forth in Section 8 are true and correct on the date of disbursement(s) with the same effect as though made on the date of disbursement.

7.3 **No Duplicate Payment.** Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs

that are paid for with other funds and would result in duplicate funding.

- 7.4 Suspension of Funding and Project.** Agency may by written notice to Grantee, temporarily cease funding and require Grantee to stop all, or any part, of the Project dependent upon Grant Funds for a period of up to 180 days after the date of the notice, if Agency has or reasonably projects that it will have insufficient funds from the Funding Source to disburse the full amount of the Grant Funds. Upon receipt of the notice, Grantee must immediately cease all Project activities dependent on Grant Funds, or if that is impossible, must take all necessary steps to minimize the Project activities allocable to Grant Funds.

If Agency subsequently projects that it will have sufficient funds, Agency will notify Grantee that it may resume activities. If sufficient funds do not become available, Grantee and Agency will work together to amend this Grant to revise the amount of Grant Funds and Project activities to reflect the available funds. If sufficient funding does not become available or an amendment is not agreed to within a period of 180 days after issuance of the notice, Agency will either (i) cancel or modify its cessation order by a supplemental written notice or (ii) terminate this Grant as permitted by either the termination at Agency’s discretion or for cause provisions of this Grant.

SECTION 8: REPRESENTATIONS AND WARRANTIES

- 8.1 Organization/Authority.** Grantee represents and warrants to Agency that:

- 8.1.1** Grantee is a school district duly organized and validly existing;
- 8.1.2** Grantee has all necessary rights, powers and authority under any organizational documents and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;
- 8.1.3** This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;
- 8.1.4** If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and
- 8.1.5** There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

- 8.2 False Claims Act.** Grantee acknowledges the Oregon False Claims Act, ORS 180.750 to 180.785, applies to any “claim” (as defined by ORS 180.750) made by (or caused by) Grantee that pertains to this Grant or to the Project. Grantee certifies that no claim described in the previous sentence is or will be a “false claim” (as defined by ORS 180.750) or an act prohibited by ORS 180.755. Grantee further acknowledges in addition to the remedies under Section 16, if it makes (or causes to be made) a false claim or performs (or causes to be performed) an act prohibited under the Oregon False Claims Act, the Oregon Attorney General may enforce the liabilities and penalties provided by

the Oregon False Claims Act against the Grantee.

- 8.3 No limitation.** The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations or warranties provided by Grantee.

SECTION 9: OWNERSHIP

- 9.1 Intellectual Property Definitions.** As used in this Section and elsewhere in this Grant, the following terms have the meanings set forth below:

“Third Party Intellectual Property” means any intellectual property owned by parties other than Grantee or Agency.

“Work Product” means every invention, discovery, work of authorship, trade secret or other tangible or intangible item Grantee is required to create or deliver as part of the Project, and all intellectual property rights therein.

- 9.2 Grantee Ownership.** Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.
- 9.3 Third Party Ownership.** If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these

restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.

- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-646A.628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee’s obligations under applicable law.
- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee’s employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee’s expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys’ fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a “Claim” for purposes of this Section).
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this

Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon’s interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.

- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other indirect damages arising out of or related to this Grant, regardless of whether the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

- 12.1 Private Insurance.** If Grantee is a private entity, or if any contractors, subcontractors, or subgrantees used to carry out the Project are private entities, Grantee and any private contractors, subcontractors or subgrantees must obtain and maintain insurance covering Agency in the types and amounts indicated in Exhibit B.
- 12.2 Public Body Insurance.** If Grantee is a “public body” as defined in ORS 30.260, Grantee agrees to insure any obligations that may arise for Grantee under this Grant, including any indemnity obligations, through (i) the purchase of insurance as indicated in Exhibit B or (ii) the use of self-insurance or assessments paid under ORS 30.282 that is substantially similar to the types and amounts of insurance coverage indicated on Exhibit B, or (iii) a combination of any or all of the foregoing.

SECTION 13: GOVERNING LAW, JURISDICTION

This Grant is governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Agency or any other agency or department of the State of Oregon, or both, and Grantee that arises from or relates to this Grant must be brought and conducted solely and exclusively within the Circuit Court of Marion County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it will be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event may this Section be construed as a waiver by the State of Oregon of any form of defense or immunity, whether sovereign immunity, governmental immunity, immunity based on the eleventh amendment to the Constitution of the United States or otherwise, to or from any Claim or from the jurisdiction of any court. GRANTEE, BY EXECUTION OF THIS GRANT, HEREBY CONSENTS TO THE PERSONAL JURISDICTION OF SUCH

COURTS.

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

The Parties should attempt in good faith to resolve any dispute arising out of this Grant. This may be done at any management level, including at a level higher than persons directly responsible for administration of the Grant. In addition, the Parties may agree to utilize a jointly selected mediator or arbitrator (for non-binding arbitration) to resolve the dispute short of litigation. Each Party will bear its own costs incurred for any mediation or non-binding arbitration.

SECTION 15: DEFAULT

15.1 Grantee. Grantee will be in default under this Grant upon the occurrence of any of the following events:

15.1.1 Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;

15.1.2 Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or

15.1.3 A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.

15.2 Agency. Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

16.1 Agency Remedies. In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue

any remedy or remedies singly, collectively, successively or in any order whatsoever.

- 16.2 Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee’s sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

Agency may withhold from disbursements of Grant Funds due to Grantee, or Grantee must return to Agency within 30 days of Agency’s written demand:

- 17.1** Any Grant Funds paid to Grantee under this Grant, or payments made under any other agreement between Agency and Grantee, that exceed the amount to which Grantee is entitled;
- 17.2** Any Grant Funds received by Grantee that remain unexpended or contractually committed for payment of the Project at the end of the Performance Period;
- 17.3** Any Grant Funds determined by Agency to be spent for purposes other than allowable Project activities; or
- 17.4** Any Grant Funds requested by Grantee as payment for deficient activities or materials.

SECTION 18: TERMINATION

- 18.1 Mutual.** This Grant may be terminated at any time by mutual written consent of the Parties.
- 18.2 By Agency.** Agency may terminate this Grant as follows:
 - 18.2.1** At Agency’s discretion, upon 30 days advance written notice to Grantee;
 - 18.2.2** Immediately upon written notice to Grantee, if Agency fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient in Agency’s reasonable administrative discretion, to perform its obligations under this Grant;
 - 18.2.3** Immediately upon written notice to Grantee, if federal or state laws, rules, regulations or guidelines are modified or interpreted in such a way that Agency’s performance under this Grant is prohibited or Agency is prohibited from funding the Grant from the Funding Source; or
 - 18.2.4** Immediately upon written notice to Grantee, if Grantee is in default under this Grant and such default remains uncured 15 days after written notice thereof to Grantee.
- 18.3 By Grantee.** Grantee may terminate this Grant as follows:
 - 18.3.1** If Grantee is a governmental entity, immediately upon written notice to Agency, if Grantee fails to receive funding, or appropriations, limitations or other expenditure authority at levels sufficient to perform its obligations under this Grant.

- 18.3.2** If Grantee is a governmental entity, immediately upon written notice to Agency, if applicable laws, rules, regulations or guidelines are modified or interpreted in such a way that the Project

activities contemplated under this Grant are prohibited by law or Grantee is prohibited from paying for the Project from the Grant Funds or other planned Project funding; or

18.3.3 Immediately upon written notice to Agency, if Agency is in default under this Grant and such default remains uncured 15 days after written notice thereof to Agency.

18.4 Cease Activities. Upon receiving a notice of termination of this Grant, Grantee must immediately cease all activities under this Grant, unless Agency expressly directs otherwise in such notice. Upon termination, Grantee must deliver to Agency all materials or other property that are or would be required to be provided to Agency under this Grant or that are needed to complete the Project activities that would have been performed by Grantee.

SECTION 19: MISCELLANEOUS

19.1 Conflict of Interest. Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.

19.2 Nonappropriation. Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.

19.3 Amendments. The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.

19.4 Notice. Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.

19.5 Survival. All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.

19.6 Severability. The Parties agree if any term or provision of this Grant 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 will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.

19.7 Counterparts. This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same

counterpart. Each copy of the Grant so executed constitutes an original.

- 19.8 Compliance with Law.** In connection with their activities under this Grant, the Parties must comply with all applicable federal, state and local laws.
- 19.9 Intended Beneficiaries.** Agency and Grantee are the only parties to this Grant and are the only parties entitled to enforce its terms. Nothing in this Grant provides, is intended to provide, or may be construed to provide any direct or indirect benefit or right to third persons unless such third persons are individually identified by name herein and expressly described as intended beneficiaries of this Grant.
- 19.10 Assignment and Successors.** Grantee may not assign or transfer its interest in this Grant without the prior written consent of Agency and any attempt by Grantee to assign or transfer its interest in this Grant without such consent will be void and of no force or effect. Agency’s consent to Grantee’s assignment or transfer of its interest in this Grant will not relieve Grantee of any of its duties or obligations under this Grant. The provisions of this Grant will be binding upon and inure to the benefit of the Parties hereto, and their respective successors and permitted assigns.
- 19.11 Contracts and Subgrants.** Grantee may not, without Agency’s prior written consent, enter into any subgrants for any of the Project activities required of Grantee under this Grant.
- 19.12 Contracts.** Grantee may not, without Agency’s prior written consent, enter into any contracts or subgrants for any of the Project activities required of Grantee under this Grant. Agency’s consent to any contract will not relieve Grantee of any of its duties or obligations under this Grant.
- 19.13 Time of the Essence.** Time is of the essence in Grantee’s performance of the Project activities under this Grant.
- 19.14 Records Maintenance and Access.** Grantee must maintain all financial records relating to this Grant in accordance with generally accepted accounting principles. In addition, Grantee must maintain any other records, whether in paper, electronic or other form, pertinent to this Grant in such a manner as to clearly document Grantee’s performance. All financial records and other records, whether in paper, electronic or other form, that are pertinent to this Grant, are collectively referred to as “Records.” Grantee acknowledges and agrees Agency and the Oregon Secretary of State’s Office and the federal government and their duly authorized representatives will have access to all Records to perform examinations and audits and make excerpts and transcripts. Grantee must retain and keep accessible all Records for a minimum of six (6) years, or such longer period as may be required by applicable law, following termination of this Grant, or until the conclusion of any audit, controversy or litigation arising out of or related to this Grant, whichever date is later.
- 19.15 Headings.** The headings and captions to sections of this Grant have been inserted for identification and reference purposes only and may not be used to construe the meaning or to interpret this Grant.
- 19.16 Grant Documents.** This Grant consists of the following documents, which are incorporated by this

reference and listed in descending order of precedence:

- This Grant less all exhibits
- Exhibit C (Federal Terms and Conditions)
- Exhibit A (the “Project”)
- Exhibit B (Insurance)
- Exhibit D (Federal Award Identification)

19.17 Merger, Waiver. This Grant and all exhibits and attachments, if any, constitute the entire agreement between the Parties on the subject matter hereof. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this Grant. No waiver or consent under this Grant binds either Party unless in writing and signed by both Parties. Such waiver or consent, if made, is effective only in the specific instance and for the specific purpose given.

SECTION 20: SIGNATURES

EACH PARTY, BY SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES IT HAS READ THIS GRANT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. The Parties further agree that by the exchange of this Grant electronically, each has agreed to the use of electronic means, if applicable, instead of the exchange of physical documents and manual signatures. By inserting an electronic or manual signature below, each authorized representative acknowledges that it is their signature, that each intends to execute this Grant, and that their electronic or manual signature should be given full force and effect to create a valid and legally binding agreement.

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

STATE OF OREGON acting by and through its Department of Education

By: _____
Contracting Officer

Date

Multnomah County School District #7, dba. Reynolds School District 7

By: _____
Authorized Signature

Date

Printed Name

Title

JKMUSNGCD4P9
Federal Tax ID Number

Approved for Legal Sufficiency in accordance with ORS 291.047

By: Jake Hogue
Jake Hogue, Assistant Attorney General

Via email dated Sept. 27, 2023
Date

EXHIBIT A THE PROJECT

SECTION I. BACKGROUND AND GOALS

The Agency received a federal ESSER III grant from the US Department of Education to support Oregon students and educators to address unfinished learning that resulted from the impact of the COVID-19 pandemic. The Agency centered the following priorities and themes in implementation of its approach. The work builds on the Agency’s Equity Stance that states:

“Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.”

Oregon Identified Priorities:

1. Address unfinished learning as part of a responsive system, grounded in equity, meeting students where they are and accelerating their learning by building on strengths and addressing needs.
2. Prioritize health, safety, wellness, and connection for all communities.
3. Strengthen high-quality, culturally-sustaining and revitalizing instruction, leadership, and programming.

Oregon Themes:

1. Family Engagement: Realize family and community engagement strategies in each area and hold districts accountable to their plans.
2. Centering Equity: Don’t let equity get lost in the shuffle within each priority area.
3. Disparate Impact: Students in special education, in foster care, from highly mobile populations, who are Black/African American, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities, from areas with low vaccination rates, and others were affected differently and may need different solutions in each area. This ESSER key investment III addresses the impact of the COVID-19 pandemic by focusing on the learning needs of students who are emergent multilingual learners and all students in dual language programs. Oregon does not currently have enough bilingual educators to fully realize Oregon’s goals of students graduating with the Oregon Seal of Biliteracy, and to provide an equitable education to students who speak a language other than English.

The COVID-19 pandemic impacted teacher recruitment and retention and destabilized existing bilingual education programs in Local Educational Agencies (LEAs) at a time when students need greater access to instruction in their home language. Research shows that academic disparities and unfinished learning are addressed best when students receive high quality instruction by educators that mirror their racial, ethnic, and linguistic diversity. This investment offers direct support to increase the number of bilingual and multilingual educators participating in Teacher Pathway Programs and Grow Your Own initiatives while also increasing educator efficacy through

professional development and training. By supporting the recruitment and retention of bilingual educators, this grant aims to address the disparate impact of COVID-19 on students for whom English is not their language of origin.

SECTION II. PROJECT ACTIVITIES AND SCHEDULE

Grantee shall develop for Agency review and approval a plan and budget describing rationale for selecting activities.

Grantee shall select activities that are federally allowable under the ARP ESSER that support educator recruitment, retention, and career development, which include activities described under Title II of the Elementary and Secondary Education Act of 1965 (see SEC. 2103. [20 U.S.C. 6613] LOCAL USES OF FUNDS at <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-legislation-table-contents/title-ii-part-a/#TITLE-II-PART-A>) and in the federal FAQ on ESSER and GEER uses of funds: ESSER and GEER Use of Funds FAQs, <https://oese.ed.gov/files/2022/12/ESSER-and-GEER-Use-of-Funds-FAQs-December-7-2022-Update.pdf> (see question C4, page 41).

Activities shall be selected based on need. Allowable activities include, but are not limited to:

- Recruitment, including travel and the costs of relocating for prospective candidates.
- Hiring bilingual educators, including providing signing bonuses.
- Mentoring and coaching supports for bilingual educators.
- Supporting existing educators and staff in adding bilingual or other specialized certifications that support multilingual learners, including by covering the costs associated with earning those additional certifications.
- Stipends for educators to attend training and professional development.
- Planning and professional services associated with developing bilingual pathways or supporting educators.
- Career or education pathway navigation support
- Professional development to support multilingual programs.

Tasks/ Activities	Deliverables	Due Dates
Develop action plan and budget for Agency approval that considers existing funds and sustainability of this funding stream	Action plan and budget	October 1, 2023
Implement activities selected and approved by Agency according to action plan and participate in quarterly progress meetings with Multilingual Education Specialist	Progress notes	Monthly beginning November 1, 2023
Complete progress report and summary	Progress reports	January 25, 2024: Second outcome report due June 13, 2024: Final outcome report due September 12, 2024: All reporting documents due

SECTION III. BUDGET

Project Budget.

Category	Total
Compensation-salary, stipends, fringe benefits for bilingual educators	\$159,671.00
Compensation– stipends for training attendance	\$16,800.00
Compensation– stipends for mentors	\$0.00
Professional Development	\$13,021.00
Recruiting Costs	\$0.00
Travel	\$40,000.00
Materials and Supplies	\$20,000.00
Grand Total	\$249,492.00

Indirect/Administrative Costs. Grantee may be reimbursed for indirect or administrative costs, as a percentage of the Grant Funds disbursed under this Grant, in an amount that does not exceed Grantee’s federally-approved rate at the time the cost was incurred. The rates described in this paragraph override any other verbal or written rate(s) provided by Agency, including in any notice of award provided by Agency’s Electronic Grants Management System (“EGMS”).

Budget Adjustments. Grantee may expend Grant Funds that differ from the amounts shown for each category or line item shown in the Project budget included in this Exhibit A (the “Budget”) by up to and including 25% without the prior consent of Agency’s Grant Manager. Grantee may expend Grant Funds that differ from the amounts shown for each category or line item in the Budget by more than 25% with the prior written approval of Agency’s Grant Manager, as long as the total amount expended for all Project activities paid for with Grant Funds does not exceed the amount identified in Section 6 of this Grant. Indirect/ administrative costs must be charged as described in this Exhibit A, if applicable, regardless of any adjustments to the Budget. Any adjustments that result in an increase to the amount identified in Section 6 may not be done without an amendment to this Grant.

SECTION IV. PROJECT EVALUATION/REPORTING REQUIREMENTS

If the Performance Period begins prior to the Executed Date, any reports for Project activities shown in this Exhibit A as due prior to the Executed Date must be provided to Agency within 30 days of the Executed Date, if not already provided to Agency despite the lack of an executed Grant. Grantee will not be in default for failure to perform any reporting requirements prior to the Executed Date.

SECTION V. DISBURSEMENT PROVISIONS

Agency will disburse the Grant Funds using EGMS, on a cost incurred quarterly basis upon receipt of Grantee’s request(s) for disbursement.

Agency will disburse Grant Funds only to reimburse the costs of Project activities that occur, including expenses incurred, during the Performance Period.

Upon Agency request, Grantee shall provide additional documentation or information sufficient to allow Agency, at its sole discretion, to determine the allowability of a requested disbursement.

EXHIBIT B INSURANCE

INSURANCE REQUIREMENTS

Grantee must obtain at Grantee’s expense, and require its first tier contractors and subgrantees, if any, to obtain the insurance specified in this exhibit prior to performing under this Grant, and must maintain it in full force and at its own expense throughout the duration of this Grant, as required by any extended reporting period or continuous claims made coverage requirements, and all warranty periods that apply. Grantee must obtain and require its first tier contractors and subgrantees, if any, to obtain the following insurance from insurance companies or entities acceptable to Agency and authorized to transact the business of insurance and issue coverage in Oregon. Coverage must be primary and non-contributory with any other insurance and self-insurance, with the exception of professional liability and workers’ compensation. Grantee must pay and require its first tier contractors and subgrantees to pay, if any, for all deductibles, self-insured retention and self-insurance, if any.

WORKERS’ COMPENSATION & EMPLOYERS’ LIABILITY

All employers, including Grantee, that employ subject workers, as defined in ORS 656.027, shall comply with ORS 656.017 and provide workers’ compensation insurance coverage for those workers, unless they meet the requirement for an exemption under ORS 656.126(2). Grantee shall require and ensure that each of its subgrantees, contractors, and subcontractors complies with these requirements. If Grantee is a subject employer, as defined in ORS 656.023, Grantee shall also obtain employers’ liability insurance coverage with limits not less than \$500,000 each accident. If Grantee is an employer subject to any other state’s workers’ compensation law, Grantee shall provide workers’ compensation insurance coverage for its employees as required by applicable workers’ compensation laws including employers’ liability insurance coverage with limits not less than \$500,000, and shall require and ensure that each of its out-of-state subgrantees, contractors, and subcontractors complies with these requirements.

COMMERCIAL GENERAL LIABILITY

Required **Not required**

Commercial general liability insurance covering bodily injury and property damage in a form and with coverage that are satisfactory to Agency. This insurance must include personal and advertising injury liability, products and completed operations, contractual liability coverage for the indemnity provided under this Grant, and have no limitation of coverage to designated premises, project or operation. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence. Annual aggregate limit may not be less than \$2,000,000.

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

Automobile liability insurance covering Grantee’s business use including coverage for all owned, non-owned, or hired vehicles with a combined single limit of not less than \$1,000,000 for bodily injury and property damage. This coverage may be written in combination with the commercial general liability insurance (with separate limits for commercial general liability and automobile liability). Use of personal automobile liability insurance coverage may be acceptable if evidence that

the policy includes a business use endorsement is provided.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE

Required **Not required**

Abuse and molestation insurance in a form and with coverage satisfactory to the State covering damages arising out of actual or threatened physical abuse, mental injury, sexual molestation, negligent: hiring, employment, supervision, investigation, reporting to proper authorities, and retention of any person for whom the Grantee, its contractors, subcontractors or subgrantees (“Covered Entity”) is responsible including but not limited to any Covered Entity’s employees and volunteers. Policy endorsement’s definition of an insured must include the Covered Entity and its employees and volunteers. Coverage must be written on an occurrence basis in an amount of not less than \$1,000,000 per occurrence. Any annual aggregate limit may not be less than \$3,000,000. Coverage can be provided by a separate policy or as an endorsement to the commercial general liability or professional liability policies. The limits must be exclusive to this required coverage. Incidents related to or arising out of physical abuse, mental injury, or sexual molestation, whether committed by one or more individuals, and irrespective of the number of incidents or injuries or the time period or area over which the incidents or injuries occur, must be treated as a separate occurrence for each victim. Coverage must include the cost of defense and the cost of defense must be provided outside the coverage limit.

EXCESS/UMBRELLA INSURANCE

A combination of primary and excess/umbrella insurance may be used to meet the required limits of insurance.

ADDITIONAL INSURED

All liability insurance, except for workers’ compensation, professional liability, and network security and privacy liability (if applicable), required under this Grant must include an additional insured endorsement specifying the State of Oregon, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee’s activities to be performed under this Grant. Coverage must be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of Grantee’s ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 07 04 or equivalent.

WAIVER OF SUBROGATION

Grantee waives, and must require its first tier contractors and subgrantees waive, rights of subrogation which Grantee, Grantee’s first tier contractors and subgrantees, if any, or any insurer of Grantee may acquire against the Agency or State of Oregon by virtue of the payment of any loss. Grantee must obtain, and require its first tier contractors and subgrantees to obtain, any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the Agency has received a waiver of subrogation endorsement from the Grantee or the Grantee’s insurer(s).

CONTINUOUS CLAIMS MADE COVERAGE

If any of the required liability insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, then Grantee shall maintain continuous claims made liability

coverage, provided the effective date of the continuous claims made coverage is on or before the effective date of the Grant, for a minimum of 24 months following the later of:

- (i) Grantee’s completion and Agency’s acceptance of all Services required under the Grant, or
- (ii) Agency or Grantee termination of the Grant, or
- (iii) The expiration of all warranty periods provided under the Grant.

CERTIFICATE(S) AND PROOF OF INSURANCE

Grantee must provide to Agency a Certificate(s) of Insurance for all required insurance before performing any Project activities required under this Grant. The Certificate(s) must list the State of Oregon, its officers, employees and agents as a Certificate holder and as an endorsed Additional Insured. The Certificate(s) must also include all required endorsements or copies of the applicable policy language effecting coverage required by this Grant. If excess/umbrella insurance is used to meet the minimum insurance requirement, the Certificate of Insurance must include a list of all policies that fall under the excess/umbrella insurance. As proof of insurance, Agency has the right to request copies of insurance policies and endorsements relating to the insurance requirements in this Grant. Grantee must furnish acceptable insurance certificates to: ode.insurance@ode.state.or.us or by mail to: Attention Procurement Services, Oregon Department of Education, 255 Capitol St NE, Salem OR, 97310 prior to commencing the work.

NOTICE OF CHANGE OR CANCELLATION

Grantee or its insurer must provide at least 30 days’ written notice to Agency before cancellation of, material change to, potential exhaustion of aggregate limits of, or non-renewal of the required insurance coverage(s).

INSURANCE REQUIREMENT REVIEW

Grantee agrees to periodic review of insurance requirements by Agency under this Grant, and to provide updated requirements as mutually agreed upon by Grantee and Agency.

STATE ACCEPTANCE

All insurance providers are subject to Agency acceptance. If requested by Agency, Grantee must provide complete copies of insurance policies, endorsements, self-insurance documents and related insurance documents to Agency’s representatives responsible for verification of the insurance coverages required under this exhibit.

[Exhibit C: Delete if no federal funds. Be sure to update Section 19.5 (Grant Documents) if needed.]

EXHIBIT C FEDERAL TERMS AND CONDITIONS

1. FEDERAL FUNDS

1.1. If specified below, Agency’s payments to Grantee under this Grant will be paid in whole or in part by funds received by Agency from the United States Federal Government. If so specified then Grantee, by signing this Grant, certifies neither it nor its employees, contractors, subcontractors or subgrantees who will perform the Project activities are currently employed by an agency or department of the federal government.

Payments will will not be made in whole or in part with federal funds.

1.2. In accordance with the State Controller’s Oregon Accounting Manual, policy 30.40.00.104, Agency has determined:

Grantee is a subrecipient Grantee is a contractor Not applicable

1.3. Catalog of Federal Domestic Assistance (CFDA) #(s) of federal funds to be paid through this Grant: 84.425U

2. FEDERAL PROVISIONS

2.1. The use of all federal funds paid under this Grant are subject to all applicable federal regulations, including the provisions described below.

2.2. Grantee must ensure that any further distribution or payment of the federal funds paid under this Grant by means of any contract, subgrant, or other agreement between Grantee and another party for the performance of any of the activities of this Grant, includes the requirement that such funds may be used solely in a manner that complies with the provisions of this Grant.

2.3. Grantee must include and incorporate the provisions described below in all contracts and subgrants that may use, in whole or in part, the funds provided by this Grant.

2.4. Grantee must comply, and ensure the compliance by subcontractors or subgrantees, with 41 U.S.C. 4712, Program for Enhancement of Employee Whistleblower Protection. Grantee must inform subrecipients, contractors and employees, in writing, in the predominant language of the workforce, of the employee whistleblower rights and protections under 41 USC § 4712.

In accordance with Appendix II to 2 CFR Part 200 – Grantee is subject to the following provisions, as applicable.

For purposes of these provisions, the following definitions apply:

“**Contract**” means this Grant or any contract or subgrant funded by this Grant.

“**Contractor**” and “**Subrecipient**” and “**Non-Federal entity**” mean Grantee or Grantee’s contractors or subgrantees, if any.

(A) Contracts for more than the simplified acquisition threshold currently set at \$250,000, which is the inflation adjusted amount determined by the Civilian Agency Acquisition Council and the

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Defense Acquisition Regulations Council (Councils) as authorized by 41 U.S.C. 1908, must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

(B) All contracts in excess of \$10,000 must address termination for cause and for convenience by the non-Federal entity including the manner by which it will be effected and the basis for settlement.

(C) Equal Employment Opportunity. Except as otherwise provided under 41 CFR Part 60, all contracts that meet the definition of “federally assisted construction contract” in 41 CFR Part 60-1.3 must include the equal opportunity clause provided under 41 CFR 60-1.4(b), in accordance with Executive Order 11246, “Equal Employment Opportunity” (30 FR 12319, 12935, 3 CFR Part, 1964-1965 Comp., p. 339), as amended by Executive Order 11375, “Amending Executive Order 11246 Relating to Equal Employment Opportunity,” and implementing regulations at 41 CFR part 60, “Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.”

(D) Davis-Bacon Act, as amended (40 U.S.C. 3141-3148). When required by Federal program legislation, all prime construction contracts in excess of \$2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”). In accordance with the statute, contractors must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, contractors must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland “Anti-Kickback” Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations (29 CFR Part 3, “Contractors and Subcontractors on Public Building or Public Work Financed in Whole or in Part by Loans or Grants from the United States”). The Act provides that each contractor or subrecipient must be prohibited from inducing, by any means, any person employed in the construction, completion, or repair of public work, to give up any part of the compensation to which he or she is otherwise entitled. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency.

(E) Contract Work Hours and Safety Standards Act (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the non-Federal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 40 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market, or contracts for transportation or transmission of intelligence.

(F) Rights to Inventions Made Under a Contract or Agreement. If the Federal award meets the

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definition of “funding agreement” under 37 CFR §401.2 (a) and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the recipient or subrecipient must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency. The federal funding agency, as the awarding agency of the funds used, at least in part, for the Work under this Contract or Agreement, may have certain rights as set forth in the federal requirements pertinent to these funds. For purposes of this subsection, the terms “grant” and “award” refer to funding issued by the federal funding agency to the State of Oregon. The Contractor agrees that it has been provided the following notice:

- a. The federal funding agency reserves a royalty-free, nonexclusive, and irrevocable right to reproduce, publish, or otherwise use the Work, and to authorize others to do so, for Federal Government purposes with respect to:(1) The copyright in any Work developed under a grant, subgrant or contract under a grant or subgrant; and (2) Any rights of copyright to which a grantee, subgrantee or a contractor purchases ownership with grant support.
- b. If this contract meets the definition of “funding agreement” under 37 CFR § 401.2 (a) and the Contractor or subcontractor wish to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment or performance of experimental, developmental, or research work under that “funding agreement,” the Contractor or subcontractor must comply with the requirements of 37 CFR Part 401, “Rights to Inventions Made by Nonprofit Organizations and Small Business Firms Under Government Grants, Contracts and Cooperative Agreements,” and any implementing regulations issued by the awarding agency.
- c. The parties are subject to applicable requirements and regulations of the federal funding agency regarding rights in data first produced under a grant, subgrant or contract under a grant or subgrant.

(G) Clean Air Act (42 U.S.C. 7401-7671q.) and the Federal Water Pollution Control Act (33 U.S.C. 1251-1387), as amended—Contracts and subgrants of amounts in excess of \$150,000 must contain a provision that requires the non-Federal award to agree to comply with all applicable standards, orders or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C. 1251-1387). Violations must be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

(H) Debarment and Suspension (Executive Orders 12549 and 12689)—A contract award (see 2 CFR 180.220) must not be made to parties listed on the government-wide exclusions in the System for Award Management (SAM), in accordance with the OMB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR part 1986 Comp., p. 189) and 12689 (3 CFR part 1989 Comp., p. 235), “Debarment and Suspension.” SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

(I) Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)—Contractors that apply or bid for an award exceeding \$100,000 must file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for

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influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Each tier must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the non-Federal award.

By signing this Contract, Contractor certifies, to the best of the Contractor’s knowledge and belief that:

- a. No federal appropriated funds have been paid or will be paid, by or on behalf of Contractor, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal contract, grant, loan or cooperative agreement.
- b. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan or cooperative agreement, the Contractor shall complete and submit Standard Form LLL, “Disclosure Form to Report Lobbying” in accordance with its instructions.
- c. The Contractor shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients and subcontractors shall certify and disclose accordingly.
- d. This certification is a material representation of fact upon which reliance was placed when this Contract was made or entered into. Submission of this certification is a prerequisite for making or entering into this Contract imposed by Section 1352, Title 31 of the U.S. Code. Any person who fails to file the required certification is subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

(J) EMPLOYEE WHISTLEBLOWER PROTECTION. Contractor must comply, and ensure the compliance by subcontractors, with 41 U.S.C. 4712, Program for Enhancement of Employee Whistleblower Protection. Contractor must inform subcontractors and employees, in writing, in the predominant language of the workforce, of the employee whistleblower rights and protections under 41 U.S.C. 4712.

(K) FEDERAL FUNDS; FALSE CLAIMS. Agency’s payments to Contractor under this Agreement will be paid by funds received by Agency from the United States Federal Government. By performance of this Agreement, Contractor certifies neither it nor its employees, contractors, or subcontractors who will administer this Agreement are currently employed by an agency or department of the federal government. Contractor acknowledges that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject Contractor to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise under 18 U.S.C § 1001; 31 U.S.C. §§ 3729-3733 and 3801-3812.

(L) MINORITY AND WOMEN BUSINESS ENTERPRISES. Contractor must comply with the requirements of Executive Orders 11625 and 12432 (concerning Minority Business Enterprise), and 12138 (concerning Women's Business Enterprise). Accordingly, Contractor agrees to take affirmative steps to assure that women and minority businesses are utilized when possible as

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sources of supplies, equipment, construction and services. Affirmative steps include the following:

- a. Including qualified women’s business enterprises and small and minority businesses on solicitation lists;
- b. Assuring that women’s enterprises and small and minority businesses are solicited whenever they are potential sources;
- c. When economically feasible, dividing total requirements into smaller tasks or quantities so as to permit maximum participation by small and minority business, and women’s business enterprises;
- d. Where the requirement permits, establishing delivery schedules which will encourage participation by women’s business enterprises and small and minority business;
- e. Using the services and assistance of the Small Business Administration, and the U.S. Office of Minority Business Development Agency of the Department of Commerce; and
- f. If any subcontracts are to be let, requiring the prime Contractor to take the affirmative steps in a through e above. For the purposes of these requirements, a Minority Business Enterprise (MBE) is defined as an enterprise that is at least 51 percent owned and controlled in its daily operation by members of the following groups: Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan Natives. A Women Business Enterprise (WBE) is defined as an enterprise that is at least 51 percent owned and controlled in its daily operation by women.

(M) PROHIBITION ON CERTAIN TELECOMMUNICATIONS AND VIDEO SURVEILLANCE SERVICES OR EQUIPMENT (HUAWEI AND ZTE). Contractor is prohibited from obligating or expending funds received under this contract to:

- a. Procure or obtain;
- b. Extend or renew a contract to procure or obtain; or
- c. Enter into a contract (or extend or renew a contract) to procure or obtain equipment, services, or systems that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system. As described in Public Law 115–232, section 889, covered telecommunications equipment is telecommunications equipment produced by Huawei Technologies Company or ZTE Corporation (or any subsidiary or affiliate of such entities).
 - i. For the purpose of public safety, security of government facilities, physical security surveillance of critical infrastructure, and other national security purposes, video surveillance and telecommunications equipment produced by Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company (or any subsidiary or affiliate of such entities).
 - ii. Telecommunications or video surveillance services provided by such entities or using such equipment.
 - iii. Telecommunications or video surveillance equipment or services produced or provided by an entity that the Secretary of Defense, in consultation with the Director of the National Intelligence or the Director of the Federal Bureau of Investigation, reasonably believes to be an entity owned or controlled by, or otherwise connected to, the government of a covered foreign country.

(N) BUY USA PREFERENCE. Contractor must, to the greatest extent practicable, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subcontracts including all contracts and purchase orders for work or products under this contract. For purposes of this

section:

- a. “Produced in the United States” means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.
- b. “Manufactured products” means items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.

(O) PROCUREMENT OF RECOVERED MATERIALS. Contractor must comply with all applicable requirements of Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. In addition, in the performance of this contract, the Contractor must make maximum use of products containing recovered materials designated by the Environmental Protection Agency (EPA) at 40 CFR part 247, unless the product cannot be acquired:

- a. Competitively within a timeframe providing for compliance with the contract performance schedule;
- b. Meeting contract performance requirements; or
- c. At a reasonable price.

Information about this requirement, along with the list of EPA- designated items, is available at EPA’s Comprehensive Procurement Guidelines web site,

<https://www.epa.gov/smm/comprehensiveprocurement-guideline-cpg-program>

3. ADDITIONAL FEDERAL REQUIREMENTS

Trafficking in Persons.

The Code of Federal Regulations 2 CFR 175 is hereby incorporated into this Grant with the following changes:

a.2ii.B. Imputed to the Grantee using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

“b.2.ii. Imputed to the Grantee using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

Under this condition, the Secretary may terminate this Grant without penalty for any violation of these provisions by the Grantee or its employees.

Specific Conditions for Disclosing Federal Funding in Public Announcements.

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with the Grant Funds, Grantee must clearly state:

- 1) The percentage of the total costs of the Project which will be financed with Federal money;
- 2) The dollar amount of Federal funds for the Project or program; and
- 3) The percentage and dollar amount of the total costs of the Project or program that will be financed by non-governmental sources.

Grantee must comply with these conditions under Division B, Title V, Section 505 of Public Law 115-141, Consolidated Appropriations Act, 2019. 141

Prohibition of Text Messaging and Emailing While Driving During Official Grant Business.

Grantee and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately-owned vehicle during official Grant business, or from using government supplied electronic equipment to text message or email when driving. Grantee must comply with these conditions under Executive Order 13513, “Federal Leadership on Reducing Text Messaging While Driving” October 1, 2009.

Conferences and Meetings.

Grantee must take into account the following factors when considering the use of Grant Funds for conferences and meetings:

- 1) Before deciding to use Grant Funds to attend or host a meeting or conference, Grantee must:
 - Ensure that attending or hosting a conference or meeting is reasonable and necessary to achieve the goals and objectives of this Grant;
 - Ensure the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/ coordinate the work being done under the Grant); and
 - Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.

- 2) Grantee must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 200 Subpart E of the, “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards”. In particular, remember that:
 - Grant Funds cannot be used to pay for alcoholic beverages; and
 - Grant Funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.

- 3) Grant Funds may be used to pay for the costs of attending a conference. Specifically, Grant Funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of Grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the Grant. When planning to use Grant Funds for attending a meeting or conference, Grantee must consider how many people should attend the meeting or conference on its behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the Grant.

- 4) Grantee may not use Grant Funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business. A working lunch is an example of a cost for food that might be allowable if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference to achieve the goals and objectives of this Grant

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- 5) A meeting or conference hosted by Grantee and charged to this Grant may not be promoted as a U.S. Department of Education conference. This means the seal of the U.S. Department of Education must not be used on conference materials or signage without Agency approval.

All meeting or conference materials paid for with Grant Funds must include appropriate disclaimers, such as the following:

The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

- 6) Grantee is strongly encouraged to contact Agency Grant Manager with any questions or concerns about whether using Grant Funds for a meeting or conference is allowable prior to committing Grant Funds for such purposes.

Grantee is responsible for the proper use of Grant Funds and may have to repay Grant Funds if Grantee violates the terms of this Grant, including the provided guidance for meeting and conference related expenses.

EXHIBIT D

FEDERAL AWARD IDENTIFICATION (Required by 2 CFR 200.332(a)(1))

(i) Grantee name: <i>(must match name associated with UEI)</i>	Multnomah County School District #7, dba. Reynolds School District 7
(ii) Grantee’s Unique Entity Identifier (UEI):	JKMUSNGCD4P9
(iii) Federal Award Identification Number (FAIN):	84.425U
(iv) Federal award date: <i>(date of award to state by federal agency)</i>	March 24, 2021
(v) Grant period of performance start and end dates:	Start: May 1, 2022 End: September 30, 2024
(vi) Grant budget period start and end dates:	Start: May 1, 2022 End: September 30, 2024
(vii) Amount of federal funds obligated by this Grant:	\$249,492.00
(viii) Total* amount of federal funds obligated to Grantee by pass-through entity**, including this Grant:	Details at Agency
(ix) Total* amount of the federal award committed to Grantee by pass-through entity: <i>(amount of federal funds from this FAIN committed to Grantee)</i>	Details at Agency
(x) Federal award project description:	American Rescue Plan – Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)
(xi) a. Federal awarding agency:	U.S. Department of Education
b. Name of pass-through entity:	Oregon Department of Education
c. Contact information for awarding official of pass-through entity:	Name: Kai Turner, OFIT Assistant Superintendent Email: Kai.turner@ode.oregon.gov
(xii) Assistance listings number, title, and amount:	Number: 84.425U Title: EDUCATION STABILIZATION FUND Amount: \$249,492.00
(xiii) Is federal award research and development:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
(xiv) a. Indirect cost rate for the federal award:	Federally-approved rate at the time the cost occurred
b. Is the de minimis rate being used per §200.414?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

*The total amount is limited to the current state fiscal year (July 1 to June 30).

**The term “pass-through entity” refers to the State of Oregon, acting through its Department of Education.



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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: JROTC Field Trip Request

Type: Action Item Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|--|---|
| <input type="checkbox"/> Marginalized Students | <input type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input type="checkbox"/> Professional Development |

Summary / Background:

RHS Army JROTC is proposing an overnight field trip to attend the Kennewick, WA JROTC Drill Competition from February 23-25, 2024. While there, the students will compete against programs from the Cascade Mountain League in color guard, physical fitness, etc. JROTC competitions challenge cadets in physical fitness, drill and ceremony, and marksmanship, while developing teamwork and promoting positive self-esteem.

Previous Board Action:

RHS JROTC has not requested an overnight trip for a drill competition since before COVID19. Prior to 2020, the Board approved similar trips. The board recently approved a request for RHS JROTC to attend JCLC at Camp Rilea in May 2024.

Financial Implications:

The estimated cost of the trip for RHS JROTC is \$750 paid through the unit’s ASB funds. The funds have been secured through fundraisers, assistance from Veteran of Foreign Wars Post 180, Military Officer Association of America – Portland Chapter, and students volunteering to clean up after RHS football games. Lodging is provided at the Kennewick HS gymnasium. Meals are purchased by RHS JROTC. LTC (Ret) Johnson, the Senior Army Instructor, is certified to drive the activity van which reduces transportation cost due to not hiring a bus driver.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the JROTC trip for Reynolds High School students as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion 145
- D. Call for Board Vote



TRIP ID
TRIP DATE 2/23/24 -
2/25/24

FIELD TRIP REQUEST FORM

Originating School	RHS	Date of Trip Departure	022324	Return Date of Trip	022524
Destination Name	Kennewick High School	Grade Level	9-12	# of Adults	2
Destination Address	560 W 6th Ave, Kennewick, WA 99032			# of Students	14
Requesting Teacher	LTC (Ret) Mark Johnson			# of Wheelchairs	0
Departure Time From School	1300	Where should buses load at the School	Staff Parking		
Departure Time From Destination	0900	Trip Description	Kennewick JROTC Drill Competition		

**Please see the required departure times on the PowerPoint, provided to your School Secretary

*If more than one destination, please list the name, address, and planned departure time on a separate sheet. Submit with this form.

Contact Teacher's Name & Cell Phone # LTC (Ret) Mark Johnson 541-360-9933

TRANSPORTATION

Trip Type Reimbursable

Reimbursable trips are an extension of the classroom (a lesson plan MUST be attached to the Field Trip Request) and will be billed at 30%. Non-reimbursable trips are: athletic trips, competition drama, music, etc, traveling beyond 100 miles of the Oregon border, summer school transportation and any other trip that is not an extension of the classroom, will be billed at 100%.

Number of Buses Requested - maximum bus capacity 50-52 people per bus Activity Bus

Allowable Field Trip Hours: Earliest departure from originating school is 9:15am, must be back to originating school by 2:00pm.
Late Start Day Hours: Earliest departure from originating school is 10:25am, must be back to originating school by 2:00pm.

FUNDING SOURCE

Budget Code (Object Code = third series of #'s in the budget code must be 0331 or 0332) JROTC ASB

Grant Name & Number
Outside Source (Billing Entity Name, Contact Person, Billing Address & Phone Number)

Notes:

REQUESTING TEACHER'S SIGNATURE

DATE 3 NOV 24

APPROVING SCHOOL ADMINISTRATOR'S SIGNATURE

DATE

11-6-23

Once The Field Trip Is Approved, You Need To:

- Have the school secretary enter the trip into Traversa.
- Notify cafeteria manager if any meals or snacks will be required for the trip, note food allergies if known
- You are responsible for lodging and meals for the driver(s).
- Please review the Reynolds School District Policy, to see if School Board approval is required.
- 146 • If Reynolds School Board approval is required, please attach the approved RSD Board Meeting Minutes.
- Review the Bus Rules

Field Trips and Special Events**

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

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

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

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

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

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

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

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

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

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

Name of Group: Junior Reserve Officer Training (JROTC) School: Reynolds High School

Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.

Date Request Submitted: November 3, 2023 Date(s) of Activity: FEB 23-25, 2024

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

1. Purpose of the trip. (Complete related section on the next page.)
Participate in Kennewick HS JROTC Drill Competition
2. List staff member(s) responsible for students. List all other supervisors on trip.
Supervisor: LTC (Ret) Mark H. Johnson; Senior Army Instructor
3. School equipment to be used:
Transportation for less than 15 students
4. Lodging:
Lodging is available at Kennewick HS Gymnasium
5. Will Student Travel Insurance be obtained? Yes No
6. Estimated number of students: 14 Number of supervisors: 2
7. Parent permission slip on file: Yes No
8. Person or persons initiating request: LTC Mark Johnson Date: NOV 3, 2023
9. Principal approval:  Date: 11-6-23

Decision: Preliminary approval to continue with planning Yes No

If denied, reason _____

District Activities Coordinator Date

Final Approval Yes No

District Activities Coordinator

Date

Reynolds School District
PURPOSE OF TRIP

1. List itinerary.
23 FEB Travel to Kennewick HS
24 FEB Compete in Color Guard and Physical Fitness Competition
25 FEB Travel back to RHS

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

Compete against JROTC HS programs from the Cascade Mountain League in Color Guard and Physical Fitness Competition.

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

Drill Competitions focus on educational experiences in physical fitness, marksmanship, and drill & ceremony, which develops teamwork and promotes positive self-esteem.

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

Students miss one class period; which is Friday afternoon. Students will coordinate with teachers for makeup homework, which can be completed Saturday after the competition is over.

5. Estimated cost of trip \$ 750 . Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)

No cost to students. Food and Transportation paid by RHS JROTC ASB account; which is resourced through fundraising. Lodging provided in Kennewick HS Gymnasium.

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).

LTC Johnson is certified to drive activity bus through Reynolds Transportation Office. LTC Johnson will drive the bus to, from, and during the event.

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

RHS JROTC Senior Army Instructor, LTC (Ret) Mark Johnson will be primary supervisor, along with instructors from other schools.

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

To: Student and Parent(s)

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

Student Name: _____

School: Reynolds High School

Description of field trip/activity: Attend Kennewick HS JROTC Drill Competition

Location/Destination: Kennewick HS / 560 W 6th Ave, Kennewick, WA 99336

Date(s) of field trip/activity: 23-25 February 2024

Name(s) of person in charge of field trip/activity: LTC (Ret) Mark H. Johnson

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

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

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

Student Signature

Date

Parent Signature

Date

(Complete student health history on next page.)

Reynolds School District
HEALTH HISTORY FOR SCHOOL FIELD TRIPS

Student Name: _____

Birth Date: _____

Address: _____

Home Telephone: _____

Parent/Guardian Name: _____

Home Telephone: _____

Work Telephone: _____

Parent/Guardian Name: _____

Home Telephone: _____

Work Telephone: _____

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

Name: _____

Relationship: _____

Telephone: _____

Medical Contact Information:

Physician: _____

Telephone: _____

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

Any special information/instructions concerning medication:

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

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

Activity:

Parent/Guardian Signature

Date



What you will accomplish in this lesson:

Perform stationary movements and marching techniques on command



Why this lesson is important:

How do you accurately perform the stationary movements and specific steps used during drill?



Essential Question:

How was drill important in America's past and how can it impact your life today?



What you will learn in this lesson (Learning Objectives):

- Describe the position of attention
- Describe how to respond to positions of rest commands
- Describe how to respond to facing commands
- Describe the correct way to salute in a variety of situations
- Describe how to execute marching movements from various commands
- Describe how to respond to halt commands • Define key words: at ease, attention, double time, facing, halt, hand salute, parade rest, quick time, rest, rest movements, steps



You will have successfully met this lesson's purpose:

- by participating in squall drill as a leader and a member of a squad

- when you demonstrate facing movements upon command
- when you demonstrate the correct way to salute in a variety of situations
- when you give the commands for a squad to perform stationary movements
- when you demonstrate the correct marching movements as commanded
- when you respond correctly to halt commands
- when you assist other Cadets in performing the correct movements as needed



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

1. **Think about** what you know about drill commands. **Prepare** for this lesson by discussing What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson’s purpose.

┌

2. **View** a video about stationary movements and drill.

┌

3. **Participate** in a demonstration exercise about stationary movements..

┌

4. **View** a video about marching in drill.

┌

5. **Participate** in a brainstorming session using a Circle Map to **identify** what is required to perform the drill successfully.

┌

6. **Read** the “Stationary Movements” section in your student text.

┌

7. **Discuss** differences in the stationary drill commands.

┌

8. With a partner, **View** a list of stationary drill commands.

┌

9. **Observe** a demonstration on stationary movements.

┌

10. **Practice** responding to commands for stationary movements.

┌

11. **Answer** the reinforcing question(s).

┌

12. **Practice** responding to commands for stationary movements.

┌

13. **Reflect** on your performance executing stationary movements. **Answer** the Reflection Question(s) presented by your instructor.

┌

14. **Review** the Steps and Marching video from the Inquire Phase..

┌

15. **Read** the “Marching” section in your student text.

┌

16. **Watch** a demonstration about steps and marching/movements at a series of stations. **Practice** the steps and marching/movements.

┌

17. **Create** a Flow Map showing the commands and responses for your assigned topic.

┌

18. **Share** your Flow Map with the class.

┌

19. **Answer** the reinforcing question(s).

┌

20. **Practice** the steps and marching/movements from the Flow Map that another group created..

┌

21. **Revise** the Flow Map as needed to clarify the commands and responses. Post the Flow Map at the designated station.

┌

22. **Practice** responding to commands for steps and marching/movements by moving through the series of stations.

┌

23. **Reflect** on teamwork and the drill steps you practiced. Answer the Reflection Question(s) presented by your instructor.

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24. **Complete** the Stationary Movements and Marching Techniques Performance Assessment Task. **Submit** your completed performance assessment task to your instructor for feedback and a grade.

┌

25. **Review** the key words of this lesson.

┌

26. **Review** this lesson's Essential Question.

To: Board of Directors

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

Subject: Early Literacy Success School District Grant

Type: Action Item Report / Presentation

Policy: DE/DEB/DEC: Revenues from Private, State and Federal Sources

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input type="checkbox"/> Student and Staff Wellness | <input type="checkbox"/> Professional Development |
-

Summary / Background:

This year the Oregon Legislature prioritized early literacy and created the Early Literacy Success Initiative with four goals:

1. Increasing early literacy from birth through 3rd grade
2. Reducing literacy disparities for student groups that have historically experienced them
3. Increasing support to parents and guardians, enabling them to be partners in their child's literacy skill development
4. Increase access to early literacy learning through support that is research-aligned, culturally responsive, student centered, and family centered

These goals will be accomplished through several programs including Early Literacy Success School Grants. Reynolds School District is developing and submitting a plan to apply for this grant, and Dr. Koreen Barreras-Brown, Chief Academic Officer, will present a grant overview and review of application components.

Previous Board Action:

Not Applicable.

Financial Implications:

The total allocation for year one (2023-24) is \$746,348.81. The total allocation for year two (2024-25) is \$776,812.02. Grantees must match a minimum of 25% of the district's total allocation, or \$186,587.20 for year one, and \$194,203.00 for year two.

Allowable uses of funding include adoption and implementation of curricula, employing literacy specialists, coaches and interventionists, staff professional development and coaching, extended learning programs, and high-dosage tutoring.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the Early Literacy Success Grant application as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Step 1: Program Review Tool

This resource connects the content of *Oregon's Early Literacy Framework* to the required review of the applicant's early literacy program.

Directions

This review is developed to help applicants think deeply into the design of their efforts and should be completed before the application template, application, or inventory and budget.

STEP 1: Read the [Oregon Early Literacy Framework](#), which describes the research about reading and the practices that are research-aligned and culturally responsive.

STEP 2: Complete a reflection for each Section below (1-8) (Appendix optional). Be sure evidence and a connection to the indicators is provided in each section. Applicants should consider including perspectives from across the early literacy program (i.e., teachers, administrators, students, families) when completing this reflection. An example protocol for doing so can be found in the call out box on page 2.

STEP 3: Enter answers (1-8) in the Application (in Smartsheet after December 1st).

Additional Considerations

These indicators are an initial resource that draws from key ideas and recommendations from Oregon's Early Literacy Framework and are not exhaustive of all of the depth in the Framework. Therefore, the primary source for reflection should be the full text of each section of the Framework. If, when reviewing the Framework, another portion of the section stands out as it relates to the early literacy program, do draw from it in the response as well.

Indicators represent a well-established early literacy program that has benefitted from deep learning and support; in the Jumpstart Biennium applicants may find the indicators far from their current capacity.

After completing questions 1-8, consider reviewing the district's readiness for implementation (see Appendix A). Readiness for implementation will help with identifying next steps for early literacy program improvement.

This document will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Example Response for Student Belonging

The following example response for the first section of the review, Student Belonging, illustrates how an applicant could connect evidence from their review to the indicators.

Example: This is an area of strength, generally, for our early literacy program. Evidence includes the robust curriculum adoption that included additional student voice in the process, and an increased focus on the criteria for cultural responsiveness as we made decisions on our new curriculum. Additionally, we provide annual training for all of our teachers in social emotional learning that emphasizes the integration of those practices into classroom instruction, including K-3 literacy. We have engaged through partnership with families and local community groups in an initiative to increase the books in our school and classroom libraries to better reflect and honor student identity, home languages, and culture. We have seen improvements in data from our student-family surveys that indicate the experience of students and families, particularly those from historically marginalized communities, has improved over the past three years.

Program Review Tool Outline

Program Review Tool Questions

1. Student Belonging
2. Family and Community Partnerships
3. Oral Language as the Root of Literacy Development
4. Reading Models Based in Research
5. Foundational Skills
6. Writing, Reading, Comprehension, Vocabulary, & Background Knowledge
7. Core Instruction & Assessment
8. Reaching All Learners

Appendix A: Readiness for Implementation (Optional)

Vision

Materials

Data

Team

Time

Revision Summary: Version 1.1 – Updated 10/23/2023

Sections	Revision Summary
7 & 8	Includes additional indicators to reflect robust assessment practices and supporting students with disabilities.

Program Review Tool Questions

1. Student Belonging

([Framework Section 1, pg 8.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Student belonging and safety is prioritized as a foundation for learning.
- Educators approach instruction with an assets-based lens, providing high expectations with responsive and specific feedback and support (warm demanders, teaching with students' "academic prowess" at the center).
- Educators understand their role in working toward a shared vision for literacy.
- Educators are provided time and support to examine biases to ensure literacy engagement, growth and achievement for every child.
- Instruction builds awareness of various perspectives, addressing the experiences of diverse populations, while also exposing and disrupting negative stereotypes that may be present in materials.
- Curriculum and materials reflect and honor student identity, home languages, and culture.
- Social and emotional learning is provided in the classroom, allowing children to practice peer-to-peer listening and speaking, and normalizes the "risk, fail, try again" stamina that supports literacy achievement.

What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

RSD went through a comprehensive community-focused strategic planning process that put equity and student belonging at the forefront of our investments. The first and second goals are examples of this commitment. Goal 1: Marginalized Students focuses on elevating student voices, removing barriers and improving students' academic and social experiences for our students of color. Goal 2: Culturally Responsive Teaching to interrupt bias and microaggressions in instructional practices focuses on shared decision making, honoring students' ways of being through voice and choice, eliminating control/compliance as proof of learning and curating the curriculum. RSD invests in culturally and linguistically responsive texts and counselors to support SEL and student belonging. Teachers work collaboratively to develop literacy lessons utilizing the board adopted curriculum and culturally relevant texts within PLCs, professional learning opportunities and alongside instructional coaches. The HMH curriculum pathways incorporates ethnic, ELA, and ELP standards, tribal history / shared history lessons, and culturally relevant texts at each grade level. Counselors collaborate with classroom teachers to

support SEL in the classroom, and the HMH Into Reading board-adopted curriculum has SEL components included within the lessons. K-5 Literacy is a priority in Reynolds with focused investments in Language Essentials for Teachers of Reading and Spelling (LETRS) for all elementary classroom teachers, specialists, and principals. The academics department and instructional coaches facilitate professional learning in culturally and linguistically responsive teaching, anti-racist UDL, implicit bias, and sheltering instruction. Perception survey results show that students and families see improvements in culturally and linguistically responsive teaching.

2. Family and Community Partnerships

([Framework Section 2, pg 13.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Families are honored as students' first teachers and are seen as important allies in advancing student learning.
- Families, caregivers, and communities are actively engaged to support literacy learning inside and outside the classroom.
- Early learning and [Kindergarten Guidelines](#) are an integral resource for planning.
- Educators understand the progressions of what children know and are able to demonstrate in early childhood, at kindergarten entry, and at the end of kindergarten.
- Caregivers are provided information on developmental milestones and support to supplement and reinforce literacy learning at home.
- Early education and care providers have a framework for planning high-quality facilitated play and individualized instruction and support services.
- Elementary schools have well-equipped libraries, staffed by full-time, certified teacher-librarians.
- Educators collaborate with community systems of care (e.g., community-based organizations) to provide opportunities for formal and informal learning.

What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

RSD staff understand families are students' first teachers and that early access to early learning is critical in the social, emotional, and academic development of children. Curriculum, instruction, materials, and resources are aligned to this understanding to provide home connections, in collaboration with our community partners, to ensure cultural and linguistic appropriateness for students and families. To support our diverse literacy programming, elementary libraries are staffed with full-time licensed librarians and classified media assistants. Licensed librarians support classroom teachers, students, and families to ensure access to a variety of culturally and linguistically diverse books, materials, resources, and media. Culturally specific SUN program partners offer formal and informal learning opportunities at most of our elementary schools. We offer PreK early learning opportunities at some elementary schools in collaboration MFS, Ready. Set. Go! And P-3 Family Coordination, and Latino Network, Juntos Aprendemos. These programs provide culturally specific developmental milestones for early learners and opportunities for learning and play groups with children and families. Parents learn alongside one

another, make connections, and are provided with support to supplement and reinforce literacy learning at home. Further, RSD-held family and community engagement opportunities when adopting curriculum for ELA, ELD/ELP, and dual language program. The Department of Multilingual Education holds family nights to celebrate literature and multilingual programming K-12 and provides literacy backpacks to families with culturally and linguistically responsive books, materials, and school/home connection resources. Elementary schools hold family literacy nights and engage families in curriculum and instructional practices and ideas for school/home connections.

3. Oral Language as the Root of Literacy Development

([Framework Section 3, pg 19.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Educators and families understand that a child’s ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.
- Children are actively taught to blend sounds into words, and segment words into sounds (phonemic awareness).
- To the greatest extent possible, educators provide opportunities to practice and develop oral language in students’ home languages, as well as English.
- Educators learn about the cultural and linguistic backgrounds of children in their care and value each child’s linguistic strengths.
- Indigenous languages are honored.
- Educators use storytelling to bring life to students’ (and their ancestors’) histories, cultures, and traditions.
- Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectal students.

What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

All elementary educators and specialists participate in LETRS professional learning and sheltering instruction, both of which are heavily focused on oral language development. Through LETRS, educators are learning to use a systematic reading instructional model. To support the implementation of this learning, all elementary schools aligned their literacy block to the science of reading with 120 minutes K–2 and 90 minutes 3–5. At K–2, the block is split into 80 minutes of foundational literacy skills, 15 minutes of handwriting, and 25 minutes of core comprehension. We utilize Heggerty, ECRI, and HMH Into Reading to teach foundational skills K–2 for both board-adopted curriculum and acceleration. These research-based curriculums are explicit, systematic, and sequential in their scope and sequence. For 3–5, we utilize HMH Into Reading Foundations, Word Study Studio, and Spelling for 30 minutes of foundational skills instruction, and HMH for 30 minutes of core comprehension, and 30 minutes of small group instruction based on student needs. More than 50% of RSD’s student populations are students who are emerging multilingual with 98 spoken languages; thus, supporting, and honoring language diversity in the classroom is a top priority for educators and instructional leaders. All elementary educators and instructional leaders participate in professional learning in culturally and linguistically responsive teaching, academic language, and sheltering instruction when teaching foundational skills, reading comprehension, speaking, and writing.

Educators utilize board-adopted curriculum pathways guidance that embeds Oregon ELA standards, ELP standards, tribal history/shared history lessons, and culturally and linguistically responsive texts.

4. Reading Models Based in Research

([Framework Section 4 pg 24.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Educators understand that reading research, often termed “the science of reading,” studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
- Educators are aware of- and draw from- multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough’s Rope, the Four-Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
- Educators understand that, generally, these reading models emphasize the interaction between word-identification and language comprehension.
- Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.

What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

All elementary educators, specialists, and principals receive professional learning in LETRS, sheltering instruction, and curriculum and materials that support research-based reading models. RSD aligned elementary literacy blocks and schedules to the science of reading. We are developing instructional rounds tools to ensure implementation of LETRS, the board-adopted curriculum, and accelerated programming to fidelity. LETRS training encompasses four literacy models that are interconnected to make the science of reading easily understood. These four models are as follows: The five pillars of reading instruction, Scarborough’s Reading Rope, The Simple View of Reading, and Structured Literacy. Educators understand the five pillars of reading instruction of phonemic awareness, phonics, vocabulary, fluency, and comprehension. Understanding the science behind these pillars helps RSD educators design effective instruction that supports students in becoming strong readers. The Simple View of Reading and Scarborough’s Reading Rope explain the complex process of reading and support RSD educators to understand the science of reading and how the human brain learns to read. Because reading comprehension is conceptualized through the combination of two skills: word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), RSD educators develop lessons in which students learn both skills alongside each other. The structured literacy method has been shown to support our diverse learners in Reynolds regardless of background or skill level. Educators learn the

structured literacy approach as defined by these parameters: explicit, systematic, and cumulative, hands-on, engaging, and multimodal, and diagnostic and responsive.

5. Foundational Skills

([Framework Section 5 pg 32.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Literacy instruction centers access for all children to experience and practice the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- Foundational skills instruction is part of the core curriculum and materials and are aligned to Oregon’s English Language Arts and Literacy Standards for K–5.
- Foundational skills instruction is integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.
- Educators follow a clear, intentional scope and sequence based on the learning progression for foundational skills.
- Sufficient instructional time is spent on teaching foundational skills, including related practice with decodable texts and writing.
- Educators employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.
- When working with multilingual learners, educators develop oral language, phonological awareness, and vocabulary across each language.
- Education leaders review, adopt, and support the implementation of high-quality instructional materials (i.e., materials that provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency).

What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

RSD utilizes Heggerty, ECRI, and HMH to teach foundational literacy skills and core comprehension along with HMH curriculum-based measures, STAR interim assessments, and DIBELS/IDEL to progress monitor literacy skills development. Elementary staff receive training in high-quality core curriculum, materials, assessments, LETRS, and sheltering instruction focused on language development and scaffolding. Culturally and linguistically responsive instruction and UDL are embedded in professional learning opportunities to support focal students. Elementary schools align literacy blocks to the science of reading with 120 minutes K–2 and 90 minutes 3–5. At K–2, the block is split into 80 minutes of foundational skills, 15 minutes of handwriting, and 25 minutes of core comprehension. The 90-minute 3–5 literacy block is 30 minutes of foundational skills instruction, 30 minutes of core comprehension, and 30 minutes of small

group instruction based on student needs. Main schedules across elementary schools are aligned and utilize HMH Writers workshop K-5 for 30 minutes a day. The core curricula have clear, intentional scope and sequencing based on the learning progression for foundational skills that educators follow through a structured literacy approach. Through structured literacy, RSD elementary educators employ explicit, systematic, diagnostic, and responsive teaching of language and literacy skills to support all students to be successful readers and writers. Because reading comprehension is conceptualized through the combination of two skills: word recognition (phonological awareness, decoding, sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, literacy knowledge), RSD educators develop lessons in which students learn both skills alongside each other.

6. Writing, Reading, Comprehension, Vocabulary, & Background Knowledge

([Framework Section 6 pg 43.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Educators provide a text rich environment and connections across texts. Selection of complex and diverse texts purposefully supports comprehension development.
- Educators provide explicit vocabulary instruction on grade-level words including child-friendly explanations and opportunities for children to review and use new words over time (e.g., discussion of texts, discussions of content area learning, semantic maps).
- Students spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts.
- Literacy content is well-rounded and includes a broad range of topics and subject areas, including science and social sciences to build background knowledge and support comprehension across subjects.
- Educators continually reflect on the question, “Whose knowledge is being privileged, and how do we ensure we are working from the background knowledge of each student and developing shared understandings?”

What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

RSD purchases culturally and linguistically responsive texts to provide diverse text-rich environments that purposefully support comprehension development across subject areas. Educators utilize HMH board-adopted curriculum pathways guidance that embeds Oregon ELA Standards, ELP standards, tribal history / shared history lessons, and culturally and linguistically responsive texts. The alignment of the elementary literacy block and main schedules across all eleven elementary schools focuses on teaching foundational skills through the science of reading. The literacy block for K-2 elementary schools consists of defined minutes for critical areas of foundational skills, handwriting, vocabulary, comprehension, and background knowledge indicators. The components of the HMH Into Reading board-adopted curriculum include teaching vocabulary, building on explicit background knowledge, and teaching strategic reading skills to ensure comprehension of the content. While implementing HMH Into Reading, teachers think aloud and model aspects of writing, such as author’s craft, text structure, or vocabulary. Students analyze a focal text and engage in a step of the writing process to create a piece of writing about the text. Within a writing lesson, teachers engage students with instructional resources such as Anchor Charts, Display and Engage projectables, and Writer’s Notebook pages. During the writer’s workshop, teachers regularly confer with individual students and small groups to discuss their writing at different stages. Educators

follow the high-quality core curriculum pathways guidance to diversify text selections and ensure the background knowledge of each student is included in the academic discourse. Together, they develop a shared understanding of the content and learning.

7. Core Instruction & Assessment

([Framework Section 7 pg 54.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Instructional materials are approved by ODE or meet the minimum criterion for adoption.
- Educators avoid “curricular chaos” by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.
- All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.
- Formative assessment process is used by educators and involves students in the course of learning, to respond to, and adjust instruction for growth.
- Educators use early literacy tests, such as universal screeners, as a starting point to get curious about potential areas of growth and by looking at additional data sources to get a clearer picture of students’ literacy development.
- Multiple assessment methods are used by educators for their intended purpose, to help both educators and students understand where students are in their learning process and identify next instructional moves.

What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

RSD instructional leaders and educators developed defined and autonomous expectation for elementary literacy programming, instructional coaches, and reading specialists. These expectations align literacy blocks, main scheduling, and classroom teachers, reading specialists and instructional coaches’ daily practice to the science of reading. The HMH curriculum pathways incorporates ethnic, ELA, and ELP standards, tribal history/shared history lessons, and culturally relevant texts at each grade level. The pathway informs scope and sequencing and pacing to ensure educators know and understand the appropriate progression of learning for each grade level. Educators use the structured literacy approach while following ECRI and Heggerty’s scope and sequences for the learning progression of foundational skills. While implementing HMH Into Reading, teachers provide needs-based instruction to small groups of students, focusing on guided reading, language support, comprehension skills/strategies, or foundational skills reinforcement. The RSD Acceleration Framework includes MTSS to accelerate and assess students’ literacy development. The district assessment guide identifies literacy assessments and testing windows throughout the year. Principals and teachers receive training on LETRS, curriculum, assessment systems, and PLCs. STAR early literacy and STAR Reading is utilized as the district interim assessment offered in both English and Spanish. DIBELS/Acadience and IDEL are utilized to assess the acquisition of literacy skills and monitor progress. HMH Into Reading has a variety of curriculum-based measures such as the

Reading Growth Measure and the Guided Reading Benchmark Assessment. To assess proficiency, monitor progress, and inform instruction, teachers select and administer HMH formative assessments, such as quizzes, Oral Reading Records, and Module Assessments.

8. Reaching All Learners

([Framework Section 8 pg 62.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Multilingual learners are given full access to the core curriculum, and provided with comprehensive language development and explicit vocabulary instruction.
- Educators make connections between English and a child's home language so that they can leverage existing knowledge and skill, and whenever possible create opportunities for children to learn to read in their home language.
- Specific approaches are used to support language development and core curriculum access such as sheltering instruction, compacting the curriculum, and providing dual language programs.
- Formative and summative assessments are offered in the student's home language and English.
- Striving readers have access to extended learning programs that use research-aligned strategies and are provided by licensed teachers or qualified tutors.
- Striving readers have access to high-dosage tutoring programs that use qualified tutors and developmentally appropriate practices.
- Prevention of, and intervention for, early reading difficulties includes a systematic approach for providing increasingly intensified and individualized instructional support informed by multiple data sources and matched to students' areas of strength and need.
- Instructional support for students with reading and writing difficulties is provided *in addition to* high-quality core literacy instruction.
- Explicit, systematic, evidence-based instruction is provided by qualified educators across all tiers of support.

What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Multilingual learners and students with special needs access core curriculum, foundational skills, and core comprehension. Through structured literacy, RSD elementary educators employ explicit, systematic, diagnostic, and responsive teaching of language, vocabulary, and literacy skills to support all students to be successful readers and writers. All staff receive sheltered instruction professional learning focusing specifically on scaffolding language, academic discourse, and culturally and linguistically responsive teaching. Educators learn to make connections with home languages to leverage existing knowledge and skill. Whenever possible

educators use dual language materials and learning systems to create opportunities for children to learn to read in their home language. RSD offers Dual Language Instruction at one elementary school, and students access core instruction, curriculum, and acceleration in both languages. RSD research-based accelerated programming is tiered to support the diversity of learners' needs through systematically providing increasingly intensified instructional supports. In addition to core literacy block, teachers, reading specialists, and highly-trained educational assistants provide differentiated acceleration and high-dosage tutoring in small group and 1:1 for 30-mins during When-in-Need time. RSD utilizes STAR Early Literacy K-1, STAR Reading 2-5, and curriculum-based measures K-5 in both English and Spanish. RSD uses IDEL to measure basic early literacy foundational skills of students learning to read in Spanish. RSD is focused on training Kindergarten EAs and Community Partners to be high-dosage tutors. Striving readers and students with special needs have access to summer programs that use research-aligned culturally and linguistically responsive strategies that are provided by licensed teachers and qualified tutors.

Appendix A: Readiness for Implementation

(Optional)

The [Early Literacy Playbook](#) and [accompanying comprehensive rubric](#) outline the how of literacy improvement. There are [five essential practices](#) that speak to the implementation process:

- **Vision**
- **Materials**
- **Data**
- **Team**
- **Time**

While embedded within the indicators, they are called out here because schools that have seen improvements in reading engage in these practices. Additionally, the Playbook outlines a phased process for incorporating each of these elements into your early literacy program. As a resource, it should be used to help you organize your actions and budget accordingly.

Vision

Essential practices to support a research-aligned, culturally responsive literacy program include:

- The school/system has a *written vision for early literacy* that:
 - Is anchored in the science of reading research;
 - Reflects the mindset that every student, especially those in focal groups (i.e., students of color, students experiencing poverty, multilingual learners, and students experiencing disabilities) can read proficiently by the end of 2nd grade; and
 - Includes a focus on leveraging and building students' linguistic and cultural assets (e.g., primary language, language dialects, language varieties).
- All stakeholders have a *clear understanding of the vision* for early literacy, including their individual role in working toward that vision, which is consistently reflected in team communication, collaboration, and instructional decision making.

Taken as a whole, to what extent are the Vision indicators embedded in your early literacy program?
(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Materials

Essential practices to support a research-aligned, culturally responsive literacy program include:

- Core curricular materials are anchored in the science of reading and include a systematic and explicit foundational skills program as well as content-rich reading materials that support knowledge building.
- The core curriculum, tests, formative assessment practices, and instructional resources in use are closely aligned.
- Curricular materials are reviewed¹ based on whether they are culturally responsive and, where needed, supplemented to ensure students experience belonging within their learning environment.
- Intervention programs in use are structured and systematic; they amplify and accelerate learning from core materials.
- Assessment practices and materials contribute to planning for whole- and small-group learning experiences that move every student toward reading, writing, listening, and speaking proficiency.

Taken as a whole, to what extent are the Materials indicators embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

¹ Note: For more information about instructional materials in Oregon and additional helpful resources, please see the [Instructional Materials Toolkit](#).

Data

Essential practices to support a research-aligned, culturally responsive literacy program include:

- A coherent, comprehensive, and continuous assessment system includes:
 - A universal screener that assesses all students' performance on a common measure of foundational skills;
 - Progress monitoring tools to determine how students are progressing in relation to their individual goals and student growth targets;
 - A diagnostic assessment that pinpoints the specific skills students have mastered and/or where specific students may need further instruction and practice; and
 - Interim tests and formative assessment practices (e.g., from observation, informal records, the curriculum, anecdotal records) to assess students' mastery of what is being taught.
- Assessment and evaluation honor multilingual learners' (MLs') primary languages and current English proficiency levels. There is a written policy to ensure that MLs are not held back in the curriculum sequence or small-group work based on primary language influence or current English proficiency level.
- Each student has clear, individual learning goals and learning targets that teachers, students, and families/caregivers understand.
- There is a clear and efficient data cycle process in place that supports leaders and teachers in collecting and analyzing student data, as well as adjusting instruction based on what is and is not working. The process includes:
 - ensuring that all educators providing or supporting early literacy instruction are included (e.g., K–5 and language development teachers);
 - gathering collected data from multiple types of assessment (e.g., funds of knowledge information from families/caregivers, universal screener, progress monitoring, interim tests, curriculum assessment, teachers' observation notes about skills individual students have and have not yet mastered);
 - collaboratively analyzing data from each type of assessment alongside student goals to determine what is working and what may need to be refined to support students in moving toward skill mastery; and providing (core + more) for students based on clear entry and exit criteria with an emphasis on exiting students as flexibly and quickly as possible.
- Student data is disaggregated and analyzed by demographics; team members use this data to ensure that the needs of students in focal groups are centered when making instructional decisions (see Assessment and Data Consideration to Reach All Learners).
- Families and caregivers are kept up-to-date on their child's progress toward goals and play an active role in supporting their child's journey to becoming a skilled reader.

Taken as a whole, to what extent are the Data indicators embedded in your early literacy program?
(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Team

Essential practices to support a research-aligned, culturally responsive literacy program include:

- Each school has an *early literacy team*, composed of (but not limited to) school and system leaders, coaches, teachers, interventionists, and coordinators of special populations (e.g., MLs) who:
 - Strategically and collaboratively support whole- and small-group core instruction as well as interventions to ensure that students meet their goals;
 - Evaluate the implementation of early literacy strategies through analysis of a variety of data sources (e.g., student assessment, staff surveys) and classroom walkthroughs using an observation tool to identify trends and areas of strength and opportunity; and
 - Plan for and provide targeted support based on data collected.
- Early literacy team members and all early literacy educators:
 - Have the content knowledge and instructional skill set necessary to use data to move every student, especially those in focal groups, toward reading, writing, listening, and speaking proficiency; and
 - Engage in ongoing professional learning, including training and coaching in the science of reading, practices for supporting all learners (e.g., students who are emergent bilingual), the specific curricular resources in use, and relevant classroom observation tools
- A subset of members serve as the early literacy leadership team and are responsible for ensuring that early literacy initiatives are implemented effectively and continuously improving.
- Members understand their roles and responsibilities.

Taken as a whole, to what extent are the Team indicators embedded in your early literacy program?
(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Time

Essential practices to support a research-aligned, culturally responsive literacy program include:

- School and system schedules allocate consistent and protected time for students to engage in core literacy instruction that includes foundational skills, language comprehension, and differentiated small-group instruction.
- School and system schedules allocate consistent and protected time for teacher professional development in early literacy.
- School and system schedules provide the appropriate amount of time for language instruction educational program services such as bilingual education or English language development (ELD) programs and services.
- Members of the early literacy leadership team have *protected time* to:
 - Conduct regular, collaborative whole- and small-group classroom walkthroughs, meet and analyze data, and reflect on intervention program effectiveness. The amount of time a school or system decides to protect will depend on local context;
 - Engage in weekly, ongoing professional learning; and
 - Engage in the data cycle process.

Taken as a whole, to what extent are the Time indicators embedded in your early literacy program?
(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Step 2: **Application Planning**

Template

Directions

Each of the following questions will be required in the Application. Limit response to EACH question/prompt to 250 words or less.

Additional Considerations

This optional template aims to help applicants organize content prior to submitting a complete and final application via Smartsheet between December 1, 2023, and January 8, 2024. This template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Given its purpose, this document can feel duplicative of the actual guidance. The aim here is to provide an accurate and aligned support where applicants can narrate and prep what will be submitted.

Included Application Questions

- Program Review Tool
- Professional Development and Coaching
- Extended Learning
- High-Dosage Tutoring
- Student Growth Assessment
- Communication Plan
- Matching Funds
- Fiscal Agent
- Assurances

Required Questions

Program Review Tool

You will prepare your response for each section of the program review directly in the [Program Review Tool](#) and then copy/paste your responses in the Application (Smartsheet).

Professional Development and Coaching

1. Describe how you will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research-aligned literacy strategies. For each professional development and coaching strategy description, include the following details:
 - the research-aligned literacy strategies that the professional development and coaching will focus on;
 - the target audience (including roles) for the professional development and coaching; and
 - the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable).

If you are not yet able to implement professional development and coaching, you must submit a rationale and describe how you plan to do so in the future.

LETRS science of reading professional learning is required for all elementary classroom teachers, specialists, coaches, and principals. Our instructional coaches are learning alongside our elementary educators in LETRS and are receiving training in Student-Centered Coaching. Our instructional coaches also provide districtwide professional learning on sheltering instruction (with a focus on academic language and discourse). The superintendent prioritizes literacy through the science of reading and sheltering instruction. These priorities are the foundation for all professional learning and coaching cycles. Classroom teachers, specialists, principals, and district instructional leaders receive training in science of reading and sheltering instruction. Classroom

teachers, specialists, and instructional coaches receive more explicit professional learning in LETRS, and instructional coaches receive in-depth training in student-centered coaching. Principals and district level instructional leaders receive administrators' training in student-centered coaching and LETRS focused on leading and implementing these practices in schools. Classroom teachers are the focus of coaching, and the instructional coaches utilize student-centered coaching cycles with them. District instructional leaders coach principals in the areas of educational leadership, curriculum, and instruction. Our elementary principals prioritize instructional leadership and are supported by district level leadership with coaching and instructional rounds. RSD teacher leaders, instructional leaders, and expert partners in multiple curricula, assessment platforms/digital resources, and programs, collaborate to develop high-quality job-embedded learning opportunities. Professional learning focuses on these critical areas: LETRS, Student-Centered Coaching, board-adopted curriculum, sheltered instruction, data literacy and utilizing interim STAR Reading and Acadience online platforms, and local performance assessment utilizing multiple curriculum-based measures from board-adopted curricula.

Extended Learning

2. Describe how you will provide extended learning programs that use research-aligned literacy strategies and that are made available by licensed teachers or by qualified tutors. For each extended learning program description, include the following details:
 - description of how literacy is included as the focus of this program; and
 - who will provide the extended learning and their qualifications.

If you are not yet able to implement extended learning programs, you must submit a rationale and describe how you plan to do so in the future.

RSD provides summer school programming across elementary schools in collaboration with community partners. All summer school programming is focused on literacy. We provide culturally and linguistically responsive literacy instruction via the Children Defense Fund Freedom Schools at two elementary schools with our highest populations of students of color and students who are emerging multilingual.

CDF Freedom Schools® are facilitated by highly trained servant leader interns that are college level students. CDF Freedom Schools® provide summer enrichment through a research-based and multicultural curriculum that supports children and families through five essential components: high quality academic and character-building enrichment; parent and family involvement; civic engagement and social action; intergenerational servant leadership development; and nutrition, health and mental health. CDF Freedom Schools are designed to improve reading, language skills, and interpersonal relationships; strengthen families, connect children to medical and other needed social services, and develop in all participants the skills needed to improve conditions for children and families in their communities. At the center of the CDF Freedom School program is a research-based Integrated Reading Curriculum (IRC) that fosters literacy. Licensed teachers provide summer school focused on literacy within other elementary schools with board-adopted curricula and acceleration programming. Student growth is monitored with spring to fall STAR and DIBELS data. It is RSD's intention to train culturally specific community partners to be qualified literacy tutors in our afterschool SUN programs. Training to occur during the 23-24 school year and the tutoring during extended day programming to happen during the 24-25 school year.

High-Dosage Tutoring

3. Describe how you will provide high-dosage tutoring that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices. For each high-dosage tutoring strategy description, include the following details:
 - the domains of language¹ addressed (at least reading and writing);
 - who will provide the high dosage tutoring and their qualifications;
 - duration and frequency; and
 - how the tutoring is developmentally appropriate, including how it is responsive to student need.

If you are not yet able to implement high-dosage tutoring, you must submit a rationale and describe how you plan to do so in the future.

RSD has disaggregated and triangulated multiple data sets to inform the planning for high-dosage tutoring of focal student populations with a priority

¹ Reading, Writing, Speaking, and Listening.

on multilingual learners. All students, and particularly multilingual learners, demonstrate unmet learning in areas of reading and writing. RSD trains kindergarten EAs in curriculum, assessment, and instruction to support in high-dosage tutoring that is developmentally appropriate and responsive to individual needs. RSD will collaborate with culturally specific community partners to support high-dosage tutoring for 1st-5th graders in afterschool programming. The plan is to train partners in the 23-24SY to implement high-dosage tutoring in the 24-25SY. Students K-5 will participate in high-dosage tutoring during when-in-need time that is in addition to daily literacy block instruction. The high-dosage tutoring will take place at least two-three times a week for 30-mins at a time in small groups or 1:1 over a ten-week period. Training components will consist of the science of reading, sheltering instruction, structured curriculum for systematically teaching foundational skills and comprehension. Tutoring will include all language domains with explicit instruction for reading, writing, and speaking as determined by disaggregated student growth data. RSD will develop a high-dosage tutoring model using EdResearch in Action's ten design principles for successful K-2 tutoring (frequency, group size, personnel, focus, measurement, relationships, curriculum, scheduling, delivery model, and prioritization). These research-based design principles state, "Tutoring interventions that are conducted during the school day tend to result in greater learning gains than those that are after school or during the summer" (2021, EdResearch for Action).

Student Growth Assessment

4. If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one.

Communication Plan

(Select all of the types of strategies you will use to communicate with partners. For strategies not listed, write them out.)

5. What communication strategies will be used to communicate with **other school districts**?
 Survey

- Focus Group
 - Round Table Discussion
 - Community Group Meeting
 - Website
 - Email
 - Paper Newsletter
 - Social Media
 - School Board Meeting
 - Quarterly Report
 - Annual Report
 - Open House Night
 - Other (type out)
6. What communication strategies will be used to communicate with **elementary schools** in the school district?
- Survey
 - Focus Group
 - Round Table Discussion
 - Community Group Meeting
 - Website
 - Email
 - Paper Newsletter
 - Social Media
 - School Board Meeting
 - Quarterly Report
 - Annual Report
 - Open House Night
 - Other (type out)
7. What communication strategies will be used to communicate with **families** in the school district?
- Survey
 - Focus Group
 - Round Table Discussion
 - Community Group Meeting
 - Website
 - Email

- Paper Newsletter
- Social Media
- School Board Meeting
- Quarterly Report
- Annual Report
- Open House Night
- Parent Square Communication

8. What communication strategies will be used to communicate with **members of the school district community**?

- Survey
- Focus Group
- Round Table Discussion
- Community Group Meeting
- Website
- Email
- Paper Newsletter
- Social Media
- School Board Meeting
- Quarterly Report
- Annual Report
- Open House Night
- Other (type out)

Matching Funds

9. Name the fund source(s) for the 25% match.

SIA, SIA Intensive Coaching, Title I, Title II, ELD ADMw, GF are used for K-3 Professional Learning and Coaching, High-Dosage Tutoring, Purchasing of Curricula and Materials, and Extended Learning Programs.

10. If applicable, a fund source is named for the 4th and/or 5th grade match. For additional detail, please see the Matching section within the [Application Guidance: Early Literacy Success School District Grants](#).

11. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

- Hiring
- Purchasing Curricula & Materials
- High-Dosage Tutoring
- Extended Learning Programs
- Professional Development & Coaching
- Other purposes (short answer, please describe)

Fiscal Agent

12. Name your fiscal agent for this grant agreement.
Reynolds School District

Assurances

Early Literacy Success School District Grant – Specific Assurances

By checking the following boxes, the applicant agrees that they:

- Have reviewed their early literacy program to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K–5) and the applicant’s work will align with the definitions included in the [Early Literacy Success Initiative](#)*
- Have reviewed the reporting requirements in Section 6 (2) of the [Early Literacy Success Initiative](#) and included in the Early Literacy Success School District Grants Application Guidance. *
- Use literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this requirement is met.*
- Will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve

early literacy instruction; and if not, have provided a rationale and description of how they will plan to do so in the future.*

Will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors; and if not, have provided a rationale and description of how they will plan to do so in the future.*

Will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices; and if not, have provided a rationale and description of how they will plan to do so in the future.*

Have a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the [Early Literacy Success Initiative](#)).*

Overarching Assurances

By checking this box, the applicant agrees to comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.*

* - These assurances are required to be checked in the Smartsheet for submission.

Revision Summary: Version 1.1 – Updated 10/23/2023

Question	Revision Summary
Program Review Tool Instructions	Removed question number references for clarity.
1-3	Updated Application Questions to include language clarifying what is required of allowable use planning and implementation.
5-8	Updated language to clarify communication versus engagement for the communication plan.
Assurances	Updated Assurances to reflect language clarifying what is required of allowable use planning, reporting and implementation.

Select your institution from the drop down list to the right: 2182-Reynolds SD 7

Please provide contact information for the person completing this budget

Name Koreen Barreras-Brown

Phone 503-501-7652

Email kbarrerasbrown@rsd7.net

Type of Material (Dropdown Menu)	If other, please describe	Title of literacy assessments, tools, curricula and digital resources	Name of Vendor / Developer / Publisher	Print or Digital (Dropdown Menu)	Grades - Select All that Apply (Dropdown Menu)	Was this adopted from the 2022 SBE Adopted Materials for English Language Arts (ELA) and Literacy list or through an Independent Adoption? (Dropdown Menu)	If adopted instructional material are from the 2022 SBE Adopted Materials for English Language Arts (ELA) and Literacy list, please indicate which one from the list below. (Dropdown Menu) (If Applicable)	If independent adoption, did your school board use the SBE ELA Adoption Criteria? (Dropdown Menu) (If Applicable)	Date of Adoption	Is this your student growth assessment? (Dropdown Menu)	Please describe any planned changes or updates for materials that are not currently research-aligned. If your school board did NOT use the SBE ELA Adoption Criteria, this question is required for your core curriculum. Please include the anticipated date of new adoption. (If Applicable)
Intervention/Acceleration Materials		MyHeggerty for Phonemic Awareness	Literacy Resources	Digital	Kindergarten, First, Second			Yes		no	
Core Materials		Into-Reading Structured Literacy	HMH	Print	Kindergarten, First, Second	State Board of Education Adoption	Houghton Mifflin Harcourt Publishing Company HMH Into Reading (Grades K-2)		25-May	no	
Other	Professional Development	LETRS Professional Learning and materi	Lexia Learning Systems		Kindergarten, First, Second, Third, Fourth, Fifth					no	
Core Materials	Core and Acceleration Materials	Lexia licenses	Lexia Learning Systems	Digital	Kindergarten, First, Second, Third, Fourth, Fifth					no	
Other	Professional Development	Stuent Centered Coaching books	Publisher: Corwin	Print	Kindergarten, First, Second, Third, Fourth, Fifth					no	
Other	Professional Development	Acadience PD	Acadience Learning		Kindergarten, First, Second, Third, Fourth, Fifth					no	
Core Materials		ECRI - Into Reading	University of Oregon Center for Learning	Print	Kindergarten, First, Second, Third, Fourth, Fifth	Independent Adoption		Yes	25-May	no	No change
Core Materials		Into Reading	Houghton Mifflin Harcourt	Both	Kindergarten, First, Second, Third, Fourth, Fifth	State Board of Education Adoption	Houghton Mifflin Harcourt Publishing Company HMH Into Reading (Grades K-2)		25-May	no	
Core Materials		Heggerty	Literacy Resources	Print	Kindergarten, First, Second, Third	Independent Adoption		Yes	25-May	no	no change
Benchmark or Summative Assessment, Progress Monitoring Materials		Acadience Reading	Voyager Sopris Learning	Digital	Kindergarten, First, Second, Third, Fourth, Fifth					Yes	
Supplemental Materials		UFLI Magnets	Kling Magnetics	Print	Kindergarten, First, Second, Third, Fourth, Fifth					no	
Intervention/Acceleration Materials		UFLI	UFLI	Print	Kindergarten, First, Second, Third, Fourth, Fifth					no	
Intervention/Acceleration Materials, Supplemental Materials		Handwriting without Tears	Learning without Tears	Print	Kindergarten, First, Second, Third, Fourth, Fifth					no	
Intervention/Acceleration Materials		Corrective reading	McGraw Hill	Both	Third, Fourth, Fifth					no	
Intervention/Acceleration Materials		Phonics for Reading	Curriculum Associates	Both	Second, Third, Fourth, Fifth					no	
Other	learning management system, Learning Management Sys, Learning Management System	SeeSaw	SeeSaw Learning	Digital	Kindergarten, Fifth, First, Second, Third, Fourth					no	
Intervention/Acceleration Materials		SIPPS	Collaborative Classroom	Both	Kindergarten					no	

Interim and Progress Monitoring Assessment	Technology Based Assessment	STAR- Early Literacy & Reading (English Renaissance)		Digital	Kindergarten, First, Second, Third, Fourth, Fifth				2014	Yes	
Screener and Progress Monitoring Assessment for Dual Language Immersion (Spanish)	Technology and Paper Based Assessment	Indicadores Dinamicos del Exito en la Lectura (IDEL 7th Edition)	Center on Teaching and Learning: University of Oregon and Amplify (Data Platform)	Both	Kindergarten, First, Second, Third				2018	No	



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

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: OSBA Elections

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

Marginalized Students

Culturally Responsive Teaching

Student and Staff Wellness

Professional Development

Summary / Background:

School Boards in Multnomah County are being asked to vote for OSBA Board of Directors position 18, OSBA Legislative Policy Committee positions 17, 18, and 19

Kris Howatt (Gresham-Barlow) is running unopposed for position 18 of the OSBA Board.

For the Legislative Policy Committee, Brenda Rivas (Parkrose) is running for position 17, Jessica Arzate (MESD) is running for position 18, and David Linn (Centennial) is running for position 19. All three are running unopposed.

The Board is also asked to vote on two resolutions.

Resolution 1: "Resolution to Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors." This resolution creates the Oregon Rural School Board Members Caucus and designates a seat on the OSBA Board of Directors and Legislative Policy Committee

Resolution 2: "Resolution to Amend the OSBA's 2018 Bylaws." A crosswalk showing the proposed changes is attached.

Previous Board Action:

The Board participates in OSBA elections annually.

Financial Implications:

Not Applicable.

Motion:

Motion 1:

- A. Motion Made by Board Member:
 - a. I move that the Board vote for Kris Howatt for position 18 on the OSBA Board of Directors.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Motion 2:

- A. Motion Made by Board Member:
 - a. I move that the Board vote for Brenda Rivas for position 17, Jessica Arzate for position 18, and David Linn for position 19 on the OSBA Legislative Policy Committee.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Motion 3:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the OSBA Resolution to Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Motion 4:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the OSBA Resolution to Amend the OSBA's 2018 Bylaws.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: Kris Howatt

Date: August 31, 2023

Address: [REDACTED]

City/Zip: Gresham 97030

Business phone: 971-220-0936

Residence phone: [REDACTED]

Cell phone: [REDACTED]

E-mail: [REDACTED]

District/ESD/CC: Gresham-Barlow 10j

Term expires: 2027 Years on board: 23

Region: Multnomah



Position #: 18

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Kris G Howatt Digitally signed by Kris G Howatt
Date: 2023.08.31 20:31:36 -07'00'

August 31, 2023

Name

Date

Be brief; please limit your responses to 50 words per question.

1. Describe in your own words the mission and goals of OSBA.
OSBA exists to train and support locally elected school board members. They enable school board members to effectively serve the students in their respective community. OSBA provides a perspective beyond local districts, advocating at the State and National level.

2. What do you want to accomplish by serving on the OSBA board of directors?
Over the years, OSBA has become a "go-to" organization for education issues in the State. Our board members are invited to meet around key legislation, emerging issues, and trending developments. I want to continue to advance the impact of OSBA and maintain their relevance in the education sphere.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.
I do my research and make sure that I am including the relevant perspectives. I have been directly involved in OSBA's governance remodel, the realignment of OSBA goals, expanded opportunities for our students through CTE and the additional resources from the Corporate Activity Tax. My success in these endeavors hinged on bringing other supporters along and encouraging collaborative efforts. Future efforts will focus on meeting the needs of our marginalized students.

OSBA Board of Directors

4. What do you see as the two most challenging issues faced by OSBA?
The divisive political polarization of education in the State. The changing demographics of our student population, and how to more effectively support students and their communities.

5. What do you see as the two most challenging issues faced by your region?
Supporting our diverse student population. Continuing to engage our newly elected board members in timely and appropriate training opportunities. Planning for what may be substantial funding impacts at the State & Federal level.

6. What is your plan for communicating with boards in your region?
COVID adjustments provided a nice platform to view regional board meetings, but they weren't a perfect substitute for in-person conversation. Returning to in-person training, conferences, roundtables, and regional meetings can provide more meaningful engagement. Closer connections are also required with our respective Legislative Policy Committee members. We can also still utilize virtual, email, and phone communication methods.

Please continue to the next section.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):
See Attached

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Business/professional/civic group memberships; offices held and dates:

Additional comments:

CANDIDATE'S DATA SHEET

To: OSBA Elections Coordinator

Name: **Kris G. Howatt**

Address: **1558 NW 12th Court
Gresham, OR 97030-4922**

Business: **(971) 220-0936** Residence: **(503) 830-3608 (preferred number)**

E-mail: **Kris.Howatt@gmail.com** Fax: **--**

Be considered by the Nominating Committee for the following position:

OSBA Board of Directors: Multnomah Region, Position 18

Primary Occupation: **Small Business Owner – Feather Your Nest Quilt Store
Director, Gresham-Barlow School District
Director, Oregon School Boards Association**

Education Background: **Sam Barlow HS (1979) Honors - Gresham, Oregon
Mt. Hood Community College – Gresham, Oregon**

- **Political Science Major (2010-2011)**
- **Desktop Computing (1986)**

Professional Experience: **Small Business Operation (2013-2023)**

- *Customer Service (online & in person)*
- *Skills Instruction & Demonstrations*

Portland General Electric (PGE) - (1979-1994)

- *Computer Specialist /Contract Administrator*
- *Computer Tech Support, Software trainer, Word Processing*
- *Meter Reader (field work, customer service), Utility Workman*

LOCAL LEADERSHIP EXPERIENCE

1. Name of School District/Board of Education on which the nominee serves:

Gresham-Barlow School District (GBSD)

12,000 student enrollment/113,000 population

2. Date of service on Local School board (including current term):

December 2000 to present

3. When does the current term expire?

June 2027

4. List all dates and offices that the nominee has held on the Local School Board:

Chair	2010-2011, 2017-2019, 2023-2024
Vice Chair	2008-2009, 2014-2015, 2021-2023
Policy Review Committee	2010 - 2024
Classified - Interest-Based Bargaining Team	2012, 2016, 2020, 2023
Classified – Traditional Negotiating Team	2004, 2008
Licensed – Traditional Negotiating Team	2012, 2020, 2021, 2022, 2024
Continuous Improvement Plan Committee	2010-2011
Audit Review Committee	2008-2011, 2023-2024
Superintendent Search Committees	2001, 2003, 2009, 2011, 2017, 2021
Multnomah County Regional Equity	2019-2021
Wellness Committee/Nutrition Services	2004-2020

5. Local Leadership experience in community (list community service such as church officer, other government experience, Chamber of commerce, etc.)

GBSD Capital Bond Committee	2000, 2013, 2016
Member – Historic Downtown Gresham Business	2015-2023
Member – Gresham Chamber of Commerce	2014-2023
Market Mavens LLC – Investment Club {Treas.}	1997 - 2017
East Metro Legislative Forum Committee	2008, 2010
Parent Teacher Club {President, Sec, Treasurer}	1995-2001

STATE LEADERSHIP EXPERIENCE

1. State Association Leadership – Oregon School Boards Association

<u>Offices Held</u>	<u>Dates</u>
Past President	2013
President	2012
President – elect	2011
Secretary/Treasurer	2009, 2010
Board of Directors	2006 – present

2. State Association Committee Assignments

OSBA Legal Assistance Trust (chair 2021, 2022, 2023)	2018 - 2023
OSBA Executive Director Search Committee	2012 - 2013
OSBA Policy Review Committee (co-chair)	2011 - 2012
OSBA Finance Committee	2009-10, 2012
OSBA Budget Committee	2009 - 2012
OSBA Executive Committee	2009 - 2013
OSBA Governance Review Committee	2007 - 2008
OSBA Legislative Policy Committee	2006 – present
NSBA Annual Conference Delegate	2011 (alt.), 2012
OR Dept. of Education – <i>Talented & Gifted Task Force (SB-990) – co-chair</i>	2011-2012
OR Dept. of State Lands – <i>Remediation and Rulemaking Advisory Committee</i>	2011-2012
“Courageous Conversations” (CFEE) Graduate <i>(Coaching for Education Equity)</i>	2010

3. Other State Association Leadership Experience

OSBA Board Member of Color Caucus	2018 - Present
Statewide Regional Tours	2012
<i>{Over the course of 6 weeks (September thru October), 17 regional meetings, visiting 600+ board members, traveling 4500 miles throughout the state of Oregon}</i>	
OSBA Annual Convention Speaker	2011, 2012
OSBA <u>Leadership Institute</u> Platinum Level	2011
NSBA School Board Recognition	2010
<i>(School Board Leadership – 1 of 3 in Oregon to receive)</i>	
OSBA <u>Leadership Oregon</u> Certification	2007
OSBA <u>Leadership Institute</u> – GBSD Board Award	2005 – 2009
<i>(Commitment to ongoing professional development – 5 years)</i>	

NATIONAL SCHOOL BOARDS ASSOCIATION EXPERIENCE

1. National Leadership Experience

Pacific Region Vice Chair	2013
Pacific Region Policy/Resolution Chair	2013

2. NSBA Committee Assignments

Pacific Region Nominating Committee	2011 (December)
Pacific Region Policies/Resolutions – alternate	2011, 2012
NSBA Credentials Committee	2011 (April)

3. Other National Association Leadership Experience

Native American Caucus Member	2011, 2012
NSBA President’s Retreat	2011
Pacific Region Meetings, delegate	2011 - 2013
Pacific Region Meetings, non-delegate	2009, 2010
Federal Relations Network (Advocacy Institute)	2008 – 2019, 2023
NSBA Equity Symposium	2016 – 2019, 2023
NSBA National Conferences	2005/2007/2010-13/2016-19/2022

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Brenda Rivas

Date: 09/29/23

Address: [REDACTED]

City/Zip: _____

Business phone: [REDACTED]

Residence phone: [REDACTED]

Cell phone: [REDACTED]

E-mail: _____

District/ESD/CC: Pakrose School District

Term expires: 06/30/2027 Years on board: 1.5

Region: Multnomah County



Position #: 2

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name

9/29/2023
Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?

As smaller district left out of conversations that affect us more than larger districts.
5. What is your plan for communicating with boards in your region about legislative issues?

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Other education board positions held/dates:

None

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school: Crenshaw High School, Los Angeles, CA 1990 - 1994

College: Warner Pacific College, 2010-2014 and Concordia University 2017-2018

Degrees earned: Bachelor in Health Care Administration and Master in Business

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Volunteering, writing, and traveling

Business/professional/civic group memberships; offices held and dates:

Providence Latinx Caregiver Resource Group, Chair and Co Chair 2019-2022

Additional comments:

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: Jessica Arzate

Date: 9/29/23

Address: [REDACTED]

City/Zip: _____

Business phone: na

Residence phone: na

Cell phone: [REDACTED]

E-mail: _____

District/ESD/CC: Multnomah ESD

Term expires: 2025 Years on board: 6

Region: Multnomah

Insert your high-resolution digital photo (head shot):
1) Open this doc in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

Position #: 18

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.



9/29/23

Name

Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

My hope is to lend my expertise and leadership in PK12 Education and represent my community of East Portland. My hope is also to work on shifting power across the state and within school districts to promote equitable education. It is my mission to help elevate and strengthen the voices of students of color and students who experience the most systemic

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

My leadership style is collaborative, innovative, and driven by racial equity. I have supported the facilitation for a collective of 60 regional, cross-sector partners working together to ensure that all systems are ready to serve all of our kids on their journey to kindergarten and beyond. I've co-led the development of design criteria and an initial list of potential metrics for the

3. What do you see as the two most challenging legislative issues faced by OSBA?

There has been historic investment in education equity through Student Success Plans. OSBA's legislative priorities should be to maintain full funding for the implementation of those plans and to hold districts accountable to improving outcomes called out in those plans. I would also say the second most challenging issue for OSBA will be regarding its role in Board

4. What do you see as the two most challenging legislative issues faced by your region?

Student retention (high mobility rates) due to gentrification and lack of affordable housing and la

5. What is your plan for communicating with boards in your region about legislative issues?

My plan is to create meaningful platforms of communication that align with existing regional efforts. First and foremost, I want to listen to my colleagues and be responsive to the unique challenges and opportunities of each district 2011 my current MESD Zone. I cover all of David
Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Multnomah ESD Board Vice- Chair 2020-2021; Multnomah ESD Chair 2021-2022
Superintendent Evaluation Committee 2017-Present; Committee Chair 2018-2019
Oregon Association of ESDs Governance Council 2017-2019; Multnomah ESD Representative
Regional Equity Task Force 2018-Present; Design Team Member Fall 2018; Multnomah ESD

Other education board positions held/dates:

National School Board Association 2018 Delegate Assembly Member
College of Education Graduate Student Association 2011-2013; Founding Vice-President

Occupation (Include at least the past five years):

Employers:

Dates:

Greater Than PDX; Chief Impact Officer August 2017-
Present

United Way of the Columbia-Willamette; Early Learning
Multnomah Hub Manager: 2015-2017

Schools attended (Include official name of school, where and when):

High school: Millikan High School, Long Beach, CA 2004

College: University of California, Irvine 2009; California State University, Long Beach 2013

Degrees earned: BA in Anthropology; Minor in Medical Anthropology and Gender Studies 2009; M.Ed

Education honors and/or awards:

Bi-Literacy Seal
Dean's List

Other applicable training or education:

Hispanic Metropolitan Chamber of Commerce Leadership Program 2015

ColorPAC 2017

Center for Equity and Inclusion; Reframing Racism 2015; 2016; 2017-2018

CoCreative: Collaborative Leadership Essentials Training 2019

Activities, other state and local community services:

Women's Foundation of Oregon; Grants Committee 2014-2022; Committee Chair 2017-2019

Women's Foundation of Oregon Board Member 2017-2022; Vice President 2017-2019; Treasurer
2021

Ethnic Studies Advisory Group (HR 2845) 2018-2019

Hobbies/special interests:

Long Distance Running, Hiking, Mountaineering, Basketball, playing the piano,
and creating music with my significant other.

Business/professional/civic group memberships; offices held and dates:

Women's Foundation of Oregon Member 2014-Present

City Club of Portland- Civic Scholars Ambassador 2015-2016

East County Rising Member 2018-Present

Regional Kindergarten Readiness Network Design Team Member: 2018-2022

Additional comments:

Experience in developing, designing, and implementing strategic plans

Experience in facilitating groups with an overt focus on diversity and equity issues

Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: David Linn

Date: 9/29/23

Address: [REDACTED]

City/Zip: Portland 97233

Business phone: _____

Residence phone: _____

Cell phone: [REDACTED]

E-mail: [REDACTED]

District/ESD/CC: Centennial

Term expires: 2025 Years on board: 2+

Region: Multnomah



Position #: 19

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

David Linn
Name

9/29/23
Date

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

Serve as a conduit for information and collaboration with my fellow school board members.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

I bring a detail oriented approach to reviewing the matter at hand. Early at Centennial I challenged the old way of surplus property disposal and we were able to realize a sizeable increase in property sales.

3. What do you see as the two most challenging legislative issues faced by OSBA?

Advocating for the state school funds. Finding ways to serve a wide variety of districts with different needs.

4. What do you see as the two most challenging legislative issues faced by your region?

Getting sufficient funding to recruit and retain a diverse workforce when that workforce and community is facing rising housing unaffordability. Students facing unsafe streets, gun violence, and lethal illicit drugs.

5. What is your plan for communicating with boards in your region about legislative issues?

I have no problem communicating through a variety of means including online or in-person meetings and attendance at OSBA events.

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

Work or service performed for OSBA or local district (include committee name and if you were chair):

Board delegate to collective bargaining.

Other education board positions held/dates:

Board delegate to Multnomah ESD Budget Committee (2024).

Occupation (Include at least the past five years):

Employers:

Dates:

State of Oregon - Board of Examiners for
Speech-Language Pathology & Audiology

12/2012 - Current

Schools attended (Include official name of school, where and when):

High school: Madison (Now McDaniels)

College: Portland State University

Degrees earned: BA - History / Political Science ; Masters of Public Administration - Local Gov.

Education honors and/or awards:

PSU - Achievement Award for Professional Development (2014-2015)

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

Woodworking; Basketball; Billiards

Business/professional/civic group memberships; offices held and dates:

Chair (2007 & 2017-18), Vice-Chair - Montavilla Neighborhood Association; Chair (2022-Current) - Centennial Community Association; Member (2020-Current) - Centennial Neighborhood Emergency Team

Additional comments:

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Email to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Deadline: September 29, 2023, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.



**Resolution to Amend Oregon School Boards Association’s
Bylaws Relating to Composition of the Board of Directors**

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018; and

WHEREAS, the Oregon Rural School Board Advisory Committee has been active and publicly supported by OSBA’s Board of Directors since April 22, 2022; and has developed a mission statement and goals; and has established bylaws; and

WHEREAS, the Advisory Committee is ready to elect officers and their Rural Leadership Assembly; and

WHEREAS, the Advisory Committee has articulated its mission as follows: “To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.”

WHEREAS, OSBA’s Board of Directors recognizes the importance of the Advisory Committee's value and mission; and

WHEREAS, the Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon Rural School Board Members Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed bylaws amendment designating a Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2023 OSBA election; and

BE IT FURTHER RESOLVED that the bylaws with the proposed amendments and a copy of this resolution be forwarded to all association member boards in accordance with OSBA’s adopted elections calendar.

Submitted by: OSBA Board of Directors

BYLAWS

OREGON RURAL SCHOOL BOARD MEMBERS CAUCUS

OF THE

OREGON SCHOOL BOARDS ASSOCIATION

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ARTICLE 1

CHARTER

The Oregon School Boards Association (the "OSBA") exists solely to perform essential governmental functions and all of its income must accrue to the State of Oregon or its political subdivisions as required under IRC Section 115. OSBA's mission is to improve student success and education equity through advocacy, leadership and service to Oregon public school boards.

OSBA is aware and acknowledges that diversity is a core value of OSBA. OSBA desires to identify areas of concern and causation, convene a caucus of stakeholders, and create a plan to better promote and support the success of rural students.

To this end, The OSBA Board of Directors has formally recognized the Oregon Rural School Board Members Caucus (the "Caucus") to serve as a resource and provide guidance and leadership for these initiatives to the OSBA Board of Directors

The activities of the Caucus shall align with OSBA bylaws as well as complement, not duplicate, OSBA's efforts on behalf of all local governing boards.

ARTICLE 2

NAME, MISSION AND GOALS:

2.1 Name: This organization shall be known as the Oregon Rural School Board Members Caucus of the Oregon School Boards Association (OSBA).

2.2 Mission: To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

2.3 Goals:

2.2.1 To elevate the voice of rural school districts and recognize their unique needs.

2.2.2 To build and maintain collaborative relationships between OSBA and rural school boards.

2.2.3 To develop, promote, and advance legislation supporting rural schools and understand the impact of statewide legislation to each rural community and district.

2.2.4 To build collaborative relationships and promote quality education for all students with emphasis on the unique needs of school boards and students in rural communities.

2.2.5 To support school boards in rural communities by prioritizing professional development of rural board members and bringing training and other resources to rural areas.

ARTICLE 3

MEMBERSHIP

3.1 Qualification. All members must support the purposes and goals of the Caucus as set forth in Article 2.

3.2 Members. The Caucus members may include any elected or appointed member of any public board of education in Oregon who are active members in good standing with the Oregon School Boards Association *and serve a school district with a population density of less than 200 people per square mile and/or total school district population less than 20,000 people.* All board members of Oregon Education Service Districts are eligible to participate in the Rural Caucus. If a school board member or district does not meet the aforementioned qualification but feels they are indeed a rural district, an appeal process will be available as outlined in policy. Caucus members may participate in all discussions, vote, and serve as an officer of the Caucus. Members must attend the meeting in person (or virtually) *to vote. Voting by proxy shall not be permitted.*

3.3 Attendees. The Caucus may, in its discretion, invite to participate in any meeting or event any other individuals who support the purpose and goals of the Caucus as set forth in Article 2.

3.4 Membership List. The Membership list shall be maintained by the Secretary/Treasurer.

ARTICLE 4

BUDGET

4.1 Budget. The Caucus shall submit an annual budget request as outlined under the OSBA budget process, including approval by the OSBA Board of Directors. The request shall set forth the areas of concern, recommended actions, and annual goals.

ARTICLE 5

MEETINGS

5.1 Annual Meetings. An annual meeting of the Caucus shall be in conjunction with the OSBA Annual Convention at which time the Caucus shall elect officers and shall conduct other business as may properly be brought before the meeting of the Caucus.

5.2 Regular and Special Meetings.

5.2.1 Regular Meetings. The Caucus shall meet as often as required to achieve the goals outlined in its annual Work Plan. These meetings shall be scheduled for the year at the Annual Meeting.

5.2.2 Special Meetings. Special meetings of the members for any purpose may be called, either in writing or by e-mail, by the President or by a majority of the Executive Committee. Such a request shall state the purpose or purposes of the proposed meeting.

5.2.3 Place of Meetings. Regular and special meetings of the Caucus shall be held at any location (or virtually) within Oregon as designated by the President or the Executive Committee.

5.3 Notice.

5.3.1 Notice and agenda of every annual meeting, regular or special meeting of members, stating the time and place thereof, shall be posted to the OSBA website, no less than 14 days prior to such meeting.

5.4 **Quorum.** Except as otherwise provided by law, the presence at any meeting of a majority of the Executive Committee shall constitute a quorum.

5.5 **Organization.** The President may determine *in their sole* discretion whether any meeting of the Caucus shall be held in accordance with Robert's Rules of Order.

5.6 **Records.** The President shall see that all correspondence, minutes, agendas, and Charter be sent to and kept on file with OSBA. Minutes from each meeting shall be posted to the OSBA website.

5.7 **OSBA Staff Liaison.** The Executive Director of OSBA shall designate a staff member to serve as a liaison representative to the Caucus. The designee shall not have voting rights.

ARTICLE 6

Rural Leadership Assembly

6.1 **Composition.** The Rural Leadership Assembly of the Caucus shall consist of 9 members, and shall include *one representative from each OSBA district with 10 or more districts defined as rural (Regions 1, 2, 4, 6, 9, and 14), plus 3 at-Large* members. The executive committee (President, Vice-President, Secretary/Treasurer) shall be elected from the body of the Rural Leadership Assembly by the members of the Rural School Board Members Caucus.

6.2 **Terms.** **The Rural Leadership Assembly members shall each serve two-year terms. The President, Vice-President & Secretary/Treasurer shall each serve a one-year term. The President, Vice-President, Secretary Treasurer, Regional Members, and Members-at-Large may serve any number of consecutive terms.** Each officer shall hold office until the term has expired or until a successor has been duly elected and qualified for the position, or until the officer can no longer hold the position because they no longer qualify to be a member of the Caucus as defined in Article 3 above, or because of removal or death.

6.3 Nomination and Election

6.3.1 **Nomination.** Rural Leadership Assembly members may be nominated by either (a) the nominating committee, or (b) a caucus member at the annual meeting.

6.3.2 **Election.** The members shall elect the Leadership Council by majority vote at the annual meeting. Positions 1, 4, 9, and at large #1 shall be elected in even numbered years, and positions 2, 6, 14, at large #2 and at large #3 shall be elected in odd numbered years.

6.4 Designations

6.4.1 **President.** The President shall preside at all meetings of the Caucus and the Executive Committee. The President shall appoint all standing and special committees and shall be an ex officio member of all committees, except the nominating committee, with voting power. The President shall sign all official reports of the Caucus.

6.4.2 Vice President. The Vice President shall have such duties as from time-to-time may be assigned by the Executive Committee, and in the absence of the President, the Vice-President shall have and perform all the powers and duties of the President.

6.4.3 Secretary/Treasurer. The Secretary/Treasurer shall keep the minutes and records and shall see that all notices are duly given in accordance with the provisions of law and this Charter, and such other duties as from time-to-time may be assigned by the Executive Committee. The Secretary/Treasurer shall maintain a roster of the current membership. The Secretary/Treasurer shall have the responsibility for receiving and disbursing all funds related to the Caucus in coordination with the OSBA liaison. The Secretary/Treasurer shall report regularly to the Executive Committee, shall prepare a written yearly financial report to be distributed to the members at each annual meeting, and shall perform other duties assigned by the Executive Committee.

6.5 Resignation. A Leadership Assembly member may resign by filing a written resignation with the President or Secretary/Treasurer of the Caucus or the President of OSBA.

6.6 Vacancies. Any vacancy in any office may be appointed for the unexpired portion of the term by a majority of the Leadership Assembly at the next regular or special meeting.

6.7 Removal. Any member of the Leadership Assembly who misses more than two meetings out of any four consecutive meetings, *unless they are* excused by the Executive Committee for a valid reason, may *have their* position vacated by action of the Leadership Assembly.

ARTICLE 7

EXECUTIVE COMMITTEE

7.1 Composition. There shall be an Executive Committee made up of the President, Vice-President, and Secretary/Treasurer.

7.2 Responsibilities. *The Executive Committee* shall have the following responsibilities and powers:

- (a) To respond to any inquiry or question from OSBA.
- (b) To act on behalf of the Caucus when deemed necessary by the President.
- (c) To review plans and programs to be presented to the Caucus at its meetings.
- (d) *To give direction to the OSBA liaison on legislative action to come before the state legislature on which there is no formal Caucus policy or resolution.*
- (e) Members of the Executive committee will be elected from the Rural Leadership Assembly.

7.3 Ratification. Any actions by the President shall be reported to the Executive Committee as soon as the action has taken place. All actions of the Executive Committee shall be subject to ratification by the Caucus at the next meeting of the members.

7.4 Administration. The Executive Committee shall keep regular minutes of its proceedings and all actions by the Executive Committee shall be reported promptly to the membership. Such actions shall be subject to review by the membership, provided that no rights of third parties shall be affected by such review.

ARTICLE 8

COMMITTEES

The President may establish committees of 2 or more members to serve at the discretion of the President. These committees would consist of such persons and perform such duties as the President designates from time to time; provided, however, that the committees may not act on behalf of the Caucus but may make recommendations to the Caucus for approval. The Chair of any such committee shall be a member of the Leadership Assembly.

ARTICLE 9

SEAT ON THE OSBA’S BOARD OF DIRECTORS AND LEGISLATIVE POLICY COMMITTEE

9.1 The Caucus shall appoint one officer from the Rural Leadership Assembly to serve as liaison to the OSBA Board of Directors and to be a voting member of the OSBA Board of Directors for a two year term. That liaison shall hold all of the rights and responsibilities of a member of the OSBA Board of Directors.

9.2 The Caucus shall appoint one member from the Rural Leadership Assembly to serve on the Legislative Policy Committee for a term of two years.

ARTICLE 10

GENERAL PROVISIONS

10.1 Amendment of Bylaws

10.1.1 Bylaws may be altered, amended, or replaced by a majority vote of the members of the Caucus who are present and voting at the annual meeting.

10.1.2 Notice of proposed bylaws changes shall be in the annual meeting agenda and sent to all members 15 days prior to the annual meeting.

10.1.3 Omissions from this Charter shall be governed by Robert’s Rules of Order, when they do not conflict with the Charter.

The foregoing charter was adopted by the active membership of the OSBA Rural Caucus on (____)month (____) date (____) year.



Resolution to Amend the OSBA's 2018 Bylaws

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards; and

WHEREAS, in 2017, through a vote of the Membership, OSBA was incorporated under ORS Chapter 65 to nonprofit status and Bylaws replaced the Constitution.

WHEREAS, in 2018, through a vote of the Membership, the Bylaws were amended to expand the OSBA Board of Directors and the Legislative Policy Committee with representatives from the School Board Members of Color Caucus.

WHEREAS, The Bylaws have not been amended since 2018, the OSBA Board of Directors determined, based on its review of the proposed changes, that it was in the membership's best interest to amend the Bylaws; and

WHEREAS, the following only reflects a high-level overview of the proposed changes, all changes are reflected in the proposed bylaws.

- Clarification of the Membership voting process for both resolutions and bylaw amendments.
- Clarification of an exception to the term limits for the OSBA director serving as immediate past president.
- Clarification of the definition of a quorum for the OSBA Board of Directors.
- Combining the Finance and Budget Committees and outline the terms of the members.
- Adding a Rural School Boards Caucus representative to the Board of Directors and the Legislative Policy Committee (LPC).
- Adding language to reflect the School Board Members of Color Caucus representation on the LPC, which was inadvertently omitted during the 2018 amendment.
- Adding information regarding the PACE Board of Trustees under the Committees and Caucus section of the Bylaws.
- Adding language stating caucuses must comply with OSBA policies/guidelines and adding language to establish the Rural caucus.
- Edits to grammar, punctuation, and language for readability.

WHEREAS, after reviewing the recommended OSBA Bylaws as proposed by staff and legal counsel, the OSBA Board of Directors supports the recommendation to amend the Bylaws:

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed Bylaws be submitted to the membership for consideration during the 2023 OSBA election; and

BE IT FURTHER RESOLVED that the proposed Bylaws and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.



BYLAWS

As Amended by the Membership: December 2018

Suggested Revisions: September 23, 2023

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SECTION 1 PURPOSE

~~A.~~ The Oregon School Boards Association (the “Association”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:

~~B.A.~~ To work for the general advancement and improvement of the education of all public school children of the State of Oregon.

~~C.B.~~ To gather and disseminate information pertinent to the successful operation of public schools.

~~D.C.~~ To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education and community colleges classified as a political subdivision.

~~E.D.~~ To work for adequate and dependable financial support for the public schools of this state.

~~F.E.~~ To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.

~~G.F.~~ To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.

~~H.G.~~ To study and interpret educational programs and to relate them to the needs of pupils.

~~I.H.~~ To promote public understanding of the role of school boards and school board members in the improvement of education.

~~J.I.~~ To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.

~~K.J.~~ To endeavor to implement the policies, beliefs and resolutions of the Association members and board of directors.

~~L.K.~~ To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.

~~M.L.~~ To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

SECTION 2 MEMBERS

2.1 Admission. All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

2.1.1 Local School District as defined under ORS Chapter 332;

- 2.1.2** Education Service District as defined under ORS Chapter 334;
- 2.1.3** Community College District as defined under ORS Chapter 341;
- 2.1.4** State Board of Education as defined under ORS Chapter 326; and
- 2.1.5** Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

2.2 Dues. Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

2.3 Reserved Powers of the Members. The following corporate actions require the consent and approval of the members:

- 2.3.1** Election and removal of directors;
- 2.3.2** Election and removal of the Legislative Policy Committee (“LPC”) members;
- 2.3.3** Approval of resolutions to effectuate any of the following:
 - (a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;
 - (b) Modification to the region descriptions set forth in Section 2.6.1; and the
 - (c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.

2.4 Voting Power.

2.4.1 Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

2.4.2 Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

- (a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.
- (b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.
- (c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

- (d) K-12 Local Districts with an ADMR ~~between of~~ 39,000.1 ~~and above or more~~ shall have five votes.

2.5 Process of Approval of Member Resolutions.

2.5.1 Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30th. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

2.5.2 The board of directors may call a special meeting of the members under Section 2.9, as necessary.

2.6 Regional Election of Directors and LPC Members

2.6.1 Regional Voting. For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

- (a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
- (b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- (c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- (d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- (e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
- (f) Lane Region includes all of the members located in the county of Lane.
- (g) Clackamas Region includes all of the members located in the county of Clackamas and Hood River.
- (h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- (i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- (j) Marion Region includes all of the members located in the county of Marion.

(k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.

(l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.

(m) Washington Region includes all of the members located in the county of Washington.

(n) Multnomah Region includes all of the members located in the county of Multnomah.

Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.2 Regional elections shall be taken by majority vote of the members within the region.

2.7 Modification of Regions. A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2.11.

2.8 Annual Meetings. An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, any other officer or person whom the president may designate, shall report on the state of the Association, the activities and financial condition of the Association.

2.9 Special Meetings. A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

2.10 Telephonic/Video Meetings. The board of directors may permit any member to participate in an annual or special meeting, or conduct the meetings through, use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present in person at the meeting.

2.11 Place of Meetings. Meetings of the members shall be held at any place in or out of Oregon designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.

2.12 Action by Written Ballot. Any action required of the members will be taken by written ballot and or permitted to be taken at a members' meeting may be taken without a meeting if the Association will delivers a written ballot to every member entitled to vote on the matter. ~~A written ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action. Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds the number of votes that would be required to approve the matter at a meeting at which the total number of votes cast is the same as the number of votes cast by ballot. A written ballot shall set forth each proposed action, indicate the number of responses needed to meet the quorum requirements, state the percentage of approvals necessary to approve each matter, and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a written ballot may not be revoked.~~

~~**2.13 Unanimous Written Consent.** Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the action is taken by all members entitled to vote on the matter. The action shall be evidenced by one or more written consents describing the action taken, signed by each member, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section is effective when the last member entitled to vote on the matter signs the consent, unless the consent specifies an earlier or later effective date.~~

~~**2.13 Quorum and Voting.** A quorum of the members shall consist of those votes represented at a meeting of the members. If a quorum is present when a vote is taken, the affirmative vote of a majority of the votes represented and voting when the action is taken is the act of the members except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of members. A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.~~

~~**2.1.4 Approval:** With the exception of approving amendments to the Association's bylaws, which is outlined in Section 7.1 of these bylaws, approval by written ballot is effective when:~~

~~2.14.1 The number of votes cast by ballot equals or exceeds a quorum of the members;
and~~

~~2.1.4.2 The number of approvals equals or exceeds a majority of the number of returned ballots.~~

SECTION 3 DIRECTORS

3.1 Powers. Except as provided under Section 2.2, all corporate powers shall be exercised by or under the authority of and the affairs of, are managed under the direction of a-the board of directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

3.2 Qualifications. Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

3.3 Number. The board of directors shall consist of not fewer than three nor more than 24-25 persons. The number of directors may be fixed or changed periodically, within the minimum, and maximum by the members.

3.4 Term. Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

3.4.1 Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

3.4.3 If a director serving as immediate past an officer/president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

3.5 Composition. The board of directors will be comprised of up to 23 regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, one designated director as defined in the bylaws of the Oregon Rural School Boards Caucus and ex-officio nonvoting members as delineated in Section 3.5.4.

3.5.1 Regional Elected Directors. Each region, as described under Section 2.6.1, shall elect one director except as follows:

- (a) Clackamas Region shall elect two directors;
- (b) Marion Region shall elect two directors;
- (c) Washington Region shall elect three directors; and
- (d) Multnomah Region shall elect three directors.
- (e) Provided, however, that if the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.5.2 Regional Election. The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions. To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted. Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes of the members shall be elected. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second ballot

shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

3.5.3 Designated Representative. ~~In accordance with their bylaws, caucuses of OSBA, The Oregon School Board Members of Color Caucus~~ shall appoint ~~an officer a representative~~ of the Caucus to serve as a director of the Association. The ~~appointee, as defined in the Caucus bylaws representative must, shall~~ be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

3.5.4 Ex-Officio. The following individuals or their designee may serve as ex-officio nonvoting advisors to the board of directors:

- (a) Any director of the National School Boards Association elected from Oregon;
- (b) Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.
- (c) The immediate past president of the Oregon Association of School Executives;
- (d) The immediate past president of the Confederation of School Administrators;
- (e) The board section president of the Oregon Association of Education Service Districts;
- (f) The board section president of the Oregon Community College Association;
- (g) The chair of the State Board of Education; and
- (h) Any other person as the board of directors may appoint.

3.6 Vacancies. In the event that any director position₇ other than the immediate past president is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year. If the board of directors cannot recruit a candidate from the region₂, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term. If there is a vacancy in ~~an OSBA caucus-designated director position the Members of Color Caucus' director position~~, then the ~~Caucus-caucus~~ shall, as set forth in Section 3.5.3, appoint a new ~~Caucus caucus officer-representative~~ to serve the remaining term.

3.7 Resignation. A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

3.8 Removal. A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

3.9 Meetings. An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting. All other meetings are special meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. The board of directors may hold annual, regular or special meetings at any location in ~~or out of~~ the State of Oregon.

3.10 Notice of Meetings. All members shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.

3.11 Waiver of Notice. A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

~~**3.12 Quorum and Voting.** A quorum of the board of directors shall consist of a majority of the number of directors in office immediately before at the time the meeting begins. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.~~

~~**3.123.13 Voting:** If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.;~~

~~**3.133.14 Presumption of Assent.** A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:~~

- (a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
- (b) The director's dissent from the action taken is entered in the minutes of the meeting.

3.143.15 Compensation. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

3.153.16 Director Conflict of Interest. The Association shall maintain a Conflict of Interest policy the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify its members and directors of the current Conflict of Interest policy. Each director shall annually complete and return a Conflict of Interest statement.

SECTION 4 COMMITTEES AND CAUCUSES

4.1 Standing Committees. The board of directors shall maintain the standing committees described below:

4.1.1 Executive Committee. The executive committee shall consist of five officers of the board of directors: the president as chairman, the president-elect, the vice president, the secretary-treasurer and the immediate past president. The executive committee may act, pursuant to delegation of authority to such committee by the board of directors, in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board by mail, email or at the next board meeting.

4.1.2 Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the Association secretary/treasurer and vice president, one Association board director from the PACE board, one district business official and one at-large board member. ~~The finance committee shall operate within the guidelines of the corporation's investment policy and the Finance Committee Operating Manual.~~

(a) Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term.

(b) The finance committee shall operate within the guidelines of the corporation's investment policy guidelines and the Finance Committee Operating Manual Guidelines.

4.1.24.1.3 Legislative Policy Committee. The board of directors shall maintain a Legislative Policy Committee (LPC).

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors and the regional representatives elected under the procedures defined in 4.1.3(c) and (d) and one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus and the Oregon Rural School Boards Caucus. All committee members must be elected or appointed directors of a member. The vice president of the ~~board~~board of directors shall chair the LPC.

(c) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may nominate a candidate to the LPC and shall do so by formal resolution of the member and timely submission of the nomination form(s) to the office of the Association. Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. Nominations will be closed by a date identified in the elections calendar adopted by the board.

(d) Election. Each LPC member shall be elected by majority of member boards of a region. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1(d). Such elections shall be held using the procedures described in Section 3.5.2.

~~(e)~~ Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

4.1.4 PACE Trustees: The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE bylaws Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. The nominees shall be elected by the OSBA Board of Directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.

(a) PACE Trustees taking office on or after January 1, 2023, may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.

4.2 Other Board Committees. The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings, notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; provided, however, that no committee of the board of directors may:

- (a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association’s purposes;
- (b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets;
- (c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- (d) Adopt, amend, or repeal the articles of incorporation or bylaws.

4.3 Advisory Committees. The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

4.4 Caucuses. Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. Caucuses shall:

4.4.1 Clearly articulate the vision, mission and goals of the Caucus.

4.4.2 Adopt bylaws for operating, programming and governing within the context of the Association bylaws described herein.

4.4.3 Comply with Association policies and guidelines.

4.4.3.4.4 Caucuses shall be added or eliminated to this provision through the amendment process described in these bylaws.

4.4.5 With the adoption of this section, the The Oregon School Board Members of Color Caucus is was established by a vote of the membership in 2018.

4.4.5 With the adoption of this sections, the Oregon Rural School Boards Caucus is established.

4.5 Administration. Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association’s principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS

5.1 Appointment. The board of directors shall elect officers by majority vote at least 10 days prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be

required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

5.2 Designation. The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

5.3 Compensation and Term of Office. Officer terms are one calendar year. No officer except the secretary-treasurer shall serve two consecutive terms in the same office unless the director completed a term for another officer who was unable to complete a term and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

5.4 Removal and Resignation. Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

5.5 Officers. The officers of the Association are as follows:

5.5.1 President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint, committees subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be ex-officio voting member of all committees. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.

5.5.2 President-elect: In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.

5.5.3 Vice president: In the absence of the president-elect shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.

5.5.4 Secretary-treasurer: The secretary-treasurer shall be responsible for keeping in a suitable minute book accurate minutes of all board of director meetings; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; and shall receive, account for and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are read, and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.

5.5.5 Immediate past president: The immediate past president shall advise and counsel with other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.

5.5.6 Assistants: The board of directors may appoint or authorize the appointment of an assistant to the secretary-treasurer. Such assistant may exercise the powers of the secretary-treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.

SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender, race, creed, marital status, sexual orientation, religion, color, age, disability, or national origin.

SECTION 7 GENERAL PROVISIONS

7.1 Amendment of Bylaws.

7.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors. ~~Amendments must be approved by a vote of two-thirds majority of the members at any regular or special meeting. The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws. Such notice shall be provided by US mail or email at least 15 days prior to the member meeting at which the vote will take place.~~

7.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

7.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

7.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

7.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

7.1.27.1.6 Whenever an amendment or new bylaw is adopted, it shall be copied in the minute book with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

7.2 Inspection of Books and Records. All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

7.3 Checks, Drafts, Etc. All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.

7.4 Deposits. All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.

7.5 Loans or Guarantees. The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.

7.6 Execution of Documents. The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

7.7 Insurance. The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.

7.8 Fiscal Year. The fiscal year of the Association shall begin on the first day of July 1 and end on the last day of June in each year.

7.9 Severability. A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

* * * * *

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 14, 2018. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.

DRAFT

Crosswalk for OSBA Proposed Bylaw changes
 New language is underlined; deleted language is ~~struck through~~; and moved language is **highlighted**.

Section	Proposed Language	What changed
2.12	<p>Action by Written Ballot. Any action required <u>of the members will be taken by written ballot and</u> or permitted to be taken at a members' meeting may be taken without a meeting if the Association will deliver a written ballot to every member entitled to vote on the matter. A written ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action. Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds the number of votes that would be required to approve the matter at a meeting at which the total number of votes cast is the same as the number of votes cast by ballot. A written ballot shall set forth each proposed action, indicate the number of responses needed to meet the quorum requirements, state the percentage of approvals necessary to approve each matter, and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a written ballot may not be revoked.</p>	<p>This is a major edit that clarifies the process for membership voting. The current language assumed voting by the membership might take place in a face-to-face meeting, which will never occur as we consider our members to be school boards, esd board and community college boards and not individuals board members. This change clarifies the process of action of the membership by written ballot.</p> <p style="text-align: right;">242</p>
2.13	<p>Unanimous Written Consent. Any action required or permitted to be taken at a members' meeting may be taken without a meeting if the action is taken by all members entitled to vote on the matter. The action shall be evidenced by one or more written consents describing the action taken, signed by each member, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section is effective when the last member entitled to vote on the matter signs the consent, unless the consent specifies an earlier or later effective date.</p>	<p>Language removed as the organization only allows membership voting via a written ballot. (See above).</p>
2.1.4 <u>2.1.3</u>	<p>Quorum and Voting. A quorum of the members shall consist of those votes represented at a meeting of the members. If a quorum is present when a vote is taken, the affirmative vote of a majority of the votes represented and voting when the action is taken is the act of the members except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of members. <u>A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.</u></p>	<p>Edited to clarify the definition of a quorum.</p>
2.1.4	<p>Approval: <u>With the exception of approving amendments to the Association's bylaws, which is outlined in Section 7.1 of these bylaws, approval by written ballot is effective when:</u></p> <p><u>2.14.1 The number of votes cast by ballot equals or exceeds a quorum of the members; and</u></p>	<p>Edited to clarify what is needed for approval when the membership is voting by ballot.</p>

Crosswalk for OSBA Proposed Bylaw changes
 New language is underlined; deleted language is ~~struck through~~; and moved language is **highlighted**.

Section	Proposed Language	What changed
	<u>2.1.4.2</u> The number of approvals equals or exceeds a majority of the number of returned ballots.	
3.2	Qualifications. Directors must serve on the board of a member of the Association <u>throughout the duration of their term, with the exception of the director serving as past president.</u>	Edit to specify an exception for the past president position only.
3.3	Number. The board of directors shall consist of not fewer than three nor more than 24 <u>25</u> persons. The number of directors may be fixed or changed periodically, within the minimum, and maximum by the members.	Edit to account for Rural Caucus appointee to the Board of Directors.
3.4.3	If a director serving as an officer immediate past president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as <u>immediate</u> past president.	New language added to specify an exception for the past president position only.
3.5	Composition. The board of directors will be comprised of up to 23 regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, <u>one designated director as defined in the bylaws of the Oregon Rural School Boards Caucus</u> and ex-officio nonvoting members as delineated in Section 3.5.4.	Edit to correct grammar and new language added to add the Rural Caucus appointee to the Board of Directors. 243
3.5.3	Designated Representatives. <u>In accordance with their bylaws, caucuses of OSBA, The Oregon School Board Members of Color Caucus shall appoint an officer</u> a representative of the Caucus to serve as a director of the Association. The appointee, as defined in the Caucus bylaws representative must, shall be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.	Edit to account for Rural Caucus appointee to the Board of Directors and any future Caucus.
3.6	Vacancies. In the event that any director position, other than the immediate past president is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year. If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term. If there is a vacancy in <u>an OSBA caucus-designated director position,</u> Members of Color Caucus' director position,	Edit to account for Rural Caucus appointee to the Board of Directors and any future Caucus.

Crosswalk for OSBA Proposed Bylaw changes
 New language is underlined; deleted language is ~~struck through~~; and moved language is **highlighted**.

	then the C caucus shall, as set forth in Section 3.5.3, appoint a new C caucus officer-representative to serve the remaining term.	
Section	Proposed Language	What changed
3.12	Quorum and Voting. A quorum of the board of directors shall consist of a majority of the number of directors in office <u>at the time</u> the meeting begins. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.	Edited to clarify the definition of a quorum for the OSBA Board of Directors. Highlighted text was moved to section 3.13.
3.13	Voting. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.	Language moved from section 3.12 but there is no change to current language.
2.1.2	Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the Association secretary/treasurer and vice president, one Association board director from the PACE board, one district business official and one at-large board member. The finance committee shall operate within the guidelines of the corporation’s investment policy and the Finance Committee Operating Manual. (a) <u>Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term.</u> (b) The finance committee shall operate within the guidelines of the corporation’s investment policy guideline(s) and the Finance Committee Operating Manual guideline.	Highlighted struck out language moved to (b). 244 New language added related to the terms finance committee members. Language moved from 2.1.2 and edited language to reflect the committee’s use of guidelines and not policies.
4.1.3 (b)	<u>Composition.</u> The LPC shall be composed of the voting members of the board of directors and the regional representatives elected under the procedures defined in 4.1.3(c) and (d) <u>and one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus and the</u>	Added language to add the School Board Members of Color caucus, which was inadvertently omitted during the previous amendment. Added language to include the Rural School Boards Caucus.

Crosswalk for OSBA Proposed Bylaw changes
 New language is underlined; deleted language is ~~struck through~~; and moved language is **highlighted**.

	<u>Oregon Rural School Boards Caucus.</u> All committee members must be elected or appointed directors of a member. The vice president of the board <u>of directors</u> shall chair the LPC.	
Section	Proposed Language	What changed
4.14	<p><u>PACE Trustees: The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.</u></p> <p><u>(a) PACE trustees taking office on or after January 1, 2023, may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.</u></p>	<p>This is new language to add PACE Trustees under the Committees and Caucus section and to outline the process for appointment as well as the terms of the members.</p> <p style="text-align: right;">245</p>
4.4	Caucuses	New language stating caucuses must comply with OSBA policies/guidelines.
4.4.3	<u>Comply with Association policies and guidelines.</u>	
4.4.5	<u>The Oregon School Board Members of Color Caucus is was established by a vote of the membership in 2018.</u>	Edited language outlining when the OSBMCC was established.
4.4.6	<u>With the adoption of this sections, the Oregon Rural School Boards Caucus is established.</u>	New language to establish the Rural caucus.
Section 7.1	Amendment to bylaws	
7.1.1	<p>Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors. Amendments must be approved by a vote of two thirds majority of the members at any regular or special meeting. The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws. Such notice shall be provided by US mail or email at least 15 days prior to the member meeting at which the vote will take place.</p>	<p>This section was edited for clarity and readability. No substantial change to content. The highlighted language was moved to the next paragraph but there was no change to the language.</p>

Crosswalk for OSBA Proposed Bylaw changes
 New language is underlined; deleted language is ~~struck through~~; and moved language is **highlighted**.

7.1.2	The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.	This language was moved from the section above with no changes.
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Section	Proposed Language	What changed
7.1.3	<u>Action by Written Ballot:</u> The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.	This is new language to outline the process of voting on bylaw changes.
7.1.4	<u>Approval:</u> Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.	Language added to clarify approval of the membership on bylaw changes. 246
7.1.5	<u>Quorum:</u> A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.	Language added to clarify the definition of a quorum for action on bylaw changes.

Minor Edits

Section	Proposed Language
1	Purpose: No change to language – formatting change only
2.4.2	Voting Power/Resolution: (d) K-12 Local Districts with an ADMr between of 39,000.1 and above or more shall have five votes.
3.1	Powers. Except as provided under Section 2.2, all corporate powers shall be exercised by or under the authority of and the affairs of, are managed under the direction of a <u>the</u> board of directors. The board of directors shall adopt policies defining specific obligations of the board of directors.
3.5.2	Regional Election. The nomination and election of directors shall be in accordance with the elections calendar <u>annually</u> adopted by the board.
3.9	Meetings. An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. If the time and place of any other directors’ meeting is regularly scheduled by the board of directors, the meeting is a regular meeting. All other meetings are special meetings. A special meeting of the

Crosswalk for OSBA Proposed Bylaw changes
New language is underlined; deleted language is ~~struck through~~; and moved language is highlighted.

	board of directors may be called by the president or the president-elect or 20 percent of the board of directors. The board of directors may hold annual, regular or special meetings <u>at any location in or out of</u> the State of Oregon.
4.1.3	Legislative Policy Committee. The board of directors shall maintain a Legislative Policy Committee (<u>LPC</u>).

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Board Discussion and Reports

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |

Summary / Background:

- A. Individual Board Member Reports or Announcements
 - a. Board Goal Engagement Sessions
- B. Upcoming Board Meetings
 - a. Work Session: December 6, 2023
 - b. Business Meeting: December 13, 2023
- C. Board Discussion

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Adjournment of Meeting

Type: Action Item Report / Presentation

Policy: BD/BDA: Board Meetings; BDDF: Conduct of Board Meetings

Date: November 15, 2023

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Culturally Responsive Teaching |
| <input checked="" type="checkbox"/> Student and Staff Wellness | <input checked="" type="checkbox"/> Professional Development |

Summary / Background:

The Board Chair will adjourn the meeting.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.