



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

Reynolds School District
Board of Education Business Meeting

February 28, 2024

6:00 PM

Building I, Edgefield Campus

2408 SW Halsey Street

Troutdale, Oregon 97060

I. 5:00p - Executive Session 3
The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.
II. 6:00p - Call to Order 4
A. Roll Call
B. Consider Approval of the February 28, 2024 Agenda
C. Pledge of Allegiance
D. Land Acknowledgement 5
E. Mission and Vision 6
III. 6:10p - Action on Executive Session Hearing 7
IV. 6:15p - Recognition 8
A. Student Recognition 9
B. Staff Recognition 10
C. Volunteer/Community Partner Recognition 11
D. Resolution 2023-2024-015 Classified Employee Appreciation Month 12
E. Resolution 2023-2024-016 Women's History Month 13
F. Resolution 2023-2024-017 National School Social Worker Appreciation Month 14
V. 6:35p - High School Student Report 15
VI. 6:40p - Public to be Heard 16
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.
VII. 7:00p - Bargaining Group Updates 17
VIII. 7:10p - Presentation to the Board
A. Mid-Year Data: STAR, 9th Grade on Track, and 4/5 Year Graduation 18
B. Article 18 / Discipline Report 34
C. Equity Policy Report 43
IX. 7:35p - Superintendent's Reports 59

A.	Announcements/Reports	60
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C.	Enrollment Report	68
D.	Communications Report	72
X.	7:50p - Consent Agenda	
A.	Approval of Personnel Order	
B.	Approval of Prior Meeting Minutes	79
C.	2024-2025 Certified Staff Calendars: First and Last Days, Breaks	82
D.	Updated Budget Calendar	83
E.	RHS Field Trip Request: JROTC Drill Competition in Redmond, Oregon	85
F.	RHS Field Trip Request: Dance and Drill State Championships in Salem, Oregon	96
G.	Resolutions 2023-2024-015 to -017	105
H.	MESD Local Service Plan	106
XI.	7:55p - Action Items	
A.	ESS Contract Renewal	141
B.	Plan of Action: Audit Findings Fiscal Year End June 30, 2023	155
XII.	7:55p - Board Announcements and Discussion	157
A.	Individual Board Members - Announcements and Reports	
B.	Upcoming Board Meetings	
XIII.	8:00p - Adjourn	158



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: February 28, 2024

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 5:00p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(h) Legal Counsel.

Executive Session is closed to the public.

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: February 28, 2024

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:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Position 1: Vice Chair Aaron Muñoz • Position 2: Director Joyce Rosenau • Position 3: Director Michael Reyes • Position 4: Director Cayle Tern | <ul style="list-style-type: none"> • Position 5: Director Patty Carrera • Position 6: Chair Ana Gonzalez Muñoz • Position 7: Director Francisco Ibarra • Student Representative: Giovanni Vaz |
|---|---|

Motion to Approve Agenda:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the February 28, 2024 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: Executive Session Action

Type: Action Item Report / Presentation

Policy: BDC: Executive Session

Date: February 28, 2024

Connection to Strategic Plan Goal Topics:

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

Summary / Background:

The Reynolds School Board met in Executive Session ORS 192.660(2)(b) Personnel and ORS 192.660(2)(h) Legal Counsel to conduct a Level III Grievance hearing. The Board will now take action.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

- A. Motion Made by Board Member:
 - a. I move to (affirm or reverse) the grievance decision reviewed in Executive Session.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



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: February 28, 2024

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: Bao Nguyen-Le
- Staff Recognition: Jeff Fahlman
- Community Partner / Volunteer Recognition: Portland Workforce Alliance

The Board will read the following resolutions:

- Resolution 2023-2024-015 Classified Employee Appreciation Week
- Resolution 2023-2024-016 Women’s History Month
- Resolution 2023-2024-017 School Social Work Week

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



Reynolds School Board

STUDENT RECOGNITION

February 2024

9

Bao Nguyen-Le





Reynolds School Board

STAFF RECOGNITION

February 2024

10

Jeff Fahlman





Reynolds School Board

COMMUNITY PARTNER RECOGNITION

February 2024

11

Portland Workforce Alliance





RESOLUTION 2023-2024-015

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District Board of Directors proclaims March 4-8, 2024, to be Classified School Employee Appreciation Week; and

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

Adopted this 28th day of February 2024.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent of Schools / Clerk



RESOLUTION 2023-2024-016

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

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

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

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

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

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

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

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

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

Adopted this 28th day of February 2024.

Signed:

Attest:

Chair, Reynolds School Board of Directors

¹³Superintendent of Schools / Clerk



RESOLUTION 2023-2024-017

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

WHEREAS, in their important role in schools, school social workers are able to help emphasize the whole child, collaborate with other professionals, link students and families with needed services, and advocate for students; and

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, The Reynolds School District publicly thanks our school social workers for the vital role they play in the lives of students in our school district and recognizes March 3-9, 2024 as National School Social Worker Week.

Adopted this 28th day of February 2024.

Signed:

Attest:

Chair, Reynolds School Board of Directors

Superintendent of Schools / Clerk

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: February 28, 2024

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.



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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: February 28, 2024

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.



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: February 28, 2024

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.

A black and white photograph of a graduation ceremony. Graduates in white gowns and black caps are seated in rows of chairs, viewed from behind. The image is partially obscured by a dark green diagonal overlay on the right side.

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Mid-Year Data Analysis

Dr. Koreen Barreras-Brown and Rachel Aazzerah

February 28, 2024

Goal 1: 3rd Grade Reading

Increase the percentage of 3rd grade students who meet or exceed on STAR reading from 33% to 38% overall, and by 5 percentage points for each student group disaggregated by race, ethnicity, gender, and program participation.

Objective 1: Add certified reading specialists to all elementary schools to enable academic acceleration.

Objective 2: Add a full day, full-year educational assistant to each kindergarten section to support academic and socio-emotional development of all students.

Objective 3: Provide all elementary educators Language Essentials for Teachers of Reading and Spelling (LETRS) and align elementary school literacy blocks to the Science of Reading to support all students to read at or above grade level by third grade.

3rd Grade Reading

	Fall 2023	Winter 2024
All	28	33
English Learners	9	15
Students w/ Disabilities	14	21
Black/African American Students	30	33
Latino/a Students	21	26
Female Students	28	31
Male Students	25	33
Non-Binary Students	0	0

Goal 2: 5th Grade Math

Increase the percentage of 5th graders who meet or exceed on STAR math from 34% to 39% overall, and by 5 percentage points for each student group disaggregated by race, ethnicity, gender and program participation.

Objective 1: Implement/train for the *iReady* elementary math curriculum.

Objective 2: Use academic acceleration in math through small groups and extended learning opportunities such as summer school.

Objective 3: Align all elementary schedules to allow for a 75-minute math block focused on math practices.

5th Grade Math

	Fall 2023	Winter 2024
All	31	35
English Learners	16	24
Students w/ Disabilities	20	17
Black/African American Students	30	25
Latino/a Students	25	31
Female Students	30	29
Male Students	31	35
Non-Binary Students	0	100

Goal 3: 8th Grade Math

Increase the percentage of 8th graders who meet or exceed on STAR math from 27% to 32% overall, and by 5 percentage points for each student group disaggregated by race, ethnicity, gender and program participation.

Objective 1: Implement new middle school math curriculum.

Objective 2: Provide new laptops to all middle schools.

Objective 3: Implement an A/B block schedule at RMS and HB Lee.

24

Objective 4: Engage community partners to increase student attendance by 5% and reduce tardiness by 10% by the end of the second semester.

8th Grade Math

	Fall 2023	Winter 2024
All	27	32
English Learners	8	10
Students w/ Disabilities	7	10
Black/African American Students	20	28
Latino/a Students	19	21
Female Students	24	25
Male Students	30	34
Non-Binary Students	25	25

Mid-Year 9th Grade on Track²⁶

Goal 4: 9th Grade on Track

Increase the percentage of 9th grade students who earn 6 or more credits by the start of their sophomore year from 65% to 70% overall, and by 5 percentage points for each student group disaggregated by race, ethnicity, gender, and program participation.

Objective 1: Provide 9th grade students instruction in the high school credit system, study skills, time management and academic advising.

Objective 2: Implement an A/B block schedule at RHS.

Objective 3: Engage community partners to increase student attendance by 5% and reduce tardiness by 10% by the end of the second semester.

9th Grade on Track

	Midyear 2023	Midyear 2024
All	64	70
English Learners	56	60
Students w/ Disabilities	51	64
Black/African American Students	56	70
Latino/a Students	60	63
Female Students	66	74
Male Students	65	65
Non-Binary Students	33	57

Four-Year Cohort Graduation Rate- Class of 2023

Goal 5: Graduation

Increase the percentage of students who graduate in four years from 57% to 62% overall, and by 5 percentage points for each student group disaggregated by race, ethnicity, gender and program participation.

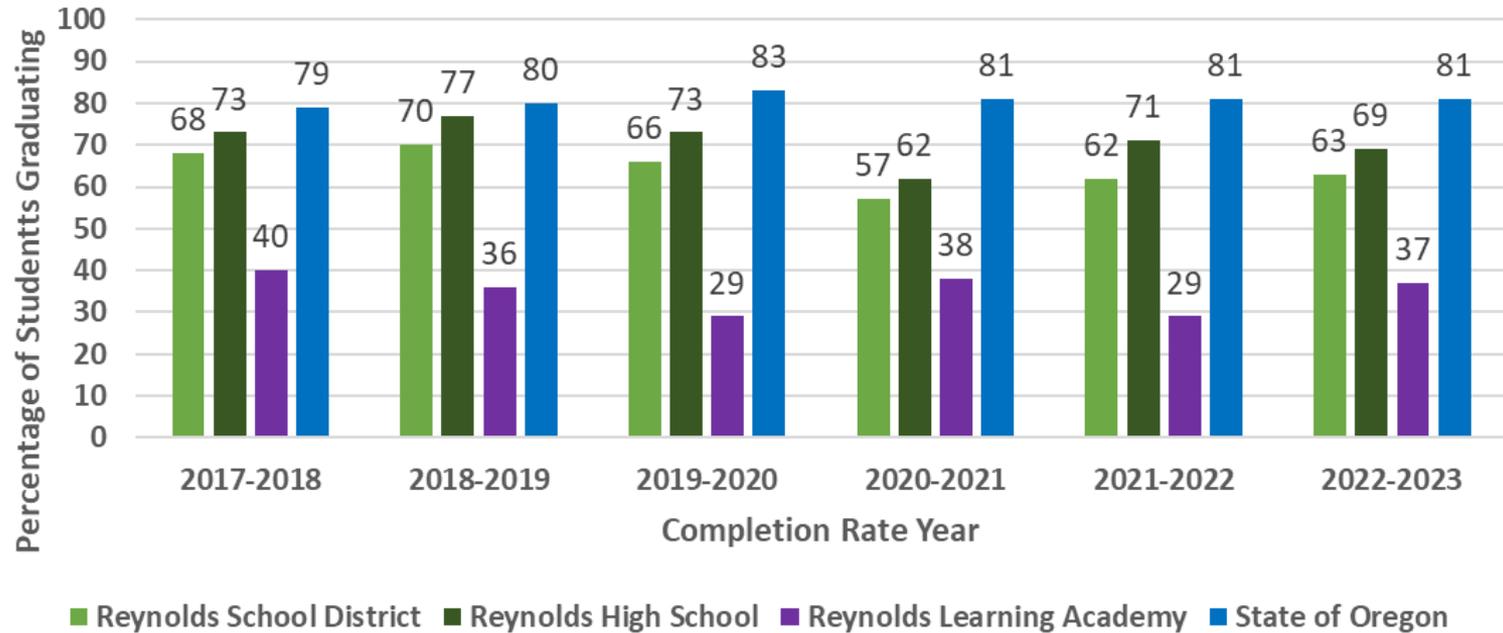
Objective 1: Implement an A/B block schedule at RHS.

Objective 2: Increase the number of credit recovery classes taught during the school day.

Objective 3: Engage community partners to increase student attendance by 5% and reduce tardiness by 10% by the end of the second semester.

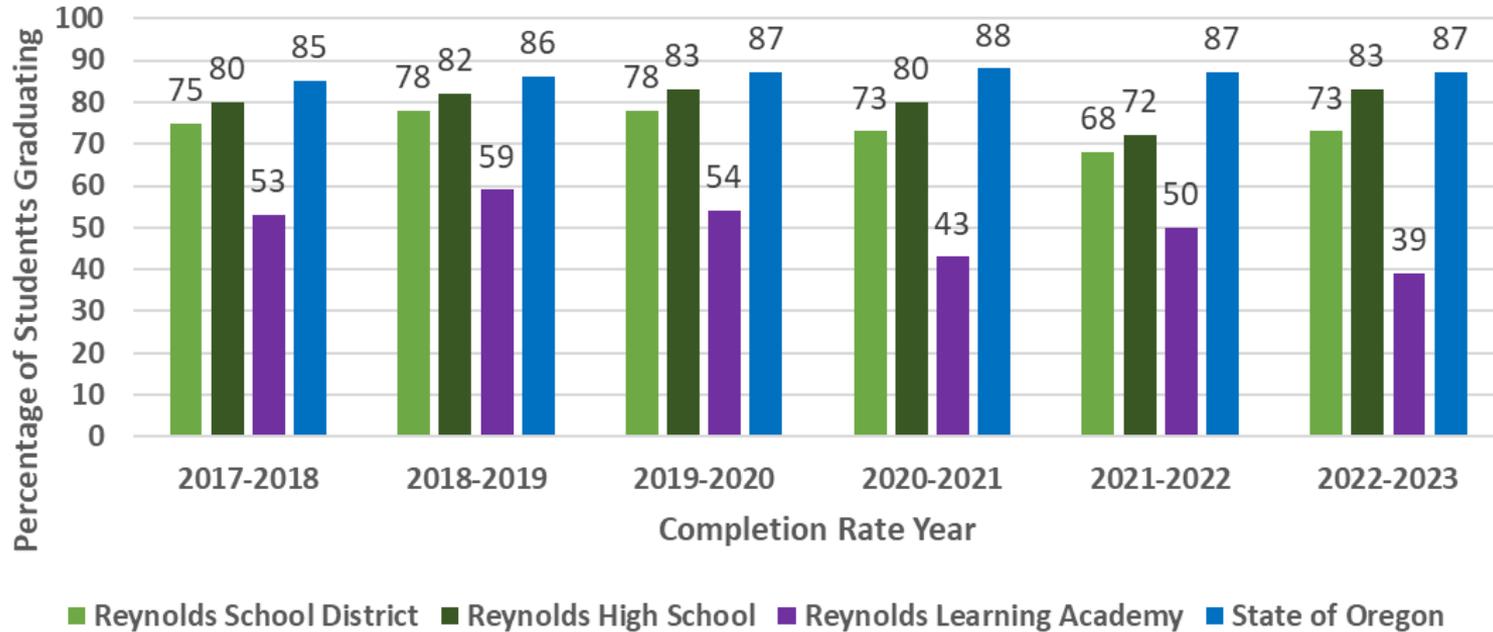
4 Year Cohort Graduation Rate

Four-Year Completion Rate (2018-2023) for Reynolds School District in Comparison to the State of Oregon



5 Year Completion Rate

Five-Year Completion Rate (2018-2023) for Reynolds School District in Comparison to the State of Oregon



A black and white photograph showing a group of people from behind, embracing each other in a supportive gesture. The image is partially obscured by a green diagonal overlay.

Questions?

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





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To: Board of Directors

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

Subject: Article 18 Presentation

Type: Action Item Report / Presentation

Policy: JG: Student Discipline

Date: February, 28, 2024

Connection to Strategic Plan Goal Topics:

- | | |
|--|---|
| <input checked="" 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:

The District Behavior Response Committee, also known as Article 18, is part of REA’s collective bargaining agreement. The committee meets monthly during the school year to review student discipline procedures and make recommendations. The committee is responsible for presenting to Board on a quarterly basis to inform about updates, recommendations, and actions steps.

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

- A. Motion Made by Board Member:
 - a. Not Applicable
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

A black and white photograph of a graduation ceremony. Graduates in white gowns and black caps are seated in rows of chairs, viewed from behind. The image is partially obscured by a large green graphic on the right side of the page.

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Article 18

Stephanie Mesenbrink, Lavert Robertson, Gustavo Olvera

February 28, 2024

District Behavior Response Committee (Article 18)

Reynolds Education Association Collective Bargaining Agreement – Article 18

- The District and Association shall convene and maintain a committee that is comprised equally of representatives from both parties.
- The committee will meet monthly during the school year and will review the district's student discipline procedures, shall recommend changes that it feels would be in the best interest of the district, and shall provide quarterly reports to the School Board.
- The reports shall include updates, recommended changes, and next action steps.

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What's New This Year

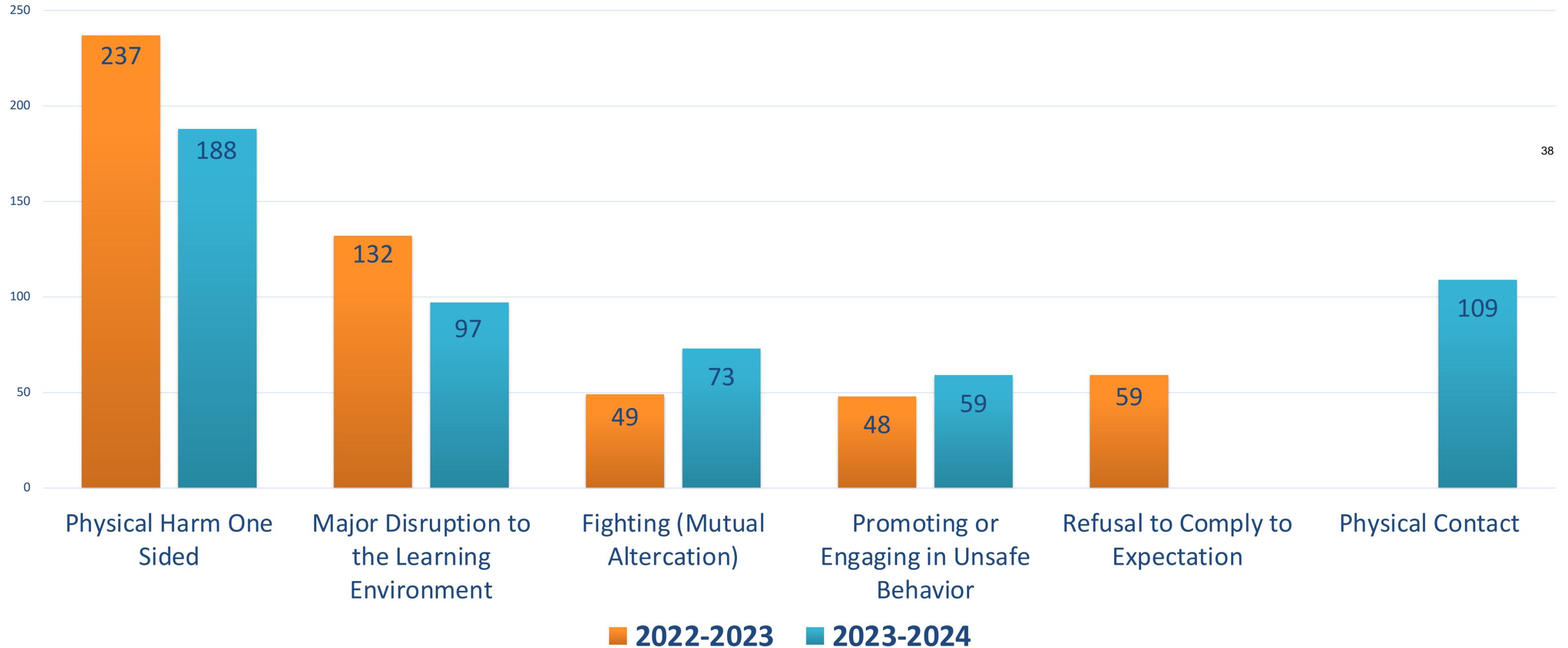
Committee added new members including the Directors of Secondary Schools and Equity & Student Success

Schools are consistently engaging in equity-focused professional learning and coaching

Drug abuse prevention class for all 9th graders

Top 5 Elementary Referral Comparison

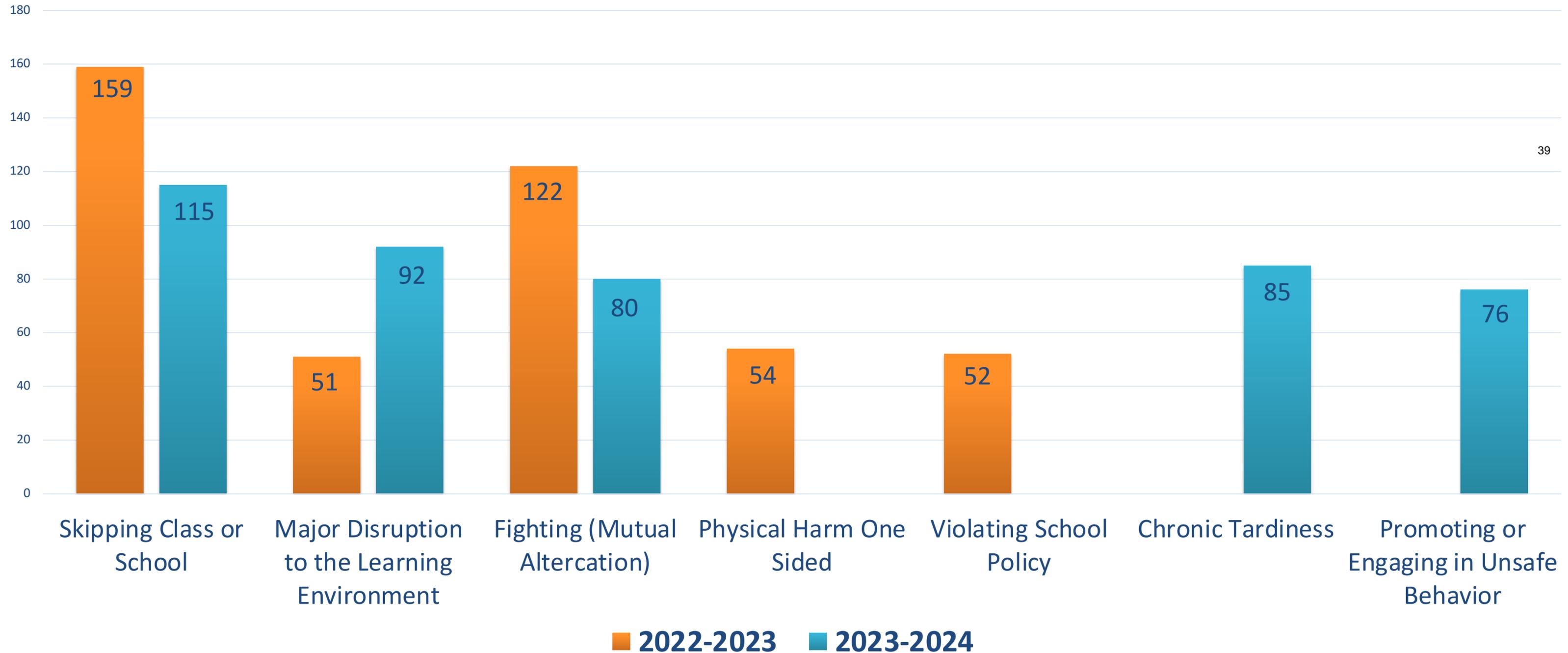
September – November 2022-2023 and 2023-2024



Top 5 Middle School Referral Comparison



September – November 2022-2023 and 2023-2024

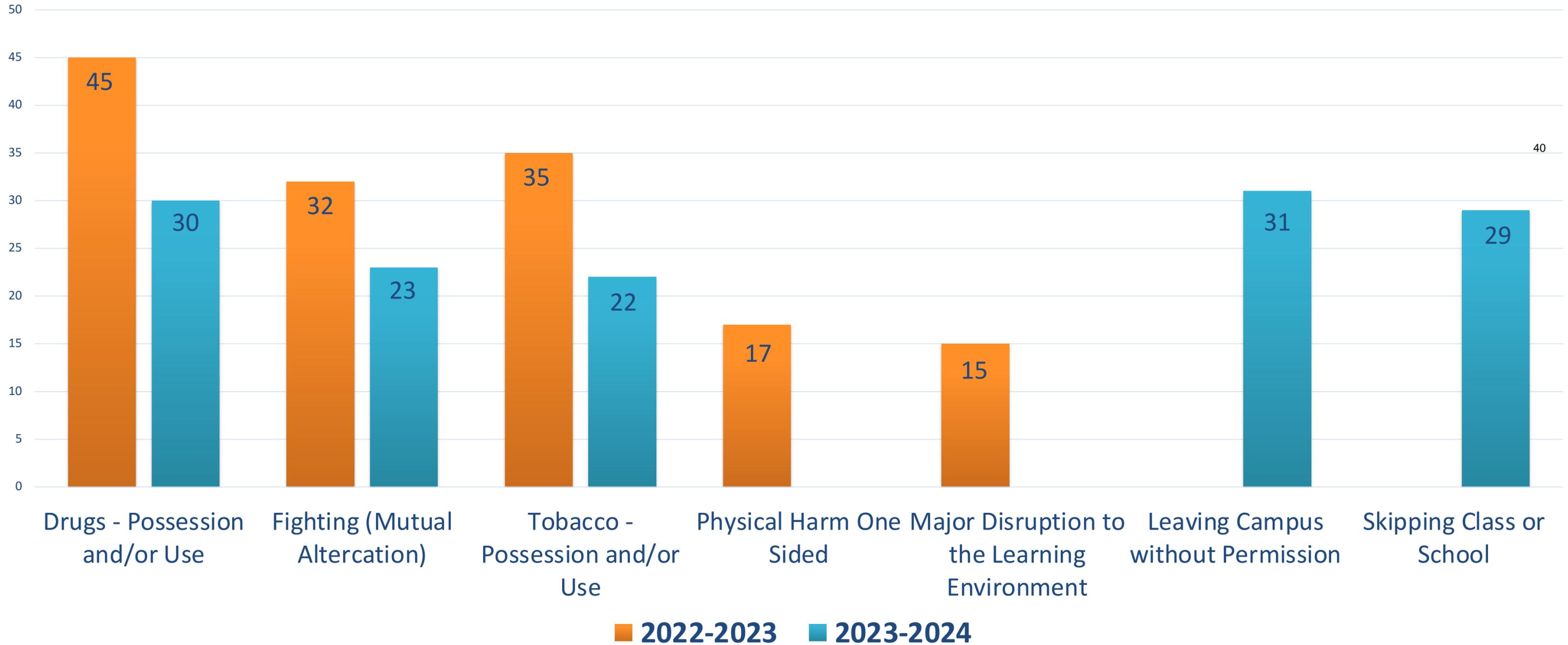


39

Top 5 High School Referral Comparison



September – November 2022-2023 and 2023-2024



Committee Next Steps

Continue reviewing trends in discipline to identify the impacts of:

block schedule

drug abuse
prevention classes

equity-focused
professional
learning for all staff



Questions



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

To: Board of Directors

From: Dr. Frank Caropelo, Superintendent of Schools

Subject: RSD Equity Policy Update

Type: Action Item Report / Presentation

Policy: GCCB/GDCB/IKAAA: District Equity Policy

Date: February, 28, 2024

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 RSD Equity Policy calls for a report to the Board on the progress toward achieving the goals outlined in this policy.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.



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RSD Equity Policy Update

Gustavo Olvera, Director of Equity & Student Success

February 28, 2024

The RSD Equity Policy focuses on all aspects of educational equity so that each student is successful in every aspect of their K-12 school experience.

In order to achieve educational equity for each and every student, the district shall embrace the following:

Equitable
Access

Racial Equity
Analysis

Workforce
Equity

Professional
Development

Welcoming
School
Environments

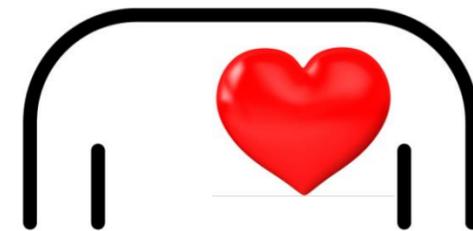
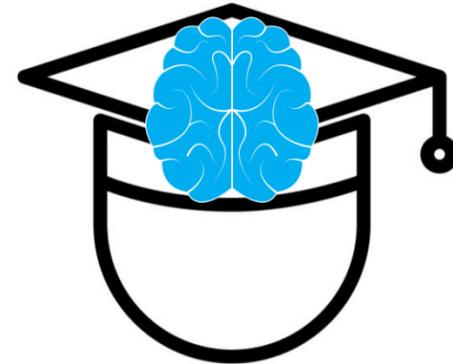
Partnerships

Multiple
Pathways to
Success

Recognizing
Diversity

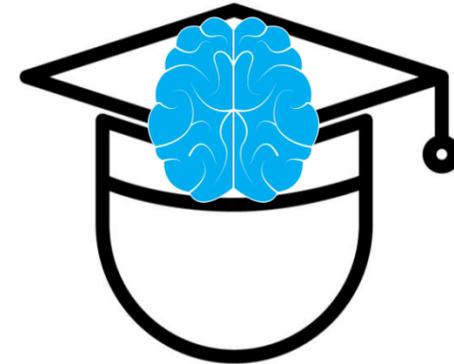
Academic Needs

Student A
Amyra



Multilingual
Recently Arrived
BIPOC

Student B
Brandon



Native English
Speaker
Unstable Housing
LGBTQ2SIA+

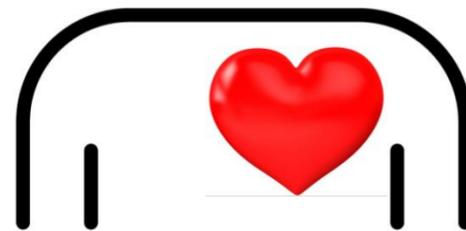
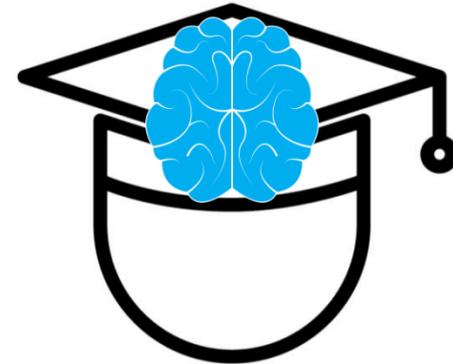
Socio-emotional Needs

Equitable Access

**New curriculum
responsive to the needs
of every student**

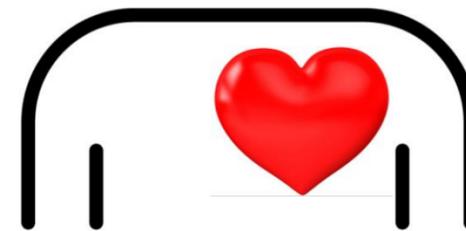
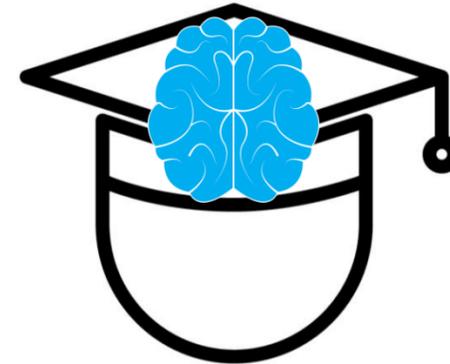
**Increased level of
mental health supports**

**Student A
Amyra**



**Multilingual
Recently Arrived
BIPOC**

**Student B
Brandon**



**Native English
Speaker
Unstable Housing
LGBTQ2SIA+**

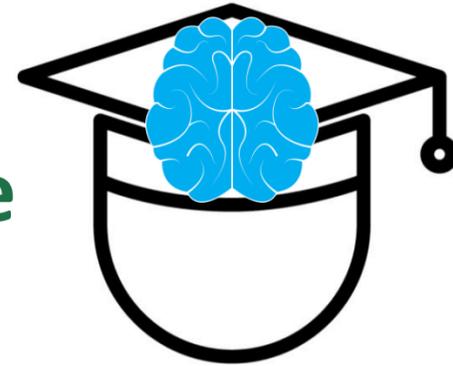
**Academic focus on
marginalized students**

**Family communication
in a variety of languages**

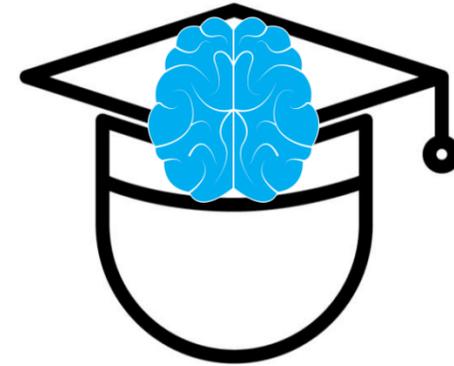
Racial Equity Analysis

District Equity Committee

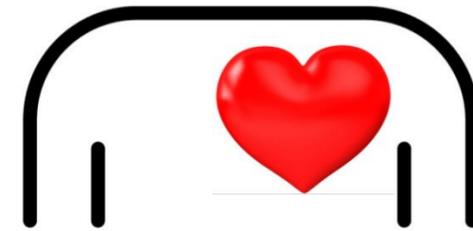
Student A
Amyra



Student B
Brandon



Every Student Belongs
Policy



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Recently Arrived
BIPOC



Native English
Speaker
Unstable Housing
LGBTQ2SIA+

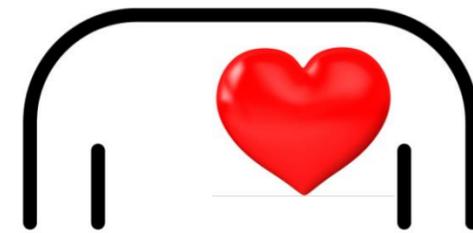
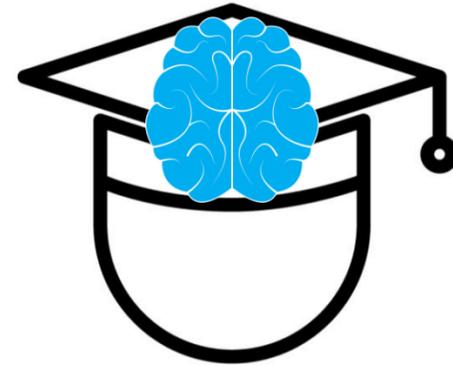
District Policy Review
Committee

Supports for
supporting gender
expansive students

Workforce Equity

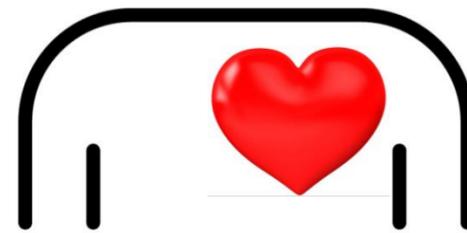
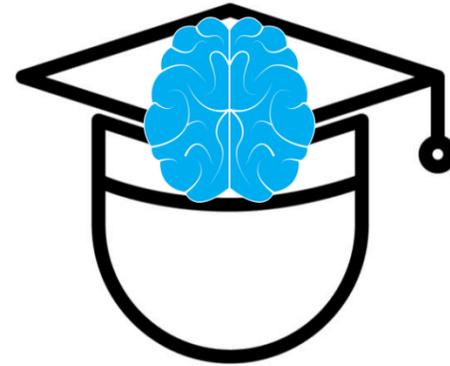
**Recruitment and
Retention Supervisor**

**Student A
Amyra**



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BIPOC**

**Student B
Brandon**



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Speaker
Unstable Housing
LGBTQ2SIA+**

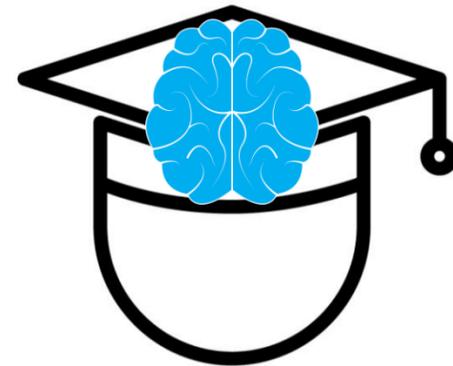
**RSD Grow Your Own
Program**

Partnership with the state to recruit and retain dual language educators

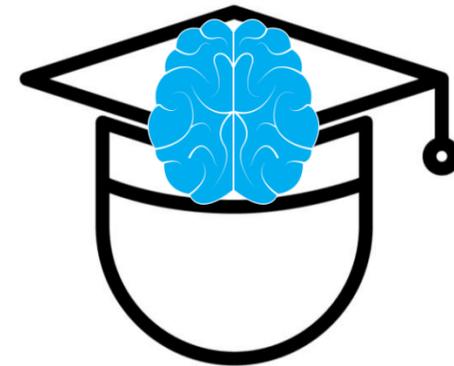
Professional Development

Sheltered instruction

Student A
Amyra



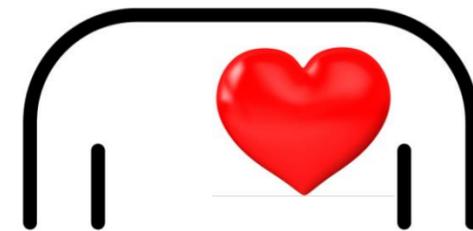
Student B
Brandon



Crisis intervention &
de-escalation strategies

51

Topics specific to new
employees



Multilingual
Recently Arrived
BIPOC



Native English
Speaker
Unstable Housing
LGBTQ2SIA+

New curriculum

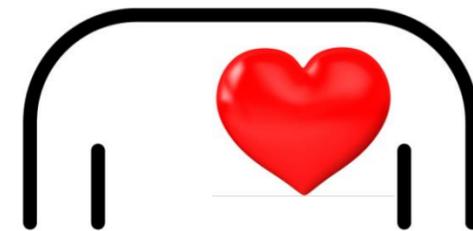
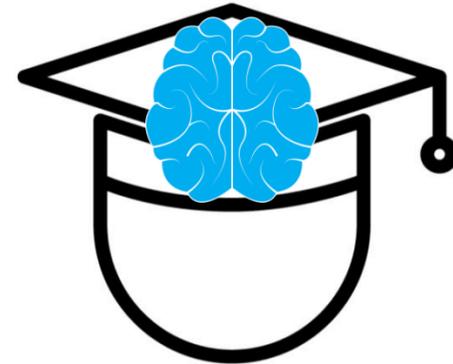
Equity

Welcoming School Environments

Culturally responsive & effective community engagement

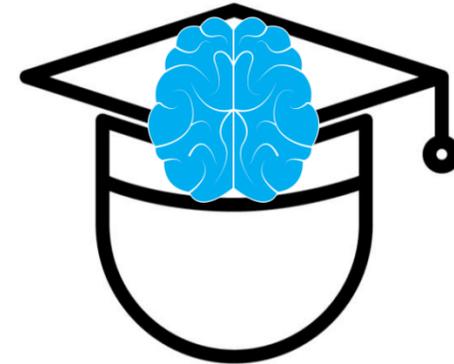
Culture and heritage celebrations across schools

Student A
Amyra



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Recently Arrived
BIPOC

Student B
Brandon



Native English
Speaker
Unstable Housing
LGBTQ2SIA+

Close collaboration with community partners

Restorative practices

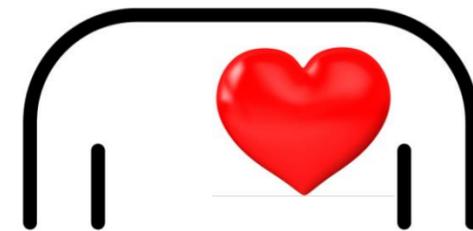
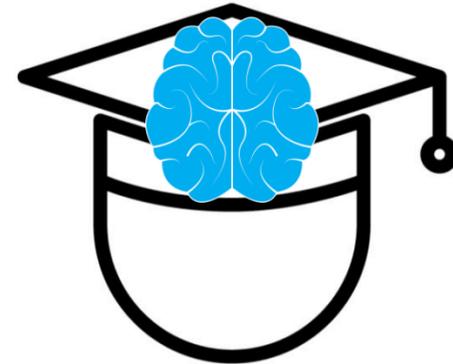
Equity-focused PD

Partnerships

Organizations who center student and family needs

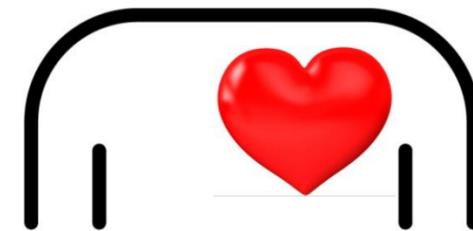
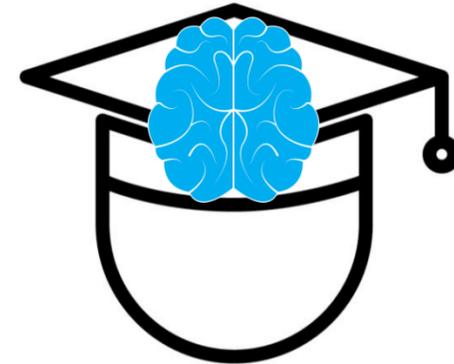
Partnerships with local mental health providers

**Student A
Amyra**



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BIPOC**

**Student B
Brandon**



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Unstable Housing
LGBTQ2SIA+**

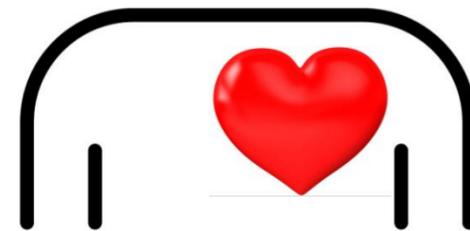
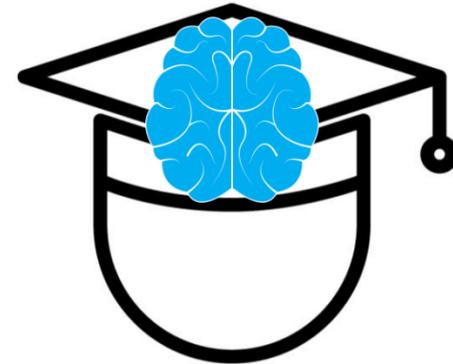
**Representation in the
District Equity Committee**

**Continued collaboration
between partners and
Academics**

Multiple Pathways to Success

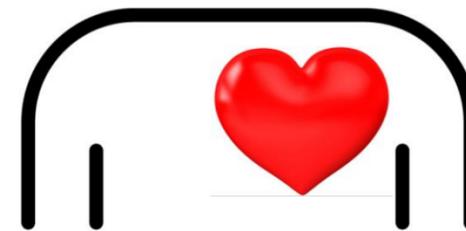
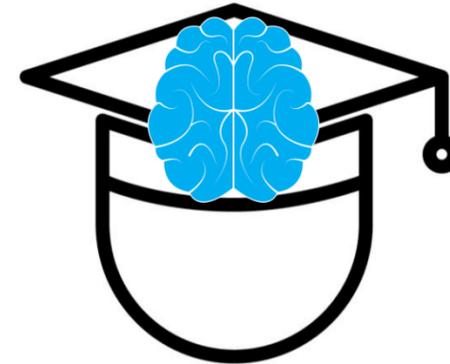
Greater access to CTE classes for multilingual learners

Student A
Amyra



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Recently Arrived
BIPOC

Student B
Brandon



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Speaker
Unstable Housing
LGBTQ2SIA+

Collaboration with families when seeking alternate placements

54

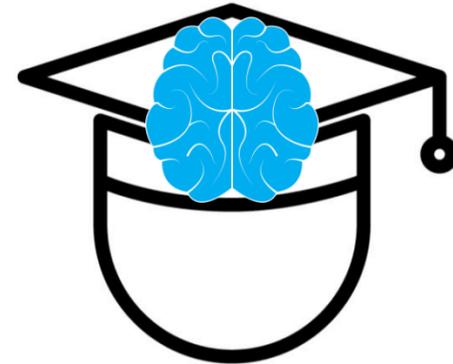
Work experience

Supplemental supports

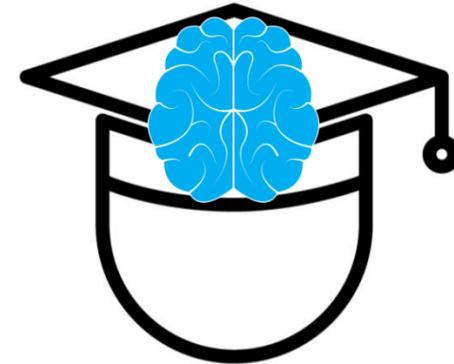
Recognizing Diversity

Culturally responsive curriculum adoptions

Student A
Amyra

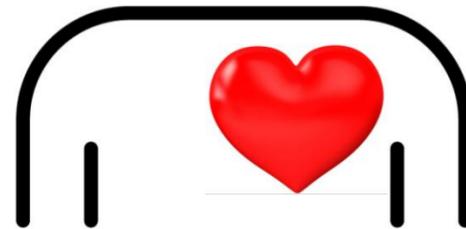


Student B
Brandon

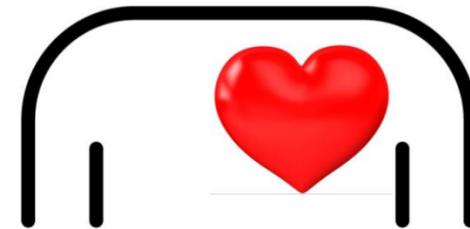


Culturally responsive texts across the district

Affinity clubs at the secondary level



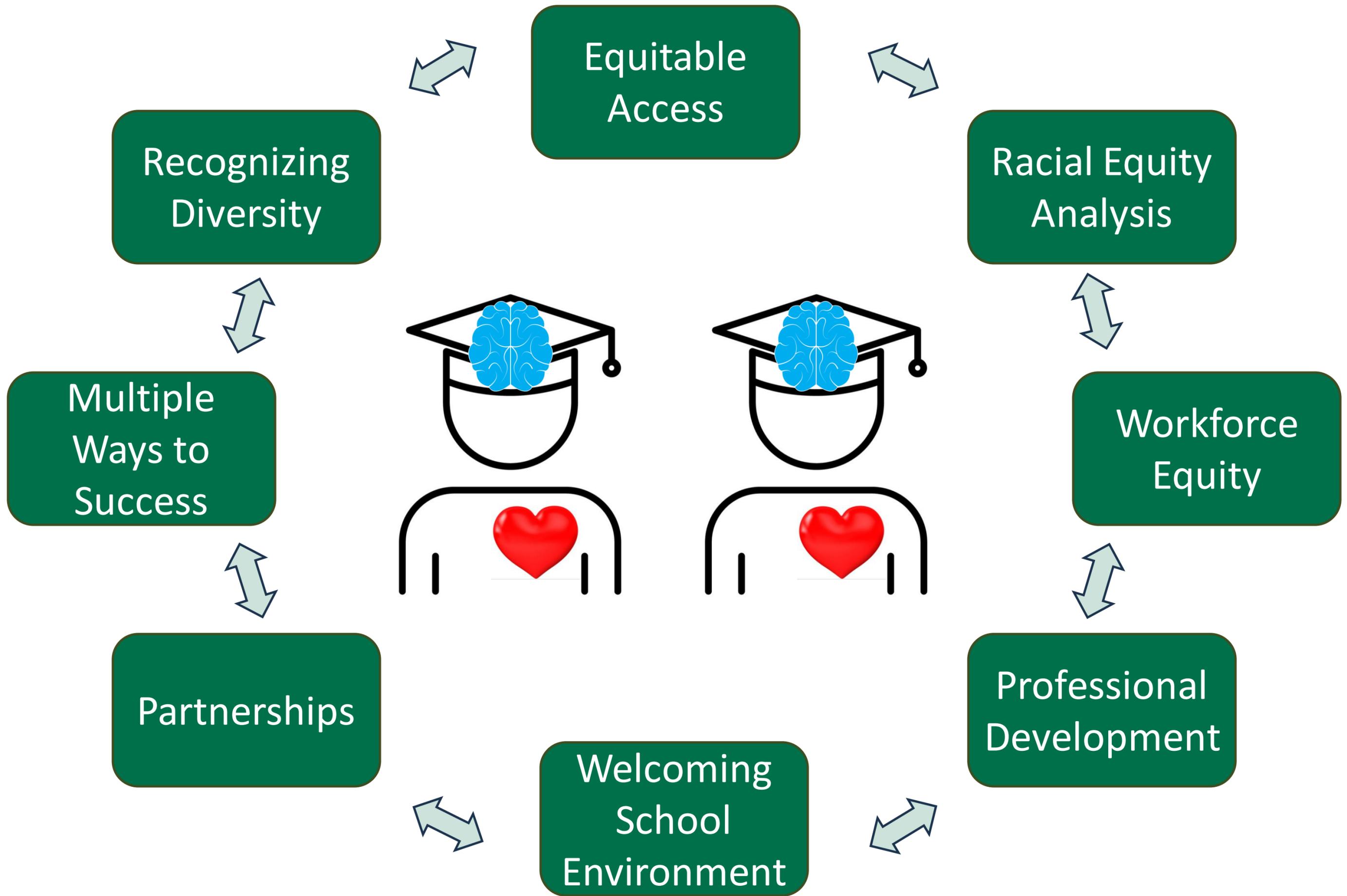
Multilingual
Recently Arrived
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Speaker
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LGBTQ2SIA+

Tribal History/Shared History and Ethnic Studies

DOMÉ's Multicultural Family Night



RSD Equity Policy Goals



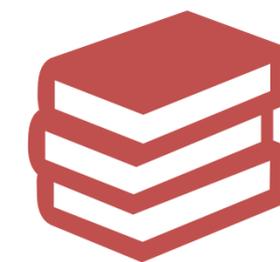
**Raise the
achievement of all
students**



**Use data to inform
District decision
making**



**Eliminate racial
predictability &
disproportionality**



**All students
graduate**



Questions



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: Superintendent's Report

Type: Action Item Report / Presentation

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

Date: February 28, 2024

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. Financial Report – Frank Caropelo and Holly Langan
- c. Enrollment Report – Holly Langan
- d. Communication Report – Steve Padilla

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.

The background of the slide is a black and white photograph of a graduation ceremony. Graduates are seated in rows, wearing white gowns and caps, viewed from behind. The image is partially obscured by a dark green diagonal overlay on the right side.

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

Superintendent Goal 6:

Operational Efficiency Metrics

Goal 6: Support Services

Objective 1: Develop operational efficiency metrics for each support department based on industry standards and best practices.

Objective 2: Develop an annual reporting calendar for these metrics.

Goal 6: Support Services

Communications: Develop Language Services “toolkit”

Communications: Create a Monthly Staff Newsletter

Facilities: Improve Energy Efficiency

Finance: Improve Payroll Accuracy

Human Resources: Streamline Application Process

Human Resources: Improve Response Time

Maintenance: Maintain Functional School Facilities

Nutrition Services: Improve Nutrition and Satisfaction

Tech / Associated Services: Reduce Resource (paper, copies, leases, etc) Utilization

Transportation: Improve Bus Safety

Transportation: Improve On-Time Performance

Communications: Language Services Tool Kit

Track the frequency of use of the Language Services Toolkit.

Communications: Develop a Monthly Staff Newsletter

Track the number of opens and the click-through rate.

Facilities: Improve Energy Efficiency

Track water and power usage by month by building to seek improvements in energy conservation

Finance: Payroll Accuracy

Improve accuracy of payments to employees as measured by the ratio of paychecks issued outside of the regular payroll schedule, specifically those that are for corrections

Human Resources: Streamline Application Process

Track and characterize the number of abandoned job applications to seek ways to improve the completion rate

Human Resources: Improve Response

Track the number of tuition reimbursement requests completed within 5 days

Maintenance: Maintain Functional School Facilities

Track the number of work orders for repairs open more than 90 days

Nutrition Services: Improve Nutrition and Satisfaction

Track the number of school lunches meals served each month and conduct an annual student satisfaction meal survey and focus groups

Tech / Associated Services: Reduce Resource Utilization

Track department and school usage of paper, copies, leases, and rentals to seek an overall reduction of costs associated with printing and copying

General Fund | 2023 - 2024 Financial Summary by Object and Function

For the Period Ending January 31, 2024

				1	2		3	4 (=2 + 3)	5 (=4 - 1)
RESOURCES	2020-2021 Actuals	2021 - 2022 Actuals	2022 - 2023 Actuals	Adopted Budget	2023 - 2024 YTD Actuals	% of Budget	Add: Rev / Exp Projections	Annual Forecast	Variance Fav / (Unfav)
Operating Revenues									
State School Fund	\$ 100,150,364	\$ 102,592,166	\$ 96,170,190	\$ 107,612,357	\$ 67,856,659	63.06%	\$ 33,925,937	\$ 101,782,596	\$ (5,829,761)
Other State School Fund	30,129,098	31,252,542	32,719,353	35,595,834	30,133,452	84.65%	4,110,670	34,244,122	(1,351,712)
State School Fund Formula	130,279,462	133,844,708	128,889,543	143,208,191	97,990,111	68.42%	38,036,607	136,026,719	(7,181,472)
Local Sources	1,456,682	1,475,230	3,022,635	4,925,499	514,017	10.44%	1,210,189	1,724,206	(3,201,293)
Intermediate Sources	540,000	-	700,000	2,065,727	-	0.00%	2,065,727	2,065,727	-
State Sources	1,471,310	2,793,866	2,590,394	2,600,000	-	0.00%	2,600,000	2,600,000	-
Federal Sources	74,450	32,756	42,995	60,000	261,795	436.32%	25,156	286,951	226,951
Other Sources	1,232,761	215,987	-	-	-	-	-	-	-
Total Operating Revenues	\$ 135,054,665	\$ 138,362,547	\$ 135,245,565	\$ 152,859,417	\$ 98,765,923	64.61%	\$ 43,937,680	\$ 142,703,603	\$ (10,155,814)
Beginning Fund Balance	18,958,789	24,654,907	37,766,143	41,519,249	26,681,850	64.26%	-	26,681,850	(14,837,399)
TOTAL RESOURCES	\$ 154,013,454	\$ 163,017,454	\$ 173,011,708	\$ 194,378,666	\$ 125,447,773	64.54%	\$ 43,937,680	\$ 169,385,453	\$ (24,993,213)
REQUIREMENTS BY OBJECT									
Operating Expenditures				By Object					
Salaries	\$ 60,416,368	\$ 63,290,932	\$ 70,161,704	\$ 79,532,650	\$ 35,511,650	44.65%	\$ 42,150,622	\$ 77,662,272	\$ 1,870,378
Associated Payroll Costs	35,909,687	31,780,006	34,264,947	37,755,098	17,767,818	47.06%	21,486,116	39,253,934	(1,498,836)
Purchased Services	21,316,076	22,223,008	27,991,762	25,765,740	14,475,836	56.18%	11,501,272	25,977,109	(211,369)
Supplies and Materials	4,667,042	4,108,796	8,434,821	7,604,112	4,693,407	61.72%	1,770,021	6,463,428	1,140,684
Capital Outlay	2,027,423	461,200	1,141,882	1,383,500	5,137	0.37%	905,409	910,546	472,954
Other Objects	1,495,186	3,160,537	1,719,451	1,701,727	1,914,067	112.48%	119,725	2,033,792	(332,065)
Transfers	3,526,765	1,763,354	2,702,131	1,846,250	1,781,250	96.48%	65,000	1,846,250	-
Total Operating Expenditures	\$ 129,358,547	\$ 126,787,833	\$ 146,416,699	\$ 155,589,077	\$ 76,149,164	48.94%	\$ 77,998,166	\$ 154,147,331	\$ 1,441,746
Contingencies		1	-	29,070,656	-	0.00%	-	-	29,070,656
Unappropriated Ending Fund Balance		1	-	9,718,933	-	0.00%	-	-	9,718,933
TOTAL REQUIREMENTS	\$ 129,358,547	\$ 126,787,835	\$ 146,416,699	\$ 194,378,666	\$ 76,149,164	39.18%	\$ 77,998,166	\$ 154,147,331	\$ 40,231,335
Ending Fund Balance	\$ 24,654,907	\$ 36,229,618	\$ 26,595,009					\$ 15,238,122	
REQUIREMENTS BY FUNCTION									
Operating Expenditures				By Function					
Instruction	\$ 79,378,852	\$ 75,684,564	\$ 86,050,468	\$ 90,515,987	\$ 41,824,830	46.21%	\$ 46,664,836	\$ 88,489,666	\$ 2,026,321
Support Services	45,844,717	47,675,406	57,308,141	62,861,781	32,274,843	51.34%	31,186,306	63,461,149	(599,368)
Enterprise and Community Services	408,213	164,509	155,960	165,059	68,241	41.34%	82,024	150,265	14,794
Facilities Acquisition and Construction	-	-	-	-	-	-	-	-	-
Other Uses	3,726,765	3,263,354	2,902,131	2,046,250	1,981,250	96.82%	65,000	2,046,250	-
Total Operating Expenditures	\$ 129,358,547	\$ 126,787,833	\$ 146,416,699	\$ 155,589,077	\$ 76,149,164	48.94%	\$ 77,998,166	\$ 154,147,331	\$ 1,441,746
Contingencies		1	-	29,070,656	-	0.00%	-	-	29,070,656
Unappropriated Ending Fund Balance		1	-	9,718,933	-	0.00%	-	-	9,718,933
TOTAL REQUIREMENTS	\$ 129,358,547	\$ 126,787,835	\$ 146,416,699	\$ 194,378,666	\$ 76,149,164	39.18%	\$ 77,998,166	\$ 154,147,331	\$ 40,231,335
Ending Fund Balance	\$ 24,654,907	\$ 36,229,618	\$ 26,595,009					\$ 15,238,122	
Ending Fund Balance % of Revenue	16.01%	22.22%	15.37%					9.00%	

Starting Point for FY25 Budget Forecast Development for General Fund

Resources	FY25 Initial Forecast	Assumptions
Operating Revenues		
State School Fund Formula	\$141,580,000	Second year of biennium, so 49-51 split is 1.02 x FY24
Other Revenue	6,100,000	ESD funds, interest income, property taxes
Total Operating Revenues	\$147,680,000	
Beginning Fund Balance	9,720,000	Prior year ending fund balance minimum of 5% of adopted revenues
Total Resources	\$157,400,000	
Requirements	FY25 Initial Forecast	Assumptions
Operating Expenditures		
Salaries & Associated Costs	\$122,325,000	Current year positions with one-step increase; same benefits
Purchased Services	43,900,000	All other expenditures (purchased services, supplies, repairs, debt payments, etc)
Total Operating Expenditures	\$166,225,000	Total FY25 Operating Requirements
Contingencies		Note no contingencies added here
Unappropriated Ending Fund Balance	7,870,000	Required 5% of FY25 Resources
Total Requirements	\$174,095,000	
Ending Fund Balance	(\$16,695,000)	To balance, we need to increase resources and/or reduce requirements
<i>Net of Operating Balance</i>	<i>(\$18,545,000)</i>	<i>Balance without using prior year carryforward balance and not accounting for required 5% ending fund balance</i>

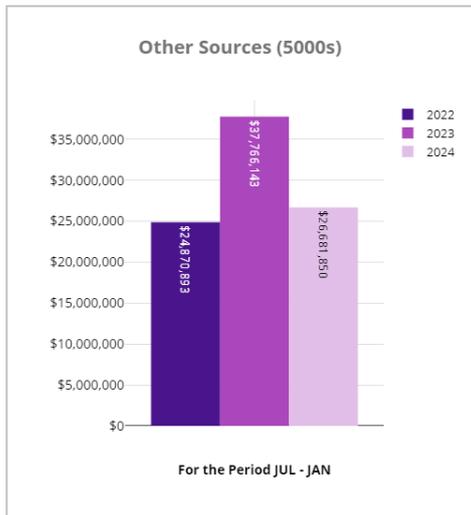
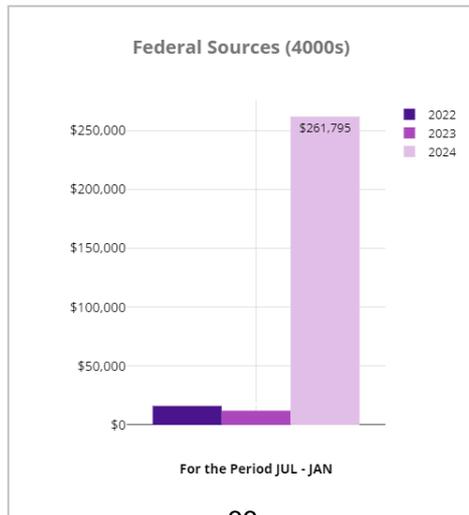
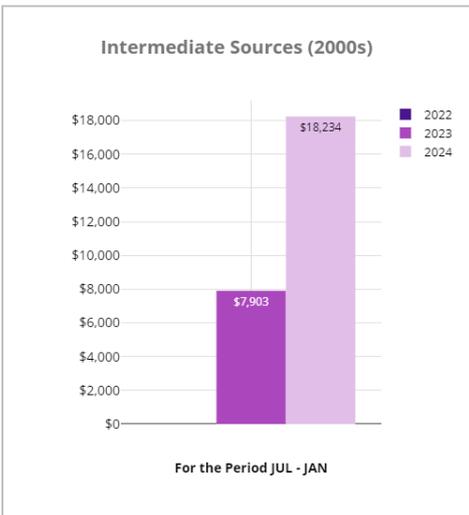
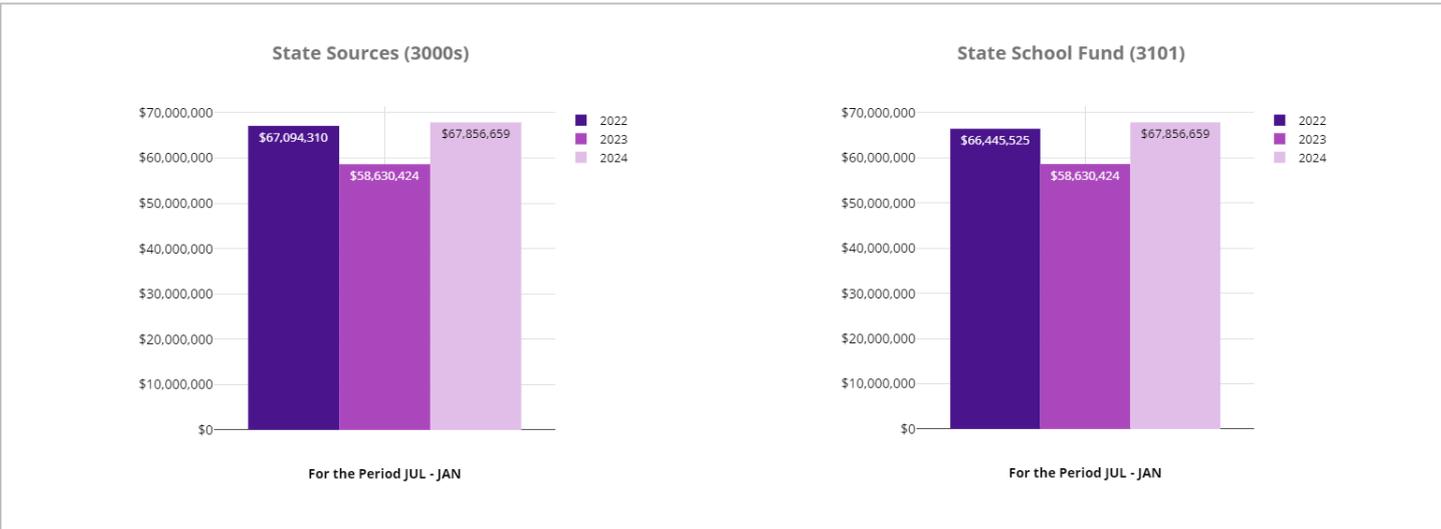
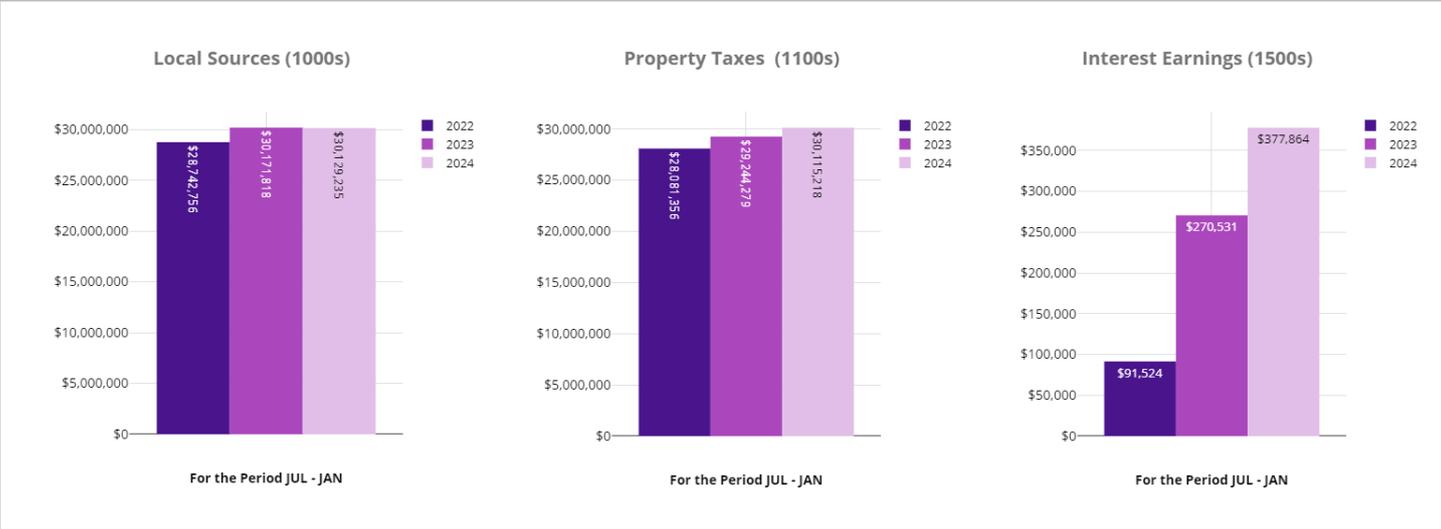


2023-2024 Reynolds SD 7 | General Fund Overview - Revenue

YTD Local Sources
77.17% of Budget
 Prior Year YTD: 87.94% of Actuals

YTD State Sources
60.77% of Budget
 Prior Year YTD: 58.54% of Actuals

YTD All Sources (except 5400s)
64.29% of Budget
 Prior Year YTD: 65.67% of Actuals





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

YTD Salary and Benefits

45.43% of Budget

Prior Year YTD: 45.34% of Actuals

YTD Purchased Services

56.18% of Budget

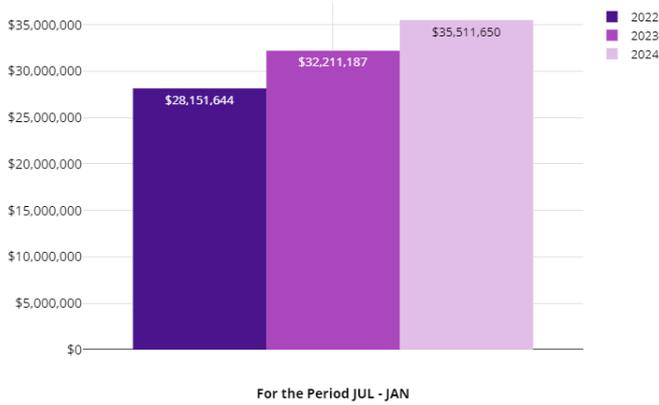
Prior Year YTD: 45.83% of Actuals

YTD Other Expenses

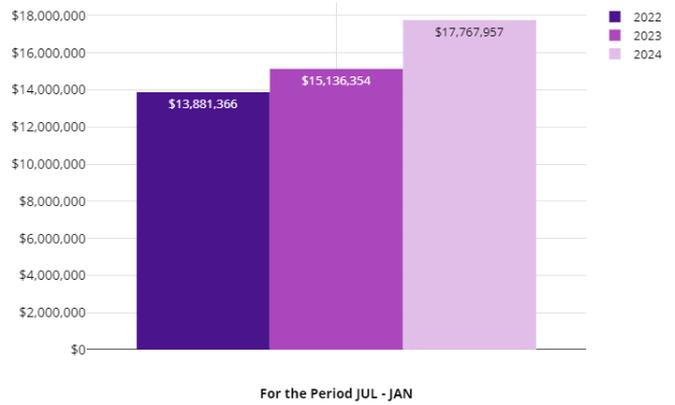
66.96% of Budget

Prior Year YTD: 34.50% of Actuals

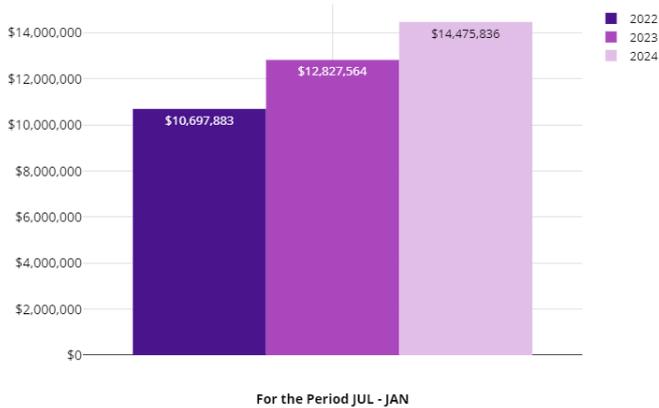
Salaries (100s)



Benefits (200s)



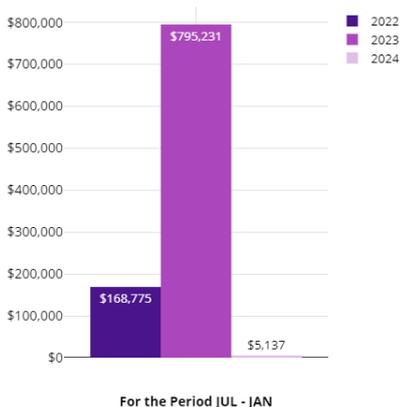
Purchased Services (300s)



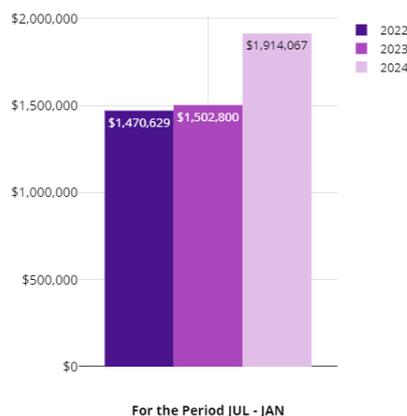
Supplies (400s)



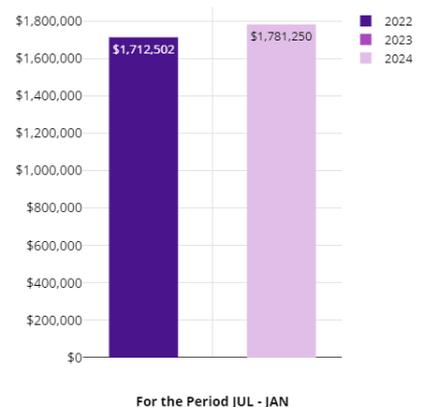
Capital Outlay (500s)



Other Objects (600s)



Transfers (700s)



Elementary Enrollment By Classroom

School	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade		Total	Variance	
									Proj	Diff
Alder	20								Alder	
	18	17	17	23	17	24				
	14	20	16	18	22	26				
Dual Language		25	21	25	28	26				
Total	52	62	54	66	67	76		377	342	35
# of Classes	3	3	3	3	3	3		18		
Average Class Size	17.33	20.67	18.00	22.00	22.33	25.33				
Davis	19	15	23	16	18	25			Davis	
	20	15	21	15	18	24				
		16	21	16	18	22				
		16								
Total	39	62	65	47	54	71		338	362	-24
# of Classes	2	4	3	3	3	3		18		68
Average Class Size	19.50	15.50	21.67	15.67	18.00	23.67				
Fairview	16	15	20	16	19	16			Fairview	
	15	16	22	17	18	16				
	15	16		16	16	18				
STEP	1	2	4	2	3	3				
Total	47	49	46	51	56	53		302	278	24
# of Classes	3	3	2	3	3	3		17		
Average Class Size	11.75	12.25	15.33	12.75	14.00	13.25				
Glenfair	14	21	18	21	23	21			Glenfair	
	16	21	17	24	23	20				
	17	21	16	22	24	22				
	15	21	18			21				
Total	62	84	69	67	70	84		436	404	32

# of Classes	4	4	4	3	3	4		22		
Average Class Size	15.50	21.00	17.25	22.33	23.33	21.00				
Hartley	18	16	20	20	20	19			Hartley	
	17	17	20	21	20	20				
	19	17	21	21		18				
Total	54	50	61	62	40	57		324	296	28
# of Classes	3	3	3	3	2	3		17		
Average Class Size	18.00	16.67	20.33	20.67	20.00	19.00				
Margaret Scott	19	16	18	19	17	17			Margaret Scott	
	22	17	18	19	18	17				
	21	14	17	19	18	17				
Total	62	47	53	57	53	51		323	294	29
# of Classes	3	3	3	3	3	3		18		69
Average Class Size	20.67	15.67	17.67	19.00	17.67	17.00				
Salish Ponds	17	19	17	18	22	19			Salish Ponds	
	16	19	17	19	22	18				
	16	18	16	19	22	18				
Total	49	56	50	56	66	55		332	298	34
# of Classes	3	3	3	3	3	3		18		
Average Class Size	16.33	18.67	16.67	18.67	22.00	18.33				
Sweetbriar	15	20	21	20	25	23			Sweetbriar	
	16	20	19	19	25	23				
	14									
Total	45	40	40	39	50	46		260	236	24
# of Classes	3	2	2	2	2	2		13		

Average Class Size	15.00	20.00	20.00	19.50	25.00	23.00				
Troutdale	18	20	19	19	21	24			Troutdale	
	18	20	18	20	21	21				
	18	19	19	19	8	15	Split Class			
Life Skills	2	3	6	5	3	2				
Total	56	62	62	63	53	62		358		
# of Classes	3	3	3	3	2.5	2.5		17		
Average Class Size	14.00	15.50	15.50	15.75	13.25	15.50				
Wilkes	21	21	20	18	19	19			Wilkes	
	22	22	20	18	19	16				
	23	23	19	18	20	18				
			19	18	19	17				
Life Skills	2	6	4	4	2	4				
Total	68	72	82	76	79	74		451	439	12
# of Classes	3.0	3.0	4	4	4	4		22		70
Average Class Size	15.67	17.00	15.50	14.50	15.00	13.75				
Woodland	17	18	21	18	25	23			Woodland	
	17	19	22	17	23	23				
	17	19	19	17	21	24				
	17									
Life Skills	4	4	7	3	6	9				
Total	72	60	69	55	75	79		410	387	23
# of Classes	4	3	3	3	3	3		19		
Average Class Size	14.40	15.00	17.25	13.75	18.75	19.75				
									Proj	Diff
Elem Total	606	644	651	639	663	708		3911	3683	228
Total # of Classes	34.0	34.0	33.0	33.0	31.5	33.5				
Total Average Class Size	16.20	17.08	17.74	17.69	19.03	19.05				

Secondary Enrollment By Grade Level

School	6th	7th	8th	9th	10th	11th	12th	Total	Variance	
	Grade		Proj	Diff						
HB Lee MS	223	219	213					655	638	17
Reynolds MS	235	244	266					745	777	-32
Walt Morey MS	178	177	184					539	550	-11
RHS + Middle College				651	626	517	544	2338	2711	-373
RLA					53	59	101	213	200	13
									Proj	Diff
Secondary Total	636	640	663	651	679	576	645	4490	4876	-386
Elementary Total								3911	3683	
Total Reynolds:								8401	8559	-158

Charter School Enrollment Report

School	Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th - 8th Grades	Total	Variance	
									Proj	Diff
Arthur Academy	30	30	27	29	28	27		171	175	-4
Rockwood Prep	70	65	65	61	51	49		361	372	-11
MLA	47	48	48	48	48	47	274	560	575	-15
HOLLA	18	19	21	19				77	56	21
									Proj	Diff
Charter Total	165	162	161	157	127	123	274	1169	1178	-9
Total Reynolds and Charters:								9,570	9,737	-167



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Superintendent Report: Communications

Steve Padilla, Director of Communications

February 28, 2024

RSD Communications Activities in March

- Preparing for spring parent/teacher conferences;
- Attending school activities to post on social media;
- Conduct media interviews as appropriate;
- Securing articles for our monthly newsletter
- Assisting schools/families with ParentSquare questions;
- Continuing to create new partner onboarding process with the same company that did our volunteer processing;



RSD Social Media in March

Social Media Activities

- Women's History Month
- Employee Appreciation Day – 1
- Classified Employee Week – 4 – 8
- International Women's Day – 8
- World Down Syndrome Day – 21
- International Day of Remembrance – 25

Award-winning Sabes que – Did You Know!

- We conducted a podcast with a Hartley Elementary librarian to discuss how she is supporting students and parents in and out of school!;
- We are securing interviews various departments for upcoming podcasts;
- Our Podcasts can be found on Amazon Music, Spotify, iHeartRadio, Pandora and Apple Podcasts!





Questions?



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

January 24, 2024

6:00 PM

Building I, Edgefield Campus

Present: Patty Carrera, Ana Gonzalez Muñoz, Francisco Ibarra, Aaron Muñoz, Michael Reyes, Joyce Rosenau,

Absent: Cayle Tern.

I. 5:00p - Executive Session

II. 6:00p - Call to Order

- Board Chair Ana Gonzalez Muñoz called the January 24, 2024 Business Meeting to order at 6:32p.

A. Roll Call

B. Consider Approval of the January 24, 2024 Agenda

I move that the Board move item 6 on the January 24, 2024 agenda to be item 3 and approve the agenda as modified. This motion, made by Ana Gonzalez Muñoz and seconded by Aaron Muñoz, Passed.

Yea: 6, Nay: 0

C. Pledge of Allegiance

D. Land Acknowledgement

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

E. Mission and Vision

- Chair Ana Gonzalez Muñoz read the Mission and Vision into the record.

III. 6:10p - Action on Executive Session Hearing

I move to affirm the termination decision reviewed in Executive Session. This motion, made by Aaron Muñoz and seconded by Francisco Ibarra, Passed.

Yea: 6, Nay: 0

IV. 6:15p - Recognition

A. Student Recognition

B. Staff Recognition

C. Volunteer/Community Partner Recognition

D. Resolution 2023-2024-011 Black History Month

- Read into the record by Director Michael Reyes.

E. Resolution 2023-2024-012 National School Bus Driver Appreciation Day

- Read into the record by Director Francisco Ibarra.

F. Resolution 2023-2024-013 National School Counseling Week

- Read into the record by Vice Chair Aaron Muñoz.

G. Resolution 2023-2024-014 CTE Recognition Month

- Read into the record by Director Joyce Rosenau.

V. 6:35p - High School Student Report

VI. 6:45p - 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.

VII. 7:05p - Bargaining Group Updates

VIII. 7:15p - Presentation to the Board

A. 2022-2023 District Audit Review

IX. 7:30p - Superintendent's Reports

A. Announcements/Reports

B. Financial Report

C. Enrollment Report

D. Communications Report

X. 7:45p - Consent Agenda

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

Yea: 6, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. Arts Education and Access Fund Intergovernmental Agreement and Grant Acceptance

D. 21st Century Community Learning Center Grant Acceptance

E. Policy Updates: BD-BDA, BDC, GCBDA-GDBDA, GCBDF-GDBDF, GCPC-GDPC, LBE, and LBEA

F. Budget Committee Appointments

G. Resolutions 2023-2024-011 to -014

H. Field Trips

i. HB Lee Orchestra Field Trip to Bend, Oregon

ii. RHS Key Club Overnight Field Trip to Portland, Oregon

iii. RLA Field Trip to the Oregon Coast

iv. RLA Field Trip to La Pine, Oregon

XI. 7:50p - Action Items

A. Board Student Outcome Goals

I move that the Board approve the five goals as presented. This motion, made by Aaron Muñoz and seconded by Francisco Ibarra, Passed.

Yea: 6, Nay: 0

B. Repeal of Policy GCPA: Reduction and Recall of Licensed Staff

I move that the Board repeal policy GCPA: Reduction or Recall f Licensed Staff. This motion, made by Joyce Rosenau and seconded by Patty Carrera, Passed.

Yea: 6, Nay: 0

XII. 8:00p - Board Announcements and Discussion

XIII. 8:15p - Adjourn

- Board Chair Ana Gonzalez Muñoz adjourned the January 24, 2024 Business Meeting at 8:14p.



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To: Board of Directors
From: Dr. Koreen Barreras-Brown, Chief Academic Officer
Subject: 2024-2025 Certified Staff Calendars
Type: [X] Action Item [] Report / Presentation
Policy: IC/ICA: School Year/School Calendar
Date: February 28, 2024

Connection to Strategic Plan Goal Topics:

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

Summary / Background:

The Board is asked to approve the dates for the first and last certified employee workdays as well as the dates for winter and spring breaks every February per Article 7, Section C of the REA Collective Bargaining Agreement. The Calendar Committee has met monthly since November 2023 to work on the 2024-2025 certified staff calendars. The first and last certified employee work days, and winter and spring break dates for next school year are as follows:

Table with 2 columns: Category and Date. Rows include: First Day for New Certified Employees (Thursday, August 22, 2024), First Day for Returning Certified Employees (Monday, August 26, 2024), Winter Break (Monday, Dec. 23, 2024 – Friday, Jan. 3, 2025), Spring Break (Monday, March 24 – Friday, March 28, 2025), Last Day for Certified Employees (Friday, June 13, 2025).

Previous Board Action:

The Board approves the certified staff calendars annually.

Financial Implications:

Not Applicable

Motion:

- A. Motion Made by Board Member:
a. I move that the Board adopt the 2024-2025 school year’s first and last days of work, winter break dates, and spring break dates for certified staff as presented.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

To: Board of Directors

From: Holly Langan, Executive Director of Financial Services

Subject: Calendar for 2024-2025 Budget Planning

Type: Action Item Report / Presentation

Policy: DBC: Budget Calendar

Date: February 28, 2024

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 District is required to set a budget calendar at the beginning of each school year. The Board approved the calendar for the 24-25 budget process in October. The calendar is returning to the Board to approve updates to the required notice dates.

Previous Board Action:

The Board approves the Budget Calendar annually.

Financial Implications:

Not Applicable.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the calendar for the 2024-2025 budget planning process as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

	Date	Budget Committee Compliance Item
Budget Planning	Wednesday, September 27, 2023	Board of Directors Meeting Board reviews draft Budget Calendar for 2024–25 Fiscal Year
	Wednesday, October 25, 2023	Board of Directors Meeting Action: Approve Budget Calendar and Appoint Budget Officer
	Wednesday, November 1, 2023	Staff & Community Input Session Board and District receive input through various input methods
	Wednesday, December 6, 2023	School Board Work Session Discussion of Board priorities for school year
	Wednesday, January 24, 2024	Board of Directors Meeting Adoption of 2024–25 Board Budget Priorities
	Thursday, April 18, 2024	Budget Committee Training Provide information to Board regarding budget development and adoption process
Budget Building and Adoption	Friday, April 5, 2024	Publish First Notice of Budget Committee Meetings 5 to 30 days before the first meeting (Gresham Outlook)
	Friday, April 19, 2024	Publish Second Notice of Budget Committee Meetings 5 to 30 days before the first meeting (District Website)
	Thursday, May 2, 2024	Budget Committee Meeting—Proposed Budget Appoint Presiding Officer Receive Budget Message Receive Proposed Budget Document and Discuss Relevant Changes Respond to Questions from Budget Committee
	Thursday, May 9, 2024	Budget Committee Meeting—Approved Budget Receive Public Testimony Budget Committee Deliberations Respond to Questions from First Meeting Action: Approve Budget and Set Tax Levy
	Friday, May 31, 2024	Publish Notice of Budget Hearing and Budget Summary 5 to 30 Days Before the Hearing (Gresham Outlook) Publish Financial Summaries
	Wednesday, June 26, 2024	Board of Directors Meeting - Conduct Budget Hearing Conducted by School Board; Open to Public
	Wednesday, June 26, 2024	Board of Directors Meeting—Adopted Budget Adopt Budget Action: Authorize Appropriations & Impose and Categorize Taxes
	Monday, July 15, 2024	Submit Tax Certification Documents File Budget Document with County Recorder and Designated Agencies

Blue Text: Board Actions

Red Text: Required published Budget Document

Orange Text: District requirements, informational only



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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: February 28, 2024

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:

RHS Army JROTC is proposing an overnight field trip to attend the Redmond, OR JROTC Drill Competition from March 15-17, 2024. While there, we 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:

The board previously approved a similar request for RHS JROTC to attend the Kennewick HS competition in February 2024 and JCLC at Camp Rilea coming up 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 VFW Post 180, Military Officer Association of America, and students volunteering to clean up after RHS football games. Lodging is provided at the Redmond 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 costs.

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 85
- D. Call for Board Vote

Field Trips and Special Events**

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

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

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

2. Overnight trips shall have the approval of the 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.

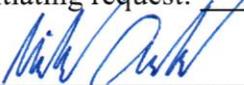
Reynolds School District
INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

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: February 21, 2024 Date(s) of Activity: MAR 15-17, 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 Redmond 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 Redmond HS Gymnasium
5. Will Student Travel Insurance be obtained? Yes No
6. Estimated number of students: 12 Number of supervisors: 1
7. Parent permission slip on file: Yes No
8. Person or persons initiating request: LTC Mark Johnson Date: FEB 21, 2024
9. Principal approval:  Date: 2-21-24

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.
15 MAR Travel to Redmond HS
16 MAR Compete in Color Guard and Physical Fitness Competition
17 MAR 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 two class periods; 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 Redmond 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 Redmond HS JROTC Drill Competition

Location/Destination: 675 SW Rimrock Drive Redmond , Oregon 97756

Date(s) of field trip/activity: 15 -17 MAR 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.

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: Frank Caropelo, Superintendent

Subject: OSAA Dance and Drill State Championship Overnight Trip

Type: Action Item Report / Presentation

Policy: IICA: Field Trips and Special Events

Date: February 28, 2024

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 OSAA Dance and Drill State Championships take place in Salem on March 15 and 16. The team will stay overnight in Salem. Chaperones will include the team coach, two assistant coaches, and parent volunteers.

Previous Board Action:

The Board approved this trip last year.

Financial Implications:

The estimated expenses for lodging will not exceed \$1100. This will be covered from funds currently available in the Reynolds High School Dance Team ASB account. The transportation will be provided through bussing by the Reynolds School District. Meals will be provided by parent volunteers who attend Championships.

Motion:

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

Field Trips and Special Events**

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

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

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

2. Overnight trips shall have the approval of the 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 no unduly delay the return of the bus to the school;
5. Chaperons will maintain discipline and are responsible for the safety of students on educational field trips and co-curricular activity trips. However, bus drivers shall have the ultimate authority involving safety and disciplinary decisions relating to travel;
6. Students demonstrating unruly behavior may be prohibited from participating in future educational field trips or co-curricular trips. Disciplinary action is the responsibility of the principal or designee;
7. Students attending school functions via school transportation will return by the same transportation. The only exception will be if a parent requests, in person, of the supervisor that the student return with the parent;

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

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

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

CLEAR

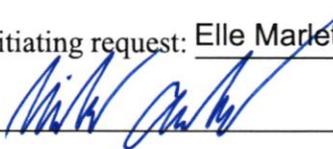
Reynolds School District
INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

Name of Group: Reynolds Dance Team 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: 02/9/24 Date(s) of Activity: 03/15 - 03/16/24

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.)
Attending the OSAA Dance and Drill State Championships
2. List staff member(s) responsible for students. List all other supervisors on trip.
Head Coach, Elle Marlett, and Assistants, Alyssa Paulson and Manuel Hernandez-Rojas.
3. School equipment to be used:
None
4. Lodging:
Double Tree by Hilton; 1590 Weston Court NE, Salem, OR, 97301
5. Will Student Travel Insurance be obtained? Yes No
6. Estimated number of students: 13 Number of supervisors: 3
7. Parent permission slip on file: Yes No
8. Person or persons initiating request: Elle Marlett Date: 02/9/24
9. Principal approval:  Date: 2-9-24

Decision: Preliminary approval to continue with planning Yes No

If denied, reason _____

District Activities Coordinator Date

Final Approval Yes No

District Activities Coordinator

Date

Reynolds School District
PURPOSE OF TRIP

1. List itinerary.
See attached for last years detailed schedule. I will have a more detailed schedule once I receive more information on times and when we will be competing from the OSAA.
2. What are the objectives of the trip and how are the experiences provided on the trip related to the class or school program?
To compete in State Championships that they have been working towards all season.
3. How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge or appreciations?
It will help our team grow as athletes and competitors. State Championships is a really unique and memorable experience for students. It is the culminating event of the year. We attend with a goal of placing, but win or lose it is an enriching experience for them.
4. What effect does the trip have on other classes or programs?
They would need to leave school early on Friday, March 15th, so they would be missing part of one school day. If they compete both days, they will need to miss all of Friday.
5. Estimated cost of trip \$1,100. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)
The team has been fundraising all year and the trip will be paid for out of the Dance Team ASB Account.
6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type 10/20 license will be required for drivers (see Policy EEAE).
We would like to request a bus to take us to and from State and stay in Salem with us for trips between the hotel and pavilion. I will be driving separately to carry all of the team gear and have a car for any needs. I drive a 2017 Honda Civic.
7. Describe supervision plans to ensure maximum safety for students.
The team will remain with coaches for the entirety of the trip. Between my assistant coaches, myself, and parent room helpers at the competition there will always be an adult present with the team. At championships there will be a trainer available to assess any injuries if they should occur.

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

To: Student and Parent(s)

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

Student Name: _____

School: _____

Description of field trip/activity: _____

Location/Destination: _____

Date(s) of field trip/activity: _____

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

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

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

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

Student Signature

Date

Parent Signature

Date

(Complete student health history on next page.)

Reynolds School District
HEALTH HISTORY FOR SCHOOL FIELD TRIPS

Student Name: _____
Birth Date: _____
Address: _____
Home Telephone: _____

Parent/Guardian Name: _____
Home Telephone: _____
Work Telephone: _____

Parent/Guardian Name: _____
Home Telephone: _____
Work Telephone: _____

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

Name: _____
Relationship: _____
Telephone: _____

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

**** This is last year's itinerary. OSAA has not yet announced the competition schedule.**

Check List

Costumes:

- Costume Bag (Make sure everything is in it!)
 - State Costume, Bunny Mask
- Capezio Canvas Shoes
- Leotard
- Dance Tights
- Any Bra/Sports bra you're comfortable performing in (can't be seen through costumes)
- Shoes for Drill Down

Makeup:

- Team Makeup Bag (Lipstick, Lip liner)
- Primer or Face moisturizer
- Foundation of your choice
- Sponge or Brush to apply
- Concealer (Optional)
- Eyebrow pencil (Optional)
- Black Mascara
- Black eyeliner pencil/crayon (For waterline)
- Makeup wipes
- Small Mirror

Hair:

- Brush / Comb
- Hair ties (match your hair color)
- Bobby pins (match your hair color)
- Hairspray

Other:

- Secret Sibling Gift
- Blanket/Pillow
- Water bottle
- Deodorant (that won't mark costumes)
- Snacks for the trip!
- Feminine hygiene products if needed
- Money for concessions/ state gear if desired (Cash will be best)

Hotel:

- Pajamas
- Toothbrush/Toothpaste
- Anything you need overnight.

REMEMBER ~ Everything will need to go to the pavilion with you on day 2 after we checkout. We have limited team space, so pack ¹⁰³lightly. Only the necessities!

OSAA Dance & Drill State Championships

Friday, March 17th, 2023

Wearing gray team shirt and team jacket

11:30 am – Ché board bus at RLA

11:45 am - Everyone else board bus at Reynolds (Eat packed lunches on the ride)

1:00 pm - Arrive, get checked into hotel and settled

2:45 pm - Head to the Pavilion to watch Day 1. We're there to support and have fun!

3:00 pm - Round begins, watch teams and eat snacks

8:15 pm - Drill Down, Grand Finale, Awards

9:00 pm - Back to the hotel & Dinner!

10:30 pm - Everyone in their rooms going to bed

11:00 pm - Lights out

Saturday, March 18th, 2023

Wearing a State shirt, team jacket, and black bottoms. Hair pulled back or already done for floor practice

7:00 am - Wake up and get ready to go

7:30 am - Breakfast

8:30 am - Checkout and head to the pavilion

9:00 am - Settle in - State Letters and Gift Exchange

9:30 am - Start Hair and Makeup

10:00 am - Head down for floor practice (Stretch / Warmup)

10:15 am - Floor Practice *wearing Mad World shirt with black bottoms

- we only get 5 minutes HUSTLE!

10:30 am - Finish Hair and Makeup (**EVERYONE needs to be DONE by 12:30**)

1:00 pm - Grand Finale Rehearsal

Team photo time will be scheduled day of

2:00 pm - Costumes on!

2:20 pm - Warm up / Stretch / Mental Walk Through

2:40 pm - Head Down to the Team room

3:00pm – Competition Begins

3:00 pm - Performance Time ~ Last time EVER. Give it your all ❤️

3:15 pm - Lunch!

3:45 pm - Watch and cheer for the rest of the performances. Have fun with your team!

6:00 pm - Costumes back on (If you changed) for Drill, Grand Finale, & Awards

6:30 pm - Approx. Drill Down time. Good luck! 😊

7:00 pm - Approx. Grand Finale Time!

7:15 pm - Approx. Awards Time

8:00 pm - Head back to clean/pack up

8:30 pm - Board the bus to head back to Reynolds! **Let coaches know if you won't be on the bus**

9:30 pm - Approx. Arrival at Reynolds, parents be sure to arrange them a ride home! I will send band updates if times vary!

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Resolution Action

Type: Action Item Report / Presentation

Policy: KAA: Community Relations

Date: February 28, 2024

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 following resolutions were read into the record earlier in the meeting.

- Resolution 2023-2024-015 Classified Appreciation Month
- Resolution 2023-2024-016 Women’s History Month
- Resolution 2023-2024-017 National School Social Worker Appreciation Month

The Board will now take action.

Previous Board Action:

The Board takes action on all resolutions.

Financial Implications:

Not Applicable.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board adopt Resolutions 2023-2024-015, 016, and 017.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: MESD Local Service Plan

Type: Action Item Report / Presentation

Policy: BBA: Board Powers and Duties

Date: February 28, 2024

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:

Each year, MESD puts together a local service plan for their component districts. Local Service Plan offerings are significantly funded by State School Fund revenues allocated to component districts and by other federal, state, and local revenues. The Local Services Plan must be passed by 2/3 of MESD's component districts, representing more than 50% of the student population.

Previous Board Action:

The Board takes action on MESD Local Service plan membership annually.

Financial Implications:

Adoption of the Local Service Plan provides MESD notice of the District's intent to purchase services from MESD using funds provided to MESD on our behalf by the State of Oregon.

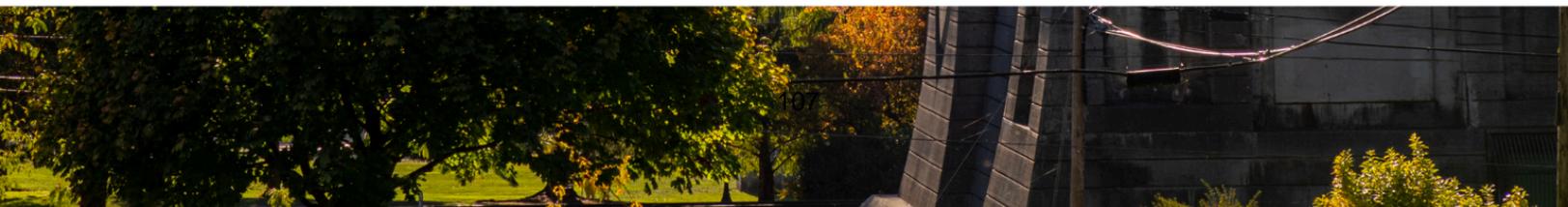
Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board adopt the MESD Local Service Plan for the 2023-2024 school year as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



Multnomah Education Service District

2024-25 Local Service Plan



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Administration & Board of Directors

<p>MESD Administration Building 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-255-1841</p>	<p>Arata Creek School <i>Mercedes Munoz, Principal</i> 2470 SW Halsey St. Troutdale, OR 97060 Phone: 503-2624850</p>	<p>Baker Creek School <i>Christine Otto, Program Administrator</i> 535 NE 5th St. McMinnville, OR 97128</p>	<p>Burlingame Creek School <i>Mercedes Munoz, Principal</i> 876 NE 8th St. Gresham, OR 97030 Phone: 503-262-4050</p>
<p>Donald E. Long School <i>Todd Nicholson, Principal</i> 1401 NE 68th St. Portland, OR 97213 Phone: 503-988-5937</p>	<p>Hassolo School <i>Christine Otto, Program Administrator</i> 11611 NE Ainsworth Cir. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Helensview School <i>Dan Cohnsteadt, Principal</i> 8678 NE Sumner St. Portland, OR 97220 Phone: 503-262-4150</p>	<p>Hospital Schools Program <i>Amy Marquardt-Dustin, Program Administrator</i> Phone: 503-262-4200</p>
<p>Inverness School <i>Christine Otto, Program Administrator</i> 11540 NE Inverness Dr. Portland, OR 97220 Phone: 503-257-1645</p>	<p>Knott Creek School <i>Noa Martinsen, Principal</i> 11456 NE Knott St. Portland, OR 97220</p>	<p>Ocean Dunes High School <i>Joy Koenig, Principal</i> 4859 S. Jetty Rd. Florence, OR 97439 Phone: 541-791-5909</p>	<p>Rivercrest High School <i>Todd Nicholson, Principal</i> 3002 NE Ainsworth St. Portland, OR 97211</p>
<p>Three Lakes/Riverside/Ponderosa Creek High Schools <i>Joy Koenig, Principal</i> 4400 Lochner Rd. SE Albany, OR 97322 Phone: 541-791-5909</p>	<p>Wheatley School <i>Megan Baker, Principal</i> 14030 NE Sacramento St. Portland, OR 97230 Phone: 503-262-4000</p>	<p>Wynne Watts-Kerr Center <i>Amy Marquardt-Dustin, Program Administrator</i> 930 NE 162nd Portland, OR 97230 Phone: 503-262-4200</p>	

<p>Board of Directors Katrina Doughty-Chair Position 7, Zone 3 kdoughty@mesd.k12.or.us Renee Anderson-Vice Chair Position 3, Zone 2 randerso2@mesd.k12.or.us Jessica Arzate Position 4, Zone 4 jarzate@mesd.k12.or.us Danny Cage Position 6, At Large dcage@mesd.k12.or.us Samuel Henry Position 1, Zone 5 shenry@mesd.k12.or.us Denyse Peterson Position 5, Zone 1 dpeterson@mesd.k12.or.us Helen Ying Position 2, At Large hying@mesd.k12.or.us</p>	<p>Administration Superintendent, Dr. Paul Coakley 503-257-1504 pcoakley@mesd.k12.or.us Assistant Superintendent, Sascha Perrins 503-257-1531 sperrins@mesd.k12.or.us Director of Business Services, Doana Anderson 503-257-1520 danderso@mesd.k12.or.us Director of Strategic Communications and Public Affairs, Marifer Sager msager@mesd.k12.or.us Director of Student Services, Todd Greaves 503-257-1658 greaves@mesd.k12.or.us Director of Curriculum & Instruction, Angela Hubbs 503-257-1692 ahubbs@mesd.k12.or.us Director of Regional Equity Initiatives & Partnerships, Dr. Reiko Williams 503-257-1603 rwilliams@mesd.k12.or.us Interim Director of Human Resources, Sam Breyer sbreyer@mesd.k12.or.us</p>
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Explanation of Local Service Plan

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

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

Component Districts We Proudly Serve:

- Centennial
- Corbett
- David Douglas
- Gresham-Barlow
- Parkrose
- Portland Public
- Reynolds
- Riverdale



2024-2025 Local Service Plan (LSP Timeline)

September 2023	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2023	Present initial draft to Advisory groups, and gather feedback
November 2023	Present second draft LSP to Advisory groups and gather feedback
January 2024	Present final draft to Superintendents MESD Board approves LSP
February 2024	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2024	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2024	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2024	Costing template and services commitments finalized

Budget in Brief

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

State School Fund Estimates for the 2023-2025 Biennium

	2023-2024	2024-2025	Total
Legislative Appropriation ¹	\$ 4,998,000,000	\$ 5,202,000,000	\$ 10,200,000,000
Less state-wide transfers/deductions ("carve-outs")	(62,763,498)	(62,763,498)	(125,526,996)
State revenue for formula	4,935,236,502	5,139,236,502	10,074,473,004
Plus local revenue for formula ²	2,499,332,972	2,586,809,626	5,086,142,598
Total revenue for formula	7,434,569,474	7,726,046,128	15,160,615,602
ESD share at 4.5%	334,555,626	347,672,076	682,227,702
Less ESD transfers/deductions ("carve-outs")	(9,219,125)	(9,219,125)	(18,438,250)
ESD State School Fund formula revenue for distribution	\$ 325,336,501	\$ 338,452,951	\$ 663,789,452
Estimated MESD portion of ESD distribution			
	\$ 49,885,324	\$ 51,946,273	\$ 101,831,597
MESD allocation to funds			
Operating Fund (10%) for general operations	\$ 4,988,532	\$ 5,194,627	\$ 10,183,159
Resolution Fund (90%) for Component Districts	\$ 44,896,792	\$ 46,751,646	\$ 91,648,438

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2023-24 Apportionment	2024-25 Apportionment
Centennial	6,866.36	6,866.36	6.6%	\$ 2,958,800	\$ 3,081,039
Corbett (X 1.61)	1,227.73	1,976.65	1.9%	851,761	886,950
David Douglas	11,012.13	11,012.13	10.6%	4,745,263	4,941,308
Gresham-Barlow	13,719.70	13,719.70	13.2%	5,911,989	6,156,235
Parkrose	3,504.47	3,504.47	3.4%	1,510,120	1,572,508
Portland Public	53,153.33	53,153.33	51.0%	22,904,428	23,850,696
Reynolds	12,928.26	12,928.26	12.4%	5,570,947	5,801,104
Riverdale (X1.61)	639.24	1,029.18	1.0%	443,485	461,807
Total	103,051.22	104,190.07		\$ 44,896,792	\$ 46,751,646

* ODE Extended ADMw from 12/19/2023 estimate

¹ The SSF estimate is based on the ODE Estimate dated 12/19/2023.

² This estimate assumes a 3.5% increase in local revenues for 24/25.



Instructional Services

Alternative Middle School: The Middle School provides individualized instruction and specialized support services for youth in middle school grades 6-8 who do not need a therapeutic program, but have dropped out of school, are experiencing chronic attendance issues, or have behavioral needs. Students receive personalized academic support, social services, and middle school-specific curriculum from content-specific teachers. This is a cohort-based program. The goal of the program is upon completion students will return to their home schools.

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

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

Behavior and Instructional Consultation Services: See Behavior and Instructional Consultation Services description under Special Education Services.

College/Career Readiness: College/Career Readiness services support component district systems that (1) provide increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools, and (2) prepare youth to enter post-secondary career training. Services may include career and technical opportunities, college-level educational opportunities, drop-out prevention strategies and/or others as identified by districts.

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

Instructional Services (Continued)

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

- The Incarcerated Youth Program (IYP). This program serves adults 18-21 years of age who are detained in adult jails and have not earned a regular high school diploma or GED. This service is provided in accordance with OAR 581-015-2600. School programs include Multnomah Inverness School.
- The Juvenile Detention Education Program (JDEP). An ODE funded program, JDEP serves youth up to the age of 18 who are detained or are awaiting trials or hearings inside of juvenile detention facilities in accordance with OAR 581-015-2585. School programs include Baker Creek, Donald E. Long, and Ponderosa Creek.
- The Youth Correctional Education Program (YCEP). An ODE funded program, YCEP serves adjudicated youth up to the age of 25 who are housed in Oregon Youth Authority facilities in accordance with OAR 581-015-2585. Secondary and post-secondary programs, such as vocational education, college and dual credit enrollment, are offered at these locations. School programs include Ocean Dunes, Riverside, and Three Lakes.

Instructional Services (Continued)

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

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

Helensview – Therapeutic Program: Note this is cross-listed under Special Education Services as well. The Therapeutic program at Helensview provides individualized support to students identified for special education services who have intense mental health needs and require a small staff-student ratio. The therapeutic classrooms provide academic instruction, behavioral intervention, and social skills training, coupled with a mental health focus.

Home Instruction Services: Certified instructors and/or staff may be provided for youth needing home instruction on a contract basis.

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

Instructional Services (Continued)

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

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

Juvenile and Legal Rights Support: The Juvenile and Legal Rights support includes consultation, technical assistance, and direct service for individual youth, schools, and districts. Technical assistance includes developing supports for justice impacted youth, and direct services include support with expungement, curriculum development, and curriculum delivery.

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

Instructional Services (Continued)

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

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

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

Instructional Services (Continued)

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

Regional Equity Professional Development: MESD may hire staff or contract with specialists to provide leadership, planning, and professional development and learning focused on equity-centered, culturally responsive, and culturally sustaining practices and instruction. Services may include managing and coordinating regional equity work. Projects may be at a local school district level, county level, or state level.

Regional School Improvement: School Improvement provides professional learning and technical support in the following areas: curriculum adoptions, best practices in assessment, social-emotional learning, trauma-informed and culturally relevant practices, Career Technical Education, paraeducator professional learning, attendance, school culture/climate, equity-centered practices, implementation of state standards and assessments including essential skills, and other areas identified by districts. Content specialists cover literacy, math, science, education technology, and social studies. The School Improvement team also includes 1.0 FTE funded by Multnomah County for a Preschool for All Coach for the region.

Student Assessment Services – Special Projects: Student Assessment Services provides data collections and analysis support, technical assistance, direct administration support, and training on assessment procedures and administration of the score sites. It also provides help desk support, technical assistance, and training to school districts participating in the state assessment system, including with the ELPA21, Kindergarten Assessment, etc. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing, and mathematics, as well as training in how to assess/score the work samples. Reading, writing, and mathematics Essential Skills Assessments are provided in native languages.

Instructional Services (Continued)

Student Success Act / Integrated Guidance Supports: See additional description in separate SSA Technical Assistance Section. MESD provides support and technical assistance to districts in navigating the requirements of the 2019 Student Success Act (SSA) and Oregon Integrated Guidance, applying for Student Investment Account funds, reporting and accountability, and SSA program planning and implementation. Services include regional convenings/work groups, 1:1 district support, coordinating partnerships with community based organizations, prioritization of work, and professional development in identified areas.

School Culture and Climate: Note this is cross-listed under Special Success Act as well. Consultation, training/professional learning, direct services, regional convening, and technical assistance are provided in areas that impact school and district culture and climate. Services may include assisting with violence prevention/postvention, homelessness, bias incidents, and other areas identified by districts.

School Safety and Prevention Services: Services are provided in alignment with statewide Oregon School Safety and Prevention Systems (SSPS) initiative. SSPS provides school districts with a multi-tiered system of support ranging from curriculum-based universal prevention programs, to safety-based crisis interventions. Offerings include suicide prevention services, behavioral safety assessments, access to the SafeOregon Tip Line, and positive school culture and climate support that includes programs to prevent bullying, cyberbullying, harassment, and intimidation, and to promote mental health and well-being in school districts statewide.

Substance Use Recovery Educational Services: MESD may provide a variety of services directly related to prevention, reduction, intervention, and/or recovery from substance use disorders. Services may include specialized staffing, recovery classes or groups, professional learning, and technical support for districts.

Substance Recovery Program - Rivercrest Academy: MESD provides a comprehensive high school program leading up to a diploma for youth who are in recovery from substance use disorder. The instructional model includes embedded recovery mentorship and group support in addition to core curriculum and electives. Special Education, ELL, 504, TAG, and other support services are provided as applicable.

Instructional Services (Continued)

Transition Services: MESD provides transition advocacy, educational mentorship, and wrap-around support for youth while in and after leaving unique educational settings including hospitals, detention facilities, correctional facilities and long term care and treatment facilities. Transition services and education (re)engagement services are also provided for youth who are not currently engaged in school regardless of prior educational experiences.

Walden Crossing: Educational services leading to a high school diploma or GED are provided to students currently in the Walden Crossing treatment center program. Youth served are between ages 10-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization, and transition planning.

School Health Services (SHS)

Contracted Health Education Services: MESD SHS provides districts and schools with instruction in and assistance with meeting state and national mandates for required health and safety training. Consultation with schools and/or employees after occupational exposures to bloodborne pathogens is also provided. Health education training can include:

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

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

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

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

School Health Services (SHS) (Continued)

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

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

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

School Health Services (SHS) (Continued)

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

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

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

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

Special Education

Abilities in Motion (ages 5-21): The Abilities in Motion (AIM) program provides an educational opportunity for special education students with significant medical needs which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors, and personal management skills that can be utilized within the classroom and community settings. Services are individualized and based on a student's IEP. AIM locations include Wheatley School.

Behavior and Instructional Consultation Services: Note this is cross-listed under Instructional Services as well. Consultation services are provided at the request of a district. Consultations may be with individuals or teams that may include an administrator, teacher, speech pathologist, school psychologist, occupational therapist, nurse, and/or a behavior consultant. Services may be provided across settings or situations. A referral process includes a needs assessment at no cost. Further consultation and services may be provided on a contract basis. The contract agreement includes a clear description of the services provided and fees. Professional learning services may also be included to support the consultation services. These services may include social-emotional learning and trauma sensitive practices, behavioral prevention and intervention strategies, collaborative problem solving, restorative justice strategies, culturally responsive practices, compassion fatigue and vicarious trauma awareness, and/or others identified through the consultation process.

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

Special Education (Continued)

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

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

Functional Living Skills (FLS Alternative) (Ages K-21 years): Functional Living Skills Alternative aka Wheatley School is a self-contained school for students needing an intensive Functional Life Skills (FLS) educational setting due to the impact of disability, which directly affects cognition, communication, and behavior. The curriculum used in all classrooms aligns with the state curricular standards. Additional support services focus on building communications skills, motor, and sensory skills, so students feel compelled to use behavior less as a communication medium. Wheatley is staffed with a high staff to student ratio (1:1 or 2:1). Students also receive the benefit of a full-time nurse. Extended School Year services are available to those students that qualify. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative. FLS locations include Wheatley School.

Special Education (Continued)

High School Therapeutic Classrooms: See Helensview –Therapeutic Program description under Instructional Services.

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

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

The SESP program is designed for students with an Individualized Education Plan (IEP) from Kindergarten to 21 years of age to provide structural social skills training, behavioral intervention, and evidence-based academic instruction to students who have not been successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher: student ratio) for students needing additional therapeutic support.

Additionally, the Transition classroom ages 18-21, offer job training and support for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community, and classroom instruction to prepare students for adult life.

The Behavioral Health program serves students Kindergarten-12th grade with significant behavioral challenges and lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social-emotional abilities. This classroom has a high staff to low student ratio based on data and demonstrated need to ensure success.

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



Special Education (Continued)

*Individually Purchased Options:

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

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

Assistive Technology:

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

Speech/Language Pathology:

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

Occupational Therapy:

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

Special Education (Continued)

Physical Therapy:

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

Psychological Services:

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

Behavior Consultant:

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

Special Education (Continued)

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

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

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

Technology Services

Through Cascade Technology Alliance
www.cascadetech.org

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

Application and Development Services:

- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's), and Nurses.
- **Medicaid Operational Services:** Improve Medicaid program efficiencies, provide data analysis, and help increase Medicaid Reimbursement by identifying additional Medicaid dollars that may be left on the table by districts.

Business Systems Support:

- MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.

Infrastructure Services:

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

Instructional Services:

- **Follett Destiny Library and Textbook Management:** Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.
- **Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students, and parents to engage in the instructional process.

Other Regional Services:

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

Please see our full list of services at:

<https://www.cascadetech.org/solutions.html>

Administrative Support Services

Strategic Communication and Public Affairs: We offer an integrated, culturally and linguistically responsive strategic marketing and communications services. The MESD communications department is committed to providing support and alignment for our component districts across Multnomah County. MESD offers guidance to communication leads. Individual contract services are also provided as requested.

Areas of support include:

- Providing alignment on messaging surrounding student safety
- Creating a coordinated crisis communications plan
- Emergency & Crisis Communications support
- Media Relations
- Public Records support
- Graphic Design
- Social Media Guidance
- Photography
- Language Access Services (plan, translations and interpreters)
- Brand Management advice and support
- Regional Support

Government Affairs: MESD retains a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

Inter-District Delivery System (aka PONY): Facilities and Transportation Services provide inter-district courier “pony” service to component districts.

K-12/Higher Education Collaboration Supports: MESD provides facilitation, technical assistance, and systemic support as needed to strengthen partnerships and pathways between K-12 school districts and higher education institutions.

Other Administrative/Operational Services: MESD can provide other general operational services to districts such as HR, payroll & business office assistance, and support for the planning and implementation of the Student Success Act.

Procurement Card Services: MESD administers procurement card services through Bank of America. It is an opportunity for smaller districts to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering & deactivating cards, program maintenance, training, and auditing services.

Safety Liaison Services: MESD provides community and school safety liaison, communication and data support services.

School Announcement Closure Network: MESD contracts with FlashAlertNewswire.net each year to support the interface between the ESD & component districts and broadcast stations when emergency closures must be communicated to the public.

Student Success Act / Integrated Guidance Technical Assistance

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

Comprehensive Paraeducator Training: MESD develops/sources and implements professional learning for current Paraeducators in topics aligned to each districts' focus areas (e.g. social-emotional learning, racial equity, behavior support) through various learning modalities (e.g. online modules, in-person workshops, coaching supports). A regional coordinator of paraeducator professional learning systems as well as two paraeducator coaches are provided.

Diversification of the Education Workforce: MESD provides staffing, convening, and facilitation to create regional Grow Your Own programs to support students and existing staff to become teachers and administrators.

Educational Technology: Technical assistance, facilitation, and professional learning support for best practices in technology integration, virtual learning, and digital resources with the purpose of improving systems of support for students and educators.

Effective Early Literacy / Early Learning Systems: MESD provides support (coaching, consultation, professional learning, facilitation) for integration of PK-early elementary systems (instruction, assessment, social-emotional learning, family engagement) for literacy, math, and other content areas with an emphasis on meeting the needs of historically underserved student groups. MESD funds an Early Literacy position focused on providing this support, and this position collaborates with the County-funded Preschool for All coach position to integrate and align supports.

Student Success Act / Integrated Guidance Technical Assistance (Continued)

Equity, Continuous Improvement, and Community Engagement of Focal Populations: MESD provides support for equity-related professional learning in the region, funding a regional equity facilitator position. This role includes capacity-building for both ESD and district staff to support equitable outcomes for historically marginalized students. A regional coordinator for research and evaluation, as well as a data analyst position, also provides support for districts related to continuous improvement. MESD staff work across teams in each of the following areas to provide technical assistance (professional learning, facilitation, resources) to build capacity for district staff for authentic systemic engagement of historically underserved communities.

Every Day Matters: MESD provides a regional specialist to support districts in addressing chronic absenteeism and improving attendance rates. This position provides consultation and regional capacity building with an integrated focus on student and family engagement for grades K-8.

High School Success: MESD provides a regional specialist to support districts in applying for and implementing High School Success grant funds. This position provides consultation and regional capacity building with an integrated focus on Career Technical Education and attendance in grades 8-12 in the region.

School Climate and Culture: Note this is cross-listed under Instructional Services as well. Consultation, training/professional learning, direct services, regional convening, and technical assistance are provided in areas that impact school and district culture and climate and mental/behavioral health. Services may include assisting with violence prevention/postvention, homelessness, bias incidents, and other areas identified by districts.

SIA Plan Technical Assistance: Assistance for districts is provided as needed in development of required Student Investment Account plans. This includes developing new and leveraging current regional networks / advisories focused on shared SIA priorities and providing a Grant Liaison to facilitate the team's technical assistance and serve as liaison between districts and ODE.

Student Success Act / Integrated Guidance Technical Assistance (Continued)

CSI/TSI Support: MESD provides district and regional support for improving outcomes in schools identified for Comprehensive and Targeted School Improvement (CSI/TSI) using Every Student Succeeds Act (ESSA) funding.

Small School District Support: MESD provides small-district support (Corbett, Riverdale) for reducing administrative burden for the application, reporting, and implementation of the Integrated Guidance using Governor's Emergency Education Relief (GEER) funding.

Adoption of Multnomah ESD Programs and Services Proposals For 2024-2025

_____ SCHOOL DISTRICT NO. ____

This certifies that the following Resolution was adopted by the Board of Directors of _____ School District No. ____ on the ____ day of _____, 2024, in the manner proposed by law, and has not been altered or repealed.

DATED this ____ day of _____, 2024

Superintendent/Deputy Clerk

School District No. _____

RESOLUTION

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of _____ School District No. ____, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2024-2025 Local Service Plan - Multnomah Education Service District, EXCEPT:

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

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



Community Partners

Albertina Kerr
All Hands Raised
Carpe Mundi
Cascade Technology Alliance (CTA)
College Possible Oregon
Community Cycling Center
East County SD Liaison
East County STEM Partnership
FACT Oregon
Friends for Outdoor School
Friends of the Children
Gateway to College
Gray Family Foundation
Gresham Chamber of Commerce
International Brotherhood of Electrical Workers (IBEW)
Impact NW
The Immigrant and Refugee Community Organization (IRCO)
Kaiser Permanente
Kline & Associates
Latino Network
Legacy Health
Linn-Benton Community College
Linn-Benton Detention
Mercy Corps NW
Metro
Mt Hood Cable Regulatory Commission
Mt Hood Community College Dual Enrollment
Mt. Hood Community College Regional CTE Coordination
Mt. Hood Community College, TRIO College First Program
Multnomah County Detention
Multnomah County Developmental Disabilities Division
Multnomah County Early Learning
Multnomah County Health
Multnomah County Juvenile Justice Services
Multnomah County Library
Multnomah County Mental Health and Addiction Services Division
Multnomah County Probation/Parole
Multnomah County SUN Schools
Multnomah Educators Rising



Multnomah ESD-Helensview School
Multnomah-Clackamas Regional Educator Network (MCREN)
National Oceanic and Atmospheric Administration (NOAA)
Native American Youth and Family Center (NAYA)
New Avenues for Youth
NW Disability Supports
OHSU Doernbecher's Children's Hospital
OHSU Kitchen and Dining
Oregon Department of Education
Oregon Food Bank
Oregon Forest Resources Institute
Oregon State University Extension
Oregon Youth Authority
P:ear Mentoring
Parkrose Hardware
Portland Bureau of Transportation (PBOT) Safe Routes to School
Portland Children's Levy
Portland Community College
Portland Police Bureau
Portland Public Schools-Alliance High School
Portland Public Schools-Alliance High School at Benson High School
Portland State University TRIO Pre-College Programs
Portland Youth Builders
Providence Willamette Falls Hospital
Randall Children's Hospital at Legacy Emanuel
Reynolds Learning Academy
Rosemary Anderson HS/Portland OIC
School & Community Oral Health Programs
Self Enhancement, Inc.
Shriners Hospitals for Children
S.T.A.R.S. Mentoring Program
The Coalition of Communities of Color
TriMet
U.S. Bank Machine Tool Finance Group
United Way of the Columbia-Willamette
Unity Center for Behavioral Health
Worksystems, Inc. SummerWorks
Yamhill County Juvenile Detention
Zenbu



Links to Other Information

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

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

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

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

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



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

To: Board of Directors

From: Shaunice Silas, Executive Director of Human Resources

Subject: Personal Services Contract with ESS West, LLC

Type: Action Item Report / Presentation

Policy: BBA: Board Powers and Duties

Date: February 28, 2024

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:

Reynolds School District has had the great pleasure of working with ESS since 2016. During that time ESS has provided excellent customer service, timely and accurate reporting, a personal interest in optimizing the District’s fill rates, and a commitment to helping us market substitute services to potential candidates. ESS specializes in placing qualified substitute staff in daily, long-term, and permanent K-12 school district positions including substitute teachers, paraprofessionals, and other school support staff. Over the last 8 years, ESS has innovated education staffing to provide dynamic solutions to Reynolds School District. In order to optimize the District’s fill rates in a challenging employment market, ESS has stayed educated about the employment market and the challenges a robust economy creates when it comes to hiring and placing substitutes.

Previous Board Action:

ESS Renewal approved in 2016

Financial Implications:

Maximum amount to be paid under this contract, including expenses, is \$5,000,000.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the Personal Services Contract between Reynolds School District and ESS West, LLC.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

REYNOLDS SCHOOL DISTRICT PERSONAL SERVICES CONTRACT

This Personal Services Contract is between **Reynolds School District** (the "District") and **ESS West, LLC** ("Contractor"). This Contract was cooperatively procured under David Douglas School District RFP 5.05.21.1 pursuant to ORS 279A.215.

The parties agree as follows:

Effective Date and Termination Date. The effective date of this contract shall be July 1, 2024. Unless earlier terminated as provided below, this agreement expires on September 15, 2024.

Renewal. This contract may be renewed on the following basis: District reserves the right to extend this contract upon mutual agreement between District and Contractor for up to five (5) additional years. Any renewal of this contract must be in writing and signed by both parties.

Contractor's Agreement to Provide Services. Contractor agrees to provide the DISTRICT with the Services described in Exhibit 3 (Statement of the Work).

Payment for Work. The DISTRICT agrees to pay Contractor in accordance with Exhibit 3.

Contract Documents. The Contract Documents consist of the following documents which are listed in descending order of precedence:

- I. This Contract;
- II. Exhibits to this Contract, including
 - a. Exhibit 1 – District's Solicitation Document and Attachments
 - b. Exhibit 2 – Contractor's Solicitation Response
 - c. Exhibit 3 – Statement of Work, Compensation, Payment;
 - d. Exhibit 4 – Insurance Requirements; and
 - e. Exhibit 5 – Certification Statement for Corporation or Independent Contractor.

A conflict in the contract documents shall be resolved in the priority listed above with this Contract taking precedence over all other documents. The contract documents are the entire contract between the parties and shall supersede any prior representation, written or oral. This contract may be modified by written amendment signed by both parties.

STANDARD TERMS AND CONDITIONS

- 1. Time is of the Essence.** Time is of the essence in the performance of this Contract.
- 2. Subcontracts and Assignment.** Contractor shall not subcontract any of the work required by this Contract or assign or transfer any of its interest in this Contract, without the prior written consent of the DISTRICT, which may be withheld without cause. In addition to any other provisions the DISTRICT may require, Contractor shall require of any permitted subcontract under this Contract, that the Subcontractor be bound by all the same terms and conditions of this agreement. Such subcontracts are solely between the Contractor and the Subcontractor and shall not have any binding effect on the DISTRICT. Contractor may assign its rights and duties without the prior written consent of DISTRICT in connection with a sale or other disposition of all or substantially all of its business. Contractor may also assign e-learning solutions for distance instruction to Proximity Learning, Inc., and special education related services to Academic Staffing, Inc., both ESS wholly owned companies.

3. **Other Contractors.** The DISTRICT may undertake or award other contracts for additional or related work, and the Contractor shall fully cooperate with such other contractors and with any DISTRICT employees concerned with such additional or related work, and shall coordinate its performance under this contract with such additional or related work. The Contractor shall not commit or permit any act that will interfere with the performance of work by any other contractor or by DISTRICT employees.
4. **Independent Contractor Status.** Contractor shall certify status as an independent contractor in accordance with Exhibit 5.
5. **No Third Party Beneficiaries.** The DISTRICT and Contractor are the only parties to this Contract and are the only parties entitled to enforce its terms. Nothing in this Contract gives or provides any benefit or right, whether directly, indirectly, or otherwise, to third persons unless such third persons are individually identified by name in this Contract and expressly described as intended beneficiaries of this Contract.
6. **Successors in Interest.** The provisions of this Contract shall be binding upon and inure to the benefit of the parties and their successors and approved assigns, if any.
7. **Nonperformance.** In the event of nonperformance under this contract, the DISTRICT, after seven (7) days written notice, shall have the right to obtain from other sources such products and/or services as may be required to accomplish the work not performed, and it is agreed that the difference in cost, if any, for said work or goods shall be borne by the Contractor. For purposes of this section, nonperformance shall be defined as failure to appear and perform work and/or deliver goods as specified and scheduled.
8. **Early Termination.** This Contract may be terminated as follows unless otherwise specified herein:
 - a. The DISTRICT and Contractor, by mutual written agreement, may terminate this Contract at any time.
 - b. Either the DISTRICT or Contractor in its sole discretion may terminate this Contract for any reason on 30 days written notice to Contractor.
 - c. Either the DISTRICT or Contractor may terminate this Contract in the event of a breach of the Contract by the other. Prior to such termination, the party seeking termination shall give to the other party written notice of the breach and intent to terminate. If the party committing the breach has not entirely cured the breach within 15 days of the date of the notice, then the party giving the notice may terminate the Contract at any time thereafter by giving a written notice of termination.
 - d. Notwithstanding section 8(c), the DISTRICT may terminate this Contract immediately by written notice to Contractor upon denial, suspension, revocation or non-renewal of any license, permit, or certificate that Contractor must hold to provide services under this Contract.
9. **Payment of Invoices**
 - a. Method of Payment. Contractor shall bill DISTRICT weekly as services are performed. Payment shall be made as provided in Exhibit 3
 - b. Payment on Early Termination. Upon termination pursuant to Section 8, payment shall be made as follows:

- (i) If terminated under sections 8(a) or 8(b) for the convenience of the DISTRICT, the DISTRICT shall pay Contractor for work performed prior to the termination date if such work was performed in accordance with the Contract. The DISTRICT shall not be liable for direct, indirect or consequential damages. Termination shall not result in a waiver of any other claim the DISTRICT may have against Contractor.
- (ii) If terminated under section 8(c) by the Contractor due to a breach by the DISTRICT, then the DISTRICT shall pay the Contractor for work performed prior to the termination date if such work was performed in accordance with the Contract.
- (iii) If terminated under sections 8(c) or 8(d) by the DISTRICT due to a breach by the Contractor, then the DISTRICT shall pay the Contractor for work performed prior to the termination date provided such work was performed in accordance with the Contract less any setoff to which the DISTRICT is entitled.

10. Non-Discrimination Certification (Required by ORS 279A.110). The Contractor hereby certifies that the Contractor has not discriminated and will not discriminate against a Subcontractor in the awarding of a subcontract because the subcontractor is a disadvantaged business enterprise, a minority-owned business, a woman-owned business, a business that a service-disabled veteran owns or an emerging small business.

11. Tax Compliance Warranty (Required by ORS 279B.045). Contractor represents and warrants that Contractor has complied with the applicable tax laws of this state or a political subdivision of this state, including but not limited to ORS 305.620 and ORS chapters 316, 317 and 318. Contractor covenants that contractor will continue to comply with the tax laws of this state or a political subdivision of this state during the term of this contract. Failure by the Contractor to comply with the applicable tax laws of this state or a political subdivision of this state before the execution of this Contract or during the term of this Contract is a default for which the District may terminate this Contract and seek damages and other relief available under the terms of this Contract or under applicable law

12. Payment of Laborers (Required by ORS 279B.220). The Contractor shall:

- a. Make payment promptly, as due, to all persons supplying to such Contractor labor or material for the prosecution of the work provided for this contract;
- b. Pay all contributions or amounts due the Industrial Accident Fund by the Contractor or subcontractors, if permitted, incurred in the performance of this contract;
- c. Not permit any lien or claim to be filed or prosecuted against the DISTRICT on account of any labor or material furnished; and
- d. Pay to the Department of Revenue all sums withheld from employees pursuant to ORS 316.167.

If the Contractor fails, neglects or refuses to make prompt payment of any claim for labor or services furnished to it by any person in connection with this contract as such claim becomes due, the DISTRICT may pay such claim to the person furnishing the labor or services and charge the amount of the payment against funds due or to become due the Contractor by reason of such contract.

The payment of a claim in this manner shall not relieve the Contractor or the Contractor's surety, if any, from obligation with respect to any unpaid claims.

13. Payment for Medical Care and Workers Compensation (Required by 279B.230)

- a. Contractor shall promptly, as due, make payment to any person, co-partnership, association or corporation furnishing medical, surgical and hospital care services or other needed care and attention, incident to sickness or injury, to the employees of the contractor, of all sums that the contractor agrees to pay for the services and all moneys and sums that the contractor collected or deducted from the wages of employees under any law, contract or agreement for the purpose of providing or paying for the services.
- b. All subject employers working under the contract are either employers that will comply with ORS 656.017 or employers that are exempt under ORS 656.126.

14. Hours of Labor, Pay Equity (Required by ORS 279B.020, 279B.235).

- a. The Contractor shall pay the Contractor's employees who work under this Contract at least time and a half pay for all overtime the employees work in excess of 40 hours in any one week, except for employees who are excluded under ORS 653.010 to 653.261 or under 29 U.S.C. Section 201 to 209 from receiving overtime.
- b. The Contractor shall comply with ORS 652.220 (Prohibition of discriminatory wage rates based on sex; employer not to discriminate against employee who is a complainant). Compliance is a material element of the Contract. Failure to comply is a breach that entitles the Owner to terminate the contact for cause.
- c. The Contractor may not prohibit any of the Contractor's employees from discussing the employee's rate of wage, salary, benefits or other compensation with another employee or another person, and may not retaliate against an employee who does so.

15. Non-Appropriation/Adequate Funding

- a. If payment for work under this Contract extends into the DISTRICT's next fiscal year, DISTRICT's obligation to pay for such work is subject to approval of future appropriations to fund this Contract by the District's Board of Supervisors.
- b. Continuation of this Contract, at specified levels, is conditioned on adequate funding under the DISTRICT's budget adopted in June of each year. DISTRICT reserves the right to adjust the level of services in accordance with funding levels adopted.

16. Remedies. In the event of breach of this Contract the parties shall have the following remedies:

- a. If terminated under section 8(c) by the DISTRICT due to a breach by the Contractor, the DISTRICT may complete the work either itself, by agreement with another Contractor, or by a combination thereof. If the cost of completing the work exceeds the remaining unpaid balance of the total compensation provided under this Contract, then the Contractor shall pay to the DISTRICT the amount of the reasonable excess.
- b. In addition to the remedies in sections 8 and 9 for a breach by the Contractor, the DISTRICT also shall be entitled to any other equitable and legal remedies that are available.
- c. If the DISTRICT breaches this Contract, Contractor's remedy shall be limited to termination of the Contract and receipt of Contract payments to which Contractor is entitled.

- 17. Hazardous Materials.** Contractors shall notify District prior to using products containing hazardous chemical(s) to which District employees may be exposed. Products containing hazardous chemicals are those products defined by Oregon Revised Statutes, Chapter 465. Contractor shall supply Material Safety Data Sheets (MSDS) OAR Chapter 437, Division 2, subdivision Z.
- 18. Errors.** The Contractor shall perform such additional work as may be necessary to correct errors in the work required under this contract without undue delays and without additional cost.
- 19. Access to Records.** The Contractor agrees that the DISTRICT and its authorized representatives shall have access to the books, documents, papers and records of the Contractor which are directly pertinent to this Contract for the purpose of making audit, examination, excerpts and transcripts.

Contractor shall maintain all fiscal records directly relating to this Contract in accordance with generally accepted accounting principles. In addition, Contractor shall maintain any other records pertinent to this Contract in such a manner as to clearly document Contractor's performance. Contractor acknowledges and agrees that the DISTRICT's duly authorized representatives shall have access to such fiscal records and other books, documents, papers, plans and writings of Contractor that are pertinent to this Contract to perform examinations and audits and make excerpts and transcripts. Contractor shall retain and keep accessible all such fiscal records, books, documents, papers, plans, and writings for a minimum of three (3) years, or such longer period as may be required by applicable law, following final payment and termination of this Contract, or until the conclusion of any audit, controversy or litigation arising out of or related to this Contract, whichever date is later.

- 20. Ownership of Work.** All work products created by the Contractor as part of Contractor's performance of this Contract, including background data, documentation and staff work that is preliminary to final reports, shall be the exclusive property of the DISTRICT. If any such work products contain intellectual property of the Contractor that is or could be protected by federal copyright, patent, or trademark laws, Contractor hereby grants the DISTRICT a perpetual, royalty-free, fully paid-up, non-exclusive and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, use, re-use, in whole or in part, and to authorize others to do so, all such work products. The DISTRICT shall have no rights in any pre-existing work product of Contractor provided to the DISTRICT by Contractor in the performance of this Contract except to copy, use and re-use any such work product for DISTRICT use only.

If this Contract is terminated by either party or by default, the DISTRICT, in addition to any other rights provided by this Contract, may require the Contractor to transfer and deliver such partially completed work products, reports or other documentation that the Contractor has specifically developed or specifically acquired for the performance of this contract.

- 21. Employment Standards.** The Contractor agrees that upon request by the District, it shall remove from all District premises any Contractor's employee who, in the sole opinion of the District, is guilty of improper conduct, bringing any unauthorized personnel (including their own children) into a facility, or is not qualified to perform the work assigned.
- 22. Security.** Any disclosure or removal of any matter and/or property on the part of the Contractor or Contractor's employees shall be cause for immediate cancellation of the Contract. Any liability, including, but not limited to, attorney fees, resulting from any action or suit brought against the DISTRICT as a result of the Contractor's or Contractor's employees' willful or negligent release of information, documents or property contained in or on DISTRICT property shall be borne by the Contractor. All information, documents and property contained within these facilities shall be considered privileged and confidential.
- 23. Compliance with Applicable Law.** Contractor shall comply with all federal, state, and local laws applicable to public contracts and to the work done under this Contract, and all regulations and administrative rules established pursuant to those laws.

- 24. Public Employee Retirement System.** Contractor represents and warrants that (a) Contractor is not active as an employee in the Public Employee Retirement System and (b) Contractor has not received wages from the DISTRICT or any other public entity during this calendar or fiscal year.
- 25. Indemnity and Hold Harmless.** Subject to the conditions and limitations of the Oregon Constitution and Oregon Tort Claims Act (ORS 30.260 to 30.300). Contractor shall defend, indemnify, and hold the DISTRICT, its officers, agents and employees, harmless against all liability, loss, costs, or expenses, including attorney's fees, and against all claims, actions or judgments based upon or arising out of damage or injury (including death) to persons or property caused by any negligent act or omission of an act sustained in any way in connection with the performance of this contract or by conditions created thereby, or based upon violation of any statute, ordinance or regulation. This contractual indemnity provision does not abrogate common law or statutory liability and indemnification to the DISTRICT, but is in addition to such common law or statutory provisions.
- 26. Force Majeure.** Neither DISTRICT nor Contractor shall be held responsible for delay or default caused by any contingency beyond its control, including, but not limited to war or insurrection, strikes or lockouts by the Parties' own employees, fires, natural calamities, riots, demands or requirements of governmental agencies other than DISTRICT or Contractor.
- 27. Insurance.** Contractor shall provide insurance in accordance with Exhibit 4.
- 28. Waiver.** Waiver of any default under this Contract by the DISTRICT shall not be deemed to be a waiver of any subsequent default or a modification of the provisions of this Contract.
- 29. Governing Law.** The provisions of this Contract shall be construed in accordance with the laws of the State of Oregon and, rules of the DISTRICT, as they appear at the time of signing or any subsequent addenda. Any legal action involving any question arising under this Contract 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. CONTRACTOR AGREES TO THE JURISDICTION OF THESE COURTS.
- 30. Severability.** If any term or provision of this Contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular term or provision held invalid.
- 31. Merger Clause.** This Contract and the attached exhibits constitute the entire agreement between the parties. All understandings and agreements between the parties and representations by either party concerning this Contract are contained in this Contract. No waiver, consent, modification or change in the terms of this Contract shall bind either party unless in writing signed by both parties. Any written waiver, consent, modification or change shall be effective only in the specific instance and for the specific purpose given.
- 32. Anti-discrimination Clause.** Contractor must comply with all applicable requirements of federal and state civil rights law and rehabilitation statutes and shall not discriminate based on race, religion, color, sex, marital status, familial status, national origin, age, mental or physical disability, sexual orientation, source of income, or political affiliation in programs, activities, services, benefits or employment. Contractor shall not discriminate against minority-owned, women-owned or emerging small businesses.
- 33. Rule of Construction.** The rule of construction that a contract is construed against the drafter shall not apply to any dispute over the interpretation of application of the contract.

34. When Work is Performed on District Property, Contractor shall comply with the following:

- a. Identification. Contractors performing work on District property or for the District shall be in full uniform at all times. Uniforms shall include shirt with company identification attached. In addition, all such persons shall carry photo identification and will present such to anyone on request. If such identification cannot be produced by Contractor, or is not acceptable to the District, the District may provide at its sole discretion, such identification tags to Contractor. Contractor shall bear the entire cost of producing and assigning such identification.

Contractors that do not have specific uniforms for employees shall provide identification tags as described above, and/or any other mechanism, that the District in its sole discretion determines is required to easily identify Contractors.

As required by schools served by the District, on each day of work Contractor's employees shall sign into the Main Office to receive an in-school identification/visitor tag to be displayed on the person at all times they are in the school or other location.

- b. No Smoking. Smoking or other use of tobacco is prohibited on District property.
- c. No Drugs. District property sites and schools served by the District are drug-free zones.
- d. No Weapons or Firearms. Except as provided by Oregon statutes and District policy, weapons and firearms are prohibited on District property.
- e. Safety. Prior to instituting work on District property, Contractor, its subcontractors, and suppliers shall review the safety and security policies issued by the District's Risk Management Department and shall comply with those policies while on District property.
- f. Confidentiality. Contractor will not disclose any information or records regarding students or their families that Contractor may learn or obtain in the course and scope of Contractor's performance of this Contract.
- g. No Unsupervised Contact with Students. "Unsupervised contact with students" means contact with students that provide the person opportunity and probability for personal communication or touch when not under direct supervision of a District employee. Contractor will ensure that Contractor, any subcontractors, and their officers, agents, and employees who will have any direct unsupervised contact with students while on District property have passed a third party background screening. Contractor will enlist the services of a third party background screening provider to perform FBI fingerprint, Social Security Number verification, and investigate criminal arrests and conviction records in all counties reported by the Contractor's employee(s) for the five year period immediately prior to the date Contractor's employee is hired by the Contractor. In addition Contractor authorizes the District to obtain information about Contractor and Contractor's history and to conduct a criminal background check, including fingerprinting, of any officer, agent, or employee of Contractor that will have unsupervised contact with students. Contractor will provide results of the screenings to District no later than 4 weeks from the start date of the Contractor's employee. Contractor also agrees to cause Contractor's employees and/or subcontractors, if any, to authorize the District to conduct such background checks. Contractor shall pay all fees assessed by Oregon Department of Education for processing the background check. The District may deduct the cost of such fees from a progress or final payment to the Contractor under this Contract, unless the Contractor elects to pay such fees directly.

- 35. FERPA Redisclosure.** The Parties recognize that the Family Educational Rights and Privacy Act ("FERPA") imposes strict penalties for improper disclosure or redisclosure of confidential student information, including but not limited to denial of access to personally identifiable information from education records for at least five years (20 U.S.C. § 1232g; 34 CFR Part 99). Therefore, consistent with the requirements of FERPA, personally identifiable information obtained by the Parties in the performance of this Contract may not be redisclosed to third parties without written consent of the students' parent/guardian, and must be used only for the purposes identified in this Contract, except as may be required or authorized by law.
- 36. Notices.** All notices or demands of any kind required or desired to be given by DDS 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 address listed below.

School District

Attn: Shaunice Silas, Executive Director of Human Resources
1204 NE 201st Ave.
Fairview, OR 97024

ESS West, LLC

Attn: Steve Gritzuk, Chief Operating Officer
1915 NE Stucki Avenue Ste. 260
Hillsboro, OR, 97124

- 37. Counterparts.** This Agreement may be executed in counterparts, all of which shall constitute one and the same agreement.
- 38. Licensure.** All persons or entities providing Services under this Agreement shall be licensed by the Oregon Board of Accountancy and as may be required by state and federal law.
- 39. Intergovernmental Cooperative Contract.** Pursuant to the Public Contracting Code (ORS 279A.215), other public contracting agencies may purchase the goods, services, consultants' services, or personal services awarded as a result of this solicitation under the same terms and condition as set forth in this Contract. The District makes no guarantee to the Contractor that other public agencies will enter into contracts pursuant to this authorization. Any such contracts shall be between the Contractor and the participating contracting agency and shall not affect the Contractor's obligations to the District. Any estimated purchase volumes shown in this Contract reflect only the needs or anticipated needs of the District. **The District makes no representation to other public contracting agencies regarding their authority to enter into a contract pursuant to this cooperative procurement under the above-noted statutes, other applicable law, or local rule, including ORS 279B.030-279B.036 (cost analysis that will "demonstrate that procurement will cost less than performing service or that performing service is not feasible"). Each public contracting agency must make such determination for itself.** By executing this Contract, Contractor agrees to extend the terms, conditions and prices in this Contract to contracts with other purchasing contracting agencies as provided in ORS 279A.215.

SIGNATURES ON NEXT PAGE

CONTRACTOR DATA AND SIGNATURE

Business Name: ESS West, LLC.

Business Address: 1915 NE Stucki Avenue Ste. 260 Hillsboro, OR 97124

Contractor Phone: (877) 983-2244

Federal Tax ID# or Social Security # _____

Is Contractor a nonresident alien? Yes No

Business Designation (check one): Sole Proprietorship Partnership
 Corporation-for profit Corporation-non-profit
 Other [describe here: _____]

Federal tax ID numbers or Social Security numbers are required pursuant to ORS 305.385 and will be used for the administration of state, federal and local laws. Payment information will be reported to the Internal Revenue Service under the name and Federal tax ID number or, if none, the Social Security number provided above.

I have read this Contract including the attached Exhibits. I certify that I have the authority to sign and enter into this Contract. I understand the Contract and agree to be bound by its terms.

Signature [Enter title] _____
Title

[Enter name] _____
Name (please print) Date _____

NOTE: Contractor must also sign Exhibit 3 and (if attached) Exhibit 4.

School District SIGNATURE
(This contract is not binding on the DISTRICT until signed the appropriate signing authority)

Signature Superintendent

Name (please print) Date

RSD Legal Approved: 02/13/2024
RSD Board Approved:

EXHIBIT 3**Personal Services Contract****STATEMENT OF WORK, COMPENSATION, AND PAYMENT**

1. Contractor shall perform the following Work: provide qualified substitute personnel for licensed/certified and classified staff to fill vacancies when DISTRICT employees are absent or positions are vacant (per Exhibit 1 - District's Solicitation Document and attachments and Exhibit 2 -Contractor's Solicitation Response).

<u>Position</u>	<u>Pay Rate</u>	<u>Bill rate</u>	<u>Rule</u>
Hourly Educational Assistant	\$ 17.16	\$ 21.66	Hourly - 30 min lunch deduction
Hourly Admin/Receptionist	\$ 19.24	\$ 24.28	Hourly - 30 min lunch deduction
Hourly Campus Safety Monitor	\$ 17.77	\$ 22.43	Hourly - 30 min lunch deduction
Hourly Secretary	\$ 16.75	\$ 21.14	Hourly - 30 min lunch deduction
Hourly Library Aide/Media Assistant	\$ 17.16	\$ 21.66	Hourly - 30 min lunch deduction
Hourly Health Assistant	\$ 15.83	\$ 19.98	Hourly - 30 min lunch deduction
Hourly ESY Clerical	\$ 14.75	\$ 18.61	Hourly - 30 min lunch deduction
Hourly Interpreter	\$ 25.00	\$ 31.55	Hourly - 30 min lunch deduction
Hourly BBS Library Aide/Media Assistant	\$ 18.77	\$ 23.69	Hourly - 30 min lunch deduction
Hourly BBS Secretary	\$ 18.77	\$ 23.69	Hourly - 30 min lunch deduction
Hourly BBS Campus Safety Monitor	\$ 18.77	\$ 23.69	Hourly - 30 min lunch deduction
Hourly BBS Health Assistant	\$ 18.77	\$ 23.69	Hourly - 30 min lunch deduction
Hourly BBS Educational Assistant	\$ 18.77	\$ 23.69	Hourly - 30 min lunch deduction
Hourly BBS Noon Assistant	\$ 18.77	\$ 23.69	Hourly - 30 min lunch deduction
Hourly Noon Assistant	\$ 14.75	\$ 18.61	Hourly - 30 min lunch deduction
Hourly Licensed Teacher	\$ 24.48	\$ 30.89	Hourly - 30 min lunch deduction
Hourly Admin/Elementary	\$ 60.00	\$ 75.72	Hourly - 30 min lunch deduction
Hourly Admin/Middle School	\$ 70.00	\$ 88.34	Hourly - 30 min lunch deduction
Hourly Admin/High School	\$ 80.00	\$ 100.96	Hourly - 30 min lunch deduction
Substitute Licensed Teacher Full Day	\$ 224.05	\$ 282.75	*per diem - no lunch deduction
Substitute Licensed Teacher Half Day	\$ 112.03	\$ 141.38	*per diem - no lunch deduction
Substitute Licensed Teacher Full Day Long Term	\$ 251.05	\$ 316.83	*per diem - no lunch deduction
Substitute Licensed Teacher Half Day Long Term	\$ 125.53	\$ 158.42	*per diem - no lunch deduction
Substitute Licensed Teacher Full Day Outdoor School	\$ 248.72	\$ 313.88	*per diem - no lunch deduction
Substitute Licensed Teacher Half Day Outdoor School	\$ 124.36	\$ 156.94	*per diem - no lunch deduction

2. **The maximum total payment under this Contract, including expenses:**

Maximum amount to be paid under this contract, including expenses listed in paragraph 4 below, is \$5,000,000.

3. **The DISTRICT shall pay Contractor on the following basis:**

The Contractor shall be paid on a monthly basis following receipt of invoice. Contractor must provide an

itemized invoice detailing dates worked, description of work performed, and total amount for the invoice. Invoices should be submitted to Accounts Payable, or by email to accounts_payable_ap@rsd7.net. All invoices must be received within 30 days of the date of service. Questions can be referred to the Business Office at 503-661-7200.

4. DISTRICT will pay expenses on the following terms and conditions:

The DISTRICT will pay a maximum of \$0.00 for local travel-related expenses and other miscellaneous. This figure is included in, and not in addition to, the \$0.00 figure listed in paragraph 2 above.

**The DISTRICT shall have the right to withhold from payments due Contractor such sums as are necessary in the DISTRICT's sole opinion to protect the DISTRICT from any loss, damage, or claim which may result from Contractor's failure to perform in accordance with the terms of the Contract or failure to make proper payment to suppliers or subcontractors.

EXHIBIT 4**Personal Services Contract INSURANCE REQUIREMENTS**

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

Workers Compensation insurance in compliance with ORS 656.017, which requires subject employers to provide workers' compensation coverage in accordance with ORS Chapter 656 for all subject workers.

Contractor and all subcontractors of Contractor with one or more employees must have this insurance unless exempt under ORS 656.027.

Professional Liability/E&O insurance with a combined single limit of not less than \$500,000,

- \$1,000,000, \$2,000,000 each claim, incident, or occurrence, with an annual aggregate limit of \$500,000, \$1,000,000, \$2,000,000. This is to cover damages caused by error, omission, or negligent acts related to professional services provided under this Contract. This coverage must be provided and remain in force for two years after the completion of the contract.

Commercial General Liability insurance, on an occurrence basis, with a limit of not less than \$500,000,

- \$1,000,000, \$2,000,000 each occurrence for Bodily Injury and Property Damage, with an annual aggregate limit of \$500,000, \$1,000,000, \$3,000,000. This insurance must include contractual liability coverage.

Required by DISTRICT Not required by DISTRICT

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.

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. Contractor 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. Contractor's coverage will be primary in the event of loss.

Certificate(s) of Insurance Required. Contractor shall furnish a current Certificate(s) of Insurance to the DISTRICT prior to contract execution. The Certificate(s) 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 the Contractor's insurer to the DISTRICT. The Certificate(s) shall also state the deductible or retention level. For commercial general liability the Certificate shall also provide that the DISTRICT, its agents, officers, and employees are Additional Insureds with respect to Contractor'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 District receives the certificate and additional insured endorsement. If requested, complete copies of insurance policies shall be provided to the DISTRICT.

**EXHIBIT 5
Personal Services Contract**

CERTIFICATION STATEMENT FOR CORPORATION OR INDEPENDENT CONTRACTOR

NOTE: Contractor Must Complete A or B below:

A. IF CONTRACTOR IS A CORPORATION, LIMITED LIABILITY COMPANY OR A PARTNERSHIP, COMPLETE SECTION A ONLY.

I certify under penalty of perjury that Contractor is a [check one]:			
Signature	Printed Name	Title	Date

B. OTHERWISE, IF CONTRACTOR IS A SOLE PROPRIETOR WORKING AS AN INDEPENDENT CONTRACTOR, COMPLETE SECTION B ONLY.

Contractor certifies under penalty of perjury that the following statements are true:	
1.	If Contractor is providing labor or services under this Contract for which registration is required under ORS Chapter 701, Contractor has registered as required by law, and
2.	If Contractor performed labor or services as an independent Contractor last year, Contractor filed federal and state income tax returns last year in the name of the business (or filed a Schedule C in the name of the business as part of a personal income tax return), and
3.	Contractor represents to the public that the labor or services Contractor provides are provided by an independently established business, and
4.	All of the statements checked below are true.
NOTE: Check all that apply. You must check at least four (4) to establish that you are an Independent Contractor.	
A.	The labor or services I perform is primarily carried out at a location that is separate from my residence or is primarily carried out in a specific portion of my residence which is set aside as the location of the business.
B.	I purchase commercial advertising or I have business cards for my business, or I am a member of a trade association.
C.	My business telephone listing is separate from my personal residence telephone listing.
D.	I perform labor or services only under written contracts.
E.	Each year I perform labor or services for at least two different persons or entities.
F.	I assume financial responsibility for defective workmanship or for service not provided by purchasing performance bonds, errors and omission insurance or liability insurance, or providing warranties relating to the labor or services I provide.
Sole Proprietor Signature	Date



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

To: Board of Directors

From: Holly Langan, Executive Director of Financial Services

Subject: Plan of Action: Audit Findings Fiscal Year End June 30, 2023

Type: Action Item Report / Presentation

Policy: DIE: Audits

Date: February 28, 2024

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:

In the 2022–23 fiscal year, the district’s independent auditors, Pauly Rogers and Co PC, completed the annual financial audit. One significant deficiency was communicated to the district following the audit.

As required by the Secretary of State Oregon Audits Division, when a municipality’s (school district’s) financial audit results in deficiencies communicated by the auditor, the municipality must adopt a Plan of Action to address those deficiencies. A copy of that plan must be adopted by the governing body and filed with the Secretary of State (ORS 297.466(2)).

Previous Board Action:

Not Applicable

Financial Implications:

Not Applicable

Motion:

- A. Motion Made by Board Member:
 - a. I move the Board approve the Plan of Action 2022-23 Oregon Audits Division as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



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

February 28, 2024

Oregon Secretary of State, Audits Division
255 Capitol St. NE, Suite #500
Salem, OR 97310

Plan of Action for Financial Audit Results

Reynolds School District respectfully submits the following corrective action plan in response to deficiencies reported in our audit of the fiscal year ended June 30, 2023. The audit completed by the independent auditing firm December 28, 2023 reported the deficiency listed below. The plan of action was adopted by the governing body at their meeting on February 28, 2024, as indicated by signatures below.

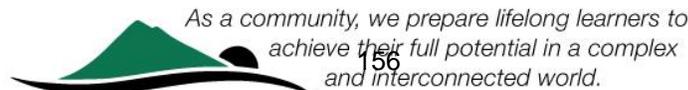
Listed below is the deficiency as provided by the auditor followed by the district's adopted Plan of Action and implementation timeframe.

1. Deficiency #1: SA-2023-001

- a. Significant Deficiency—Compliance with Federal Award Program for Davis-Bacon Act
 - Condition: The District did not get certified payrolls for many contractors within the ESSER grant
 - Recommendations: We recommend that the District put in place a system where invoices for contracts are not paid until they receive certified payrolls, or some sort of system that ensures compliance.
- b. Plan of Action
 - The district will review its processes to ensure contracts include the Davis-Bacon Act provision when applicable and indicate the requirement to provide prevailing wages.
 - The district will include a requirement to receive documentation of certified payroll from the contractor when applicable as a condition of (and prior to) payment of invoices.
- c. Implementation Timeframe
 - The district implemented the review process immediately upon notification from the auditors of this deficiency. Contracts with payments from federal resources will include the Davis-Bacon Act provision to pay prevailing wages and provide documentation through certified payroll. Payment of invoices will not be completed without required documentation.

Ana Gonzalez Muñoz, Board Chair

Frank Caropelo, Superintendent



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: February 28, 2024

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
- B. Upcoming Board Meetings
 - a. Business Meeting: March 20, 2024
- C. Budget Committee Vacancies:
 - a. Positions 8, 9, and 10
- D. Board Discussion
 - a. Board Operating Handbook

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: February 28, 2024

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.