



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

**Reynolds School District
Board of Education Regular**

May 25, 2022

7:00 PM

Virtual Meeting

I.	6:00p - Executive Session	3
	The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.	
II.	7:00p - Call to Order	4
	A. Pledge of Allegiance	5
	B. Land Acknowledgement	6
	C. Consider Approval of the May 25, 2022 Agenda	
III.	7:10p - Board Recognition	7
	A. Student Recognition	8
	B. Volunteer/Community Partner Recognition	9
	C. Staff Recognition	10
	D. Resolution: 2021-2022-025: LGBTQ+ Pride Month	11
IV.	7:20p - Public to be Heard	12
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.	
V.	7:40p - Bargaining Group Updates	13
VI.	7:55p - Presentation to the Board	
	A. Student Outcomes / Marginalized Students: CEE Survey and Strategic Plan Data Dashboard	14
	B. Student Outcomes / Culturally Responsive Teaching: ELA and ELD Curriculum Adoption	46
	C. Policy Updates: First Reading	164
VII.	8:35p - Board Reports	179
	A. Board Announcements	
	i. Individual Board Members - Announcements and Reports	
	ii. Upcoming Board Meetings	
VIII.	8:45p - Superintendent's Reports	180
	A. Announcements/Reports	
	B. Professional Development	

	C. Communications Report	
	D. Financial Report	181
	E. Enrollment Report	182
IX.	9:10p - Consent Agenda	187
	A. Approval of Personnel Order	
	B. Approval of Prior Meeting Minutes	188
	C. Grant Acceptance	
	i. Wildfire Mitigation Grant	193
	ii. TAP Grant for Seismic Assessments	205
	iii. Menstrual Dignity Program Grant Agreement	218
	D. Field Trips	
	i. RHS Football: La Grande, Oregon	239
	ii. RHS Boys Basketball: University Place, Washington	252
	E. Resolution 2021-2022-025: LGBTQ+ Pride Month	257
	F. Authorization for Nutrition Specialized Software Contract	258
	G. OSEA MOU on Summer Learning	321
X.	9:15p - Action Items	
	A. Resolution 2021-2022-206 Formation of a Bond Financing and Planning Committee	325
	B. HOLLA Charter Agreement	328
	C. OSEA MOU on Retention Bonus	362
	D. REA MOU on In-Person Learning for 21-22	367
	E. ELA Curriculum Adoption	377
	F. ELD Curriculum Adoption	381
	G. Early Entry Policy Update	384
XI.	9:15p - Board Discussion	391
XII.	9:30p - Adjourn	392



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To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: Executive Session
Policy: [Executive Session – BDC](#)
Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under 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.



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To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Call to Order

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

- Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

Land Acknowledgement:

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

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the May 25, 2022 Business Meeting Agenda as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



Land Use Acknowledgment & Guidelines



Approved and Apdopted on May 27, 2020

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

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

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

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

Land Use Acknowledgment

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

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



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

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Stephanie Field, Executive Director of Communication and Community Relations

Subject: Board Recognition

Policy: [Community Relations – KAA](#)

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

- Safety
- Equity
- Instructional Practice
- Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

- Student Recognition: Andrea Louis, 4th grade student at Hartley Elementary School
- Community Partner/Volunteer Recognition: Weston Buick GMC
- Staff Recognition: Natasha Jackson, Principal at Margaret Scott Elementary.

Resolutions:

- 2021-2022-025: LGBTQ+ Pride Month



Reynolds School Board
STUDENT RECOGNITION

May 2022

8

Andrea Louis





Reynolds School Board
COMMUNITY PARTNER OF THE MONTH

May 2022

Weston Buick GMC





Reynolds School Board
STAFF RECOGNITION

May 2022

10

Natasha Jackson





RESOLUTION #2021-2022-025
RESOLUTION PROCLAIMING THE CELEBRATION OF
LGBTQ+ PRIDE MONTH

WHEREAS, beginning in the year 2000, the month of June has been recognized nationally as Lesbian, Gay, Bisexual and Transgender (LGBT) Pride Month with a purpose to recognize both the contribution of LGBTQ+ persons to society and their continued struggle for equality, safety, and acceptance, and

WHEREAS, June has historically become a symbolic month in America in which LGBTQ+ persons and allies come together in various celebrations of pride to support the community's right to live their lives out loud; and

WHEREAS, LGBTQ+ people in the United States have fought for equal treatment, dignity, and respect;

WHEREAS, despite being marginalized throughout the history of the United States, LGBTQ+ people in the United States continue to celebrate their identities, love, and contributions to the United States in various expressions of Pride;

WHEREAS, Reynolds School District is committed to supporting dignity, equity, and visibility for all people in the community; and

WHEREAS, many residents, students, family members, and school personnel are part of the lesbian, gay, bisexual, transgender, queer, and/or questioning community, and they contribute greatly to the enrichment of our community; and

WHEREAS, although advancements have been made with respect to equitable treatment of LGBTQ+ persons, LGBTQ+ persons still face discrimination simply for being who they are, thus making it important for all districts and communities to stand up and show support for all our students, staff, and families who are affected; and

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School Board of Directors proclaims June as LGBTQ+ Pride Month.

BE IT FURTHER RESOLVED, the Board supports policies, practices, and curriculum that support a safe and affirming space for all stakeholders and honor and respect lesbian, gay, bisexual, transgender, queer, or questioning students, families, and staff.

Adopted this 25th day of May 2022.

Signed:

Attest:

Chair, Board of Directors

Superintendent of Schools / Clerk



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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Public to be Heard

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

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

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

Those providing spoken comment will be moved from attendee to panelists during the Public Comment portion of the agenda. Each speaker will have three minutes.



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

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: Bargaining Unit Updates
Policy: [Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF](#)
Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



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To: Board of Directors

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

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

Subject: Presentation: CEE Survey and Strategic Plan & Results Dashboard

Policy: [Academic Achievement – IK](#), [Instructional Goal – IA](#)

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

John Steach, with the Center for Educational Effectiveness (CEE), will give an overview of this year’s CEE survey results as well as an overview of how CEE will collect and report data for our Strategic Plan.

John will also discuss the new Strategic Plan & Results Dashboard. Reynolds School District, in collaboration with CEE, has developed a new interactive Strategic Plan and Results dashboard. The dashboard not only displays different metrics (both academic and school climate based) that align to the 5-Year (2021-2026) Strategic Plan, but also includes Educational Effectiveness Survey Perception data and Oregon Healthy Teen Survey data.

Previous Board Action:

Not Applicable

Background:

CEE provides comprehensive data and consulting services to meet the challenges and mandates for increased student learning. Their data analytics, surveys, and on-site consulting provide districts and schools with the tools to conduct deep analysis of student performance, stakeholder perceptions, and the effectiveness of current practices. User-friendly tools make it easy to identify strengths along with areas of concern requiring change.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



*EACH AND EVERY CHILD PREPARED
FOR A WORLD YET TO BE IMAGINED*

Strategic Plan Dashboard Update

May 25, 2022



MISSION: We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.
VISION: As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

REYNOLDS SCHOOL DISTRICT

STRATEGIC PLAN
2021-2026

GOAL TOPIC 1: Marginalized Students

DESCRIPTION:

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

ACTION STEPS:



GOAL TOPIC 2: Culturally Responsive Teaching

DESCRIPTION:

We will interrupt bias and microaggression in curriculum and instructional practices.

ACTION STEPS:



GOAL TOPIC 3: Student and Staff Wellness

DESCRIPTION:

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

ACTION STEPS:

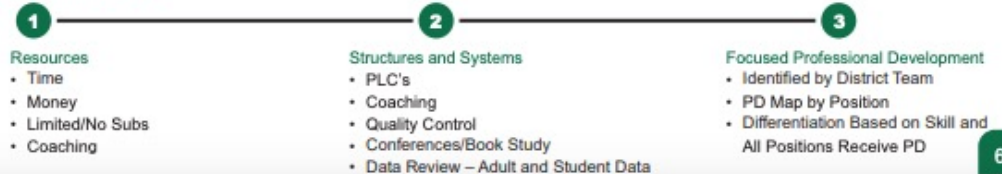


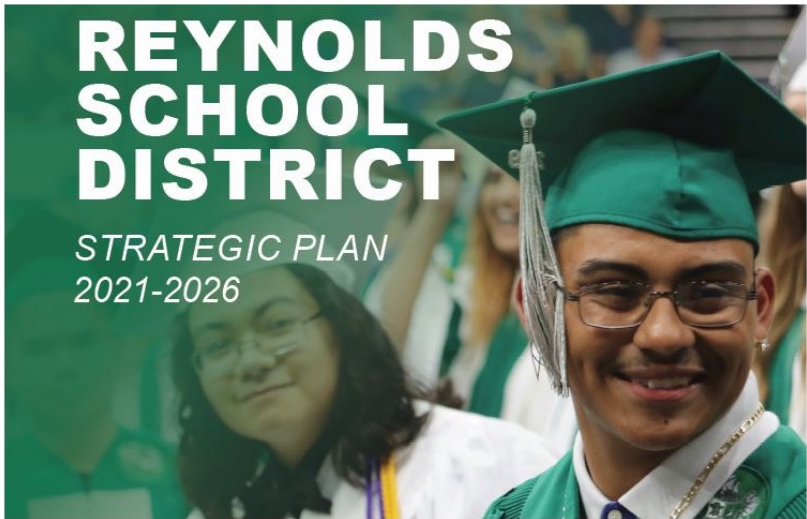
GOAL TOPIC 4: Professional Development

DESCRIPTION:

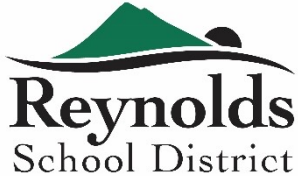
We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

ACTION STEPS:





Please click on each arrow to expand each section. To download the 2021-2026 Reynolds School District Strategic Plan, click [HERE](#).



▶ Letter from the Superintendent

▶ Creating a Vision for Reynolds School District

▶ Mission & Vision

▼ Goal Descriptions

Specific results dashboards are within each goal topic by clicking on each arrow below. For all results, see below.

▶ Goal 1: Marginalized Students

▶ Goal 2: Culturally Responsive Teaching

▶ Goal 3: Student and Staff Wellness

▶ Goal 4: Professional Development

▶ All Results

▶ Funding (including SIA and ESSER)

▼ Letter from the Superintendent

Dear Reynolds School District Community,

It is my honor to share the Reynolds School District Strategic Plan 2026. In light of the unprecedented impact of the COVID-19 pandemic on our schools and community, it is more critical than ever to have a unified vision and path forward for our district.

Over the past year and a half, we have worked with and listened to our community members to develop a new strategic vision for our district. This vision builds on the core pillars that remain at the heart of who we are: providing physical and emotional safety for all, using equity as a foundation for all that we do, setting high expectations with high-quality instruction, and building an inclusive and positive organizational culture.

Achieving the ambitious goals set forth in this vision will take a commitment from all of us – students, families, educators, support staff, and community members across the district. We are committed to providing a high-quality education for every child in Reynolds School District. I am inspired every day by our students and by the families and community members who are working so tirelessly to meet their needs and help them reach their full potential.

Thank you for being valued partners on this journey, and I hope that you will join us in embracing this new strategic roadmap for Reynolds School District. Together we can build a district where we prepare lifelong learners to achieve their full potential in a complex and interconnected world. **TOGETHER... "WE ARE REYNOLDS!"**

Respectfully,

Dr. Danna Diaz, Superintendent of Schools



▼ Goal 1: Marginalized Students

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

**In Reynolds, we define "marginalized" as those students and families who are furthest from justice and those who have been historically silenced in our school system. Our marginalized population is identified as our Black and Brown students. We believe that if we address the disparities faced by our Black and Brown students, it will positively impact other groups facing systemic barriers.*

Goals

Elevate Voice: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Remove Barriers: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.

Communication: We are committed to truly listen and create timely/efficient communication systems.

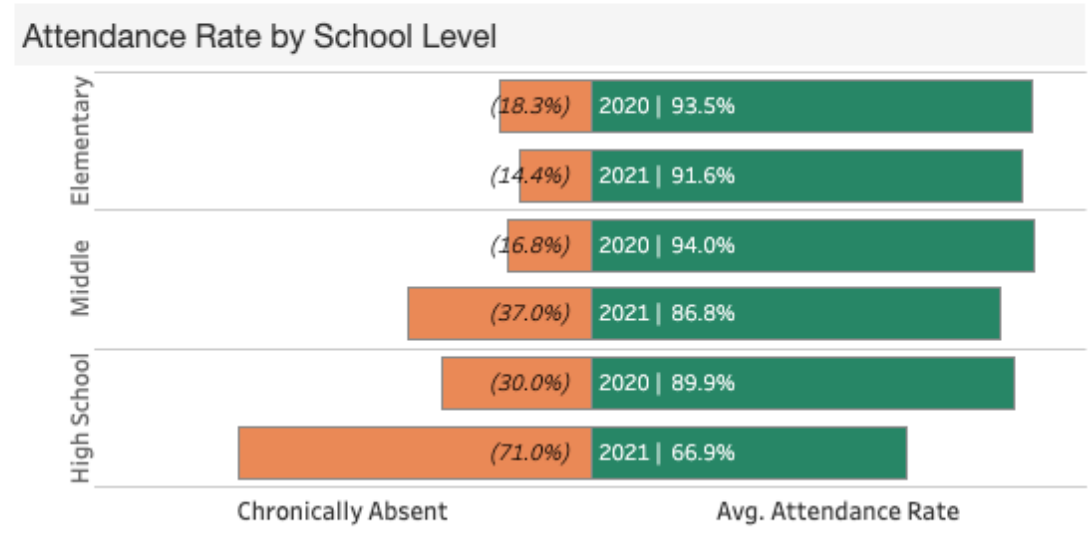
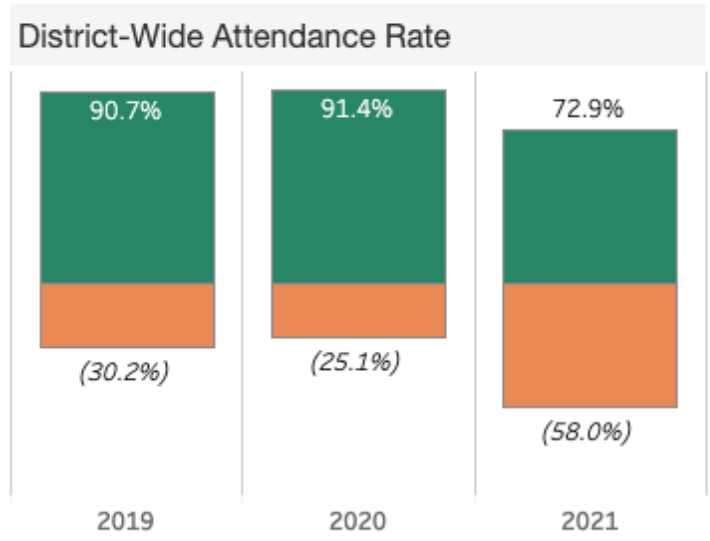
Improve the academic and social experience for Black students and families in RSD.

Pillar Alignment:



Goal Topic 1: Marginalized Students

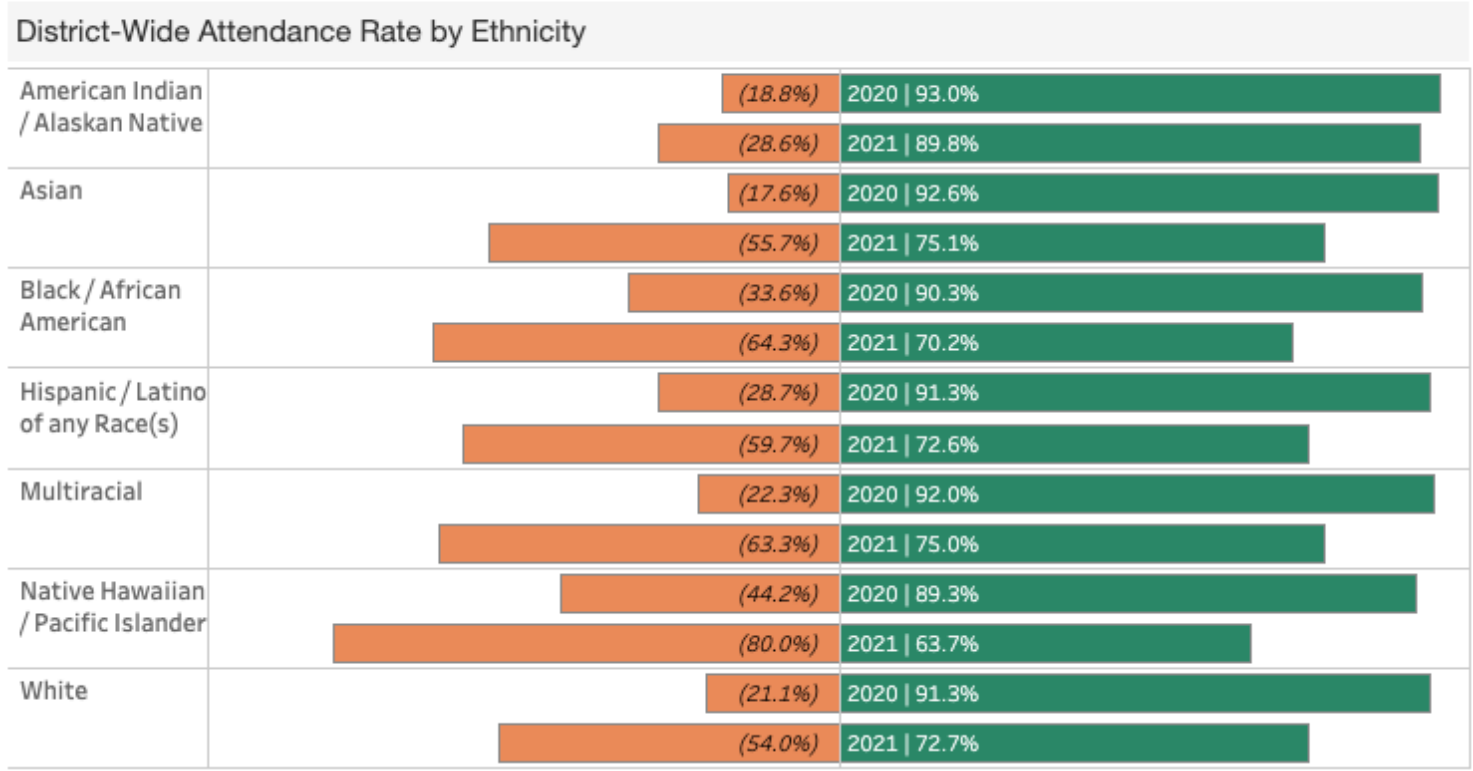
Attendance Rate (District Wide, School Level and by Ethnicity)



■ Avg. Attendance Rate
■ Chronically Absent

Chronic absenteeism measures the percentage of students who were absent a minimum of 10% of the days they were enrolled in the district.

Hover over content for additional information

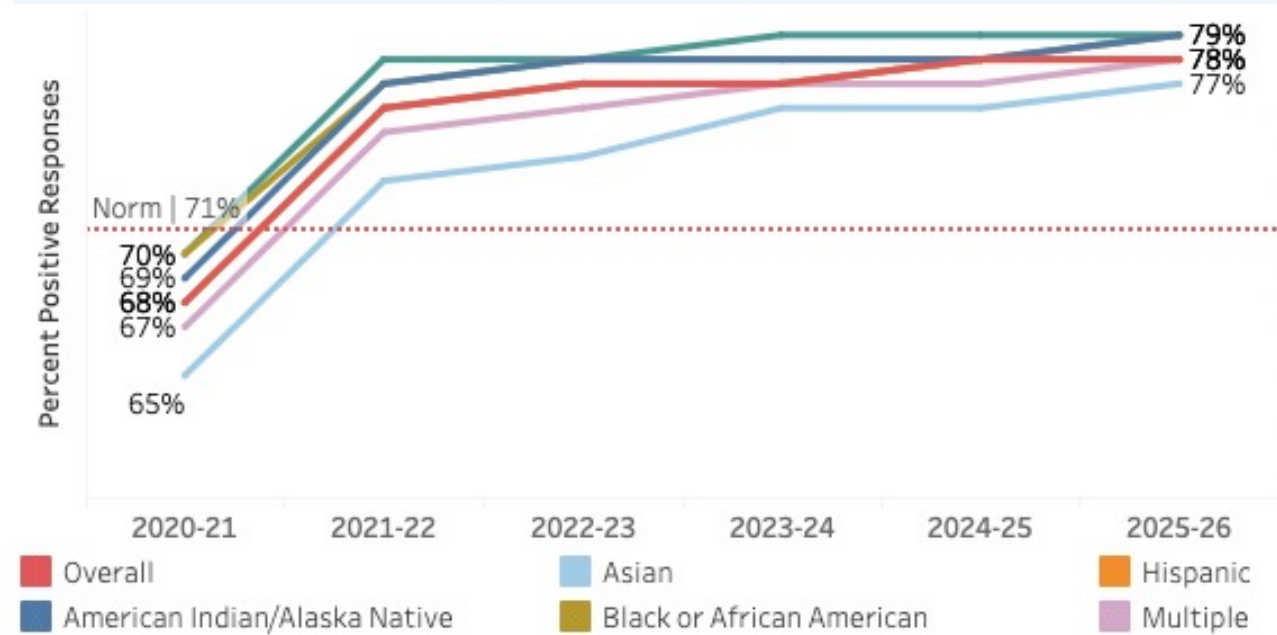


Goal Topic 1: Marginalized Students

Student Perceptions around Feeling Connected at School and with their Peers by Demographic.

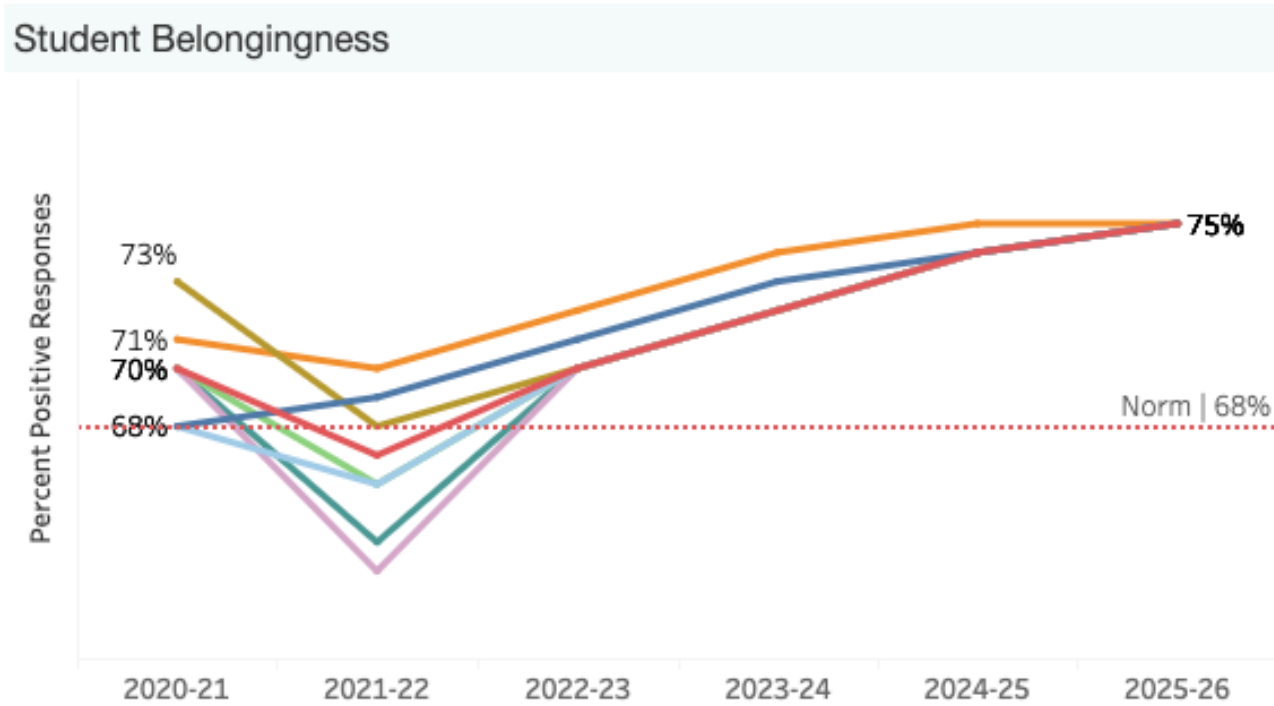
Student Collaboration & Interpersonal Skills

Goal: All Racial Groups Above Norm and Reducing Gap to 10% Above Norm Annually



	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Overall	68%	76%	77%	77%	78%	78%
American Indian/Alaska N..	69%	77%	78%	78%	78%	79%
Asian	65%	73%	74%	76%	76%	77%
Black or African American	70%	77%	78%	78%	78%	79%
Hispanic	68%	76%	77%	77%	78%	78%
Multiple	67%	75%	76%	77%	77%	78%
Native Hawaiian or Pacifi..	68%	76%	77%	77%	78%	78%
White	70%	78%	78%	79%	79%	79%





	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Overall	70%	67%	70%	72%	74%	75%
American Indian/Alaska N..	68%	69%	71%	73%	74%	75%
Asian	68%	66%	70%	72%	74%	75%
Black or African American	73%	68%	70%	72%	74%	75%
Hispanic	71%	70%	72%	74%	75%	75%
Multiple	70%	63%	70%	72%	74%	75%
Native Hawaiian or Pacifi..	70%	66%	70%	72%	74%	75%
White	70%	64%	70%	72%	74%	75%

Overall (Analysis Group): All district non-charter school students in grades 4-12



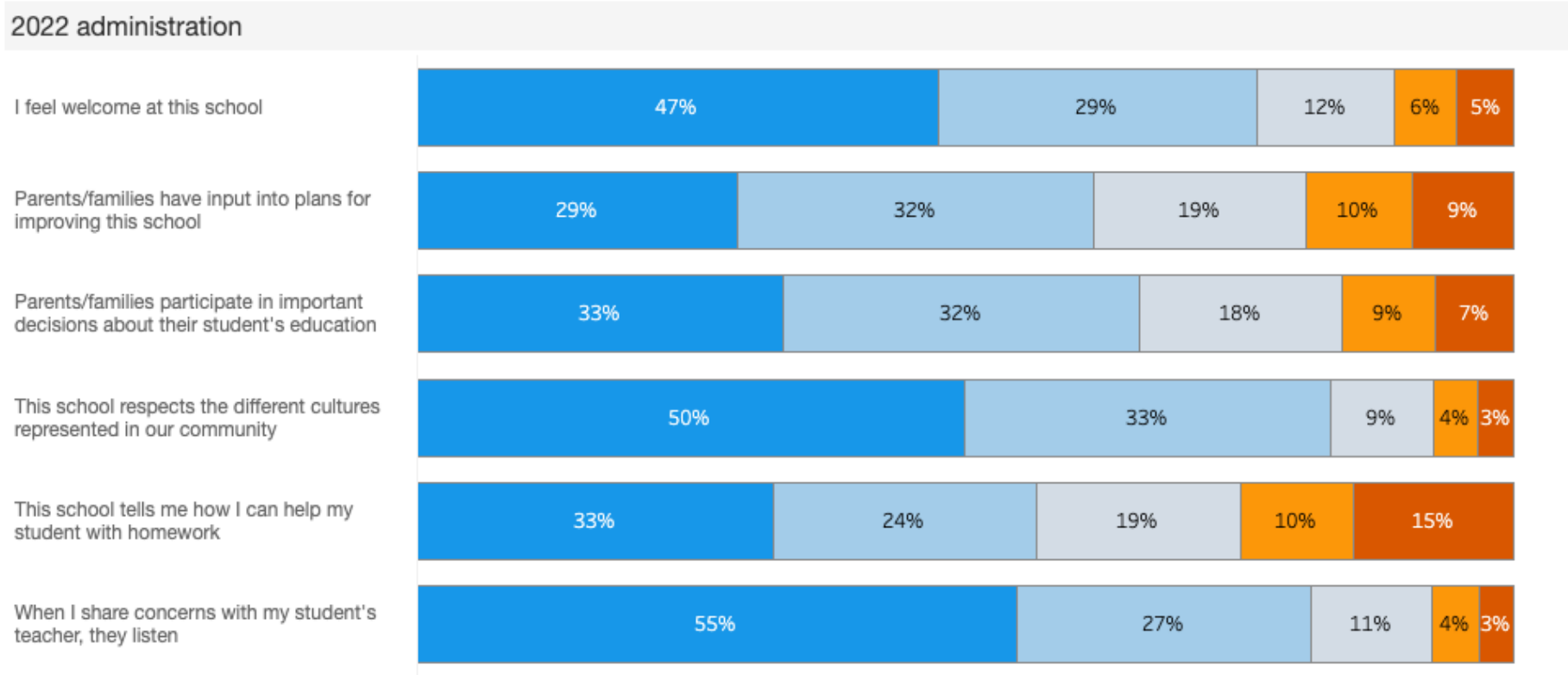
Goal Topic 1: Marginalized Students

Family Perceptions

Level Select
 Entire District

- Color Legend**
- Almost Always True
 - Often True
 - Sometimes True
 - Seldom True
 - Almost Never true

Hover over content for additional information



Parent & Community Involvement construct 2-Year Trend



Percent Positive



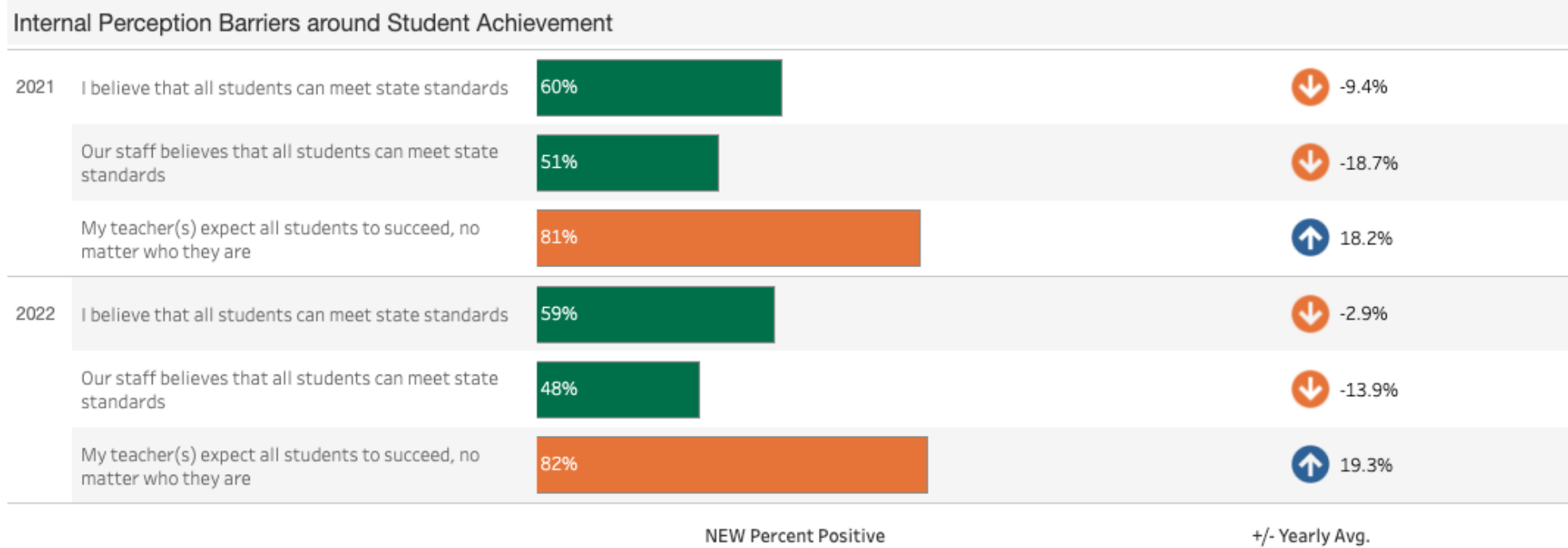
Internal Perception Barriers around Student Achievement

Goal Topic 1: Marginalized Students

Internal Perception Barriers around Student Achievement

Level Select
Entire District

Survey
■ Staff
■ Student



Hover over content for additional information

25

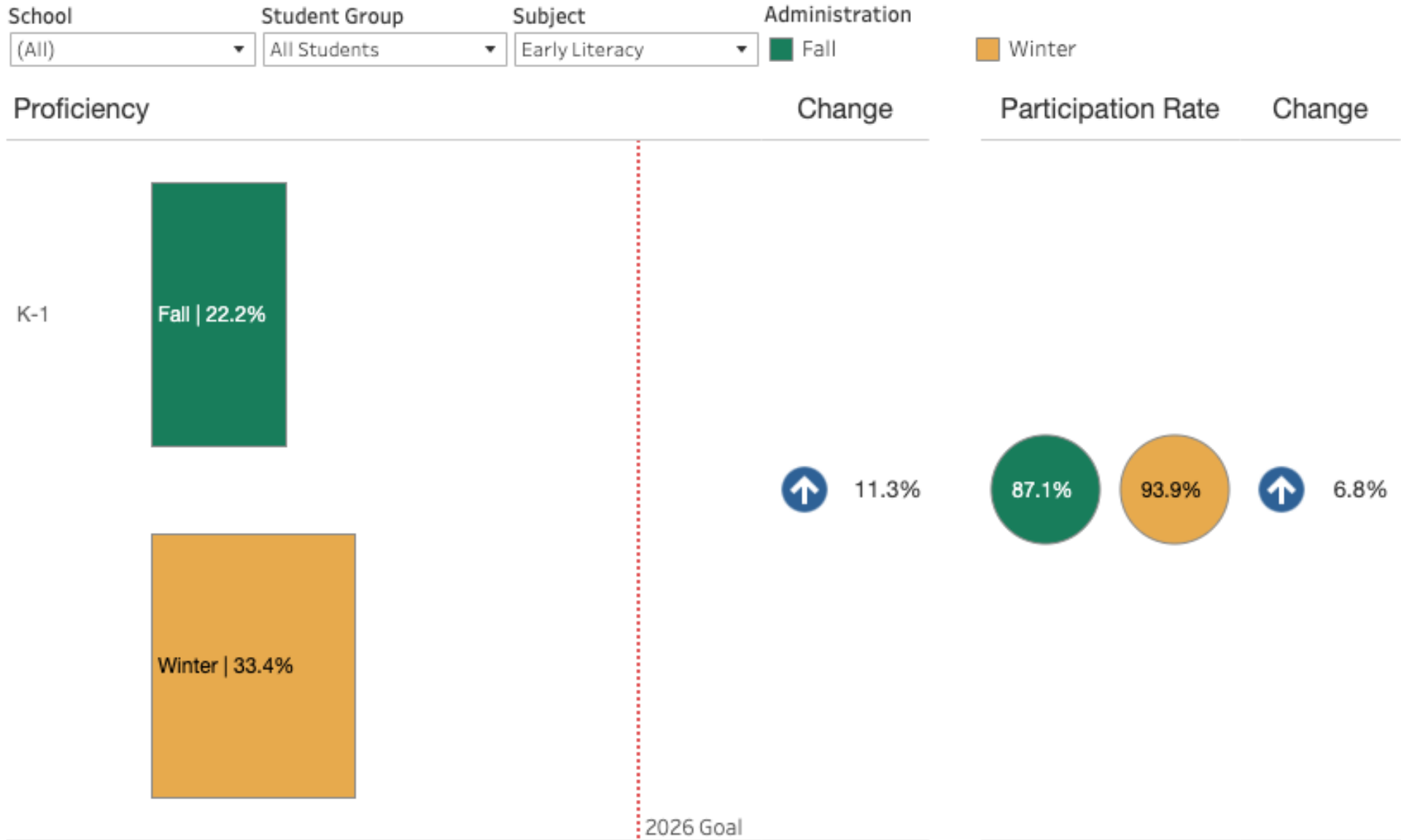
Comparing the perceptions around each of these questions on the Staff and Student surveys gives insights to the barriers around student achievement

Values above show the Percent Positive responses to each question and that value subtracted from the overall average across the three questions.



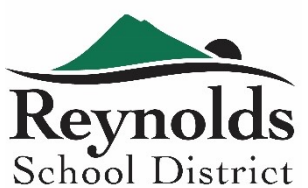
Goal Topic 1: Marginalized Students

Student Achievement Data- STAR Early Literacy, Reading and Mathematics



Specific student group performance is only available for All Students at the individual building level.

Participation rates are available only for the All Students group. Values will not change when selecting other student groups.



Goal Topic 1: Marginalized Students

Student Achievement Data- STAR Early Literacy, Reading and Mathematics

School	Student Group	Subject	Administration	Proficiency	Change	Participation Rate	Change
(All)	All Students	Reading	Fall				
			Winter				
2nd grade	Fall 19.8%	Winter 24.7%	↑ 4.8%	85.2%	92.5%	↑ 7.3%	
3rd grade	Fall 21.3%	Winter 31.5%	↑ 10.2%	89.3%	93.8%	↑ 4.4%	
4th grade	Fall 28.4%	Winter 32.0%	↑ 3.6%	89.7%	94.4%	↑ 4.8%	
5th grade	Fall 28.1%	Winter 32.3%	↑ 4.2%	86.4%	92.8%	↑ 6.3%	
6th grade	Fall 28.8%	Winter 29.0%	↑ 0.3%	86.3%	87.3%	↑ 1.0%	
7th grade	Fall 27.3%	Winter 29.3%	↑ 2.0%	84.0%	83.8%	↓ -0.3%	
8th grade	Fall 30.0%	Winter 29.3%	↓ -0.8%	81.0%	83.0%	↑ 2.0%	
9th grade	Fall 30.0%	Winter 27.0%	↓ -3.0%	77.0%	76.0%	↓ -1.0%	
10th grade	Fall 37.7%	Winter 25.7%	↓ -12.0%	64.7%	70.0%	↑ 5.3%	

2026 Goal

Specific student group performance is only available for All Students at the individual building level.

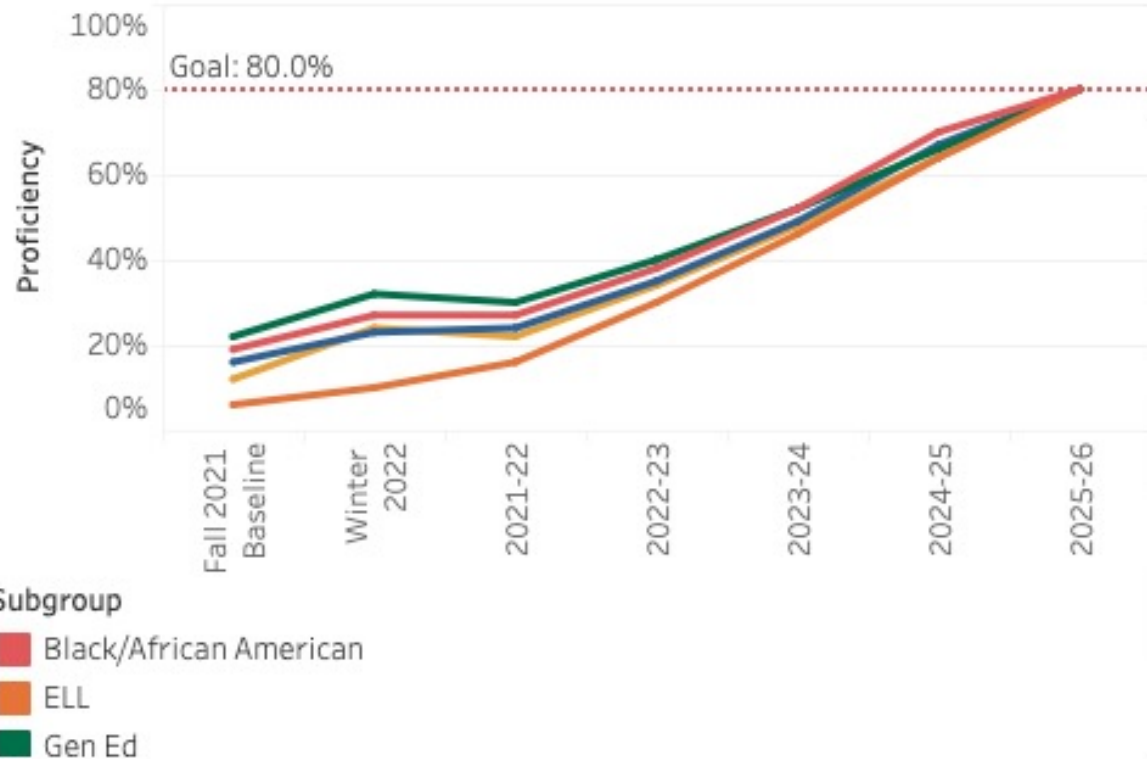
Participation rates are available only for the All Students group. Values will not change when selecting other student groups.



Goal Topic 1: Marginalized Students

3rd Grade Literacy District Improvement SMART Goals on STAR-Reading

3rd Grade Literacy District Improvement SMART Goals (80% achieving benchmark* by 2026) on STAR-Reading



School Year	Gen Ed	Black/Afri American	Latinx	ELL	SpEd
Fall 2021 Baseline	22.0%	19.0%	16.0%	6.0%	12.0%
Winter 2022	32.0%	27.0%	23.0%	10.0%	24.0%
2021-22	30.0%	27.0%	24.0%	16.0%	22.0%
2022-23	40.0%	38.0%	35.0%	30.0%	34.0%
2023-24	52.0%	52.0%	49.0%	46.0%	48.0%
2024-25	66.0%	70.0%	67.0%	64.0%	64.0%
2025-26	80.0%	80.0%	80.0%	80.0%	80.0%

Projected Percentage of Students Meeting or Exceeding Grade Level Benchmark Needed Each Year In Order for 80% of All 3rd Graders to be Considered Proficient Readers by 2026 (Growth Model)



Goal Topic 1: Marginalized Students

Student Achievement Data- STAR Early Literacy, Reading and Mathematics

School	Student Group	Subject	Administration	Proficiency	Change	Participation Rate	Change
(All)	All Students	Math	■ Fall ■ Winter				
2nd grade				Fall 19.1% Winter 27.3%	↑ 8.3%	86.4% (Fall) 93.1% (Winter)	↑ 6.7%
3rd grade				Fall 26.9% Winter 35.2%	↑ 8.3%	87.8% (Fall) 94.2% (Winter)	↑ 6.4%
4th grade				Fall 26.3% Winter 30.4%	↑ 4.1%	87.3% (Fall) 91.3% (Winter)	↑ 4.0%
5th grade				Fall 26.8% Winter 31.4%	↑ 4.6%	89.8% (Fall) 91.8% (Winter)	↑ 2.1%
6th grade				Fall 24.0% Winter 26.3%	↑ 2.3%	79.8% (Fall) 84.0% (Winter)	↑ 4.3%
7th grade				Fall 21.8% Winter 26.3%	↑ 4.5%	77.0% (Fall) 84.8% (Winter)	↑ 7.8%
8th grade				Fall 23.8% Winter 29.3%	↑ 5.5%	77.0% (Fall) 85.8% (Winter)	↑ 8.8%
9th grade				Fall 34.0% Winter 35.0%	↑ 1.0%	71.0% (Fall) 78.0% (Winter)	↑ 7.0%
10th grade				Fall 32.7% Winter 34.7%	↑ 2.0%	62.5% (Fall) 64.0% (Winter)	↑ 1.5%

2026 Goal

Specific student group performance is only available for All Students at the individual building level.

Participation rates are available only for the All Students group. Values will not change when selecting other student groups.



Goal Topic 1: Marginalized Students

9th Grade on Track (Percentage of Students Earning Six or More Credits during their First Year of High School)

9th Grade On-Track



Hover over content for additional information

Overall 9th Grade On-Track Compared to State Avg.

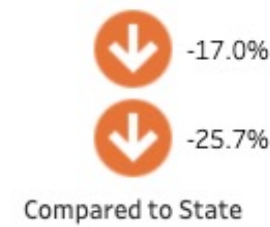
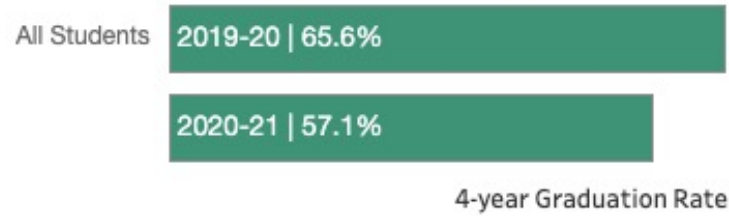
Category	Sub-Category	Percentage	2026 Goal	Delta	Status
Overall	Overall	47.0%	90%	-43.0%	Down
Ethnicity	Asian	72.0%	90%	-18.0%	Down
	Black/African American	45.0%	90%	-45.0%	Down
	Hispanic/Latino	39.0%	90%	-51.0%	Down
	Multiracial	45.0%	90%	-45.0%	Down
	Native Hawaiian/Pacific Islander	40.0%	90%	-50.0%	Down
	White	54.0%	90%	-36.0%	Down
Gender	Female	53.0%	90%	-37.0%	Down
	Male	42.0%	90%	-48.0%	Down
Program	Ever English Learner	44.0%	90%	-46.0%	Down
	Free/Reduced Price Lunch	47.0%	90%	-43.0%	Down
	Homeless	25.0%	90%	-65.0%	Down
	Migrant	31.0%	90%	-59.0%	Down
	Students with Disabilities	41.0%	90%	-49.0%	Down
	Talented and Gifted	71.0%	90%	-19.0%	Down

Predicted to see increase of the percentage of students on-track to graduate, now that instruction is back to in-person instruction. During Summer 2021, students at the high school had the opportunity to attend summer school to earn additional credits.

Goal Topic 1: Marginalized Students

4-Year Graduation Rate

Overall 4-Year Graduation Rate



■ Reynolds SD
 ■ State of Oregon
 Show Graduation Rates by:

Hover over content for additional information

Graduation Rate by Ethnicity

Ethnicity	4-year Graduation Rate		Compared to State	
	Year	Rate	Indicator	Delta
Asian	2019-20	88.5%	●	-3.7%
	2020-21	69.6%	●	-23.0%
Black/African American	2019-20	67.3%	●	-9.0%
	2020-21	53.3%	●	-21.0%
Hispanic/Latino	2019-20	63.3%	●	-16.3%
	2020-21	54.0%	●	-24.5%
Multi-Racial	2019-20	50.0%	●	-31.0%
	2020-21	63.3%	●	-18.2%
Native Hawaiian/Pacific Islander	2019-20	64.7%	●	-11.9%
	2020-21	35.7%	●	-35.0%
Underserved Races/Ethnicities	2019-20	62.4%	●	-16.2%
	2020-21	53.0%	●	-24.5%
White	2019-20	67.6%	●	-16.4%
	2020-21	60.6%	●	-24.1%

The four-year cohort graduation rate is the percent of students in a particular cohort who graduate with a regular high school diploma within four years of 9th grade.

Goal Topic 1: Marginalized Students

Level Select

Entire District

Display Questions from:

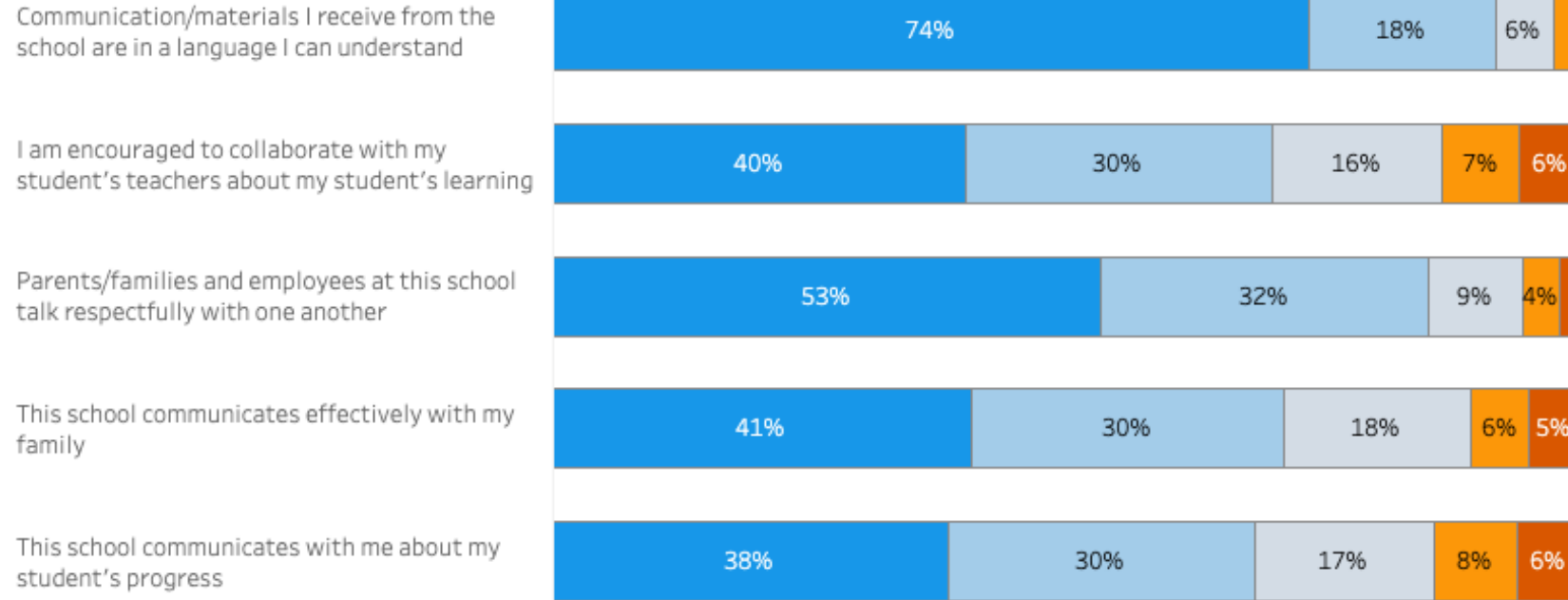
- Staff
- Student
- Family

Color Legend

- Almost Always True
- Often True
- Sometimes True
- Seldom True
- Almost Never true

Hover over content for additional information

Family Perceptions Around Communication | 2022 administration



Perceptions of Communication

2-year Trend



Percent Positive

Goal Topic 1: Marginalized Students

Level Select

Entire District

Display Questions from:

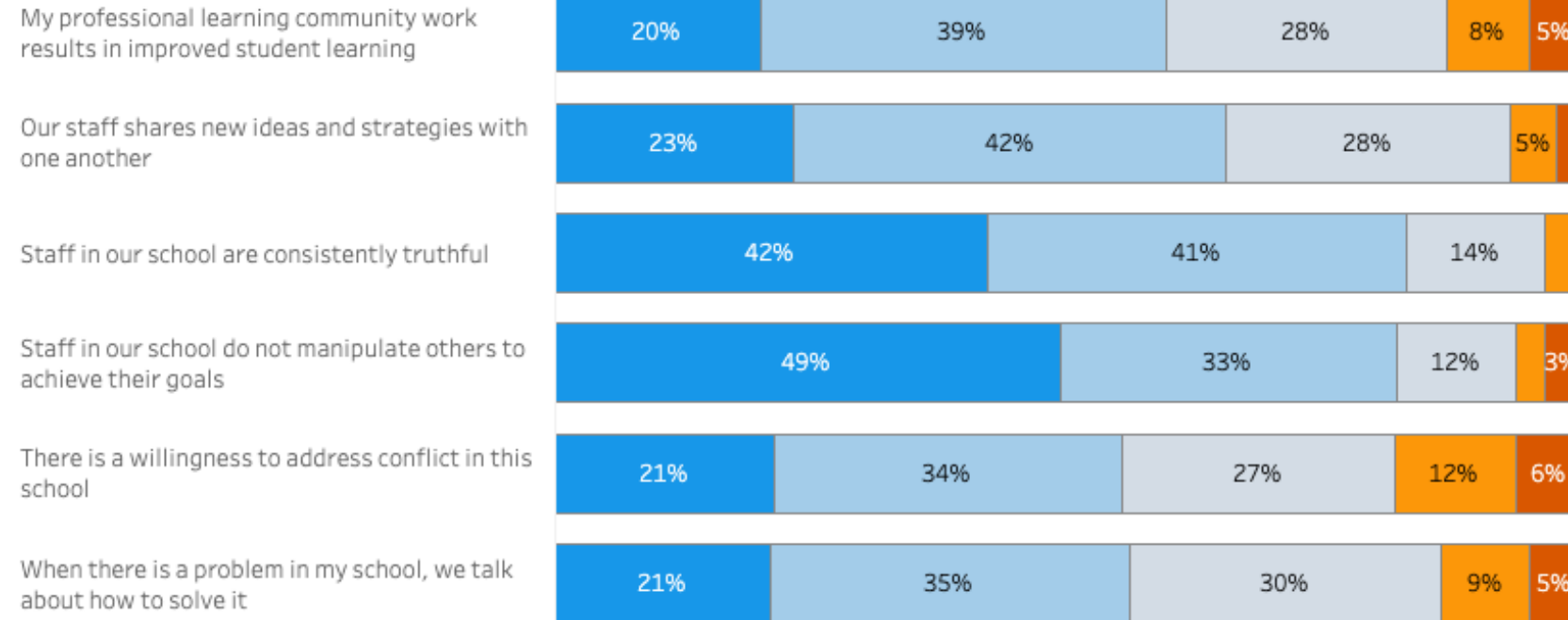
- Staff
- Student
- Family

Color Legend

- Almost Always True
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- Sometimes True
- Seldom True
- Almost Never true

Hover over content for additional information

Staff Perceptions Around Communication | 2022 administration



Perceptions of Communication

2-year Trend



Percent Positive

▼ Goal 2: Culturally Responsive Teaching

We will interrupt bias and microaggression in instructional practices.

Goals

Share decision making with all stakeholders.

Honor student ways of being and showing knowledge: **student voice and choice.**

Eliminate control/compliance as proof of learning.

Curate **curriculum.**

Pillar Alignment:



SAFETY



EQUITY



INSTRUCTIONAL
PRACTICES



ORGANIZATIONAL
CULTURE

Goal Topic 2: Culturally Responsive Teaching

2022 CEE Survey Student Participation Demographics

Counts by Ethnicity

American Indian / Alaskan Native | n=33 (1.68%)

Asian | n=202 (10.26%)

Black / African American | n=239 (12.14%)

Hispanic/Latino of any race | n=777 (39.46%)

Pacific Islander / Native Hawaiian | n=81 (4.11%)

Two or more races | n=211 (10.72%)

White | n=426 (21.64%)

Counts by Gender

Female | n=1,035 (46.92%)

Male | n=1,087 (49.27%)

Other | n=84 (3.81%)

Counts by Grade Level

4th Grade | n=462 (20.80%)

5th Grade | n=424 (19.09%)

6th Grade | n=414 (18.64%)

7th Grade | n=447 (20.13%)

8th Grade | n=429 (19.32%)

9th Grade | n=3 (0.14%)

10th Grade | n=13 (0.59%)

11th Grade | n=13 (0.59%)

12th Grade | n=16 (0.72%)

Hover over content for additional information

35

2022 CEE Family Participation Demographics

Counts by Ethnicity

American Indian / Alaskan Native | n=16 (1.28%)

Asian | n=117 (9.39%)

Black / African American | n=106 (8.51%)

Hispanic/Latino of any race | n=363 (29.13%)

Pacific Islander / Native Hawaiian | n=35 (2.81%)

Two or more races | n=98 (7.87%)

White | n=511 (41.01%)

Counts by English at Home

Always | n=817 (61.11%)

Most of the time | n=232 (17.35%)

Rarely or never | n=72 (5.39%)

Sometimes | n=216 (16.16%)

Goal Topic 2: Culturally Responsive Teaching

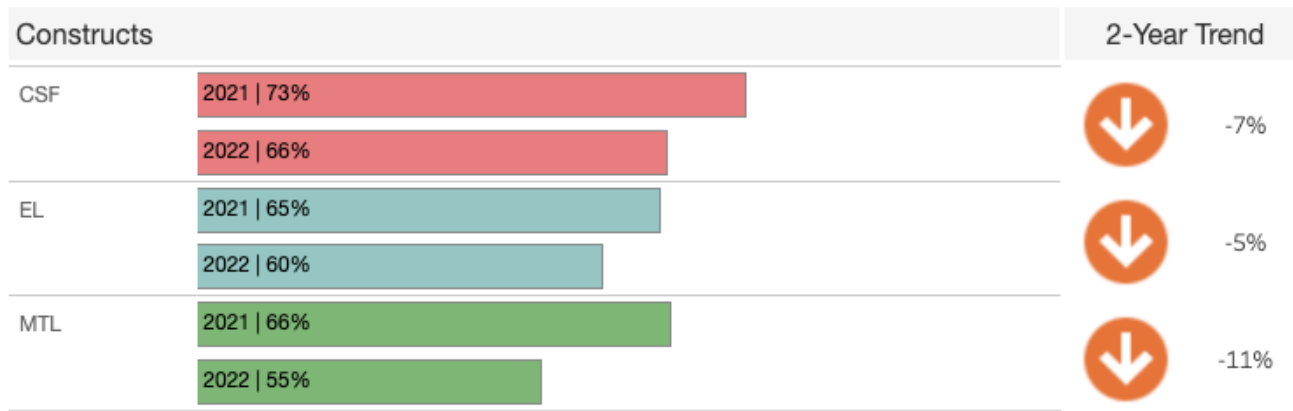
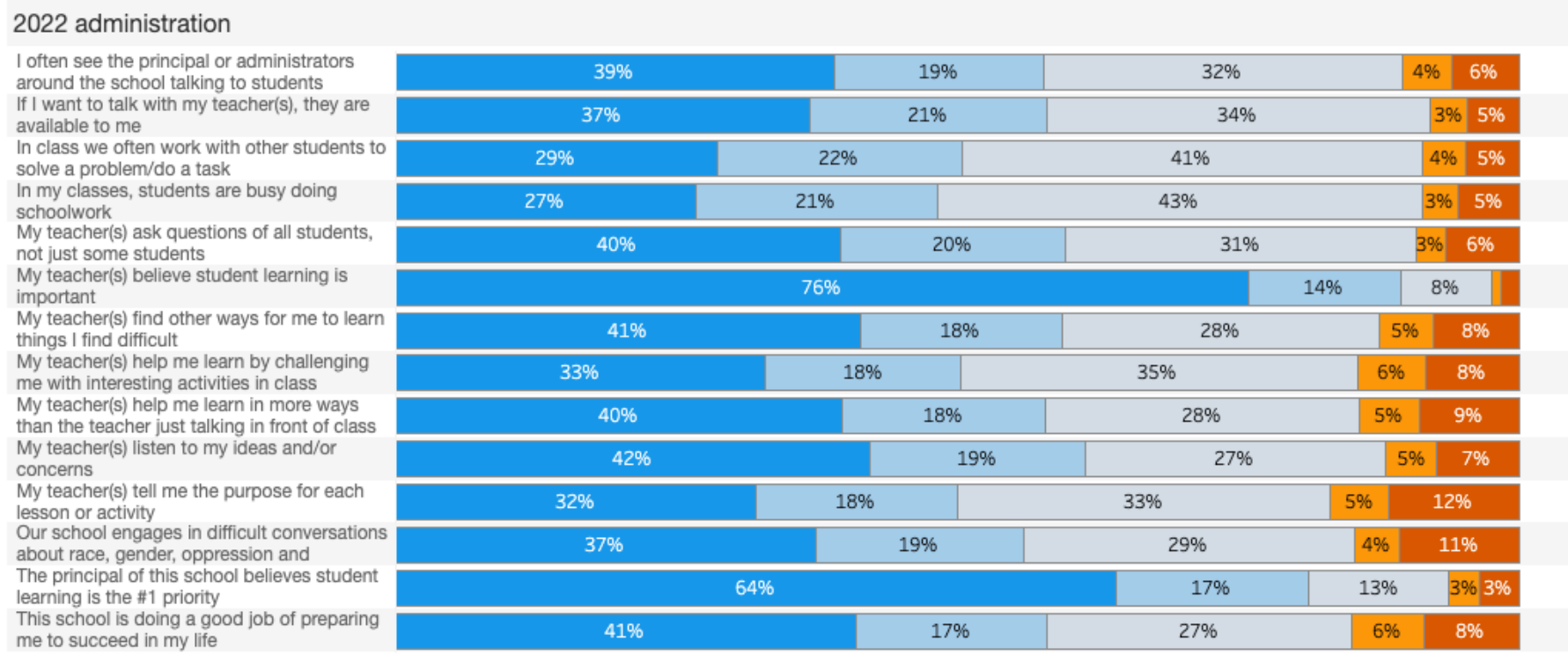
Student Perceptions around Voice and Choice

Level Select
 Entire District

Color Legend

- Almost Always True
- Often True
- Sometimes True
- Seldom True
- Almost Never true

Hover over content for additional information



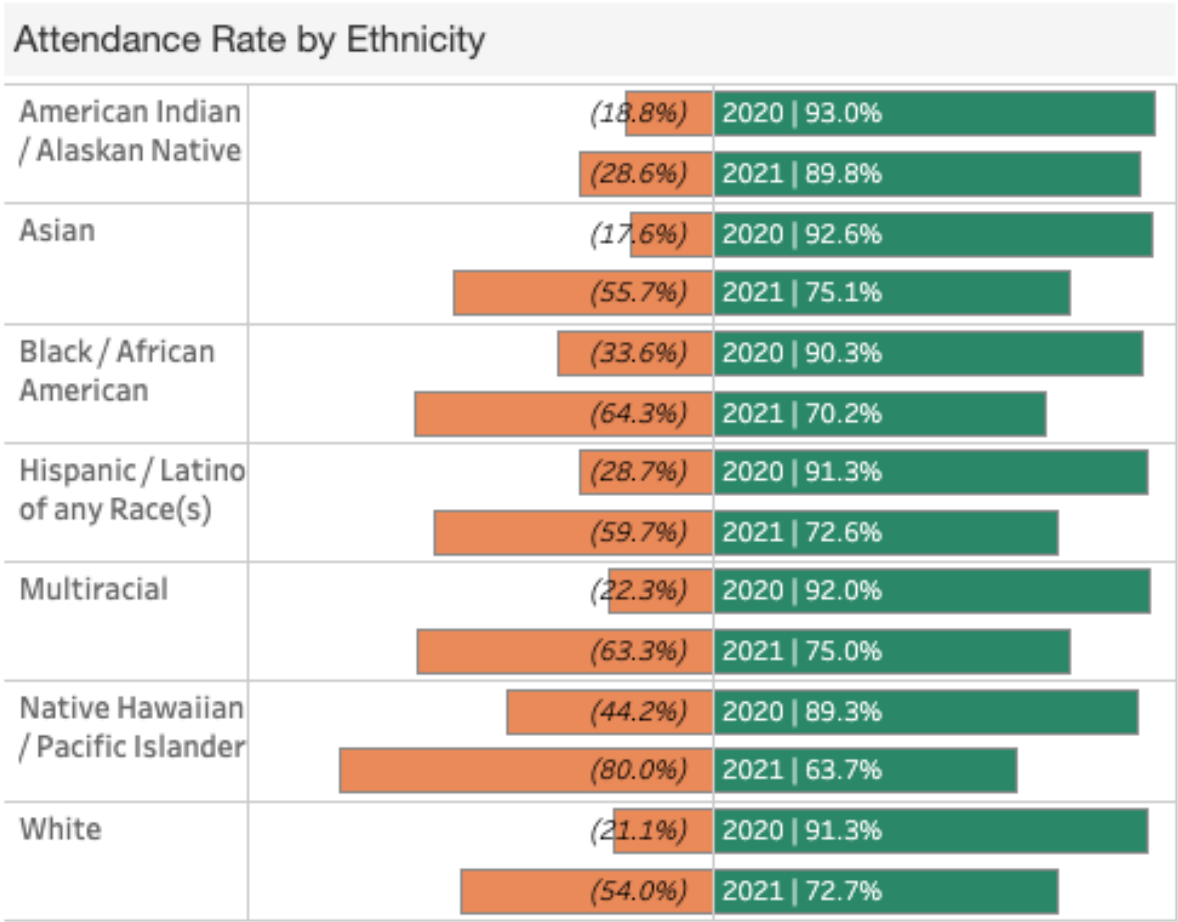
Percent Positive is calculated as the percentage of Students answering Almost Always True and Often True to survey items in the Clear & Shared Focus, Effective Leadership and Monitoring of Teaching & Learning constructs from the Center for Educational Effectiveness EES-Student Survey

NEW Percent Positive



Goal Topic 2: Culturally Responsive Teaching

Attendance Rate by Ethnicity & Percentage Chronically Absent by Ethnicity



Overall Attendance Rate		Avg.	Chronically Abs..
All Students	2020	91.4%	25.1%
	2021	72.9%	58.0%
American Indian / Alaskan Native	2020	93.0%	18.8%
	2021	89.8%	28.6%
Asian	2020	92.6%	17.6%
	2021	75.1%	55.7%
Black / African American	2020	90.3%	33.6%
	2021	70.2%	64.3%
Hispanic / Latino of any Race(s)	2020	91.3%	28.7%
	2021	72.6%	59.7%
Multiracial	2020	92.0%	22.3%
	2021	75.0%	63.3%
Native Hawaiian / Pacific Islander	2020	89.3%	44.2%
	2021	63.7%	80.0%
White	2020	91.3%	21.1%
	2021	72.7%	54.0%

Chronic absenteeism measures the percentage of students who were absent a minimum of 10% of the days they were enrolled in the district. [Hover over content for additional information](#)



▼ Goal 3: Student and Staff Wellness

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

Goals

Develop and implement a **robust District-adopted wellness policy** that focuses on physical, mental-emotional, and social health for students, family, and staff.

38

Pillar Alignment:



Goal Topic 3: Student and Staff Wellness

Family Perceptions around Health & Wellness

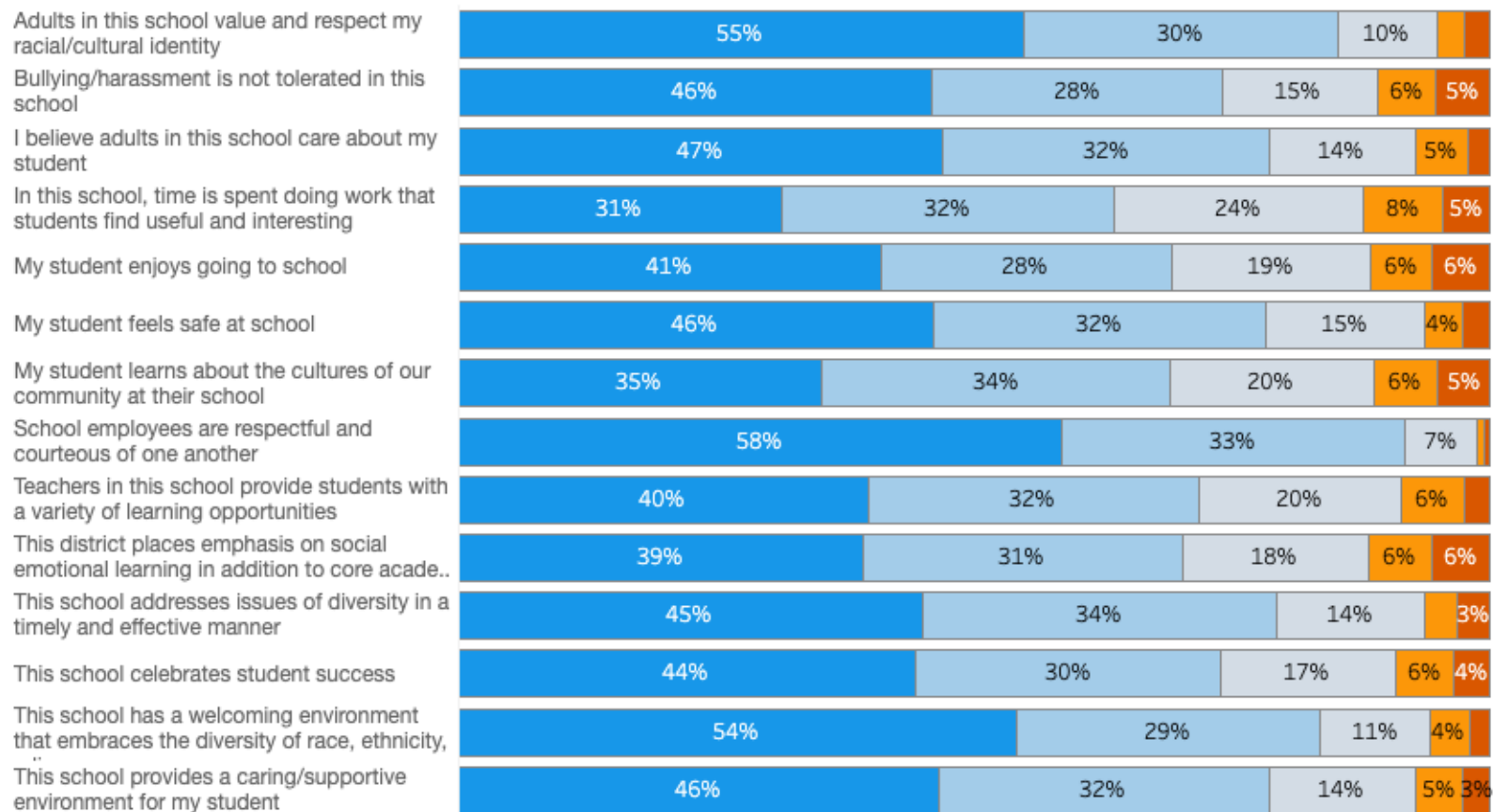
Survey Select
Family

Level Select
Entire District

- Color Legend**
- Almost Always True
 - Often True
 - Sometimes True
 - Seldom True
 - Almost Never true

Hover over content for additional information

2022 administration



39

Supportive Learning Environment construct 2-Year Trend



Percent Positive is calculated as the percentage of Family respondents answering Almost Always True and Often True to survey items in the Supportive Learning Environment construct from the Center for Educational Effectiveness EES-Family Survey



Goal Topic 3: Student and Staff Wellness

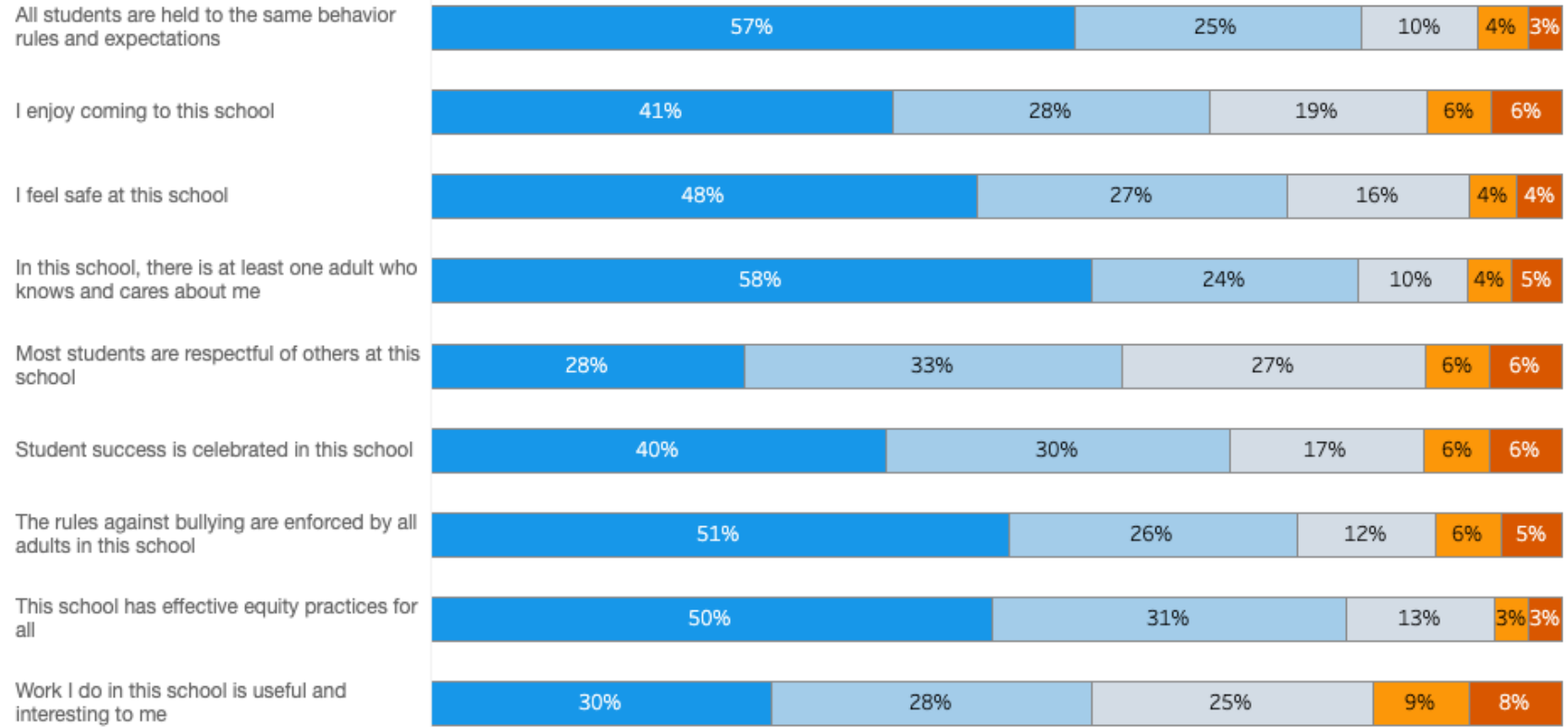
Student Perceptions around Health & Wellness

Survey Select
Student

Level Select
Entire District

- Color Legend
- Almost Always True
 - Often True
 - Sometimes True
 - Seldom True
 - Almost Never true

2022 administration



Hover over content for additional information

Supportive Learning Environment construct

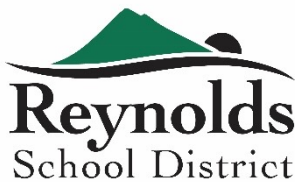
2-Year Trend



-15.7%

Percent Positive is calculated as the percentage of Student respondents answering Almost Always True and Often True to survey items in the Supportive Learning Environment construct from the Center for Educational Effectiveness EES-Student Survey

NEW Percent Positive



Goal Topic 3: Student and Staff Wellness

Staff Perceptions around Health & Wellness

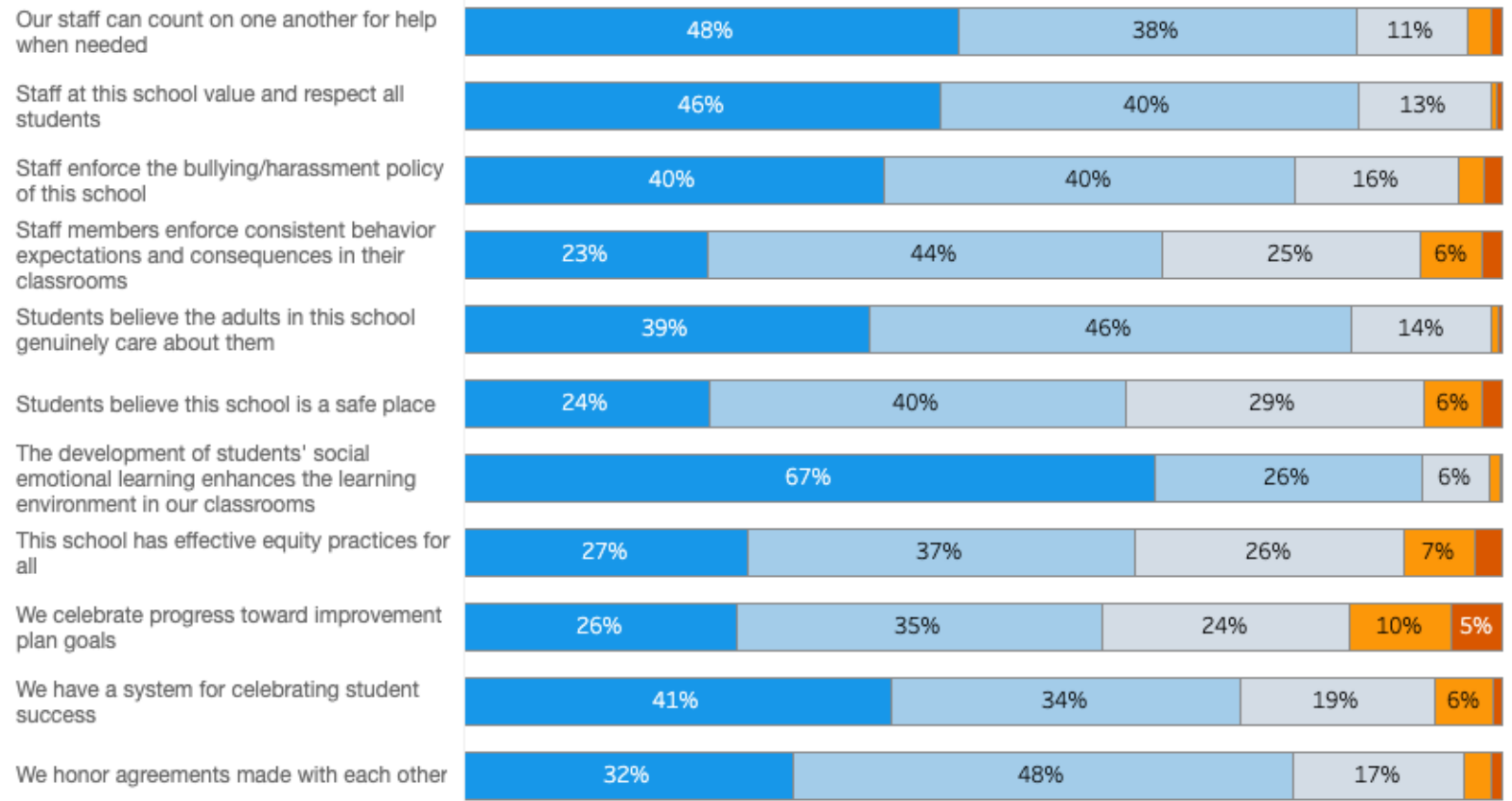
Survey Select
 Staff

Level Select
 Entire District

- Color Legend
- Almost Always True
 - Often True
 - Sometimes True
 - Seldom True
 - Almost Never true

Hover over content for additional information

2022 administration



Supportive Learning Environment construct 2-Year Trend



-8.5%

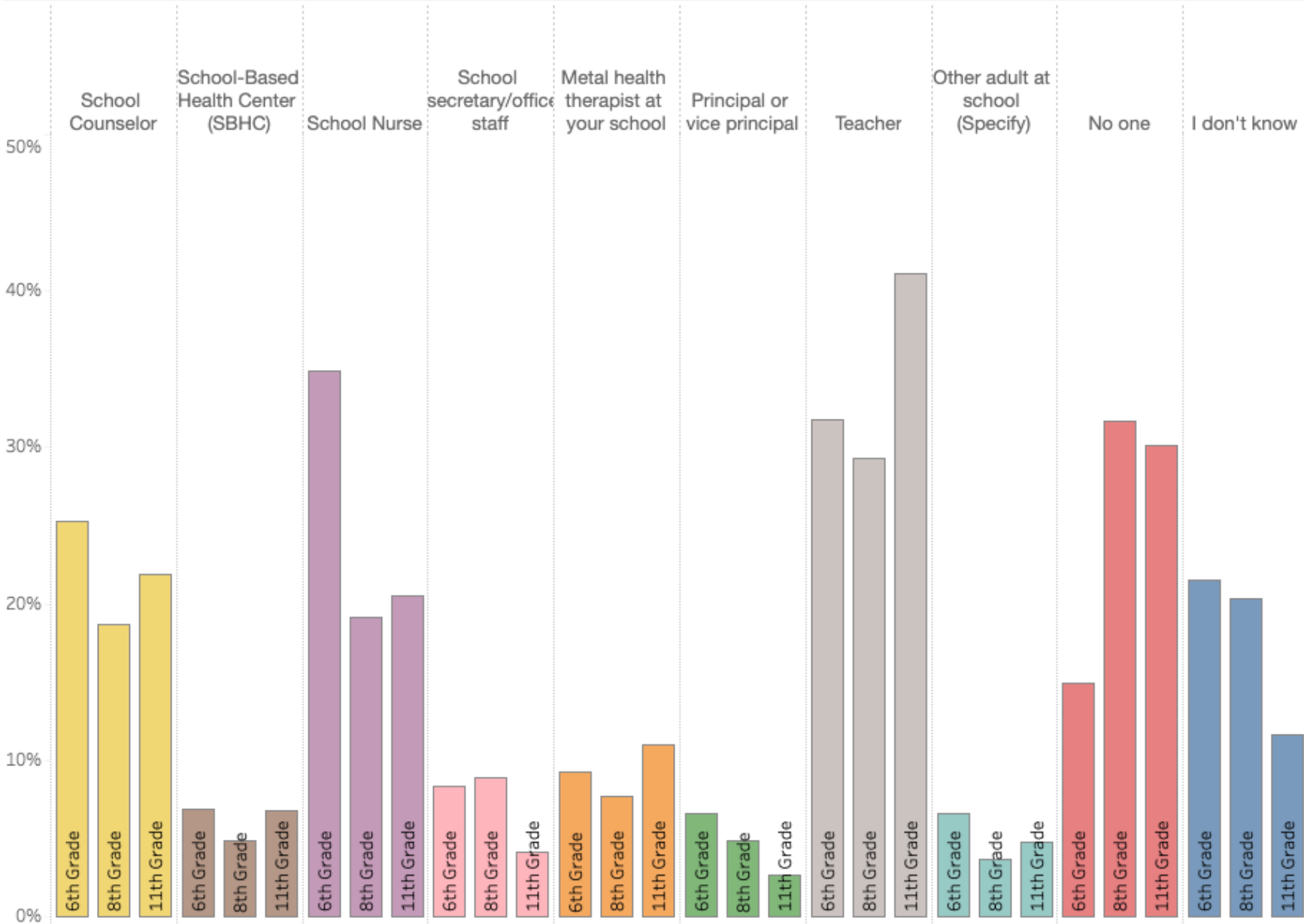
Percent Positive is calculated as the percentage of Staff respondents answering Almost Always True and Often True to survey items in the Supportive Learning Environment construct from the Center for Educational Effectiveness EES-Staff Survey



2021 Healthy Teen Survey

Mental Health - Who would you go to at your school for help?

Question: If you had a physical or mental health care problem during the school day, who would you go to at your school for help? Help could be in-person, a phone call, an appointment, or an email, IM or text.



▼ Goal 4: Professional Development

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

Goals

Improving the quality of professional development for all staff while eliminating systems of racism and oppression to become a high performing, culturally responsive school district.

Pillar Alignment:



SAFETY



EQUITY



INSTRUCTIONAL
PRACTICES



ORGANIZATIONAL
CULTURE

Goal Topic 4: Professional Development

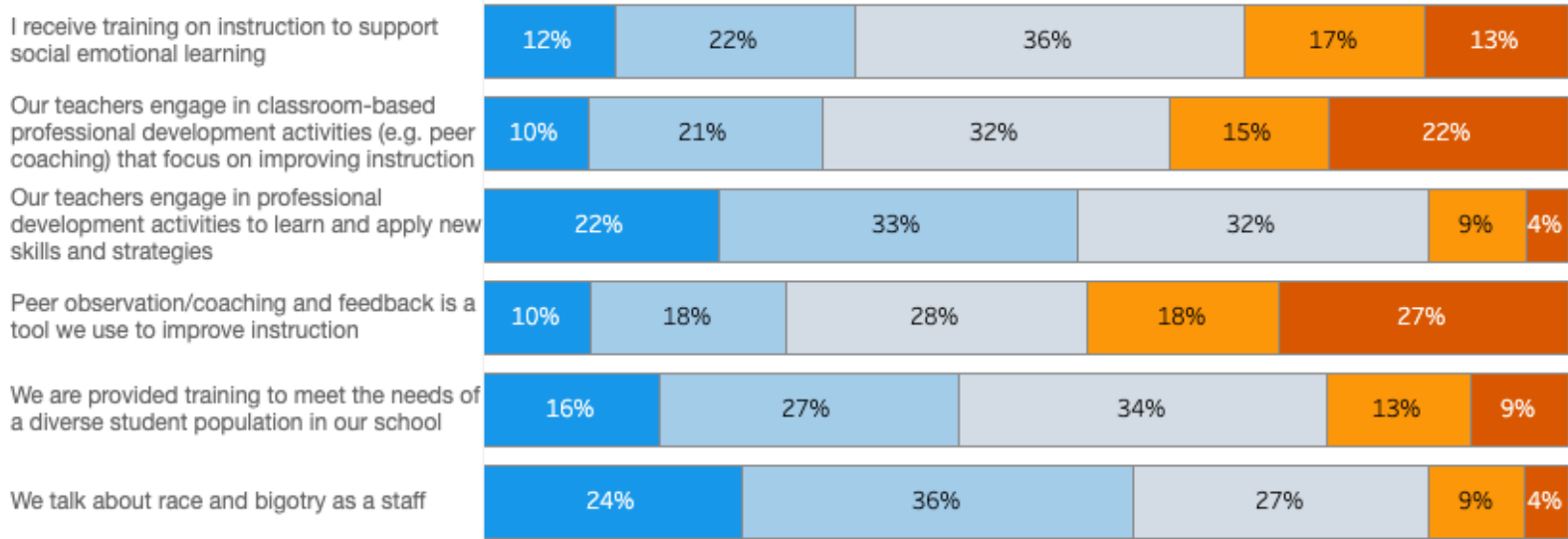
Staff Perceptions around Focused Professional Development

Level Select
Entire District

- Color Legend**
- Almost Always True
 - Often True
 - Sometimes True
 - Seldom True
 - Almost Never true

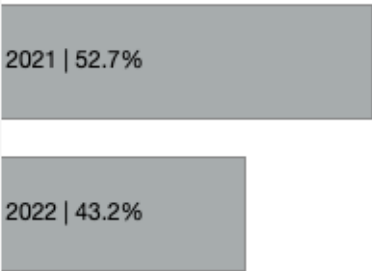
Hover over content for additional information

2022 administration



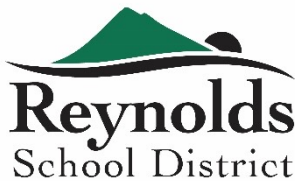
Focused Professional Development construct

2-Year Trend



-9.6%

Percent Positive is calculated as the percentage of Staff members answering Almost Always True and Often True to survey items in the Focused Professional Development construct from the Center for Educational Effectiveness EES-Staff Survey





*EACH AND EVERY CHILD PREPARED
FOR A WORLD YET TO BE IMAGINED*

Strategic Plan Dashboard Update

May 25, 2022



MISSION: We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.
VISION: As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.



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

To: Board of Directors
From: Dr. Koreen Barreras-Brown, Chief Academic Officer
Prepared by: David Jaimes, Director of Curriculum, Instruction, and Innovation
Subject: Language Arts Adoption
Policy: [Curriculum Adoption - IFD](#)
Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

In order to follow State instructional materials adoption laws and provide high quality standards-based instruction for all students, Reynolds School District convened Elementary (K-5) and Secondary (6-12) English Language Arts and Literacy (ELA) and K-5 Spanish Language Arts and Literacy (dual immersion) Instructional Materials Adoption Committees starting in the fall of 2021. Each committee consisted of educators and administrators from across the district and members assisted in determining which instructional materials would be piloted in the Spring of 2022. During the piloting process, educators were able to offer feedback on each of the instructional materials to assist with the final determination of which materials would be selected to move forward for the RSD Board to review and adopt.

On May 3, 2022, both the elementary and secondary adoption committees met and decided which instructional materials would be selected to move forward for the Board to review. The Elementary ELA Adoption Committee selected Houghton Mifflin Harcourt’s [Into Reading](#) and Houghton Mifflin Harcourt’s [Arriba la Lectura](#) program to recommend for adoption. The Secondary ELA Adoption Committee has identified Houghton Mifflin Harcourt’s [Into Literature](#) program to recommend for adoption. In addition, a recommendation from the committee was to supplement the curriculum with two software programs, Common Lit and Quill. The secondary committee is excited to integrate culturally responsive texts into the guaranteed and viable standards-based curriculum, *Into Literature*.

Previous Board Action:

Not Applicable

Background:

In June 2019, the State Board of Education adopted the English Language Arts and Literacy Standards, which represent K-12 learning expectations for students in English Language Arts (ELA). The standards are the foundation for ELA classes that prepare students for the Oregon Diploma. They reflect the same high academic expectations for all students and have embedded in them the essential skills of reading, writing, language usage, and speaking and listening. In October 2021, the State Board of Education approved the ELA Instructional Materials [lists](#) which are to be in effect.

Financial Implications:

Total cost to purchase *Into Reading, Into Literature, and supplemental components* is:

Curriculum and Components	Total Amount	Number of years	Total per year
Into Reading/Arriba/Amira/Waggle	\$ 2,633,612.88	7	\$ 376,230.41
Into Literature/Writable	\$ 1,196,518.50	7	\$ 170,931.21
Inquiry by Design	\$ 384,855.00	7	\$ 54,979.29
Common Lit	\$ 50,925.00	7	\$ 7,275.00
Norton High School AP	\$ 8,486.40	7	\$ 1,212.34
Quill	\$ 40,320.00	7	\$ 5,760.00
Total	\$ 4,314,717.78	7	\$ 616,388.25

We will be entering into a seven-year contract with the publisher that will include ongoing technical support and professional development.

The total amount listed above will come out of ESSER funds and then will be amended to come out of curriculum budget when ESSER funds run out.

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the purchase of *Into Reading, Arriba a la Lectura, and supplemental components* for implementation in grades k-5 classes, and, *Into Literature, and the supplemental components* for implementation in grades 6-12.



INTEROFFICE MEMORANDUM

ATTACHMENT A: ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS ADOPTION 05-06-22

In June 2019, the State Board of Education adopted the English Language Arts and Literacy Standards, which represent K-12 learning expectations for students in English Language Arts (ELA). The standards are the foundation for ELA classes that prepare students for the Oregon Diploma. They reflect the same high academic expectations for all students and have embedded in them the essential skills of reading, writing, language usage, and speaking and listening. In October 2021, the State Board of Education approved the ELA Instructional Materials [lists](#) which are to be in effect.

In order to follow State instructional materials adoption laws and provide high quality standards-based instruction for all students, Reynolds School District convened Elementary (K-5) and Secondary (6-12) English Language Arts and Literacy (ELA) and K-5 Spanish Language Arts and Literacy (dual immersion) Instructional Materials adoption committees starting in the fall of 2021. Each committee consisted of educators and administrators from across the district and members assisted in determining which instructional materials would be piloted in the Spring of 2022. During the piloting process, educators were able to offer feedback on each of the instructional materials to assist with the final determination of which materials would be selected to move forward for the RSD Board to review and adopt.

On May 3, 2022, both the elementary and secondary adoption committees convened, and the final vote was cast in regard to which instructional materials would be selected to move forward for the Board to review for adoption at the May 25, 2022 board meeting. The **Elementary ELA Adoption Committee** has selected **Houghton Mifflin Harcourt's** [Into Reading](#) program to recommend for adoption. There were 20 elementary educators, specialists and administrators on the committee and 41 elementary educators piloted the materials across the district. The committee is excited to align the professional development that they have been learning in LETRS training with this new set of instructional materials.

The **Secondary ELA Adoption Committee** has identified **Houghton Mifflin Harcourt's** [Into Literature](#) program to recommend for adoption. There were 10 secondary teachers and specialists on the committee and 12 ELA educators piloted the materials at each of the three middle schools and at Reynolds High School. In addition, a recommendation from the committee was to supplement the curriculum with two software programs, Common Lit and Quill. The committee is excited to integrate culturally responsive texts into the guaranteed and viable standards-based curriculum, *Into Literature*.

The Academics Department would like to thank the educators, administrators, specialists and Teachers on Special Assignment (TOSAs) for participating in the process of selecting high quality, standards-aligned ELA instructional materials for all K-12 students in Reynolds School District.



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

To: Board of Directors
From: Dr. Koreen Barreras-Brown, Chief Academic Officer
Prepared by: David Jaimes, Director of Curriculum, Instruction, and Innovation
Subject: English Language Development Adoption
Policy: [Curriculum Adoption - IFD](#)
Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

In order to follow State instructional materials adoption laws and provide high quality standards-based instruction for all students, Reynolds School District convened Elementary (K-5) and Secondary (6-12) English Language Development Instructional Materials adoption committees starting in the Winter of 2021. Each committee consisted of educators from across the district and members assisted in determining which instructional materials would be piloted in the Spring of 2022. During the piloting process, educators were able to offer feedback on each of the instructional materials to assist with the final determination of which materials would be selected to move forward for the RSD Board to review and adopt.

On May 20, 2022, the elementary committee met and decided which instructional material would be selected to move forward to the Board for review. The Elementary ELD Adoption Committee selected *Reach Higher* by National Geographic for recommended adoption.

On May 9, 2022, the secondary adoption committee met and decided which instructional materials would be selected to move forward for the Board to review. The Secondary ELD Adoption Committee has identified *Impact* by National Geographic for grades 6-8 and *Pathways* by National Geographic for grades 9-12 to recommend for adoption. In addition, a recommendation from the committee was to adopt *Get Ready* by Vista Higher Learning for Newcomer English Language Development and *English 3D* by Houghton Mifflin Harcourt for Long-Term English Learners.

Previous Board Action:

Not Applicable

Background:

In October of 2013, the State Board of Education adopted the English Language Proficiency Standards, which represent K-12 learning expectations for students in English Language Proficiency (ELP). The standards are the foundation for English Language Development classes that prepare students for the ELPA21(English Language Proficiency Assessment). They reflect the same high academic expectations for all students and have embedded in them the essential skills of reading, writing, language usage, and speaking and listening. In December 2021, the State Board of Education approved the ELP Instructional Materials [lists](#) which are to be in effect.

Financial Implications:

Total cost to the purchase of *Reach Higher* for implementation in elementary K-5 classes, Impact by National Geographic for implementation in grade levels 6-8, Pathways by National Geographic for implementation in grade levels 9-12, Get Ready by Vista Higher Learning for Newcomer English Language Development, and English 3D by Mifflin Harcourt for Long-Term English Learners at grade levels 6-12 is:

National Geographic / Cengage	\$516,411.53
Get Ready	\$20,800.00
English 3D	\$230,406.25
Total	\$767,617.78

We will be entering into a seven-year contract with the publisher that will include ongoing technical support and professional development.

The total amount listed above will be coming out of ESSER funds during 2022-23 and then will be amended to come out of curriculum budget when ESSER funds run out.

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the purchase of *Reach Higher* for implementation in elementary K-5 classes, Impact by National Geographic for implementation in grade levels 6-8, Pathways by National Geographic for implementation in grade levels 9-12, Get Ready by Vista Higher Learning for Newcomer English Language Development, and English 3D by Mifflin Harcourt for Long-Term English Learners at grade levels 6-12.



ELA/ELD Adoption
Board Presentation for
2022-23 School Year

May 25, 2022

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



MISSION

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



VISION

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

CORE BELIEFS & COMMITMENTS



SAFETY

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



EQUITY

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



INSTRUCTIONAL PRACTICES

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



ORGANIZATIONAL CULTURE

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

ELA/SLA/ELD Materials Adoption

- Required by Oregon State Board of Education
- Required by Reynolds School District Board Policy
- Last adoption process for ELA/SLA materials was 5 years ago, May 2017
- Committee participation open to all interested staff
- ELA/SLA Committee comprised of ELA teachers, specialists, administrators and facilitated by Curriculum Department TOSAs
- ELD Committee comprised of ELD specialists and ELD TOSAs

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Adoption Priorities

- Adopt rigorous, standards-based curriculum
- Align to RSD's strategic plan
- Affirm identities of all our students
- Close the achievement gap
- Enhance foundational skills
- Increase access to formative and summative assessments
- Meet district literacy goals
- Use authentic and culturally relevant text

Adoption Process Vision Statement:

To support and prepare all students to achieve their full potential, we must provide equitable access to culturally relevant content that builds student language and literacy competence and empowers teachers with engaging resources they need to build foundational skills and a love of reading while affirming students' backgrounds, needs, and experiences.

ODE Approved ELA Curriculum Options

K-5: 5 options (CKLA, Benchmark Advance, HM Into Reading, McGraw Hill Wonders, Savvas)

6-8: 7 options (Amplify; McGraw Hill; Savvas; Houghton Mifflin Harcourt; Great Minds; Inquiry by Design; Think Cerca)

9-12: 4 options (McGraw Hill; Savvas; Houghton Mifflin Harcourt; Inquiry by Design)

Elementary ELA/SLA Curriculum Criteria

- Aligned to Science of Reading (LETRS)
- Culturally responsive content
- Focus on comprehension through authentic text
- Ease of use and Accessibility for teachers and students
- Writing component
- Strong foundational skills
- Spanish Language Arts curricular option

Narrowed to Two Curricular Programs for Pilot:



Teacher Open House January on 1st, 2022

A colorful poster for a curriculum open house. The background is light green with various school-related icons like paper clips, stars, and a pencil. The text is in blue and red.

**• ELA / SLA
CURRICULUM
OPEN HOUSE**

**9:00-2:00
1/31/2022**

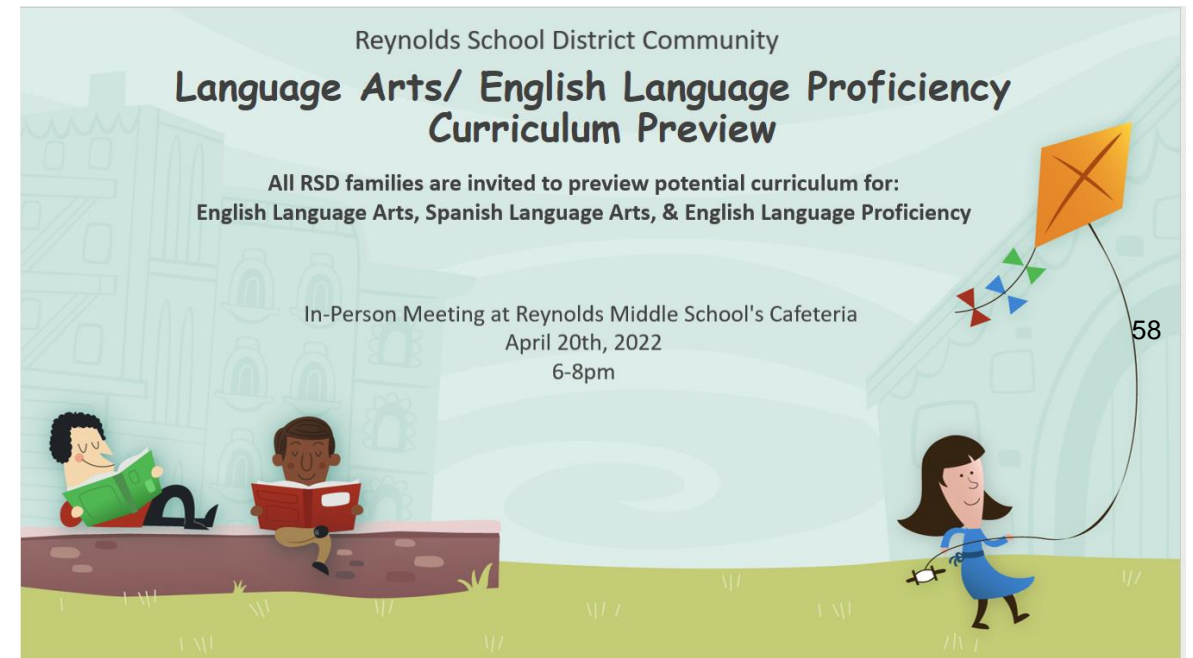
Sweetbriar Elementary

All staff are welcome to stop by and preview our available options.

Teachers who are willing to provide feedback using provided forms can be compensated for their time

Questions: andavis@rsd7.net

Community Preview Night at RMS on April, 20th, 2022

A poster for a curriculum preview night. The background is light blue with a faint illustration of a school building. The text is in black and blue. There are illustrations of two people reading and a girl flying a kite.

Reynolds School District Community

**Language Arts/ English Language Proficiency
Curriculum Preview**

All RSD families are invited to preview potential curriculum for:
English Language Arts, Spanish Language Arts, & English Language Proficiency

In-Person Meeting at Reynolds Middle School's Cafeteria
April 20th, 2022
6-8pm

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Elementary ELA / SLA- Committee Process

October 2021	Recruit Committee Members (teachers, community members, administrators)
November 6, 2021	Committee Purpose and Process Orientation Rubric Review
December 7, 2021	Review ODE Adoption Process/Requirements: Video Overview Adoption Process (calendar, logistics, sub-committees)
December 14, 2021	Instructional Vision Statement Rubric Review: NYU Culturally Responsive Curriculum Scorecard, IMET, SOR,
January 4, 2022	Begin Review of all Curricular Options
January 11, 2022	Complete Review of all Curricular Options / Narrow Down to Two Choices to Pilot (Wonders and HMH Into Reading)
January 20, 2022	Foundational Skills Protocol Analysis
February 1, 2022	Comprehension Skills Protocol Analysis
February 8, 2022	Publisher Presentations
March 15, 2022	Culturally Relevant Text Sub-Committee to Review HMH Into Reading
March 29, 2022	Timeline Review, Piloting Teacher Check-in, Culturally Responsive Sub-Committee Meeting
April 19, 2022	Teacher Feedback Form Review, Creation of Quantitative Rubric Evaluation Form
April 26, 2022	Immersion Teacher Feedback, Sub-Committees
May 3, 2022	Review Piloting Teacher Feedback, Q and A from Both Publishers, Determine Recommendation (vote)

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Elementary Pilot

- Two curriculums, Three weeks each (one unit per curriculum)
 - HMH *Into Reading/ Arriba La Lectura* 3/7/22 to 4/8/22 (Spring Break included)
 - McGraw Hill Wonders / Maravillas 4/11/22 to 4/29/22
- 10 schools
- 41 teachers at all grade levels including three immersion teachers
- Qualitative Feedback Form for each curriculum
- Publisher trainings and check-ins (3 per curriculum)
- Compensated planning and collaboration time
- Quantitative Rubric Evaluation at completion of pilot

Secondary ELA Curricular Needs

- Guaranteed and Viable Standards-Based Basal Curriculum
- Culturally Responsive Content
- Differentiated Lessons and Resources
- Ease of Use and Accessibility for Teachers and Students
- Writing Instruction Platform

Secondary ELA Committee Process and Timeline

October 2021	Recruit Members
November 16, 2021	Convene and Determine our Why
December 7 and 14, 2021	Review ODE/EdReports/IMET
January 3, 2021	RSD Staff Preview
January 4, 2022	Curriculum Review Process: McGraw Hill/ Savvas
January 11, 2022	Continue Review: Houghton Mifflin/ Inquiry By Design
January 20, 2022	Complete Review: (6-8) Amplify/ Think Cerca/ Great Minds
February 1, 2022	Review Piloting Process: Survey Possible Piloting Teachers
February 24, 2022	Reviewed HMH Materials to Identify Supplemental Needs
March 1, 2022	Continued Supplemental Needs Discussion
April 11, 2022	Review Need for Supplemental Options
April 26, 2022	Review Piloting Teacher Feedback
May 3, 2022	Determine Recommendation Decision

ELA Secondary Pilot

- Secondary committee reviewed options and selected Houghton Mifflin Harcourt's *Into Literature* to pilot.
- 10 Secondary teachers at three middle schools and one high school piloted
- 6 Weeks (March 7-April 22)
- Piloting teachers were asked to submit weekly reports and a final evaluation
- Piloting teachers offered one training sessions with Houghton Mifflin Harcourt
- Secondary Committee reviewed piloting teacher final evaluation
- Secondary Committee identified supplemental needs and proposed resources (Common Lit; Quill; Inquiry by Design)

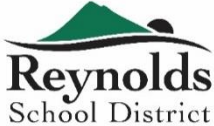
Curriculum Adoption Recommendation: Elementary

HM Into Reading and HM Arriba La Lectura



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Supplemental: ECRI, AMIRA, and Waggle



BY ADOPTING HMH INTO LITERATURE K-5, WE BELIEVE WE STAND TO GAIN...

- Guaranteed and viable curriculum
- Horizontal and vertical alignment
- Common formative and summative assessments
- Reliable data about student performance
- An online platform to organize data
- A basal curriculum that provides the foundation for a scope and sequence at each grade level
- Alignment with LETRS / Science of Reading

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INSTRUCTIONAL PRACTICES

We believe that high-quality, first-time instruction will eliminate the opportunity gap.

We commit to setting high expectations and providing intentional professional development for instructional leaders.

Curriculum Adoption Recommendation: Secondary

HM Into Literature



Supplemental: Common Lit, Quill, Inquiry by Design

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BY ADOPTING HMH INTO LITERATURE 6-12, WE BELIEVE WE STAND TO GAIN...

- Horizontal and vertical alignment
- Common formative and summative assessments
- Reliable data about student performance
- An online platform to organize data
- A basal curriculum that provides the foundation for a scope and sequence at each grade level
- The ability to purchase many copies of novels
- A program that relieves new teachers of creating curriculum on their own

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INSTRUCTIONAL PRACTICES

We believe that high-quality, first-time instruction will eliminate the opportunity gap.

We commit to setting high expectations and providing intentional professional development for instructional leaders.

Thank you, Language Arts Adoption Committee

Alexandra Kearney, Alison Snyder, Alyson Drain, Allysa Davis, Alisa Whaley, Amanda Maddux, Anastasia Conlin, Annely Pereira, Brandi Lowe, Celeste Dryer, Christine Putnam, Cheri Hutchens, Christine Riley Taylor, Christie Rivera, Dina Kilgo, Erika Richardson, Errin Beck, Gayle Wollam, Glorimar Del Rio, Jasmine Flores, Jennifer Pribil, Jenna Johnson, Jessica Cantu, Katherine Thurman, Kellie Skofstad, Kristin Kuk, Lani Bauer, Liam James, Maria Leslie, Marea Peters, Mae Moore, Maureen Geraghty, Megan Emrich, Melisa Harmady, Michael Anderson, Madeline Hunt, Michele Obrien, Milica Leamy, Mindy Peterson, Molly Nordwall, Patricia Snyder-Neiwert, Shannon Mccarl, Shane Pluchos, Shawnee Shelby, Sheila Dodd, Tanja Ivkovic, Teresa Brandt, Teresa Neathery, Thomas Haring, Valerie Snyder, Valerie Schiller,

April Olson, Christopher Greenhalgh, David Jaimes, Kirsten Letofsky, Marie Marianiello, Michelle Cardenas, Rachel Aazzerah, Rob Robinson,

ODE Review Criteria for English Language Proficiency

Equity

Assessment

Aligned to standards

Differentiation, accessibility, and learning supports

Research-based

Language domains

Language proficiency

Language complexity

Teacher support

Student Engagement

English Language Development – Committee Process

-
- | | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dec. 2021 | <ul style="list-style-type: none">• Recruited ELD teachers and formed committee• Attended ODE orientation sessions |
| Jan. 2022 | <ul style="list-style-type: none">• Reviewed evaluations of ODE approved materials• Viewed publisher overview videos• Previewed physical samples of ODE approved materials |
| Feb. 2022 | <ul style="list-style-type: none">• Middle and High school teams narrowed selections to two for piloting• Made plans for piloting |
| March 2022 | <ul style="list-style-type: none">• Attended publisher trainings from Vista Higher Learning, National Geographic, and Houghton Mifflin Harcourt |
| April 2022 | <ul style="list-style-type: none">• Piloted materials in ELD instruction• Held curriculum preview night for community |
| May 2022 | <ul style="list-style-type: none">• Committee met virtually and in-person to share experiences and give feedback• Piloting teachers completed google form with preliminary feedback• Rubrics collected on 5/4/2022• Vote conducted on 5/6/2022 |

English Language Development Adoption Recommendation:

- Elementary
 - *Reach Higher* by National Geographic Learning (for general EL population)



English Language Development Adoption Recommendation:

- Middle School
 - *Get Ready 6-8* by Vista Higher Learning (for Newcomer ELD) and
 - *Impact* by National Geographic (for general EL population)

Impact

Multi-level texts targeting all ELs grades 6-8



Get Ready 6-8 (Newcomer materials)



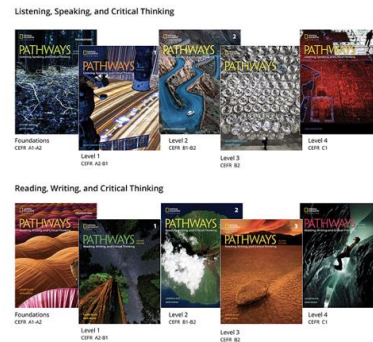
English Language Development Adoption Recommendation:

- High School
 - *Get Ready* by Vista Higher Learning (for Newcomer ELD) and
 - Pathways by National Geographic (for general EL population) and
 - English 3D by Houghton Mifflin Harcourt (for Long-Term English Language Learners)

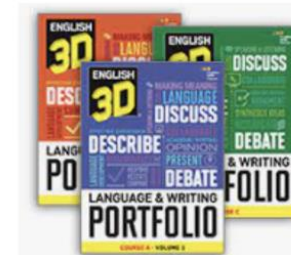
Get Ready 9-12 (Newcomer materials)



Pathways Multi-level texts targeting all ELs grades 9-12



English 3-D (Course B) Materials target Long-Term English Language Learners



BY ADOPTING THESE CURRICULA, WE BELIEVE WE STAND TO GAIN...

- Reliable data about student performance
- Common formative assessments across all middle schools
- Increase in student engagement
- Integrated and Designated English Language Instruction

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INSTRUCTIONAL PRACTICES

We believe that high-quality, first-time instruction will eliminate the opportunity gap.

We commit to setting high expectations and providing intentional professional development for instructional leaders.

Thank you, English Language Development Adoption Committee!

Amanda Maddux, Brandi Lowe, Cynthia Pease, Dina Kilgo, Emad Hana, Hollis Architzel, Jason Willmon, Jessica Cantu, Jill King, Jordan Forestell, Jordyn Olofson, Julia Giebultowicz, Katherine Thurman, Katherine Lhommedieu, Kevin McCann, Lindsay Macias, Megan Emrich, Mindy Peterson, Milica Leamy, Sarah Bullock, Valerie Snyder

Reynolds

School District



Allysa Davis
Anastasia Conlin
Christie Rivera
Errin Beck
Gayle Wollam
Molly Nordwall
Tom Haring
David Jaimes
Rachel Aazzerah

May 25, 2022



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

Into Reading Scope and Sequence

[Grade K](#)

[Grade 1](#)

[Grade 2](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

Into Literature Scope and Sequence

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

[Grade 9](#)


[Grade 10](#)


[Grade 11](#)


[Grade 12](#)


1


SCOPE AND SEQUENCE


Unit 1	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p>School page 2</p> <p>BIG Idea We learn every day.</p>	<p>pages 4–5</p> <ul style="list-style-type: none"> • Song: <i>The More We Play Together</i> • Vocabulary (school activities) 	<p>pages 6–7</p> <ul style="list-style-type: none"> • READING STRATEGY Use Picture Clues • Vocabulary: Key Words 	<p>pages 8–17</p> <p><i>It's Time for School</i> by John Hicks</p> <ul style="list-style-type: none"> • Text Genre: Fiction 	<p>pages 18–19</p> <ul style="list-style-type: none"> • Reread • Retell: Use Picture Clues • Reflect 	<p>pages 20–21</p> <ul style="list-style-type: none"> • School Supplies • Ask and Answer


Unit 2	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p>Our Five Senses page 42</p> <p>BIG Idea Our five senses help us understand the world.</p>	<p>pages 44–45</p> <ul style="list-style-type: none"> • Song: <i>The Senses Song</i> • Vocabulary (parts of the body) 	<p>pages 46–47</p> <ul style="list-style-type: none"> • READING STRATEGY Author's Purpose • Vocabulary: Key Words 	<p>pages 48–59</p> <p><i>My Five Senses</i> by Alik</p> <ul style="list-style-type: none"> • Text Genre: Nonfiction 	<p>pages 60–61</p> <ul style="list-style-type: none"> • Reread • Retell: Author's Purpose • Reflect 	<p>pages 62–63</p> <ul style="list-style-type: none"> • Feelings • Ask and Answer


CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 104–105</p> <ul style="list-style-type: none"> • prepositions • nouns and proper nouns 	<p>pages 108–109</p> <p>A Description <i>My Home</i></p>	<p>pages 110–111</p> <p>Living and Nonliving Things</p>	<p>page 116</p> <p>Song <i>Are You Sleeping?</i></p>	<p>pages 118–122</p> <p>Tools for Writing Sentences</p> <p>Write a Description</p>	<p>page 123</p> <p>Video <i>Head Up!</i></p> 
		<p>CONNECT TO Social Studies</p> <p>pages 112–113</p> <p>Traditions</p>	<p>CONNECT TO Art</p> <p>page 117</p> <p>Design a House</p>		
		<p>CONNECT TO Mathematics</p> <p>pages 114–115</p> <p>Telling Time</p>			


CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 144–147</p> <ul style="list-style-type: none"> • commands • subject-verb agreement 	<p>pages 148–149</p> <p>How-to texts <i>How to Play Baseball</i></p>	<p>pages 150–151</p> <p>Germ and How to Stay Healthy</p>	<p>page 156</p> <p>Song <i>This Is the Way</i></p>	<p>pages 158–162</p> <p>Tools for Writing Types of Sentences</p> <p>Write a Recipe</p>	<p>page 163</p> <p>Video <i>Brush Your Teeth</i></p> 
		<p>CONNECT TO Social Studies</p> <p>pages 152–153</p> <p>Where does your food come from?</p>	<p>CONNECT TO Art</p> <p>page 157</p> <p>Create a Landscape Painting</p>		
		<p>CONNECT TO Mathematics</p> <p>pages 154–155</p> <p>Addition and Subtraction</p>			


CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 22–25</p> <ul style="list-style-type: none"> nouns pronouns: <i>it, they, we</i> 	<p>pages 26–27</p> <p>Poetry <i>My School</i></p>	<p>pages 28–29</p> <p>Learn About Science</p>	<p>page 34</p> <p>Song <i>A Friend of Mine</i></p>	<p>pages 36–40</p> <p>Tools for Writing a and an</p> <p>Write About School</p>	<p>page 41</p> <p>Video <i>Back to School</i></p> 
		<p>CONNECT TO Social Studies</p> <p>pages 30–31</p> <p>People and Places at School</p>	<p>CONNECT TO Art</p> <p>page 35</p> <p>Create a Color Wheel</p>		
		<p>CONNECT TO Mathematics</p> <p>pages 32–33</p> <p>Counting</p>			

CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 64–67</p> <ul style="list-style-type: none"> pronouns: <i>I, you, he, she</i> present tense verbs 	<p>pages 68–69</p> <p>Correspondence <i>Dear Grandma,</i></p>	<p>pages 70–71</p> <p>The Five Senses</p>	<p>page 76</p> <p>Song <i>Head, Shoulders, Knees, and Toes</i></p>	<p>pages 78–82</p> <p>Tools for Writing Capital Letters</p> <p>Write a Letter</p>	<p>page 83</p> <p>Video <i>The Five Senses</i></p> 
		<p>CONNECT TO Social Studies</p> <p>pages 72–73</p> <p>Holidays and Celebrations</p>	<p>CONNECT TO Art</p> <p>page 77</p> <p>Draw a Self-Portrait</p>		
		<p>CONNECT TO Mathematics</p> <p>pages 74–75</p> <p>Counting and Graphing</p>			

CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 184–187</p> <ul style="list-style-type: none"> • compound words • verbs 	<p>pages 188–189</p> <p>Poetry <i>Sun Song</i> by Pat Mora</p>	<p>pages 190–191</p> <p>Scientists in Action</p>	<p>page 196</p> <p>Song <i>Happy When It's Rainy</i></p>	<p>pages 198–202</p> <p>Tools for Writing Ask Questions</p> <p>Write an Informational Paragraph</p>	<p>page 203</p> <p>Video <i>The Little Thief</i></p> 
		<p>CONNECT TO Social Studies</p> <p>pages 192–193</p> <p>Rain Is Helpful and Harmful</p>	<p>CONNECT TO Art</p> <p>page 197</p> <p>Paint a Sunflower</p>		
		<p>CONNECT TO Mathematics</p> <p>pages 194–195</p> <p>Graph Information</p>			

CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 224–227</p> <ul style="list-style-type: none"> • adjectives • placement of adjectives 	<p>pages 228–229</p> <p>Fables <i>The Lion and the Mouse</i></p>	<p>pages 230–231</p> <p>Explain a Life Cycle</p>	<p>page 236</p> <p>Song <i>At the Zoo</i></p>	<p>pages 238–242</p> <p>Tools for Writing Commas</p> <p>Write a Description</p>	<p>page 243</p> <p>Video <i>Mouse for Sale</i></p> 
		<p>CONNECT TO Social Studies</p> <p>pages 232–233</p> <p>Responsible Pet Care</p>	<p>CONNECT TO Art</p> <p>page 237</p> <p>Design a Lion Mask</p>		
		<p>CONNECT TO Mathematics</p> <p>pages 234–235</p> <p>Measure</p>			



CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 264–267</p> <ul style="list-style-type: none"> • <i>was</i> and <i>were</i> • <i>should</i> and <i>should not</i> 	<p>pages 268–269</p> <p>A Journal Entry</p>	<p>pages 270–271</p> <p>Sound</p>	<p>page 276</p> <p>Song <i>What Do People Do?</i></p>	<p>pages 278–282</p> <p>Tools for Writing Time Words</p> <p>Write a Journal Entry</p>	<p>page 283</p> <p>Video <i>Ant</i></p> 
		<p>CONNECT TO Social Studies</p> <p>pages 272–273</p> <p>Read a Map</p>	<p>CONNECT TO Art</p> <p>page 277</p> <p>Design a Model of Your Community</p>		
		<p>CONNECT TO Mathematics</p> <p>pages 274–275</p> <p>Solve Problems Using Graphs</p>			

CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 308–311</p> <ul style="list-style-type: none"> • past tense verbs • more past tense verbs 	<p>pages 312–313</p> <p>Biography <i>George Washington Carver</i></p>	<p>pages 314–315</p> <p>What Is Light?</p>	<p>page 320</p> <p>Song <i>You're a Grand Old Flag</i></p>	<p>pages 322–326</p> <p>Tools for Writing Showing Possession</p> <p>Write a Biography</p>	<p>page 327</p> <p>Video <i>Communities We Belong To</i></p> 
		<p>CONNECT TO Social Studies</p> <p>pages 316–317</p> <p>American Landmarks</p>	<p>CONNECT TO Art</p> <p>page 321</p> <p>Draw the American Flag</p>		
		<p>CONNECT TO Mathematics</p> <p>pages 318–319</p> <p>Word Problems</p>			


How to Use a Dictionary	328
Picture Dictionary	330
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2


SCOPE AND SEQUENCE


Unit 1	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p>School Life page 2</p> <p>BIG Idea School is fun.</p>	<p>pages 4–5</p> <ul style="list-style-type: none"> • Song: <i>At School</i> • Vocabulary (school activities) 	<p>pages 6–7</p> <ul style="list-style-type: none"> • READING STRATEGY Ask Questions • Vocabulary: Key Words 	<p>pages 8–17</p> <p>Fun at School by Tatiana Sildus</p> <ul style="list-style-type: none"> • Text Genre: Realistic Fiction 	<p>pages 18–19</p> <ul style="list-style-type: none"> • Reread • Retell: Ask Questions • Reflect 	<p>pages 20–21</p> <ul style="list-style-type: none"> • Who Are You? • Ask and Answer
Unit 2	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p>Solving Problems page 42</p> <p>BIG Idea Solving problems can lead to good news.</p>	<p>pages 44–45</p> <ul style="list-style-type: none"> • Song: <i>Good News!</i> • Vocabulary (bad news and good news) 	<p>pages 46–47</p> <ul style="list-style-type: none"> • READING STRATEGY Problem and Solution • Vocabulary: Key Words 	<p>pages 48–61</p> <p>The Kite by Alma Flor Ada</p> <ul style="list-style-type: none"> • Text Genre: Realistic Fiction 	<p>pages 62–63</p> <ul style="list-style-type: none"> • Reread • Retell: Problem and Solution • Reflect 	<p>pages 64–65</p> <ul style="list-style-type: none"> • Solving a Problem • Ask and Answer

2 SCOPE AND SEQUENCE

Unit 5	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p>Working Together page 166</p> <p>BIG Idea When we work together, we make things better.</p>	<p>pages 168–169</p> <ul style="list-style-type: none"> • Song: <i>Work Together</i> • Vocabulary (making art) 	<p>pages 170–171</p> <ul style="list-style-type: none"> • READING STRATEGY Theme • Vocabulary: Key Words 	<p>pages 172–181</p> <p>How the Rainbow Came to Be by Alma Flor Ada</p> <ul style="list-style-type: none"> • Text Genre: Myth 	<p>pages 182–183</p> <ul style="list-style-type: none"> • Reread • Retell: Theme • Reflect 	<p>pages 184–185</p> <ul style="list-style-type: none"> • Colors • Ask and Answer

Unit 6	CONNECT TO The Theme	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language
 <p>The Natural World page 206</p> <p>BIG Idea Our world is planet Earth.</p>	<p>pages 208–209</p> <ul style="list-style-type: none"> • Song: <i>Here We Go 'Round Planet Earth</i> • Vocabulary (land and water) 	<p>pages 210–211</p> <ul style="list-style-type: none"> • READING STRATEGY Main Idea and Details • Vocabulary: Key Words 	<p>pages 212–221</p> <p>Our Amazing Earth by Sarah Fash</p> <ul style="list-style-type: none"> • Text Genre: Informational Text 	<p>pages 222–223</p> <ul style="list-style-type: none"> • Reread • Retell: Main Idea and Details • Reflect 	<p>pages 224–225</p> <ul style="list-style-type: none"> • Places on Earth • Ask and Answer


CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 266–269</p> <ul style="list-style-type: none"> • prepositions • possessive adjectives 	<p>pages 270–271</p> <p>Cinquain Poems</p>	<p>pages 272–273</p> <p>How Animals Survive</p>	<p>page 278</p> <p>Song <i>Where Animals Live</i></p>	<p>pages 280–284</p> <p>Tools for Writing Subject-Verb Agreement</p> <p>Describe an Animal</p>	<p>page 285</p> <p>Video <i>The Clever Monkey</i></p> 
		<p>CONNECT TO Social Studies</p> <p>pages 274–275</p> <p>The American Bald Eagle</p>	<p>CONNECT TO Art</p> <p>page 279</p> <p>Origami</p>		
		<p>CONNECT TO Mathematics</p> <p>pages 276–277</p> <p>Solving Word Problems</p>			


CONNECT TO Grammar	CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Writing	CONNECT TO Media
<p>pages 306–309</p> <ul style="list-style-type: none"> • object pronouns • modify to add details 	<p>pages 310–311</p> <p>Biography <i>Jim Thorpe</i></p>	<p>pages 312–313</p> <p>Engineering Design</p>	<p>page 318</p> <p>Song <i>Some People Can Inspire</i></p>	<p>pages 320–324</p> <p>Tools for Writing Compound Subjects and Predicates</p> <p>Write a Biography</p>	<p>page 325</p> <p>Video <i>Pip</i></p> 
		<p>CONNECT TO Social Studies</p> <p>pages 314–315</p> <p>Inspiring People</p>	<p>CONNECT TO Art</p> <p>page 319</p> <p>Making a Print</p>		
		<p>CONNECT TO Mathematics</p> <p>pages 316–317</p> <p>Measurement</p>			

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3

SCOPE AND SEQUENCE

Unit 1	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Back to School page 2</p> <p>BIG Idea School is a community where we learn and play.</p>	<p>pages 4–7</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Summarize Vocabulary in Context Develop Vocabulary: Use Visuals 	<p>pages 8–17</p> <p>Antonio’s First Day of School by April Pulley</p> <ul style="list-style-type: none"> Text Genre: Realistic Fiction 	<p>pages 18–19</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Summarize Discuss the Reading 	<p>pages 20–21</p> <p>Conversation</p> <p>LISTENING STRATEGY Summarize</p>	<p>pages 22–25</p> <ul style="list-style-type: none"> prepositions of location pronoun agreement

Unit 2	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>The Digital World page 42</p> <p>BIG Idea There are many things to create and many ways to create them.</p>	<p>pages 44–47</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Main Idea and Details Vocabulary in Context Develop Vocabulary: Word Web 	<p>pages 48–59</p> <p>Gabi’s If/Then Garden by Caroline Karanja Illustrated by Ben Whitehouse</p> <ul style="list-style-type: none"> Text Genre: Realistic Fiction 	<p>pages 60–61</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Main Idea and Details Discuss the Reading 	<p>pages 62–63</p> <p>Follow Instructions</p> <p>LISTENING STRATEGY Listen for Details</p>	<p>pages 64–67</p> <ul style="list-style-type: none"> present continuous tense simple present tense

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SCOPE AND SEQUENCE



Unit 3	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Health and Wellness page 84</p> <p>BIG Idea Health and wellness are an important part of everyday life.</p>	<p>pages 86–89</p> <ul style="list-style-type: none"> • Use Prior Knowledge • Build Background • READING STRATEGY Evaluate Language Choices • Vocabulary in Context • Develop Vocabulary: Personalize Vocabulary 	<p>pages 90–99</p> <p>Healthy Choices by Valerie Kelemen</p> <ul style="list-style-type: none"> • Text Genre: Informational Text/Blog 	<p>pages 100–101</p> <ul style="list-style-type: none"> • Apply the Reading Strategy: Evaluate Language Choices • Discuss the Reading 	<p>pages 102–103</p> <p>Description</p> <p>LISTENING STRATEGY Evaluate Language Choices</p>	<p>pages 104–107</p> <ul style="list-style-type: none"> • comparatives • future tense with <i>be going to</i>
 <p>My Community page 124</p> <p>BIG Idea People can work together to help their community.</p>	<p>pages 126–129</p> <ul style="list-style-type: none"> • Use Prior Knowledge • Build Background • READING STRATEGY Sequence • Vocabulary in Context • Develop Vocabulary: Multiple-meaning Words 	<p>pages 130–139</p> <p>The Show Must Go On! by Betsy Tecco</p> <ul style="list-style-type: none"> • Text Genre: Historical Fiction 	<p>pages 140–141</p> <ul style="list-style-type: none"> • Apply the Reading Strategy: Sequence • Discuss the Reading 	<p>pages 142–143</p> <p>Presentation</p> <p>LISTENING STRATEGY Sequence</p>	<p>pages 144–147</p> <ul style="list-style-type: none"> • singular and plural nouns • adverbs of time

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SCOPE AND SEQUENCE


Unit 5	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>The World Around Us page 164</p> <p>BIG Idea Stories can explain what we see in the world around us.</p>	<p>pages 166–169</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Visualize Vocabulary in Context Develop Vocabulary: Idioms in Context 	<p>pages 170–179</p> <p>Why Mole Lives Underground Retold by Mario Castro</p> <ul style="list-style-type: none"> Text Genre: Drama 	<p>pages 180–181</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Visualize Discuss the Reading 	<p>pages 182–183</p> <p>Description</p> <p>LISTENING STRATEGY Visualize</p>	<p>pages 184–187</p> <ul style="list-style-type: none"> the simple past tense irregular past tense verbs
 <p>The Natural World page 204</p> <p>BIG Idea Humans and the natural world are connected in many ways.</p>	<p>pages 206–209</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Cause and Effect Vocabulary in Context Develop Vocabulary: Using Context Clues 	<p>pages 210–219</p> <p>Why Earthworms Help Farmers Retold by Betsy Tecco</p> <ul style="list-style-type: none"> Text Genre: Folktale 	<p>pages 220–221</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Cause and Effect Discuss the Reading 	<p>pages 222–223</p> <p>Reader's Theater</p> <p>LISTENING STRATEGY Cause and Effect</p>	<p>pages 224–227</p> <ul style="list-style-type: none"> cause and effect sentences with so compound subjects with and


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Unit 7	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Finding Your Way page 244</p> <p>BIG Idea People often work hard to achieve a goal.</p>	<p>pages 246–249</p> <ul style="list-style-type: none"> • Use Prior Knowledge • Build Background • READING STRATEGY Author's Purpose • Vocabulary in Context • Develop Vocabulary: Use a Dictionary 	<p>pages 250–259</p> <p>Ida Lewis to the Rescue by Kathleen Muldoon</p> <ul style="list-style-type: none"> • Text Genre: Biography 	<p>pages 260–261</p> <ul style="list-style-type: none"> • Apply the Reading Strategy: Author's Purpose • Discuss the Reading 	<p>pages 262–263</p> <p>Lighthouses</p> <p>LISTENING STRATEGY Speaker's Purpose</p>	<p>pages 264–267</p> <ul style="list-style-type: none"> • connecting words in compound sentences • possessive adjectives
Unit 8	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Changes page 284</p> <p>BIG Idea Everybody experiences change.</p>	<p>pages 286–289</p> <ul style="list-style-type: none"> • Use Prior Knowledge • Build Background • READING STRATEGY Draw Conclusions • Vocabulary in Context • Develop Vocabulary: Alphabetize 	<p>pages 290–303</p> <p>The Upside Down Boy by Juan Herrera Illustrations by Elizabeth Gomez</p> <ul style="list-style-type: none"> • Text Genre: Memoir 	<p>pages 304–305</p> <ul style="list-style-type: none"> • Apply the Reading Strategy: Draw Conclusions • Discuss the Reading 	<p>pages 306–307</p> <p>A Story About Moving</p> <p>LISTENING STRATEGY Make Inferences</p>	<p>pages 308–311</p> <ul style="list-style-type: none"> • object pronouns • superlative adjectives

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SCOPE AND SEQUENCE

Unit 1	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Traditional Stories page 2</p> <p>BIG Idea We tell stories with words and pictures.</p>	<p>pages 4–7</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Sequence Vocabulary in Context Develop Vocabulary: Multiple-meaning Words 	<p>pages 8–17</p> <p>Paul Bunyan Retold by Alexa Culpepper</p> <ul style="list-style-type: none"> Text Genre: Tall Tale 	<p>pages 18–19</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Sequence Discuss the Reading 	<p>pages 20–21</p> <p>Oral Folktale</p> <p>LISTENING STRATEGY Sequence</p>	<p>pages 22–25</p> <ul style="list-style-type: none"> subject-verb agreement comparative adjectives

Unit 2	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Around the World page 42</p> <p>BIG Idea Cultures of the world are unique, but people still have a lot in common.</p>	<p>pages 44–47</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Visualize Vocabulary in Context Develop Vocabulary: Use Context Clues 	<p>pages 48–57</p> <p>Isabella's Travel Blog</p> <ul style="list-style-type: none"> Text Genre: Digital Text: Blog 	<p>pages 58–59</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Visualize Discuss the Reading 	<p>pages 60–61</p> <p>Conversation</p> <p>LISTENING STRATEGY Visualize</p>	<p>pages 62–65</p> <ul style="list-style-type: none"> singular and plural nouns prepositions


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Unit 3	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Amazing Athletes page 82</p> <p>BIG Idea Athletes use both their bodies and their minds to succeed.</p>	<p>pages 84–87</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Summarize Vocabulary in Context Develop Vocabulary: Use a Dictionary 	<p>pages 88–97</p> <p>Jesse Owens: Amazing Athlete and Role Model by Sophia Jones</p> <ul style="list-style-type: none"> Text Genre: Biography 	<p>pages 98–99</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Summarize Discuss the Reading 	<p>pages 100–101</p> <p>Informal Conversation</p> <p>LISTENING STRATEGY Ask Questions to Clarify Information</p>	<p>pages 102–105</p> <ul style="list-style-type: none"> subject pronouns and object pronouns possessive adjectives and possessive pronouns
Unit 4	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Keeping Traditions Alive page 122</p> <p>BIG Idea Traditions are carried from the past to the present.</p>	<p>pages 124–127</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Synthesize Information from Texts Vocabulary in Context Develop Vocabulary: Find Similar Words 	<p>pages 128–137</p> <p>Celebrate a Powwow by F. Isabel Campoy and Alma Flor Ada</p> <p>Life as a Powwow Dancer by J. Trujillo</p> <ul style="list-style-type: none"> Text Genre: Informational Text Personal Narrative 	<p>pages 138–139</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Synthesize Information from Texts Discuss the Reading 	<p>pages 140–141</p> <p>A Legend</p> <p>LISTENING STRATEGY Listen for Descriptive Words</p>	<p>pages 142–145</p> <ul style="list-style-type: none"> adjective order modals

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SCOPE AND SEQUENCE

Unit 5	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Bringing Worlds Together page 162</p> <p>BIG Idea Building bridges across cultures helps people and communities grow.</p>	<p>pages 164–167</p> <ul style="list-style-type: none"> • Use Prior Knowledge • Build Background • READING STRATEGY Cause and Effect • Vocabulary in Context • Develop Vocabulary: Loan Words 	<p>pages 168–183</p> <p>Finding the Music by Jennifer Torres, illustrated by Renato Alarcão</p> <ul style="list-style-type: none"> • Text Genre: Realistic Fiction 	<p>pages 184–185</p> <ul style="list-style-type: none"> • Apply the Reading Strategy: Cause and Effect • Discuss the Reading 	<p>pages 186–187</p> <p>Biography</p> <p>LISTENING STRATEGY Listening for Emphasis</p>	<p>pages 188–191</p> <ul style="list-style-type: none"> • possessive nouns: singular and plural • reflexive pronouns


Unit 6	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Exploring the Universe page 208</p> <p>BIG Idea We are part of a complex universe.</p>	<p>pages 210–213</p> <ul style="list-style-type: none"> • Use Prior Knowledge • Build Background • READING STRATEGY Identify Main Idea and Details • Vocabulary in Context • Develop Vocabulary: Use Context Clues 	<p>pages 214–223</p> <p>Our World and Beyond by Roberto Espinella</p> <ul style="list-style-type: none"> • Text Genre: Informational Text 	<p>pages 224–225</p> <ul style="list-style-type: none"> • Apply the Reading Strategy: Identify Main Idea and Details • Discuss the Reading 	<p>pages 226–227</p> <p>Oral Presentation: Science</p> <p>LISTENING STRATEGY Main Idea and Details</p>	<p>pages 228–231</p> <ul style="list-style-type: none"> • superlatives • simple past of regular and irregular verbs


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Unit 7	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Making Change Happen page 248</p> <p>BIG Idea People can make important changes through perseverance and creativity.</p>	<p>pages 250–253</p> <ul style="list-style-type: none"> • Use Prior Knowledge • Build Background • READING STRATEGY Ask Questions • Vocabulary in Context • Develop Vocabulary: Shades of Meaning 	<p>pages 254–265</p> <p>Yasmin's Hammer by Ana Malaspina, illustrated by Doug Ghayka</p> <ul style="list-style-type: none"> • Text Genre: Realistic Fiction 	<p>pages 266–267</p> <ul style="list-style-type: none"> • Apply the Reading Strategy: Ask Questions • Discuss the Reading 	<p>pages 268–269</p> <p>Presentation</p> <p>LISTENING STRATEGY Listen Actively</p>	<p>pages 270–273</p> <ul style="list-style-type: none"> • adverbs of frequency • adverbs of degree
 <p>On the Move page 290</p> <p>BIG Idea Modes of transportation impact society and people's lives.</p>	<p>pages 292–295</p> <ul style="list-style-type: none"> • Use Prior Knowledge • Build Background • READING STRATEGY Compare and Contrast • Vocabulary in Context • Develop Vocabulary: Homophones 	<p>pages 296–305</p> <p>Transportation Through Time by Adam Gold</p> <ul style="list-style-type: none"> • Text Genre: Informational Text 	<p>pages 306–307</p> <ul style="list-style-type: none"> • Apply the Reading Strategy: Compare and Contrast • Discuss the Reading 	<p>pages 308–309</p> <p>How-to Instructions</p> <p>LISTENING STRATEGY Take Notes on Sequence</p>	<p>pages 310–313</p> <ul style="list-style-type: none"> • prepositions and prepositional phrases • compound sentences

5 SCOPE AND SEQUENCE

Unit 1	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Wild Weather page 2</p> <p>BIG Idea Weather affects people in many ways.</p>	<p>pages 4–7</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Compare and Contrast Vocabulary in Context Develop Vocabulary: Use a Dictionary 	<p>pages 8–17</p> <p>A Meteorologist Talks Weather by Brandon Paxton</p> <ul style="list-style-type: none"> Text Genre: An Interview 	<p>pages 18–19</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Compare and Contrast Discuss the Reading 	<p>pages 20–21</p> <p>Compare and Contrast</p> <p>LISTENING STRATEGY Similarities and Differences</p>	<p>pages 22–25</p> <ul style="list-style-type: none"> subject-verb agreement connecting ideas


Unit 2	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>World Wonders page 42</p> <p>BIG Idea We can learn about the past from many places in the world.</p>	<p>pages 44–47</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Make Inferences Vocabulary in Context Develop Vocabulary: Multiple-meaning Words 	<p>pages 48–57</p> <p>Secrets of the Ancient World by Kathryn O'Dell</p> <ul style="list-style-type: none"> Text Genre: Informational Text 	<p>pages 58–59</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Make Inferences Discuss the Reading 	<p>pages 60–61</p> <p>A Guided Tour</p> <p>LISTENING STRATEGY Listen for Inference</p>	<p>pages 62–65</p> <ul style="list-style-type: none"> indefinite pronouns simple past tense of irregular verbs

CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 106–109</p> <p>Persuasive Text <i>Save Our Community Farm!</i></p> <ul style="list-style-type: none"> Text Elements: Persuasive Writing Tools for Writing: Correspondence: Parts of a Letter Word Study: Root Words 	<p>pages 110–111</p> <p>Industrial Agriculture</p> <p>CONNECT TO Social Studies</p> <p>pages 112–113</p> <p>Native American Agriculture</p> <p>CONNECT TO Mathematics</p> <p>pages 114–115</p> <p>Angles</p>	<p>page 116</p> <p>Listen and Sing <i>Down by the Bay</i></p>	<p>page 117</p> <p>Pottery Design</p>	<p>pages 118–120</p> <p>Persuasive Writing Write a Letter to the Editor</p> <p>WRITING STRATEGY Letters and Emails</p>	<p>page 121</p> <p>Video</p>  <p><i>Growing Gold</i></p>


CONNECT TO Language Arts	CONNECT TO Science	CONNECT TO Music	CONNECT TO Art	CONNECT TO Writing	CONNECT TO Media
<p>pages 146–149</p> <p>Drama <i>Healthy Bites</i></p> <ul style="list-style-type: none"> Text Elements: Elements of Drama Tools for Writing: Italics Word Study: Idioms 	<p>pages 150–151</p> <p>Photosynthesis</p> <p>CONNECT TO Social Studies</p> <p>pages 152–153</p> <p>Lifestyles in the 1800s</p> <p>CONNECT TO Mathematics</p> <p>pages 154–155</p> <p>Fractions</p>	<p>page 156</p> <p>Listen and Sing <i>Spinach, Chard, and Kale</i></p>	<p>page 157</p> <p>Still Life</p>	<p>pages 158–160</p> <p>Writing Drama Write a Play</p> <p>WRITING STRATEGY Dialogue</p>	<p>page 161</p> <p>Video</p>  <p><i>Staying Healthy</i></p>


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Unit 5	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Tales About the Universe page 162</p> <p>BIG Idea Myths explain why things happen in the world and the universe.</p>	<p>pages 164–167</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Summarize Vocabulary in Context Develop Vocabulary: Connotative Meanings 	<p>pages 168–177</p> <p>The Story of Arachne from Usborne’s Greek Myths</p> <p>Anansi and His Three Sons by Esther Mizrahi</p> <ul style="list-style-type: none"> Text Genre: Myths 	<p>pages 178–179</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Summarize Discuss the Reading 	<p>pages 180–181</p> <p>Retelling a Story</p> <p>LISTENING STRATEGY Listen for Main Events and Important Details</p>	<p>pages 182–185</p> <ul style="list-style-type: none"> comparative adjectives adverbs

Unit 6	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Building a Country page 202</p> <p>BIG Idea Many people helped build the United States of America.</p>	<p>pages 204–207</p> <ul style="list-style-type: none"> Use Prior Knowledge Build Background READING STRATEGY Ask Questions Vocabulary in Context Develop Vocabulary: Find Similar Words 	<p>pages 214–223</p> <p>Great Americans by Natalie Pierce</p> <ul style="list-style-type: none"> Text Genre: Biography 	<p>pages 218–219</p> <ul style="list-style-type: none"> Apply the Reading Strategy: Ask Questions Discuss the Reading 	<p>pages 220–221</p> <p>A Student Presentation</p> <p>LISTENING STRATEGY Listen for Key Facts</p>	<p>pages 222–225</p> <ul style="list-style-type: none"> the present perfect time clauses

5 SCOPE AND SEQUENCE

Unit 7	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Our Earth page 242</p> <p>BIG Idea People and animals depend on their environment.</p>	<p>pages 244–245</p> <ul style="list-style-type: none"> • Use Prior Knowledge • Build Background • READING STRATEGY Identify Cause and Effect • Vocabulary in Context • Develop Vocabulary: Vocabulary in Context 	<p>pages 246–259</p> <p>Biomes of the World by Sebastian Barnette</p> <ul style="list-style-type: none"> • Text Genre: Informational Text: Science 	<p>pages 260–261</p> <ul style="list-style-type: none"> • Apply the Reading Strategy: Identify Cause and Effect • Discuss the Reading 	<p>pages 262–263</p> <p>A Classroom Conversation</p> <p>LISTENING STRATEGY Cause and Effect</p>	<p>pages 264–267</p> <ul style="list-style-type: none"> • expand a noun phrase with adjectives • superlative adjectives









Unit 8	BEFORE YOU Read	Reading	AFTER YOU Read	CONNECT TO Oral Language	CONNECT TO Grammar
 <p>Innovation page 284</p> <p>BIG Idea Innovation changes the world.</p>	<p>pages 286–287</p> <ul style="list-style-type: none"> • Use Prior Knowledge • Build Background • READING STRATEGY Problem and Solution • Vocabulary in Context • Develop Vocabulary: Word Families 	<p>pages 290–299</p> <p>On the Wings of the Condor by Alma Flor Ada and F. Isabel Campoy</p> <ul style="list-style-type: none"> • Text Genre: Informational Text: Social Studies 	<p>pages 300–301</p> <ul style="list-style-type: none"> • Apply the Reading Strategy: Problem and Solution • Discuss the Reading 	<p>pages 302–303</p> <p>Podcast</p> <p>LISTENING STRATEGY Listen for Solutions</p>	<p>pages 304–307</p> <ul style="list-style-type: none"> • modify a verb • collective nouns

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Look at the pronouns

SCOPE AND SEQUENCE

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UNIT 3 IN THE CLASSROOM <i>page 79</i> 	<i>pages 80–83</i> Do you have a piece of paper? <ul style="list-style-type: none"> identify classroom objects ask for help LISTENING STRATEGY: Listen for specific information READING: Marcos READING STRATEGY: Visualize	<i>pages 84–87</i> Can you help me? <ul style="list-style-type: none"> say what I have say what I need LISTENING STRATEGY: Listen for specific information READING: An Ad for School Supplies READING STRATEGY: Identify the main idea	<i>pages 88–89</i> <ul style="list-style-type: none"> consonants: b, n, k, v, w, j short vowel: e 	<i>pages 90–91</i> Poetry READING: New Things READING STRATEGY: Understand the author's message	<i>pages 92–97</i> <ul style="list-style-type: none"> the verb have questions and answers with have plural nouns more plural nouns LISTENING STRATEGY: Listen for noun forms READING: Plants READING STRATEGY: Retell
	UNIT 4 MY DAY <i>page 115</i> 	<i>pages 116–119</i> How many are there? <ul style="list-style-type: none"> identify numbers to 100 LISTENING STRATEGY: Listen for specific information READING: The Survey Says... READING STRATEGY: Draw a conclusion	<i>pages 120–123</i> What time is it? <ul style="list-style-type: none"> ask for and give the time talk about activities LISTENING STRATEGY: Listen for specific information READING: A Meeting with Mr. Clark READING STRATEGY: Summarize	<i>pages 124–125</i> <ul style="list-style-type: none"> consonants: p, y, x, q, z review: short vowels: a, e, i, o, u 	<i>pages 126–127</i> Science fiction READING: The Space Librarian READING STRATEGY: Identify sequence

Grades 9-12

Get Ready!

LANGUAGE, LITERACY, CONTENT

Scope and Sequence

Dr. Jennifer L. Trujillo


Anita L. Raducanu



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→ Science	→ Social Studies	→ Math	→ Electives	→ Writing	→ Project	→ Media
<p>pages 98–101</p> <p>Engineering design</p> <ul style="list-style-type: none"> discuss how objects are designed <p>READING STRATEGY: Think of examples</p> <p>Engineering skill: Test designs</p>	<p>pages 102–105</p> <p>A community</p> <ul style="list-style-type: none"> describe my community <p>READING STRATEGY: Use prior knowledge</p> <p>Social studies skill: Read signs and symbols</p>	<p>pages 106–109</p> <p>Place value</p> <ul style="list-style-type: none"> talk about the structure of math <p>READING STRATEGY: Look for structure</p>	<p>pages 110–111</p> <p>Art</p> <ul style="list-style-type: none"> talk about and define art 	<p>pages 112–113</p> <p>A poem about your classroom</p> <p>WRITING STRATEGY: Brainstorm</p>	<p>page 114</p> <p>A video about your backpack</p>	<p>page 114</p> <p>Underwater Dreams</p> <p>VIEWING STRATEGY: Respond to media</p>
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UNIT 6 MY FAMILY <i>page 189</i> 	<p>pages 190–193</p> <p>All families are different</p> <ul style="list-style-type: none"> talk about family <p>LISTENING STRATEGY: Set a purpose for listening</p> <p>READING: FAST FACTS: Barack Hussein Obama II</p> <p>READING STRATEGY: Reread to clarify</p>	<p>pages 194–197</p> <p>When is your birthday?</p> <ul style="list-style-type: none"> talk about birthdays say your age describe people <p>LISTENING STRATEGY: Preview and listen for missing information</p> <p>READING: Birthday Celebrations Around the World</p> <p>READING STRATEGY: Use visual support</p>	<p>pages 198–199</p> <ul style="list-style-type: none"> final consonant blends consonant clusters 	<p>pages 200–203</p> <p>Historical fiction</p> <p>READING: from <i>The Kite Fighters</i></p> <p>READING STRATEGY: Summarize</p>	<p>pages 204–209</p> <ul style="list-style-type: none"> dates adjectives possessive adjectives possessive of nouns <p>LISTENING STRATEGY: Listen for specific details</p> <p>READING: <i>Hairs</i></p> <p>READING STRATEGY: Activate your senses</p>


→ Science	→ Social Studies	→ Math	→ Electives	→ Writing	→ Project	→ Media
<p>pages 172–175</p> <p>Weather</p> <ul style="list-style-type: none"> • discuss weather and climate <p>READING STRATEGY: Restate it</p> <p>Science skill: Predict</p>	<p>pages 176–179</p> <p>We come from all over the world</p> <ul style="list-style-type: none"> • identify reasons people move from their country <p>READING STRATEGY: Activate prior knowledge</p> <p>Social studies skill: Understand why</p>	<p>pages 180–183</p> <p>Data and graphs</p> <ul style="list-style-type: none"> • use math tools <p>READING STRATEGY: Reading a graph</p>	<p>pages 184–185</p> <p>Journalism</p> <ul style="list-style-type: none"> • define journalism 	<p>pages 186–187</p> <p>An email</p> <p>WRITING STRATEGY: Know your audience</p>	<p>page 188</p> <p>Report the news</p>	<p>page 188</p> <p>Idiot with a Tripod</p> <p>VIEWING STRATEGY: Infer meaning</p>
<p>pages 210–213</p> <p>Inheritance</p> <ul style="list-style-type: none"> • explain why family members look alike <p>READING STRATEGY: Annotate</p> <p>Science skill: Explain</p>	<p>pages 214–217</p> <p>Ancient history</p> <ul style="list-style-type: none"> • describe how the past influences today <p>READING STRATEGY: Monitor comprehension</p> <p>Social studies skill: The past influences the present</p>	<p>pages 218–221</p> <p>Fractions</p> <ul style="list-style-type: none"> • talk about fractions <p>READING STRATEGY: Reading fractions</p>	<p>pages 222–223</p> <p>World languages</p> <ul style="list-style-type: none"> • talk about the importance of world languages 	<p>pages 224–225</p> <p>A description</p> <p>WRITING STRATEGY: Give details</p>	<p>page 226</p> <p>Interview</p>	<p>page 226</p> <p>One Small Step</p> <p>VIEWING STRATEGY: Watch for feeling</p>

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UNIT 7 WHERE YOU LIVE <i>page 227</i> 	<p>pages 228–231</p> <p>What's your address?</p> <ul style="list-style-type: none"> give your address talk about activities you do <p>LISTENING STRATEGY: Listen for specific information</p> <p>READING: Address please...</p> <p>READING STRATEGY: Use context to learn new vocabulary</p>	<p>pages 232–235</p> <p>What do you like to do?</p> <ul style="list-style-type: none"> talk about activities you like and don't like ask for information <p>LISTENING STRATEGY: Listen for verb forms</p> <p>READING: Traditional Musical Instruments and Dances</p> <p>READING STRATEGY: Use text features</p>	<p>pages 236–237</p> <ul style="list-style-type: none"> consonant digraphs complex blends and trigraphs 	<p>pages 238–241</p> <p>Biography READING: from <i>Jim Thorpe's Bright Path</i></p> <p>READING STRATEGY: Monitor comprehension</p>	<p>pages 242–247</p> <ul style="list-style-type: none"> information questions with be information questions with do and does the simple present tense the words to, too, and two <p>LISTENING STRATEGY: Listen for question words</p> <p>READING: Survey of 100 Students in Morristown</p> <p>READING STRATEGY: Read a graph</p>
UNIT 8 IN THE COMMUNITY <i>page 265</i> 	<p>pages 266–269</p> <p>Who are the people in your community?</p> <ul style="list-style-type: none"> identify places in the community name people in the community <p>LISTENING STRATEGY: Listen for sequence words</p> <p>READING: Whose Job Is It?</p> <p>READING STRATEGY: Summarize</p>	<p>pages 270–273</p> <p>How do you get to school?</p> <ul style="list-style-type: none"> talk about transportation <p>LISTENING STRATEGY: Use what you know</p> <p>READING: An Ancient City</p> <p>READING STRATEGY: Predict</p>	<p>pages 274–275</p> <ul style="list-style-type: none"> long vowels 	<p>pages 276–279</p> <p>Career interest test</p> <p>READING: What Career Is Right for You?</p> <p>READING STRATEGY: Make an inference</p>	<p>pages 280–285</p> <ul style="list-style-type: none"> connecting words can and can't prepositions of location commands to give directions <p>LISTENING STRATEGY: Preview the activity</p> <p>READING: from <i>The Sign Painter</i></p> <p>READING STRATEGY: Understand dialogue</p>

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<p>pages 248–251</p> <p>Forces and motion</p> <ul style="list-style-type: none"> explain forces and motion <p>READING STRATEGY: Read again</p> <p>Science skill: Investigate</p>	<p>pages 252–255</p> <p>Symbols of the United States</p> <ul style="list-style-type: none"> describe symbols <p>READING STRATEGY: Summarize</p> <p>Social studies skill: Apply</p>	<p>pages 256–259</p> <p>Geometry</p> <ul style="list-style-type: none"> talk about geometry <p>READING STRATEGY: Draw a picture</p>	<p>pages 260–261</p> <p>Computer science</p> <ul style="list-style-type: none"> talk about the importance of technology 	<p>pages 262–263</p> <p>A biography</p> <p>WRITING STRATEGY: Retell</p>	<p>page 264</p> <p>Present a how-to poster</p>	<p>page 264</p> <p>The Dogist</p> <p>VIEWING STRATEGY: Listen for key words</p>
<p>pages 286–289</p> <p>Energy</p> <ul style="list-style-type: none"> discuss forms of energy <p>READING STRATEGY: Preview</p> <p>Science skill: Classify</p>	<p>pages 290–293</p> <p>Types of governments</p> <ul style="list-style-type: none"> identify and describe types of governments <p>READING STRATEGY: Monitor and clarify</p> <p>Social studies skill: Compare and contrast</p>	<p>pages 294–297</p> <p>Algebra</p> <ul style="list-style-type: none"> talk about algebra <p>READING STRATEGY: Ask questions</p>	<p>pages 298–299</p> <p>Career and technical education</p> <ul style="list-style-type: none"> talk about the importance of technology 	<p>pages 300–301</p> <p>A summary of an experience</p> <p>WRITING STRATEGY: Vary your sentences</p>	<p>page 302</p> <p>A tour of your community</p>	<p>page 302</p> <p>Soar</p> <p>VIEWING STRATEGY: Watch for a message</p>

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	pages 342–345 How do you feel? <ul style="list-style-type: none"> name parts of the body talk about how you feel LISTENING STRATEGY: Repeated listening READING: Are You Healthy? READING STRATEGY: Use support from your classmates or teacher	pages 346–349 I had a little accident <ul style="list-style-type: none"> discuss school emergencies identify weather emergencies LISTENING STRATEGY: Listen for reasons READING: School Safety and Fire Drills READING STRATEGY: Use visuals to develop background knowledge	pages 350–351 <ul style="list-style-type: none"> vowel diphthongs 	pages 352–355 Play READING: The Poster Contest READING STRATEGY: Fluency: Phrasing	pages 356–361 <ul style="list-style-type: none"> the simple past tense (regular verbs) the simple past tense (irregular verbs) the simple past tense (negative) the simple past tense (questions) LISTENING STRATEGY: Listen for clues READING: First Aid READING STRATEGY: Take notes

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<p>pages 324–327</p> <p>Food webs</p> <ul style="list-style-type: none"> talk about how living things are connected <p>READING STRATEGY: Cause and effect</p> <p>Science skill: Create models</p>	<p>pages 328–331</p> <p>Economics</p> <ul style="list-style-type: none"> discuss economics and money <p>READING STRATEGY: Connect to real life</p> <p>Social studies skill: Financial literacy</p>	<p>pages 332–335</p> <p>Modeling</p> <ul style="list-style-type: none"> use algebra in everyday situations <p>READING STRATEGY: Represent the situation</p>	<p>pages 336–337</p> <p>Business</p> <ul style="list-style-type: none"> identify what you learn in business class 	<p>pages 338–339</p> <p>A description</p> <p>WRITING STRATEGY: Organize by paragraph</p>	<p>page 340</p> <p>A fashion show</p>	<p>page 340</p> <p>Amistad</p> <p>VIEWING STRATEGY: Listen for the gist</p>
<p>pages 362–365</p> <p>Body systems</p> <ul style="list-style-type: none"> talk about how body systems work together <p>READING STRATEGY: Say it aloud</p> <p>Science skill: Communicate</p>	<p>pages 366–369</p> <p>The United States federal government</p> <ul style="list-style-type: none"> describe the organization of the US government <p>READING STRATEGY: Monitor and clarify</p> <p>Social studies skill: Generalize</p>	<p>pages 370–373</p> <p>Statistics</p> <ul style="list-style-type: none"> use statistics to make an argument <p>READING STRATEGY: Analyze a person's reasoning</p>	<p>pages 374–375</p> <p>Drama</p> <ul style="list-style-type: none"> discuss drama at your school 	<p>pages 376–377</p> <p>Point of view</p> <p>WRITING STRATEGY: Give examples</p>	<p>page 378</p> <p>The pros and cons</p>	<p>page 378</p> <p>Right Footed</p> <p>VIEWING STRATEGY: Think critically</p>

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UNIT 3 In the Classroom page 52 	pages 54–55 Do you have a pencil? <ul style="list-style-type: none"> name your school supplies 	pages 56–57 READER'S THEATER <i>The Missing Book</i>	pages 58–59 <ul style="list-style-type: none"> letters: c, d, i words: do, a, you, and, have 	pages 60–61 Poem READING <i>The Bug</i> READING STRATEGY: Repeat the reading	pages 62–63 <ul style="list-style-type: none"> nouns: person, place, thing
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CONNECT TO	→ Language	→ Language in Action	→ Phonics and Words	→ Reading	→ Grammar
UNIT 5 The Calendar page 96 	pages 98–99 What is the date? <ul style="list-style-type: none"> talk about days, months, and dates 	pages 100–101 READER'S THEATER <i>The Sun and the Wind</i>	pages 102–103 <ul style="list-style-type: none"> letters: k, l, e words: about, like, see, look, up 	pages 104–105 Information (chart) READING <i>A Busy Week</i> READING STRATEGY: Scan for information	pages 106–107 <ul style="list-style-type: none"> proper nouns
UNIT 6 My Family page 118 	pages 120–121 Who are the people in a family? <ul style="list-style-type: none"> name and describe the people in a family 	pages 122–123 READER'S THEATER <i>A Family Trip</i>	pages 124–125 <ul style="list-style-type: none"> letters: g, p, u words: who, we, all, are, each 	pages 126–127 Fiction (fairy tale) READING <i>The Sleepy Princess</i> READING STRATEGY: Look for key details	pages 128–129 <ul style="list-style-type: none"> plural nouns
UNIT 7 At Home page 140 	pages 142–143 Inside my home <ul style="list-style-type: none"> say where I live tell about rooms in a home 	pages 144–145 READER'S THEATER <i>The Fun House!</i>	pages 146–147 <ul style="list-style-type: none"> letters: j, n c-v-c pattern: short vowel a words: go, park, down, by, which 	pages 148–151 Folktale READING <i>The House That Shaq Built</i> READING STRATEGY: Understand text structure	pages 152–153 <ul style="list-style-type: none"> prepositions: in, on, by, between
UNIT 8 My Community page 164 	pages 166–167 In my community <ul style="list-style-type: none"> name places in the community talk about people in the community 	pages 168–169 READER'S THEATER <i>The Fire Station Field Trip</i>	pages 170–171 <ul style="list-style-type: none"> letters: v, z c-v-c pattern: short vowel i words: many, some, people, an, find 	pages 172–175 Biography READING <i>President Barack Obama</i> READING STRATEGY: Pay close attention	pages 176–177 <ul style="list-style-type: none"> verbs: past tense

SCOPE AND SEQUENCE

Soar

GET READY FOR ENGLISH! page 2

CONNECT TO	→ Language	→ Language in Action	→ Phonics	→ Reading	→ Grammar
UNIT 1 All About Me page 8 	pages 10–11 Hello and good-bye! <ul style="list-style-type: none"> say hello and good-bye give your name 	pages 12–13 READER'S THEATER <i>Do You Want to Play Soccer?</i>	pages 14–15 <ul style="list-style-type: none"> consonants: b, s, t, f, d short vowel: a 	pages 16–17 Informational text READING <i>Classroom Rules</i> READING STRATEGY: Read for information	pages 18–19 <ul style="list-style-type: none"> I, you my, your
UNIT 2 At School page 30 	pages 32–33 Where is the principal? <ul style="list-style-type: none"> ask about people and places at school 	pages 34–35 READER'S THEATER <i>At the Playground</i>	pages 36–37 <ul style="list-style-type: none"> consonants: m, r, l, h, k short vowel: o 	pages 38–39 Fiction story READING <i>Maria Is Lost!</i> READING STRATEGY: Visualize	pages 40–41 <ul style="list-style-type: none"> he, she his, her
UNIT 3 In the Classroom page 52 	pages 54–55 Do you have a pencil? <ul style="list-style-type: none"> name your school supplies 	pages 56–57 READER'S THEATER <i>The Missing Computer</i>	pages 58–59 <ul style="list-style-type: none"> consonants: j, p, n, v, w short vowel: i 	pages 60–61 Poem READING <i>Friends</i> READING STRATEGY: Repeat the reading	pages 62–63 <ul style="list-style-type: none"> nouns: person, place, thing
UNIT 4 My Day page 74 	pages 76–77 What time is it? <ul style="list-style-type: none"> talk about activities and about time 	pages 78–79 READER'S THEATER <i>I Missed the Bus!</i>	pages 80–81 <ul style="list-style-type: none"> consonants: c, g, q, x short vowel: u 	pages 82–83 Fable READING <i>The Lion and the Mouse</i> READING STRATEGY: Retell	pages 84–85 <ul style="list-style-type: none"> verbs: action words

SCOPE AND SEQUENCE

Soar

CONNECT TO	→ Language	→ Language in Action	→ Phonics	→ Reading	→ Grammar
UNIT 5 The Calendar page 96 	pages 98–99 What is the date? <ul style="list-style-type: none"> talk about days, months, dates, and weather 	pages 100–101 READER'S THEATER <i>The Sun and the Wind</i>	pages 102–103 <ul style="list-style-type: none"> consonants: y, z short vowel e the c-v-c pattern 	pages 104–105 Informational text (chart) READING <i>A Busy Week</i> READING STRATEGY: Scan for information	pages 106–107 <ul style="list-style-type: none"> proper nouns
UNIT 6 My Family page 118 	pages 120–121 Who are the people in a family? <ul style="list-style-type: none"> name and describe the people in a family 	pages 122–123 READER'S THEATER <i>Family Road Trip</i>	pages 124–125 <ul style="list-style-type: none"> initial consonant blends: bl, br, cl, dr, fl, pr initial s blends: sl, sm, st 	pages 126–127 Fiction (fairy tale) READING <i>The Iguana and the Princess</i> READING STRATEGY: Look for key details	pages 128–129 <ul style="list-style-type: none"> plural nouns
UNIT 7 At Home page 140 	pages 142–143 Inside my home <ul style="list-style-type: none"> say where I live talk about rooms in a home 	pages 144–145 READER'S THEATER <i>The Fun House!</i>	pages 146–147 <ul style="list-style-type: none"> consonant digraphs: ch, sh, th, wh, ph, gh 	pages 148–151 Folktale READING <i>Martina the Cockroach</i> READING STRATEGY: Understand text structure	pages 152–153 <ul style="list-style-type: none"> prepositions: in, on, by, between
UNIT 8 My Community page 164 	pages 166–167 In my community <ul style="list-style-type: none"> name places in the community talk about people in the community 	pages 168–169 READER'S THEATER <i>The Fire Station Field Trip</i>	pages 170–171 <ul style="list-style-type: none"> r-controlled vowels: ar, er, ir, or, ur 	pages 172–175 Biography READING <i>President Barack Obama</i> READING STRATEGY: Monitor comprehension	pages 176–177 <ul style="list-style-type: none"> verbs: past tense

A person stands on a grassy hill, holding a long, vibrant fabric that stretches across the landscape and reaches into a bright blue sky with scattered white clouds. The fabric is a mix of orange, yellow, and pink. The person is wearing a light green shirt and purple shorts.

Reach HIGHER

SCOPE AND SEQUENCE

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Levels 1A | 1B | 2A | 2B | 3A | 3B | 4A | 4B | 5A | 5B | 6A | 6B

UNIT	TOPIC AND CONTENT AREA		LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT	
				Content	Academic					Oral Language	Writing
1 My Family	Social Studies	Part 1	Describe	family member meal family holiday home	care celebrate help play world	Organize Ideas	Reading Strategy Set a Purpose Genres Photo Book, Photo Essay	Blends: <i>bl, cl, fl, pl</i>	Plural Nouns	Narrative Presentation	Write a Photo-Essay
	Families What makes a family?			Part 2	Give Information		special parents together fun extended family visit				
2 Shoot for the Sun	Science	Part 1	Describe	breathe drink eat living move nonliving	alive energy exercise food health	List Facts	Reading Strategy Monitor Genres Song, Diagram	Final Blends: <i>nd, nk, nt, ng</i>	Adjectives	Interview	Write How to Make Something
	Living and Nonliving Things When is something alive?			Part 2	Retell a Story		bud flower leaf petal seed sun				
3 To Your Front Door	Social Studies	Part 1	Express Needs and Wants	buy food money market shop sell	business goods job needs wants	Categorize	Reading Strategy Ask Questions Genres Social Studies Article, Online Article	Long a spelled <i>ai, ay</i>	Present Tense Verbs	Persuasive Presentation	Write a Thank You Letter
	Goods and Services How do we get what we need?			Part 2	Ask Questions		delivery factory neighborhood ship store				
4 Growing and Changing	Science	Part 1	Retell a Story	adult baby egg form grow hatch nest	before inside shape size time	Identify Plot	Reading Strategy Determine Importance Genres Story, Science Article	Long e: <i>ee, ea, y</i>	Subject Pronouns	Theme Theater	Write a Story
	Animal Life Cycles How do animals change as they grow?			Part 2	Restate an Idea		butterfly caterpillar change chrysalis insect pupa				

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT		
			Content	Academic					Oral Language	Writing	
5 Creature Features	Science	Part 1	Compare and Contrast	beak coverings feathers fur mouth parts paw scales tail	alike body different feature look	Compare and Contrast	Reading Strategy Make Connections Genres Animal Fantasy, Science Article	Long <i>u</i> spelled <i>u_e, ue</i>	Complete Sentences	Theme Theater	Write an Article
	Animals How are animals different from one another?			climb fly run slide slither swim	back fact front movement push						
6 Up in the Air	Science	Part 1	Explain	blows feels storm weather wind	fast outside power soft strong	Find Cause and Effect	Reading Strategy Make Inferences Genres Science Nonfiction, Legend	Sounds and Spellings: <i>ce, ci</i>	Sentence Types	Interview	Write a Nonfiction Paragraph
	Weather What's wild about weather?			calendar cloudy month rainy snowy sunny year	cold cool hot warm temperature						
7 Then and Now	Social Studies	Part 1	Express Opinions	computer internet message news now then	communicate future history past present	Identify Main Idea and Details	Reading Strategy Visualize Genres History Article, Blog Entry	Digraphs: <i>th, sh</i>	Past Tense Verbs	Panel Discussion	Write a Friendly Letter
	Then and Now What's the difference between then and now?			better easier music new old record	build invent machine modern tool						
8 Get Out the Map!	Social Studies	Part 1	Follow Directions	key map meaning picture symbol useful	between corner distance show sign	Use Information	Reading Strategy Review Genres Informational Text, Poem	Vowel Sounds and Spellings: <i>oi, oy</i>	Adverbs	Theme Theater	Write Literary Response
	Maps Why do we need maps?			East left North path right South West	directions far follow location near						

UNIT	TOPIC AND CONTENT AREA		LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT	
				Content	Academic					Oral Language	Writing
1 Hello, Neighbor!	Social Studies	Part 1	Give Information	cook doctor jobs nurse teacher	belong build care community neighbor	Character	Reading Strategy Preview and Predict Genres Realistic Fiction, Photo Essay	Three-letter blends: <i>scr, str</i>	Plural Nouns	Theme Theater	Make a Photo Essay
	Community What is a community?			Part 2	Ask and Answer Questions		building home hospital library park school				
2 Staying Alive	Science	Part 1	Describe	animals color habitat insects shape size	adaptation defend hide safe survive	Plot	Reading Strategy Make Inferences Genres Realistic Fiction, Science Article	Digraphs: <i>ph, th, qu</i>	Action and Helping Verbs	Theme Theater	Write an Article
	Animal Adaptation, Animal Needs What does it take to survive?			Part 2	Explain		features food predators prey shelter water				
3 Water for Everyone	Science	Part 1	Ask for and Give Information	cloud lake ocean rain sky	absorb become carry change rise	Problem and Solution	Reading Strategy Ask Questions Genres Traditional Tale, Science Experiment	Long e spelled <i>ie, ey</i>	Adjectives and Articles	Theme Theater	Write a Folk Tale
	Water Where do we get water?			Part 2	Define and Explain		draws invention machine pipes pump wells				
4 Lend a Hand	Social Studies	Part 1	Express Feelings and Ideas	citizenship grateful mean respect responsible thoughtful	character choice courage right save	Character Traits	Reading Strategy Make Connections Genres Fable, Proverb	Vowel Sounds and Spellings: <i>ear, eer</i>	Complete Sentences	Theme Theater	Write an Interview
	Citizenship What are our responsibilities to each other?			Part 2	Express Opinions		aid example heroes ideas leaders serve				

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT		
			Content	Academic					Oral Language	Writing	
5 Everything Changes	Science	Part 1	Engage in Discussion	begins day earth ends moon night shadows stars	appear motion observe pattern repeat	Theme	Reading Strategy Visualize Genres Realistic Fiction, Science Article	Vowel Sounds and Spellings: <i>air, are, ear</i>	Kinds of Sentences	Theme Theater	Write a Comparison
	Changes in Nature Why is nature always changing?			Part 2	Make Comparisons						
6 Better Together	Social Studies	Part 1	Give and Carry Out Commands	alone society team member teamwork together	add cooperate enough possible share	Story Elements	Reading Strategy Summarize Genres Play, Song Lyrics	Silent Consonants: <i>mb, wr</i>	Pronouns	Theme Theater	Write a Story 123
	Working Together Why is it good to work together?			Part 2	Express Needs and Wants						
7 Best Buddies	Science	Part 1	Express Likes and Dislikes	chain relate roles vegetation wildlife	accept connect important necessary others	Character's Motives	Reading Strategy Draw Conclusions Genres Folk Talk, Profile	Vowel Sounds and Spellings: <i>ue, ew</i>	Past Tense Verbs	Panel Discussion	Write a Science Report
	Partnerships in Nature How do living things depend on each other?			Part 2	Retell a Story						
8 Our World	Social Studies	Part 1	Make a Request	beliefs culture history holidays language people traditions	alike celebrate difference expect variety	Character's Feelings	Reading Strategy Review Genres Realistic Fiction, Poem	Phonics Focus: Suffixes: <i>-ly, -ness</i>	Prepositions	Theme Theater	Write a Personal Narrative
	The World We Live In What does the world mean to you?			Part 2	Express Intentions						





Reinforcement and additional phonics practice is available in the *Read on Your Own* phonics readers.





UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT		
			Content	Academic					Oral Language	Writing	
1 Happy to Help	Social Studies	Part 1	Retell a Story	action difference gift problem receive solution	kindness need understand value want	Plot	Reading Strategy Preview and Predict Genres Realistic Fiction, Poem	Compound Words	Complete Sentences	Theme Theater	Write a Personal Narrative
	Helping How do people help each other?		Part 2	Make Comparisons	improve individual neighborhood offer volunteer	benefit duty identify impact learn	Make Comparisons	Reading Strategy Monitor and Clarify Genres Autobiography, Biography	Syllable Division	More Subjects and Predicates	
2 Nature's Balance	Science	Part 1	Ask and Answer Questions	amount behavior decrease increase supply	balance control interact react scarce	Compare and Contrast	Reading Strategy Ask Questions Genres Humorous Story, Riddle	Vowel Sounds and Spellings: u_e	Kinds of Sentences	Theme Theater	Write a Summary
	Ecosystems What happens when nature loses its balance?		Part 2	Give and Carry Out Commands	drought ecosystem food chain level river	competition nature negative positive resources	Cause and Effect	Reading Strategy Ask Questions Genres Science Article, Human Interest Feature	Vowel Sounds and Spellings: oo	Compound Sentences	
3 Life in the Soil	Science	Part 1	Give Information	blossom cycle root seed soil sprout	characteristic conditions depend growth produce	Sequence	Reading Strategy Make Inferences Genres Realistic Fiction, Haiku	Review: Two- and Three-Letter Blends	Plural Nouns	Theme Theater	Write an Article
	Plants What is so amazing about plants?		Part 2	Define and Explain	city desert rainforest vine weed	diversity environment organism protect unique	Main Idea and Details	Reading Strategy Make Inferences Genres Nonfiction: Science Article, Blog	Review: Plurals: -s, -es, -ies	More Plural Nouns	
4 Let's Work Together	Social Studies	Part 1	Express Needs, Wants, and Feelings	advertisement buyer market money pay seller	accomplish cooperation plenty purpose reward	Theme	Reading Strategy Determine Importance Genres Realistic Fiction	Syllable Division	Present-Tense Action Verbs	Theme Theater	Write a Persuasive Essay
	Working Together What's the best way to get things done?		Part 2	Persuade	agriculture crop farmer field harvest plow	alternative conservation future method sustain	Opinion and Evidence	Reading Strategy Summarize Genres Persuasive Article, Fable	Vowel Sounds and Spellings: al, aw, au	Forms of be, have	





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UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	PHONICS	GRAMMAR	PROJECT		
			Content	Academic					Oral Language	Writing	
5 Mysteries of Matter	Science	Part 1	Describe Actions	form freeze liquid melt solid temperature thermometer	alter occur state substance trap	Character and Plot	Reading Strategy Make Connections Genres Play, E-mail, Web-based News Article	Endings: -ed, -ing	Adjectives and Articles	Theme Theater	Write a Literary Response
	Matter What causes matter to change?			Part 2	Describe Places						
6 From Past to Present	Social Studies	Part 1	Ask for and Give Information	heritage music region rhythm vary	express feelings perform popular style	Classify Details	Reading Strategy Visualize Genres Song Lyrics, Biography	Prefixes: <i>un-, re-</i>	Pronoun Agreement	Theme Theater	Write an Interview
	Culture and Traditions How can we preserve our traditions?			Part 2	Give and Follow Instructions						
7 Blast! Crash! Splash!	Science	Part 1	Tell an Original Story	erupt flow island lava magma ocean rock volcano	core create develop force pressure	Imagery	Reading Strategy Draw Conclusions Genres Narrative Poem, Photo Essay	Suffixes: <i>-sion, -tion, -ous</i>	Adverbs	Informational Presentation	Write a Research Report
	Forces of Nature What forces can change Earth?			Part 2	Express Opinions and Ideas						
8 Getting There	Math and Social Studies	Part 1	Ask for and Give Advice	distance feet kilometer measurement meter unit	achieve direction estimate goal strategy	Goal and Outcome	Reading Strategy Review Genres Realistic Fiction, Myth, Folk Tale	Suffixes: <i>-ant, -ent</i>	Past Tense	Theme Theater	Write a Story
	Goals What tools can we use to achieve our goals?			Part 2	Express Intentions						





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UNIT	TOPIC AND CONTENT AREA		LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT	
				Content	Academic				Oral Language	Writing
1 Living Traditions	Social Studies	Part 1	Express Feelings	craft musical perform pottery tradition weave	create culture express medium style	Main Idea and Details	Reading Strategy Plan and Monitor Genres Interview, Biography	Complete Sentences	Interview	Write an Interview
	Culture and Traditions  How important are traditions?									
2 Animal Intelligence	Science	Part 1	Express Ideas	adaptation defend predator prey trait	behavior characteristic response strategy survival	Analyze Characters	Reading Strategy Make Connections Genre Trickster Tale	Kinds of Sentences	Theme Theater	Write a Business Letter
	Animal Behavior  Just how smart are animals?									
3 Amazing Places	Social Studies	Part 1	Give and Follow Directions	continent country equator globe hemisphere inhabitant map	border imagine range suggest transport	Theme	Reading Strategy Visualize Genres Fictional Tale, Free Verse	Plural Nouns	Theme Theater	Write a Research Report
	Geography  Why learn about other places?									
4 Power of Nature	Science	Part 1	Make Comparisons	convert electricity generate power renewable scarce	available conservation current flow resource	Cause and Effect	Reading Strategy Ask Questions Genres Science Article, Persuasive Essay	Present-Tense Action Verbs	Instructions	Write a Tall Tale
	Natural Resources  How do we relate to nature?									

UNIT	TOPIC AND CONTENT AREA		LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT	
				Content	Academic				Oral Language	Writing
5 Invaders!	Science	Part 1	Retell a Story	decompose	contain	Plot	Reading Strategy Make Inferences	Adjectives	Theme Theater	Write a Persuasive Essay
	Ecosystems			experiment	control		Science Fiction, Science Experiment			
	 When do harmless things become harmful?	Part 2	Define and Explain	humid	environment	Problem and Solution	Reading Strategy Make Inferences	Possessive Nouns and Adjectives	News Report	
				mold	investigate		Genres Science Text, Journal			
				spore	spread					
6 Treasure Hunters	Social Studies	Part 1	Express Intentions	adventure	chart	Characters	Reading Strategy Summarize	Pronoun Agreement	Theme Theater	Write Historical Fiction
	Exploration			coastal	discovery		Genres Play, Instructions			
	 How do treasures shape our past and future?	Part 2	Restate an Idea	compass	exploration	Sequence	Reading Strategy Identify the Main Idea and Details	Possessive Pronouns	Narrative Presentation	127
				navigation	interpret		Genres History Article, Online Article			
				port	legend					
				treasure						
7 Moving Through Space	Science	Part 1	Ask and Answer Questions	accelerate	average	Compare and Contrast	Reading Strategy Draw Conclusions	Adverbs	Informational Presentation	Write a Personal Narrative
	Measuring Motion			height	distance		Genres Math Article, Science Report			
	 What does it take to explore space?	Part 2	Clarify	measure	rate	Plot	Reading Strategy Form Generalizations	Prepositional Phrases	Theme Theater	
				motion	scale		Genres Realistic Fiction, Biography			
				speed	solve					
8 Saving a Piece of the World	Social Studies	Part 1	Express Opinions	heritage	mission	Goal and Outcome	Reading Strategy Review	Past Tense	Theme Theater	Write a Literary Response
	Preserving Our Heritage			hero	motive		Genres Historical Fiction, Report			
	 What's worth protecting?	Part 2	Justify	president	responsible	Fact and Opinion	Reading Strategy Review	Future Tense	Persuasive Presentation	
				protect	service		Genres Historical Fiction, Historical Narrative			
				volunteer	value					
				ancient	courage					
				civilization	official					
				empire	principle					
				object	project					
				record	risk					
				site						

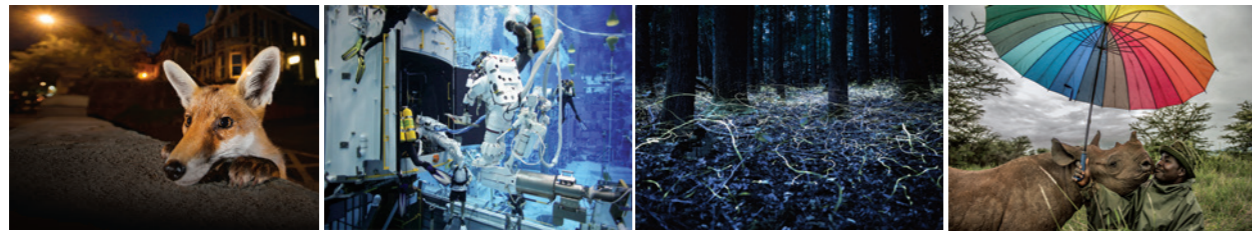
UNIT	TOPIC AND CONTENT AREA		LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT	
				Content	Academic				Oral Language	Writing
1 Crossing Between Cultures	Social Studies	Part 1	Ask for and Give Information	country culture education employment immigration	opportunity refuge symbol transition translate	Character Development	Reading Strategy Preview and Predict Genres Diary, Oral History	Complete Sentences	Theme Theater	Write a Personal Narrative
	Immigration  How can where you are change who you are?			Part 2	Ask and Answer Questions					
2 Catching the Light	Science	Part 1	Give and Carry Out Commands	absorb heat reflect thermal transmit	assume event explanation power theory	Character	Reading Strategy Ask Questions Genres Myth, Origin Myth	Kinds of Sentences	Theme Theater	
	Energy  What is the power of the sun?			Part 2	Verify					
3 Nature's Webs	Science	Part 1	Tell an Original Story	carnivore consumer food chain herbivore omnivore producer	cooperate essential partnership store transfer	Plot	Reading Strategy Determine Importance Genres Realistic Fiction, Expository Nonfiction	Plural Nouns	Theme Theater	
	Food Webs, Ecosystems  How are animals and plants dependent on one another?			Part 2	Engage in Conversation					chlorophyll magnify microscope nutrients photosynthesis
4 Justice	Social Studies	Part 1	Justify	abolish emancipation escape law plantation slavery	distinguish equality freedom risk route	Theme	Reading Strategy Make Inferences Genres Tale, History Article	Present Tense Action Verbs	Theme Theater	
	History  What is justice?			Part 2	Negotiate					conditions demands labor nonviolence protest strike

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT		
			Content	Academic				Oral Language	Writing	
5 Every Drop	Science	Part 1	Define and Explain	atmosphere condensation evaporation fresh water precipitation runoff water cycle watershed	access consequence conservation deplete shortage	Main Idea and Details	Reading Strategy Make Connections Genres Science Feature, Science Article	Adjectives	Science Panel	Write a Magazine Article
	Water Why is water so important?			Part 2	Clarify					
6 The Wild West	Social Studies	Part 1	Describe Experiences	construction gold rush ranching reservation settler	establish expansion explore frontier individual	Cause and Effect	Reading Strategy Visualize Genres History Article, Essay	Pronoun Agreement	Team Oral Report	Write a Narrative Poem
	History What does it take to settle a new land?			Part 2	Express Opinions					
7 Talking About Trash	Science	Part 1	Persuade	plastic pollution recycle reduce renewable reuse	argument balance debate evidence solution	Author's Viewpoint	Reading Strategy Synthesize Genres Persuasive Article, Essay	Adverbs	Persuasive Presentation	Write a Persuasive Essay
	Renewable and Non-Renewable Resources Why should we care about garbage?			Part 2	Make Comparisons					
8 One Idea	Social Studies	Part 1	Express Ideas	business earnings expenses goods income profit services	analyze apply cost supply value	Steps in a Process	Reading Strategy Review Genres Procedural Text, Newspaper Article	Past Tense Verbs	Informational Presentation	Write a Procedure
	Economics How can one idea change your future?			Part 2	Restate an Idea					

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT	
			Content	Academic				Oral Language	Writing
1 The Power of Choice	Social Studies	Part 1	Give Information	capable encounter figure reputation resistance	assumption diverge exclude optional potential	Main Idea	Reading Strategy Preview and Predict Genres Biography, Speech	Complete Sentences	Narrative Presentation
	Choices  How do choices affect who you are?			Part 2	Ask and Answer Questions				
2 Survival	Science	Part 1	Describe			camouflage deception duplicate mimic parasite variation	asset convince emerge ensure resemblance	Main Idea and Details	Reading Strategy Visualize Genres Science Article, Science Feature
	Survival  What does it take to survive?			Part 2	Elaborate	exhaust necessity overcome reliance resourceful	concentrate intense motivation resilience resolve		
3 Digging Up the Past	Social Studies	Part 1	Define and Explain			archaeological artifact chronological civilization dynasty pharaoh tomb	analytical depict powerful representation reveal	Chronological Order	Reading Strategy Ask Questions Genre Magazine Article
	Ancient Egypt  How can we bring the past to life?			Part 2	Engage in Discussion	chamber command hieroglyphics peer plunder procession	consider contribute impact perspective significant		
4 Our Diverse Earth	Science	Part 1	Make an Argument			dependent endangered extinct policy recover thrive	appeal effective factor protection sustain	Author's Viewpoint	Reading Strategy Make Connections Genres Environmental Report, Online Article
	Earth  Why is diversity important?			Part 2	Use Appropriate Language	deforestation ecological landscape management regulate	advocate intervene obligation participate utilize		

UNIT	TOPIC AND CONTENT AREA	LANGUAGE FUNCTION	VOCABULARY		THINKING MAP	READING	GRAMMAR	PROJECT		
			Content	Academic				Oral Language	Writing	
5 A Time to Act	Social Studies	Part 1	Ask for and Give Information	boycott demonstration integrate prejudice separate	endeavor implement inherent position react	Relate Ideas	Reading Strategy Determine Importance Genres History Article, Memoir	Verb Tenses	News Report	Write an Argument
	Civil Rights Why do people take a stand?			Part 2	Express and Support Opinions					
6 Food for Thought	Science	Part 1	Paraphrase		donate equip inspiration nutritious practical welfare	devote envision eventually incentive supplement	Plot and Character	Reading Strategy Make Inferences Genres Realistic Fiction, Interview	Pronouns	Theme Theater
	World Hunger How can we feed a growing planet?			Part 2	Persuade	gene global organic poverty production virus				
7 Ancient China	Social Studies	Part 1	Interpret Images		ancestor conquest empire infrastructure revolt	aspect assemble domain foundation unify	Relate Ideas	Reading Strategy Draw Conclusions Genre History Article	Pronoun Agreement	Oral Report
	Ancient China Why should we study ancient cultures?			Part 2	Summarize	despair invasion legendary precious subordinate				
8 Earth and Beyond	Science	Part 1	Clarify and Verify		composition crater erode geologic survey terrain	analogy distinct simulate structural transform	Compare and Contrast	Reading Strategy Choose Reading Strategies Genre Science Article	Compound and Complex Sentences	Documentary
	Earth and Planets How does studying Earth tell us about other planets?			Part 2	Make Comparisons	cavern formation navigation passage subterranean				

Scope and Sequence



1 Life in the City

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2 Amazing Jobs

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3 Secrets of the Dark

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4 Living Together

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THEME	Exploring your city or town	Unusual and interesting careers	The world at night	Animal and human interaction
VOCABULARY STRATEGIES	· Prefix <i>un-</i> · Use context	· Suffixes <i>-er</i> , <i>-or</i> , and <i>-ist</i> · Identify word parts (suffixes)	· Compound words · Use a dictionary: Most common meaning	· Prefix <i>mis-</i> · Identify collocations
SPEAKING STRATEGY	Active listening	Extending the conversation	Asking for help and helping with schoolwork	Asking for and giving reasons
GRAMMAR	Simple present: Talking about facts <i>I live near the High Line.</i> In and on: Expressing location <i>Lion City is in eastern China.</i>	Simple-present questions and answers: Talking about routines <i>Do pastry chefs work every day? Yes, they do. / No, they don't.</i> Possessives: Showing ownership <i>This dentist's job isn't done in an office.</i>	Present progressive: Saying what is happening now <i>While I'm reading in bed at night in Mexico, my friend Akiko is reading at school in Japan!</i> At, on, and in: Saying when things happen <i>at eight o'clock, on Monday(s), in the winter</i>	Modals: Describing obligation and advice <i>We have to protect rhinos. We shouldn't ignore the rhino problem.</i> Modals: Describing ability in present and past <i>What can we do about it? How could they avoid cars?</i>
READING	<i>A New Type of Park</i>	<i>Adventures Near and Far</i>	<i>In the Dark of the Ocean</i>	<i>Four-Legged Heroes</i>
READING STRATEGY	Make predictions	Compare and contrast	Scan the text	Identify problems and solutions
VIDEO	<i>Mission Re-Wild</i>	<i>Searching for Life in Iceland's Fissures</i>	<i>What Glows Beneath</i>	<i>The Elephant Whisperers</i>
WRITING	Genre: Descriptive paragraph Focus: Use adjectives	Genre: Descriptive paragraph Focus: Identify and include elements of a paragraph	Genre: Descriptive paragraph Focus: Use sensory writing	Genre: Descriptive paragraph Focus: Proofread
MISSION	Explore Your World National Geographic Explorer: Daniel Raven-Ellison , Guerilla Geographer	Do What You Love National Geographic Explorer: Guillermo de Anda , Underwater Archaeologist	Understand and Protect National Geographic Explorer: David Gruber , Marine Biologist	Start Small National Geographic Explorer: Amy Dickman , Animal Conservationist
PRONUNCIATION	Syllables and stress	Intonation in questions	Present progressive: Stress of the verb <i>be</i>	<i>Can</i> and <i>can't</i>
EXPRESS YOURSELF	Creative Expression: Travel review <i>Gondola Tours of Venice</i> Making connections: Unusual places and unusual jobs		Creative Expression: Graphic story <i>Sleeping with a Lion</i> Making connections: Interactions between humans and animals at night	



5 What We Wear

p. 76

6 Mix and Mash

p. 92

7 Cool Apps and Gadgets

p. 110

8 Into the Past

p. 126

THEME	Clothing and accessories throughout history	Mash-ups	Useful and interesting technology	Exploring the distant past
VOCABULARY STRATEGIES	· Prefix <i>re-</i> · Use a dictionary: Pronunciation	· Multiple-meaning words · Use context: Examples	· Suffix <i>-ible</i> · Identify parts of speech	· Suffix <i>-ful</i> · Context clues: Definitions and examples
SPEAKING STRATEGY	Asking for opinions; Agreeing and disagreeing	Clarifying a point	Making and responding to requests	Talking about likes and dislikes
GRAMMAR	Simple past: Saying what happened <i>Ancient Greek women preferred golden hair to dark hair.</i> Simple past: Saying what happened <i>Doctors wore special protective suits.</i>	Adjectives: Comparing two or more things <i>Underwater hockey is more difficult than field hockey.</i> Count and noncount nouns: Talking about amounts <i>Some meals are a mix of food from different cultures.</i>	Superlatives: Talking about extremes <i>The newest version of this game is going to be awesome.</i> Will and going to: Talking about the future <i>People won't talk to each other on smartphones anymore.</i>	Present perfect: Describing a past action that still continues <i>Games have always been a popular activity.</i> There + to be: Expressing existence at different points in time <i>There have always been sun celebrations around the world.</i>
READING	<i>Jewelry Talks</i>	<i>A Feast for the Eyes</i>	<i>Thinking Outside the Box</i>	<i>Growing Up: Then and Now</i>
READING STRATEGY	Make a personal connection	Visualize	Identify main idea and details	Identify cause and effect
VIDEO	<i>What to Wear</i>	<i>What's in a Mash-Up?</i>	<i>From Gadgets to Apps</i>	<i>A Journey Back in Time</i>
WRITING	Genre: Descriptive paragraph Focus: Publish	Genre: Paragraph of exemplification Focus: Introduce examples	Genre: Product review Focus: Use examples	Genre: Classification paragraph Focus: Write a concluding sentence
MISSION	Learn to Adapt National Geographic Explorer: Andrés Ruzo , Geoscientist	Be Unique National Geographic Explorer: Josh Ponte , Musical Explorer/Filmmaker	Always Keep Learning National Geographic Explorer: Manu Prakash , Biophysicist	Understand the Past National Geographic Explorer: Alberto Nava Blank , Underwater Cave Explorer/Cartographer
PRONUNCIATION	The <i>-ed</i> ending	Linking: Consonant + vowel sounds	The two-vowel rule	The schwa (/ə/) sound
EXPRESS YOURSELF	Creative Expression: Feature article <i>Get Steampunked</i> Making connections: Fashion mash-ups		Creative Expression: Letter for a time capsule <i>Transportation of Tomorrow</i> Making connections: Past, present, and future technology	

Scope and Sequence



1 Color Matters p. 8	2 Feeling Good? p. 24	3 Your Virtual Self p. 42	4 Underwater Mysteries p. 58
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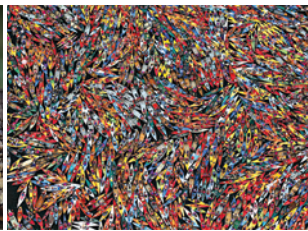
THEME	Color and its effect on people	Body and mind	Technology's impact on our lives	Underwater exploration and discovery
VOCABULARY STRATEGIES	· Suffix <i>-al</i> · Use context clues	· Suffix <i>-ness</i> · Use a dictionary: Sample sentences	· Prefix <i>inter-</i> · Use a thesaurus	· Prefix <i>pre-</i> · Use context of unit
SPEAKING STRATEGY	Correcting information	Checking in with friends and saying how you feel	Checking for understanding and responding	Making and responding to suggestions
GRAMMAR	Comparatives and superlatives: Comparing two or more things <i>Purple is a popular color. Green is more popular than purple. Blue is the most popular color in the world.</i> The: Identifying general and specific things <i>The sun is shining in the sky.</i>	Adverbs: Saying how and how often you do something <i>Many teenagers like to sleep often. They're always tired.</i> Make + adjective: Saying what affects mood and feelings <i>A lack of sleep makes you tired.</i>	Modals: Expressing obligation, advice, and permission <i>You have to protect yourself with a strong username and password.</i> Must, might, and can't: Expressing certainty <i>I checked the facts on three different websites, so they must be true.</i>	Used to and would: Talking about habits in the past <i>I never used to be interested in the ocean, and I didn't use to read much at all!</i> Simple past: Describing past actions <i>When did the village sink? It sank thousands of years ago.</i>
READING	<i>Purple Power</i>	<i>The Teenage Brain</i>	<i>Calm Down</i>	<i>Yonaguni Jima</i>
READING STRATEGY	Identify sequence of events	Summarize	Connect text to personal experience	Identify author's purpose
VIDEO	<i>Seeing Colors?</i>	<i>The Forgotten Organ</i>	<i>The Distance Between Two Points</i>	<i>Loch Ness Monster: Mystery Solved?</i>
WRITING	Genre: Descriptive paragraph Focus: Topic sentence	Genre: Classification essay Focus: Introducing categories	Genre: Fact and opinion essay Focus: Facts and opinions	Genre: Contrast essay Focus: Contrasting points of view
MISSION	Look for Opportunities National Geographic Photographer: Annie Griffiths	Take Care of Yourself National Geographic Explorer: Pardis Sabeti , Computational Geneticist	Connect with People National Geographic Explorer: Amber Case , Cyborg Anthropologist	Be Curious National Geographic Explorer: Katy Croff Bell , Oceanographer
PRONUNCIATION	Schwa /ə/ sound	Pronunciation of -s endings	<i>Have to</i>	Verb use vs. <i>used to</i> + verb
EXPRESS YOURSELF	Creative Expression: Song <i>One Truth</i> Making connections: How colors affect your body and mind		Creative Expression: Blog <i>Aboard the E/V Nautilus</i> Making connections: Technology's impact and ocean exploration	



5 Life in the Extreme p. 76	6 Are You Going to Eat That? p. 92	7 Art in the Open p. 110	8 Don't Panic! p. 126
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THEME	Extreme environments	Food and food waste	Public art	Being prepared for dangerous situations
VOCABULARY STRATEGIES	· Synonyms · Use photos as context clues	· Antonyms · Use antonyms to find meaning	· Greek and Latin roots (<i>mur, poli</i>) · Find definitions	· Suffix <i>-tion</i> · Identify synonyms
SPEAKING STRATEGY	Expressing and responding to strong opinions	Asking for repetition and repeating information	Asking for more information	Telling a story and showing interest
GRAMMAR	Present perfect: Describing past experiences that connect to the present <i>I have studied many extreme environments, but I've never been to Antarctica.</i> As . . . as: Making comparisons of equality <i>The Pacific hagfish is just as important as other fish.</i>	Going to, will, and present progressive: Talking about the future <i>I'm going to start making my own lunches.</i> Conditionals: Talking about cause and effect <i>If we make a smoothie from these old bananas, it will be delicious.</i>	Simple past vs. present perfect: Talking about the past <i>Shannon Galpin has biked in many different countries. In 2009, she went to Afghanistan.</i> Indefinite pronouns: Talking about people, places, and things without giving details <i>Someone has painted a mural on the wall of our school. I think it's great, but not everyone loves it.</i>	Simple past vs. past progressive: Talking about the past <i>My cat was trying to hide when the storm started.</i> Present perfect vs. present perfect progressive: Expressing the duration of activities <i>He has fought many fires in his career as a firefighter. He's been fighting this fire for several hours.</i>
READING	<i>Weird and Wonderful</i>	<i>Clean Your Plate!</i>	<i>The City That Loves Street Art</i>	<i>The Power of Snow</i>
READING STRATEGY	Categorize information	Scan for information	Identify main idea	Visualize
VIDEO	<i>Photographing Parasites</i>	<i>What Makes Food Appealing?</i>	<i>Streets of Afghanistan</i>	<i>A Day in Pompeii</i>
WRITING	Genre: Persuasive essay Focus: Introducing reasons	Genre: Cause and effect essay Focus: Introducing causes and effects	Genre: Process essay Focus: Sequencing words	Genre: Narrative essay Focus: Concluding paragraph
MISSION	Ask Questions National Geographic Explorer: Kevin Hand , Planetary Scientist/Astrobiologist	Take Only What You Need National Geographic Explorer: Tristram Stuart , Author/Campaigner	Learn from Art National Geographic Explorer: Shannon Galpin , Adventurer/Humanitarian	Be Prepared National Geographic Explorer: Jimmy Chin , Climber/Photographer
PRONUNCIATION	Linking	<i>Going to, want to</i>	Word stress with suffixes	Sentence stress
EXPRESS YOURSELF	Creative Expression: Flash fiction <i>A New Beginning</i> Making connections: Extreme environments and food waste		Creative Expression: Public art <i>What Are You Waiting For?</i> Making connections: Public art and being prepared	

Scope and Sequence



1 Who Am I?

p. 8

2 Misunderstood Animals

p. 24

3 Everybody's Doing It!

p. 42

4 Fashion Footprints

p. 58

THEME	Teen identity and personality	Animals in popular culture	Human and animal group behavior	Making responsible fashion choices
VOCABULARY STRATEGY	· Suffix <i>-ous</i> · Using context	· Prefixes <i>mis-</i> and <i>un-</i> · Using a thesaurus	· Synonyms · Definitions and examples	· Suffix <i>-al</i> · Using a dictionary
SPEAKING STRATEGY	Comparing and contrasting	Expressing surprise and disbelief	Expressing cause and effect	Asking for clarification and clarifying
GRAMMAR	Tag questions: Confirming information or seeking agreement <i>Alicia is friendly, isn't she?</i> Special uses of it: <i>I hate it when the alarm goes off.</i>	Modals: Speculating about the past <i>He refuses to go in the water. He might have seen a jellyfish.</i> Infinitives with and without to: <i>He doesn't want to hold rats. Have him try it.</i>	Separable and inseparable two- and three-word verbs: <i>They figured out a solution.</i> Enough, too many, too much: Talking about amounts: <i>I have enough pillowcases, but there are not enough feathers. I need more.</i>	Present passive: Describing actions and processes <i>A lot of pesticides are used to grow cotton.</i> Modals: Making suggestions and giving advice about present and past actions <i>You shouldn't have bought that leather jacket.</i>
READING	<i>Why Am I Me?</i>	<i>Vampire Bats - The Truth Exposed!</i>	<i>Humans in Groups</i>	<i>A Passion for Fashion</i>
READING STRATEGY	Identify descriptive words	Distinguish supporting details	Look for definitions and examples	Compare and contrast
VIDEO	<i>What Makes Up an Identity?</i>	<i>Face-to-Face with a Leopard Seal</i>	<i>Smarter by the Swarm</i>	<i>How Your T-Shirt Can Make a Difference</i>
MISSION	Be Determined National Geographic Explorer: Jack Andraka , Inventor	Keep an Open Mind National Geographic Explorer: Jenny Daltry , Herpetologist and Conservationist	Collaborate National Geographic Explorer: Iain Couzin , Behavioral Ecologist	Your Choices Count National Geographic Explorer: Asher Jay , Creative Conservationist
WRITING	Genre: Comparison and contrast essay Focus: Compare	Genre: Process description Focus: Describe purpose and sequence	Genre: Descriptive essay Focus: Give examples	Genre: Persuasive essay Focus: Introduce facts and opinion
PRONUNCIATION	Intonation in tag questions	Modals + <i>have</i> + past participle	Pausing	<i>Shouldn't have</i> + past participle
EXPRESS YOURSELF	Creative Expression: Flash fiction <i>A Day in the Life</i> Making connections: Teen identity and misunderstood animals		Creative Expression: Poem <i>The Garb Age</i> Making connections: Fashion trends and group behavior	



5 Flying High

p. 76



6 New Frontiers

p. 92



7 Visual Stories

p. 110

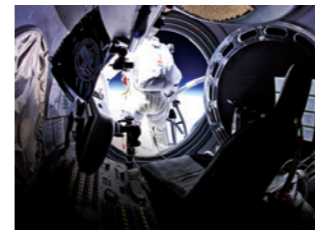


8 Perform and Create

p. 126

THEME	Evolution of animal and human flight	Space exploration	Telling visual stories	Art as expression
VOCABULARY STRATEGY	<ul style="list-style-type: none"> · Root words (<i>port</i>) · Using a dictionary: Pronunciation guide 	<ul style="list-style-type: none"> · Greek roots (<i>astro</i>) · Using a dictionary: Word parts 	<ul style="list-style-type: none"> · Multiple-meaning words · Using a thesaurus: Synonyms 	<ul style="list-style-type: none"> · Greek and Latin roots (<i>phon</i> and <i>dic</i>) · Antonyms
SPEAKING STRATEGY	Arguing and conceding	Speculating	Explaining a process	Asking for and expressing feelings or opinions
GRAMMAR	<p>Past perfect: Talking about the first of two actions in the past</p> <p><i>Pterosaurs had already disappeared by the time humans evolved.</i></p> <p>Past perfect progressive: Talking about the first of two actions in the past</p> <p><i>The Wright brothers had been working on powered flight for several years.</i></p>	<p>Present and past conditionals: Talking about unlikely (but possible) or impossible situations</p> <p><i>If I had known about the talk on Mars, I would have gone.</i></p> <p>Adverbs: Comparing how things are done</p> <p><i>The new rover travels faster than the last rover.</i></p>	<p>Past passive: Describing past actions and processes</p> <p><i>Many of Goya's works were created at night, by the light of a hat that had candles on it.</i></p> <p>Reported speech: Describing what others say</p> <p><i>She said she would save her money for art supplies.</i></p>	<p>Gerunds and infinitives:</p> <p><i>Some people like to perform/performing as comedians.</i></p> <p>Sense verbs + infinitive: Describing what you see, hear, and feel</p> <p><i>Did you see the band perform in concert?</i></p>
READING	<i>Reaching for the Sky</i>	<i>More Than a Dream</i>	<i>Bringing Stories to Life</i>	<i>Music for Chilling Out</i>
READING STRATEGY	Identify sequence of events	Categorize and classify	Mark up text	Draw conclusions
VIDEO	<i>Flight of the RoboBee</i>	<i>Europa: Ocean World</i>	<i>Animation Creation</i>	<i>Stage Fright in the Spotlight</i>
MISSION	<p>Explore Your Interests</p> <p>National Geographic Explorer: Ryan Carney, Paleontologist/Evolutionary Biologist</p>	<p>Discover the Future</p> <p>National Geographic Explorer: Bethany Ehlmann, Planetary Geologist</p>	<p>Tell Stories</p> <p>National Geographic Photographer: Ami Vitale</p>	<p>Do Your Own Thing</p> <p>National Geographic Explorer: Paul D. Miller aka DJ Spooky, Artist/Writer/Musician</p>
WRITING	<p>Genre: Classification essay</p> <p>Focus: Organize ideas into categories</p>	<p>Genre: Persuasive essay</p> <p>Focus: Present both sides of an argument</p>	<p>Genre: Multi-paragraph narrative</p> <p>Focus: Tell what others say</p>	<p>Genre: Explanatory essay</p> <p>Focus: Teach about a topic</p>
PRONUNCIATION	Past perfect	Final <i>d</i> + you	Dropped <i>h</i>	Rhythm and stress
EXPRESS YOURSELF	<p>Creative Expression: Movie script</p> <p><i>Mission: Discovery!</i></p> <p>Making connections: The history of flight and space exploration</p>		<p>Creative Expression: Presentation</p> <p><i>Not Your Typical Performance</i></p> <p>Making connections: Telling stories through art and performance</p>	

Scope and Sequence



1 Pushing the Limits

p. 8

2 It Takes a Village

p. 24

3 Food Matters

p. 42

4 The Footprint of Fun

p. 58

5 Why We Explore

p. 76

6 Giants

p. 92

7 Creative Problem-Solving

p. 110

8 Art Connections

p. 126

THEME	Pushing mental and physical limits	Digital humanitarianism and crowdsourcing	Food sustainability	The environmental impact of entertainment
VOCABULARY STRATEGIES	· Prefix <i>un-</i> · Use a dictionary	· Suffixes <i>-ion, -tion</i> · Identify parts of speech	· Borrowed words · Use context of unit	· Prefix <i>pro-</i> · Use context of sentence
SPEAKING STRATEGY	Showing interest in a conversation	Making suggestions and agreeing or disagreeing	Offering advice and accepting or declining advice	Defending your opinion
GRAMMAR	Embedded clauses, questions, and commands <i>I think extreme sports are dangerous.</i> Adding emphasis <i>The reason (why) I won't go surfing is that I don't like swimming in the ocean.</i>	Future tenses: Describing events in the future <i>Over the next few years, people will look online to find volunteers to help with disaster relief.</i> Quantifiers: Expressing amounts <i>Half of/Fifty percent of the world's population is . . .</i>	Mixed conditionals: Expressing how things would be different <i>If I hadn't learned about overfishing, I would still be eating tuna.</i> Double comparatives: Describing outcomes <i>The more people there are in the world, the more food we need to produce.</i>	Passives: Describing actions and processes <i>What has been done by musicians to reduce their ecological footprint?</i> Verbs followed by gerunds or infinitives <i>Parks must continue coming up with/to come up with ways to reuse water.</i>
READING	<i>No Limits</i>	<i>Focus on the Future</i>	<i>Grow It Here, Eat It Here</i>	<i>Game Over</i>
READING STRATEGY	Summarize	Use text features for comprehension	Connect text to prior knowledge	Identify author's purpose
VIDEO	<i>A Tribute to Discomfort</i>	<i>Crisis Mapping</i>	<i>Should We Eat More Bugs?</i>	<i>The Footprint of Fans</i>
WRITING	Genre: Biography Focus: Identify chronological order	Genre: Persuasive essay Focus: Express point of view	Genre: Restaurant review Focus: Use facts and opinions to review	Genre: Problem and solution essay Focus: Present facts and personal reflection
MISSION	Test Your Limits National Geographic Photography Fellow: Cory Richards , Photojournalist	Do Your Part National Geographic Explorer: Patrick Meier , Crisis Mapper	Know Your Food National Geographic Explorer: Barton Seaver , Chef/Conservationist	Reduce Your Footprint National Geographic Ambassador to the Arts: Jack Johnson , Musician
PRONUNCIATION	Intonation in embedded yes/ <i>no</i> questions	Stress in compound nouns	The letter <i>t</i> between vowels	Expressing emotions with intonation
EXPRESS YOURSELF	Creative Expression: Graphic novel <i>The Adventures of Crisis Crusher</i> Making connections: Pushing limits while working to help others		Creative Expression: Online invitation <i>Reduce, Reuse, Recycle, Rock!</i> Making connections: Sustainable eating and fun	

THEME	Why it's important to explore	Giant plants and animals of the past and present	Problems and how people creatively solve them	Art and our connection to it
VOCABULARY STRATEGIES	· Prefix <i>en-</i> · Use pronunciation	· Synonyms and antonyms · Use word parts	· Latin roots (<i>nov, flex</i>) · Identify antonyms	· Suffixes <i>-ic, -ive</i> · Identify collocations
SPEAKING STRATEGY	Hesitating or buying time when answering questions	Speculating about the past and the future	Asking someone to defend an opinion	Interpreting and expressing understanding
GRAMMAR	Narrative tenses: Telling a story <i>Barrington Irving had been preparing to become a pilot since he was 15.</i> Geographic use of the <i>I'm going to the Himalayas to climb Mt. Everest.</i>	Relative clauses: Defining and describing <i>Megalodon, which was a fierce predator, was able to catch the largest whales.</i> Reduction of relative clauses <i>My brother, (who is) a filmmaker, created a documentary about manta rays.</i>	Wish and if only: Expressing wishes and regrets <i>I wish I were at the technology fair right now.</i> Adverbs: Expressing different levels of intensity <i>Inventor Kelvin Doe is so clever. But he is rather shy.</i>	Reported speech: Describing what others say <i>He suggested that art should reflect the world we live in.</i> Two- and three-word verbs <i>Artists want to draw their viewers in. A true artist comes up with unique ways to express herself.</i>
READING	<i>The Explorer Gene</i>	<i>Discovering Spinosaurus</i>	<i>Great Failures</i>	<i>Microscopic Marvels</i>
READING STRATEGY	Make a personal connection	Make inferences	Take notes	Ask questions about a text
VIDEO	<i>Why Is It Important to Explore?</i>	<i>Super Tree</i>	<i>Sanga's Solution</i>	<i>A Photographer's Life</i>
WRITING	Genre: Compare and contrast essay Focus: Use transitions to compare	Genre: News report Focus: Include answers to the 5 Ws and <i>How</i>	Genre: Exemplification essay Focus: Use relevant examples to explain a topic	Genre: Art review Focus: Answer key questions to provide facts and opinions
MISSION	Learn by Doing National Geographic Explorer: Corey Jaskolski , Engineer/Inventor	Make Big Plans National Geographic Explorer: Nizar Ibrahim , Paleontologist	Don't Give Up National Geographic Explorer: Tan Le , Innovator/Entrepreneur	Connect Through Art National Geographic Photographer: Stephen Alvarez
PRONUNCIATION	Sounds of letter <i>x</i>	Pausing: Relative clauses	Variations in stress and intonation	Stress with two- and three-word verbs
EXPRESS YOURSELF	Creative Expression: Science-fiction story <i>A Journey to the Center of the Earth</i> Making connections: Exploration and discovery and giants past and present		Creative Expression: Contest <i>Droidganizer</i> Making connections: Creative problem-solving and art	

Scope and Sequence

Unit 0 Welcome!

- The Alphabet
- Greetings and Introductions
- Subject pronouns and be
- Classroom Language

- Months of the Year and Days of the Week
- Seasons
- Numbers
- Colors

- Telling Time
- Object pronouns
- Possessive adjectives and pronouns
- Plurals

- A, an, and the
- This, that, these, and those
- Prepositions of place
- Count and noncount nouns


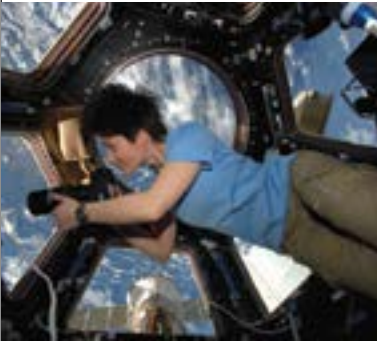




	1 Family Matters	2 A Different Education	3 Robots and Us	4 Part of Nature
THEME	Family and traditions	Schools around the world	People interacting with technology	People and animals and their place in nature
VOCABULARY STRATEGY	Adjective + dependent preposition	Antonyms	The <i>-able</i> ending	Compound words
SPEAKING STRATEGY	Asking and answering personal questions	Talking about likes and dislikes	Reacting	Checking facts
GRAMMAR	<p>Be and have: <i>I'm friendly, but my sister isn't.</i> <i>I have two brothers.</i></p> <p>Count and noncount nouns: <i>Are there any cookies in the cupboard? Yes, there are.</i> <i>Is there any water in the bottle? Yes, there is.</i></p>	<p>Simple present: Talking about routines, habits, and permanent states <i>She doesn't have lunch at school. She goes home for lunch.</i></p> <p>Adverbs: Saying how often you do something <i>I rarely forget to do my homework.</i></p>	<p>Can and can't: Talking about ability <i>My robot can talk, but it can't open doors.</i></p> <p>Should and shouldn't: Giving advice <i>They should study for this math test.</i> <i>You shouldn't buy this robot. It's very expensive.</i></p>	<p>Quantifiers: Talking and asking about quantity <i>How many different kinds of camels are there? There are two kinds of camels.</i></p> <p>Adverbs: Talking about how things are done <i>Elephants can swim very well.</i> <i>The three-toed sloth moves very slowly.</i></p>
READING	<i>Breakfast in Four Countries</i>	<i>Growth Mindset</i>	<i>Girls Can Code</i>	<i>A Wild Animal Isn't a Pet</i>
READING STRATEGY	Scan for information	Identify the main idea	Identify the main point of a paragraph	Identify sequence of events
VIDEO	<i>Celebrating the Dead</i>	<i>Education Around the World</i>	<i>Squishy Robot Fingers</i>	<i>Into the Real Wild: Photographing Pandas with Ami Vitale</i>
MISSION	Discover Your Values National Geographic Explorer: Max Lowe , Photographer/Writer	Believe in Yourself National Geographic Explorers: Dave and Amy Freeman , Adventurers/Educators	Change the World National Geographic Explorer: Chad Jenkins , Computer Scientist/Robotocist	Use Your Skills National Geographic Explorer: Juliana Machado Ferreira , Conservation Biologist
WRITING	Genre: Personal description Focus: Connect and contrast	Genre: Sequencing paragraph Focus: Use sequencing words	Genre: Contrast paragraph Focus: Use contrast words	Genre: Fact sheet Focus: Categorize and label information
PRONUNCIATION	Syllables and stress	The third person <i>-s</i> / <i>-es</i> ending	The <i>th</i> sound	Short vowel sounds
EXPRESS YOURSELF	Creative Expression: Text messages <i>World Food Day</i> Making connections: Family and school		Creative Expression: Advertisement <i>Robotosaurus Rex</i> Making connections: Robots and animals	

	5 Water	6 The City: Past, Present, and Future	7 Amazing Space	8 See the World
THEME	How to protect and preserve water	Architecture, photography, and preservation of cities	Space and technology	Travel and vacations
VOCABULARY STRATEGY	Prefix <i>un-</i>	Collocations with <i>take</i>	Upper vs. lower case	Suffix <i>-ist</i>
SPEAKING STRATEGY	Brainstorming solutions	Expressing opinions and responding to them	Making and responding to suggestions	Asking for and giving directions
GRAMMAR	<p>Present progressive: Talking about what is happening now and about things that always happen <i>My brother is always taking long showers!</i></p> <p>There was / There were: Talking about the past <i>There were a lot of dead fish in the river.</i></p>	<p>Simple past: Talking about the past <i>They took photos of a temple, a church, and a castle there.</i></p> <p>Simple past: Asking and answering questions about the past <i>Where did you go last summer?</i> <i>We went to Beijing. We didn't fly there. We took the train.</i></p>	<p>Comparatives: Comparing two things <i>Saturn is much bigger than Earth, but it is smaller than Jupiter.</i></p> <p>Superlatives: Comparing three or more things <i>Jupiter is bigger than Saturn, but the biggest object in our solar system is our sun.</i></p>	<p>Going to: Describing future plans <i>What are you going to do for your birthday?</i></p> <p>In, on, and at: Saying when things happen <i>On Friday, we're going to fly to Prague.</i></p>
READING	<i>An Ocean of Plastic</i>	<i>Queen of the Curve</i>	<i>Satellites Above</i>	<i>Kite-skiing in the Arctic</i>
READING STRATEGY	Look for examples and explanations	Identify author's purpose	Connect text to prior knowledge	Visualize
VIDEO	<i>Boyan's Big Idea</i>	<i>Preserving Our Heritage with Ross Davison</i>	<i>The Electric Wind of Venus</i>	<i>Student Expedition: Tanzania</i>
MISSION	Protect Our Water National Geographic Explorer: Osvel Hinojosa Huerta , Conservationist	Know Your History National Geographic Explorer: Ross Davison , Heritage Conservationist	Think Like a Scientist National Geographic Explorer: Brendan Mullan , Astrobiologist	Get Outside! National Geographic Explorer: Sarah McNair-Landry , Adventurer/Cinematographer
WRITING	Genre: Persuasive paragraph Focus: Give advice using strong phrases	Genre: Paragraph of opinion Focus: Present reasons to support your opinion	Genre: Compare and contrast paragraph Focus: Use words for comparison and contrast such as <i>but</i> , <i>although</i> , and <i>however</i>	Genre: Blog post Focus: Identify and include parts of a blog
PRONUNCIATION	Long vowel sounds	<i>N</i> and <i>ng</i> sounds	Soft <i>g</i> and hard <i>g</i>	Silent letters
EXPRESS YOURSELF	Creative Expression: Tour description <i>A Tour of Thun, Switzerland</i> Making connections: Water, buildings, and history		Creative Expression: Blog <i>Welcome to Haneul's Awesome Blogging World</i> Making connections: Space and travel	



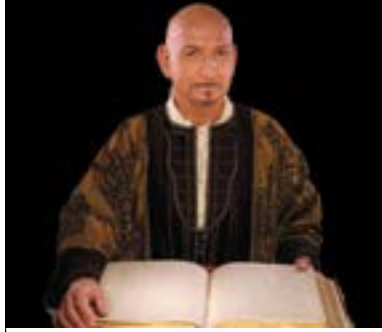

Scope and Sequence

ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>1 OUR WORLD page 1 ACADEMIC TRACK: Sociology/Anthropology</p>	<p>Reading 1 The Face of Seven Billion</p> <p>VIDEO 7 Billion</p> <p>Reading 2 A Connected World</p>	<p>Focus Scanning</p> <p>Predicting, Understanding Main Ideas and Details, Interpreting Visual Data</p>	<p>Focus Reflecting</p> <p>Synthesizing, Personalizing</p>	<p>Language for Writing What is a sentence? Simple present tense of <i>Be</i> and other verbs</p> <p>Writing Goal Describe yourself and your communication habits.</p>	<p>Word Forms Superlative adjectives</p> <p>Word Web Social media words</p>
 <p>2 CAREER PATHS page 19 ACADEMIC TRACK: Career Studies</p>	<p>Reading 1 Reaching for the Sky</p> <p>VIDEO Cave Scientist</p> <p>Reading 2 Life in the Ring</p>	<p>Focus Skimming</p> <p>Predicting, Understanding a Sequence, Understanding Details</p>	<p>Focus Inferring</p> <p>Personalizing, Synthesizing</p>	<p>Language for Writing Using verbs + infinitives Using verb + noun collocations</p> <p>Writing Goal Describe your dreams and plans for the future.</p>	<p>Word Web Synonyms</p> <p>Word Forms Time words and phrases</p> <p style="text-align: right;">138</p>
 <p>3 ADVENTURE page 37 ACADEMIC TRACK: Geography</p>	<p>Reading 1 Adventures Anywhere</p> <p>VIDEO Hooked on Adventure</p> <p>Reading 2 A Movie-Goer's Guide to London</p>	<p>Focus Understanding Main Ideas of Paragraphs</p> <p>Understanding Details</p>	<p>Focus Applying Ideas</p> <p>Synthesizing</p>	<p>Language for Writing Using imperative sentences Using <i>should / shouldn't</i></p> <p>Writing Goal Write a walking tour of an area you know well.</p>	<p>Word Partners Noun + <i>trip</i></p> <p>Word Web Prepositions of place and direction</p>
 <p>4 THE VISUAL AGE page 55 ACADEMIC TRACK: Technology</p>	<p>Reading 1 Sharing Success</p> <p>VIDEO A Million "Likes"</p> <p>Reading 2 Is It Real?</p>	<p>Focus Identifying Examples</p> <p>Understanding the Gist</p>	<p>Focus Applying Advice</p> <p>Evaluating</p>	<p>Language for Writing Using infinitives of purpose Using <i>and, but, and or</i></p> <p>Writing Goal Write about what you use the Internet for.</p>	<p>Word Partners Verb + <i>photo</i></p> <p>Word Forms Nouns and verbs with the same spelling</p>

Scope and Sequence

ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>5 TAKING A RISK page 73 ACADEMIC TRACK: Psychology</p>	<p>Reading 1 Living on the Edge</p> <p>VIDEO Killer Crocs</p> <p>Reading 2 Risk-Takers</p>	<p>Focus Guessing Meaning from Context</p> <p>Identifying Examples, Understanding Quotes</p>	<p>Focus Personalizing Synthesizing, Reflecting</p>	<p>Language for Writing Using simple present tense (negative) Using adverbs of frequency</p> <p>Writing Goal Write about the risks you take.</p>	<p>Word Link -ous</p> <p>Word Partners Nouns/Adjectives + size</p>
 <p>6 SAVING THE WILD page 91 ACADEMIC TRACK: Environmental Science</p>	<p>Reading 1 Sea Turtles Feel the Heat</p> <p>VIDEO Saving Lemurs</p> <p>Reading 2 Animals in the Frame</p>	<p>Focus Identifying Reasons</p> <p>Understanding Main Ideas and Details</p>	<p>Focus Analyzing a sequence Synthesizing, Evaluating</p>	<p>Language for Writing Giving reasons Using present continuous tense</p> <p>Writing Goal Describe an animal that is in danger.</p>	<p>Word Forms Comparative adjectives</p> <p>Word Partners Verbs + about</p>
 <p>7 GREAT INVENTORS page 111 ACADEMIC TRACK: History / Engineering</p>	<p>Reading 1 The Father of Engineering</p> <p>VIDEO The Golden Age</p> <p>Reading 2 The Mother of Computing</p>	<p>Focus Understanding Pronoun Reference</p> <p>Understanding a Process, Completing a Summary</p>	<p>Focus Analyzing an argument Evaluating, Synthesizing</p>	<p>Language for Writing Using simple past of <i>Be</i> Using simple past of other verbs</p> <p>Writing Goal Explain why we should have a day to celebrate a particular inventor.</p>	<p>Word Forms Changing verbs to nouns with -ing</p> <p>Word Link Occupation words ending in -er or -or</p>
 <p>8 ALIEN WORLDS page 129 ACADEMIC TRACK: Science / Technology</p>	<p>Reading 1 Other Worlds</p> <p>VIDEO Mysterious Waters</p> <p>Reading 2 Hidden Depths</p>	<p>Focus Taking Notes</p> <p>Understanding the Gist, Previewing</p>	<p>Focus Identifying Speculation Synthesizing, Analyzing an argument</p>	<p>Language for Writing Introducing your opinion Using modal verbs to make predictions</p> <p>Writing Goal Express your opinion about the future of space or ocean exploration.</p>	<p>Word Link un-</p> <p>Word Link -ness</p>

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Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>1 HAPPINESS page 1 ACADEMIC TRACK: Health Science / Sociology</p>	<p>Reading 1 Is There a Recipe for Happiness? VIDEO Longevity Leaders</p> <p>Reading 2 Four Keys to Happiness</p>	<p>Focus Identifying the Main Idea Predicting, Understanding the Main Idea and Details, Identifying Main Ideas</p>	<p>Focus Inferring Meaning from Context Justifying Your Opinion, Synthesizing, Reflecting</p>	<p>Skill Focus Writing a Strong Topic Sentence</p> <p>Language for Writing Review of the Simple Present Tense</p> <p>Writing Goal Writing an opinion paragraph about whether people in your community are happy</p>	<p>Word Partners Expressions with <i>living</i></p> <p>Word Forms Words as Nouns and Verbs</p>
 <p>2 INVENTIVE SOLUTIONS page 21 ACADEMIC TRACK: Technology</p>	<p>Reading 1 The Power of Creativity VIDEO Solar Solutions</p> <p>Reading 2 Big Ideas, Little Packages</p>	<p>Focus Identifying Details Predicting, Understanding the Main Idea(s) and Details, Identifying Details</p>	<p>Focus Analyzing Problems and Solutions Analyzing, Synthesizing, Evaluating</p>	<p>Skill Focus Supporting the Main Idea and Giving Details</p> <p>Language for Writing Review of the Simple Past Tense</p> <p>Writing Goal Writing a problem/solution paragraph about an invention and how it changed people's lives</p>	<p>Word Partners adjective + <i>power</i> <i>power</i> + noun</p> <p>Word Link <i>-able</i> and <i>-ible</i></p>
 <p>3 CONNECTED LIVES page 41 ACADEMIC TRACK: Communications / Sociology</p>	<p>Reading 1 The Power of Crowds VIDEO Citizen Scientists</p> <p>Reading 2 Internet Island</p>	<p>Focus Taking Notes (Part 1) Predicting, Understanding the Main Idea(s), Identifying Details, Sequencing</p>	<p>Focus Making Inferences Reflecting, Analyzing</p>	<p>Skill Focus Writing a Concluding Sentence</p> <p>Language for Writing Using the Present Perfect Tense</p> <p>Writing Goal Writing a descriptive paragraph about a crowdsourcing project</p>	<p>Word Partners adjective + <i>contribution</i></p> <p>Word Link <i>-al</i></p>
 <p>4 SAVING OUR SEAS page 61 ACADEMIC TRACK: Environmental Science</p>	<p>Reading 1 Where Have All the Fish Gone? VIDEO Saving Bluefin Tuna</p> <p>Reading 2 What We Eat Makes a Difference</p>	<p>Focus Interpreting Visual Information Predicting, Understanding the Main Idea(s), Understanding a Process, Identifying Problems and Solutions, Identifying Opinions</p>	<p>Focus Evaluating an Argument Synthesizing, Reflecting</p>	<p>Skill Focus Explaining a Chart or Graph</p> <p>Language for Writing Describing Charts and Graphs</p> <p>Writing Goal Writing a paragraph explaining the information presented in a graph</p>	<p>Word Forms Changing Nouns into Adjectives</p> <p>Word Partners verb + <i>on</i></p>
 <p>5 MEMORY AND LEARNING page 81 ACADEMIC TRACK: Psychology / Biology</p>	<p>Reading 1 The Art of Memory VIDEO House of Cards</p> <p>Reading 2 Sleep and Memory</p>	<p>Focus Identifying Cause and Effect Predicting, Understanding the Main Idea(s) and Details, Classifying, Understanding a Process</p>	<p>Focus Applying a Method for Internalization Reflecting, Synthesizing</p>	<p>Skill Focus Using an Outline</p> <p>Language for Writing Using <i>By</i> + Gerund</p> <p>Writing Goal Writing a paragraph about how to improve your memory</p>	<p>Word Forms Changing Nouns and Adjectives into Verbs</p> <p>Word Partners Expressions with <i>state</i></p>

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ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>6 ANIMALS AND MEDICINE page 101 ACADEMIC TRACK: Health and Medicine</p>	<p>Reading 1 The Snake Chaser</p> <p>VIDEO The Frog Licker</p> <p>Reading 2 A Haven for Chimps</p>	<p>Focus Identifying Pros and Cons</p> <p>Predicting, Understanding the Main Idea(s) and Details, Understanding Pronoun References</p>	<p>Focus Understanding Metaphors and Similes</p> <p>Reflecting, Evaluating, Inferring Meaning, Synthesizing</p>	<p>Skill Focus Writing an Argumentative Paragraph</p> <p>Language for Writing Making Concessions</p> <p>Writing Goal Writing a paragraph about whether scientists should use animals for medical research</p>	<p>Word Link en-</p> <p>Word Web Adjectives for Emotion</p>
 <p>7 NATURE'S FURY page 121 ACADEMIC TRACK: Earth Science</p>	<p>Reading 1 When Tornadoes Strike</p> <p>VIDEO Lightning</p> <p>Reading 2 Wildfires!</p>	<p>Focus Identifying Sequence</p> <p>Predicting, Understanding Main Ideas and Details, Understanding Cause and Effect, Interpreting Maps, Understanding a Process</p>	<p>Focus Evaluating Sources for Credibility</p> <p>Synthesizing</p>	<p>Skill Focus Organizing a Process Paragraph</p> <p>Language for Writing Describing a Process</p> <p>Writing Goal Writing an explanatory paragraph about a natural or biological process</p>	<p>Word Link ex-</p> <p>Word Forms Changing Adjectives into Adverbs</p>
 <p>8 BUILDING WONDERS page 141 ACADEMIC TRACK: Architecture / Archaeology</p>	<p>Reading 1 Unfinished Masterpiece</p> <p>VIDEO A Daring Design</p> <p>Reading 2 Amazing Structures</p>	<p>Focus Identifying Relevant Information</p> <p>Predicting, Understanding the Main Idea(s) and Details, Identifying Evidence</p>	<p>Focus Interpreting Quotes</p> <p>Reflecting, Synthesizing, Evaluating an Argument</p>	<p>Skill Focus Writing a Comparison Paragraph</p> <p>Language for Writing Using Comparative Adjectives</p> <p>Writing Goal Writing a paragraph comparing two different structures</p>	<p>Word Partners adjective + <i>style</i></p> <p>Word Link <i>trans-</i></p>
 <p>9 FORM AND FUNCTION page 163 ACADEMIC TRACK: Life Science</p>	<p>Reading 1 What Are Feathers For?</p> <p>VIDEO Flying Reptiles</p> <p>Reading 2 Design by Nature</p>	<p>Focus Identifying Theories</p> <p>Predicting, Understanding the Main Idea, Identifying Details</p>	<p>Focus Evaluating Evidence</p> <p>Inferring Meaning, Applying, Synthesizing</p>	<p>Skill Focus Writing a Summary Paragraph</p> <p>Language for Writing Using Synonyms</p> <p>Writing Goal Writing a paragraph summarizing a section of the reading passage "Design by Nature"</p>	<p>Word Partners adjective + <i>advantage</i></p> <p>Word Link <i>pro-</i></p>
 <p>10 SMART ADVICE page 183 ACADEMIC TRACK: Business</p>	<p>Reading 1 Turning Ideas into Reality</p> <p>VIDEO The Community Builder</p> <p>Reading 2 Lessons in Business</p>	<p>Focus Taking Notes (Part 2)</p> <p>Predicting, Understanding the Main Idea and Details, Identifying Sequence, Identifying Opinions</p>	<p>Focus Applying an Idea to a New Context</p> <p>Inferring, Synthesizing, Inferring Meaning</p>	<p>Skill Focus Giving Details that Support Advice</p> <p>Language for Writing Using the Zero Conditional to Give Advice</p> <p>Writing Goal Writing a paragraph giving advice about preparing to go to college</p>	<p>Word Partners Expressions with <i>challenge</i></p> <p>Word Partners Expressions with <i>quality</i></p>






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ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>1 CHANGING THE PLANET page 1 ACADEMIC TRACK: Environmental Studies</p>	<p>Reading The Human Age by Elizabeth Kolbert (argumentative essay) VIDEO Trees of Life</p>	<p>Focus Understanding Cohesion Understanding Main Ideas and Details, Understanding Infographics</p>	<p>Focus Analyzing Evidence Evaluating, Synthesizing, Guessing Meaning from Context</p>	<p>Language for Writing Using cohesive devices Writing Skill Reviewing essay writing Writing Goal Writing a cause-effect essay</p>	<p>Word Forms Adjectives ending in <i>-ic</i> Word Partners <i>dramatic</i> + noun</p>
 <p>2 ON THE EDGE page 25 ACADEMIC TRACK: Life Science/Conservation</p>	<p>Reading A Cry for the Tiger by Caroline Alexander (explanatory/persuasive report) VIDEO Tigers in the Snow</p>	<p>Focus Understanding Appositives Understanding Main Ideas and Details, Identifying Problems, Reasons and Solutions</p>	<p>Focus Analyzing Text Organization Personalizing, Making Inferences, Synthesizing, Guessing Meaning from Context</p>	<p>Language for Writing Using appositives Writing Skill Reviewing the thesis statement Writing Goal Writing a persuasive essay</p>	<p>Word Partners Adjective/verb + <i>priority</i></p>
 <p>3 BEAUTY AND PERCEPTION page 47 ACADEMIC TRACK: Art/Sociology</p>	<p>Reading Images of Beauty by Annie Griffiths (expository/classification article) VIDEO Photo Contest</p>	<p>Focus Using a Concept Map Understanding Main Ideas and Details</p>	<p>Focus Applying Ideas Inferring Meaning, Synthesizing, Guessing Meaning from Context</p>	<p>Language for Writing Using restrictive and nonrestrictive adjective clauses Writing Skill Supporting a thesis Writing Goal Writing an evaluative essay</p>	<p>Word Forms Nouns, verbs, adjectives, and adverbs</p>
 <p>4 RETHINKING BUSINESS page 71 ACADEMIC TRACK: Fashion/Business Studies</p>	<p>Reading Changing Fashion by Mike W. Peng (case study article) VIDEO Behind the Brand</p>	<p>Focus Understanding Sentences with Initial Phrases Understanding Main Ideas and Supporting Ideas</p>	<p>Focus Understanding Multi-word Units Understanding Visual Data, Inferring Meaning, Synthesizing</p>	<p>Language for Writing Using sentences with initial phrases Writing Skill Organizing a comparative essay Writing Goal Writing a comparative essay</p>	<p>Word Web Business words and antonyms Word Forms Adjectives with <i>-ive</i></p>
 <p>5 WORKING TOGETHER page 93 ACADEMIC TRACK: Life Science/Sociology</p>	<p>Reading The Smart Swarm by Peter Miller (explanatory article) VIDEO Ant Teamwork</p>	<p>Focus Understanding Complex Sentences Understanding Main Ideas, Understanding Purpose, Summarizing</p>	<p>Focus Evaluating Sources Analyzing, Synthesizing, Guessing Meaning from Context</p>	<p>Language for Writing Avoiding plagiarism (I) — Paraphrasing Writing Skill Writing a summary Writing Goal Writing a summary essay</p>	<p>Word Link <i>co-, com-, col-</i></p>

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ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>6 LANGUAGE AND CULTURE page 117 ACADEMIC TRACK: Anthropology/Linguistics</p>	<p>Reading The Secret Language by Daisy Zamora (autobiographical essay) VIDEO Culture Shock</p>	<p>Focus Understanding Verbal Phrases Understanding Main Ideas and Details</p>	<p>Focus Inferring an Author's Attitude Recognizing Levels of Formality, Guessing Meaning from Context</p>	<p>Language for Writing Adding information with verbal phrases Writing Skill Writing introductions and conclusions Writing Goal Writing an opinion essay</p>	<p>Word Link ir-, im-, il-</p>
 <p>7 RESOURCES AND DEVELOPMENT page 139 ACADEMIC TRACK: History/Economics</p>	<p>Reading The Shape of Africa by Jared Diamond (expository/persuasive essay) VIDEO Honey and Pepper</p>	<p>Focus Annotating a Text Understanding Main Ideas and Details</p>	<p>Focus Analyzing Point of View Understanding Chronology, Guessing Meaning from Context</p>	<p>Language for Writing Avoiding plagiarism (II) — Referring to sources Writing Skill Researching and note-taking Writing Goal Writing an expository essay</p>	<p>Word Link adjective + <i>economy</i> Word Partners <i>distinct</i> + noun</p>
 <p>8 LIVING LONGER page 163 ACADEMIC TRACK: Health/Medicine</p>	<p>Reading Beyond 100 by Stephen S. Hall (explanatory/scientific article) VIDEO Longevity Village</p>	<p>Focus Asking Questions as You Read Understanding Main Ideas and Details, Identifying Supporting Examples</p>	<p>Focus Interpreting Visual Data Personalizing, Synthesizing, Guessing Meaning from Context</p>	<p>Language for Writing Explaining the significance of evidence Writing Skill Planning an argumentative research paper Writing Goal Writing an argumentative essay</p>	<p>Word Partners Words and phrases with <i>life</i> Word Link re-</p>
 <p>9 TRUTH AND DECEPTION page 187 ACADEMIC TRACK: Psychology</p>	<p>Reading Why We Lie by Yudhijit Bhattacharjee (explanatory article/research summary) VIDEO Learning to Lie</p>	<p>Focus Understanding a Research Summary Understanding Main Ideas, Identifying Supporting Details</p>	<p>Focus Evaluating Research Interpreting, Relating, Guessing Meaning from Context</p>	<p>Language for Writing Introducing results and describing data Writing Skill Summarizing research Writing Goal Writing a research summary</p>	<p>Word Forms Forming nouns with <i>-ance</i> and <i>-ence</i> Word Forms Word forms of <i>deceit</i></p>
 <p>10 IMAGINING THE FUTURE page 207 ACADEMIC TRACK: Interdisciplinary</p>	<p>Reading My Mars/Sci-fi novel excerpts by Ray Bradbury/H. G. Wells (autobiographical essay/fiction extracts) VIDEO Mission: Mars</p>	<p>Focus Identifying Literary Elements Understanding Main Ideas and Details</p>	<p>Focus Reading Literature Critically Interpreting Figurative Language, Making Inferences, Applying, Guessing Meaning from Context</p>	<p>Language for Writing Using a variety of sentence types Writing Skill Writing an analysis of literature Writing Goal Writing an analytical essay</p>	<p>Word Web Words for describing literature Word Web Phrasal verbs with <i>down</i></p>

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ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>1 LIFE IN A DAY page 1 ACADEMIC TRACK: Career Studies/Social Science</p>	<p>Reading 1 A Day on Planet Earth</p> <p>VIDEO A Global Conversation</p> <p>Reading 2 A Day in a Life</p>	<p>Focus Skimming for Gist</p> <p>Scanning/predicting, Understanding Main Ideas and Details, Understanding Purpose</p>	<p>Focus Inferring Meaning</p> <p>Applying, Synthesizing, Reflecting</p>	<p>Skill Focus Writing Good Sentences</p> <p>Language for Writing Using Simple Present Tense</p> <p>Writing Goal Writing sentences to describe daily activities</p>	<p>Word Forms Verbs and Nouns</p> <p>Word Partners verb + <i>time</i></p>
 <p>2 DON'T GIVE UP! page 21 ACADEMIC TRACK: Psychology/Education</p>	<p>Reading 1 The World's Oldest First Grader</p> <p>VIDEO A School for Change</p> <p>Reading 2 The Secret of Success?</p>	<p>Focus Identifying Main Ideas of Paragraphs</p> <p>Predicting, Understanding Main Ideas and Details, Sequencing, Understanding Purpose, Summarizing, Categorizing</p>	<p>Focus Identifying Evidence</p> <p>Evaluating, Inferring, Applying</p>	<p>Skill Focus Ordering Ideas</p> <p>Language for Writing Using <i>want</i> and <i>need</i></p> <p>Writing Goal Writing sentences about a personal learning goal</p>	<p>Word Link <i>in-</i> and <i>im-</i></p> <p>Word Partners verb + <i>up</i></p>
 <p>3 WHY WE BUY page 41 ACADEMIC TRACK: Business/Marketing</p>	<p>Reading 1 The Psychology of Supermarkets</p> <p>VIDEO Who Do You Trust?</p> <p>Reading 2 The Power of Persuasion</p>	<p>Focus Identifying Supporting Ideas</p> <p>Predicting, Understanding Main Ideas and Details, Understanding Purpose, Categorizing, Summarizing</p>	<p>Focus Relating Ideas</p> <p>Reflecting</p>	<p>Skill Focus Writing Paragraphs and Topic Sentences</p> <p>Language for Writing Connecting Ideas</p> <p>Writing Goal Writing a paragraph about the effectiveness of an ad</p>	<p>Word Partners verb + <i>control</i></p> <p>Word Partners <i>natural</i> + noun</p>
 <p>4 GREEN LIVING page 61 ACADEMIC TRACK: Environmental Science</p>	<p>Reading 1 Garbage Island</p> <p>VIDEO Trash People</p> <p>Reading 2 The Art of Recycling</p>	<p>Focus Scanning for Details</p> <p>Predicting, Understanding Main Ideas, Summarizing, Understanding a Process, Understanding Purpose, Sequencing</p>	<p>Focus Analyzing Problems and Solutions</p> <p>Synthesizing, Applying, Inferring Meaning</p>	<p>Skill Focus Using Supporting Sentences</p> <p>Language for Writing Stating Problems and Proposing Solutions</p> <p>Writing Goal Writing a paragraph about possible solutions to an environmental issue</p>	<p>Word Link <i>re-</i></p> <p>Word Partners Antonyms</p>
 <p>5 FOOD JOURNEYS page 81 ACADEMIC TRACK: Cultural Studies</p>	<p>Reading 1 A Global Food Journey</p> <p>VIDEO Images of Greenland</p> <p>Reading 2 Cooking the World</p>	<p>Focus Recognizing Pronoun References</p> <p>Predicting, Summarizing, Understanding Main Ideas and Details</p>	<p>Focus Justifying Your Opinion</p>	<p>Skill Focus Paraphrasing Using Synonyms</p> <p>Language for Writing Giving Reasons</p> <p>Writing Goal Writing a paragraph explaining why people enjoy sharing pictures of food</p>	<p>Word Forms Words as Nouns and Verbs</p> <p>Word Forms Changing Adjectives into Adverbs</p>






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ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>6 FUTURE LIVING page 101 ACADEMIC TRACK: Engineering/Technology</p>	<p>Reading 1 How Will We Live? VIDEO Living on Mars Reading 2 At Home on Mars</p>	<p>Focus Identifying Examples Predicting, Understanding Main Ideas and Details, Sequencing, Identifying Problems and Solutions</p>	<p>Focus Inferring Attitude Applying, Synthesizing, Justifying Your Opinion</p>	<p>Skill Focus Using Pronouns to Avoid Repetition Language for Writing Using <i>And, But, and So</i> Writing Goal Writing a paragraph about a typical day in the year 2050</p>	<p>Word Link <i>-able</i> Word Forms Changing Verbs into Nouns</p>
 <p>7 EXPLORATION page 121 ACADEMIC TRACK: Earth Science</p>	<p>Reading 1 Secret Cities VIDEO The Lost World Reading 2 Into the Unknown</p>	<p>Focus Identifying Facts and Speculations Predicting, Understanding Main Ideas and Details, Understanding Purpose, Summarizing</p>	<p>Focus Understanding Analogies Applying, Analyzing</p>	<p>Skill Focus Introducing Examples Language for Writing Expressing Interests and Desires Writing Goal Writing a paragraph about a place worth exploring</p>	<p>Word Forms Adjectives and Nouns for Measurement Word Partners <i>run + adverb/preposition</i></p>
 <p>8 MUSIC WITH A MESSAGE page 141 ACADEMIC TRACK: Arts/Music</p>	<p>Reading 1 The Power of Music VIDEO World Music Reading 2 Music for Change</p>	<p>Focus Taking Notes Predicting, Understanding Main Ideas and Details</p>	<p>Focus Interpreting Idiomatic Language Inferring Meaning, Synthesizing, Evaluating</p>	<p>Skill Focus Planning a Narrative Paragraph Language for Writing Using Time Expressions Writing Goal Writing a paragraph about the life of a musician or performer</p>	<p>Word Link <i>dis-</i> Word Forms Changing Adjectives into Nouns</p>
 <p>9 ANIMAL BEHAVIOR page 161 ACADEMIC TRACK: Life Science/Anthropology</p>	<p>Reading 1 The Animal Trainer VIDEO Gorilla Toolmakers Reading 2 Do Monkeys Have Feelings?</p>	<p>Focus Recognizing Noun Clauses Skimming, Understanding Main Ideas and Details, Understanding Pronoun Reference, Predicting, Summarizing</p>	<p>Focus Inferring Opinion Reflecting, Applying</p>	<p>Skill Focus Writing a Comparison Paragraph Language for Writing Making Comparisons Writing Goal Writing a paragraph comparing the behavior of two different animals</p>	<p>Word Link <i>-er and -or</i> Word Forms Homonyms</p>
 <p>10 THE POWER OF IMAGES page 181 ACADEMIC TRACK: Communication/Visual Arts</p>	<p>Reading 1 How Photography Connects Us VIDEO Photo Camp Reading 2 A Very Close Encounter</p>	<p>Focus Identifying Subordinating Conjunctions Predicting, Understanding Main Ideas and Details, Sequencing, Paraphrasing</p>	<p>Focus Evaluating Using Criteria Analyzing, Applying</p>	<p>Skill Focus Writing an Opinion Paragraph Language for Writing Describing Spatial Relationships Describing Emotions Writing Goal Writing a paragraph to explain why a photograph is good</p>	<p>Word Link <i>vis</i> Word Forms Changing Verbs into Adjectives</p>

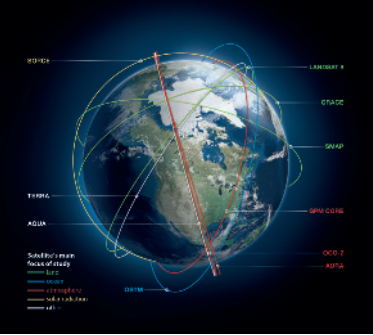



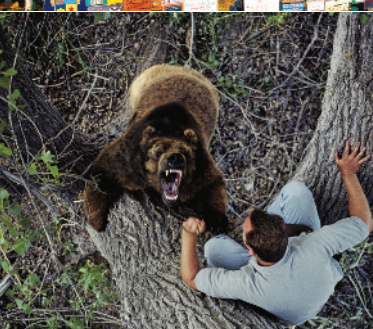
Scope and Sequence

ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>1 SOCIAL RELATIONSHIPS page 1 ACADEMIC TRACK: Behavioral Science</p>	<p>Reading 1 The Ape in the Office</p> <p>VIDEO Elephant Orphans</p> <p>Reading 2 Gender in the Wild</p>	<p>Focus Identifying Main and Supporting Ideas</p> <p>Predicting, Understanding Purpose, Summarizing, Categorizing, Inferring Meaning, Understanding Main Ideas, Understanding Details</p>	<p>Focus Analyzing Evidence</p> <p>Evaluating Evidence, Reflecting, Synthesizing</p>	<p>Skill Focus Writing Body Paragraphs</p> <p>Language for Writing Making Comparisons</p> <p>Writing Goal Writing two body paragraphs comparing animal and human behavior</p>	<p>Word Link <i>pre-</i></p>
 <p>2 SCIENCE AND INVESTIGATION page 25 ACADEMIC TRACK: Technology/Genetics</p>	<p>Reading 1 Tech Detectives</p> <p>VIDEO Secrets in the Ice</p> <p>Reading 2 King Tut's Family Secrets</p>	<p>Focus Identifying a Sequence of Events</p> <p>Predicting, Understanding Main Ideas, Understanding Details, Categorizing, Inferring Meaning</p>	<p>Focus Analyzing Levels of Certainty</p> <p>Evaluating, Synthesizing</p>	<p>Skill Focus Writing a Summary</p> <p>Language for Writing Paraphrasing</p> <p>Writing Goal Writing two summaries</p>	<p>Word Link <i>-ist</i></p>
 <p>3 CITY SOLUTIONS page 49 ACADEMIC TRACK: Sociology/Urban Studies</p>	<p>Reading 1 Living on an Urban Planet</p> <p>VIDEO Farming Underground</p> <p>Reading 2 The Urban Visionary</p>	<p>Focus Analyzing Visual Information</p> <p>Predicting, Summarizing, Understanding Main Ideas, Identifying Pros and Cons, Understanding Purpose, Inferring Meaning</p>	<p>Focus Analyzing Quotes</p> <p>Justifying Your Opinion, Evaluating, Synthesizing</p>	<p>Skill Focus Writing Introductory and Concluding Paragraphs</p> <p>Language for Writing Using the Simple Past and the Present Perfect</p> <p>Writing Goal Writing a problem-solution essay about how a city solved a problem it faced</p>	<p>Word Partners Expressions with <i>income</i></p>
 <p>4 DANGER ZONES page 73 ACADEMIC TRACK: Earth Science</p>	<p>Reading 1 Sensing Disaster</p> <p>VIDEO Hurricanes</p> <p>Reading 2 Yellowstone's Smoking Bomb</p>	<p>Focus Understanding Referencing and Cohesion</p> <p>Predicting, Summarizing, Understanding a Process, Understanding Main Ideas, Understanding Details, Inferring Meaning, Understanding Visual Information</p>	<p>Focus Inferring</p> <p>Applying, Analyzing Evidence</p>	<p>Skill Focus Writing a Process Essay</p> <p>Language for Writing Using Parallel Structures</p> <p>Writing Goal Writing a process essay about how people can prepare for a natural hazard</p>	<p>Word Forms Changing Nouns and Adjectives to Verbs with <i>-en</i></p>
 <p>5 THE TRAVEL BUSINESS page 99 ACADEMIC TRACK: Economics/Business</p>	<p>Reading 1 The New Face of Tourism</p> <p>VIDEO Galápagos Tourism</p> <p>Reading 2 Geotourism in Action</p>	<p>Focus Analyzing Causes and Effects</p> <p>Predicting, Understanding Key Terms, Understanding Main Ideas, Understanding Purpose, Identifying Arguments, Skimming, Understanding Details, Inferring Meaning</p>	<p>Focus Evaluating Arguments</p> <p>Synthesizing, Evaluating/Justifying</p>	<p>Skill Focus Writing a Cause-Effect Essay</p> <p>Language for Writing Using <i>if . . . , (then) . . .</i></p> <p>Writing Goal Writing a cause-effect essay about the positive and negative effects of tourism on a place</p>	<p>Word Forms Adjectives and Nouns ending in <i>-ive</i></p>






Scope and Sequence

ACADEMIC SKILLS

Unit Title and Theme	Reading Texts and Video	Reading	Critical Thinking	Writing	Vocabulary Extension
 <p>6 INFORMATION DESIGN page 123 ACADEMIC TRACK: Design/Communication</p>	<p>Reading 1 The Rise of Visual Data VIDEO Painting with Numbers</p> <p>Reading 2 Visual Culture</p>	<p>Focus Identifying Arguments and Counterarguments</p> <p>Predicting, Summarizing, Understanding Details, Interpreting Visual Information, Inferring Meaning, Understanding Main Ideas, Understanding Supporting Ideas</p>	<p>Focus Evaluating Visual Data Evaluating Infographics, Applying, Synthesizing</p>	<p>Skill Focus Writing a Persuasive Essay</p> <p>Language for Writing Describing Visual Information</p> <p>Writing Goal Writing a persuasive essay and using visual data to support arguments</p>	<p>Word Link <i>mis-</i></p>
 <p>7 GLOBAL CHALLENGES page 147 ACADEMIC TRACK: Environmental Science</p>	<p>Reading 1 A Need for Change VIDEO The Snow Guardian</p> <p>Reading 2 Eight Steps to a Sustainable Future</p>	<p>Focus Understanding Appositives</p> <p>Predicting, Understanding Main Ideas, Understanding Details, Interpreting Visual Information, Understanding Problems and Solutions, Inferring Meaning</p>	<p>Focus Inferring Attitude Evaluating</p>	<p>Skill Focus Writing an Opinion Essay</p> <p>Language for Writing Using Adjective Clauses</p> <p>Writing Goal Writing an opinion essay about the best way to ensure a sustainable future</p>	<p>Word Partners Expressions with <i>cut</i></p>
 <p>8 MEDICAL INNOVATIONS page 171 ACADEMIC TRACK: Health/Medicine</p>	<p>Reading 1 The Healer of Córdoba VIDEO Healthcare Innovator</p> <p>Reading 2 Medical Frontiers</p>	<p>Focus Understanding Passive Sentences</p> <p>Predicting, Summarizing, Identifying Main Ideas, Sequencing, Understanding Details, Inferring Meaning, Understanding Referencing</p>	<p>Focus Inferring Purpose Reflecting, Applying, Synthesizing</p>	<p>Skill Focus Evaluating Information Online</p> <p>Language for Writing Introduction to Quoting and Citing Sources</p> <p>Writing Goal Writing a research-based essay about a medical innovation and its significance</p>	<p>Word Partners Antonyms</p>
 <p>9 WORLD LANGUAGES page 195 ACADEMIC TRACK: Anthropology/Linguistics</p>	<p>Reading 1 The Future of English VIDEO Enduring Voices</p> <p>Reading 2 Vanishing Voices</p>	<p>Focus Understanding Predictions</p> <p>Predicting, Understanding Main Ideas, Understanding Details, Inferring Meaning, Interpreting Visual Information, Understanding Effects, Understanding Certainty</p>	<p>Focus Applying Ideas Synthesizing, Analyzing Arguments</p>	<p>Skill Focus Planning an Essay Using a T-Chart</p> <p>Language for Writing Presenting Counterarguments</p> <p>Writing Goal Writing a persuasive essay about whether everyone in the world should speak the same language</p>	<p>Word Partners adjective + <i>language</i></p>
 <p>10 SURVIVAL INSTINCT page 219 ACADEMIC TRACK: Psychology</p>	<p>Reading 1 Deadly Summit VIDEO Survival Lessons</p> <p>Reading 2 Breath of Life</p>	<p>Focus Identifying Adverbial Phrases</p> <p>Skimming, Summarizing, Understanding Main Ideas, Sequencing, Inferring Meaning, Predicting, Understanding Details</p>	<p>Focus Interpreting Figurative Language Reflecting, Applying, Synthesizing</p>	<p>Skill Focus Writing a Descriptive Narrative Essay</p> <p>Language for Writing Using Past Forms for Narratives</p> <p>Writing Goal Writing a narrative essay about someone who survived a dangerous situation</p>	<p>Word Forms Adjectives ending in <i>-ed</i> and <i>-ing</i></p>






Scope and Sequence

ACADEMIC SKILLS

	Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
	1 LIVING FOR WORK <i>page 1</i> ACADEMIC TRACK: Career Studies/Social Science	Lesson A An Interview with Annie Griffiths (with slide show) VIDEO Becoming a Butler Lesson B A Conversation about Dr. Sylvia Earle	<ul style="list-style-type: none"> Identifying Main Ideas Taking Notes on Key Words and Phrases 	<ul style="list-style-type: none"> Communicating that You Don't Understand Introducing Yourself Lesson Task Taking a Career Aptitude Test Final Task Speaking about Yourself	Recognizing Word Families	<ul style="list-style-type: none"> The Simple Present vs. the Present Continuous Syllable Stress 	Focus Evaluating Options Analyzing, Evaluating, Interpreting an Infographic, Making Inferences, Personalizing, Predicting, Prior Knowledge, Reflecting
	2 GOOD TIMES, GOOD FEELINGS <i>page 21</i> ACADEMIC TRACK: Psychology/Sociology	Lesson A A Lecture about Laughter (with slide show) VIDEO Laughter Yoga Lesson B A Talk about City Parks	<ul style="list-style-type: none"> Understanding the Speaker's Purpose Using a Split Page to Take Notes 	<ul style="list-style-type: none"> Showing Interest Speaking to a Group Lesson Task Discussing Fun Activities Final Task Presenting on a Celebration or Holiday	Noun Suffixes	<ul style="list-style-type: none"> The Simple Present in Yes/No and Wh- Questions Intonation of Yes/No and Wh- Questions 	Focus Making Predictions Brainstorming, Organizing Ideas, Personalizing, Prior Knowledge, Ranking, Reflecting
	3 THE MARKETING MACHINE <i>page 41</i> ACADEMIC TRACK: Business/Marketing	Lesson A A Newscast about Marketing (with slide show) VIDEO Mascots: Fun for Everyone! Lesson B An Interview with a Graphic Designer	<ul style="list-style-type: none"> Listening for Examples Using Abbreviations 	<ul style="list-style-type: none"> Clarifying Ending Strong Lesson Task Discussing a Timeline Final Task Presenting a Marketing Plan	Common Verb Suffixes	<ul style="list-style-type: none"> The Simple Past Simple Past -ed Endings 	Focus Applying Information Analyzing, Applying, Brainstorming, Interpreting an Infographic, Organizing Ideas, Personalizing, Synthesizing
	4 WILD WEATHER <i>page 61</i> ACADEMIC TRACK: Environmental Science	Lesson A A Podcast about Strange Weather (with slide show) VIDEO Tornado Chase Lesson B A Conversation about Greenland	<ul style="list-style-type: none"> Listening for Definitions Using a T-Chart 	<ul style="list-style-type: none"> Expressing Likes and Dislikes Making Eye Contact Lesson Task Discussing Travel Plans Final Task Discussing Ways to Reduce Greenhouse Gases	Words with Similar Meanings	<ul style="list-style-type: none"> Count and Noncount Nouns Reduced of 	Focus Activating Prior Knowledge Analyzing, Analyzing Visuals, Applying, Personalizing, Predicting, Ranking, Reflecting
	5 FOCUS ON FOOD <i>page 81</i> ACADEMIC TRACK: Cultural Studies	Lesson A A Radio Show about Ugly Food VIDEO Food-Waste Rebel Lesson B A Lecture about Feeding the World (with slide show)	<ul style="list-style-type: none"> Listening for Reasons Using an Outline 	<ul style="list-style-type: none"> Telling a Story with Time Markers Using an Effective Hook Lesson Task Conducting a Survey about Food Final Task Presenting a Plan to Stop Food Waste	Recognizing Parts of Speech	<ul style="list-style-type: none"> Descriptive Adjectives Sentence Stress 	Focus Analyzing Visuals Evaluating, Organizing Ideas, Personalizing, Reflecting






Scope and Sequence

ACADEMIC SKILLS

Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>6 HOUSING FOR THE FUTURE page 101 ACADEMIC TRACK: Engineering/Urban Planning</p>	<p>Lesson A A Lecture about Housing Solutions (with slide show)</p> <p>VIDEO Livable Spaces of Steel</p> <p>Lesson B A Conversation about Building Homes</p>	<ul style="list-style-type: none"> Using Context Clues Making Note of Numbers 	<ul style="list-style-type: none"> Agreeing and Disagreeing Role-Playing <p>Lesson Task Discussing Lifestyle Choices</p> <p>Final Task Role-Playing a Meeting with Real Estate Agents</p>	<p>Recognizing Adjective Endings</p>	<ul style="list-style-type: none"> Coordinating Conjunctions Focus Words 	<p>Focus Prioritizing</p> <p>Brainstorming, Predicting, Prior Knowledge, Reflecting, Synthesizing</p>
 <p>7 EXPLORING SPACE page 121 ACADEMIC TRACK: Natural Science</p>	<p>Lesson A A Class Presentation about Space Travel (with slide show)</p> <p>VIDEO How to Choose a Mars Landing Site</p> <p>Lesson B A Talk by a Tour Guide</p>	<ul style="list-style-type: none"> Making Inferences Using a Mind Map 	<ul style="list-style-type: none"> Asking Follow-Up Questions Using Signal Words <p>Lesson Task Discussing Future Plans</p> <p>Final Task Presenting Travel Plans</p>	<p>Choosing the Correct Meaning</p>	<ul style="list-style-type: none"> <i>Will</i> and <i>Be Going To</i> Contractions with <i>Will</i> 	<p>Focus Analyzing Pros and Cons</p> <p>Analyzing, Evaluating, Interpreting a Timeline, Making Inferences, Organizing Ideas, Personalizing, Predicting, Prior Knowledge, Reflecting 149</p>
 <p>8 CREATIVE ARTS page 141 ACADEMIC TRACK: Arts/Music</p>	<p>Lesson A A Lecture about Temporary Art (with slide show)</p> <p>VIDEO Making Art from Recycled Glass</p> <p>Lesson B A Radio Program about Music</p>	<ul style="list-style-type: none"> Listening for Cause and Effect Using Arrows to Show Cause and Effect 	<ul style="list-style-type: none"> Hedging Speaking at an Appropriate Speed <p>Lesson Task Discussing Art</p> <p>Final Task Presenting the Benefits of Art Education</p>	<p>Prefixes</p>	<ul style="list-style-type: none"> Modals Linking Final Consonants to Vowel Sounds 	<p>Focus Synthesizing</p> <p>Brainstorming, Organizing Ideas, Personalizing, Reflecting, Understanding Visuals</p>
 <p>9 OUR RELATIONSHIP WITH NATURE page 161 ACADEMIC TRACK: Anthropology</p>	<p>Lesson A A Lecture about Ethics (with slide show)</p> <p>VIDEO Our History with Horses</p> <p>Lesson B A Conversation about a Town in Zimbabwe</p>	<ul style="list-style-type: none"> Identifying Opinions Reviewing and Restating 	<ul style="list-style-type: none"> Rephrasing Key Ideas Ending a Discussion or Presentation <p>Lesson Task Comparing Nature with Cities</p> <p>Final Task Giving a Presentation about the Natural World</p>	<p>Collocations with Prepositions</p>	<ul style="list-style-type: none"> Comparative and Superlative Adjectives Using Stress for Emphasis 	<p>Focus Comparing and Contrasting</p> <p>Analyzing, Brainstorming, Classifying, Evaluating, Interpreting a Timeline, Making Inferences, Predicting, Prior Knowledge, Reflecting, Using a Graphic Organizer</p>
 <p>10 HOW WE COMMUNICATE page 181 ACADEMIC TRACK: Communication/Sociology</p>	<p>Lesson A A Report about Communication Software</p> <p>VIDEO Elephants Communicate while at Play</p> <p>Lesson B A Lecture about Gestures (with slide show)</p>	<ul style="list-style-type: none"> Listening for Repeated Words Using a Chart 	<ul style="list-style-type: none"> Checking for Understanding Inviting and Answering Questions from the Audience <p>Lesson Task Discussing Ways to Communicate</p> <p>Final Task Presenting a Form of Communication</p>	<p>Collocations</p>	<ul style="list-style-type: none"> The Present Perfect Thought Groups 	<p>Focus Drawing Conclusions</p> <p>Analyzing, Evaluating, Making Inferences, Organizing Ideas, Personalizing, Synthesizing, Using a Timeline</p>




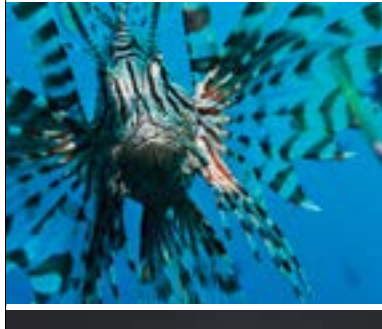

Scope and Sequence

ACADEMIC SKILLS

Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>1 HEALTHY LIVES page 1 ACADEMIC TRACK: Health Science</p>	<p>Lesson A A Talk about Preventing Heart Disease (with slide show)</p> <p>VIDEO Bee Therapy</p> <p>Lesson B A Conversation about Allergies</p>	<ul style="list-style-type: none"> • Listening for Main Ideas • Writing Key Words and Phrases 	<ul style="list-style-type: none"> • Keeping a Conversation Going • Practicing Your Presentation <p>Lesson Task Presenting Healthy Habits</p> <p>Final Task Participating in a Discussion about Health</p>	<p>Understanding Meaning from Context</p>	<ul style="list-style-type: none"> • Expressions of Frequency • Final -s sounds 	<p>Focus Interpreting Visuals</p> <p>Analyzing, Applying, Organizing Ideas, Personalizing, Predicting, Prior Knowledge, Reflecting</p>
 <p>2 TECHNOLOGY TODAY AND TOMORROW page 21 ACADEMIC TRACK: Technology</p>	<p>Lesson A A Radio Show about AI</p> <p>VIDEO Can Robots Learn to Be More Human?</p> <p>Lesson B A Conversation about Technology</p>	<ul style="list-style-type: none"> • Identifying Important Details • Using Abbreviations 	<ul style="list-style-type: none"> • Giving Reasons • Making Eye Contact <p>Lesson Task Discussing Self-Driving Cars</p> <p>Final Task Presenting a New Technology Product</p>	<p>Using Collocations</p>	<ul style="list-style-type: none"> • Action and Nonaction Verbs • Stressed Content Words 	<p>Focus Synthesizing</p> <p>Analyzing, Brainstorming, Evaluating, Interpreting a Bar Graph, Organizing Ideas, Personalizing, Prior Knowledge, Reflecting</p>
 <p>3 CULTURE AND TRADITION page 41 ACADEMIC TRACK: Sociology</p>	<p>Lesson A A Lecture about Cowboys (with slide show)</p> <p>VIDEO Faces of India</p> <p>Lesson B An Assignment about Music</p>	<ul style="list-style-type: none"> • Asking Questions While Listening • Using a Numbered List 	<ul style="list-style-type: none"> • Asking for and Giving Clarification • Using Good Posture <p>Lesson Task Exchanging Information about Cowboys</p> <p>Final Task Presenting a Kind of Music</p>	<p>Keeping a Vocabulary Journal</p>	<ul style="list-style-type: none"> • The Past Continuous • Reduced Function Words 	<p>Focus Activating Prior Knowledge</p> <p>Analyzing, Brainstorming, Making Inferences, Organizing Ideas, Personalizing, Reflecting</p>
 <p>4 A THIRSTY WORLD page 61 ACADEMIC TRACK: Environmental Science</p>	<p>Lesson A A Talk about the Itaipu Dam (with slide show)</p> <p>VIDEO Dam-Release Rafting</p> <p>Lesson B A Discussion about the Ogallala Aquifer</p>	<ul style="list-style-type: none"> • Listening for Problems and Solutions • Using a T-Chart 	<ul style="list-style-type: none"> • Asking for and Giving Opinions • Speaking at the Right Volume <p>Lesson Task Presenting a Clean Water Device</p> <p>Final Task Role-Playing a Meeting</p>	<p>Recognizing Suffixes</p>	<ul style="list-style-type: none"> • Active and Passive Voice • Suffixes and Syllable Stress 	<p>Focus Prioritizing</p> <p>Analyzing, Applying, Evaluating, Interpreting a Map, Organizing Ideas, Personalizing, Predicting, Prior Knowledge</p>
 <p>5 INSIDE THE BRAIN page 81 ACADEMIC TRACK: Psychology</p>	<p>Lesson A A Podcast about Exercise and the Brain (with slide show)</p> <p>VIDEO 3-D Brain Scans</p> <p>Lesson B A Discussion about Memory, Learning, and Emotions</p>	<ul style="list-style-type: none"> • Listening for Reasons and Explanations • Recording the Steps in a Process 	<ul style="list-style-type: none"> • Making Suggestions • Pausing to Check Understanding <p>Lesson Task Discussing Problems and Solutions</p> <p>Final Task Planning a Presentation about the Human Brain</p>	<p>Using Context Clues</p>	<ul style="list-style-type: none"> • Infinitives after Verbs • Linking 	<p>Focus Identifying Solutions</p> <p>Analyzing, Applying, Evaluating, Organizing Ideas, Personalizing, Predicting, Reflecting</p>

Scope and Sequence

ACADEMIC SKILLS

Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>6 LET'S EAT! page 101 ACADEMIC TRACK: Health & Nutrition</p>	<p>Lesson A A Presentation about the Korean Diet (with slide show) VIDEO The Food and Culture of Oaxaca Lesson B A Discussion about Food Psychology</p>	<ul style="list-style-type: none"> • Listening for Numerical Data • Using a Split Page to Take Notes 	<ul style="list-style-type: none"> • Interrupting and Returning to a Topic • Starting Strong <p>Lesson Task Participating in a Group Discussion Final Task Presenting a Marketing Plan</p>	Recognizing Parts of Speech	<ul style="list-style-type: none"> • The Real Conditional: Present and Future • Intonation: Finished and Unfinished Sentences 	<p>Focus Evaluating</p> <p>Analyzing, Brainstorming, Evaluating, Organizing Ideas, Personalizing, Predicting, Prior Knowledge</p>
 <p>7 OUR ACTIVE EARTH page 121 ACADEMIC TRACK: Earth Science</p>	<p>Lesson A An Earth Science Lecture (with slide show) VIDEO Volcano Trek Lesson B A Discussion about Volcanoes</p>	<ul style="list-style-type: none"> • Listening for Transitions • Using a Chart to Take Notes 	<ul style="list-style-type: none"> • Using Transitions • Speaking at the Right Pace <p>Lesson Task Interviewing a Partner about an Experience Final Task Giving a Presentation about a Natural Disaster</p>	Using <i>Affect</i> and <i>Effect</i>	<ul style="list-style-type: none"> • Gerunds as Subjects and Objects • Syllable Number and Syllable Stress Review 	<p>Focus Predicting Exam Questions</p> <p>Analyzing, Applying, Evaluating, Interpreting a Diagram, Interpreting a Map, Making Inferences, Organizing Ideas, Prior Knowledge, Reflecting 151</p>
 <p>8 WONDERS FROM THE PAST page 141 ACADEMIC TRACK: Archaeology/Anthropology</p>	<p>Lesson A A Guided Tour of Uxmal VIDEO Sarah Parcak: Space Archaeologist and Egyptologist Lesson B A Conversation about an Assignment</p>	<ul style="list-style-type: none"> • Listening for Examples • Recording Examples 	<ul style="list-style-type: none"> • Summarizing • Using Index Cards <p>Lesson Task Presenting Ancient Artifacts Final Task Giving a Presentation about a Historical Site</p>	Using Antonyms	<ul style="list-style-type: none"> • The Passive Voice with the Past • Question Intonation 	<p>Focus Applying Knowledge</p> <p>Analyzing, Applying, Brainstorming, Evaluating, Making Inferences, Organizing Ideas, Prior Knowledge, Reflecting</p>
 <p>9 SPECIES SURVIVAL page 161 ACADEMIC TRACK: Life Science</p>	<p>Lesson A A Talk about Birds (with slide show) VIDEO Amazing Chameleons Lesson B A Conversation about a Photo Project</p>	<ul style="list-style-type: none"> • Listening for Repeated Words • Re-Writing Your Notes 	<ul style="list-style-type: none"> • Talking about Causes and Effects • Timing Your Presentation <p>Lesson Task Presenting a Life Lesson Final Task Presenting a Research Proposal</p>	Identifying the Correct Definition	<ul style="list-style-type: none"> • Phrasal Verbs • Stress in Multi-Syllable Words 	<p>Focus Personalizing</p> <p>Analyzing, Organizing Ideas, Prior Knowledge</p>
 <p>10 ENTREPRENEURS AND INNOVATORS page 181 ACADEMIC TRACK: Business</p>	<p>Lesson A A Presentation about a Success Story (with slide show) VIDEO Eco-Fuel Africa Lesson B A Conversation about Jack Andraka</p>	<ul style="list-style-type: none"> • Distinguishing Facts and Opinions • Reviewing and Editing Your Notes 	<ul style="list-style-type: none"> • Rephrasing • Thinking about Your Audience <p>Lesson Task Interpreting Quotations Final Task Presenting a New Product</p>	Recognizing Adjectives and Adverbs	<ul style="list-style-type: none"> • The Present Perfect and Signal Words • Infinitives to Show Purpose • Thought Groups 	<p>Focus Interpreting Data</p> <p>Analyzing, Brainstorming, Interpreting Quotations, Organizing Ideas, Personalizing, Prior Knowledge, Ranking, Reflecting</p>

Scope and Sequence

ACADEMIC SKILLS

Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>1 SAME AND DIFFERENT page 1 ACADEMIC TRACK: Sociology</p>	<p>Lesson A A Lecture on Twins (with slide show)</p> <p>VIDEO Coming of Age</p> <p>Lesson B A Conversation about the Teenage Brain</p>	<ul style="list-style-type: none"> • Listening for Main Ideas • Using a Venn Diagram 	<ul style="list-style-type: none"> • Making Small Talk • Making Eye Contact <p>Lesson Task Interviewing a Classmate</p> <p>Final Task Giving a Presentation about Yourself</p>	Collocations	<ul style="list-style-type: none"> • Simple Present and Past of <i>Be</i> • Contractions with <i>Be</i> 	<p>Focus: Activating Prior Knowledge</p> <p>Analyzing a Visual, Categorizing, Organizing Ideas, Personalizing, Predicting, Previewing, Reflecting</p>
 <p>2 LOVE YOUR JOB page 21 ACADEMIC TRACK: Career Studies</p>	<p>Lesson A Online Lecture: Who's happy at work? (with slide show)</p> <p>VIDEO Wanted: Adventure Storyteller</p> <p>Lesson B An Interview about 21st Century Jobs</p>	<ul style="list-style-type: none"> • Listening for Signposts • Making a List 	<ul style="list-style-type: none"> • Using Listing Words • Closing a Presentation <p>Lesson Task Discussing Different Types of Jobs</p> <p>Final Task Presenting your Dream Job</p>	Antonyms	<ul style="list-style-type: none"> • Simple Present • Simple Present -s Form of the Verb 	<p>Focus: Categorizing Information</p> <p>Analyzing, Interpreting, Organizing Ideas, Personalizing, Predicting, Previewing, Prior Knowledge, Reflecting, Synthesizing</p>
 <p>3 UNUSUAL DESTINATIONS page 41 ACADEMIC TRACK: Geography/Tourism</p>	<p>Lesson A Presentation: Unusual Southeast Asia (with slide show)</p> <p>VIDEO Monkey City</p> <p>Lesson B A Conversation about a Vacation</p>	<ul style="list-style-type: none"> • Listening for Details • Using a <i>Wh-</i> Question Chart 	<ul style="list-style-type: none"> • Agreeing and Disagreeing • Presenting with Graphics <p>Lesson Task Planning a Vacation for your Teacher</p> <p>Final Task Presenting Class Survey Results</p>	Synonyms	<ul style="list-style-type: none"> • Present Continuous • Syllables and Stress 	<p>Focus: Thinking about Pros and Cons</p> <p>Analyzing, Categorizing, Interpreting, Making Inferences, Personalizing, Predicting, Prior Knowledge, Synthesizing</p>
 <p>4 HIGH TECH, NO TECH page 61 ACADEMIC TRACK: Technology</p>	<p>Lesson A A Conversation about Virtual Reality</p> <p>VIDEO High Tech or No Tech?</p> <p>Lesson B Class Discussion: Taking a Tech Break</p>	<ul style="list-style-type: none"> • Listening for Steps in a Process • Using a Spider Map 	<ul style="list-style-type: none"> • Giving Reasons • Getting People's Attention <p>Lesson Task Presenting a New Tech Device</p> <p>Final Task Presenting a New App</p>	Adjective Order	<ul style="list-style-type: none"> • <i>Can</i> and <i>Can't</i> • <i>Can</i> and <i>Can't</i> 	<p>Focus: Interpreting a Bar Graph</p> <p>Analyzing, Applying, Brainstorming, Evaluating, Interpreting, Judging, Personalizing, Synthesizing</p>






Scope and Sequence

ACADEMIC SKILLS

Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>5 RISK AND REWARD page 81 ACADEMIC TRACK: Psychology</p>	<p>Lesson A Podcast: Adventurer of the Year (with slide show) VIDEO Highlining Yosemite Falls Lesson B A Conversation about Emma Stokes</p>	<ul style="list-style-type: none"> Listening for Examples Reviewing Your Notes 	<ul style="list-style-type: none"> Giving Examples Asking for Questions <p>Lesson Task Presenting a Personal Plan Final Task Telling a Story</p>	<p>Noun Suffixes -er and -ing</p>	<ul style="list-style-type: none"> Simple Past Simple Past -ed Endings 	<p>Focus: Paraphrasing</p> <p>Brainstorming, Evaluating, Interpreting a Chart, Organizing Ideas, Personalizing, Previewing, Ranking, Reflecting</p>
 <p>6 TAKING ACTION page 101 ACADEMIC TRACK: Environmental Science</p>	<p>Lesson A Student Podcast: Oceans of Plastic (with slide show) VIDEO Choices Lesson B A Conversation about Nalini Nadkarni</p>	<ul style="list-style-type: none"> Listening for Emotion Using Symbols and Abbreviations 	<ul style="list-style-type: none"> Giving Sources of Information Using Photos for Emphasis and Effect <p>Lesson Task Presenting a Project Plan Final Task Presenting a Project Using Images</p>	<p>Prefixes: re- and un-</p>	<ul style="list-style-type: none"> Future with <i>Be Going To</i> Future with <i>Will</i> <i>Be Going To (Gonna)</i> 	<p>Focus: Understanding Bias</p> <p>Analyzing Results, Brainstorming, Categorizing, Evaluating, Organizing Ideas, Personalizing, Predicting, Previewing, Prior Knowledge, Synthesizing</p>
 <p>7 LOST AND FOUND page 121 ACADEMIC TRACK: History/Archaeology</p>	<p>Lesson A Interview with a Treasure Hunter VIDEO Dinosaur Detective Lesson B A Guided Tour of the British Museum</p>	<ul style="list-style-type: none"> Listening for Reasons Using a Timeline 	<ul style="list-style-type: none"> Saying Years Correctly Body Language <p>Lesson Task Talking about Your Life Final Task Presenting a Personal History</p>	<p>Using a Dictionary to Find a Word Form</p>	<ul style="list-style-type: none"> <i>Wh-</i> Questions in the Simple Past <i>Wh-</i> Question Intonation 	<p>Focus: Recalling Information</p> <p>Brainstorming, Organizing Ideas, Personalizing, Predicting, Previewing, Reflecting, Synthesizing</p>
 <p>8 BREAKTHROUGHS page 141 ACADEMIC TRACK: Science/Biotechnology/ Health Science</p>	<p>Lesson A A Class Discussion about Cloning VIDEO A Chance to See Again Lesson B A Lecture on Ending Blindness (with slide show)</p>	<ul style="list-style-type: none"> Listening for Opinions Using a T-Chart 	<ul style="list-style-type: none"> Expressing Opinions Using Questions <p>Lesson Task Group Debates on Cloning Final Task Group Presentation: DNA in the Real World</p>	<p>Two-Part Verbs</p>	<ul style="list-style-type: none"> Modals of Possibility: <i>Could, May, Might, and Will</i> Schwa /ə/ in Unstressed Syllables 	<p>Focus: Considering Other Opinions</p> <p>Analyzing Visuals, Brainstorming, Evaluating, Organizing Ideas, Personalizing, Predicting, Prior Knowledge, Reflecting</p>






Scope and Sequence

ACADEMIC SKILLS

Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>1 THE SCIENCE OF SHOPPING page 1 ACADEMIC TRACK: Behavioral Science</p>	<p>Lesson A An Interview about Consumer Behavior VIDEO The Decoy Effect Lesson B A Lecture about Gender and Shopping (with slide show)</p>	<ul style="list-style-type: none"> Recognizing a Speaker's Attitude Reviewing Your Notes 	<ul style="list-style-type: none"> Quoting Statistics Asking Rhetorical Questions <p>Lesson Task Designing a Store Layout Final Task Giving a Persuasive Presentation</p>	Participial Adjectives	<ul style="list-style-type: none"> Real and Unreal Conditionals Question Intonation 	<p>Focus Recognizing Pros and Cons</p> <p>Predicting, Analyzing, Synthesizing, Reflecting, Personalizing, Making Inferences, Brainstorming</p>
 <p>2 MOTHER NATURE page 21 ACADEMIC TRACK: Biology/Genetics</p>	<p>Lesson A A Panel about a Film Contest (with slide show) VIDEO Turtles under Threat Lesson B A Conversation on Campus</p>	<ul style="list-style-type: none"> Listening for Content Words Noting Who Says What 	<ul style="list-style-type: none"> Making Suggestions Presenting with Others <p>Lesson Task Discussing Conservation and Extinction Final Task Creating and Presenting a Proposal</p>	Using Context Clues	<ul style="list-style-type: none"> Adjective Clauses Syllable Stress before Suffixes 	<p>Focus Deciding on Criteria</p> <p>Evaluating, Personalizing, Interpreting a Flowchart, Ranking, Synthesizing, Reflecting, Brainstorming, Organizing Information</p>
 <p>3 ON THE MOVE page 41 ACADEMIC TRACK: Sociology</p>	<p>Lesson A A Lecture about Migration (with slide show) VIDEO What Ellis Island Means Today Lesson B A Study Group Discussion</p>	<ul style="list-style-type: none"> Listening for the Order of Events Noting Contrasting Ideas 	<ul style="list-style-type: none"> Expressing Probability Expressing Your Opinion Strongly <p>Lesson Task Discussing a Case Study Final Task Presenting a Viewpoint</p>	Noticing Clues to Meaning	<ul style="list-style-type: none"> <i>Enough</i> and <i>Too</i> Linking 	<p>Focus Categorizing Information</p> <p>Predicting, Personalizing, Evaluating, Applying, Categorizing, Organizing Ideas</p>
 <p>4 OUR CHANGING PLANET page 61 ACADEMIC TRACK: Earth Science</p>	<p>Lesson A An Earth Sciences Lecture (with slide show) VIDEO I Am Red Lesson B A Conversation about Selecting a College</p>	<ul style="list-style-type: none"> Recognizing Digressions Noting Supporting Information 	<ul style="list-style-type: none"> Answering Questions Effectively Making Eye Contact <p>Lesson Task Creating a Legend Final Task Presenting a Business Report</p>	Using Digital Tools	<ul style="list-style-type: none"> Passive Voice Word Stress for Emphasis 	<p>Focus Being Creative</p> <p>Evaluating, Brainstorming with a Mind Map, Reflecting, Personalizing, Categorizing, Organizing Ideas</p>
 <p>5 MAKING A LIVING, MAKING A DIFFERENCE page 81 ACADEMIC TRACK: Economics/Business</p>	<p>Lesson A A Talk about a Cooperative Business (with slide show) VIDEO Light for India's Villages Lesson B A Meeting about Social Responsibility</p>	<ul style="list-style-type: none"> Listening for Similarities and Contrasts Using Abbreviations 	<ul style="list-style-type: none"> Using Numbers and Statistics Looking Up While Speaking <p>Lesson Task Discussing Small Businesses Final Task Presenting a Socially Responsible Business</p>	Suffix <i>-ive</i>	<ul style="list-style-type: none"> Indirect Questions Pronouncing Large Numbers 	<p>Focus Personalizing</p> <p>Evaluating, Analyzing, Synthesizing, Interpreting Statistics, Organizing Ideas</p>






Scope and Sequence

ACADEMIC SKILLS

Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>6 DESIGN WITH PURPOSE page 101 ACADEMIC TRACK: Design</p>	<p>Lesson A A Guest Lecture about Design VIDEO Designing the Future Lesson B A Conversation with a Teaching Assistant</p>	<ul style="list-style-type: none"> Listening for Inferences Noting Steps in a Process 	<ul style="list-style-type: none"> Using Descriptive Language Body Language <p>Lesson Task Presenting a Design Final Task Presenting a Process</p>	Multiple Meanings	<ul style="list-style-type: none"> Making Comparisons Effective Pausing 	<p>Focus Making Inferences</p> <p>Personalizing, Evaluating, Synthesizing, Analyzing, Applying, Reflecting</p>
 <p>7 INSPIRED TO PROTECT page 121 ACADEMIC TRACK: Environmental Sciences</p>	<p>Lesson A A Podcast about the Environment VIDEO Three Seconds Lesson B A Talk about the Environment (with slide show)</p>	<ul style="list-style-type: none"> Understanding a Speaker's Purpose Dividing Your Notes 	<ul style="list-style-type: none"> Using Analogies Storyboarding <p>Lesson Task A Group Presentation about the Environment Final Task Planning a Video</p>	Using Word Maps	<ul style="list-style-type: none"> Tag Questions Intonation with Tag Questions 	<p>Focus Considering Other Views</p> <p>Predicting, Personalizing, Evaluating, Brainstorming, Making Inferences, Ranking, Synthesizing, Organizing Ideas, Reflecting</p>
 <p>8 TRADITIONAL AND MODERN MEDICINE page 141 ACADEMIC TRACK: Health/Medicine</p>	<p>Lesson A A Lecture about Plant-Based Medicines (with slide show) VIDEO Wild Health Lesson B A Podcast about Prosthetic Devices</p>	<ul style="list-style-type: none"> Listening for Supporting Details Indenting Details 	<ul style="list-style-type: none"> Using Phrases to Signal Reasons Practicing and Timing Your Presentation <p>Lesson Task Discussing Claims about Public Health Final Task A Presentation on Medicine and Health</p>	Word Families	<ul style="list-style-type: none"> Adverb Clauses of Reason and Purpose Linking Vowel Sounds with /y/ and /w/ 	<p>Focus Evaluating Claims</p> <p>Making Inferences, Evaluating, Personalizing, Applying, Brainstorming, Organizing Ideas</p>
 <p>9 UNCOVERING THE PAST page 161 ACADEMIC TRACK: Anthropology/History</p>	<p>Lesson A An Interview with an Archaeologist VIDEO How Trajan's Column Was Built Lesson B A Discussion about Archaeology</p>	<ul style="list-style-type: none"> Understanding Referents Noting Questions and Answers 	<ul style="list-style-type: none"> Participating in Group Discussions Introducing Your Talk <p>Lesson Task Participating in a Group Discussion Final Task Presenting about Life in the Past or Future</p>	Phrasal Verbs	<ul style="list-style-type: none"> Using Demonstratives Stress in Phrasal Verbs 	<p>Focus Drawing Conclusions</p> <p>Personalizing, Categorizing, Ranking, Organizing Ideas, Evaluating, Reflecting, Analyzing</p>
 <p>10 EMOTIONS AND PERSONALITY page 181 ACADEMIC TRACK: Psychology</p>	<p>Lesson A A Lecture about Fear (with slide show) VIDEO A Tribute to Discomfort Lesson B A Conversation about Food and Emotions</p>	<ul style="list-style-type: none"> Listening for Consequences Using a Word Web 	<ul style="list-style-type: none"> Defending an Opinion Interacting with the Audience <p>Lesson Task Presenting Survey Results Final Task Presenting Research</p>	Identifying Latin Prefixes and Suffixes	<ul style="list-style-type: none"> <i>Used to</i> and <i>Would</i> Using Punctuation Marks 	<p>Focus Making Judgments</p> <p>Analyzing, Personalizing, Synthesizing, Categorizing, Making Inferences, Evaluating, Applying, Judging, Organizing Ideas</p>




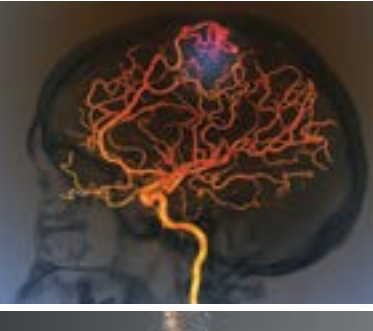

Scope and Sequence

ACADEMIC SKILLS

Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>1 URBAN CHALLENGES page 1 ACADEMIC TRACK: Urban Studies</p>	<p>Lesson A A Lecture about Venice, Italy (with slide show)</p> <p>VIDEO Urban Solution: Farming on Rooftops</p> <p>Lesson B A Conversation about Singapore</p>	<ul style="list-style-type: none"> Understanding the Introduction to a Lecture Using Abbreviations 	<ul style="list-style-type: none"> Signaling Additional Aspects of a Topic Presenting in Pairs <p>Lesson Task Evaluating the Impact of Tourism</p> <p>Final Task Presenting a Problem and Solutions</p>	Word Families: Suffixes	<ul style="list-style-type: none"> Passive Voice Linking with Word-Final <i>t</i> 	<p>Focus: Predicting</p> <p>Analyzing Visuals, Applying, Evaluating, Making Inferences, Organizing Ideas, Reflecting</p>
 <p>2 PROTECTING THE WILD page 21 ACADEMIC TRACK: Life Science</p>	<p>Lesson A A Q&A Session about an Extinct Species</p> <p>VIDEO Hope for the Mugger Crocodile</p> <p>Lesson B A Debate on Legalized Hunting</p>	<ul style="list-style-type: none"> Activating Prior Knowledge Taking Notes during a Q&A 	<ul style="list-style-type: none"> Responding to an Argument <p>Lesson Task Discussing Environmental Impact</p> <p>Final Task A Debate on Wild Animals in Zoos</p>	Two-Part Verbs with <i>Out</i>	<ul style="list-style-type: none"> Essential Adjective Clauses Saying and Linking <i>-s</i> Endings 	<p>Focus: Evaluating Arguments in a Debate</p> <p>Analyzing, Analyzing a Chart, Applying, Evaluating, Making Inferences, Predicting, Reflecting</p>
 <p>3 BEAUTY AND APPEARANCE page 41 ACADEMIC TRACK: Sociology</p>	<p>Lesson A A News Report on Perceptions of Beauty (with slide show)</p> <p>VIDEO Skin Mask</p> <p>Lesson B A Conversation about Unusual Fashions</p>	<ul style="list-style-type: none"> Listening for Specific Information Using an Outline 	<ul style="list-style-type: none"> Paraphrasing Preparing Visuals for Display <p>Lesson Task Conducting a Survey</p> <p>Final Task A Presentation about Fashion Trends</p>	Suffix <i>-ive</i>	<ul style="list-style-type: none"> Tag Questions Intonation for Clarification 	<p>Focus: Interpreting a Bar Graph</p> <p>Analyzing, Applying, Evaluating, Interpreting, Organizing Ideas, Predicting, Reflecting</p>
 <p>4 GOING GLOBAL page 61 ACADEMIC TRACK: Global Studies / Communications</p>	<p>Lesson A A Lecture about Succeeding in Business (with slide show)</p> <p>VIDEO Sherpa Lives</p> <p>Lesson B A Podcast about a Globalizing Technology</p>	<ul style="list-style-type: none"> Listening for Advantages Using Columns 	<ul style="list-style-type: none"> Defining Terms Managing Nervousness <p>Lesson Task Role-Playing a Job Interview</p> <p>Final Task Evaluating a Social Media Platform</p>	Using Collocations	<ul style="list-style-type: none"> Gerund Phrases Saying Parentheticals 	<p>Focus: Evaluating</p> <p>Analyzing, Applying, Interpreting a Graph, Interpreting a Map, Interpreting Visuals, Organizing Ideas, Ranking, Reflecting</p>
 <p>5 MIGRATION page 81 ACADEMIC TRACK: Life Science/History</p>	<p>Lesson A A Podcast about Ancient Migration (with slide show)</p> <p>VIDEO Wildebeest Migration</p> <p>Lesson B A Conversation about the Serengeti</p>	<ul style="list-style-type: none"> Listening for Clarification Using a Time Line 	<ul style="list-style-type: none"> Approximating Handling Audience Questions <p>Lesson Task Discussing Family Origins</p> <p>Final Task A Pair Presentation on Animal Migration</p>	Suffixes <i>-ant</i> and <i>-ist</i>	<ul style="list-style-type: none"> Modals of Past Possibility Linking with <i>You</i> or <i>Your</i> 	<p>Focus: Distinguishing Fact from Theory</p> <p>Applying, Evaluating, Interpreting a Map, Making Inferences, Organizing Ideas, Reflecting, Synthesizing</p>

Scope and Sequence

ACADEMIC SKILLS

Unit Title & Theme	Listenings & Video	Listening & Note Taking	Speaking & Presentation	Vocabulary	Grammar & Pronunciation	Critical Thinking
 <p>6 TRADITION AND PROGRESS page 101 ACADEMIC TRACK: Anthropology/Sociology</p>	<p>Lesson A A Student Presentation about Bhutan (with slide show)</p> <p>VIDEO Preserving Endangered Languages</p> <p>Lesson B A Discussion about American Indian Lands</p>	<ul style="list-style-type: none"> Listening for a Correction Using an Idea Map 	<ul style="list-style-type: none"> Using Rhetorical Questions Speaking with Confidence <p>Lesson Task Conducting an Interview</p> <p>Final Task Presenting a Tradition</p>	<p>Collocations: Verb/Adjective + Preposition</p>	<ul style="list-style-type: none"> Verb + Object + Infinitive Stress in Adjective-Noun Combinations 	<p>Focus: Thinking Outside the Box</p> <p>Analyzing, Applying, Evaluating, Organizing Ideas, Predicting, Synthesizing</p>
 <p>7 MONEY IN OUR LIVES page 121 ACADEMIC TRACK: Economics</p>	<p>Lesson A An Interview about Money and Happiness</p> <p>VIDEO Bitcoin: The New Way to Pay</p> <p>Lesson B A Conversation about Money</p>	<ul style="list-style-type: none"> Listening for Shifts in Topic Summarizing 	<ul style="list-style-type: none"> Referencing Research Studies <p>Lesson Task Discussing Purchases and Happiness</p> <p>Final Task A Role-Play about Financial Advice</p>	<p>Choosing the Right Definition</p>	<ul style="list-style-type: none"> Connectors of Concession Linking Vowel Sounds 	<p>Focus: Interpreting Visuals</p> <p>Analyzing, Evaluating, Organizing Ideas, Predicting, Ranking, Reflecting, Synthesizing</p>
 <p>8 HEALTH AND TECHNOLOGY page 141 ACADEMIC TRACK: Health/Technology</p>	<p>Lesson A A Lecture about Big Data in Health Care (with slide show)</p> <p>VIDEO Biking in the City</p> <p>Lesson B A Podcast about Fitness Gadgets</p>	<ul style="list-style-type: none"> Listening for Assessments Using a T-Chart 	<ul style="list-style-type: none"> Emphasizing Important Information Engaging Your Audience <p>Lesson Task Assessing A City's Health</p> <p>Final Task Presenting on a Health Tech Product</p>	<p>Using Synonyms</p>	<ul style="list-style-type: none"> Noun Clauses with <i>That</i> Dropped Syllables 	<p>Focus: Synthesizing Information</p> <p>Evaluating, Interpreting Visuals, Making Inferences, Organizing Ideas, Ranking</p>
 <p>9 THE MYSTERIOUS MIND page 161 ACADEMIC TRACK: Psychology/Brain Science</p>	<p>Lesson A A Podcast on the Brain and Intelligence (with slide show)</p> <p>VIDEO Memory Man</p> <p>Lesson B A Conversation about Memory</p>	<ul style="list-style-type: none"> Recognizing Appositives Highlighting Conclusions 	<ul style="list-style-type: none"> Expressing Causal Relationships Using Gestures <p>Lesson Task Discussing Learning Styles</p> <p>Final Task Speaking about a "Life Hack"</p>	<p>Suffixes <i>-al</i>, <i>-tial</i>, and <i>-ical</i></p>	<ul style="list-style-type: none"> Subject-Verb Agreement with Quantifiers Reduced Function Words 	<p>Focus: Evaluating Conclusions</p> <p>Analyzing, Concluding, Evaluating, Ranking, Synthesizing</p>
 <p>10 THE FUTURE OF FOOD page 181 ACADEMIC TRACK: Environmental Studies</p>	<p>Lesson A A Lecture about GM Foods (with slide show)</p> <p>VIDEO Farming the Open Ocean</p> <p>Lesson B A Conversation about Food Prices</p>	<ul style="list-style-type: none"> Listening for Suggestions The Cornell Method 	<ul style="list-style-type: none"> Referring to Group Opinions <p>Lesson Task Role-Playing a Town Hall Meeting</p> <p>Final Task Making a Formal Proposal</p>	<p>Investigating Authentic Language</p>	<ul style="list-style-type: none"> Subjunctive Verbs in <i>That</i> Clauses Reduced Auxiliary Phrases 	<p>Focus: Categorizing</p> <p>Analyzing, Applying, Evaluating, Reflecting</p>

Course A: Volume 1
SCOPE AND SEQUENCE



English 3D®

TOPIC	1: SCREEN TIME	2: RECESS RULES!	3: EXTINCT . . . OR NOT?	4: BOTTLED WATER	5: POWER UP	6: I BELONG
Debate Question	How much screen time is too much?	Does recess give your brain a boost?	Should we bring extinct animals back to life?	Is it time to dump bottled water?	Should we plug in to wind and solar energy?	What does it mean to belong?
Texts & Text Complexity Lexile Range: 760L-930L	Text 1: News Article Bubar, Joe. "R U 2 Plugged In?" Lexile: 820L	Text 1: Magazine Article Walters, Jennifer Marino. "The Power of Play." Lexile: 920L Text 2: News Article Kazakoff, Lois. "To Fix the Classroom, Rethink Recess." Lexile: 800L	Text 1: News Article Walsh, Bryan. "They're Back!" Lexile: 830L Text 2: Poem Sandburg, Carl. "Buffalo Dusk." Lexile: NP	Text 1: News Article Anonymous. "The Bottled Water Debate." Lexile: 820L Text 2: News Article Brunelle, Lynn. "Think About What You Drink." Lexile: 930L Multimedia Text "Ocean Confetti" by MinuteEarth	Text 1: News Article Anonymous. "Mighty Wind." Lexile: 760L Text 2: Magazine Article Crane, Cody. "Bright Future." Lexile: 830L Multimedia Text "Solar Powered Classroom" by US Dept. of Energy	Text 1: Drama Blum, Jonathan. "Telling True Stories." Lexile: NP Text 2: Short Story Soto, Gary. "Identity Theft." Lexile: 870L Multimedia Text Audio from "One Last Time" by Gary Soto
Academic Vocabulary	Concept communicate (communication, communicator) Domain-Specific addicted, device, digital High-Utility focus, lead to Context accuracy, excessive	Concept develop (development, developed) Domain-Specific participate, social, structured (unstructured) High-Utility effect, find (found), require, transform Context cliques, dose, empathy, perspective, voluntary	Concept preserve (preservation) Domain-Specific endangered, extinct (extinction), species High-Utility ability, benefit, (n/v), reverse, survive Context advances, dusk, habitat, rate, reviving, sod	Concept recycle (recyclable, recycling, recycled) Domain-Specific ban, environment, filter High-Utility available, concern, convenient (convenience), regulate Context contaminants, criticism, landfill, petition, portable, standards	Concept renewable (renew, renewables) Domain-Specific energy, fuel, generate High-Utility affect, challenge (n), impact (n), source Context concentrated, facility, illuminate, offshore, replenished, unreliable	Concept belong (belonging) Domain-Specific generation, heritage, identity, imitation, original, society High-Utility difference, effort, fit (in), future Context aggression, dignity, indifference, labor, newcomer, relate
Formal Writing	Formal Summary Paragraph Write a formal summary of the text "R U 2 Plugged In?"	Opinion Paragraph Should recess be structured or unstructured?	Summary & Response Essay Write a summary and response for "They're Back!"	Opinion Essay Should the United States ban plastic water bottles?	Informative Essay Write an informative essay that examines a benefit and a cost of switching to renewable energy.	Narrative Essay Think about a time you helped someone feel like they belonged. Describe what happened and how it changed your relationship.
Language & Conventions for Writing	Using Citation Verbs, Nouns & Pronouns to Credit an Author	Modal Verbs, Simple Present-Tense Verbs	Precise Adjectives, Writing Complex Sentences	Precise Adjectives for Evidence, Modal Expressions	Language for Quantity & Frequency, Using Homophones	Language for Description, Using Past-Tense Verbs
Transitions	Transitions to Add Information/Connect Ideas	Transitions to Introduce Evidence from the Text or Experience	Transitions to Logically Organize Details	Transitions to Create Cohesion	Transitions to Clarify Relationships	Transitions to Convey Sequence
Speech Type & Presentation Skills		Opinion Speech Maintaining Eye Contact		Informative Speech Speaking at an Appropriate Pace		Narrative Speech Using Clear Pronunciation

Course A: Volume 2
SCOPE AND SEQUENCE



English 3D[®]

TOPIC	1: TOO MUCH HOMEWORK?	2: HEADS UP!	3: ROBO-TEACHERS	4: LEARNING TO CODE	5: WATER WASTE	6: TRICKSTER TALES
Debate Question	How much schoolwork should follow you home?	Are young athletes heading into danger?	Should robots replace teachers?	Is coding the language of the future?	Are you watching your water use?	Is it ever okay to trick someone?
Texts & Text Complexity Lexile Range: 770L–980L	Text 1: News Article Iasevoli, Brenda. "Rethinking Homework." Lexile: 770L	Text 1: News Article Modigliani, Laura. "Hard Knocks." Lexile: 810L Text 2: Magazine Article McCullum, Sean. "The Invisible Injury." Lexile: 800L	Text 1: Magazine Article Jango-Cohen, Judith. "My New Teacher, Mr. Robot." Lexile: 980L Text 2: Short Story Asimov, Isaac. "The Fun They Had." Lexile: 820L	Text 1: News Article Dockterman, Eliana. "Cracking the Girl Code." Lexile: 960L Text 2: Op-Ed Dvorak, John C. "Teaching Kids to Code is a Scam." Lexile: 940L Button, Becky. "Kids Can Code, No Problem." Lexile: 960L Multimedia Text "Why Computer Science for Every Child?" by Code.org	Text 1: News Article Kraus, Stephanie. "Fines for Water Wasters." Lexile: 960L Text 2: Magazine Article Jango-Cohen, Judith. "A Dwindling River." Lexile: 920L Multimedia Text "Before/After Drought Image Slideshow" from The Atlantic	Text 1: Drama Winther, Barbara. "Pedro's Holey Sombrero". Lexile: NP Text 2: Poem Dahl, Roald. "Little Red Riding Hood and the Wolf." Lexile: NP Multimedia Text "Lon Po Po" by Scholastic/Weston Woods
Academic Vocabulary	Concept achievement (achieve, achiever) Domain-Specific assignment, limit (v/n), policy High-Utility appropriate/inappropriate, balance Context discouraged, translate	Concept injury (injure, injured) Domain-Specific prevent (prevention), recover (recovery), symptom High-Utility ability, effective, identity, occur Context collisions, condition, detect, extent, previously, seizure	Concept robot (robotic, robotics) Domain-Specific interact, mechanical, program (v) High-Utility complicated, design (n/v), reaction, replace Context accomplish, dispute, sector, social, respond, unpredictable	Concept code (n/v) (coding (n/v)) Domain-Specific analyze (analytical), gender, industry High-Utility coincidence, decline, involve, process Context accessible, application, component, encroachment, ploy, series	Concept conserve (conservation, conservationist) Domain-Specific consumption, drought, irrigate (irrigation) High-Utility issue, recommend, reduce, region Context arid, delta, fine (n), manufacture, supply (n), unacceptable	Concept trick (n/v) (trickster, tricky) Domain-Specific bargain, loan, mischief (mischievous), outwit (wit), profit, worth High-Utility afford, similar, realize, valuable Context distastefully, haughtily, knickers, leer, merchandise, sombrero
Formal Writing	Formal Summary Paragraph Write a formal summary of the text "Rethinking Homework."	Opinion Paragraph Should soccer and football leagues do more to protect young players from concussions?	Summary & Response Essay Write a summary and response for "My New Teacher, Mr. Robot."	Opinion Essay Should students learn to code in elementary school?	Informative Essay Write an informative essay that explains how citizens and communities can conserve water.	Narrative Essay Describe a time you played a trick or were tricked by someone. Explain the reason for the trick and what happened.
Language & Conventions for Writing	Citation Verbs, Nouns & Pronouns to Credit an Author	Modal Verbs, Simple Present-Tense Verbs	Precise Adjectives, Writing Complex Sentences	Precise Adjectives for Evidence, Modal Expressions	Language for Quantity & Frequency, Using Homophones	Language for Description, Using Past-Tense Verbs
Transitions	Transitions to Add Information/Connect Ideas	Transitions to Introduce Evidence from the Text or Experience	Transitions to Logically Organize Details	Transitions to Create Cohesion	Transitions to Clarify Relationships	Transitions to Convey Sequence
Speech Type & Presentation Skills		Opinion Speech Maintaining Eye Contact		Informative Speech Speaking at an Appropriate Pace		Narrative Speech Using Clear Pronunciation

Course B: Volume 1
SCOPE AND SEQUENCE



English 3D[®]

TOPIC	1: GAMING	2: HEALTHY CHOICES	3: STREET ART	4: PLASTIC POLLUTION	5: TEXTING	6: FAST FRIENDS
Debate Question	Are video games more harmful or beneficial?	Should schools ban unhealthy food?	Is graffiti mostly art or vandalism?	Should cities outlaw plastic bags?	How is texting changing the way we communicate?	What makes someone a good friend?
Texts & Text Complexity Lexile Range: 610L-1270L	Text 1: Magazine Article Gomez, Oscar. "Game On or Game Over?" Lexile: 840L Text 2: News Article Armstrong Moore, Elizabeth. "New Study Links Gaming to Creativity." Lexile: 1000L	Text 1: Magazine Article Rodriguez, Dora. "Food Fight." Lexile: 890L Text 2 & Multimedia Text: Speech Obama, Michelle. "The First Lady Announces New School Wellness Standards." Lexile: 1270L	Text 1: Magazine Article Nguyen, Kim. "The Writing on the Wall." Lexile: 930L Text 2: Poetry Kabwato, Ethel Irene. "Graffiti on Christina Street." Lexile: NP Multimedia Text Slideshow: "Spirit of the Streets."	Text 1: Magazine Article Malik, Sanjay. "Ban It or Bag It?" Lexile: 1010L Text 2: Magazine Article Parker, Laura. "With Millions of Tons of Plastic in Oceans, More Scientists Studying Impact." Lexile: 1160L Text 3: Magazine Article Wong, Kristine. "Bye-Bye, Bags and Bottles: This Woman Lives Plastic-Free" Lexile: 950L Multimedia Text Video: "What's an Ocean Garbage Patch?"	Text 1: Magazine Article Smith, Natalie. "Luv 2 Txt." Lexile: 1030 Text 2: Blog Post Fisher, Ken. "LOL, Texting, and Txt-speak: Linguistic Miracles." Lexile: 830L Text 3: News Article Kaufman, Leslie. "In Texting Era, Crisis Hotlines Put Help at Youths' Fingertips." Lexile: 1140L Multimedia Text Podcast: "Crisis Texting With Bob Philbin."	Text 1: Drama Paterson, Katherine and Tolan, Stephanie. "Bridge to Terabithia: A Play with Music." Lexile: NP Text 2: Novel Excerpt Cisneros, Sandra. "Our Good Day" from The House on Mango Street. Lexile: 610L Multimedia Text Audiobook: "Bridge to Terabithia."
Academic Vocabulary	Concept addiction Domain-Specific interactive, social, violent (violence) High-Utility benefit (v/n), beneficial, creative, creativity, evidence, factor, influence (n/v), issue, significant Context ability, coordination, depict, distract, optimize, stereotype, validating, violated	Concept nutrition Domain-Specific appealing (appeal), ban (v), calorie, epidemic, expensive, habit, obesity (obese), trend High-Utility available, eliminate, impact (n/v), implement, indicate, prevent, prevention, restrict, select Context fund, financial, guidelines, option, role, stigma, technically, undermine	Concept culture Domain-Specific artistic, community, criticism (critic), deface, express, political, target (n), vandal (vandalism) High-Utility border, chronicle (v), damage (v/n), represent, identity, interpret, legal, removal, remove Context affiliation, deteriorate, gallery, haunt, intervention, offenders, sojourners, victimless	Concept environment Domain-Specific dispose, legislation, litter, pollute (pollution), recycle, retailers, reuse (reusable), tax High-Utility alternative, consumer, generate, ineffective, occur, potential (n/adj), produce (production), relevant, research, resource, support (supporter) Context albatross, debris, decompose, durable, dilemma, fundamental, generation, industry, toxic, version	Concept communicate Domain-Specific bonds, code, distract, formal (informal), norms, proper (improper), technical, technology High-Utility admit, affect, connect (connection), constant, constructive (constructively), convenience (convenient), counseling (counselor), crisis, demonstrate, decline Context on the rise, undivided attention, rapidly, medium, concise, shortcut, reflection, ubiquitous, moderate, prevalent	Concept relationship Domain-Specific admire, adoringly (adore), chorus, enchanted, predator, insult (insulting), kingdom, stronghold High-Utility assess (reassess), collaborate, complicated, emphatic (emphatically), expression, negotiate, priority, rulers Context chip, crumbly, elaborate, extinct, fauns, guffaw, gully, reckon
Formal Writing	Justification Paragraph Are video games harmful or beneficial?	Formal Summary Paragraph Write a formal summary of "Food Fight."	Summary & Response Essay Write a summary and response for "The Writing on the Wall."	Argument Essay Should cities outlaw plastic bags?	Informative Essay How is texting affecting the way we communicate?	Narrative Essay Think about one of your closest friends. Describe when you realized that he or she was a true friend.
Language & Conventions for Writing	Paraphrasing Text, Singular Present-Tense Verbs	Citation Verbs, Nouns & Pronouns to Credit an Author	Precise Adjectives to Respond, Compound & Complex Sentences	Precise Adjectives for Evidence, Modal & Conditional Verbs	Language for Quantity & Frequency, Using Homophones Correctly	Language for Description, Using Pronouns Correctly
Transitions	Transitions to Introduce Evidence	Transitions to Connect Ideas	Transitions to Organize Details	Transitions to Create Cohesion	Transitionsto Clarify Relationships	Transitions to Convey Sequence
Speech Type & Presentation Skills		Argument Speech Maintaining Eye Contact, Including Visual Displays/Digital Media		Informative Speech Using Adequate Volume, Including Visual Displays/Digital Media		Narrative Speech Ensuring Clear Pronunciation, Including Visual Displays/Digital Media

Course B: Volume 2



English 3D[®]

SCOPE AND SEQUENCE

TOPIC	1: FEMALE ATHLETES	2: TESTING ON ANIMALS	3: LIVING WITH DROUGHT	4: ONLINE BULLYING	5: MEDIA & IMAGE	6: HONESTY
Debate Question	Is it a win for girls to play on boys' sports teams?	Does using animals for research pass the test?	When the rain doesn't come down, what can people do to step up?	Should schools step in when cyberbullies strike?	Does the media need to take a look at how it shows people?	Is it ever okay to not tell the whole truth?
Texts & Text Complexity Lexile Range: 890L-1220L	Text 1: Magazine Article Stamper, Judith B. "Face-Off on the Playing Field." Lexile: 950L Text 2: News Article Fenno, Nathan. "Mo'ne Davis's Legacy Isn't Done With This Little League World Series." Lexile: 1140L	Text 1: Magazine Article Harris, DeShawn. "Animal Testing: Science or Shame?" Lexile: 990L Text 2: Essays "Put Animal Testing to Sleep." Lexile: 1130L Multimedia Text Video: "Their Calling is Defending Rats Yet These Folks Aren't Lawyers."	Text 1: Magazine Article Walsh, Bryan. "5 Ways to Bust California's Drought." Lexile: 1120L Text 2: Novel Excerpt Crowder, Melanie. "Parched." Lexile: 930L Multimedia Text Video: "California's Extreme Drought, Explained."	Text 1: Magazine Article Chen, Lucas. "The New Bully at School." Lexile: 890L Text 2: Magazine Article Morals, Carmen. "Bullies Behind Bars?" Lexile: 1030L Text 3: Magazine Article "The Girl Who Got Even: A True Cyberbullying Story." Lexile: 930L Multimedia Text Video: "Police in Monona, Wisc. Are Allowed to Ticket the Parents of Bullies."	Text 1: Magazine Article Cano, Marcos. "The Ugly Effects of Beauty." Lexile: 970L Text 2: News Article Haughney, Christine. "A Magazine Vows to Ease Retouching." Lexile: 1220L Text 3: Blog Post Brauer, Hayley. "Personal Photo Retouching: Millennials Going to Great Lengths for Perfect Pictures Online." Lexile: 1120L Multimedia Text Video: "See Journalist's Shocking Transformation."	Text 1: Drama Lewis, Mack. "The Secret Solider." Lexile: NP Text 2: Poetry Flynn, Nick. "Cartoon Physics, Part 1." Lexile: NP Multimedia Text Audio, read by author Nick Flynn: "Cartoon Physics, Part 1."
Academic Vocabulary	Concept discrimination Domain-Specific biased, compete (competition), gender High-Utility argue, argument, barrier, capable, concern, debate (n/v), distinction, opponent Context aggressive, athletic, contact sports, inequalities, forfeited, quotas, stride, velocity	Concept regulation Domain-Specific contribute, controversy, cruel, experiment (n/v), exploit, progress, replace (replacement), toxic High-Utility alternative (adj/n), consistent, ensure, primary, method (methodology), rely, research, rights Context cleansers, cosmetics, dismal, eliminate, hemorrhage, treatment, vaccine, virtually	Concept conservation Domain-Specific agriculture (agricultural), climate, commodity, drought, parched, precipitation, renewable (renew), residential High-Utility average, convert, efficient, foundation, inefficient, layer, option, region, severe Context aquifer, desalination, fatalism, grotto, impurities, irrigation, potable, succulent	Concept harassment Domain-Specific authority, explicit, responsible (responsibility), target, threat (threaten), torment, victim, violate High-Utility access, affect, contact, data, endure, estimate, exclude, involved, prohibit, respond (response) Context alert, clear-cut, empathetic, extortion, humiliating, monitor, ordeal, stalk, taunt, unbeknownst	Concept realistic Domain-Specific appearance, disorder, diverse (diversity), exposure (expose), ideal, media, obsession, transparent High-Utility alter, appropriate, emphasis, image, initiative, manipulate, manipulation, perceive, percent, perception, react, reaction, unaltered Context airbrushed, attribute (v), compose, detrimental, inundated, retouch, pact, promote, statistics, supplements	Concept truthful Domain-Specific ally, colony (colonize), endowed, honorably (honor), patriot, recruit, revolution, shrouded High-Utility charge, collapse, enlist, entitled, evident, examine, instruct, tangible Context battlefield, buzzards, deacon, ever-expanding, exemplary, inexorably, musket, regiment
Formal Writing	Justification Paragraph Should girls be allowed to compete on boys' sports teams?	Formal Summary Paragraph Write a formal summary of "Animal Testing: Science or Shame?"	Summary & Response Essay Write a summary and response for "5 Ways to Bust California's Drought."	Argument Essay Should parents, police, or schools be primarily responsible for punishing cyberbullies?	Informative Essay How do images in the media affect people?	Narrative Essay Think about a time when you felt like you had a good reason to lie. Describe the situation and the outcome.
Language & Conventions for Writing	Paraphrasing Text, Singular Present-Tense Verbs	Citation Verbs, Nouns & Pronouns to Credit an Author	Precise Adjectives to Respond, Compound & Complex Sentences	Precise Adjectives for Evidence, Modal & Conditional Verbs	Language for Quantity & Frequency, Active & Passive Voice	Language for Description, Using Pronouns Correctly
Transitions	Transitions to Introduce Evidence	Transitions to Connect Ideas	Transitions to Organize Details	Transitions to Create Cohesion	Transitionsto Clarify Relationships	Transitions to Convey Sequence
Speech Type & Presentation Skills		Argument Speech Maintaining Eye Contact, Including Visual Displays/Digital Media		Informative Speech Using Adequate Volume, Including Visual Displays/Digital Media		Narrative Speech Ensuring Clear Pronunciation, Including Visual Displays/Digital Media

TOPIC	1: TEEN SLEEP	2: LEARNING LANGUAGES	3: TEENS BEHIND THE WHEEL	4: TEENS & MONEY	5: ONLINE LEARNING	6: READY TO WORK	7: VOTING & CITIZENSHIP	8: FAILURE OR SUCCESS?
Debate Question	Do teens need a wake-up call when it comes to sleep?	Should not knowing another language keep a diploma out of reach?	Are teens old enough to get behind the wheel?	Can teens be trusted to know their limit when it comes to credit?	When it comes to school, should teens plug in or opt out?	Are teens ready to get to work?	Should everyone have to turn out to vote?	Is failure the secret of success?
Texts & Text Complexity Lexile Range: 900L-1450L	<p>Text 1: Magazine Article Weir, Kirsten. 2005. "Who Needs Sleep?" Current Health 2. Lexile: 990L</p> <p>Text 2: Magazine Article Grady, Denise. 2002. "Sleep Is One Thing Missing in Busy Teenage Lives" The New York Times Upfront. Lexile: 1260L</p> <p>Text 3: News Article Shellenbarger, Sue. 2012. "Understanding the Zombie Teen's Body Clock" The Wall Street Journal. Lexile: 1310L</p>	<p>Text 1: News Article Damschen, Kalli. 2012. "Many Benefits Come With Learning a Foreign Language." Standard Examiner. Lexile: 1230L</p> <p>Text 2: Blog Post Pinantoan, Andrianes. 2012. "The Effects of a Second Language on the Brain." Cerebral Hacks:www.cerebralhacks.com. Lexile: 1450L</p> <p>Text 3: Poetry Espaillat, Rhina P. 1998. "Bilingual/Bilingüe" from Where Horizons Go. Lexile: NP</p>	<p>Text 1: Magazine Article Jackson, Nancy Mann. 2011. "DNT TXT N DRV." Current Health Teens. Lexile: 1210L</p> <p>Text 2: News Article Davis, Robert. 2005. "Is 16 Too Young to Drive a Car?" USA Today. Lexile: 1140L</p> <p>Text 3: Magazine Article Zernike, Kate. 2012. "Unsafe Behind the Wheel?" The New York Times Upfront. Lexile: 1260L</p>	<p>Text 1: Magazine Article Stephens, Brooke. 2006. "Buyer, Beware!" Career World. Lexile: 1240L</p> <p>Text 2: Newsletter Federal Deposit Insurance Corporation. Spring 2005. "If at First You Don't Succeed," FDIC Consumer News. Lexile: 1400L</p> <p>Text 3: Magazine Article Smillie, Dirk. 2004. "Bankrupt by 25." New York Times Upfront. Lexile: 1230L</p>	<p>Text 1: Opinion Article Birkenes, Adele and Brown, Dontaé. 2011. "Cyber Students: Should Students Be Required to Take Online Courses?" Current Events. Lexile: 1130L</p> <p>Text 2: News Article Gabriel, Trip. 2011. "More Pupils Are Learning Online, Fueling Debate on Quality," New York Times. Lexile: 1380L</p> <p>Text 3: Novel Excerpt Cline, Ernest. 2011. Ready Player One. Lexile: 1070L</p>	<p>Text 1: Magazine Article O'Donovan, Betsy. 2010. "Look to the Future." Career World. Lexile: 1060L</p> <p>Text 2: Magazine Article Klein, Joe. 2012. "Learning That Works." Time. Lexile: 1090L</p> <p>Text 3: Essay Wagner, Tony. 2012. "Educating the Next Steve Jobs," Wall Street Journal. Lexile: 1270L</p>	<p>Text 1: Op-Ed Galston, William. 2011. "Telling Americans to Vote, or Else." New York Times. Lexile: 1230L</p> <p>Text 2: Speech Hamilton, Lee H., 2003. What Does It Mean to Be an American Citizen? Presented at the Congressional Conference on Civic Education. Lexile: 900L</p> <p>Text 3: Novel Excerpt Wiles, Deborah. 2010. Countdown. Lexile: 1030L</p>	<p>Text 1: Interview Dweck, Carol. 2013 Interview by Jocelyn K. Gleib. "Talent Isn't Fixed and Other Mindsets That Lead to Greatness." Lexile: 900L</p> <p>Text 2: News Article Hanford, Emily. 2012. "Angela Duckworth and the Research on 'Grit.'" American RadioWorks. Lexile: 1140L</p> <p>Text 3: Drama Kayden, Spencer. 2013. The Brave Boys of Greensboro. Scholastic Scope. Lexile: NP</p>
Academic Vocabulary	<p>Domain-Specific adolescent (adolescence), deficit, hormone, metabolism, puberty, sleep-deprived (sleep deprivation), stage, symptom</p> <p>High-Utility affect, approach (n), consequence, data, factor (n), regulate, respond (response), survey, tend to (tendency), trend</p> <p>Context accumulate, critical, diminish, prolonged, role, susceptible</p>	<p>Domain-Specific admit (admission), bilingual (bilingualism), cognitive, communicate (communication), competitive (competition), conflict, culture (cultural), generation, identity, linguistic, primary language, valuable (valued)</p> <p>High-Utility acquire (acquisition), benefit (n) (beneficial), capacity, global (globalization), impact (n/v), invariable (invariably), require (requirement), retain (retention)</p> <p>Context apparent, aspect, array, commodity, distinguish between, enable, monolingual, semantic</p>	<p>Domain-Specific ban (v/n), distraction (distracted), experienced (experience), impose, impulsive, inconvenience (inconvenienced), risk (n), supervision (supervised)</p> <p>High-Utility acknowledge, advocate (n/v), alternative, conduct, enforce (enforcement), incidence, involve, mature (adj) (immature), restriction (restricted), violate (violation)</p> <p>Context complacent, crucial, impetuous, novice, prohibit, resistance, simultaneously</p>	<p>Domain-Specific balance (n), bankrupt (bankruptcy), credit (n), debt, fee, financial (finances) (n), income, interest (n)</p> <p>High-Utility accurately, evaluate, indication (indicate), minimum (minimize), periodically, potential (potentially), priority, promote (promotion), restructure, significant (significantly)</p> <p>Context deliberately, eliminate, establishing, incur, intend, investment, liability, processed, unauthorized</p>	<p>Domain-Specific access (accessible), anonymity (anonymous), contributing (adj) (contribute), conventional, differentiate, digital, discipline, individualized, interactive (interact), reality, remedial, virtual</p> <p>High-Utility accommodate (accommodation), attribute (v) (attributable), comparable, effective (effectiveness), enhance (enhanced) (adj), estimate (n) (estimated) (adj), inclined (inclination), mandate (v/n)</p> <p>Context critics, declining, equivalent, ideological, proponents, proposed, substitute</p>	<p>Domain-Specific expertise, field, focus (v), mentor (n), prepare (preparation), professional (n), resilience (resiliency), specialty (specialization)</p> <p>High-Utility adapt, bias, establish (establishment), innovate (innovation), notion, passive, persist (persistence), principle, reluctant (reluctantly), technical</p> <p>Context assist, certified, comprehensive, despite, instance, precise, process (n), prospective, revealed, statistic</p>	<p>Domain-Specific barrier, citizen (citizenship, civic), constitutional, contribution (contribute), democratic (democracy), duty, eliminate, obligation, organize (organizers), registered (adj) (register), representative (adj)</p> <p>High-Utility consensus, dynamic, incentive, institution, precede, relevant (relevance), resolve (v) (resolution), responsive (responsiveness)</p> <p>Context accountable, assure, cynicism, decline, devote, profound</p>	<p>Domain-Specific achievement (achieve), challenging (adj) (challenge) (n), criticism (criticize), demonstration (demonstrate), determined (adj) (determination), grit, nonviolence, obstacle, persevere (perseverance), policy, segregation, trait</p> <p>High-Utility compensate, confront, emphasize (emphasis), environment (environmental), evolve, intervene (intervention), predictive (predictor), ultimate (ultimately)</p> <p>Context extroverted, fixed, hypocrites, initiatives, mindset, networks, obvious, provoke, stamina</p>
Formal Writing	<p>Formal Summary Write a formal summary of "Sleep Is One Thing Missing in Busy Teenage Lives."</p> <p>Justification Paragraph Should school start later to accommodate adolescent sleep needs?</p>	<p>Formal Summary Write a formal summary of "The Effects of a Second Language on the Brain."</p> <p>Justification Paragraph Should studying a second language be a graduation requirement?</p>	<p>Formal Summary Write a formal summary of "Is 16 Too Young to Drive a Car?"</p> <p>Justification Essay Should your state increase the minimum driving age?</p>	<p>Formal Summary Write a formal summary of "If at First You Don't Succeed."</p> <p>Justification Essay Are adolescents prepared to take on the responsibilities of using credit cards?</p>	<p>Formal Summary Write a formal summary of "More Pupils Are Learning Online, Fueling Debate on Quality."</p> <p>Argument Should states mandate that students take online courses?</p>	<p>Formal Summary Write a formal summary of "Learning That Works."</p> <p>Argument Does school prepare students for their future careers?</p>	<p>Formal Summary Write a formal summary of "What Does It Mean to Be an American Citizen?"</p> <p>Argument Should the United States implement compulsory voting?</p>	<p>Formal Summary Write a formal summary of "Angela Duckworth and the Research on 'Grit.'"</p> <p>Argument Is resilience more important for success than intelligence?</p>
Language & Conventions for Writing	Paraphrasing Text, Transitions to Introduce Evidence, Nouns and Pronouns to Credit an Author, Modal Verbs	Transitions to Organize Details, Paraphrasing Text, Simple Present-Tense Verbs to Cite an Author, Regular Past-Tense Verbs	Precise Language for Quantity and Frequency, Citing Sources	Transitions to Introduce Evidence, Simple and Complex Sentences	Paraphrasing Text, Conditional Verbs	Precise Adjectives, Simple and Complex Sentences	Present Perfect-Tense Verbs, Paraphrasing Text	Precise Language to Describe Evidence, Complex Cause and Effect Sentences
Presentation Skills	Maintaining Eye Contact	Using a Public Voice	Ensuring Clear Pronunciation	Speaking at an Appropriate Pace	Maintaining a Confident Posture	Including Visual Displays	Using Gestures for Emphasis	Including Digital Media

TOPIC	1: ARE YOU YOUR NAME?	2: KEEPING LANGUAGES ALIVE	3: YOUR BRAIN AND LANGUAGE
Debate Question	How does your name affect your identity?	How do languages stay alive?	How are language and your brain connected?
Text & Text Complexity Lexile Range: 750L-850L	Informational Text Gutierrez, Manuela. "What's in a Name?" Lexile: 750L	Informational Text Galleh, Baba. "Watch Your Language!" Lexile: 830L	Informational Text Huang, Jia. "Your Brain on Languages" Lexile: 850L
Academic Vocabulary	Domain-Specific and High-Utility Words affect, culture, embarrassed, identity, legacy, pronounce (mispronounce), respect (respected), tradition Context honor, origin, select, unique, valued	Domain-Specific and High-Utility Words benefit, challenge, communicate, connected (disconnected), dominant, encourage, essential, generation Context future, region, regularly, represent	Domain-Specific and High-Utility Words compete, community, constantly, flexible, impact, manage, multilingual (monolingual), responsible Context cognates, combine, eventually, limit (n), process (v)
Active Listening	Conversation (Brief Exchange) Podcast	Conversation (Multiple-Turn Exchange) Oral Presentation	Oral Presentation Conversation (Multiple-Turn Exchange)
Speaking & Presenting	Use Speech Functions Presentation Skill: Use Clear Pronunciation	Present and Discuss Information Presentation Skill: Maintaining Eye Contact	Support an Opinion Presentation Skill: Speaking at an Appropriate Pace
Formal Writing	Narrative Paragraph 1. Write the story of your name or nickname. Include where it came from or how you got it. 2. Write about a positive or negative experience you had with your name.	Opinion Paragraph Should you still speak your native language after you learn English?	Informative Paragraph How does your brain change when you learn multiple languages?
Grammar Focus	Past-Tense Verbs (Regular and Irregular)	Modal Verbs	Present-Tense Verbs

To: Board of Directors

From: Dr. Christopher Ortiz, Deputy Superintendent

Prepared by: Jelena Doney, Executive Assistant to the Deputy Superintendent

Subject: Update of District Policies

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

Maintaining effective, clearly-written policy is a responsibility of the Board. This is a first reading of policies that need to be updated. The Board may adopt policies at the second reading; or if further revisions are required, the Board can adopt after a third reading.

Policies for review this meeting:

1. Bidding Requirements, DJC
 - a. Purpose:
 - i. Align with State procurement rules
 - ii. Align with OSBA *recommended* updated policy
 - b. Changes made:
 - i. Communicate that the Superintendent will fulfill the role of the Local Contract Review Board
 - ii. Communicate thresholds, in alignment with state procurement rules, including contracts for products, services or supplies up to and including \$10,000, personal service contracts if the value is less than or equal to \$50,000 and Architects, Engineers and Related Services contracts if the value is less than or equal to \$100,000.
2. Vendor Relations, DJG
 - a. Purpose: to clarify that we do not do business with international vendors due to tax complications and issues with customs
 - b. Changes made: Insert language communicating the above information

Previous Board Action:

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

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

The alternative is to retain the current Board policies. Board policy required by OSBA means the current policy is not in alignment with The Board not approving required policies from OSBA

Staff Recommendation:

The Board will review the policies as presented as a first reading. Staff recommends adoption after a second reading at the June 22, 2022 Board meeting.

Motion:

Not Applicable



Code: DJC
 Adopted: 1/04/07
 Revised/Readopted: 7/15/10; 1/08/14;
 4/08/15;5/25/22
 Orig. Code(s): DJC

Bidding Requirements

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. ~~All purchase of personal property, materials and supplies shall be guided by the following criteria: All public contracts for goods or services shall be based upon applicable competitive procurement provisions of Oregon Revised Statutes and adopted public contracting rules except:~~

1. ~~Contracts between contracting agencies or between contracting agencies and the federal government;~~
2. ~~Insurance and services contracts as provided for under state law;~~
3. ~~Contracts for the procurement or distribution of textbooks;~~
4. ~~Energy savings performance contracts¹;~~
5. ~~Contracts made with qualified nonprofit agencies providing employment opportunities for disabled individuals;~~
6. ~~Public improvement contracts exempted by the Local Contract Review Board (LCRB) upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings and other substantial benefits to the district;~~
7. ~~Special procurements exempted by the LCRB Superintendent upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings to the district;~~
8. ~~Emergency contracts;~~

~~Special procurements exempted by the LCRB Superintendent upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings to the contracting agency;~~

~~Emergency contracts;~~

9. Personal Services contracts if the value is less than or equal to \$50,000.

¹ Attorney General rules may still apply.

¹ {The Board may contract with another public agency to serve as its LCRB.}

10. Architect, Engineers and Related Services contracts if the value is less than or equal to \$100,000.

11. Any other public contract specifically exempted from the code by another provision or law.

The Board will serve as the LCRB for the district. All district purchasing shall be conducted in accordance with the [Board's] adopted rules^{2}.

All purchase of personal property, materials and supplies shall be guided by the following criteria:

1. Suitability to the requirements of the educational program;
2. Conformity to developed specifications when available;
3. Price;
4. Consideration shall be given as to whether maintenance service is available and whether record of service is critical for the continued operation of the item. If so, the request for proposal shall be prepared accordingly;
5. Delivery terms.

~~All purchase, lease or sale of personal property, public improvements or services, other than agreements for personal service in excess of \$10,000, shall be based upon competitive bids, quotes or proposals except:~~

- ~~1.— Contracts made with other public agencies or the federal government;~~
- ~~2.— Contracts made with qualified nonprofit agencies providing employment opportunities for disabled individuals;~~
- ~~3.— Public improvement contracts exempted by the **Local Contract Review Board (LCRB)** **Superintendent** following approval of findings that such exemption will result in a cost savings and other substantial benefits, and it is unlikely that the exemption will encourage favoritism or substantially diminish competition;~~
- ~~4.— A contract for products, services or supplies if the value is less than **or equal to** \$10,000;~~
- ~~5.— Insurance and service contracts as provided by law;~~
- ~~6.— Contracts between public agencies utilizing an existing solicitation or current requirement contract of one of the public agencies that is a party to the contract as provided by law;~~
- ~~7.— Contracts for procurement of textbooks;~~

² {The Board may contract with another public agency to serve as its LCRB.}

8. ~~Energy savings performance contracts;~~

~~9.1. Special procurements exempted by the LCRB Superintendent upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings to the contracting agency;~~

~~10.1. Emergency contracts;~~

~~11.1. Personal Services contracts if the value is less than or equal to \$50,000.~~

~~12.1. Architect, Engineers and Related Services contracts if the value is less than or equal to \$100,000.~~

~~13.1. Any other public contract specifically exempted from the code by another provision or law.~~

The board will serve as the LCRB for the district. All district purchasing shall be conducted in accordance with the board's adopted rules¹.

The board acting as its own LCRB², will adopt the *Oregon Attorney General's Model Public Contract Rules* OAR Chapter 137, ~~in effect at the time this policy is adopted. These rules govern purchasing procedures, advertisements, awarding of contracts, retainage, claims, liens, bid security, payment, performance bonds and other matters subject to competitive procurement provisions of law. Divisions 046 through 049,] [its own rules of procedure that will govern district purchasing. Consequently, the model rules adopted by the Attorney General shall not apply to the district. The district's rules may include portions of the Oregon Attorney General's Model Public Contract Rules OAR Chapter 137, Division 046 through 049,] in effect at the time this policy is adopted. These rules govern purchasing procedures, and other matters subject to public contracting provisions of law. {³}~~

The district shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under ORS 279A.065(3).

Additionally, the board will adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 through 249 in effect at the time this policy is adopted.

~~Where necessary, t~~The bBoard ~~has made~~ will make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065 (~~65~~)(b), to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. ~~. [Modifications will be made only following review by the district's legal counsel.]~~ New rules, as necessary, shall be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

³ ~~{If the Board does not establish its own rules of procedure as permitted under ORS 279A.065(5), the district is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.}~~

~~The board recognizes that a public contracting agency that has not established its own rules of procedure as required by ORS 279 is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.~~

~~Public contracts, if awarded, will be awarded to the lowest, responsive and responsible bidder or the best, responsive and responsible proposer consistent with solicitation document provisions. The board may reject in whole or in part, any bid or proposal not in compliance with all prescribed procedures and~~

Opportunity will be provided to all responsible suppliers to do business with the district. The Chief Financial Officer will develop and maintain lists of potential vendors for various types of materials, equipment and supplies. Such lists may be used to develop a mailing list for distribution of specifications and solicitations for bids or proposals. Any supplier may be included in the list upon request.

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

Records of bids, proposals and specifications will be kept in the district administration office and will conform with Oregon Revised Statutes and applicable records retention provisions of the Oregon Attorney General's Model Public Contract Rules.

¹The Board may contract with another public agency to serve as its LCRB.

²Purchases shall be governed by ORS Chapter 279, 279A, 279B and 279C. Additionally, the Board may, as provided by ORS 279, 279A.065, adopt the Oregon Attorney General's Model Public Contract Rules, OAR Chapter 137 governing purchasing/ bid procedures. The Board may also adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125. The Board may adopt portions of those rules or adopt its own rules. A Board that creates its own LCRB but has not established its own rules of procedure for public contracts is subject to the model rules (OAR Chapter 137) adopted by the Attorney General. _____

³{Purchases shall be governed by ORS Chapter 279, 279A, 279B and 279C. Additionally, the Board may, as provided by ORS 279, 279A.065, adopt the Oregon Attorney General's Model Public Contract Rules, OAR Chapter 137 governing purchasing/ bid procedures. The Board may also adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125. The Board may adopt portions of those rules or adopt its own rules. A Board that creates its own LCRB but has not established its own rules of procedure for public contracts is subject to the model rules (OAR Chapter 137) adopted by the Attorney General.}

⁴{If the Board does not establish its own rules of procedure as permitted under ORS 279A.065(5), the district is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.}

requirements and may reject for good cause any bid or proposal upon a written finding that it is in the public interest to do so. Such findings shall conform with criteria as specified by the *Oregon Attorney General's Model Public Contract Rules Manual*.

Opportunity will be provided to all responsible suppliers to do business with the district. The director of business services will develop and maintain lists of potential vendors for various types of materials, equipment and supplies. Such lists may be used to develop a mailing list for distribution of specifications and solicitations for bids or proposals. Any supplier may be included in the list upon request.

Procurements estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

Records of bids, proposals and specifications will be kept in the district administration office and will conform with Oregon Revised Statutes and applicable records retention provisions of the *Oregon Attorney General's Model Public Contract Rules Manual*.

END OF POLICY

Legal Reference(s):

[ORS Chapters 279A, 279B and 279C](#) [OAR Chapter 125](#), Divisions 246-249

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

Cross Reference(s):

- DJ - District Purchasing
- DJCA - Personal Services Contracts
- DJG - Vendor Relations
- FEF/FEFB - Construction Contracts - Bidding and Awards

Bidding Requirements

The Board declares its intention to purchase competitively without prejudice and to seek maximum educational value for every dollar expended. All public contracts for goods or services shall be based upon applicable competitive procurement provisions of Oregon Revised Statutes and adopted public contracting rules except:

1. Contracts between contracting agencies or between contracting agencies and the federal government;
2. Insurance and services contracts as provided for under state law;
3. Contracts for the procurement or distribution of textbooks;
4. Energy savings performance contracts¹;
5. Contracts made with qualified nonprofit agencies providing employment opportunities for disabled individuals;
6. Public improvement contracts exempted by the Local Contract Review Board (LCRB) upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings and other substantial benefits to the district;
7. Special procurements exempted by the Superintendent upon findings that the award would not encourage favoritism or substantially diminish competition and would result in substantial cost savings to the district;
8. Emergency contracts;
9. Personal Services contracts if the value is less than or equal to \$50,000.
10. Architect, Engineers and Related Services contracts if the value is less than or equal to \$100,000.
11. Any other public contract specifically exempted from the code by another provision or law.

¹ Attorney General rules may still apply.

The Board will serve as the LCRB for the district. All district purchasing shall be conducted in accordance with the [Board's] adopted rules^{2}.

All purchase of personal property, materials and supplies shall be guided by the following criteria:

1. Suitability to the requirements of the educational program;
2. Conformity to developed specifications when available;
3. Price;
4. Consideration shall be given as to whether maintenance service is available and whether record of service is critical for the continued operation of the item. If so, the request for proposal shall be prepared accordingly;
5. Delivery terms.

The board will serve as the LCRB for the district. All district purchasing shall be conducted in accordance with the board's adopted rules¹.

The board acting as its own LCRB³, will adopt the *Oregon Attorney General's Model Public Contract Rules* OAR Chapter 137, Divisions 046 through 049, [its own rules of procedure that will govern district purchasing. Consequently, the model rules adopted by the Attorney General shall not apply to the district. The district's rules may include portions of the *Oregon Attorney General's Model Public Contract Rules* OAR Chapter 137, Division 046 through 049,] in effect at the time this policy is adopted. These rules govern purchasing procedures, and other matters subject to public contracting provisions of law.³

The district shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under ORS 279A.065(3).

Additionally, the board will adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246 through 249 in effect at the time this policy is adopted.

The Board will make the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district shall review its rules each time the Attorney General adopts a modification of the model

² The Board may contract with another public agency to serve as its LCRB.

³ Purchases shall be governed by ORS Chapter 279, 279A, 279B and 279C. Additionally, the Board may, as provided by ORS 279, 279A.065, adopt the Oregon Attorney General's Model Public Contract Rules, OAR Chapter 137 governing purchasing/ bid procedures. The Board may also adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125. The Board may adopt portions of those rules or adopt its own rules. A Board that creates its own LCRB but has not established its own rules of procedure for public contracts is subject to the model rules (OAR Chapter 137) adopted by the Attorney General.

rules, as required by ORS 279A.065 (6)(b), to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. . [Modifications will be made only following review by the district’s legal counsel.] New rules, as necessary, shall be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

Opportunity will be provided to all responsible suppliers to do business with the district. The Chief Financial Officer will develop and maintain lists of potential vendors for various types of materials, equipment and supplies. Such lists may be used to develop a mailing list for distribution of specifications and solicitations for bids or proposals. Any supplier may be included in the list upon request.

Procurements for services estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

Records of bids, proposals and specifications will be kept in the district administration office and will conform with Oregon Revised Statutes and applicable records retention provisions of the *Oregon Attorney General’s Model Public Contract Rules*.

END OF POLICY

Legal Reference(s):

ORS Chapters [279](#), [279A](#), [279B](#) and [279C](#)
[OAR Chapter 125](#), Divisions 246-249

⁴ {If the Board does not establish its own rules of procedure as permitted under ORS 279A.065(5), the district is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.}

requirements and may reject for good cause any bid or proposal upon a written finding that it is in the public interest to do so. Such findings shall conform with criteria as specified by the *Oregon Attorney General's Model Public Contract Rules Manual*.

Opportunity will be provided to all responsible suppliers to do business with the district. The director of business services will develop and maintain lists of potential vendors for various types of materials, equipment and supplies. Such lists may be used to develop a mailing list for distribution of specifications and solicitations for bids or proposals. Any supplier may be included in the list upon request.

Procurements estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

Records of bids, proposals and specifications will be kept in the district administration office and will conform with Oregon Revised Statutes and applicable records retention provisions of the *Oregon Attorney General's Model Public Contract Rules Manual*.

END OF POLICY

Legal Reference(s):

[ORS Chapters 279A, 279B and 279C](#) [OAR Chapter 125](#), Divisions 246-249

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

Cross Reference(s):

- DJ - District Purchasing
- DJCA - Personal Services Contracts
- DJG - Vendor Relations
- FEF/FEFB - Construction Contracts - Bidding and Awards



Vendor Relations

The district welcomes business and bids from all eligible vendors. **International vendors are not considered eligible vendors.** Preferential treatment will not be extended to any vendor. Orders will be placed on the basis of quality, price and delivery, with past services being a factor if other considerations are equal.

Salesmen or agents may not solicit staff members during hours when students are present. The superintendent may allow sales representatives or agents of educational products to contact staff members at times that will not interfere with the educational program.

Advertising is not allowed in the district unless it is approved by the superintendent. No district employee will receive compensation of any kind from any vendor for the sale of supplies or services.

END OF POLICY

Legal Reference(s):

[ORS 244.040](#)
[ORS Chapters 279A, 279B and 279C](#)
[ORS 332.107](#)

Cross Reference(s):

DJ - District Purchasing
DJC - Bidding Requirements



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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Board Announcements

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

- a. Upcoming Board Meetings
 - i. June 8, 2022 Work Session
 - ii. June 22, 2022 Business Meeting
- b. Individual Board Member Reports or Announcements

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Superintendent’s Report

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

Superintendent Diaz will provide announcements and reports to the board:

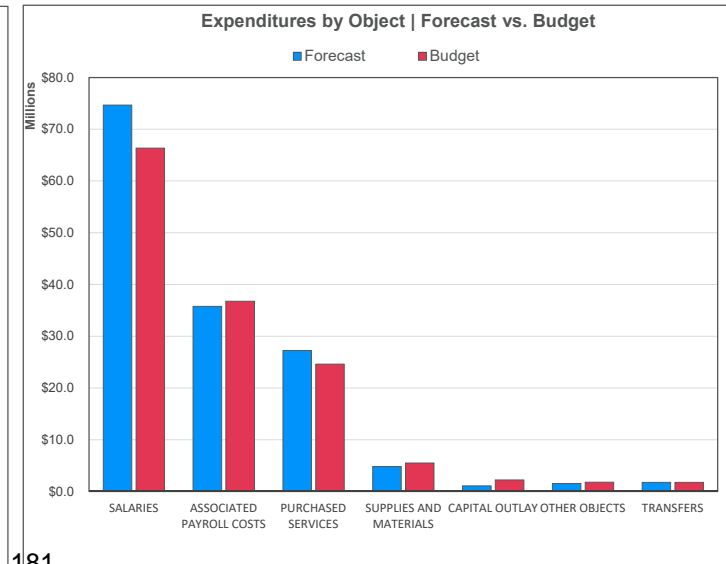
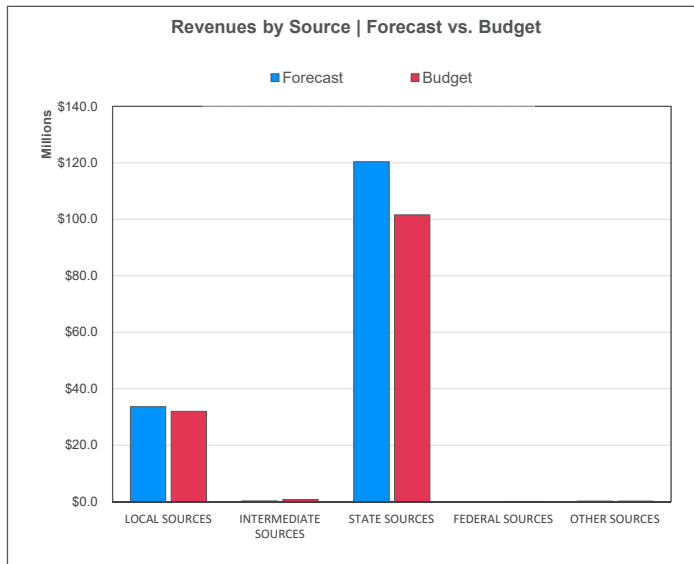
- a. Announcements / Reports - Dr. Danna Diaz
- b. Professional Development - Dr. Koreen Barreras-Brown
- c. Communication Report - Stephanie Field
- d. Financial Report - Anthony Lebron
- e. Enrollment Report - Anthony Lebron

100 General Fund | Financial Projection by Object

For the Period Ending April 30, 2022

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Annual Forecast	Variance Fav / (Unfav)
RESOURCES						
Operating Revenues						
Local Sources	\$ 28,542,115	\$ 31,991,483	\$ 31,688,295	99.05%	\$ 33,635,029	\$ 1,643,546
Intermediate Sources	546,858	798,329	33,549	4.20%	258,597	(539,732)
State Sources	92,523,686	101,567,300	110,520,251	108.81%	120,373,449	18,806,149
Federal Sources	63,423	85,000	36,897	43.41%	57,508	(27,492)
Other Sources	1,232,761	215,987	215,987	100.00%	215,987	-
Total Operating Revenues	\$ 122,908,842	\$ 134,658,099	\$ 142,494,979	105.82%	\$ 154,540,571	\$ 19,882,472
Beginning Fund Balance	18,958,789	11,099,637	24,654,907	222.12%	24,654,907	13,555,270
TOTAL RESOURCES	\$ 141,867,631	\$ 145,757,736	\$ 167,149,885	114.68%	\$ 179,195,478	\$ 33,437,742
REQUIREMENTS						
Operating Expenditures						
Salaries	\$ 42,396,068	\$ 66,349,651	\$ 55,409,549	83.51%	\$ 74,672,604	\$ (8,322,953)
Associated Payroll Costs	25,196,472	36,773,398	27,532,801	74.87%	35,759,270	1,014,128
Purchased Services	15,841,465	24,603,985	20,406,426	82.94%	27,253,998	(2,650,013)
Supplies and Materials	2,840,961	5,502,428	3,595,834	65.35%	4,818,539	683,889
Capital Outlay	2,014,247	2,221,018	394,032	17.74%	1,079,215	1,141,803
Other Objects	1,475,277	1,800,352	1,527,134	84.82%	1,556,488	243,864
Transfers	3,475,913	1,773,000	1,763,354	99.46%	1,763,354	9,646
Total Operating Expenditures	\$ 93,240,404	\$ 139,023,832	\$ 110,629,131	79.58%	\$ 146,903,469	\$ (7,879,636)
Contingencies	-	1,683,476	-	0.00%	-	1,683,476
Unappropriated Ending Fund Balance	-	5,050,428	-	0.00%	-	5,050,428
TOTAL REQUIREMENTS	\$ 93,240,404	\$ 145,757,736	\$ 110,629,131	75.90%	\$ 146,903,469	\$ (1,145,732)
Ending Fund Balance					\$ 32,292,009	
OPERATING SURPLUS / (DEFICIT)	\$ 29,668,438	\$ (4,365,733)	\$ 31,865,847		\$ 7,637,102	\$ 27,762,108

(Operating Revenue less Operating Expenses)



ACTUAL ATTENDANCE COUNT REPORT 2021-2022

**Elementary Enrollment By Classroom
March 31, 2022**

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

M Scott		SPED SC	19	19	18	18	21	23							
			22	17	16	19	20	23							
			21	19	17	18	20	24							
					16										
Total		0	62	55	67	55	61	70	370	-		396	-26	409	10
# of Classes			3	3	4	3	3	3	19						
Average Class Size			20.67	18.33	16.75	18.33	20.33	23.33							
Salish Ponds		SPED SC	15	18	18	17	22	21							
			17	17	20	14	20	19							
			17	17	21	15	21	17							
Total		0	49	52	59	46	63	57	326	-		360	-34	378	-46
# of Classes			3	3	4	3	3	3	19						
Average Class Size			16.33	17.33	14.75	15.33	21.00	19.00							
Sweetbriar		SPED SC	20	18	19	17	25	26							
			19	17	19	18	22	27							
					7	x	9								
Total		0	39	35	45	44	47	53	263	-		272	-9	303	-42
# of Classes			2	2	2.5	x	2.5	2	2	13					
Average Class Size			19.50	17.50	18.00	17.60	23.50	26.50							
Troutdale		SPED SC	18	19	15	24	21	20							
			18	21	15	23	19	20							
			18	18	17		18	19							
Total			54	58	47	47	58	59	323	-		323	0	378	-53
# of Classes			3	3	3	2	3	3	17						
Average Class Size			18.00	19.33	15.67	23.50	19.33	19.67							
Wilkes		SPED SC	19	17	26	24	21	23							
			9	20	24	22	23	22							
			11	19	26	24	6	x	12						
			9	x	10		21	21							
Total		20	67	61	76	70	71	78	443	-		419	24	432	-63
# of Classes			3.5	3.5	3	3	3.5	3.5							
Average Class Size			19.14	17.43	25.33	23.33	20.29	22.29							
Woodland		SPED SC	21	16	23	22	21	22							
			9	21	24	20	18	22							
			10	22	21	22	20	21							
			6												
Total		25	64	49	68	64	59	65	394	-		359	35	371	-74
# of Classes			3	3	3	3	3	3							
Average Class Size			21.33	16.33	22.67	21.33	19.67	21.67							

SPED Outside Placements/Tutoring		3.00	1.00	2.00	3.00	6.00	9.00	24			27	-3	27	-13
Grade Totals	79	626	598	653	643	671	706	3976	-		4070	-94	4290	-371
Total # of Classes		35	32	34.5	32.5	32.5	32.5							
Total Average Class Size		17.89	18.69	18.93	19.78	20.65	21.72							

ACTUAL ATTENDANCE COUNT REPORT 2021-2022																			
Secondary Enrollment By Grade Level														COMPARISON TO PROJECTIONS		COMPARISON TO 2020-2021			
March 31, 2022														2021-22 Projected		@ June 2021			
School	SPED SC	6th Grade	7th Grade	x	8th Grade	x	9th Grade	x	10th grade	x	11th Grade	x	12th Grade	Total	Added FTE	Projected	Diff	2020-2021	YOY Chg
SPED Outside Placements/Tutoring		8	8		12		8		7		2		11	56		56	0	51	-79
HB Lee MS	11	220	223		251									705		826	-121	794	4
Reynolds MS	24	278	275		304									881		977	-96	956	5
Walt Morey MS	7	198	177		190									572		604	-32	577	-19
RHS + Middle College							667		641		540		511	2359		2801	-442	2667	256
RLA							1		37		67		134	239		216	23	241	30
Cornerstone - SPED													22	22		30	-8	30	1
Cornerstone 1- SPED													9	9		11	-2	6	-4
Total	42	704	683		757		676		685		609		687	4843	-	5521	-678	5322	194
Total Reynolds:														8819	-	9591	-772	9,612	-177
Comprehensive School		Targeted School				New Classroom Pending													
Charter School Data																			
		1st	2nd	3rd	4th	5th	6th-8th	Total	Added FTE										
	Kndgtn	Grade	Grade	Grade	Grade	Grade	Grade	Total	FTE	Grade									
Arthur Academy	26	26	25	27	26	24		154					167	-13	166	-13			
Rockwood Preparatory Academy	64	62	46	52	50	39		313					295	18	292	-1			
MLA	48	45	48	47	47	47	258	540					570	-30	568	12			
								1007	-				1032	-25	1026	-2			
														9,826	-	10,161	-335	10,638	-179

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

2021-2022 Enrollment by Grade Data Excluding Charters											
Grade	6-Oct-2021	20-Oct-2021	9-Nov-2021	2-Dec-2021	16-Dec-2021	6-Jan-2022	20-Jan-2022	3-Feb-2022	17-Feb-2022	3-Mar-2022	31-Mar-2022
Kndgtn	633	642	641	637	635	636	635	630	628	630	626
1st	590	593	600	603	599	601	598	594	599	602	598
2nd	655	655	649	650	650	650	648	647	645	650	653
3rd	631	638	632	632	631	633	628	628	634	658	643
4th	665	669	675	677	672	672	675	676	675	701	671
5th	687	685	684	690	689	691	692	635	692	694	706
6th	721	719	725	721	719	720	713	712	710	708	708
7th	702	702	703	696	692	690	687	680	676	679	679
8th	779	735	765	765	766	767	764	761	756	758	758
9th	715	712	706	699	689	694	687	692	686	684	684
10th	727	727	721	729	698	707	709	712	698	692	692
11th	675	670	660	624	629	630	631	628	612	608	608
12th	749	742	733	718	717	718	716	703	694	691	691
SPED SC	110	107	112	114	118	120	123	122	123	122	121
Total	9,039	8,996	9,006	8,955	8,904	8,929	8,906	8,820	8,828	8,877	8,838

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

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

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

Unit Change in Data 2021-2022 as Compared to 2020-2021 Excluding Charters											
Grade	10/6/2021 vs 10/6/2020	10/20/2021 vs 10/29/2020	11/9/2021 vs 11/12/2020	12/2/2021 vs 12/3/2020	12/16/2021 vs 12/15/2020	1/6/2022 vs 1/7/2021	1/20/2022 vs 1/26/2021	2/3/2022 vs 2/4/2021	2/17/2022 vs 2/23/2021	3/3/2022 vs 3/4/2021	3/31/2022 vs 3/30/2021
Kndgtn	65	45	40	32	30	30	27	21	17	19	15
1st	(107)	(123)	(114)	(110)	(112)	(109)	(115)	(121)	(115)	(112)	(116)
2nd	(26)	(46)	(50)	(51)	(50)	(51)	(52)	(52)	(55)	(54)	(51)
3rd	(68)	(69)	(74)	(73)	(74)	(74)	(80)	(80)	(76)	(50)	(65)
4th	(43)	(53)	(48)	(47)	(51)	(54)	(48)	(47)	(48)	(22)	(52)
5th	(81)	(106)	(108)	(103)	(104)	(105)	(108)	(163)	(103)	(100)	(88)
6th	(83)	(61)	(55)	(59)	(63)	(58)	(65)	(62)	(60)	(62)	(62)
7th	(147)	(119)	(113)	(120)	(123)	(124)	(128)	(132)	(139)	(136)	(136)
8th	50	20	47	44	45	45	43	42	38	39	39
9th	(43)	(122)	(120)	(114)	(124)	(123)	(126)	(124)	(129)	(130)	(130)
10th	26	(14)	(14)	(6)	(31)	(20)	(18)	(17)	(29)	(35)	(35)
11th	67	(7)	(15)	(36)	(31)	(25)	(22)	(27)	(44)	(48)	(48)
12th	19	(67)	(79)	(76)	(79)	(72)	(72)	(89)	(100)	(104)	(104)
SPED SC	45	30	35	34	38	39	42	40	39	39	38
Total	(326)	(692)	(668)	(685)	(729)	(701)	(722)	(811)	(804)	(756)	(795)

2021-2022 Enrollment by School Data Excluding Charters

School	6-Oct-2021	20-Oct-2021	9-Nov-2021	2-Dec-2021	16-Dec-2021	6-Jan-2022	20-Jan-2022	3-Feb-2022	17-Feb-2022	3-Mar-2022	31-Mar-2022	PD	Change	Rept Date vs June 2021	
	Chg	10/6 to Current	6/3/2021	Change											
Alder	381	388	386	386	385	384	378	371	367	367	368	(6)	(3)	437	(59)
Davis	396	396	397	396	396	395	391	336	404	406	406	(4)	(5)	428	(37)
Fairview	302	306	305	304	302	307	305	305	302	346	307	(2)	3	290	15
Glenfair	390	399	398	392	400	403	417	411	407	402	417	14	27	423	(6)
Hartley	335	335	333	337	334	335	330	333	332	335	335	(5)	(5)	414	(84)
M Scott	357	358	359	360	360	362	361	363	364	368	368	(1)	4	409	(48)
Salish Ponds	348	353	352	350	343	345	340	338	334	331	331	(5)	(8)	378	(38)
Sweetbriar	266	268	266	266	265	263	264	260	263	263	263	1	(2)	303	(39)
Troutdale	330	327	329	330	329	321	322	322	322	325	325	1	(8)	378	(56)
Wilkes	433	431	434	438	440	443	442	441	450	457	457	(1)	9	432	10
Woodland	372	373	378	383	378	384	385	388	386	393	393	1	13	371	14
Lee MS	720	676	707	700	700	699	700	703	708	708	708	1	(20)	794	(94)
RMS	928	924	924	920	920	922	910	890	879	878	878	(12)	(18)	956	(46)
WMMS	569	570	572	573	568	568	569	575	569	572	572	1	-	577	(8)
RHS	2,604	2,585	2,555	2,506	2,456	2,469	2,469	2,449	2,414	2,397	2,359	-	(135)	2,667	(198)
RLA	185	199	209	208	226	225	218	227	219	219	239	(7)	33	241	(23)
Cornerstone/Tutoring/Outside Plc	123	108	102	106	102	104	105	86	85	87	87	1	(18)	114	(9)
Total	9,039	8,996	9,006	8,955	8,904	8,929	8,906	8,798	8,805	8,854	8,813	(23)	(133)	Total	(706)

2020-2021 Enrollment by School Data Excluding Charters

School	6-Oct-2020	29-Oct-2020	12-Nov-2020	3-Dec-2020	15-Dec-2020	7-Jan-2021	26-Jan-2021	4-Feb-2021	23-Feb-2021	4-Mar-2021	30-Mar-2021	PD	Change
	Chg	10/6 to Current											
Alder	429	431	431	434	434	434	438	437	436	436	434	4	9
Davis	397	421	423	421	420	421	421	424	424	423	423	1	24
Fairview	287	293	290	291	291	291	290	291	292	291	292	(1)	3
Glenfair	380	419	419	420	419	424	421	422	423	422	425	(3)	41
Hartley	405	412	411	411	411	412	410	411	412	415	415	(2)	5
M Scott	401	402	405	409	407	407	409	409	408	406	408	2	8
Salish Ponds	340	376	376	376	376	375	378	378	379	379	379	3	38
Sweetbriar	301	301	302	300	300	302	304	304	304	304	302	2	3
Troutdale	381	379	379	378	377	375	375	373	373	374	371	-	(6)
Wilkes	431	430	432	434	435	435	436	433	437	439	433	1	5
Woodland	378	376	373	376	376	377	376	376	373	373	372	(1)	(2)
Lee MS	805	797	794	796	795	794	798	793	791	790	783	4	(7)
RMS	1002	961	963	963	964	963	966	965	962	963	961	3	(36)
WMMS	592	579	578	577	578	577	570	570	573	573	573	(7)	(22)
RHS	2,573	2,765	2,749	2,707	2,706	2,700	2,693	2,701	2,694	2,692	2,682	(7)	120
RLA	153	217	219	216	228	225	225	226	233	235	243	-	72
Cornerstone/Tutoring	110	129	130	131	116	119	118	118	118	118	117	(1)	8
Total	9,365	9,688	9,674	9,640	9,633	9,630	9,628	9,631	9,632	9,633	9,613	(2)	263

Unit Change in Data 2021-2022 as Compared to 2020-2021 Excluding Charters

School	10/6/2021 vs 10/6/2020	10/20/2021 vs 10/29/2020	11/9/2021 vs 11/12/2020	12/2/2021 vs 12/3/2020	12/16/2021 vs 12/15/2020	1/6/2022 vs 1/7/2021	1/20/2022 vs 1/26/2021	2/3/2022 vs 2/4/2021	2/17/2022 vs 2/23/2021	3/3/2022 vs 3/4/2021	3/31/2022 vs 3/30/2021
	Alder	(48.00)	(43.00)	(45.00)	(48.00)	(49.00)	(50.00)	(60.00)	(66.00)	(69.00)	(69.00)
Davis	(1.00)	(25.00)	(26.00)	(25.00)	(24.00)	(25.00)	(30.00)	(88.00)	(20.00)	(17.00)	(17.00)
Fairview	15.00	13.00	15.00	13.00	11.00	16.00	15.00	14.00	10.00	55.00	15.00
Glenfair	10.00	(20.00)	(21.00)	(28.00)	(19.00)	(21.00)	(4.00)	(11.00)	(16.00)	(20.00)	(8.00)
Hartley	(70.00)	(77.00)	(78.00)	(74.00)	(77.00)	(77.00)	(80.00)	(78.00)	(80.00)	(80.00)	(80.00)
M Scott	(44.00)	(44.00)	(46.00)	(49.00)	(47.00)	(45.00)	(48.00)	(46.00)	(44.00)	(38.00)	(40.00)
Salish Ponds	8.00	(23.00)	(24.00)	(26.00)	(33.00)	(30.00)	(38.00)	(40.00)	(45.00)	(48.00)	(48.00)
Sweetbriar	(35.00)	(33.00)	(36.00)	(34.00)	(35.00)	(39.00)	(40.00)	(44.00)	(41.00)	(41.00)	(39.00)
Troutdale	(51.00)	(52.00)	(50.00)	(48.00)	(48.00)	(54.00)	(53.00)	(51.00)	(51.00)	(49.00)	(46.00)
Wilkes	2.00	1.00	2.00	4.00	5.00	8.00	6.00	8.00	13.00	18.00	24.00
Woodland	(6.00)	(3.00)	5.00	7.00	2.00	7.00	9.00	12.00	13.00	20.00	21.00
Lee MS	(85.00)	(121.00)	(87.00)	(96.00)	(95.00)	(95.00)	(98.00)	(90.00)	(83.00)	(82.00)	(75.00)
RMS	(74.00)	(37.00)	(39.00)	(43.00)	(44.00)	(41.00)	(56.00)	(75.00)	(83.00)	(85.00)	(83.00)
WMMS	(23.00)	(9.00)	(6.00)	(4.00)	(10.00)	(9.00)	(1.00)	5.00	(4.00)	(1.00)	(1.00)
RHS	31.00	(180.00)	(194.00)	(201.00)	(250.00)	(231.00)	(224.00)	(252.00)	(280.00)	(295.00)	(323.00)
RLA	32.00	(18.00)	(10.00)	(8.00)	(2.00)	0.00	(7.00)	1.00	(14.00)	(16.00)	(4.00)
Cornerstone/Tutoring/Outside Plc	13.00	(21.00)	(28.00)	(25.00)	(14.00)	(15.00)	(13.00)	(32.00)	(33.00)	(31.00)	(30.00)
Total	(326)	(692)	(668)	(685)	(729)	(701)	(722)	(833)	(827)	(779)	(800)



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

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: Consent Agenda
Policy: [Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF](#)
Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

- a. Approval of Personnel Order
- b. Approval of Prior Meeting Minutes
- c. Grant Acceptance
 - i. Wildfire Migration Grant
 - ii. TAP Grant for Seismic Assessments
 - iii. Menstrual Dignity Program Grant Agreement
- d. Resolution: 2021-2022-025: LGBTQ+ Pride Month
- e. Field Trips
 - i. RHS Football Field Trip
 - ii. RHS Boys Basketball Field Trip
- f. Authorization to Approve Contract for Nutrition Specialized Software
- g. OSEA MOU on Summer Learning

Staff Recommendation:

Staff recommends the Board approve all Consent Agenda items as presented.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve all Consent Agenda items as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion 187
- D. Call for Board Vote

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

May 11, 2022

7:00 PM

Virtual Meeting

Attendance Taken at 6:53 PM. Spencer Chao: Present, Yesenia Delgado: Present, Ana Gonzalez Muñoz: Absent, Francisco Ibarra: Present, Aaron Muñoz: Present, Michael Reyes: Present, Cayle Tern: Present. Attendance Update Taken at 7:06 PM. Ana Gonzalez Muñoz: Present.

I. 6:00p - Executive Session

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

- Vice Chair Yesenia Delgado called the May 11, 2022 Work Session to order at 7:04p and read the Land Acknowledgement into the record.

I move to amend the agenda by adding an action item for a field trip request from Reynolds High School. This motion, made by Aaron Muñoz and seconded by Michael Reyes, Passed.

Yea: 7, Nay: 0

III. 7:05p - Public to be Heard

IV. 7:20p - Early Entry Policy Update

- The building-based approach seems more equitable than just a psychological exam.
- How will we make sure all families know about the opportunity and process?
- Board majority leaning towards a revised policy over eliminating the policy all together.
- Data about the outcomes after the policy revisions in a couple of years and then readdress eliminating the policy.
- Proposal on the changes going into effect for the 23-24 school year instead of this year.
- Bring both options back to the May Business Meeting - a motion to eliminate the policy and a revised policy.

V. 7:35p - Communications Audit Board Focus Group

VI. 8:10p - JROTC JCLC Field Trip Action Item

I move that the Board approve the JROTC JCLC field trip May 18-22, 2022 as presented. This motion, made by Michael Reyes and seconded by Spencer Chao, Passed.

Yea: 7, Nay: 0

VII. 8:20p - Adjourn

- Vice Chair Delgado adjourned the May 11 work session at 8:25p.

**Reynolds School District
Board of Education Budget Committee**

May 12, 2022

6:00 PM

Virtual Meeting

Attendance Taken at 6:04 PM. Spencer Chao: Absent, April Curtis: Present, Yesenia Delgado: Present, Ana Gonzalez Muñoz: Present, Francisco Ibarra: Present, Aaron Muñoz: Present, Catherine Nicewood: Present, Bill Peterson: Present, Michael Reyes: Present, Victoria Rizzo: Present, Cayle Tern: Present.

I. Call to Order

- Chair Peterson called the May 12, 2022 Budget Committee Meeting to order at 6:02p and read the Land Acknowledgement into the record.

II. Land Acknowledgement

III. Roll Call

IV. Public Comment

V. Questions and Answers

- Question about written comment regarding recess staff - why are recess staff only hired for 2 hours a day instead of hiring full-day EAs who help in the classroom outside of recess time?
- Future forecasting - page 184 PERS unfunded liability. Huge spike in 2024. What are the conversations we are having now to plan for that?
 - We are participating in the 2023 Bond for PERS which will help us mitigate the debt.
- Ending Fund Balance - do we have an estimate on the potential strategies/costs that the balance could be spent toward?
 - If we are fully staffed next year and pay the COLAs we agreed to, we will be at a 5% ending-fund balance by 2024.

VI. Action Items

A. Approval of the 2022-2023 Proposed Budget / Budget Resolution

BE IT MOVED, that the Budget Committee of Multnomah County School District (Reynolds School District) #7 hereby approves the 2022-23 "Proposed" budget in the total sum of \$277,833,821 now on file in the District Administration Office. BE IT MOVED, that the requirements for the fiscal year beginning July 1, 2022, and for the purposes shown below are hereby approved to be appropriated, provided however, that the sum of the appropriations is limited to the available resources. The totals for each fund are as follows: General Fund: \$171,256,997; Federal Programs: \$34,293,254; State and Local Programs: \$28,765,566; Nutrition Services: \$9,826,497; Early Retirement: \$325,000;

Insurance Reserve: \$1,094,000; 2015 Debt Service - G.O. Bond: \$17,282,948; Debt Service - PERS Bond: \$9,970,025; Capital Projects Fund: \$5,019,534; 2015 Capital Projects Fund: \$0; School Improvement Fund QZAB: \$0; For a total of \$277,833,821. This motion, made by Aaron Muñoz and seconded by April Curtis, Passed.

Yea: 10, Nay: 0

B. Tax Levy Resolution

BE IT MOVED, that the Budget Committee of Multnomah County School District (Reynolds School District) #7 hereby approves the 2022-23 "Proposed" budget in the total sum of \$277,833,821 and that the permanent tax rate of \$4.4626 per \$1,000 of assessed value be levied upon all taxable property within the District. BE IT FURTHER MOVED, that the tax of \$12,100,000 be levied upon all taxable property and categorized as education within the District to retire a portion of the District's long-term bonded debt obligation. Levy Within Tax Base (Permanent Rate) \$4.4626 Levy for Bonded Debt (excluded from all limitations) \$12,100,000. This motion, made by Michael Reyes and seconded by Victoria Rizzo, Passed.

Yea: 10, Nay: 0

C. Past Meeting Minutes

I move that the Budget Committee approve the May 5, 2022 meeting minutes. This motion, made by Ana Gonzalez Muñoz and seconded by Yesenia Delgado, Passed.

Yea: 10, Nay: 0

VII. Adjourn

- Chair Peterson adjourned the May 12, 2022 Budget Committee meeting at 7:12p



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**

April 27, 2022

7:00 PM

Virtual Meeting

Attendance Taken at 7:02 PM. Spencer Chao: Absent, Yesenia Delgado: Present, Ana Gonzalez Muñoz: Present, Francisco Ibarra: Present, Aaron Muñoz: Present, Michael Reyes: Present, Cayle Tern: Absent.

I. 6:00p - Executive Session

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

II. 7:00p - Call to Order

- Chair Ana Gonzalez Muñoz called the April 27, 2022 Business Meeting to order at 7:04p.

III. Pledge of Allegiance

IV. Land Acknowledgement

- Chair Gonzalez Muñoz read the land acknowledgement into the record.

V. Consider Approval of the April 27, 2022 Agenda

I move to approve the April 27, 2022 Business Meeting agenda as presented. This motion, made by Yesenia Delgado and seconded by Aaron Muñoz, Passed.

Yea: 5, Nay: 0

III. 7:10p - Board Recognition

A. Student Recognition

B. Volunteer/Community Partner Recognition

C. Staff Recognition

D. Resolution 2021-2022-021: Asian American and Pacific Islander Heritage Month

- Read into the record my Director Michael Reyes.

E. Resolution 2021-2022-022: Teacher Appreciation Week

- Read into the record by Vice Chair Yesenia Delgado.

F. Resolution 2021-2022-023: School Lunch Hero Day

- Read into the record by Director Aaron Muñoz.

G. Resolution 2021-2022-024: Denouncing Racism at Athletic Events

- Read into the record by Vice Chair Yesenia Delgado.

IV. 7:30p - Public to be Heard

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

V. 7:40p - Bargaining Group Updates

VI. 7:55p - Presentation to the Board

A. RSD/REA Article 18 Discipline Report

B. Out of School Suspension Report

- What is the threshold between students being suspended out of school vs some sort of restorative practice to work on that behavior? / What is the level of behavior that triggers an out of school suspension?
- Is there a plan to work to close the gap / disproportionality of the discipline and out-of-school suspensions that affect our students of color?

VII. 8:15p - Board Reports

A. Board Announcements

i. Individual Board Members - Announcements and Reports

ii. Upcoming Board Meetings

VIII. 8:25p - Superintendent's Reports

A. Announcements/Reports

i. Equity Framework

B. Communications Report

C. Financial Report

D. Enrollment Report

IX. 8:50p - Consent Agenda

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

Yea: 5, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. 2022-2023 Student Calendars

D. Field Trips

i. RLA: Multnomah Youth Cooperative trip to Newport, Oregon

ii. RLA: Shakespeare Club Trip to Ashland, Oregon

E. IGA: Reynolds School District and Portland State University - MESA Program

F. Resolutions

i. Resolution 2021-2022-021: Asian American and Pacific Islander Heritage Month

ii. Resolution 2021-2022-022: Teacher Appreciation Week

iii. Resolution 2021-2022-023: School Lunch Hero Day

iv. Resolution 2021-2022-024: Denouncing Racism at Athletic Events

X. 8:55p - Board Discussion

XI. 9:05p - Adjourn

- Chair Ana Gonzalez Muñoz adjourned the April 27, 2022 Business Meeting at 9:05p.

To: Board of Directors

From: Dr. Christopher Ortiz, Deputy Superintendent

Prepared by: Marco Zawadzki, Risk Manager

Subject: Wildfire Risk Reduction Grant

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

This Wildfire Reduction Grant is a new grant from the Oregon Office of the State Fire Marshall, for wild fire mitigation efforts by public agencies.

Attachment A, Wildfire Risk Reduction Grant Approval
Attachment B, RSD7–State Fire Marshall Grant Agreement

Previous Board Action:

Not Applicable

Background:

Over several decades, Oregonians have experienced an increase in the frequency of extreme wildfires. Long-term drought, high winds, high temperatures, low humidity, and dry, overgrown vegetation create wildfire conditions. These conditions support the extreme wildfires occurring throughout Oregon, the West U.S., and in places that typically do not experience severe wildfires. As a result, there has been large-scale destruction of homes, buildings, and loss of life.

The Oregon Office of the State Fire Marshall (OSFM) is seeking to partner with schools and hospitals in a pilot incentive program to assist your facility departments in reducing wildfire risk. The OSFM is committed to supporting local efforts to improve defensible space and reduce wildfire risk of socially and economically vulnerable populations, critical infrastructure, schools, hospitals, and facilities that serve seniors throughout Oregon.

Financial Implications:

Not Applicable

Alternatives:

To not accept the \$5,000 Wildfire Risk Reduction Grant.

Staff Recommendation:

Staff recommends that the Board authorize acceptance of the \$5,000 grant for the purpose of trimming trees and bushes around school buildings to reduce the risk of building fires due to nearby wildfires.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board authorize the acceptance of the \$5,000 grant for the purpose of trimming trees and bushes around school buildings to reduce the risk of building fires due to nearby wildfires.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Marco Zawadzki

From: FLSE Admin <FLSEAdmin@osp.oregon.gov>
Sent: Thursday, April 14, 2022 10:07 AM
To: Marco Zawadzki
Subject: RE: Wildfire Risk Reduction Grant for Reynolds School District 7
Attachments: Reynolds School District Approved.pdf

WARNING: This email originated from outside of the Reynolds School District 7 email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hi Marco!

Congratulations! You have been approved for the Wildfire Risk Reduction Grant for \$5,000. Attached is your signed approved agreement for your records. You should receive your check within 7-10 business days to the address listed on your W9.

You may receive a call from our Oregon State Fire Marshal Fire Risk Reduction Specialists in your region to see if you have any questions. We are always here to help! Thank you for your interest in fire safety in Oregon.

Have a great day!

Julie Jordan
Division Assistant
Oregon Office of State Fire Marshal
Oregon State Police
Desk: 503-934-0362
Cell: 503-983-5375
Julie.jordan@osp.oregon.gov
www.oregon.gov/osp/sfm
Premier Public Safety Services



GRANT AGREEMENT

INSTRUCTIONS: Please leave the **agreement number blank**. In the recipient box, please enter the name of the **entity who will be responsible for managing the grant funds**, such as the school district, hospital, or private entity.

Title: Defensible Space Activities

Agreement Number: DSI-22-053 (for internal use ONLY)

This grant agreement ("Contract"), dated as of the date the Contract is fully executed, is made by the State of Oregon, acting by and through its Department of State Police, for the benefit of its Office of State Fire Marshal ("OSFM"), and Reynolds School District #1 ("Recipient"). This Contract becomes effective only when fully signed and approved as required by applicable law (the "Effective Date") and, unless earlier terminated, expires on January 1, 2023 (the "Expiration Date"). The period from the Effective Date through the Expiration Date is hereinafter referred to as the "Grant Term."

Pursuant to Section 52 of Oregon Laws 2021, chapter 592 (SB 762) (the "Act"), the Oregon Legislature funds for the purpose of OSFM carrying out the provisions of section 8a (5) of the Act. Section 8a (5), in turn, directs OSFM to administer a community risk reduction program that emphasizes education and methods of prevention with respect to wildfire risk, enforcement of defensible space requirements, response planning and community preparedness for wildfires. Section 8 of the Act defines "defensible space" as "a natural or human-made area in which material capable of supporting the spread of fire has been treated, cleared or modified to slow the rate and intensity of advancing wildfire and allow space for fire suppression operations to occur."

This Contract sets forth the terms and conditions of Recipient's receipt of a grant pursuant to the Authorization and includes Exhibit A (Project Description).

SECTION 1 – GRANT

INSTRUCTIONS: If you are applying on behalf of a school or hospital, the grant amount cannot exceed \$1,000 per facility. If you are applying on behalf of a school district, the grant amount cannot exceed \$1000 per school and \$5000 per district. Please enter the corresponding amount below.

OSFM shall provide Recipient, and Recipient shall accept from OSFM, a grant in the amount of \$ 5 000 (the "Grant").

Conditions Precedent. OSFM's obligations are subject to the receipt of the following items, in form and substance satisfactory to OSFM and its counsel:

- (1) This Contract duly signed by an authorized officer of Recipient; and
- (2) Such other certificates, documents, opinions, and information as OSFM may reasonably require.

SECTION 2 - DISBURSEMENT

- A. Full Disbursement. Upon satisfaction of all conditions precedent, OSFM shall disburse the full Grant to Recipient on or before May 1, 2022.
- B. Condition to Disbursement. OSFM has no obligation to disburse funds unless, in the reasonable exercise of its administrative discretion, it has sufficient funding, appropriations, limitations, allotments and other expenditure authority to make the disbursement.

SECTION 3 - USE OF GRANT

A. Use of Grant Moneys.

Recipient shall use the Grant only for the activities described in Exhibit A.

B. Costs Paid for by Others. Recipient may not use any of the Grant to cover costs to be paid for by another State of Oregon agency or any third party.

C. Expenditure Deadline. The deadline for Recipient to expend all Grant funds is December 1, 2022 (the "Expenditure Deadline").

SECTION 4 - REPRESENTATIONS AND WARRANTIES OF RECIPIENT

Recipient represents and warrants to OSFM:

A. Organization and Authority.

- (1) Recipient is a school or hospital validly organized and existing under the laws of the State of Oregon.
- (2) Recipient has all necessary right, power and authority under its organizational documents and under Oregon law to (a) execute and deliver this Contract, (b) incur and perform its obligations under this Contract, and (c) receive the Grant funds.
- (3) This Contract has been authorized by an ordinance, order or resolution of Recipient's governing body.
- (4) This Contract has been duly executed by Recipient, and when executed by OSFM, is legal, valid and binding, and enforceable in accordance with their terms.

B. Full Disclosure. Recipient has disclosed in writing to OSFM all facts that materially adversely affect its ability to perform all obligations required by this Contract. Recipient has made no false statements of fact, nor has it omitted information necessary to prevent any statements from being misleading. The information contained in this Contract is true and accurate in all respects.

C. Pending Litigation. Recipient has disclosed in writing to OSFM all proceedings pending (or to the knowledge of Recipient, threatened) against or affecting Recipient, in any court or before any governmental authority or arbitration board or tribunal, that, if adversely determined, would materially adversely affect the ability of Recipient to perform all obligations required by this Contract.

D. No Defaults. No Defaults or Events of Default exist or occur upon authorization, execution or delivery of this Contract.

E. Compliance with Existing Agreements and Applicable Law. The authorization and execution of, and the performance of all obligations required by, this Contract will not: (i) cause a breach of any agreement or instrument to which Recipient is a party; (ii) violate any provision of the charter or other document pursuant to which Recipient was organized or established; or (iii) violate any laws, regulations, ordinances, resolutions, or court orders related to Recipient or its properties or operations.

SECTION 5 - COVENANTS OF RECIPIENT

Recipient covenants as follows:

- A. Notice of Adverse Change. Recipient shall promptly notify OSFM of any adverse change in the activities, prospects or condition (financial or otherwise) of Recipient related to the ability of Recipient to perform all obligations required by this Contract.
- B. Compliance with Laws. Recipient shall comply with all applicable laws, rules, regulations and orders of any court or governmental authority that relate to this Contract.
- C. Final Report. Recipient must submit to OSFM a final report on or before December 31st, 2022. The final report must include the following information, at the minimum:
 - (1) Recipient Name;
 - (2) Total of Grant funds used;
 - (3) How funding was used.
- D. Insurance. All employers, including Recipient, that employ subject workers who work under this Agreement in the State of Oregon shall comply with ORS 656.017 and provide the required Worker's Compensation coverage, unless such employers are exempt under ORS 656.126.
- E. Books and Records. Recipient shall keep accurate books and records of the uses of the Grant and maintain them according to generally accepted accounting principles.
- F. Inspections; Information. Recipient shall permit OSFM and any party designated by OSFM to inspect and make copies, at any reasonable time, of any accounts, books and records, including, without limitation, its records regarding receipts, disbursements, contracts, investments and any other related matters. Recipient shall supply any related reports and information as OSFM may reasonably require.
- G. Records Maintenance. Recipient shall retain and keep accessible all books, documents, papers, and records that are directly related to this Contract for a minimum of six years beyond the later of the final and total expenditure or disposition of the Grant. If there are unresolved issues at the end of such period, Recipient shall retain the books, documents, papers and records until the issues are resolved.
- H. Notice of Default. Recipient shall give OSFM prompt written notice of any Event of Default as soon as any senior administrative or financial officer of Recipient becomes aware of its existence or reasonably believes an Event of Default is likely.
- I. Contribution.
 - 1) If any third party makes any claim or brings any action, suit or proceeding alleging a tort as now or hereafter defined in ORS 30.260 ("Third Party Claim") against a party (the "Notified Party") with respect to which the other party ("Other Party") may have liability, the Notified Party must promptly notify the Other Party in writing of the Third Party Claim and deliver to the Other Party a copy of the claim, process, and all legal pleadings with respect to the Third Party Claim. Either party is entitled to participate in the defense of a Third Party Claim, and to defend a Third Party Claim with counsel of its own choosing. Receipt by the Other Party of the notice and copies required in this paragraph and meaningful opportunity for the Other Party to participate in the investigation, defense and settlement of the Third Party Claim with counsel of its own choosing are conditions precedent to the Other Party's liability with respect to the Third Party Claim.

- 2) With respect to a Third Party Claim for which the State is jointly liable with Recipient (or would be if joined in the Third Party Claim), the State shall contribute to the amount of expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred and paid or payable by Recipient in such proportion as is appropriate to reflect the relative fault of the State on the one hand and of Recipient on the other hand in connection with the events which resulted in such expenses, judgments, fines or settlement amounts, as well as any other relevant equitable considerations. The relative fault of the State on the one hand and of Recipient on the other hand shall be determined by reference to, among other things, the parties' relative intent, knowledge, access to information and opportunity to correct or prevent the circumstances resulting in such expenses, judgments, fines or settlement amounts. The State's contribution amount in any instance is capped to the same extent it would have been capped under Oregon law if the State had sole liability in the proceeding.
- 3) With respect to a Third Party Claim for which Recipient is jointly liable with the State (or would be if joined in the Third Party Claim), Recipient shall contribute to the amount of expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred and paid or payable by the State in such proportion as is appropriate to reflect the relative fault of Recipient on the one hand and of the State on the other hand in connection with the events which resulted in such expenses, judgments, fines or settlement amounts, as well as any other relevant equitable considerations. The relative fault of Recipient on the one hand and of the State on the other hand shall be determined by reference to, among other things, the parties' relative intent, knowledge, access to information and opportunity to correct or prevent the circumstances resulting in such expenses, judgments, fines or settlement amounts. Recipient's contribution amount in any instance is capped to the same extent it would have been capped under Oregon law if it had sole liability in the proceeding.

J. Return of Unexpended Grant Funds. No later than **December 2, 2022**, Recipient shall return to OSFM all Grant funds not expended by the Expenditure Deadline.

SECTION 6 - DEFAULTS

Any of the following constitutes an "Event of Default":

- A. Any false or misleading representation is made by or on behalf of Recipient, in this Contract or in any document provided by Recipient related to this Grant.
- B. Recipient fails to perform any obligation required under this Contract, other than those referred to in subsection A of this section 6, and that failure continues for a period of 10 business days after written notice specifying such failure is given to Recipient by OSFM. OSFM may agree in writing to an extension of time if it determines Recipient instituted and has diligently pursued corrective action.

SECTION 7 - REMEDIES

- A. Remedies. Upon any Event of Default, OSFM may pursue any or all remedies in this Contract and any other remedies available at law or in equity to enforce the performance of any obligation of Recipient. Remedies may include, but are not limited to any one or more of the following:
 - (1) Terminating OSFM's commitment and obligation to make the Grant.
 - (2) Barring Recipient from applying for future awards.

- (3) Withholding amounts otherwise due to Recipient for application to the payment of amounts due under this Contract.
 - (4) Requiring repayment of the Grant and all interest earned by Recipient on those Grant funds.
- B. Application of Moneys. Any moneys collected by OSFM pursuant to section 7.A will be applied first, to pay any attorneys' fees and other fees and expenses incurred by OSFM; then, as applicable, to repay any Grant proceeds owed; then, to pay other amounts due and payable under this Contract, if any.
- C. No Remedy Exclusive; Waiver; Notice. No remedy available to OSFM is intended to be exclusive, and every remedy will be in addition to every other remedy. No delay or omission to exercise any right or remedy will impair or is to be construed as a waiver of such right or remedy. No single or partial exercise of any right power or privilege under this Contract will preclude any other or further exercise thereof or the exercise of any other such right, power or privilege. OSFM is not required to provide any notice in order to exercise any right or remedy, other than notice required in section 7 of this Contract.

SECTION 8 – MISCELLANEOUS

INSTRUCTIONS: Please complete the highlighted section below. This person will act as the primary point of contact for communications regarding the funding. The primary point of contact should be the signing party below.

- A. Time is of the Essence. Recipient agrees that time is of the essence under this Contract.
- B. Relationship of Parties; Successors and Assigns; No Third Party Beneficiaries.
- (1) The parties agree that their relationship is that of independent contracting parties and that Recipient is not an officer, employee, or agent of the State of Oregon as those terms are used in ORS 30.265.
 - (2) Nothing in this Contract gives, or is to be construed to give, directly or indirectly, to any third persons any rights and benefits greater than those enjoyed by the general public.
 - (3) This Contract will be binding upon and inure to the benefit of OSFM, Recipient, and their respective successors and permitted assigns.
 - (4) Recipient may not assign or transfer any of its rights or obligations or any interest in this Contract without the prior written consent of OSFM. OSFM may grant, withhold or impose conditions on such consent in its sole discretion. In the event of an assignment, Recipient shall pay, or cause to be paid to OSFM, any fees or costs incurred because of such assignment, including but not limited to attorneys' fees of OSFM's counsel. Any approved assignment is not to be construed as creating any obligation of OSFM beyond those in this Contract, nor does assignment relieve Recipient of any of its duties or obligations under this Contract.
- C. Disclaimer of Warranties; Limitation of Liability. Recipient agrees that:
- (1) OSFM makes no warranty or representation.
 - (2) In no event are OSFM or its agents liable or responsible for any direct, indirect, incidental, special, consequential or punitive damages in connection with or arising out of this Contract.
- D. Notices and Communication. Except as otherwise expressly provided in this Contract, any communication between the parties or notices required or permitted must be given in writing by personal delivery, email, or by mailing the same, postage prepaid, to Recipient or OSFM at the

addresses set forth below, or to such other persons or addresses that either party may subsequently indicate pursuant to this Section.

Any communication or notice by personal delivery will be deemed effective when actually delivered to the addressee. Any communication or notice so addressed and mailed will be deemed to be received and effective five (5) days after mailing. Any communication or notice given by email becomes effective 1) upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system or 2) the recipient's confirmation of receipt, whichever is earlier. Notwithstanding this provision, the following notices may not be given by email: notice of default or notice of termination.

If to OSFM: Fraser Wick
Office of State Fire Marshal
3565 Trelstad Ave. SE
Salem, OR 97317
Email: FLSE.admin@osp.oregon.gov

If to Recipient: Name MARCO ZAWADZKI
Title RISK MANAGER
Recipient Name Reynolds School District #7
Street or PO Address 1204 NE 201st Ave.
City, State ZIP Fairview, OR 97024
Phone: 503-661-7200 Ex 63433
Email: MZAWADZKI@r.s.d.7.net

- E. No Construction against Drafter. This Contract is to be construed as if the parties drafted it jointly.
- F. Severability. If any term or condition of this Contract is declared by a court of competent jurisdiction as illegal, invalid or unenforceable, that holding will not invalidate or otherwise affect any other provision.
- G. Amendments, Waivers. This Contract may not be amended without the prior written consent of OSFM (and when required, the Department of Justice) and Recipient. This Contract may not be amended in a manner that is not in compliance with the Authorization. No waiver or consent is effective unless in writing and signed by the party against whom such waiver or consent is sought to be enforced. Such waiver or consent will be effective only in the specific instance and for the specific purpose given.
- H. Attorneys' Fees and Other Expenses. To the extent permitted by the Oregon Constitution and the Oregon Tort Claims Act, the prevailing party in any dispute arising from this Contract is entitled to recover its reasonable attorneys' fees and costs at trial and on appeal. Reasonable attorneys' fees cannot exceed the rate charged to OSFM by its attorneys.
- I. Choice of Law; Designation of Forum; Federal Forum. The laws of the State of Oregon (without giving effect to its conflicts of law principles) govern all matters arising out of or relating to this Contract, including, without limitation, its validity, interpretation, construction, performance, and enforcement.

Any party bringing a legal action or proceeding against any other party arising out of or relating to this Contract shall bring the legal action or proceeding in the Circuit Court of the State of Oregon for Marion County (unless Oregon law requires that it be brought and conducted in another county). Each party hereby consents to the exclusive jurisdiction of such court, waives any objection to venue, and waives any claim that such forum is an inconvenient forum.

Notwithstanding the prior paragraph, if a claim must be brought in a federal forum, then it must be brought and adjudicated solely and exclusively within the United States District Court for the District of Oregon. This paragraph applies to a claim brought against the State of Oregon only to the extent Congress has appropriately abrogated the State of Oregon's sovereign immunity and is not consent by the State of Oregon to be sued in federal court. This paragraph is also not a waiver by the State of Oregon of any form of defense or immunity, including but not limited to sovereign immunity and immunity based on the Eleventh Amendment to the Constitution of the United States.

- J. Integration. This Contract (including all exhibits, schedules or attachments) constitutes the entire agreement between the parties on the subject matter. There are no unspecified understandings, agreements or representations, oral or written, regarding this Contract.
- K. Survival. The following provisions, including this one, survive expiration or termination of this Contract: Sections 5.E., 5.F., 5.G., 5.I., 5.J., 7 and 8.
- L. Execution in Counterparts. This Contract may be signed in several counterparts, each of which is an original and all of which constitute one and the same instrument.
- M. Force Majeure. The parties shall not be held responsible for delay or default caused by fire, riot, acts of God and war, which are beyond the parties' reasonable control. The parties shall, however, make all reasonable efforts to remove or eliminate such a cause of delay or default and shall, upon the cessation of the cause, diligently pursue performance of the obligations under this Agreement.

Recipient, by its signature below, acknowledges that it has read this Contract, understands it, and agrees to be bound by its terms and conditions.

STATE OF OREGON
acting by and through its
Oregon Office of the State Fire Marshal

By: *Clare Heber*
Date: *4/11/2022*

Reynolds School District #7

By: *[Signature]*
Date: *03/29/2022*

Please return this completed form to:
Oregon Office of State Fire Marshal
Attn: CRR Unit
3565 Trelstad SE
Salem, OR 97317

-OR-

A scanned electronic copy to FLSEadmin@osp.oregon.gov

*****PLEASE INCLUDE A COPY OF YOUR W-9 WITH YOUR APPLICATION*****

EXHIBIT A - PROJECT DESCRIPTION

INSTRUCTIONS: Check one or both of the project descriptions below that describes your **PLANNED** work.

Project List and Descriptions (Select one or both):

Ember Intrusion Mitigation:

Examples:

- Roofs are particularly vulnerable to embers due to their large surface area. If debris such as leaves and pine needles accumulate on roofs and in gutters, they become easily ignitable fuel beds. Keeping these clean of debris is critical.
- Check all overhead (garage type) doors for good seals on the bottom so embers cannot blow under them when closed and flexing in high winds.
- Loading dock areas should be kept free of cardboard, trash, and pallets as they are ready receptacles for embers and subsequent ignition.

<AND/OR>

Surface Area Debris Mitigation:

Examples:

- The foundation area where siding is close to the ground is also vulnerable if vegetation or combustible mulches are against the foundation. Cracks and spaces on the underside of the siding can allow small ignitions to gain a foothold on the structure. Use non-combustible materials such as gravel, bare dirt, or rock in the first 5' around the structure to keep embers from igniting there.
- Vegetation close to the structure should be fire-resistant plants.
- Windows can also be vulnerable depending on their construction. A simple way to reduce the risk to windows is to keep vegetation more than 5' from the windows or glass doors.
- Trees should be trimmed to keep them from overhanging structures and roofs.

Request for Taxpayer Identification Number and Certification

**Give Form to the
requester. Do not
send to the IRS.**

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	<p>1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.</p> <p>MULTNOMAH COUNTY SCHOOL DISTRICT 37</p> <p>2 Business name/disregarded entity name, if different from above</p> <p>REYNOLDS SCHOOL DISTRICT #7</p> <p>3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.</p> <p><input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate</p> <p><input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____</p> <p>Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.</p> <p><input checked="" type="checkbox"/> Other (see instructions) ▶ PUBLIC SCHOOL DISTRICT</p>	<p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) _____</p> <p>Exemption from FATCA reporting code (if any) _____</p> <p><i>(Applies to accounts maintained outside the U.S.)</i></p>
	<p>5 Address (number, street, and apt. or suite no.) See instructions.</p> <p>1204 NE 201st AVE</p> <p>6 City, state, and ZIP code</p> <p>FAIRVIEW, OR 97024</p> <p>7 List account number(s) here (optional)</p>	<p>Requester's name and address (optional)</p>

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number										
or										
Employer identification number										
9	3		-	6	0	0	0	8	3	6

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ▶	Date ▶ <u>11/12/22</u>
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-DIV (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.



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

To: Board of Directors

From: Dr. Christopher Ortiz, Deputy Superintendent

Prepared by: Jelena Doney, Executive Assistant to the Deputy Superintendent

Subject: TAP Seismic Assessment Grant Agreement

Policy: [Funding Proposals and Applications – DD, Facilities Development Goals, FA](#)

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

- Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

The State of Oregon, through the Oregon Department of Education (ODE), awarded a grant of no more than \$25,000 to be applied for seismic assessments. While multiple schools were included in the original grant application, the grant will only provide funds for one assessment. ODE’s TAP Seismic Assessment Grant provides an opportunity for District leadership to identify which school requires a current seismic upgrade.

Previous Board Action:

Not Applicable

Background:

The 2021 Facilities Long Range Planning Report confirmed the aging status of many of the District schools. The grant award allows for the District to determine which of the schools listed on the grant award would most benefit from the seismic assessment. Information garnered from the seismic assessment will later be used to apply for a seismic rehabilitation grant.

Financial Implications:

Acceptance of this grant would subsidize seismic assessments by up to \$25,000.

Alternatives:

To not accept the \$25,000 grant for seismic assessments and perform no assessment.

Staff Recommendation:

Staff recommends the Board accept the seismic grant and authorize staff to enter into the Grant Contract and proceed with the project.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board accept the seismic grant and authorize staff to enter into the Grant Contract and proceed with the project.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

GRANT AGREEMENT

This grant agreement (“Agreement”) is made by the State of Oregon, acting by and through the Oregon Department of Education (“ODE”), and Reynolds School District #7 (“Recipient”) for financing of the Seismic Assessment project(s) described in Exhibit A (“Project”). This Agreement becomes effective only when fully signed and approved as required by applicable law.

This Agreement includes the following exhibits, listed in descending order of precedence for purposes of resolving any conflict between two or more of the parts:

- Exhibit A: Project Description
- Exhibit B: Project Budget

SECTION 1 – DEFINITIONS

The following capitalized terms have the meanings assigned below.

“Act” means ORS 326.125, as amended from time to time, inclusive.

“Costs of the Project” means Recipient’s actual costs that are reasonable, necessary and directly related to the Project and are eligible or permitted uses of the Grant proceeds under the Act.

“Default” means an event which, with notice or lapse of time or both, would become an Event of Default.

“Grant Amount” means funds equal to the actual Costs of the Project but no more than \$25,000.

“Project Completion Deadline” means December 31, 2023.

“Statutory Limit” means the maximum amount of grant funds that may be awarded under the Act for (i) a facilities assessment grant; (ii) a long-range facilities plan; (iii) an assessment of school district facilities for potential environmental hazards or (iv) a seismic assessment or other specialized assessment.

SECTION 2 – FINANCIAL ASSISTANCE

ODE shall provide Recipient, and Recipient shall accept from ODE, a grant in an aggregate amount not to exceed the Grant Amount (the “Grant”).

SECTION 3 – DISBURSEMENTS

A. ODE will disburse the Grant to Recipient upon:

- (1) completion of the Project;
- (2) submission to ODE of (i) a report in form and substance that is satisfactory to ODE evidencing completion of the Project (the “Project Report”); (ii) an invoice requesting reimbursement under the Grant that itemizes the total Costs of the Project and (iii) supporting documentation evidencing all expenditures for Costs of the Project such as receipts, time sheets, or contractor invoices; and
- (3) a determination by ODE that all of the expenses and costs submitted by Recipient are allowable Costs of the Project.

SECTION 4 – CONDITIONS PRECEDENT

- A. Conditions Precedent to ODE’s Obligations. ODE’s obligations are subject to the receipt of the following items, in form and substance satisfactory to ODE:
- (1) This Agreement duly signed by an authorized officer of Recipient.
 - (2) Such other certificates, documents, opinions and information as ODE may reasonably require.
- B. Conditions to Disbursements. As to any disbursement, ODE has no obligation to disburse funds unless all of the following conditions are met:
- (1) There is no Default or Event of Default.
 - (2) The representations and warranties made in this Agreement are true and correct on the date of disbursement as if made on such date.
 - (3) ODE, in the reasonable exercise of its administrative discretion, has sufficient moneys available to pay the requested disbursement and has sufficient appropriations, limitations, allotments and other expenditure authority to make the disbursement.

SECTION 5 – USE OF FINANCIAL ASSISTANCE

- A. Use of Proceeds. The Recipient shall use the Grant proceeds only for the Project and according to the budget in Exhibit B. The Recipient may not transfer Grant proceeds among line items in the budget without the prior written consent of ODE.
- B. Costs of the Project. The Recipient shall apply the Grant proceeds to the Costs of the Project in accordance with Oregon law as applicable. Grant proceeds cannot be used for costs in excess of one hundred percent (100%) of the total Costs of the Project.
- C. Costs Paid for by Others. The Recipient may use other funds in addition to the Grant proceeds to complete the Project; provided, however, Recipient may not use any of the Grant proceeds to cover costs to be paid for by other financing for the Project from another State of Oregon agency or any third party.

SECTION 6 – REPRESENTATIONS AND WARRANTIES OF RECIPIENT

The Recipient represents and warrants to ODE:

- A. Estimated Project Cost. A reasonable estimate of the Costs of the Project is shown in Exhibit B, together with a description of how Grant proceeds and other funds in addition to the Grant proceeds, if any, are expected to be used to complete the Project.
- B. Organization and Authority.
- (1) The Recipient is a school district, and validly organized and existing under the laws of the State of Oregon.
 - (2) The Recipient has all necessary right, power and authority under its organizational documents and under Oregon law to (a) execute and deliver this Agreement, (b) incur and perform its obligations under this Agreement, and (c) receive financing for the Project.
 - (3) This Agreement has been duly executed by Recipient, and when executed by ODE, is legal, valid and binding, and enforceable in accordance with its terms.

- (4) If necessary, this Agreement executed and delivered by Recipient has been authorized by an ordinance, order or resolution of Recipient's governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings.
- C. Full Disclosure. The Recipient has disclosed in writing to ODE all facts that materially adversely affect the Project, or the ability of Recipient to perform all obligations required by this Agreement. The Recipient has made no false statements of fact, nor has it omitted information necessary to prevent any statements from being misleading. The information contained in this Agreement is true and accurate in all respects.
- D. Pending Litigation. The Recipient has disclosed in writing to ODE all proceedings pending (or to the knowledge of Recipient, threatened) against or affecting Recipient, in any court or before any governmental authority or arbitration board or tribunal, that, if adversely determined, would materially adversely affect the Project or the ability of Recipient to perform all obligations required by this Agreement.
- E. No Defaults.
 - (1) No Defaults or Events of Default exist or occur upon authorization, execution or delivery of this Agreement.
 - (2) The Recipient has not violated, and has not received notice of any claimed violation of, any agreement or instrument to which it is a party or by which the Project or its property may be bound, that would materially adversely affect the Project or the ability of Recipient to perform all obligations required by this Agreement.
- F. Compliance with Existing Agreements and Applicable Law. The authorization and execution of, and the performance of all obligations required by, this Agreement will not: (i) cause a breach of any agreement to which Recipient is a party or by which the Project or any of its property or assets may be bound; (ii) violate any provision of the charter or other document pursuant to which Recipient was organized or established; or (iii) violate any laws, regulations, ordinances, resolutions, or court orders related to Recipient, the Project or its properties or operations.

SECTION 7 – COVENANTS OF RECIPIENT

The Recipient covenants as follows:

- A. Notice of Adverse Change. The Recipient shall promptly notify ODE of any adverse change in the activities, prospects or condition (financial or otherwise) of Recipient or the Project related to the ability of Recipient to perform all obligations required by this Agreement.
- B. Compliance with Laws. The Recipient shall comply with all applicable laws, rules, regulations and orders of any court or governmental authority that relate to this Agreement and the Project, in particular, but without limitation, State procurement regulations found in the Oregon Public Contracting Code, ORS chapters 279A, 279B and 279C. These laws, rules, regulations and orders are incorporated by reference in this Agreement to the extent required by law.
- C. Project Completion Obligations. The Recipient shall:
 - (1) Complete the Project using its own fiscal resources or money from other sources to pay for any Costs of the Project in excess of the total amount of Grant proceeds provided pursuant to this Agreement.

- (2) Complete the Project, including the submission of a Project Report that is satisfactory to ODE, no later than the Project Completion Deadline, unless otherwise permitted by the ODE in writing. The Project Report must, at a minimum, include a description of the expenditures reimbursed from the Grant proceeds and a description of any other fiscal resources or money from other sources used to complete the Project.
 - (3) Use a competitive proposal process to select a contractor to complete the Project, regardless of whether Recipient is required to do so under the Oregon Public Contracting Code.
- D. Inspections; Information. The Recipient shall permit ODE and any party designated by ODE: (i) to inspect, at any reasonable time, the property, if any, constituting the Project; and (ii) at any reasonable time, to inspect and make copies of any accounts, books and records, including, without limitation, its records regarding receipts, disbursements, contracts, investments and any other related matters, and financial statements or other documents related to its financial standing. The Recipient shall supply any related reports and information as ODE may reasonably require.
- E. Records Maintenance. Recipient shall retain and keep accessible all books, documents, papers, and records that are directly related to this Agreement, the Project or the Grant proceeds for a minimum of six years, or such longer period as may be required by other provisions of this Agreement or applicable law, following the Project Completion Date. If there are unresolved issues at the end of such period, Recipient shall retain the books, documents, papers and records until the issues are resolved.
- F. Disadvantaged Business Enterprises. ORS 200.090 requires all public agencies to “aggressively pursue a policy of providing opportunities for disadvantaged business enterprises, minority-owned businesses, woman-owned businesses, businesses that service-disabled veterans owned and emerging small businesses.”
- ODE encourages Recipient in any contracting activity to follow good faith efforts as described in ORS 200.045, available at https://www.oregonlegislature.gov/bills_laws/ors/ors200.html
- Additional resources are provided by the Governor’s Policy Advisor for Economic and Business Equity. Also, the Certification Office for Business Inclusion and Diversity at the Oregon Business Development Department maintains a list of certified firms and can answer questions. Search for certified MWESB firms on the web at:
<https://oregon4biz.diversitysoftware.com/FrontEnd/VendorSearchPublic.asp>.
- G. Professional Responsibility. All service providers retained for their professional expertise must be certified, licensed, or registered, as appropriate, in the State of Oregon for their specialty.
- H. Notice of Default. The Recipient shall give ODE prompt written notice of any Default as soon as any senior administrative or financial officer of Recipient becomes aware of its existence or reasonably believes a Default is likely.
- I. Indemnity. To the extent authorized by law, Recipient shall defend (subject to ORS chapter 180), indemnify, save and hold harmless ODE and its officers, employees and agents from and against any and all claims, suits, actions, proceedings, losses, damages, liability and court awards including costs, expenses, and attorneys’ fees incurred related to any actual or alleged act or omission by Recipient, or its employees, agents or contractors; however, the provisions of this section are not to be construed as a waiver of any defense or limitation on damages provided for under Chapter 30 of the Oregon Revised Statutes or under the laws of the United States or other laws of the State of Oregon.

SECTION 8 – DEFAULTS

Any of the following constitutes an “Event of Default”:

- A. Any false or misleading representation is made by or on behalf of Recipient in this Agreement or in any document provided by Recipient related to the Project.
- B. (1) A petition, proceeding or case is filed by or against Recipient under any federal or state bankruptcy or insolvency law, and in the case of a petition filed against Recipient, Recipient acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal;
- (2) The Recipient files a petition seeking to take advantage of any other law relating to bankruptcy, insolvency, reorganization, liquidation, dissolution, winding-up or composition or adjustment of debts;
- (3) The Recipient becomes insolvent or bankrupt or admits its inability to pay its debts as they become due, or makes an assignment for the benefit of its creditors;
- (4) The Recipient applies for or consents to the appointment of, or taking of possession by, a custodian (including, without limitation, a receiver, liquidator or trustee) of Recipient or any substantial portion of its property; or
- (5) The Recipient takes any action for the purpose of effecting any of the above.
- C. The Recipient fails to perform any obligation required under this Agreement, other than those referred to in subsections A through B of this section 8, and that failure continues for a period of 30 calendar days after written notice specifying such failure is given to Recipient by ODE. ODE may agree in writing to an extension of time if it determines Recipient instituted and has diligently pursued corrective action.

SECTION 9 – REMEDIES

- A. Remedies. Upon any Event of Default, ODE may pursue any or all remedies in this Agreement and any other remedies available at law or in equity to enforce the performance of any obligation of Recipient. Remedies may include, but are not limited to:
 - (1) Terminating ODE’s commitment and obligation to make the Grant or disbursements under the Agreement.
 - (2) Barring Recipient from applying for future awards.
 - (3) Withholding amounts otherwise due to Recipient for application to the payment of amounts due under this Agreement or withholding other amounts payable from the State of Oregon to Recipient; however, this provision is not to be construed in a way that Recipient’s obligations would constitute an unlawful debt.
 - (4) Requiring repayment of the Grant and all interest earned by Recipient on those Grant funds.
- B. Application of Moneys. Any moneys collected by ODE pursuant to section 9.A will be applied first, to pay any attorneys’ fees and other fees and expenses incurred by ODE; then, as applicable, to repay any Grant proceeds owed; and last, to pay any other amounts due and payable under this Agreement.

- C. No Remedy Exclusive; Waiver; Notice. No remedy available to ODE is intended to be exclusive, and every remedy will be in addition to every other remedy. No delay or omission to exercise any right or remedy will impair or is to be construed as a waiver of such right or remedy. No single or partial exercise of any right power or privilege under this Agreement will preclude any other or further exercise thereof or the exercise of any other such right, power or privilege. The ODE is not required to provide any notice in order to exercise any right or remedy, other than notice required in section 8 of this Agreement.
- D. Default by ODE. In the event ODE defaults on any obligation in this Agreement, Recipient's remedy will be limited to injunction, special action, action for specific performance, or other available equitable remedy for performance of ODE's obligations.

SECTION 10 – MISCELLANEOUS

- A. Time is of the Essence. The Recipient agrees that time is of the essence under this Agreement.
- B. Relationship of Parties; Successors and Assigns; No Third Party Beneficiaries.
- (1) The parties agree that their relationship is that of independent contracting parties and that Recipient is not an officer, employee, or agent of the State of Oregon as those terms are used in ORS 30.265.
 - (2) Nothing in this Agreement gives, or is to be construed to give, directly or indirectly, to any third persons any rights and benefits greater than those enjoyed by the general public.
 - (3) This Agreement will be binding upon and inure to the benefit of ODE, Recipient, and their respective successors and permitted assigns.
 - (4) The Recipient may not assign or transfer any of its rights or obligations or any interest in this Agreement without the prior written consent of ODE. ODE may grant, withhold or impose conditions on such consent in its sole discretion. In the event of an assignment, Recipient shall pay, or cause to be paid to ODE, any fees or costs incurred because of such assignment, including but not limited to attorneys' fees. Any approved assignment is not to be construed as creating any obligation of ODE beyond those in this Agreement, nor does assignment relieve Recipient of any of its duties or obligations under this Agreement.
 - (5) The Recipient hereby approves and consents to any assignment, sale or transfer of this Agreement that ODE deems to be necessary.
- C. Disclaimer of Warranties; Limitation of Liability. The Recipient agrees that:
- (1) The ODE makes no warranty or representation, either express or implied, as to the value, design, condition, merchantability or fitness for particular purpose or fitness for any use of the Project or any portion of the Project, or any other warranty or representation.
 - (2) In no event is ODE or its agents liable or responsible for any direct, indirect, incidental, special, consequential or punitive damages in connection with or arising out of this Agreement or the existence, furnishing, functioning or use of the Project.
- D. Notices. All notices to be given under this Agreement must be in writing and addressed as shown below, or to other addresses that either party may hereafter indicate pursuant to this section 10.D. Notices may only be delivered by personal delivery or mailed, postage prepaid. Any such notice is effective five calendar days after mailing, or upon actual delivery if personally delivered.

TAP SEISMIC ASSESSMENT GRANT AGREEMENT

If to ODE: Leanna Heiman
Technical Assistance Program Administrator
Oregon Department of Education
255 Capital St NE
Salem, OR 97310-0203

If to Recipient: Christopher Ortiz, Ph.D., Ed.D.
Deputy Superintendent
Reynolds School District #7
1204 SE 201st Avenue
Fairview, Oregon, 97024

- E. No Construction against Drafter. This Agreement is to be construed as if the parties drafted it jointly.
- F. Severability. If any term or condition of this Agreement is declared by a court of competent jurisdiction as illegal, invalid or unenforceable, that holding will not invalidate or otherwise affect any other provision.
- G. Amendments, Waivers. This Agreement may not be amended without the prior written consent of ODE (and when required, the Department of Justice) and Recipient. This Agreement may not be amended in a manner that is not in compliance with the Act. No waiver or consent is effective unless in writing and executed by the party against whom such waiver or consent is sought to be enforced. Such waiver or consent will be effective only in the specific instance and for the specific purpose given.
- H. Attorneys' Fees and Other Expenses. To the extent permitted by the Oregon Constitution and the Oregon Tort Claims Act, the prevailing party in any dispute arising from this Agreement is entitled to recover its reasonable attorneys' fees and costs at trial and on appeal. Reasonable attorneys' fees cannot exceed the rate charged to ODE by its attorneys.
- I. Choice of Law; Designation of Forum; Federal Forum. The laws of the State of Oregon (without giving effect to its conflicts of law principles) govern all matters arising out of or relating to this Agreement, including, without limitation, its validity, interpretation, construction, performance, and enforcement.

Any party bringing a legal action or proceeding against any other party arising out of or relating to this Agreement shall bring the legal action or proceeding in the Circuit Court of the State of Oregon for Marion County (unless Oregon law requires that it be brought and conducted in another county). Each party hereby consents to the exclusive jurisdiction of such court, waives any objection to venue, and waives any claim that such forum is an inconvenient forum.

Notwithstanding the prior paragraph, if a claim must be brought in a federal forum, then it must be brought and adjudicated solely and exclusively within the United States District Court for the District of Oregon. This paragraph applies to a claim brought against the State of Oregon only to the extent Congress has appropriately abrogated the State of Oregon's sovereign immunity and is not consent by the State of Oregon to be sued in federal court. This paragraph is also not a waiver by the State of Oregon of any form of defense or immunity, including but not limited to sovereign immunity and immunity based on the Eleventh Amendment to the Constitution of the United States.

TAP SEISMIC ASSESSMENT GRANT AGREEMENT

- J. Integration. This Agreement (including all exhibits, schedules or attachments) constitute the entire agreement between the parties on the subject matter. There are no unspecified understandings, agreements or representations, oral or written, regarding this Agreement.
- K. Execution in Counterparts. This Agreement may be signed in several counterparts, each of which is an original and all of which constitute one and the same instrument.

SIGNATURE PAGE FOLLOWS

TAP SEISMIC ASSESSMENT GRANT AGREEMENT

The Recipient, by its signature below, acknowledges that it has read this Agreement, understands it, and agrees to be bound by its terms and conditions.



STATE OF OREGON
acting by and through the
Oregon Dept. of Education



By: _____
Kai Turner,
Director of Procurement

REYNOLDS SCHOOL DISTRICT #7

Date: _____

By: _____
Christopher Ortiz, Ph.D., Ed.D.
Deputy Superintendent

Date: _____

Approved by Legal March 3, 2022

EXHIBIT A – PROJECT DESCRIPTION

Reynolds School District will perform a seismic assessment at the following district facilities:

- Davis Elementary School 19501 NE Davis St, Portland, OR 97230
- Glenfair Elementary School 15300 NE Glisan St, Portland, OR 97230
- Margaret Scott Elementary School 14700 NE Sacramento St, Portland, OR 97230
- Sweetbriar Elementary School 501 SE Sweetbriar Ln, Troutdale, OR 97060
- HB Lee Middle School 1121 NE 172nd Ave, Portland, OR 97230

The seismic assessment(s) will be done in compliance with all requirements under OAR 581-027-0045. All final reports submitted to ODE will contain the information required by OAR 581-027-0045.

EXHIBIT B – PROJECT BUDGET

The costs of Reynolds School District #7's contractor to perform a seismic assessment at the following facilities is estimated to be no more than \$25,000:

- Davis Elementary School 19501 NE Davis St, Portland, OR 97230
- Glenfair Elementary School 15300 NE Glisan St, Portland, OR 97230
- Margaret Scott Elementary School 14700 NE Sacramento St, Portland, OR 97230
- Sweetbriar Elementary School 501 SE Sweetbriar Ln, Troutdale, OR 97060
- HB Lee Middle School 1121 NE 172nd Ave, Portland, OR 97230

The school district will seek reimbursement from ODE for actual costs not to exceed \$25,000. Any costs incurred by the district above this amount will be paid for with district funds.

To: Board of Directors

From: Dr. Christopher Ortiz, Deputy Superintendent

Prepared by: Jelena Doney, Executive Assistant to the Deputy Superintendent

Subject: Menstrual Dignity Program Grant Agreement

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

The State of Oregon has awarded a grant of up to \$43,437.22 for the District to purchase menstrual supplies in alignment with House Bill (HB) 3294 (2021), Oregon Administrative Rule (OAR) 581-021-0603, and Oregon Revised Statutes (ORS) 190.110. The grant can be used to pay for qualifying expenses associated with the installation of dispensers and supply of products.

The grant is effective beginning July 1, 2021 and is funded through June 30, 2023.

Attachment A, ODE Grant #21886- Menstrual Dignity Program

Previous Board Action:

Not Applicable

Background:

In 2021, HB 3294, the Menstrual Dignity Act, was passed requiring that the District provide feminine hygiene products to students at no cost and without any barriers. This required the installation of a menstrual product dispenser in student bathrooms.

Financial Implications:

This grant may reduce general fund expenses by up to \$43,437.22 until June 30, 2023.

Alternatives:

District would need to cover all expenses related to HB 3294 if the grant is not accepted.

Staff Recommendation:

Staff recommends that the Board authorize acceptance of grant #21886 from the State of Oregon for the purpose of meeting the requirements of HB 3294, the Menstrual Dignity Act.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board authorize acceptance of grant #21886 from the State of Oregon for the purpose of meeting the requirements of HB 3294, the Menstrual Dignity Act.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

STATE OF OREGON GRANT AGREEMENT

Grant No. 21886

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

SECTION 1: AUTHORITY

Pursuant to **House Bill (HB) 3294 (2021)**, **Oregon Administrative Rule (OAR) 581-021-0603**, and **Oregon Revised Statutes (ORS) 190.110**, Agency is authorized to enter into a grant agreement and provide funding for the purposes described in this Grant.

SECTION 2: PURPOSE

This grant is to fund Public Education Providers to fulfill mandatory requirements in providing feminine hygiene products (tampons and sanitary pads) at no cost to students. Grantee is a Public Education Provider or has been identified by a consortium of Public Education Providers to distribute their funds to them. Grantee is solely responsible for compliance with the terms of this Grant.

SECTION 3: EFFECTIVE DATE AND DURATION

When all Parties have executed this Grant, and all necessary approvals have been obtained (“Executed Date”), this Grant is effective and has a Grant funding start date as of **July 1, 2021** (“Effective Date”), and, unless extended or terminated earlier in accordance with its terms, will expire on **June 30, 2023**.

SECTION 4: GRANT MANAGERS

4.1 Agency’s Grant Manager is:

Sasha Grenier, Sexual Health Specialist
255 Capitol St NE, Salem, OR 97310
Phone: 503.947.5689
sasha.grenier@state.or.us

4.2 Grantee’s Grant Manager is:

Danna Diaz, Superintendent

1204 NE 201st Ave
Fairview, OR 97024-2499
503-661-7200
ddiaz@rsd7.net

4.3 Grantee’s Fiscal Agent is:

Danna Diaz, Superintendent
1204 NE 201st Ave
Fairview, OR 97024-2499
503-661-7200
ddiaz@rsd7.net

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

SECTION 5: PROJECT ACTIVITIES

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

SECTION 6: GRANT FUNDS

In accordance with the terms and conditions of this Grant, Agency will provide Grantee up to **\$43,437.22** (“Grant Funds”) for the Project. Agency will pay the Grant Funds from monies available through its **General Fund** (“Funding Source”).

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

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

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

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

7.1.3 Agency will only disburse Grant Funds to Grantee for activities completed or materials produced, that, if required by Exhibit A, are approved by Agency. If Agency determines any completed Project activities or materials produced are not acceptable and any deficiencies are

the responsibility of Grantee, Agency will prepare a detailed written description of the deficiencies within 15 days of receipt of the materials or performance of the activity, and will deliver such notice to Grantee. Grantee must correct any deficiencies at no additional cost to Agency within 15 days. Grantee may resubmit a request for disbursement that includes evidence satisfactory to Agency demonstrating deficiencies were corrected.

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

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

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

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

7.3 No Duplicate Payment. Grantee may use other funds in addition to the Grant Funds to complete the Project; provided, however, the Grantee may not credit or pay any Grant Funds for Project costs that are paid for with other funds and would result in duplicate funding.

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

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

SECTION 8: REPRESENTATIONS AND WARRANTIES

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

8.1.1 Grantee is a **school district** duly organized and validly existing;

8.1.2 Grantee has all necessary rights, powers and authority under any organizational documents

and under Oregon Law to (i) execute this Grant, (ii) incur and perform its obligations under this Grant, and (iii) receive financing, including the Grant Funds, for the Project;

8.1.3 This Grant has been duly executed by Grantee and when executed by Agency, constitutes a legal, valid and binding obligation of Grantee enforceable in accordance with its terms;

8.1.4 If applicable and necessary, the execution and delivery of this Grant by Grantee has been authorized by an ordinance, order or resolution of its governing body, or voter approval, that was adopted in accordance with applicable law and requirements for filing public notices and holding public meetings; and

8.1.5 There is no proceeding pending or threatened against Grantee before any court or governmental authority that if adversely determined would materially adversely affect the Project or the ability of Grantee to carry out the Project.

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

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

SECTION 9: OWNERSHIP

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

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

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

9.2 Grantee Ownership. Grantee must deliver copies of all Work Product as directed in Exhibit A. Grantee retains ownership of all Work Product, and grants Agency an irrevocable, non-exclusive, perpetual, royalty-free license to use, to reproduce, to prepare derivative works based upon, to distribute, to perform and to display the Work Product, to authorize others to do the same on Agency’s behalf, and to sublicense the Work Product to other entities without restriction.

9.3 Third Party Ownership. If the Work Product created by Grantee under this Grant is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party

Intellectual Property, Grantee must secure an irrevocable, non-exclusive, perpetual, royalty-free license allowing Agency and other entities the same rights listed above for the pre-existing element of the Third party Intellectual Property employed in the Work Product. If state or federal law requires that Agency or Grantee grant to the United States a license to any intellectual property in the Work Product, or if state or federal law requires Agency or the United States to own the intellectual property in the Work Product, then Grantee must execute such further documents and instruments as Agency may reasonably request in order to make any such grant or to assign ownership in such intellectual property to the United States or Agency.

SECTION 10: CONFIDENTIAL INFORMATION

- 10.1 Confidential Information Definition.** Grantee acknowledges it and its employees or agents may, in the course of performing its responsibilities, be exposed to or acquire information that is: (i) confidential to Agency or Project participants or (ii) the disclosure of which is restricted under federal or state law, including without limitation: (a) personal information, as that term is used in ORS 646A.602(12), (b) social security numbers, and (c) information protected by the federal Family Educational Rights and Privacy Act under 20 USC § 1232g (items (i) and (ii) separately and collectively “Confidential Information”).
- 10.2 Nondisclosure.** Grantee agrees to hold Confidential Information as required by any applicable law and in all cases in strict confidence, using at least the same degree of care Grantee uses in maintaining the confidentiality of its own confidential information. Grantee may not copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information except as is allowed by law and for the Project activities and Grantee must advise each of its employees and agents of these restrictions. Grantee must assist Agency in identifying and preventing any unauthorized use or disclosure of Confidential Information. Grantee must advise Agency immediately if Grantee learns or has reason to believe any Confidential Information has been, or may be, used or disclosed in violation of the restrictions in this Section. Grantee must, at its expense, cooperate with Agency in seeking injunctive or other equitable relief, in the name of Agency or Grantee, to stop or prevent any use or disclosure of Confidential Information. At Agency’s request, Grantee must return or destroy any Confidential Information. If Agency requests Grantee to destroy any Confidential Information, Grantee must provide Agency with written assurance indicating how, when and what information was destroyed.
- 10.3 Identity Protection Law.** Grantee must have and maintain a formal written information security program that provides safeguards to protect Confidential Information from loss, theft, and disclosure to unauthorized persons, as required by the Oregon Consumer Information Protection Act, ORS 646A.600-628. If Grantee or its agents discover or are notified of a potential or actual “Breach of Security”, as defined by ORS 646A.602(1)(a), or a failure to comply with the requirements of ORS 646A.600-628, (collectively, “Breach”) with respect to Confidential Information, Grantee must promptly but in any event within one calendar day (i) notify the Agency Grant Manager of such Breach and (ii) if the applicable Confidential Information was in the possession of Grantee or its agents at the time of such Breach, Grantee must (a) investigate and remedy the technical causes and technical effects of the Breach and (b) provide Agency with a

written root cause analysis of the Breach and the specific steps Grantee will take to prevent the recurrence of the Breach or to ensure the potential Breach will not recur. For the avoidance of doubt, if Agency determines notice is required of any such Breach to any individual(s) or entity(ies), Agency will have sole control over the timing, content, and method of such notice, subject to Grantee's obligations under applicable law.

- 10.4 Subgrants/Contracts.** Grantee must require any subgrantees, contractors or subcontractors under this Grant who are exposed to or acquire Confidential Information to treat and maintain such information in the same manner as is required of Grantee under subsections 10.1 and 10.2 of this Section.
- 10.5 Background Check.** If requested by Agency and permitted by law, Grantee's employees, agents, contractors, subcontractors, and volunteers that perform Project activities must agree to submit to a criminal background check prior to performance of any Project activities or receipt of Confidential Information. Background checks will be performed at Grantee's expense. Based on the results of the background check, Grantee or Agency may refuse or limit (i) the participation of any Grantee employee, agent, contractor, subgrantee, or volunteer, in Project activities or (ii) access to Agency Personal Information or Grantee premises.

SECTION 11: INDEMNITY/LIABILITY

- 11.1 Indemnity.** Grantee must defend, save, hold harmless, and indemnify the State of Oregon and Agency and their officers, employees and agents from and against all claims, suits, actions, losses, damages, liabilities, costs, and expenses of any nature whatsoever, including attorneys' fees, resulting from, arising out of, or relating to the activities of Grantee or its officers, employees, subgrantees, contractors, subcontractors, or agents under this Grant (each of the foregoing individually or collectively a "Claim" for purposes of this Section). If legal limitations apply to the indemnification ability of Grantee, this indemnification must be for the maximum amount of funds available for expenditure, including any available contingency funds, insurance, funds available under ORS 30.260 to 30.300 or other available non-appropriated funds.
- 11.2 Defense.** Grantee may have control of the defense and settlement of any Claim subject to this Section. But neither Grantee nor any attorney engaged by Grantee may defend the Claim in the name of the State of Oregon, nor purport to act as legal representative of the State of Oregon or any of its agencies, without first receiving from the Attorney General, in a form and manner determined appropriate by the Attorney General, authority to act as legal counsel for the State of Oregon. Nor may Grantee settle any Claim on behalf of the State of Oregon without the approval of the Attorney General. The State of Oregon may, at its election and expense, assume its own defense and settlement in the event the State of Oregon determines Grantee is prohibited from defending the State of Oregon, or is not adequately defending the State of Oregon's interests, or an important governmental principle is at issue and the State of Oregon desires to assume its own defense. Grantee may not use any Grant Funds to reimburse itself for the defense of or settlement of any Claim.
- 11.3 Limitation.** Except as provided in this Section, neither Party will be liable for incidental, consequential, or other direct damages arising out of or related to this Grant, regardless of whether

the damages or other liability is based in contract, tort (including negligence), strict liability, product liability or otherwise. Neither Party will be liable for any damages of any sort arising solely from the termination of this Grant in accordance with its terms.

SECTION 12: INSURANCE

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

SECTION 13: GOVERNING LAW, JURISDICTION

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

SECTION 14: ALTERNATIVE DISPUTE RESOLUTION

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

SECTION 15: DEFAULT

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

events:

- 15.1.1 Grantee fails to use the Grant Funds for the intended purpose described in Exhibit A or otherwise fails to perform, observe or discharge any of its covenants, agreements or obligations under this Grant;
 - 15.1.2 Any representation, warranty or statement made by Grantee in this Grant or in any documents or reports relied upon by Agency to measure the Project, the expenditure of Grant Funds or the performance by Grantee is untrue in any material respect when made; or
 - 15.1.3 A petition, proceeding or case is filed by or against Grantee under any federal or state bankruptcy, insolvency, receivership or other law relating to reorganization, liquidation, dissolution, winding-up or adjustment of debts; in the case of a petition filed against Grantee, Grantee acquiesces to such petition or such petition is not dismissed within 20 calendar days after such filing, or such dismissal is not final or is subject to appeal; or Grantee becomes insolvent or admits its inability to pay its debts as they become due, or Grantee makes an assignment for the benefit of its creditors.
- 15.2 **Agency.** Agency will be in default under this Grant if, after 15 days written notice specifying the nature of the default, Agency fails to perform, observe or discharge any of its covenants, agreements, or obligations under this Grant; provided, however, Agency will not be in default if Agency fails to disburse Grant Funds because there is insufficient expenditure authority for, or moneys available from, the Funding Source.

SECTION 16: REMEDIES

- 16.1 **Agency Remedies.** In the event Grantee is in default under Section 15.1, Agency may, at its option, pursue any or all of the remedies available to it under this Grant and at law or in equity, including, but not limited to: (i) termination of this Grant under Section 18.2, (ii) reducing or withholding payment for Project activities or materials that are deficient or Grantee has failed to complete by any scheduled deadlines, (iii) requiring Grantee to complete, at Grantee's expense, additional activities necessary to satisfy its obligations or meet performance standards under this Grant, (iv) initiation of an action or proceeding for damages, specific performance, or declaratory or injunctive relief, (v) exercise of its right of recovery of overpayments under Section 17 of this Grant or setoff, or both, or (vi) declaring Grantee ineligible for the receipt of future awards from Agency. These remedies are cumulative to the extent the remedies are not inconsistent, and Agency may pursue any remedy or remedies singly, collectively, successively or in any order whatsoever.
- 16.2 **Grantee Remedies.** In the event Agency is in default under Section 15.2 and whether or not Grantee elects to terminate this Grant, Grantee's sole monetary remedy will be, within any limits set forth in this Grant, reimbursement of Project activities completed and accepted by Agency and authorized expenses incurred, less any claims Agency has against Grantee. In no event will Agency be liable to Grantee for any expenses related to termination of this Grant or for anticipated profits.

SECTION 17: WITHHOLDING FUNDS, RECOVERY

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

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

SECTION 18: TERMINATION

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

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

SECTION 19: MISCELLANEOUS

- 19.1 Conflict of Interest.** Grantee by signature to this Grant declares and certifies the award of this Grant and the Project activities to be funded by this Grant, create no potential or actual conflict of interest, as defined by ORS Chapter 244, for a director, officer or employee of Grantee.
- 19.2 Nonappropriation.** Agency's obligation to pay any amounts and otherwise perform its duties under this Grant is conditioned upon Agency receiving funding, appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency, in the exercise of its reasonable administrative discretion, to meet its obligations under this Grant. Nothing in this Grant may be construed as permitting any violation of Article XI, Section 7 of the Oregon Constitution or any other law limiting the activities, liabilities or monetary obligations of Agency.
- 19.3 Amendments.** The terms of this Grant may not be altered, modified, supplemented or otherwise amended, except by written agreement of the Parties.
- 19.4 Notice.** Except as otherwise expressly provided in this Grant, any notices to be given under this Grant must be given in writing by email, personal delivery, or postage prepaid mail, to a Party's Grant Manager at the physical address or email address set forth in this Grant, or to such other addresses as either Party may indicate pursuant to this Section. Any notice so addressed and mailed becomes effective five (5) days after mailing. Any notice given by personal delivery becomes effective when actually delivered. Any notice given by email becomes effective upon the sender's receipt of confirmation generated by the recipient's email system that the notice has been received by the recipient's email system.
- 19.5 Survival.** All rights and obligations of the Parties under this Grant will cease upon termination of this Grant, other than the rights and obligations arising under Sections 11, 13, 14, 16, 17 and subsection 19.5 hereof and those rights and obligations that by their express terms survive termination of this Grant; provided, however, termination of this Grant will not prejudice any rights or obligations accrued to the Parties under this Grant prior to termination.
- 19.6 Severability.** The Parties agree if any term or provision of this Grant is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions will not be affected, and the rights and obligations of the Parties will be construed and enforced as if the Grant did not contain the particular term or provision held to be invalid.
- 19.7 Counterparts.** This Grant may be executed in several counterparts, all of which when taken together constitute one agreement, notwithstanding that all Parties are not signatories to the same counterpart. Each copy of the Grant so executed constitutes an original.

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

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

SECTION 20: SIGNATURES

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

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

STATE OF OREGON acting by and through its Department of Education

By: _____
Karen K Harrison, Contracting Officer

Date

Reynolds School District

By: _____
Authorized Signature

Date

Printed Name

Title

Federal Tax ID Number

Approved by Legal May 11, 2022

Approved for Legal Sufficiency in accordance with ORS 291.047

By: Jake Hogue, Senior Asst. Attorney General via email
Name, Title

12/23/2021
Date

EXHIBIT A THE PROJECT

SECTION I. DEFINITIONS

- (1) **“Bathroom”** means a space with a toilet, a sink, and a trash receptacle that is privately accessible to students. Bathrooms may be single stalled or an aggregation of individual toilet compartments, including in locker rooms.
- (2) **“Dispenser”** means a container sufficient to hold menstrual products and can include something installed on a wall or placed on a shelf.
- (3) **“Products”** means tampons and menstrual pads.
- (4) **“Public Education Provider”** has the meaning found in HB 3294 (2021).
- (4) **“Public School Building”** means a building used by a public education provider to provide educational services to students.
- (5) **“Student Bathroom”** means a bathroom that is accessible by students, including a gender-neutral bathroom, a bathroom designated for females and a bathroom designated for males.

SECTION II. BACKGROUND AND GOALS

In 2021, the Oregon State Legislature passed **HB 3294** and the Oregon State Board of Education adopted **OAR 581-021-0603** to ensure menstrual dignity for students.

Among the requirements of those provisions, each Public Education Provider must install in every Student Bathroom at least one Dispenser that:

- a) Does not require inserting coins or money;
- b) Is clearly marked as free in at least two languages;
- c) Is ADA compliant;
- d) Is located in a place where all students can access products privately; and
- e) Provides a variety of products with consideration of absorbency and size options.

In addition, for the **2021-22** school year, all Public Education Providers must maintain Dispensers and stock with Products in at least two (2) Student Bathrooms in each Public School Building.

Public Education Providers must determine where to prioritize dispenser installation considering all-gender access to menstrual products and student privacy.

SECTION III. PROJECT ACTIVITIES AND BUDGET

A. PROJECT ACTIVITIES

Grantee shall use Grant Funds to pay qualifying expenses at qualifying sites for costs associated with the installation of required Dispensers and supply of Products.

Grantee shall use Grant Funds only for the purposes stated in this Grant and in accordance with OAR 581-21-600, OAR 581-21-603, OAR 581-21-606, and OAR 581-021-0609.

Grantee shall maintain records adequate to support any request for Grant Funds and shall provide such records to the Agency upon request.

Grantee shall submit to the Agency a list of all Public Education Providers for which Grantee will receive any pay out Grant Funds.

Phase I – Year One (July 1, 2021 to June 30, 2022)

Grantee shall use Grant Funds during **Year One** to cover the actual costs incurred to install Dispensers in Student Bathrooms and to purchase and provide Products in those Student Bathrooms.

Grantee shall provide to the Agency a Project summary for **Year One** that includes and identifies the Public School Buildings, number of Student Bathrooms, and number of Student Bathrooms for each Public School Building for which Grantee will use Grant Funds.

During **Year One**, Grantee shall receive Grant Funds for only two (2) Student Bathrooms at each Public School Building.

Grantee shall receive a portion of Grant Funds not to exceed **\$43,437.22** for **Year One**.

Actual costs allowable for **Year One** may include the following:

- Products;
- Dispensers;
- Installation costs; and
- Trash receptacles.

Grantee shall submit requests for reimbursement using the forms provided by the Agency. Grantee shall provide to Agency by **September 1, 2022** a summary of any Grant Funds **Phase I - Year One** unallocated by **July 1, 2022**.

Phase II – Year Two (July 1, 2022 to June 30, 2023)

Grantee shall receive reallocated Grant Funds for **Year Two** of the Project in accordance with the ADM formula. Grantee shall receive a portion of Grant Funds not to exceed **TBD** for **Year Two**.

Grantee shall provide to the Agency a Project summary for **Year One** that includes and identifies the Public School Buildings, number of Student Bathrooms, and number of Student Bathrooms for each Public School Building for which Grantee will use Grant Funds.

Grantee may use Grant Funds available for **Year Two** of the Project cover the actual costs incurred to install Dispensers in Student Bathrooms and to purchase and provide Products in those Student Bathrooms.

Actual costs allowable fur **Year One** may include the following:

- Products;
- Dispensers;
- Installation costs; and
- Trash receptacle.

Grantee shall submit requests for reimbursement using the forms provided by the Agency.

Indirect/Administrative Costs. Grantee will not be reimbursed for any indirect or administrative costs with Grant Funds. The information described in this paragraph overrides any other verbal or written rate(s) or information provided by Agency, including in any notice of award provided by Agency's Electronic Grants Management System ("EGMS").

SECTION IV. DISBURSEMENT PROVISIONS

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

With each request for disbursement, Grantee must submit an expenditure report to Agency's Grant Manager identified in Section 4 using the method prescribed by the Agency.

Each expenditure report submitted by Grantee shall include:

- (a) The number of dispensers required in each Student Bathroom; and
- (b) The types of products available in each Student Bathroom.

Payments of allowable costs will be made based on the average daily membership, as defined in ORS 327.006, of the district or school; (B) For education service districts, distributions to be made as provided by subparagraph (A) of this paragraph may not exceed **7.5 percent** of the amounts available for distribution under ORS 327.008 (18).

Grantee shall not be entitled to receive, and the Agency will not provide, Grant Funds in an amount that exceeds the amounts allocated for **Year One** and **Year Two**, respectively. Grantee's overall disbursements under the Grant shall not exceed the total Grant Funds.

EXHIBIT B INSURANCE

INSURANCE REQUIREMENTS

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

WORKERS’ COMPENSATION

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

COMMERCIAL GENERAL LIABILITY

Required **Not required**

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

AUTOMOBILE LIABILITY INSURANCE

Required **Not required**

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

personal automobile liability insurance coverage may be acceptable if evidence that the policy includes a business use endorsement is provided.

PROFESSIONAL LIABILITY

Required Not required

Professional liability insurance covering any damages caused by an error, omission or any negligent acts related to the activities performed under this Grant by the Grantee and Grantee’s contractors, subgrantees, agents, officers or employees in an amount not less than \$_____ per claim. Annual aggregate limit may not be less than \$_____. If coverage is on a claims made basis, then either an extended reporting period of not less than 24 months must be included in the professional liability insurance coverage, or the Grantee must provide tail coverage as stated below.

NETWORK SECURITY AND PRIVACY LIABILITY

Required Not required

Grantee must provide network security and privacy liability insurance for the duration of the Grant and for the period of time in which Grantee (or its business associates, contractors, or subgrantees) maintains, possesses, stores or has access to Agency or client data, whichever is longer, with a combined single limit of no less than \$_____ per claim or incident. This insurance must include coverage for third party claims and for losses, thefts, unauthorized disclosures, access or use of Agency or client data (which may include, but is not limited to, Personally Identifiable Information (“PII”), payment card data and Protected Health Information (“PHI”)) in any format, including coverage for accidental loss, theft, unauthorized disclosure access or use of Agency data.

POLLUTION LIABILITY

Required Not required

Pollution liability insurance covering Grantee’s or appropriate contractor or subgrantee’s liability for bodily injury, property damage and environmental damage resulting from sudden, accidental, or gradual pollution and related cleanup costs incurred by Grantee, all arising out of the Project activities (including transportation risk) performed under this Grant is required. Combined single limit per occurrence may not be less than \$_____. Annual aggregate limit may not be less than \$_____.

An endorsement to the commercial general liability or automobile liability policy, covering Grantee’s, contractor, or subgrantee’s liability for bodily injury, property damage and environmental damage resulting from sudden, accidental, or gradual pollution and related clean-up costs incurred by Grantee that arise from the Project activities (including transportation risk) performed by Grantee under this Grant is also acceptable.

DIRECTORS, OFFICERS AND ORGANIZATION LIABILITY

Required Not required

Directors, officers and organization liability insurance covering the Grantee’s organization, directors, officers, and trustees actual or alleged errors, omissions, negligent, or wrongful acts, including improper governance, employment practices and financial oversight - including improper oversight and/or use of Grant Funds and donor contributions - with a combined single limit of no less than **\$1,000,000** per claim.

CRIME PROTECTION COVERAGE: EMPLOYEE DISHONESTY or FIDELITY BOND

Required Not required

Employee dishonesty or fidelity bond covering loss of money, securities and property caused by dishonest acts of Grantee’s employees. Coverage limits may not be less than **2,509.05**.

PHYSICAL ABUSE AND MOLESTATION INSURANCE COVERAGE

Required Not required

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

EXCESS/UMBRELLA INSURANCE

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

ADDITIONAL INSURED

All liability insurance, except for workers’ compensation, professional liability, and network security and privacy liability (if applicable), required under this Grant must include an additional insured endorsement specifying the State of Oregon, its officers, employees and agents as Additional Insureds, including additional insured status with respect to liability arising out of ongoing operations and completed operations, but only with respect to Grantee’s activities to be performed under this Grant. Coverage must be primary and non-contributory with any other insurance and self-insurance. The Additional Insured endorsement with respect to liability arising out of Grantee’s ongoing operations must be on ISO Form CG 20 10 07 04 or equivalent and the Additional Insured endorsement with respect to completed operations must be on ISO form CG 20 37 04 13 or equivalent.

WAIVER OF SUBROGATION

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

TAIL COVERAGE

If any of the required insurance is on a claims made basis and does not include an extended reporting period of at least 24 months, Grantee must maintain, and require its first tier contractors and subgrantees, if any, maintain, either tail coverage or continuous claims made liability coverage, provided the effective date of the continuous claims made coverage is on or before the Effective Date of this Grant, for a minimum of 24 months following the later of (i) Grantee's completion and Agency's acceptance of all Project activities required under this Grant, or, (ii) Agency or Grantee termination of Grant, or, (iii) the expiration of all warranty periods provided under this Grant.

CERTIFICATE(S) AND PROOF OF INSURANCE

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

NOTICE OF CHANGE OR CANCELLATION

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

INSURANCE REQUIREMENT REVIEW

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

STATE ACCEPTANCE

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



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

To: Board of Directors

From: Sara Hahn Huston, Executive Director of Schools

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

Subject: Reynolds High School Football Program overnight team camp at Eastern Oregon University, La Grande OR.

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

- Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

The Reynolds High School football program would like to attend a four-day football camp hosted by Eastern Oregon University in La Grande, Oregon. The trip will involve 55 to 60 student-athletes and at least nine coaches/chaperones.

The teams will depart from Reynolds High School on Monday, July 11th, 2022, and will travel by charter bus to La Grande, Oregon. Exact departure and arrival times have not yet been determined as they are dependent on the check-in time, which would be anywhere from 10:00 am to 2:00 pm.

Each day, Reynolds High School’s student-athletes will participate in practice sessions/scrimmages versus other schools. They will have regular team practices and meetings. There will be a different guest speaker each day (i.e. college coaches, current and former college and professional football players) about a variety of topics.

Their head football coach, Kelly Murphy (certified employee at RHS), will be the lead chaperone. Additional chaperones for this trip will include; Assistant Football Coaches; Ed Miller (classified employee in Reynolds School District), Bo Jones (approved coach in Reynolds School District), Michael "Alex" Bennett (certified employee in Reynolds School District), JoAnne

Murphy (state-licensed substitute teacher), Bill Lutz (approved coach in Reynolds School District) and Karl Safko (certified employee in RHS).

The coaching staff will designate players' room assignments. "Lights out" times have already been established and will be enforced by the coaches. Coaches will also perform regular "bed-checks". Coaches will offer direct supervision of all other activities. Teams will return to Reynolds High School on Thursday, July 14th by a chartered bus.

Please refer to the following attachment(s): Board Approval Form, Attachment A, 2022 Varsity football camp-Purpose of the trip, Attachment B
2022 Team Camp waiver, Attachment C
2022 Team Camp Brochure, Attachment D

Previous Board Action:

This trip is similar to Board approved trips the football program has taken to Camp Rilea in Warrenton, Oregon, and Linfield College in McMinnville, Oregon. This trip is also similar to the trip the varsity boys' basketball team took to Medford, Oregon in December 2015 and the varsity football team took to Medford, Oregon in November 2019.

Background:

This Eastern Oregon University Football camp has been in existence for many years and will provide valuable educational experiences in Character Education and Personal Responsibility. As well as teaching integrity and ethics, developing teamwork, and promoting positive self-esteem. In addition, Reynolds High School participants will be expected to serve as outstanding representatives of its football program. This trip will help establish the bonds of trust and respect that will help its athletes function as a team; especially with the inevitable adversity, they will face during the upcoming season.

Financial Implications:

The estimated expense for the camp is \$250 per student-athlete. This includes all meals and sleeping quarters. All student-athletes, especially those who cannot afford the cost, will have multiple fundraising opportunities to help offset costs. Many of those opportunities are being established for student-athletes and their families. Transportation will be a chartered bus provided by ecoShuttle (Contact Jesse Yun p: 503-548-4480 ext 101; Jesse@ecoshuttle.com) and paid for by the Reynolds High School Athletics Transportation allotment for the 2022-2023 school year.

Alternatives:

If this trip request is denied, the Reynolds High School football program will not be able to participate in this fantastic team camp. While the impact on the team's overall development is difficult to predict, it is likely that both students and parents would question the decision to deprive them of the opportunity that almost all other schools are provided.

Staff Recommendation:

The athletic director and Reynolds High School administration fully support this opportunity for team bonding, character development, and a high level of athletic competition.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the board approve the Reynolds High School Football Program Overnight 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 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: _____ 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: _____ Date(s) of Activity: _____

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.)
2. List staff member(s) responsible for students. List all other supervisors on trip.
3. School equipment to be used:
4. Lodging:
5. Will Student Travel Insurance be obtained? Yes No
6. Estimated number of students: _____ Number of supervisors: _____
7. Parent permission slip on file: Yes No
8. Person or persons initiating request: _____ Date: _____
9. Principal approval: _____ Date: _____

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.

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

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

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

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

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).

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

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



Reynolds High School
1698 SW Cherry Park Road
Troutdale, OR 97060
503-667-3186 • FAX 503-669-0776

Memorandum

Date: April 5, 2022
To: Reynolds School District Board
From: Kelly Murphy
Regarding: Varsity Football camp 2022

Purpose of Trip

The Varsity Team voted on attending Eastern Oregon University's 11-Man Team Camp in La Grande, OR July 11th-14th. This is an intensive 4-day team camp which would allow the team to compete with a variety of teams from several states. There will be a variety of opportunities for continued team development as well as team bonding. Players will be work with players from other teams as well as college coaches in developing individual skills and competencies.

Passengers and Equipment

63 total passengers, 55 football players, 8 coaches, and individual equipment and team equipment (helmets, pads, jerseys, etc).

Chaperones and Supervision

The head football coach, Kelly Murphy (certified employee at RHS), will be the lead chaperone. Additional chaperones for this trip will include Assistant Football Coaches; Ed Miller (classified employee in Reynolds School District), Bo Jones (approved coach in Reynolds School District), Michael "Alex" Bennett (certified employee in Reynolds School District), JoAnne Murphy (state licensed substitute teacher), Bill Lutz (approved coach in Reynolds School District), Karl Safko (certified employee in RHS) and Robert Taylor (Retired teacher and approved coach in Reynolds School District).

Several meetings have been (and will continue) to be held with the players to discuss the expectations of camp. The coaching staff will designate players' room assignments. "Lights out" times have already been established and will be enforced by the coaches. Coaches will also perform regular "bed-checks" and headcounts throughout the camp. Coaches will offer direct supervision of all other activities.

Itinerary

Monday, July 11, 2022

6:30am Student arrival. Busses arrive at Reynolds High School, 1698 SW Cherry Park Road, Troutdale OR 97060 (East lot in front of Gym), for loading.

7:00am Depart Reynolds High School for Eastern Oregon University, One University Boulevard, La Grande, OR 97850, phone: (541) 962-3499, 245 miles, 3:45 by car.

12:00pm Arrive at EOU Community Stadium.

12:15pm Check-In Team

3:15pm Football Camp Activities

10:00pm Lights out

Tuesday July 12, 2022

6:30am- 10:00pm Football Camp Activities throughout the day

Wednesday July 13, 2022

6:30am- 10:00pm Football Camp Activities throughout the day

Thursday July 14, 2022

10:30am Depart EOU Stadium for Reynolds High School

11:30am Stop for lunch at Subway Sandwiches, Pendleton, OR

3:30pm Arrive at Reynolds High School

jem

Attachments

Eastern Oregon University Camp Brochure
Eastern Oregon University Camp Waiver Form

Eastern Oregon University

Camp Participant

As a potential Camp participant the following must be completed prior to being allowed to participate in the Eastern Oregon University football Camp.

- 1) Read and sign this waiver
- 2) Provide proof of primary medical insurance.

EOU Athletic Camp Waiver

I desire to participate in the **EOU 11 MAN TEAM CAMP on JULY 11-14, 2022**

The Oregon Tort Claims Act (ORS 30.280 to 30.300) permits Eastern Oregon University to accept responsibility only for the acts of its officers, employees, and/or agents. Eastern Oregon University is prohibited from accepting any liability for the acts, omissions and conduct of persons participating in activities. The participant shall indemnify, defend and hold harmless the State, Eastern Oregon University, its officers, employees and agents from all claims, suits, or action of any nature arising out of participation in these activities, other than negligent acts of Eastern Oregon University, its officers, employees, and/or agents.

I acknowledge that I am participating in this activity at my own risk. I understand that, due to the inherent nature of the activity, there is a risk of injury in participating in these activities. By signing below I acknowledge that I have read the risks above and understand the assumption of general risk and agree to conditions listed above.

Athlete's Printed Name

Phone #

Parent's Signature

Date



11-Man Team Camp General Information

Date: Mon – Thurs, July 11 – July 14, 2022
Registration: Mon, July 11, 2022 12:00-2:00 p.m.
Location: Quinn Coliseum & Stadium
Eligibility: Open to anyone entering grades 9-12 in the fall of 2022

The Program

EOU's coaching staff is committed to creating the best high school, full contact, team camp available. We are motivated to serve the coaches and players with a safe, flexible and fun camp to kick-off the 2022 season.

- Four days of practice at your discretion, in July, probably two to three weeks before you open camp.
- Full contact team camp that addresses individual, group, and team development.
- Flexible daily schedule to fit the custom needs of each coach and program.
- Includes 7-on-7 tournament and Big Man Camp
- Competitively matched competition.
- Final Mountie Bowl scrimmage on the turf in Community Stadium.

CAMP COST:

Day Camper (includes brunch and dinner)...\$170.00
Overnight (Dorm Room).....\$225.00
* Continental breakfast and all you can eat brunch and dinner.

OVERNIGHT CAMPERS: Please bring sleeping bags or bedding, pillow, towels, toiletries, swim trunks, personal clothes, workout gear and a fan. (Laundry facilities not available in dorms)

SUPERVISION: Camp Counselors will provide supervision in dorms. High School Coaches are responsible for team supervision as well.

ALL CAMPERS: Bring all football equipment: helmet, shoes, pads, mouthpiece, etc.

MEALS: All continental breakfast in the locker room. Day campers receive brunch and dinner. Overnight campers will receive all meals. Breakfast from 6:30 – 8:30, brunch from 11:30-1:30, and dinner from 4:30 – 6:30.

CAMPSTORE: A Camp Store with souvenirs, snacks and soft/sport drinks will be open daily. Pizza will be available and must be ordered through the Camp Store. (Bring some change)

TRAINING ROOM: Certified Trainers and EOU student trainers will be employed by the camp and available. Please supply your own tape/training supplies.

VIDEO: We have towers and a lift available for video. Please bring your own equipment.

CHECK OUT: After Thursday **Continental breakfast**, clean dorm rooms and pack before final day scrimmages. If you wish to leave early just communicate with Coach Camp.

COACHES NOTE: Please finalize your deposits ASAP to reserve your position at Camp.

Camper Name _____ School _____ Football Position _____
 Height _____ Weight _____ Age _____ T-Shirt Size _____ Parent(s) Name _____ Home Phone _____
 Address _____ City _____ State _____ Zip _____
 Parent(s) Work Phone _____ Emergency Contact _____ Group Number _____
 Medical Insurance Provider _____ Policy Number _____
 _____ Overnight Dorm Camper (\$225) _____ Day Camper (\$170)

Return To: Mountaineer Football Camp, Eastern Oregon University – One University Boulevard, La Grande, OR 97850

I hereby register the player listed above for the Eastern Oregon University Football Camp and authorize the staff to direct him/her in participation of camp activities. This player has no medical or emotional problems, which may affect him/her to safely participate in your program. Camp staff is authorized to attend to any health problem or injury the player may incur while attending camp. I understand this player may incur injuries while attending camp. Neither the player nor I will hold the Mountaineer Football Camp liable for any injuries or an expense relating to injuries incurred while the player is at camp.

Date _____ Signature of Guardian _____

(Please copy for more students/athletes if needed)

To: Board of Directors

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

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

Subject: Reynolds High School Boys Basketball Program Overnight Tournament at Curtis High School, University Place, WA

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

The Reynolds High School boys' basketball program is requesting to attend a three-day highly competitive basketball tournament hosted by Curtis HS in University Place, WA. The trip will involve 10 student-athletes, one coach, and one chaperone/driver.

The teams will depart from Reynolds High School on Friday, June 24th, 2022, and travel by RSD Activity Bus to Curtis HS. Exact departure and arrival times have not yet been determined as they depend on the check-in time, anywhere from 3:00 pm - 5:00 pm.

Each day, Reynolds student-athletes will participate in game/s against other schools. Varsity Asst Coach and JV head coach, De Shavian Dean, will be the lead chaperone. Additional chaperone and driver for this trip will include; RHS Athletic Assistant Bryan Scott.

The Reynolds High School's coach and chaperone will designate players' room assignments. "Lights out" times have already been established and will be enforced by the chaperone. The coach will also perform regular "bed checks." The coach will offer direct supervision of all other activities.

Teams will return to Reynolds High School on Sunday, June 26th by RSD activity bus.
Please refer to the following attachment(s): Attachment A: Event Flyer

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

\$500.00 total, this will come to \$50 per student-athlete. For any student unable to secure funds, the program will cover the cost.

Alternatives:

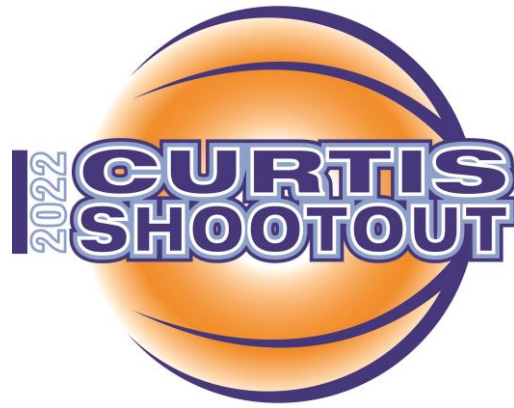
Not Applicable

Staff Recommendation:

The athletic director at Reynolds High School and Reynolds High School administration fully support this opportunity for team bonding, character development, and a high level of athletic competition.

Motion:

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



SUMMER VARSITY TOURNAMENT

- When: June 24-25-26
Friday-Saturday-Sunday
- Where: **Curtis High School**
8425 40th St. W.
University Place WA 98466
- Eligibility: All high school teams with those players eligible for the 2022-23 season
- Cost: \$295
- Format; 5 games guaranteed with true tournament format
1 game Friday 2 games Saturday 2 games Sunday
- Officials: Western Washington Basketball Officials Association
- Deadline: Please call or email to reserve your spot **ASAP**
We always fill 32 spots immediately
- Entry Fee: **Due May 1st, 2022 (Payment Due to keep spot)**

Send payment to:

CURTIS HS Basketball

Attn: Brittany Bibby - ASB Secretary

8425 40th St. W.

University Place WA 98464

Contact:

Coach Tim Kelly

tkelly@upsd83.org

coachkelly@comcast.net

253.232.8018 cell

253.566.5710 x2453 school

Reynolds School District
PURPOSE OF TRIP

1. List itinerary.

Friday, June 24, 2022

- 12:30pm Student arrival. Busses arrive at Reynolds High School, 1698 SW Cherry Park Road, Troutdale OR 97060 (East lot in front of Gym), for loading.
- 1:00pm Depart Reynolds High School for Curtis High School, One University Boulevard, La Grande, OR 97850, phone: (541) 962-3499, 245 miles, 3:45 by car.
- 3:30pm Arrive at Curtis HS. Check-In Team
TBD First Game
- 10:00pm Lights out at Airbnb

Saturday July 12, 2022

9am- 10:00pm Two Games and Activities throughout the day

Sunday July 13, 2022

- 9am- 5pm Two Games and Awards throughout the day
- 5-9pm Depart Curtis HS for Reynolds High School Stop for dinner
- 9pm Arrive at Reynolds High School

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 further develop student athletes in Reynolds HS boys basketball.

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

Traveling in general creates a bond. This bond will increase a program bond and in turn help create more accountability within the program

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

None, this trip is during summer when school is out.

5. Estimated cost of trip \$500. Describe how the trip will be funded.

Student athletes will pay \$50.00 each. The program is prepared to give scholarships for any funds unable to be obtained by students.

6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type 10/20 license will be required for drivers. Brian Scott will drive the RSD Activity Van. He has current training from transportation.

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

Coach and driver will both be in direct supervision of team at all times.

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

Name of Group: RHS Boys Basketball

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: 5-13-22

Date(s) of Activity: 6-24 to 6-26, 2022

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

1. Purpose of the trip. To further develop student athletes in Reynolds HS boys basketball
2. List staff member(s) responsible for students. List all other supervisors on trip. Brian Scott and Coach DeShavian Dean
3. School equipment to be used: Basketballs and RSD Activity Van
4. Lodging: Local Air B&B address to be submitted when trip is approved
5. Will Student Travel Insurance be obtained? NO
6. Estimated number of students: 10 Number of supervisors: 2
7. Parent permission slip on file: yes, permission forms will be submitted by parents

8. Person or persons initiating request: DeShavian Dean Date: 5-13-22

9. Principal approval: Wen Date: 5/13/22

Decision: Preliminary approval to continue with planning Yes No

If denied, reason _____

District Activities Coordinator Date

Final Approval Yes No

District Activities Coordinator

Date



RESOLUTION #2021-2022-025
RESOLUTION PROCLAIMING THE CELEBRATION OF
LGBTQ+ PRIDE MONTH

WHEREAS, beginning in the year 2000, the month of June has been recognized nationally as Lesbian, Gay, Bisexual and Transgender (LGBT) Pride Month with a purpose to recognize both the contribution of LGBTQ+ persons to society and their continued struggle for equality, safety, and acceptance, and

WHEREAS, June has historically become a symbolic month in America in which LGBTQ+ persons and allies come together in various celebrations of pride to support the community's right to live their lives out loud; and

WHEREAS, LGBTQ+ people in the United States have fought for equal treatment, dignity, and respect;

WHEREAS, despite being marginalized throughout the history of the United States, LGBTQ+ people in the United States continue to celebrate their identities, love, and contributions to the United States in various expressions of Pride;

WHEREAS, Reynolds School District is committed to supporting dignity, equity, and visibility for all people in the community; and

WHEREAS, many residents, students, family members, and school personnel are part of the lesbian, gay, bisexual, transgender, queer, and/or questioning community, and they contribute greatly to the enrichment of our community; and

WHEREAS, although advancements have been made with respect to equitable treatment of LGBTQ+ persons, LGBTQ+ persons still face discrimination simply for being who they are, thus making it important for all districts and communities to stand up and show support for all our students, staff, and families who are affected; and

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School Board of Directors proclaims June as LGBTQ+ Pride Month.

BE IT FURTHER RESOLVED, the Board supports policies, practices, and curriculum that support a safe and affirming space for all stakeholders and honor and respect lesbian, gay, bisexual, transgender, queer, or questioning students, families, and staff.

Adopted this 25th day of May 2022.

Signed:

Attest:

Chair, Board of Directors

257 Superintendent of Schools / Clerk



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

To: Board of Directors

From: Christopher Ortiz, Ph.D., Ed.D., Deputy Superintendent

Prepared by: Christy Foote, Director of Nutrition

Subject: **Authorization to Approve Contract for Nutrition Specialized Software**

Policy: [Bidding Requirements – DJC](#)

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

The District is required to purchase USDA-approved nutrient analysis software. As the current contract for the existing software expires June 30, 2022, Nutrition Services engaged in the RFP process to identify a new software contract. The RFP process was completed and the selection committee has identified LINQ/Titan as the preferred vendor. The RFP stated that the Board would have final approval of said contract. This vendor is on the approved USDA list. The contract will be for 10 years with the initial software purchase for all start up cost of \$71,490. This includes all software for Nutrition operations including point-of-sale, mandatory production paperwork for Administrative reviews, inventory tracking, ordering and other specific operational modules. Fees also include customer service, software updates and other important services to keep the software relevant and updated to all new USDA regulations required.

Previous Board Action:

The Board approved the current contact in 2017.

Background:

The District is required to purchase USDA-approved nutrient analysis software. The software may be used to conduct nutrient analyses for an Administrative Review. Software approved by USDA for nutrient analysis may also be used for:

- Nutrient analysis portion of certification for the additional performance-based reimbursement (certification of compliance) for lunch;

- Nutrient analysis portion of certification for the additional performance-based reimbursement (certification of compliance) for breakfast; and
- Nutrient analysis of recipes to ensure compliance with the Smart Snacks in School standards.

Note that only nutrient analysis software approved by USDA are considered an allowable cost to the non-profit school food service account.

Nutrition Services is required conduct and maintain contracts through the approved purchasing processes. All sponsors using Federal non-profit food service funds must follow applicable procurement regulations. Conducting proper procurement helps to ensure that sponsors receive the best product possible for the best price. It also helps to ensure there is free and open competition and that taxpayer funds are being spent wisely.

Financial Implications:

The 2022-23 Budget includes the appropriations necessary to complete the procurement of software and equipment for nutrition to cover the expenses of this change.

Cost of the of expenditures will exceed \$150,000 for 2021-22 are as follows:

Initial expense = \$71,490

Annual cost for 9 years= \$345,690 (\$38,410 per year)

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the Board approve execution of the contract with LINQ/Titan beginning SY 2022-23 to fulfill the nutrition analysis software requirement.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve execution of the contract with LINQ/Titan beginning SY 2022-23 to fulfill the nutrition analysis software requirement
- 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

GOODS AND PROFESSIONAL SERVICES CONTRACT
Nutrition POS (Point-of-Sale) System

THIS GOODS AND PROFESSIONAL SERVICES CONTRACT (the “Contract”) is between the Reynolds School District #7, by and through its School Board (the “Owner”), and EMS LINQ, LLC (the “Consultant”) (collectively, the Owner and the Vendor are referred to as the “Parties”). This Contract is for the supply of goods and services pertaining to the Reynolds School District Nutrition Point of Sale Services and Nutrition Analysis software (the “Project”):

Company EMS LINQ, LLC Contract # _____

Address 2528 Independence Blvd, Suite 200 Project: Reynolds Nutrition Software

City, State Zip Wilmington, NC 28412 Federal Tax ID # 82-4127789

Phone 800-541-8999 Fax # 910-799-5427

The purpose of this Request for Proposal (RFP) is to solicit proposals to establish a contract through fair and competitive negotiations for the supply of goods and services pertaining to a Reynolds School District Nutrition Point of Sale Services and Nutrition Analysis software (“Services”).

This Contract shall become effective on the date the Contract is fully executed by both the District and the successful Vendor and/or Consultant’s firm and all required Reynolds School District #7 approvals have been obtained. This date is known as the Contract “Effective Date.” No Services shall be performed prior to the Contract Effective Date. The Contract shall expire, unless otherwise terminated or extended, on June 30, 2032__.

This Contract consists of the introductory provisions, a COVID addendum and signature page(s) of this Contract:

- Section 1-Relationship Of The Parties
- Section 2-Consultant’s Professional Responsibility
- Section 3-Responsibilities Of The Owner
- Section 4-General Contract Provisions

EXCEPT AS PROVIDED IN THE APPLICABLE STATUTES, THIS CONTRACT CONSTITUTES THE ENTIRE AGREEMENT BETWEEN THE PARTIES ON THE SUBJECT MATTER ADDRESSED HEREIN. THE TERMS OF THIS CONTRACT CAN NOT BE WAIVED, ALTERED, MODIFIED, SUPPLEMENTED, OR AMENDED, IN ANY MANNER WHATSOEVER, EXCEPT BY WRITTEN INSTRUMENT SIGNED BY THE PARTIES AND CONTAINING ALL REQUIRED REYNOLDS SCHOOL DISTRICT #7 APPROVALS. ANY SUCH WAIVER, ALTERATION, MODIFICATION, SUPPLEMENTATION, OR AMENDMENT, IF MADE, SHALL BE EFFECTIVE

ONLY IN THE SPECIFIC INSTANCE AND FOR THE SPECIFIC PURPOSE GIVEN. THERE ARE NO UNDERSTANDINGS, AGREEMENTS, OR REPRESENTATIONS, ORAL OR WRITTEN, REGARDING THIS CONTRACT EXCEPT AS CONTAINED, INCORPORATED OR REFERENCED HEREIN. CONSULTANT, BY ITS AUTHORIZED REPRESENTATIVE'S SIGNATURE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS CONTRACT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. THIS CONTRACT, AND ANY AMENDMENTS TO THIS CONTRACT, MAY BE EXECUTED IN COUNTERPARTS (EACH OF WHICH SHALL BE AN ORIGINAL AND ALL OF WHICH SHALL CONSTITUTE BUT ONE AND THE SAME INSTRUMENT) OR IN MULTIPLE ORIGINALS. A FAXED FORM OF THIS CONTRACT OR ANY AMENDMENT THERETO, EXECUTED BY ONE OR MORE OF THE PARTIES, WILL CONSTITUTE A COUNTERPART HEREOF, AS LONG AS THE COUNTERPART BEARING THE PARTY'S ORIGINAL SIGNATURE IS TRANSMITTED.

OWNER: Reynolds School District #7

VENDOR:

By:

_____, Its _____

By:

 Matt Muller , Its Chief Revenue
Officer

1. RELATIONSHIP OF THE PARTIES

1.1. The Vendor shall provide the Services for the Project in accordance with the terms and conditions of this Contract. The Consultant's performance of Services shall be as a professional Vendor to the Owner to carry out the activities of the Project and to provide the technical documents and supervision to achieve the Owner's Project objectives.

1.2. In administering this Contract, the Owner may retain the services of an independent project manager, and potentially, other consultants as needed to fulfill the Owner's objectives.

1.3. The Vendor shall provide a list of all sub-consultants which the Vendor intends to utilize on the Project (the "Sub-consultants"). This list shall include such information on the qualifications of the Sub-consultants as may be requested by the Owner. The Owner reserves the right to review the Sub-consultants proposed, and the Vendor shall not retain a Sub-Vendor to which the Owner has a reasonable objection.

2. CONSULTANT'S PROFESSIONAL RESPONSIBILITY

2.1. By execution of this Contract, the Vendor agrees that:

2.1.1. The Vendor is an experienced firm having the skill, legal capacity, and professional ability necessary to perform all the Services required under this Contract to design and administer a project having this scope and complexity; and will perform such Services pursuant to the standard of care defined in Section 4.4.1 of this Contract.

2.1.2. The Vendor has the capabilities and resources necessary to perform Consultant's obligations under this Contract.

2.1.3. The Vendor either is, or will in a manner consistent with the standard of care defined in Section 4.4.1 of this Contract, become familiar with all current laws, rules, and regulations which are applicable to the design and supply of the Project. All drawings, specifications, deliverables and other documents prepared by the Vendor shall be prepared in accordance with this standard of care in an effort to accurately reflect, fully comply with and incorporate all such laws, rules, and regulations.

2.2. The Vendor hereby agrees that it will prepare, in a manner consistent with the standard of care defined in Section 4.4.1 of this Contract, all drawings, specifications, deliverables and other documents pursuant to this Contract so that they are complete and functional for the purposes intended (except as to any deficiencies which are due to causes beyond the control of the Consultant) and that the Project, if constructed in accordance with the intent established by such drawings, specifications, deliverables and other documents, shall be structurally sound and a complete and properly functioning road suitable for the purposes for which it is intended.

2.3. The Vendor shall be responsible for correcting any inconsistencies, errors or omissions in the drawings, specifications, deliverables and other documents prepared by the Vendor of goods to be supplied, at no additional cost to the Owner. The Vendor further agrees, at no additional cost to the Owner, to render assistance

to the Owner in resolving problems relating to the Project design or to specified materials.

3. RESPONSIBILITIES OF THE OWNER

The Owner's responsibilities under this Contract are to provide a budget for the goods and services to be provided by Consultant.

4. GENERAL CONTRACT PROVISIONS

4.1. Contract Performance. The Vendor shall at all times perform the Services diligently, without delay and punctually fulfill all requirements herein, consistent with the schedule for the performance of Consultant's Services set forth in Exhibit 1. The passage of the Contract expiration date shall not extinguish, prejudice, or limit either party's right to enforce this Contract with respect to any default or defect in performance. Time is of the essence in the performance of this Contract.

4.2. Access to Records. For not less than three (3) years after the Contract's expiration, the Owner, the Secretary of State's Office of the State of Oregon, the federal government, and their duly authorized representatives shall have access to the books, documents, papers, and records of the Vendor and the Sub-consultants which pertain to the Contract for the purpose of making audits, examination, excerpts, and transcripts. If for any reason, any part of this Contract or any Project-related Vendor contract is involved in litigation, Vendor shall retain all pertinent records for not less than three years or until all litigation is resolved, whichever is longer. Vendor shall provide the Owner and the other entities referenced above with full access to these records in preparation for and during litigation.

4.3. Funds Available and Authorized. Owner reasonably believes at the time of entering into this Contract that sufficient funds are available and authorized for expenditure to finance the cost of this Contract. Vendor understands and agrees that, to the extent that sufficient funds are not available and authorized for expenditure to finance the cost of this Contract, Owner's payment of amounts under this Contract attributable to Services performed after the last day of the current biennium is contingent on Owner receiving from the Oregon Legislative Assembly funds sufficient to allow Owner, in the exercise of its reasonable administrative discretion, to continue to make payments under this Contract.

4.4. Representations and Warranties.

4.4.1. Consultant's Representations and Warranties; Standard of Care. Vendor represents and warrants to Owner that: (i) Vendor has the power and authority to enter into and perform this Contract; (ii) When executed and delivered, this Contract shall be a valid and binding obligation of Vendor enforceable in accordance with its terms; (iii) Vendor shall, at all times during the term of this Contract be duly licensed to perform the Services, and if there is no licensing requirement for the profession or Services, be duly qualified and competent; (iv) The Services under this Contract shall be performed in accordance with the professional skill, care and standards of other professionals performing similar services under similar conditions; (v) the persons executing this Contract on behalf of the Vendor have the actual authority to bind the Vendor to the terms of this Contract; and (vi) the provisions of this Contract do not conflict with or result in a default under any agreement or other instrument binding upon the Vendor and do not result in a violation of any law, regulation, court decree or order applicable to the Consultant.

4.4.2. Automated Systems; Representations and Warranties. Vendor represents and warrants to Owner that the “Automated Systems” specified, designated and planned pursuant to this Contract shall operate in conformance with the agreed-upon specifications for those Automated Systems For the purposes of this subsection, “Automated Systems” shall mean any computers, software, firmware, HVAC systems, elevators, electrical systems, fire/life safety systems, security systems and any other electrical, mechanized or computerized devices serving the Project.

4.4.3. Representations and Warranties Cumulative. The representations and warranties set forth in this Section are in addition to, and not in lieu of, any other representations and warranties provided herein.

4.5. Insurance and Indemnity. Vendor shall maintain in effect for the duration of this Contract, or any other time periods required herein, the insurance required by this Contract, as set forth in Exhibit 3-Insurance Provisions. The Vendor shall indemnify, defend, save, and hold harmless Reynolds School District #7 from Professional Liability claims, as described in 4.5.2 and all other liability claims as described in 4.5.1.

4.5.1. Claims Other than Professional Liability. Vendor shall indemnify, defend, save, and hold harmless Reynolds School Board, its officers, agents, and employees, from all claims, suits, or actions of whatsoever nature resulting from or arising out of the acts or omissions of the Vendor or its Sub-consultants, subcontractors, agents, or employees under this Contract.

4.5.2. Claims for Professional Liability. Vendor shall indemnify, defend, save, and hold harmless Reynolds School District #7, its officers, agents, and employees, from all claims, suits, or actions arising out of the professionally negligent acts or omissions of the Vendor or its Sub-consultants, subcontractors, agents, or employees in performance of professional services under this Contract.

4.5.3 Owner Defense Requirements. Notwithstanding the foregoing defense obligations under Sections 4.5.1 and 4.5.2, neither the Vendor nor any attorney engaged by the Vendor shall defend any claim in the name of Reynolds School District #7, nor purport to act as legal representative of Reynolds School District #7 without the prior written consent of the Superintendent. Reynolds School District #7 may, at anytime at its election assume its own defense and settlement of any claims, in the event that it determines that the Vendor is prohibited from defending the District, that the Vendor is not adequately defending the District’s interests, that an important governmental principle is at issue, or that it is in the best interests of the District to do so. Reynolds School District #7 reserves all rights to pursue any claims it may have against the Vendor if the District elects to assume its own defense.

4.5.4 Owner’s Actions. This Section 4.5 does not include indemnification by the Vendor of the Owner for the Owner’s acts or omissions, whether related to the Contract or otherwise.

4.6. Employment Status.

4.6.1. Consultant, Consultant’s employees and the Sub-consultants are not “officers, employees, or agents” of the District or the Owner, as those terms are used in ORS 30.265. Vendor shall perform all Services as an independent contractor. Although Owner reserves the right (i) to set the delivery schedule for the Services to

be performed and (ii) to evaluate the quality of the completed performance, Owner cannot and will not control the means and manner of Consultant’s performance. Vendor is responsible for determining the appropriate means and manner of performing the Services with approval of the Owner.

4.6.2. Vendor is not a contributing member of the Public Employee’s Retirement System and will be responsible for any federal or state taxes applicable to any compensation or payments paid to Vendor under this Contract. Vendor will not be eligible for any benefits from any payments made under this Contract for federal Social Security, unemployment insurance, or worker’s compensation, except as a self-employed individual. If any payment under this Contract is to be charged against federal funds, the Vendor certifies that it is not currently employed by the federal government.

4.7. Successors & Assignments. The provisions of this Contract shall be binding upon and shall inure to the benefit of the Parties, and their respective successors and assigns. After the original Contract is executed, the Vendor shall not enter into any new Sub-Vendor agreements for any of the Services scheduled under this Contract or assign or transfer any of its interest in this Contract, including a delegation of its duties, without the prior written consent of the Owner.

4.8. Compliance with Applicable Law. Vendor shall comply with all federal, state and local laws, regulations, and ordinances applicable to the Services under this Contract.

4.9. Governing Law; Jurisdiction; Venue. This Contract shall be governed by and construed in accordance with the laws of the State of Oregon without regard to principles of conflicts of law. Any claim, action, suit or proceeding (collectively “Claim”) between Owner and Vendor that arises from or relates to this Contract shall be brought and conducted solely and exclusively within the Circuit Court of Clackamas County for the State of Oregon; provided, however, if a Claim must be brought in a federal forum, then it shall be brought and conducted solely and exclusively within the United States District Court for the District of Oregon. In no event shall this Subsection be construed as a waiver by the Reynolds School District #7 of any form of defense or immunity, whether based on sovereign immunity, governmental immunity, immunity based on the Eleventh Amendment to the United States Constitution or otherwise. **CONSULTANT, BY EXECUTION OF THIS CONTRACT, HEREBY CONSENTS TO THE IN PERSONAM JURISDICTION OF SAID COURTS.**

4.10. Tax Compliance Certification.

4.10.1. By signature on this Contract, the undersigned hereby certifies under penalty of perjury that the undersigned is authorized to act on behalf of the Vendor and that the Vendor is, to the best of the undersigned’s knowledge, not in violation of any Oregon Tax Laws.

4.10.2. For the purposes of this certification, “Oregon Tax Laws” means those taxes and programs listed in ORS 305.380(4), namely a state tax: imposed by ORS 401.792 to 401.816 and ORS chapters 118, 314, 316, 317, 318, 320, 321 and 323; the elderly rental assistance program under ORS 310.630 to 310.706; and local taxes administered by the Department of Revenue under ORS 305.620.

4.11. Severability. The Parties agree that 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 to be invalid.

4.12. Force Majeure. Neither party shall be held responsible for delay or default caused by fire, riot, acts of God, and war which is beyond such party's reasonable control. Each party shall, however, make all reasonable efforts to remove or eliminate such a cause of delay or default and shall, upon the cessation of the cause, diligently pursue performance of its obligations under the Contract.

4.13. Waiver. The failure of the Owner to enforce any provision of this Contract shall not constitute a waiver by the Owner of that or any other provision.

4.14. Third Party Beneficiaries. Nothing contained in this Contract shall create a contractual relationship with or a cause of action in favor of a third party against the Owner or Consultant. Consultant's Services under this Contract shall be performed solely for the Owner's benefit, and no other entity or person shall have any claim against Vendor because of this Contract for the performance or nonperformance of Services hereunder.

4.15. Ownership of Work Product; Confidentiality.

4.15.1 Definitions. As used in this Section 4.15, and elsewhere in this Contract, the following terms have the meanings set forth below:

a. "Vendor Intellectual Property" means any intellectual property owned by Vendor and developed independently from this Contract.

b. "Third Party Intellectual Property" means any intellectual property owned by parties other than The Owner or Consultant.

c. "Work Product" means every invention, discovery, work of authorship, trade secret or other tangible or intangible item and all intellectual property rights therein, and all copies of plans, specifications, reports and other materials, that Vendor is required to deliver to the Owner under this Contract, whether completed, partially completed or in draft form.

4.15.2 Work Product. All Work Product created by Vendor pursuant to this Contract, including derivative works and compilations, and whether or not such Work Product is considered a "work made for hire" or an employment to invent, shall be the exclusive property of the Owner. The Owner and Vendor agree that such original works of authorship are "work made for hire" of which the Owner is the author within the meaning of the United States Copyright Act. If for any reason the original Work Product created pursuant to this Contract is not "work made for hire", Vendor hereby irrevocably assigns to the Owner any and all of its rights, title, and interest in all original Work Product created pursuant to this Contract, whether arising from copyright, patent, trademark, trade secret, or any other state or federal intellectual property law or doctrine. Upon the Owner's reasonable request, Vendor shall execute such further documents and instruments necessary to fully vest such rights in the Owner. Vendor forever waives any and all rights relating to original Work Product created pursuant to this Contract, including without limitation, any and all rights arising under 17 USC §106A or any other rights of identification of authorship or rights of approval, restriction or limitation on use or subsequent modifications.

4.15.3 Vendor Intellectual Property. In the event that Work Product is Vendor Intellectual Property, Vendor hereby grants to the Owner an irrevocable, non-exclusive, non-transferable, perpetual, royalty-free license to use the Vendor Intellectual Property, including the right of the Owner to authorize contractors, consultants and others to use the Vendor Intellectual Property, for the purposes described in this Contract.

4.15.4 Third Party Works. In the event that Work Product is Third Party Intellectual Property, Vendor shall secure on the Owner's behalf and in the name of the Owner, an irrevocable, non-exclusive, non-transferable, perpetual, royalty-free license to use the Third Party Intellectual Property, including the right of the Owner to authorize contractors, consultants and others to use the Third Party Intellectual Property, for the purposes described in this Contract.

4.15.5 Vendor Intellectual Property-Derivative Work. In the event that Work Product created by Vendor under this Contract is a derivative work based on Vendor Intellectual Property, or is a compilation that includes Vendor Intellectual Property, Vendor hereby grants to the Owner an irrevocable, non-exclusive, non-transferable, perpetual, royalty-free license to use the pre-existing elements of the Vendor Intellectual Property employed in a Contract Work Product, including the right of the Owner to authorize contractors, consultants and others to use the pre-existing elements of the Vendor Intellectual Property employed in a Contract Work Product, for the purposes described in this Contract.

4.15.6 Third Party Works-Derivative Work. In the event that Work Product created by Vendor under this Contract is a derivative work based on Third Party Intellectual Property, or is a compilation that includes Third Party Intellectual Property, Vendor shall secure on the Owner's behalf and in the name of the Owner an irrevocable, non-exclusive, non-transferable, perpetual, royalty-free license to use the pre-existing elements of the Third Party Intellectual Property employed in a Contract Work Product, including the right to authorize contractors, consultants and others to use the pre-existing elements of the Third Party Intellectual Property employed in a Contract Work Product, for the purposes described in this Contract.

4.15.7 Limited Owner Indemnity. To the extent permitted by the Oregon Constitution, Article XI, Section 7, and by the Oregon Tort Claims Act, ORS 30.260 through 30.397, the Vendor shall be indemnified, and held harmless by the Owner from liability arising out of re-use or alteration by the Owner, which was not specifically contemplated and agreed to by the Parties in this Contract or under separate contract.

4.15.8 Vendor Use of Work Product. Consultant, despite other conditions of this provision, shall have the right to utilize the Work Product on its brochures or other literature that it may utilize for its sales and, in addition, unless specifically otherwise exempted, the Vendor may use standard line drawings, specifications and calculations on other, unrelated projects.

4.15.9 Confidential Information. Vendor acknowledges that it and its employees or agents may, in the course of performing their responsibilities under this Contract, be exposed to or acquire information that is confidential to the Owner or the Owner's clients. Any and all information marked confidential, or identified as confidential in a separate writing, that the Owner provides to Vendor or its employees or agents in the performance of this Contract shall be deemed to be confidential information of the Owner ("Confidential

Information”). Any reports or other documents or items (including software) that result from the use of the Confidential Information by Vendor shall be treated with respect to confidentiality in the same manner as the Confidential Information. Confidential Information shall be deemed not to include information that (a) is or becomes (other than by disclosure by Consultant) publicly known; (b) is furnished by the Owner to others without restrictions similar to those imposed by this Contract; (c) is rightfully in Consultant’s possession without the obligation of nondisclosure prior to the time of its disclosure under this Contract; (d) is obtained from a source other than the Owner without the obligation of confidentiality, (e) is disclosed with the written consent of the Owner, or; (f) is independently developed by employees or agents of Vendor who can be shown to have had no access to the Confidential Information.

4.15.10 Non-Disclosure. Vendor agrees to hold Confidential Information in strict confidence, using at least the same degree of care that Vendor uses in maintaining the confidentiality of its own confidential information, and not to copy, reproduce, sell, assign, license, market, transfer or otherwise dispose of, give, or disclose Confidential Information to third parties, or use Confidential Information for any purposes whatsoever other than the provision of Services to the Owner under this Contract, and to advise each of its employees and agents of their obligations to keep Confidential Information confidential. Vendor shall use its best efforts to assist the Owner in identifying and preventing any unauthorized use or disclosure of any Confidential Information. Without limiting the generality of the foregoing, Vendor shall advise the Owner immediately in the event Vendor learns or has reason to believe that any person who has had access to Confidential Information has violated or intends to violate the terms of this Contract and Vendor will at its expense cooperate with the Owner in seeking injunctive or other equitable relief in the name of the Owner or Vendor against any such person. Vendor agrees that, except as directed by the Owner, Vendor will not at any time during or after the term of this Contract disclose, directly or indirectly, any Confidential Information to any person, except in accordance with this Contract, and that upon termination of this Contract or at the Owner’s request, Vendor will turn over to the Owner all documents, papers, and other matter in Consultant’s possession that embody Confidential Information.

4.15.11 Injunctive Relief. Vendor acknowledges that breach of this Section 4.15, including disclosure of any Confidential Information, will give rise to irreparable injury to the Owner that is inadequately compensable in damages. Accordingly, the Owner may seek and obtain injunctive relief against the breach or threatened breach of the foregoing undertakings, in addition to any other legal remedies that may be available. Vendor acknowledges and agrees that the covenants contained herein are necessary for the protection of the legitimate business interests of the Owner and are reasonable in scope and content.

4.15.12 Publicity. Vendor agrees that news releases and other publicity relating to the subject of this Contract will be made only with the prior written consent of the Owner.

4.15.13 Security. Vendor shall comply with all virus- protection, access control, back-up, password, and other security and other information technology policies of the Owner when using, having access to, or creating systems for any of the Owner’s computers, data, systems, personnel, or other information resources.

4.16. Termination.

4.16.1. Parties Right to Terminate for Convenience. This Contract may be terminated by written mutual consent of the Parties.

4.16.2. Owner’s Right to Terminate for Convenience. Owner may, at its sole discretion, terminate this Contract by written notice to the Vendor specifying the termination date of the Contract.

4.16.3. Owner’s Right to Terminate for Cause. Owner may terminate this Contract, in whole or in part, immediately upon notice to Consultant, or such later date as Owner may establish in such notice, upon the occurrence of any of the following events:

4.16.3.1. Owner lacks lawful funding or other expenditure authority at levels sufficient to allow Owner, in the exercise of its reasonable discretion, to pay for Consultant’s Services;

4.16.3.2. Federal, state or local laws, regulations or guidelines are modified or interpreted in such a way that either the Services under this Contract are prohibited, or Owner is prohibited from paying for such Services from the planned funding source;

4.16.3.3. Vendor no longer holds any license or certificate that is required to perform the Services;

4.16.3.4. Vendor fails to provide the Services called for in Exhibit 1 within the times specified or allowed under this Contract, fails to perform any of the provisions of this Contract, or so fails to perform the Services as to endanger performance of this Contract in accordance with its terms, and after receipt of written notice from Owner, does not correct such failures in such time as Owner specifies (which shall not be less than 10 calendar days, except in the case of emergency).

4.16.4. Cessation of Services. Upon receiving a notice of termination, and except as otherwise directed in writing by the Owner, Vendor shall immediately cease all activities related to the Services or the Project.

4.16.5. Consultant’s Right to Terminate for Cause.

4.16.5.1. Vendor may terminate this Contract if Owner fails to pay Vendor pursuant to this Contract, provided that Owner has failed to make such payment to Vendor within fifteen (15) calendar days after receiving written notice from Vendor of such failure to make payment.

4.16.5.2. Vendor may terminate this Contract, for reasons other than non-payment, if Owner commits any material breach or default of any covenant, warranty, obligation or agreement under this Contract, fails to perform under the Contract within the time specified, or so fails to perform as to endanger Consultant’s performance under this Contract, and such breach, default or failure is not cured within 10 calendar days after delivery of Consultant’s notice, or such longer period as Vendor may specify in such notice.

4.16.6. Delivery of Work Product/Retained Remedies of Owner. As directed by the Owner, Vendor shall upon termination, deliver to the Owner all then existing Work Product and other property that, if the Contract had been completed, would be required to be furnished to the Owner. By Consultant’s signature on this Contract, Vendor allows Owner to use said Work Product and other property for Owner’s intended use. The rights and remedies of the Owner provided in this Section 4.16 - Termination related to defaults by the Vendor shall not

be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

4.16.7. Payment upon Termination

4.16.7.1. In the event of termination pursuant to Sections 4.16.1, 4.16.2, 4.16.3.1, 4.16.3.2 or 4.16.5, Consultant's sole remedy shall be a claim for the sum designated for accomplishing the Services multiplied by the percentage of Services completed and accepted by Owner plus Consultant's reasonable Contract close-out costs, less previous amounts paid and any claim(s) which Owner has against Consultant, except in the event of a termination under 4.16.3.1 where no payment will be due and payable for Services performed or costs incurred after the last day of the current biennium, consistent with Section 4.3. Within 30 days after termination, Vendor shall submit an itemized invoice for all un-reimbursed Contract Services completed before termination and all Contract close-out costs actually incurred by Consultant. Owner shall not be obligated to pay for any such costs invoiced to and received by the Owner later than 30 days after termination. If previous amounts paid to Vendor exceed the amount due to Vendor under this subsection, Vendor shall pay any excess to Owner upon demand.

4.16.7.2. In the event of termination pursuant to section 4.16.3.3 or 4.16.3.4, Owner shall have any remedy available to it in law or equity including but not limited to (a) reducing or withholding payment; (b) requiring Contractor to perform, at the Contractor's expense, additional work necessary to perform the identified scope of work or meet the established performance standards; and (c) declaring a default, terminating the public contract and seeking damages and other relief available under the terms of the public contract or other applicable law. Such remedies may be pursued separately, collectively and/or in any order whatsoever. If it is determined for any reason that Vendor was not in default under section 4.16.3.3 or 4.16.3.4, the rights and obligations of the Parties shall be the same as if the Contract was terminated pursuant to Section 4.16.2.

4.17. Foreign Consultant. If Vendor is not domiciled in or registered to do business in the State of Oregon, Vendor shall promptly provide to the Oregon Department of Revenue and the Secretary of State's Corporation Division all information required by those agencies relative to this Contract. Vendor shall demonstrate its legal capacity to perform the Services under this Contract in the State of Oregon prior to entering into this Contract.

4.18. Notice. Except as otherwise expressly provided in this Contract, any notices to be given hereunder shall be given in writing by personal delivery, facsimile, or mailing the same, postage prepaid, to Vendor or Owner at the address or number set forth on Exhibit 1 to this Contract, or to such other addresses or numbers as either party may hereafter indicate pursuant to this Section 4.18. Any notice so addressed and mailed shall be deemed to be given five (5) calendar days after the date of mailing. Any notice delivered by facsimile shall be deemed to be given when the transmitting machine generates a receipt of the transmission. To be effective against Owner, any facsimile communication or notice must be confirmed by telephone notice to Owner's Representative for the Project as indicated in Exhibit 1 to this Contract, and shall not be deemed to be given until such confirmation is completed. Any notice by personal delivery shall be deemed to be given when actually delivered. Regular, day-to-day communications between the Parties may be transmitted through one of the methods set forth above, in person, by telephone, by e-mail, or by other similar electronic transmission.

4.19. Media Contacts; Confidentiality. Vendor shall provide no news release, press release, or any other statement to a member of the news media regarding this Project, without the Owner's prior written authorization.

4.20. Conflict of Interest. Except with Owner's prior written consent, Vendor shall not engage in any activity, or accept any employment, interest or contribution that would, or would reasonably appear, to compromise Consultant's professional judgment with respect to this Project, including, without limitation, concurrent employment on any project in direct competition with the Project.

4.21. Overtime. The Vendor agrees that employees shall be paid at least time and one half for all overtime worked in excess of 40 hours in any one week, except for individuals under personal services contracts who are excluded under ORS 653.010 to 653.261 or under 29 U.S.C 201 to 209 from receiving overtime.

4.22. Hours of Work Notice Requirements. The Vendor shall give notice in writing to employees who work on a contract for services, either at the time of hire or before commencement of work on the contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work.

Exhibit A – COVID ADDENDUM

APPENDIX F

Reynolds School District #7

WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM FOR COVID-19

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

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

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

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

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

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

OWNER: Reynolds School District #7

VENDOR:

By:

_____, Its _____

By:

 Matt Muller , Its Chief Revenue
Officer _____

4860-0218-3436, v. 1



RFP RESPONSE

Reynolds School District #7

DISTRICT-WIDE NUTRITION POS (POINT-OF-SALE) SYSTEM.
DUE: MARCH 28, 2022 4:00 PM PST

269

LINQ

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EMS LINQ and the TITAN nutrition platform are Making Schools Stronger by bringing state-of-the art efficiencies and providing real-time visibility to school foodservice operations. Our founders are school information technology veterans and nutritionists. We have created scalable and affordable, web-based management solutions to help districts and schools like yours succeed.

TITAN offers an entirely Software as a Service (SaaS) cloud-based platform. We perform all maintenance, upgrades, and backups allowing your team to focus on food preparation and child nutrition. We support enterprise browsers Google Chrome, Microsoft Edge, and Apple's Safari on all supported operating systems such as Windows, OS X, and Android. There is no software to install, maintain, or upgrade; ever.

LINQ delivers a next-generation user experience with TITAN, built entirely in HTML 5 that is pleasing to your staff. TITAN is a multi-tier application that scales effortlessly in real-time to support peak demand. By utilizing the latest browser-based technologies, we minimize network bandwidth, reduce user response times, and increase productivity.

All TITAN modules are fully integrated, and 100% cloud based:

- Application Processing (manual, online, and scanned)
- Point of Service (with disconnected serving)
- Central Kitchen
- Inventory (with mobile Scanning)
- Purchasing
- Accounts Receivable
- Accounts Payable
- General Ledger
- Menu Planning w/Nutritional Analysis (including our exclusive Nutrition Scanner)
- Temperature Capture
- Production
- Digital Menu Boards
- Vending
- Voice/Text Notification

We have thoroughly reviewed the RFP requirements and have provided all necessary information for the response. LINQ, in response to the Reynolds School District #7 Request for Proposal for Request for District-Wide Nutrition POS (Point-of-Sale) System., submits the attached information. *EMS LINQ is not a resident bidder as defined in ORS 279A.120.*

We look forward to earning your business!



Matt Muller | Chief Revenue Officer

EMS LINQ, LLC | www.linq.com

mmuller@linq.com | 2528 Independence Blvd., Ste. 200, Wilmington, NC 28412

O: +1 910 799 0121 | F: +1 910 799 5927

Company Profile

EMS LINQ, LLC.

Federal Tax I.D. # 82-4127789

Phone: 910-799-0121

Fax: 910-799-5927

EMS LINQ focuses exclusively on K-12 school districts. It is our sole business segment. We began in 1989 with an IBM AS400 system to track financials for school foodservice and through organic growth and acquisitions, we have expanded our operations from one (1) state to operating in all 50 states, serving over 4,000 school districts.

Our vision is continual improvement in K-12 education through our technology and our people. Informed by over three decades of experience, our school management software is carefully crafted to accomplish the single goal of helping school districts simply run better. Year after year, we have grown both organically and through acquisitions since our inception.

EMS LINQ's acquisition of TITAN School Solutions was strategic and with a resolute purpose—to expand the growing LINQ School Nutrition web-based solution throughout the country. The well-established TITAN team is now backed by dozens upon dozens of LINQ experts and development resources who are on a laser-focused timeline for responding to the evolving needs of school districts just like Reynolds School District #7.

The LINQ staff has substantial experience in the K-12 School Software market ranging from Student Information Systems to Child Nutrition and shares the passion for our solution and the schools we work with. We look at our users as our partners, not as a client or customer. We believe that if you're successful, we will be too.

After 16 months of in-house development, TITAN was first implemented in July 2015 in Arizona. As of this date, the TITAN Platform now serves partners in 50 states. Because of the success of previous TITAN implementations, TITAN has become the fastest-growing school nutrition software provider. We are proud of the success that the TITAN Platform has achieved, and we believe it directly results from our understanding of our customer's needs, our response to customers' requests for customization, years of experience in the K-12 school software, our leading-edge technology, and our desire to provide the highest level of customer service to our school partners.

RFP RESPONSE FOR REYNOLDS SCHOOL DISTRICT #7

Mandatory Requirements



Integrated Modules

Solution contains the following key modules/functional areas that are integrated:

• **Site Setup • Free and Reduced Meal Benefits • Customer Account Management • Purchasing • Order Process Management • Inventory Management • Menu Planning • Point of Sale • Production Management • Claiming and Financials Mandatory Requirement**

Yes, TITAN meets this requirement. All of TITAN's modules are fully integrated, built on the same platform, and leveraging the same database. The only exception to this rule is TITAN's menu boards, which are connected to the rest of the system through API integration.

USDA and ODE Free and Reduced Meal Benefit

Provide substantiating information that your solution provides functionality to store, update and utilize USDA and Oregon Department of Education (ODE) guidelines for free and reduced meal benefits.

LINQ currently partners with more than 30 districts across the state of Oregon to provide support for USDA and ODE guidelines for free and reduced meal benefits.

Integration with Synergy (Student Information System)

TITAN provides a sophisticated and reliable query-based integration with Synergy. Our tool will run a read-only script against their database to update TITAN every two hours throughout each day.

Multiple language support for the online application as well as communication with families

We currently offer online applications in 10 languages and are committed to working with your district to ensure every family can access in their native language. Our goal is to ensure that regardless of how someone gets to the applications, they will be able to quickly, easily and efficiently get it completed.

Ability to track all activity associated with an application including notes, correspondence, verification activity and any reasons for change to the application.

Yes, TITAN meets this requirement.

A dashboard that increases efficiency for processing and managing free and reduced meal benefits.

Yes, TITAN meets this requirement.

Vendor Provided Training

Describe vendor provided training that would be used for the initial system training as well as ongoing training. Include sample of: quick reference guide, context sensitive help, any online documentation and a training video or webinar. If videos are used, specify how they are hosted.

If awarded this opportunity, LINQ would assign a dedicated resource to Reynolds School District #7 for the entirety of the onboarding process. LINQ provides an extensive onboarding process that includes training on all modules and best practices.

LINQ also provides TITAN Academy to assist in initial onboarding and ongoing training. In TITAN Academy, LINQ automatically places users on dedicated learning plans based on the functional role of Administrators, Managers, Menu Planners, and Cashiers. It provides detailed training videos, documentation, and quick reference guides. TITAN Academy allows trainees to watch all training material, in sequential order and requires users to complete a test at the end of each course to ensure a solid comprehension of the materials. All trainees are presented only materials contextually relevant to their job responsibilities.

The benefit is that your users will have the opportunity to learn materials at their own pace and outside of our standard and instructor-led training sessions. Both learning modalities, TITAN Academy and our instructor-led training are designed to be complementary. TITAN Academy further provides the added advantage of enabling users to preview materials before class, deliver timely live training, and reinforce training concepts after the instructor training sessions, and ultimately revisit training materials just before go-live. Moreover, when working with remote schools, trainees don't need to travel to a central location to participate in training, avoiding the burden and inefficiency of finding, scheduling, and shuttling school staff to centralized training locations. TITAN Academy currently includes over 140 videos that are organized in learning plans based on role.

TITAN Academy courses are further complemented by a rich set of *User Quick Reference guides* that staff can further download and retain for ongoing daily needs.

LINQ monitors the effectiveness of each training component by evaluating the metrics of videos watched, test success, training course certificate completion, and the training surveys that are automatically conducted after each course. However, the real test of success is when a customer can self implement a feature or conduct an import before the instructor-led training.

Existing System Data Transfer

Describe your process for transferring data from our current system to the proposed product solution. RSD expects the vendor (or a vendor's designated subcontractor) to do the majority of this work. List any data import or data migration utilities for the various modules. Specify whether we will be able to keep existing data IDs or if your product provides any cross reference to existing IDs. Please include Menu Planning migration.

Data conversion and migration is one of the more complex aspects of any system implementation since the labor and automation involved is highly dependent on the quality of data, accessibility of data in a structured digital format, and the amount of data to be converted.

We recommend, as a best practice, a hybrid approach to data conversion, including automated and manual data conversion. In our numerous projects, we have seen the need to clean item masters, remove discontinued commercial foods, eliminate duplicates, update product descriptions and quantities, obtain nutrition fact sheets and update item nutrition, and verify manufacturers. With recipes, LINQ frequently finds the need to remove

inactive or seldom-used recipes, add missing allergens, eliminate recipe duplicates, extract recipe steps from unstructured text, and remove and replace discontinued item ingredients. Taken together, these data issues require human intervention and are virtually impossible to apply machine logic to convert information. Consequently, LINQ employs a hybrid approach to data conversion.

Automation

TITAN offers import tools to migrate data, including:

Students - Staff - Eligibility - Balances - Item data - Ingredients

Importing this data requires the data to be exportable from the current system and the ability to convert it into a delimited data file TITAN can then consume. LINQ would work collaboratively with Reynolds School District #7 to align data for import, however, as LINQ does not own the data, it will require direct involvement from the district to ensure accuracy.

Manual

Inevitably, some data from current systems will have to re-entered manually into TITAN. One example of this is recipes. Ingredient data can be imported, but things like recipe steps, serving sizes and meal components can not be imported. TITAN provides a unique approach to recipes where one base item powers all aspects of the platform, including ingredients, recipes, inventory and purchasing. Competitor systems spread this information out over multiple individual items and the amount of manual work to get them into a functional import far exceeds the time it would take to re-enter the data. In the long run, districts gain a significant amount of time through these efficiencies, but it may require some manual data entry on the front end. Reynolds School District #7 can retain their current data IDs.

Qualifications

Provide an overview of your company, including an organization chart, and how long your company has been in business.

EMS LINQ, Inc. is a C-level Corporation, incorporated in the state of Delaware. We focus exclusively on K-12 school districts. It is our sole business segment. We began in 1989 with an IBM AS400 system to track financials for school foodservice and through organic growth and acquisitions, we have expanded our operations from one (1) state to operating in all 50 states, serving over 4,000 school districts.

Our People

Our team of industry veterans and former nutrition directors has firsthand experience with the many challenges you face every day. They are committed to building partnerships, listening, responding to your specific needs, and supporting you every step of the way.

Company Stability

As the nation's fastest growing school nutrition software provider, TITAN – A LINQ Solution supports more than 4,000 districts across the country and continues to grow under the stable, well-funded LINQ umbrella. LINQ is a

software company, not a payment company, and we exist to create software that delights districts, not to collect credit card processing fees.

Solution Flexibility

TITAN solutions are truly 100% cloud-based and can be accessed from a web browser, on almost any device, and require no software to install, even at the POS. With all TITAN solutions operating under one central database, districts can access real-time integrations that will eliminate the need for redundant, manual data entry across modules.

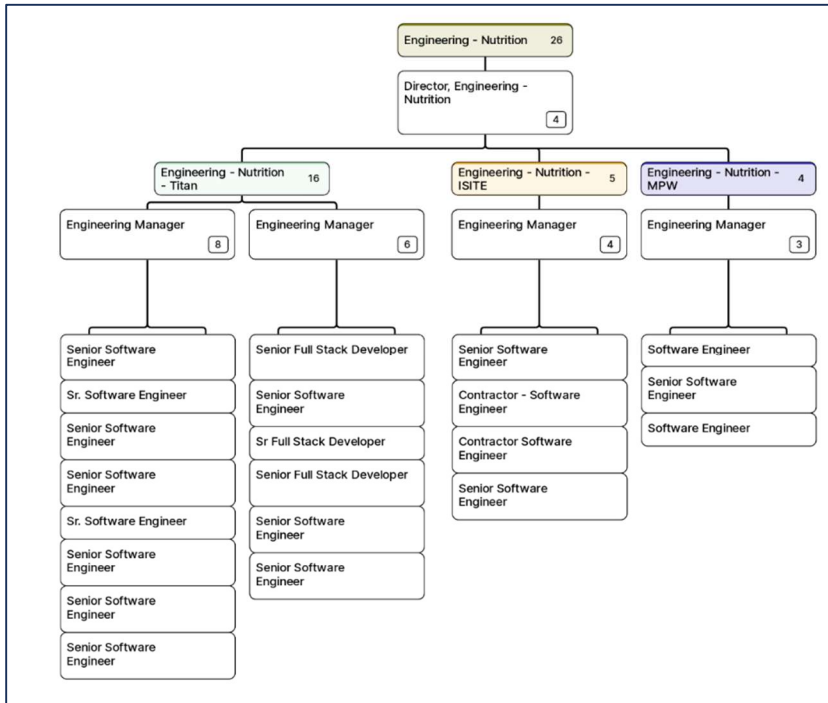
Innovation

Through ongoing collaboration with our partner districts and team of industry veterans, we can adapt quickly and update the TITAN platform as the needs arise. With TITAN, you can enjoy complimentary, automatic updates every two weeks with the latest time-saving software enhancements available in the industry.

Integrated Services

Under the LINQ umbrella, you will have access to a wide variety of products and services that are designed to help improve your operational efficiency, optimize financial performance, and increase participation from students to states across nutrition, digital, and finance.

LINQ is the only solution that combines, Human Resource planning, professional services, nutrition management, student services, enterprise resource planning, and state reporting and compliance in a cloud-based system.



Include a financial summary.

EMS LINQ is happy to provide requested financial information upon contract award.

Provide a recap of your school client base.

One of the key benefits to Reynolds School District #7 is that LINQ has real-world experience scaling systems and support processes to meet the needs of both large and small public school districts.

Many competing vendor systems and processes were initially built on legacy client-server technology. In the era of cloud solutions, vendors simply refreshed the user interface leaving the backend untouched and carrying all of the inherent issues of decades-old software programming. This didn't accomplish the goal of delivering a truly n-tier scalable solution built on the latest browser technologies let alone meeting the test of being a true SaaS solution.

However, TITAN was built from the ground-up as a native browser and mobile nutrition management platform. From the outset, we architected a solution to simultaneously accommodate districts serving lunches in one time zone while performing end-of-day reporting in another. With TITAN, we've already done the heavy lifting of optimizing our infrastructure to meet the needs of a district the size of Reynolds School District #7.

Include a summary by individual schools, school district size, and number of years using your product.

- Provides service to more than 4,000 school districts.
- Serves more than 1.3 million meals per day.
- Has over 750,000 families.
- Operates in 50 states.
- Accommodates 28,068 serving lines simultaneously.

Describe the capacity of your company to perform the scope of work, including system setup, training staff, customer support and maintenance of the system.

Unlike many of our competitors who have extended general point of service software to serve K-12, LINQ has built both its product and team around the singular purpose of supporting a comprehensive child nutrition experience. Our staff also has real-world experience managing school nutrition programs with several former Child Nutrition Directors on our team. We further have registered dietitians, licensed dietitians, and school nutrition specialists that understand USDA nutrition program requirements and the technical know-how to successfully implement and ensure compliance within TITAN. Taken together, LINQ Nutrition staff has well over three hundred years of experience in and around child nutrition and K-12 software.

Immediately upon contract execution, Reynolds School District #7 will be assigned to a Project Manager with which you will have direct communication including, email, phone, and text. During Go-Live you will have direct contact with project management, implementation staff, and TITAN support.

LINQ has a number of staff members dedicated to supporting K-12 customers in various ways. (Phone support, state requirement development, programming, training, etc)

Nationally, we have approximately 50 staff members dedicated to K-12 product development / enhancement / programming, support, and training services.

An ideal proposal will demonstrate:**• Proposer has the required background to meet the District's needs for these services**

Yes, LINQ has the required background and necessary resources to meet the District's needs for the services outlined in the RFP.

• Provider will sign and comply with our Vendor Covid agreement

EMS LINQ is happy to sign and comply with RSD's Vendor Covid Agreement.

Site Set-up

An ideal proposal will demonstrate:**• Functional requirements are met**

Yes, TITAN meets your financial requirements.

• Solution supports a central warehouse, central office and sites where meal production occurs

Yes, TITAN meets this requirement. All of the listed site types are fully supported including ordering, production management, and district-wide distribution.

• Solution supports sites with varying delivery schedules

Yes, TITAN meets this requirement.

• Solution provides site dashboards

Yes, TITAN meets this requirement.

References



Reynolds School District
Administration Offices
1204 NE 201st Avenue
Fairview, OR 97024
503.661.7200 • FAX 503.667.6932

RFP FORM PAGE 3

REFERENCES

Nutrition POS (Point-of-Sale) System

Company: _____

Our company has provided services/products of a similar nature to the following organizations:

1 Name of Organization Hillsboro School District

Website Address http://www.hsd.k12.or.us

Address 3083 NE 49th PL Hillsboro OR 97124

Contact Person Nathan Roedel

Phone 503-844-1500

Email roedeln@hsd.k12.or.us

2 Name of Organization Mount Diablo Unified School District

Website Address https://www.mdusd.us/

Address 1936 Carlotta Drive Concord CA 94519

Contact Person Dominic Machi

Phone 925-682-8000

Email machid@mdusd.us

3 Name of Organization Bonnyville Joint - ID

Website Address http://www.d93schools.org/

Address 497 N Ammon RD Idaho Falls, ID 83401

Contact Person Person Heather Plain

Phone 508-227-9671

Email plainh@d93.k12.id.us

A great place for learning.

Cost



With TITAN, there are no surprises or hidden costs. Our simple, subscription-based model ensures that you will always have the best hardware and state-of-the-art software, complete with immediate, timely updates as needed. And with this, you will know at the beginning of each year EXACTLY what your investment will be for these efficiencies and conveniences.

Software as a Service (SaaS) – Annual Subscriptions

All pricing is provided below as requested. Core function software and Back of House Software is priced by module, and as a package. Optional/Additional software modules are listed.

All TITAN modules have unlimited users.

Professional Services

TITAN's Professional Services are a one-time, fixed rate, which covers both implementation and training. The fixed rate services are performed remotely.

We have included 3 days of on-site services. Travel expenses are billed as an additional cost. If the district would like additional on-site training, it is billed at \$1,200.00 per day + travel expenses.

Family Portal

Online Applications

TITAN includes unlimited online meal applications with your Student Management annual subscription. There is no additional fee to the district.

Online Payments

TITAN charges a flat fee of \$2.60, per transaction for Meal Service, and a fee of 3.95% (minimum of \$2.60), per transaction for the Student Store with:

- No additional or hidden fees to parents or the district.
- Unlimited students included in each transaction.
- U.S.-based support for your parents and your staff.

Hardware

Since the TITAN portal is a 100% cloud-based, you can access TITAN from any device with a web browser. Although LINQ sells best in class hardware, we do not require the use of proprietary hardware for the point of service. Any unlocked USB ID scanner or pin pad will function with TITAN, except for buffered serving which require the purchase of TITAN input devices.

For credit card scanning, mobile inventory scanning, and production temperature scanning, TITAN does require the purchase of specific scanners and thermometers, as they are necessary to interact with our App based tool in real time.

If you wish to choose hardware from LINQ, we offer a couple options:

- You can purchase the hardware outright OR
- You can utilize our Hardware as a Service (HaaS). HaaS is a 4-year subscription service, paid annually. At the end of the 4-year agreement the district will return the hardware. The district can then renew the subscription again for another 4-years, at which time all new hardware will be shipped to the district. HaaS can benefit the district with lower up-front costs and the peace of mind knowing that your hardware will be covered by a warranty for the duration of the contract.

Ground Shipping fees:

Ground shipping or most reasonable shipping costs will be added to the invoice after shipment for all Hardware orders.

Please find your quote (product specification and pricing) on the following pages:

EMS LINQ

Connecting the K-12 Community

2528 Independence Blvd Suite 200
Wilmington, NC 28412

Phone: 800.541.8999
Fax: 910.799.5427
Email: lheggem@linq.com

Quote #: Q-55329-1
Date: 3/4/2022 12:25 PM
Expires On: 6/2/2022

Customer Contact

Christy Foote
(503)491-3413 X3226
cfoote@rsd7.net

Bill To

Reynolds School District 7
1204 NE 201ST Ave
Fairview, OR 97024

SALESPERSON	EMAIL	PAYMENT TERMS
Lance Heggem	lheggem@linq.com	Net 30

TITAN - A LINQ Solution

QTY	PRODUCT	DESCRIPTION	UNIT PRICE	NET PRICE	EXTENDED
22.00	Production Records (TPRO1-75)	Production Records (TPRO100-75) Annual Subscription Fee, Each Cafeteria (Qty. 1-75)	\$195.00	\$195.00	\$4,290.00
1.00	Menu Planning w/Nutritional Analysis (TMP100)	Menu Planning w/Nutritional Analysis (TMP100) Annual Subscription Fee	\$895.00	\$895.00	\$895.00
1.00	Purchasing (TPUR100)	Purchasing (TPUR100) Annual Subscription Fee	\$795.00	\$795.00	\$795.00
22.00	Inventory (TINV100-75)	Inventory (TINV100-75) Annual Subscription Fee, Each Warehouse (Qty. 1-75)	\$450.00	\$450.00	\$9,900.00
25.00	Student Management w/ Application Processing (TSTU100-75)	Student Management w/Application Processing (TSTU100-75) Annual Subscription Fee, Each School (Qty. 1-75)	\$495.00	\$495.00	\$12,375.00
36.00	Point of Service (TPOS100-75)	Point of Service (TPOS100-75) Annual Subscription Fee, Each Point of Service Terminal (Quantity 1 - 75)	\$260.00	\$260.00	\$9,360.00

QTY	PRODUCT	DESCRIPTION	UNIT PRICE	NET PRICE	EXTENDED
1.00	Family Portal (family.titank12.com)	Family Portal (family.titank12.com) - Online Applications are included FREE with the Student Management module - there is no cost to the district. - Online Meal Payment Processing Fee of \$2.60 is collected from the parent with each transaction - there is no cost to the district. - Online Student Store (Other School Fees) Payment Processing fee of 3.95% (minimum of \$2.60) is collected from the parent with each transaction - there is no cost to the district.	\$0.00	\$0.00	\$0.00
1.00	Central Kitchen (TCEN100)	Central Kitchen (TCEN100) Annual Subscription Fee, Each	\$795.00	\$795.00	\$795.00
31.90	Professional Services, Remote Fixed (SERV101)	Professional Services, Remote (SERV101) Professional Services. Services will be performed remotely according to the agreed upon project plan, Fixed price.	\$200.00	\$200.00	\$6,380.00
30.00	Hardware Keypad LINQ - Pad TITAN Left	Raised Membrane Keys that click when pressed, Keys are in phone keypad configuration. (1,2,3 are on the top row), Braille indicator on all keys Silicon Case Pre Programed for TITAN Left MFG 1 Year	\$180.00	\$180.00	\$5,400.00
30.00	Hardware Keypad LINQ - Pad w/ Scanner TITAN Left	Raised Membrane Keys that click when pressed, Keys are in phone keypad configuration. (1,2,3 are on the top row), Braille indicator on all keys w/scanner Silicon Case Pre Programed for TITAN Left w/ Scanner MFG 1 Year	\$285.00	\$285.00	\$8,550.00
30.00	Hardware Scanner Honeywell Orbital HF680 TITAN Left	Honeywell TITAN Left Hand-Free USB Barcode Scanner w/1 & 2-dimensional (mobile) scanning MFG 3 Year	\$305.00	\$305.00	\$9,150.00
3.00	Professional Services, On-site (SERV102)	Professional Services, On-site (SERV102) Professional Services. Services will be performed onsite according to the agreed upon project, Per Day Note: All charges are exclusive of out of pocket expenses for Professional Services performed. Charges for actual and reasonable out-of-pocket expenses including, but not limited to, travel and lodging expenses will be billed as incurred.	\$1,200.00	\$1,200.00	\$3,600.00
TITAN - A LINQ Solution Subtotal:					\$71,490.00
TITAN - A LINQ Solution Grand Total:					\$71,490.00

Tax:	\$0.00
Shipping:	\$0.00
Grand Total:	\$71,490.00

Optional Items

TITAN - A LINQ Solution					
QTY	PRODUCT	DESCRIPTION	UNIT PRICE	NET PRICE	EXTENDED
1.00	Digital Menu Board (TMB101-75)	Digital Menu Board (TMB101-75) Annual Subscription Fee, Each Digital Display (Qty. 1-75) Note: Price does not include Menu Boards or Chromebox, these will need to be provided by the district.	\$275.00	\$275.00	\$275.00
1.00	Vending (TVEN100-75)	Vending (TVEN100-75) Annual Subscription Fee, Each Vending Machine (Qty. 1-75) Note: Price does not include vending machines. These will need to be provided by the district. TITAN is compatible with Vendnovation vending machines distributed by Venducation.	\$795.00	\$495.00	\$495.00
1.00	Voice Notification (TVN100)	Voice Notification (TVN100) Annual Subscription Fee, Each Enrolled Student	\$3,456.00	\$3,456.00	\$3,456.00
1.00	Text/SMS Notification (TSMS100)	Text/SMS Notification (TSMS100) Annual Subscription Fee, Each Enrolled Student	\$3,456.00	\$3,456.00	\$3,456.00
1.00	Inventory Scanning (TINV101-75)	Inventory Scanning (TINV101-75) Annual Subscription Fee, Each Scanner (Qty. 1-75)	\$400.00	\$400.00	\$400.00
1.00	General Ledger (TGL100)	General Ledger (TGL100) Annual Subscription Fee	\$795.00	\$795.00	\$795.00

QTY	PRODUCT	DESCRIPTION	UNIT PRICE	NET PRICE	EXTENDED
1.00	Accounts Payable (TAP100)	Accounts Payable (TAP100) Annual Subscription Fee	\$795.00	\$795.00	\$795.00
1.00	Accounts Receivable (TAR100)	Accounts Receivable (TAR100) Annual Subscription Fee	\$795.00	\$795.00	\$795.00
1.00	Sales Order/Catering Module (TSO100)	Sales Order/Catering Module (TSO100) Annual Subscription Fee	\$10,000.00	\$10,000.00	\$10,000.00
1.00	Hardware Inventory iPod Scanner Linea Pro 5 Scanner	iPod Inventory Scanner Linea Pro 5 iPod Touch 5th / 6th / 7th Gen 2D Barcode Scanner – Encrypted MSRSled, Note: Price does not include iPod, these will need to be provided by the district. MFG 1 Year	\$605.00	\$605.00	\$605.00
1.00	Hardware Inventory iPod Touch 32GB	iPod Touch 32GB - Space Gray works with Linea Pro 5 Scanner (LP5-N2D-POD5) MFG 1 Year	\$280.00	\$280.00	\$280.00
1.00	Hardware Terminal Aures Yuno Intel J1900 (T)	YUNO PCT – 15.6 inch Widescreen LCD, Intel Bay Trail J1900 Quad-Core 2.00+ GHz CPU, 4GB Ram, 128GB SSD, Windows 10 IoT Entry installed w/License. MFG 3 Year	\$1,040.00	\$1,040.00	\$1,040.00
1.00	Hardware Terminal Aures Sango Wifi Kit (T)	Aures Sango Wifi Kit MFG 3 Year	\$105.00	\$105.00	\$105.00
1.00	Hardware Terminal TabletKiosk c130T J19000 4GB 128GB SSD (T)	13.3", J1900, 4GB, 128SSD, Win IoT w/ Desk Stand MFG 1 Year	\$1,105.00	\$1,105.00	\$1,105.00
1.00	Hardware Scanner Credit Card Scanner Magtek	Credit Card Scanner Magtek Level 3 USB Security Credit Card Scanner, Note: Price does not include transaction fee of 3.95%, per transaction. MFG 1 Year	\$160.00	\$160.00	\$160.00

TITAN - A LINQ Solution Subtotal:	\$23,762.00
TITAN - A LINQ Solution Grand Total:	\$23,762.00

Tax:	\$0.00
Shipping:	\$0.00
Grand Total:	\$23,762.00

Fees for subsequent years within the term bound by the Start Date and End Date detailed on this quote will be equal to the 'Annual Ongoing Fees' amount uplifted by 3.0% in each following year. With a commitment of three or more years, annual uplifts are waived. The waiver is for the initial term only and may or may not be available at the time of renewal or in future agreements. On-Going LINQ Subscription/Maintenance & Support Fees are invoiced at then current rates & enrollment per terms of the Master Subscription Agreement, which may be subject to an annual increase after the first year for non-multi-year contracts and/or enrollment increases.

Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that LINQ receives your purchase order. In the event that this quote includes promotional pricing, such promotional pricing may not be valid for the entire period stated on this quote.

All invoices shall be paid within thirty (30) days of the date of invoice.
All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and shall not impact the terms or conditions reflected in this quote and the applicable LINQ Master Subscription Agreement.

This quote is subject to and incorporates the terms and conditions of the LINQ Master Subscription Agreement found at <https://www.linq.com/legal-msa/>

This is a proposal for your consideration, a final version will be sent electronically for signature.

Specifications



GENERAL SPECIFICATIONS AND TECHNICAL REQUIREMENTS

1. Software

- **Software must be compatible with the latest version of Edge, Chrome, Firefox, and Safari browsers.**

Yes, TITAN meets this requirement.

- **Software must be compatible with Windows and OS X operating systems; iOS compatibility is also preferred.**

Yes, TITAN meets this requirement.

- **Vendor must itemize all software and hardware requirements for system.**

TITAN runs 100% inside a browser and does not require any software to be installed on any machine, including POS terminals. Outside of a browser requirement, there are no hardware requirements to operate our system.

- **Vendor will have data conversion and/or import utilities to transfer data from our current system into the new system. Wherever possible, we should be able to retain existing IDs or minimally have a cross reference to the key identifiers for the old system. Key data includes items, recipes, inventory history, and student account history.**

TITAN provides customizable import utilities to transfer data from your current system. Existing IDs can be kept as they migrate to TITAN. TITAN cannot import recipes in their entirety. Some of the data will have to be entered manually, such as serving sizes and recipe steps. TITAN cannot import inventory history or student account history. TITAN can import current account balances and allows the district to define starting inventory levels.

- **Language conversion for Spanish, Vietnamese and Russian preferred.**

Our TITAN platform currently offers applications and results letters in English, Spanish, French, Vietnamese, Korean, Chinese, Russian, Burmese, and Armenian.

2. Pin Pads and Scanners:

- **Response must include a list of compatible pin pads and scanners with pricing and specifications.**

TITAN is compatible with any unlocked USB pin pad or scanner. LINQ offers best in class hardware options that are included in the quote.

- **Please include a list of compatible and supported third-party pin pads and scanners.**

TITAN supports any non-proprietary (unlocked) input device.

- **Please provide a quote for 30 pin pads for current school use and back up units. We would like these pin pads to be able to scan RFID student body cards that will be used in all systems and have the ability to use a pin.**

LINQ offers pin pad devices and barcode scanners. At this time, LINQ does not sell RFID scanners.

3. Web-based:

- **The system must be hosted by the vendor and accessible via a web-based cloud service.**

Yes, TITAN meets this requirement.

- **The system should not require the District to store data on its own servers.**

Yes, TITAN meets this requirement.

- **The system should comply with security**

LINQ takes security very seriously. All communication with the TITAN platform is encrypted by 256bit AES encryption. Our administration and point of service terminals are secured using two-factor authentication. Users only have rights to specific assigned data within their buildings. TITAN allows you to set up security groups eliminating the need to manage individual user rights. If you want to add rights to a certain group of users, simply make the change in one place and the rights are applied to the entire group. TITAN further supports authentication to an LDAP compliant directory such as Oracle Internet Directory or Microsoft Active Directory.

Security is a multidimensional issue that includes both physical data center security and application and database integrity. Data vulnerability and security issues can arise from unauthorized individuals gaining access to physical media, penetrating application data through social engineering, or simply leaving a system logged in and unattended. TITAN has multiple layers of security controls designed to counteract these vulnerabilities and is described further below.

4. Centralized:

- **System must be a centralized system for both point-of-sale operations, on-line payment availability, free and reduced applications, inventory, centralized warehouse and menu planning functions.**

Yes, TITAN is a fully integrated web-based solution. We have specialized modules for every item listed out in this section.

- **Vendor to specify at what interval student accounts are updated.**

TITAN provides a sophisticated and reliable query-based integration with Synergy. Our tool will run a read-only script against the Synergy database to update TITAN every two hours throughout each day.

- **Must have the ability to manually push payments as needed in between regular update intervals, unless the process to push payments is automated and instantaneous.**

TITAN payments operate in real time with the rest of the platform.

- **Must have the ability to document and qualify reimbursable meals for Community Eligibility Provision Schools.**

TITAN easily accommodates Community Eligible Provision (CEP) sites within the system to ensure all students are served free meals and reimbursement is handled accordingly.

- **Must have the ability to send automated low balance emails.**

Yes, TITAN meets this requirement.

- **Must have the ability to input weekly Direct Certification list provided by ODE.**

Yes, TITAN meets this requirement.

5. Allergen warning:

- **The system should provide a pop-up allergy alert to notify staff if a student has allergies.**

Yes, TITAN meets this requirement.

- **Must have the ability to have some control over and customize the allergens tracked.**

Yes, TITAN meets this requirement.

6. Training:

- **Include any training available including costs associated. Itemize levels of training i.e., administrative personnel training verses cashier training.**

Accounting

Accounts Payable (2 Hours), Accounts Receivable (2 Hours), General Ledger (2 Hours)

ROLES: DIRECTOR/ASSISTANT DIRECTOR; PROGRAM MANAGER(S); ACCOUNTANT

POS & Free and Reduced Trainings

Portal & Configuration (2 Hours), Point of Service Configuration (1.75 Hours), Free & Reduced (2 Hours), Pre-Go Live Reports (1.5 Hour), Post-Go Live Reports (1.5 Hour)

ROLES: DIRECTOR/ASSISTANT DIRECTOR; PROGRAM MANAGER(S)

Point of Service (2 Hours)

ROLES: DIRECTOR/ASSISTANT DIRECTOR; PROGRAM MANAGER(S); SITE MANAGER(S)

POS Troubleshooting (1 Hour)

ROLES: INFORMATION TECHNOLOGY (IT)

Inventory & Purchasing

Training Session 1 – Inventory Configurations (1.5 Hours), Item Management (1.5 Hour), Advanced Inventory (1.5 Hours), Purchasing (1.5 Hour), Reports Pre-Go Live (1.5 Hour), Reports Post-Go Live (1.5 Hour)

ROLES: DIRECTOR/ASSISTANT DIRECTOR; WAREHOUSE MANAGER

Menu Planning, Nutritional Analysis & Production Records

Training Session 1 – Ingredients & Recipes (2 Hours), Complex Recipes (1.5 Hour), Menu Plans (1.5 Hour), Production Records (1.5 Hour)

ROLES: DIRECTOR/ASSISTANT DIRECTOR; NUTRITIONIST

- **Please identify each level of training offered for cashier management, Administrative functions, and free and reduced processing.**

Details of our training methods are listed above. Specific training costs are listed in the quote.

- **Must include and itemize all training cost including hotel, rental car, hourly rate, etc.**

Standard training costs are 150 per hour. When providing onsite training, LINQ will include expenses in the overall cost, but we can not quote costs associated with hotels and car rentals without first picking dates and booking travel.

7. Maintenance and Customer Service Support:

- **Technical support must be available during the normal school day from 6 a.m. PST to 4 p.m. PST. Users should be able to contact support as needed during the normal school day and get a response within 1 hour for major issues and 24 hours for all issues. Major issues include but are not limited to: system down, balance discrepancies, problems with free and reduced flow.**

All TITAN support is available from 6 AM PST to 4 PM PST.

Details of our Support Response times:

Support Response Times and Tiers

- Level 1: 30 minutes
- Level 2: 3 hours
- Level 3: 3 - 6 hours
- Level 4: 6 - 8 hours

- **Customer service should not be limited to email. Customer service should be available by phone.**

Communication is completed primarily via phone and email. LINQ also offers remote desktop support.

- **The preference would be to have a team or point person for our district who would know the nuances of our system.**

During implementation, Reynolds School District #7 would be assigned a dedicated team resource who understands the nuances of the TITAN platform.

- **Any upgrade(s) or change(s) to the system that will cause a disruption of service must happen after hours using Pacific Time zones**

Yes, TITAN meets this requirement.

- **Responses must include an itemized list of all costs associated with maintenance and support.**

TITAN is a 100% SaaS solution. All maintenance and support is included in the software cost.

- **Please outline customer service availability and response times.**

LINQ utilizes an integrated support platform. This allows authorized users to create tickets in any of three ways:

Platform– When logged into Portal, authorized users can click on the menu in the top right-hand corner or quick “+” menu and choose Support Request. Users can supply details of their issue and will be contacted by a Customer Success Analyst to work directly with you on any assistance needed.

Email– Authorized users can email support@titank12.com. Users will receive an email confirmation that the ticket was received and their ticket identifier. A Customer Success Analyst will then contact you directly.

Phone– Authorized users can call 844-467-4700, option 2 where they can select options including assistance for Family Support, System Down, or General Support. You will then be connected with a Customer Success Analyst who will begin working with you on your issue.

- **Please include software update schedule and description of customer notification of updates.**

LINQ provides regular updates to the software every two weeks. Customers are sent notices regarding updates with release notes that detail the major changes provided in each release.

- **Annual updates of student photos – preferably by Vendor to ensure proper results.**

TITAN supports uploading of student pictures through a zip file. Our team can assist the district in this process

8. Technology to be provided by the District:

- **Responses should include information about any equipment that the District must provide on its own – such as computer hardware and software – and include the quantity needed and minimum required specifications.**

Built exclusively on HTML5, TITAN runs 100% inside a browser and does not require any software to be installed on any machine, including POS terminals. As an exclusively cloud-based system, there is no required network infrastructure beyond ensuring each computer has access to the internet.

9. Functionality regarding data exports and imports:

System must have the following functionality:

- **Ability to export customized data needed that may not be readily available on standard reports.**

Yes, TITAN meets this requirement.

- **Ability to automatically extract free and reduced data nightly in the correct format to be able to import into the District's student information system.**

Yes, TITAN meets this requirement.

- **Ability to automate the import of student data files.**

Yes, TITAN meets this requirement.

- **Ability to mass import student photographs.**

Yes, TITAN meets this requirement.

- **Ability to integrate with Infinite Visions financial management software preferred.**

LINQ has not currently integrated with the Infinite Visions financial management software system, but is open to exploring this with Reynolds School District #7 to see if this is something we could accommodate.

10. Implementation:

- **Vendor will be responsible to completely implement the new system and convert the District's existing data into it.**

LINQ will work collaboratively with Reynolds School District #7 to bring data into the TITAN platform. However, we view the migration of data as a collaborative process, as the district is the ultimate owner of the data. LINQ does not have access to the district's existing systems and can not verify data without assistance from the district. LINQ will offer extensive assistance throughout the data migration process, but can not assume complete responsibility for this task.

- Responses must include the vendor’s plan for implementing the software, including but not limited to installation, setup, configuration, data conversion, data validation, and training. This should include a listing of what the vendor will do, what Reynolds will do, anticipated timeline to convert system during summer 2022 to go live during Fall 2022, and all costs associated with the implementation (except the training costs identified elsewhere in the response).

Please see Implementation Plan section.

11. Offline Capability:

- The system must be able to continue working as normal when the wired and/or wireless network connection is lost.

Yes, TITAN meets this requirement.

- No extra action must be required by staff to continue working offline or to re- synchronize the data once the network connection is re-established.

Yes, TITAN meets this requirement.

12. Inventory Management:

The District prefers the following functionality:

- Provide inventory management functions for school sites, central office, central warehouse, and central production facility.

Yes, TITAN meets this requirement.

- Allow for regular blind physical inventory count.

Yes, TITAN meets this requirement.

- Provide centralized inventory management of food, non-food, finished goods, disposables, supplies, chemicals, and small equipment.

Yes, TITAN meets this requirement.

- Ability to import data from a vendor’s spreadsheets to alleviate the need to manually enter each item.

Yes, TITAN meets this requirement.

- Ability to distinguish Commodity items from regular products and track Commodity items using a central warehouse system

Yes, TITAN meets this requirement.

- Perpetual inventory system to ensure inventory records are updated accurately and timely

Yes, TITAN meets this requirement.

- Provide “product recall” or “product hold” management functions.

Yes, TITAN meets this requirement.

- **Provide set-up and conversion of different pack sizes of equivalent food and supply items.**
Yes, TITAN meets this requirement.
- **Provide entry of unlimited number of inventory items into the system.**
Yes, TITAN meets this requirement.
- **Retain inventory value/cost integrity when products are transferred between sites.**
Yes, TITAN meets this requirement.
- **Receive previously ordered products with a single keystroke.**
Yes, TITAN meets this requirement.
- **Quickly assign numerous inventory items to a customized list of sites and/or site types.**
Yes, TITAN meets this requirement.
- **Archive discontinued or seasonal inventory items so that they are not displayed in Central office in the Menu Planning or Order Processing functions.**
Yes, TITAN meets this requirement.
- **Assign stock numbers automatically or manually.**
Yes, TITAN meets this requirement.
- **Real-time inventory reports and/or alerts based on menu/ingredient input.**
Yes, TITAN provides real time inventory reports.
- **Integration with POS, Order Processing, and Menu Planning functions.**
Yes, TITAN meets this requirement.

13. Order Processing:

The District prefers the following functionality:

- **Provide order processing management functions (ordering, shipping & receiving) for school sites, central office, central production facility, and central warehouse Set-up unlimited routes for District sites, central production facility and central warehouse.**
Yes, TITAN meets this requirement.
- **Ability to order Commodity items separately from regular items.**
Yes, TITAN meets this requirement.
- **Ability to import data from a vendor's spreadsheets to alleviate the need to manually enter each item.**
Yes, TITAN meets this requirement.
- **Workflow process to ensure orders are approved before they are finalized.**
Yes, TITAN meets this requirement.
- **Create customizable and savable grocery lists by site.**

Yes, TITAN meets this requirement.

- **Provide consolidation of orders by site and/or by district-defined site types for electronic distribution to central production facility, central warehouse, and outside vendors.**

Yes, TITAN meets this requirement.

- **Consolidate multiple orders from same site, same vendor and for the same delivery day into one consolidated order.**

Yes, TITAN meets this requirement.

- **Make order changes, including additions or deletion of an item(s) prior to and after consolidation of orders.**

Yes, TITAN meets this requirement.

- **Able to take into consideration different pack sizes when calculating a substitution quantity for an item(s).**

TITAN allows for substitutions of different pack sizes. TITAN does not calculate substitutions, comparing one item to another.

- **Exclude an item from ordering by individual school sites and/or by district-defined site type.**

Yes, TITAN meets this requirement.

- **Search and replace/substitute, add, or delete consolidated order item(s) by district- defined school type/group or individual school site, at central office.**

Yes, TITAN meets this requirement.

- **Calculate an accurate substitution quantity for items including those with different pack sizes.**

TITAN allows for substitutions of different pack sizes. TITAN does not calculate substitutions, comparing one item to another.

- **Allow for processing of ASAP or Ad Hoc orders from the central production facility and central warehouse.**

Yes, TITAN meets this requirement.

- **Allow consolidated central production facility and central warehouse orders to be sorted by delivery date and delivery route for shipping.**

Yes, TITAN meets this requirement.

- **Export orders for e-mailing to vendor in pdf or excel.**

Yes, TITAN meets this requirement.

- **Receive items by individual order including by items ordered, unit cost and total dollar value of order.**

Yes, TITAN meets this requirement.

- **Receive only individual items on a specific order.**

Yes, TITAN supports this requirement.

- **Integration with POS, Inventory Management, and Menu Planning functions.**

Yes, TITAN meets this requirement.

14. Menu Planning:

The District prefers the following functionality:

- **Be fully integrated with warehouse inventory, ordering and production modules.**

Yes, TITAN meets this requirement.

- **Preload USDA nutrient database including ingredients for all or specific inventory items, e.g. fruits and vegetables.**

Yes, TITAN meets this requirement.

- **Provide nutrient analysis of any menu or inventory item for at least these specific nutrients: Carbohydrates, Protein, Total Fat, Saturated Fat, Trans Fat, Total Sugars, Calories, Cholesterol, Sodium, Potassium, Calcium, Iron, Vitamins A, D, C, Dietary Fiber, moisture, ash, as compared to USDA recommended daily intakes.**

Yes, TITAN supports this requirement.

- **Allow data entry at inventory item setup which contain the following ingredients; dairy, eggs, wheat, gluten, soy, tree nuts, peanuts, fish, shellfish and sesame.**

Yes, TITAN supports this requirement.

- **Ability to pull allergen reports detailing which menu items are available or restricted for certain allergen restrictions.**

Yes, TITAN meets this requirement.

- **Create and manage a base set of USDA and ODE compliant menu templates for various meal programs (National School Breakfast, Lunch Program & CACFP Programs, Day Cares, Pre-Kindergarten, Summer Feeding Program, e.g., breakfast, lunch, supper, snack, Head Start, FFVP, etc., as well as age groups. Menu templates can be created and managed for a single day, school type and meal service and then published to individual sites or user-defined site groups. Existing menus can be easily cloned and modified, without the need to copy and paste each day, week, etc.**

Yes, TITAN meets this requirement.

- **Allow unlimited capacity for the number of centralized cycle menus and recipes for various child nutrition programs that could be assigned to individual sites and/or site groups.**

Yes, TITAN meets this requirement.

- **Provide complete meal pattern analysis on cycle menus for compliance with USDA meal pattern serving size requirements for USDA-defined school grade levels, on a daily and weekly basis.**

Yes, TITAN meets this requirement.

- **Provide for centralized determination of portion size parameters by site type and/or meal program.**

Yes, TITAN meets this requirement.

- **Create, edit and maintain centralized recipes for school site(s), site types and central production facility.**

Yes, TITAN meets this requirement.

- **Allow district to add local recipes and ingredients.**

Yes, TITAN meets this requirement.

- **Create and manage recipes using USDA or custom defined ingredients.**

Yes, TITAN meets this requirement.

- **Copy menus by day, week, month, cycle or range of dates.**

Yes, TITAN meets this requirement.

- **Allow user defined age groups, feeding figures and service days to individual schools.**

Yes, TITAN meets this requirement.

- **Allow centralized recipe maintenance for school sites and central production recipes.**

Yes. TITAN allows for centralized recipe maintenance for a school site and central production recipes.

- **List recipe crediting on the recipe card and pull crediting information from inventory item nutrition information.**

Yes, TITAN meets this requirement.

- **Allow search and replacement of an existing ingredient with a new ingredient.**

TITAN does not currently support a search and replace for ingredients within a recipe.

- **Allow search and replacement of an existing recipe with a new recipe already on the menu.**

Yes, TITAN meets this requirement.

- **Capable of utilizing different yields and serving sizes by site type and/or meal period for items and recipes.**

Yes, TITAN meets this requirement.

- **Ability to automatically calculate ingredient amounts for recipes when modifying the number of desired servings.**

Yes, TITAN meets this requirement.

- **Search all recipes for specific ingredients. Search for a specific nutrient or nutrient range.**

Yes, TITAN meets this requirement.

- **Allow user to enter menu components for a recipe (including but not limited to: M/MA, grain, milk, fruit, vegetable, and sub group vegetables).**

Yes, TITAN meets this requirement.

- **Scan nutrition fact labels to be stored and visible from the menu planning module.**

Yes, TITAN meets this requirement.

- **Support document imaging and attaching/associating images (such as photos, scanned documents) without compromising the speed of the software**

Yes, TITAN meets this requirement.

- **Integration with POS, Inventory Management, and Order Processing functions.**

Yes, TITAN meets this requirement.

- **Ability for families to be able to pull and review nutritional data for specific products**

Yes, TITAN meets this requirement.

- **Ability for families and students to view menus online by school**

Yes, TITAN meets this requirement.

- **Ability for students and staff to apply money to account online**

Yes, TITAN meets this requirement.

- **Calculate dietary intakes of groups for one meal, one day, one week, or more.**

Yes, TITAN meets this requirement.

- **Conversion from imperial to metric units, volume to weight, and household measures to weight.**

Yes, TITAN meets this requirement. TITAN has the ability to include both a weight and a measure during recipe creation. TITAN also gives the option to create recipes based on either grams or ounces.

- **Updates, revisions and new versions of food composition data are supported and immediate. Existing data will not get over-written when updates occur unless acknowledged and/or requested.**

If an existing recipe or ingredient is changed it will immediately update everywhere that recipe or ingredient is referenced from this date forward. Historical data is not impacted.

- **Accurate recipe calculations to accommodate changes to nutrition information that occur to food following cooking or processing, such as weight changes through both loss and gain of water or oil.**

Yes, TITAN supports this requirement.

- **Automated forecasting**

Yes, TITAN meets this requirement.

- **Pre-loaded with latest CN database**

Yes, TITAN meets this requirement.

- **Extensive reporting options including but not limited to nutrient analysis, allergens, and production quantities.**

Yes, TITAN meets this requirement.

Proximity to district

LINQ is a national company with six (6) offices in Wilmington, NC, Irvine, CA, Scottsdale, AZ, Chicago, IL, Columbus, OH, and Tampa, FL.

RFP RESPONSE FOR REYNOLDS SCHOOL DISTRICT #7

Implementation Plan



Scope and Responsibilities

TITAN School Solutions' Roles

Name	Title	Direct Phone	Direct Email	Task
Linda Bower	Nutrition Project Manager	407-739-0247	lbower@linq.com	Project Management
TBD*	Implementation Consultant(s)			Implementation & Training

* LINQ resources will be allocated upon receipt of the order

All of LINQ's Application Consultants are cross trained to complete implementations, remote trainings, onsite training and ongoing support. Project Management will make best efforts to have the same Application Consultant complete all scheduled trainings, however at times you may get a different Application Consultant.

Reynolds School District Roles

Role	Expectation
Director/ Assistant Director	Decision maker for significant software configuration decisions
Accountant	Nutrition Services Accountant familiar with the General Ledger and Accounting Procedures
Program Manager	TITAN 'Champion' Assist in making configuration choices
Information Technology (IT)	Assist with configuration of terminals at sites Verify unfettered access to TITAN URL's Setup integration with Your SIS Upload Pictures from Your SIS into TITAN
Cashiers and Site Managers	Learn TITAN POS and day to day tasks needed to perform assigned duties
Warehouse Managers	Understand workflow of Inventory and Purchasing
Nutritionist	Input and Configuration of Ingredients, Recipes, and Menu Plans

Reynolds School District Responsibilities

Accounting

Task	Required By	Role
Provide List of Relevant General Ledger Accounts	Training Session 1	Accountant
Workflow of General Ledger Accounts	Training Session 1	Accountant

POS & Free and Reduced

Task	Required By	Role
Provide Most Recent State Claim	Training Session 1	Director/ Assistant Director
Excel Document of Items Sold	Training Session 1	Program Manager
List of Buildings with Address, Phone, & CNIPS State ID	Training Session 1	Program Manager
Current Academic Calendar	Training Session 1	Program Manager
30th day Eligibility Expiration	Training Session 1	Program Manager
Fair Hearing Official	Training Session 1	Program Manager

Task	Required By	Role
Meal Application Parent Letter and Instructions	Training Session 1	Program Manager
District Contact Information for Applications, Verification, and General Questions	Training Session 1	Program Manager
Charge Limits	Training Session 1	Program Manager
Copies Eligibility Letters	Training Session 1	Program Manager
Digital Image of District Logo	Training Session 1	Program Manager
Digital Word Document of District Header/Footer	Training Session 1	Program Manager
Excel Document of District Staff	Training Session 1	Program Manager
Your SIS Integration	Prior to Training Session 1	Information Technology (IT)
Zip File(s) of Student Photos	Prior to Training Session 1	Information Technology (IT)
Verify Firewall Configuration	Prior to Training Session 1	Information Technology (IT)
Terminal Deployment and Configuration	Prior to Go Live	Information Technology (IT)
Create Terminals in TITAN	Prior to Training Session 3	Program Manager
Create Terminal Configs in TITAN	Prior to Training Session 3	Program Manager
Create Sales Items in TITAN	Prior to Training Session 2	Program Manager
Complete Building Configuration in TITAN	Prior to Training Session 2	Program Manager
Complete Merchant Agreement	As Soon As Possible	Director/ Assistant Director
Train Cashiers	Prior to Go Live	Program Manager, Cashiers, and Site Managers

Inventory, Purchasing, Menu Planning and Production

Task	Required By	Role
Complete Building Configuration in Titan	Training Session 2	Program Manager
Complete Titan Spreadsheet of Items	Training Session 2	Program Manager
Complete Item Data Configuration	Training Session 1	Program Manager
Complete Ingredient Configurations	Training Session 4	Program Manager
Current Academic Calendar	Training Session 2	Program Manager
Excel Document of District Staff	Training Session 2	Program Manager
Verify Firewall Configuration	Prior to Training Session 1	Information Technology (IT)
Browser Icon Deployment	Prior to Go Live	Information Technology (IT)
Create Menus	Prior to Go Live	Program Manager/Nutritionist
Create Production Templates	Prior to Go Live	Program Manager/Nutritionist
Complete Physical Counts	Day of Go Live	Warehouse Managers

Deliverables and Timeline

Accounting

Task	Date	Assignment
TITAN Configuration		
Chart of Accounts	August 31 st , 2022	LINQ & RSD
Discount Items	August 31 st , 2022	LINQ & RSD
Payment Terms	August 31 st , 2022	LINQ & RSD
Payment Items	August 31 st , 2022	LINQ & RSD
Accounting (Accounts Payable)	Remote – 2 Hours	

Task	Date	Assignment
Accounting Periods	September 12 th , 2022	LINQ & RSD
Bank Documents	September 12 th , 2022	LINQ & RSD
Batches	September 12 th , 2022	LINQ & RSD
Vendor Documents	September 12 th , 2022	LINQ & RSD
Accounting (Accounts Receivable)	Remote – 2 Hours	
Customer Management	October 27 th , 2022	LINQ & RSD
Customer Documents	October 27 th , 2022	LINQ & RSD
Customer Payments	October 27 th , 2022	LINQ & RSD
Accounting (General Ledger)	Remote – 2 Hours	
Ledger Entries	November 15 th , 2022	LINQ & RSD
Reporting	November 15 th , 2022	LINQ & RSD
Go Live		
General Ledger Migration	November 18 th , 2022	LINQ & RSD
Go Live	November 21 st , 2022	LINQ & RSD
Ongoing Support		

POS & Free and Reduced

Task	Date	Assignment
TITAN Configuration		
Building Configuration	May 2 nd , 2022	LINQ
Demographic Configuration	May 2 nd , 2022	LINQ
Meal Application Configuration	May 2 nd , 2022	LINQ
Reimbursement Program Configuration	May 2 nd , 2022	LINQ
Fiscal & Academic Year Configuration	May 2 nd , 2022	LINQ
Data Configuration		
SIS Import Configuration	May 25 th , 2022	LINQ
Direct Certification Import	June 24 th , 2022	LINQ & RSD
Staff User Import/Configuration	May 2 nd , 2022	LINQ & RSD
Balance and Eligibility Import	June 24 th , 2022	LINQ
Portal & Configuration (Training Session 1)	Remote – 2 Hours	
District Configuration	May 9 th , 2022	LINQ & RSD
Student Management	May 9 th , 2022	LINQ & RSD
Meal Applications	May 9 th , 2022	LINQ & RSD
Family Portal	May 9 th , 2022	LINQ & RSD
Letter Configuration	May 9 th , 2022	LINQ & RSD
Reports Basics	May 9 th , 2022	LINQ & RSD
Point of Service Configuration (Training Session 2)	Remote – 1.75 Hours	
Sales Item Import and Configuration	May 18 th , 2022	LINQ & RSD
Layout(s) Creation	May 18 th , 2022	LINQ & RSD
Terminal/Vending Configuration	May 18 th , 2022	LINQ & RSD
Free & Reduced (Training Session 3)	Remote – 2 Hours	
Online Meal Applications (Family Portal)	May 26 th , 2022	LINQ & RSD
Processing Online Meal Applications	May 26 th , 2022	LINQ & RSD
Manual Meal Applications	May 26 th , 2022	LINQ & RSD
Direct Certification Applications	May 26 th , 2022	LINQ & RSD
Direct Certification Imports	May 26 th , 2022	LINQ & RSD
Point of Service (Training Session 4)	Remote – 2 Hours	

Task	Date	Assignment
Cashier Training	June 14 th , 2022	LINQ & RSD
Manager Training	June 14 th , 2022	LINQ & RSD
POS Troubleshooting (Training Session 5)	Remote – 1 Hour	
Terminal Deployment	June 1 st , 2022	LINQ & RSD
Data Imports	June 1 st , 2022	LINQ & RSD
Troubleshooting Basics	June 1 st , 2022	LINQ & RSD
TITAN Support	June 1 st , 2022	LINQ & RSD
Hardware	June 1 st , 2022	LINQ & RSD
Device Deployment and Licensing	June 1 st , 2022	RSD
Pre-Go Live Reports (Training Session 6)	Remote – 1.5 Hour	
Accounting Periods	June 6 th , 2022	LINQ & RSD
Canned Reports	June 6 th , 2022	LINQ & RSD
Claim Report	June 6 th , 2022	LINQ & RSD
Custom Data Reports	June 6 th , 2022	LINQ & RSD
Custom Data Extracts	June 6 th , 2022	LINQ & RSD
Scheduled Reports	June 6 th , 2022	LINQ & RSD
Report Groups	June 6 th , 2022	LINQ & RSD
Creating Templates	June 6 th , 2022	LINQ & RSD
Letters	June 6 th , 2022	LINQ & RSD
Go Live		
Go Live Preparation	June 24 th , 2022	LINQ & RSD
Go Live System Testing	June 24 th , 2022	LINQ & RSD
Go Live for Applications and Payments	June 27 th , 2022	LINQ & RSD
Go Live for Point of Service	June 27 th , 2022	LINQ & RSD
Go Live Mentoring	June 27 th , 2022	LINQ & RSD
Post-Go Live Reports (Training Session 7)	Remote – 1.5 Hour	
Accounting Periods	July 13 th , 2022	LINQ & RSD
Canned Reports	July 13 th , 2022	LINQ & RSD
Claim Report	July 13 th , 2022	LINQ & RSD
Custom Data Reports	July 13 th , 2022	LINQ & RSD
Custom Data Extracts	July 13 th , 2022	LINQ & RSD
Scheduled Reports	July 13 th , 2022	LINQ & RSD
Report Groups	July 13 th , 2022	LINQ & RSD
Creating Templates	July 13 th , 2022	LINQ & RSD
Letters	July 13 th , 2022	LINQ & RSD
Ongoing Support		

*Dates are an approximation and may fluctuate based on RSD's needs, receipt of the contract, and LINQ resources

Inventory & Purchasing

Task	Date	Assignment
TITAN Configuration		
Building Configuration	July 12 th , 2022	LINQ
Data Configuration		
Item Data Structure	July 12 th , 2022	LINQ & RSD
Item Data Import	July 27 th , 2022	LINQ
Inventory Configurations	Remote – 1.5 Hours	

Task	Date	Assignment
(Training Session 1)		
District Configuration	July 20 th , 2022	LINQ & RSD
Create Security Roles	July 20 th , 2022	LINQ & RSD
Inventory Routes	July 20 th , 2022	LINQ & RSD
Adjustment Reasons	July 20 th , 2022	LINQ & RSD
Create item tags	July 20 th , 2022	LINQ & RSD
Vendor Management (Purchasing only)	July 20 th , 2022	LINQ & RSD
Physical Count Types	July 20 th , 2022	LINQ & RSD
Understanding Storage Locations	July 20 th , 2022	LINQ & RSD
Item Management (Training Session 2)	Remote - 1.5 Hour	
Create an item	August 2 nd , 2022	LINQ & RSD
Item Attributes (Inventory/Purchased)	August 2 nd , 2022	LINQ & RSD
Item Rights and Measures Page	August 2 nd , 2022	LINQ & RSD
Purchasing Page	August 2 nd , 2022	LINQ & RSD
How to Copy Item	August 2 nd , 2022	LINQ & RSD
Advanced Inventory (Training Session 3)	Remote - 1.5 Hours	
Warehouse Transfers	August 22 nd , 2022	LINQ & RSD
Adjustment Reasons	August 22 nd , 2022	LINQ & RSD
Physical Count Basics	August 22 nd , 2022	LINQ & RSD
Item Fulfillments	August 22 nd , 2022	LINQ & RSD
Item Receipts	August 22 nd , 2022	LINQ & RSD
Physical Counts Review	August 22 nd , 2022	LINQ & RSD
Understanding Shopping Lists	August 22 nd , 2022	LINQ & RSD
Item Adjustments	August 22 nd , 2022	LINQ & RSD
Purchasing (Training Session 4)	Remote - 1.5 Hour	
Orders	September 28 th , 2022	LINQ & RSD
Understanding Ordering Guides	September 28 th , 2022	LINQ & RSD
Vendor Management	September 28 th , 2022	LINQ & RSD
Vendor Integration Basics	September 28 th , 2022	LINQ & RSD
Pre-Go Live Reports (Training Session 5)	Remote - 1.5 Hour	
Inventory Data	October 25 th , 2022	LINQ & RSD
Inventory Variance	October 25 th , 2022	LINQ & RSD
On-Hand Inventory	October 25 th , 2022	LINQ & RSD
Physical Count Results	October 25 th , 2022	LINQ & RSD
Pick Lists	October 25 th , 2022	LINQ & RSD
Receiving Tickets	October 25 th , 2022	LINQ & RSD
Requisition Received	October 25 th , 2022	LINQ & RSD
Warehouse Transfers	October 25 th , 2022	LINQ & RSD
Go Live		
Go Live Review		LINQ & RSD
Complete Site Physical Counts	November 18 th , 2022	RSD
Go Live	November 21 st , 2022	LINQ & RSD
Ongoing Support		
Post-Go Live Reports (Training Session 6)	Remote - 1.5 Hour	
Inventory Data	December 8 th , 2022	LINQ & RSD

Task	Date	Assignment
Inventory Variance	December 8 th , 2022	LINQ & RSD
On-Hand Inventory	December 8 th , 2022	LINQ & RSD
Physical Count Results	December 8 th , 2022	LINQ & RSD
Pick Lists	December 8 th , 2022	LINQ & RSD
Receiving Tickets	December 8 th , 2022	LINQ & RSD
Requisition Received	December 8 th , 2022	LINQ & RSD
Warehouse Transfers	December 8 th , 2022	LINQ & RSD

*Dates are an approximation and may fluctuate based on RSD's needs, receipt of the contract, and LINQ resources

Menu Planning and Production

Task	Date	Assignment
Ingredients & Simple Recipes (Training Session 1)	Remote - 2 Hours	
Item Management Review	July 20 th , 2022	LINQ & RSD
Ingredient Details	July 20 th , 2022	LINQ & RSD
Complex Recipes (Training Session 2)	Remote - 1.5 Hour	
Understanding Recipes	August 4 th , 2022	LINQ & RSD
Menu Plans (Training Session 3)	Remote - 1.5 Hour	
Menu Plans	October 3 rd , 2022	LINQ & RSD
Production Records (Training Session 4)	Remote - 1.5 Hour	
Item Management Review	November 9 th , 2022	LINQ & RSD
Recipe Review	November 9 th , 2022	LINQ & RSD
Production Record Templates	November 9 th , 2022	LINQ & RSD
Production Reports	November 9 th , 2022	LINQ & RSD
Reporting	November 9 th , 2022	LINQ & RSD
Go Live		
Menu Review	November 18 th , 2022	LINQ & RSD
Go Live	November 21 st , 2022	LINQ & RSD
Ongoing Support		

*Dates are an approximation and may fluctuate based on RSD's needs, receipt of contract, and LINQ resources

Quality of performance of previous contract services

Describe 2 projects where the system is successfully implemented in a large school district (23+ schools and 10,000+ students) which proposing firm completed on time, on budget and to a high-quality standard. Provide the project start and end dates, client and cost.

- School Board of Indian River, Florida (24 schools, 16000+ students) Start: 7/22/2020 End: 12/10/2021

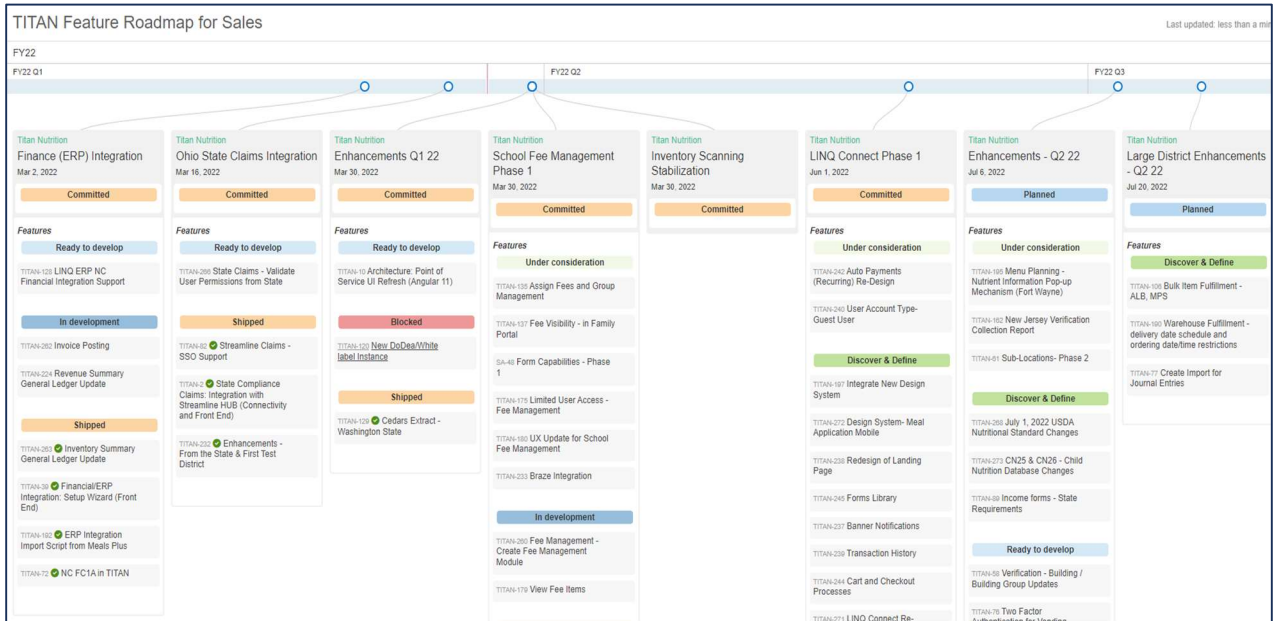
- Redlands Unified School District, California (27 schools, 20000+ students) **Start:** 3/30/21 **End:** 8/31/2021

- Describe 1 project where the system was implemented in a large school district with a central warehouse where commodity and food tracking can be ordered and tracked. Describe the product development roadmap for upcoming releases and the key features in each release.

Commodity value is tracked from receipt of the product to the use of the product. So, if Central Warehouse received items with commodity value and then transferred product to a school site, that value would be retained with the item until it is produced or used by the school. Please note FIFO is always applied for inventory functionality as TITAN inventory operates perpetually.

Mt Diablo, California (has Central Warehouse, 52 schools, 28000+ students) **Start:** 6/7/2018 **End:** 10/25/2021

Note: POS was done before 2019, the start date is the activation date. BOH contract was received in 2019 but was paused several times this is why the end date is longer.



Required Forms





Reynolds School District
Administration Offices
1204 NE 201st Avenue
Fairview, OR 97024
503.661.7200 • FAX 503.667.6932

RFP FORM PAGE 1
CERTIFICATION and CONTRACT OFFER
DISTRICT-WIDE NUTRITION POS (POINT-OF-SALE) SYSTEM

The undersigned proposer submits this proposal in response to the Reynolds School District's Request for Proposals (RFP) dated March 4, 2022, for the contract named above. The proposer warrants that proposer has carefully reviewed the RFP and that this proposal represents proposer's full response to the requirements described in the RFP. The proposer further warrants that if this proposal is accepted, the proposer will contract with Reynolds School District, agree to all terms and conditions found in the attached contract, and will provide all necessary labor, materials, equipment, and other means required to complete the work in accordance with the requirements of the RFP and contract documents.

The proposer hereby acknowledges the requirement to carry or indicates the ability to obtain the insurance required by the contract documents. Indicate in the affirmative by initialing here: FF

The proposer hereby acknowledges receipt of Addendum Nos. 1 through 2 to this RFP.

Name of Proposer: EMS LINQ, LLC

Business Address: 2528 Independence Blvd., Ste 200

Telephone Number: 910-799-0121

Fax Number: 910-799-5927

Email Address: proposals@linq.com

Authorized Signature: 

Printed/Typed Name: Matt Muller

Title: Chief Revenue Officer

Date: 3/21/2022

Note: Complete and execute this form and include as the first page of the proposal.



Reynolds School District
Administration Offices
1204 NE 201st Avenue
Fairview, OR 97024
503.661.7200 • FAX 503.667.6932

RFP FORM PAGE 4
NON-COLLUSION AFFIDAVIT
Nutrition POS (Point-of-Sale) System

STATE OF North Carolina COUNTY OF New Hanover

I, (Type/Print Name) Matt Muller, state that I am (Position Title) Chief Revenue Officer of (Name of Firm) EMS LINQ, LLC, and that I am authorized to make this affidavit on behalf of my firm, and its owners, directors, and officers. I am the person responsible in my firm for the price(s) and the amount of this proposal.

I state that:

1. The price(s) and the amount of this proposal have been arrived at independently and without consultation, communication or agreement with any other contractor, Proposer, or potential Proposer, except as disclosed on the attached appendix.
2. Neither the price(s) nor the amount of this proposal, and neither the approximate price(s) nor approximate amount of this proposal, have been disclosed to any other firm or person who is a Proposer or potential Proposer, and the price(s), not approximate amount, will not be disclosed before proposal opening.
3. No attempt has been made or will be made to induce any firm or person to refrain from proposing on this RFP, or to submit a proposal higher than this proposal, or to submit any intentionally high or noncompetitive proposal or other form of complementary proposal.
4. The proposal of my firm is made in good faith and not pursuant to any agreement or discussion with, or inducement from, any firm or person to submit a complementary or other noncompetitive proposal.
5. (Name of Firm) EMS LINQ, LLC, its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any governmental agency and have not in the last four years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to any offer on any public solicitation, except as described in the attached appendix.

I state that (Name of Firm) EMS LINQ, LLC understands and acknowledges that the above representations are material and important, and will be relied on by **Reynolds School District** in awarding the Purchase Agreement for which this proposal is submitted. My firm understands that any misstatement in this affidavit is and shall be treated as fraudulent concealment from **Reynolds School District** of the true facts relating to the submission of our proposal and award of a Purchase Agreement.

MM

Signature

Subscribed and sworn to before me this 21st day of March, 2022.

[Signature]
Notary Public

11/16/25
My Commission Expires



Appendix E



Reynolds School District
Administration Offices
1204 NE 201st Avenue
Fairview, OR 97024
503.661.7200 • FAX 503.667.6932

RFP FORM PAGE 5
SAMPLE GOODS AND PROFESSIONAL SERVICES CONTRACT
Nutrition POS (Point-of-Sale) System

THIS GOODS AND PROFESSIONAL SERVICES CONTRACT (the “Contract”) is between the Reynolds School District #7, by and through its School Board (the “Owner”), and EMS LINQ, LLC (the “Consultant”) (collectively, the Owner and the Vendor are referred to as the “Parties”). This Contract is for the supply of goods and services pertaining to the Reynolds High School Nutrition Point of Sale Services (the “Project”):

Company EMS LINQ, LLC Contract # _____
Address 2528 Independence Blvd., Ste 200 Project: Reynolds POS System
City, State Zip Wilmington, NC 28412 Federal Tax ID # 82-4127789
Phone 910-799-0121 Fax # 910-799-5927

The purpose of this Request for Proposal (RFP) is to solicit proposals to establish a contract through fair and competitive negotiations for the supply of goods and services pertaining to a Reynolds High School Nutrition POS (Point-of-Sale) System (“Services”).

This Contract shall become effective on the date the Contract is fully executed by both the District and the successful Vendor and/or Consultant’s firm and all required Reynolds School District #7 approvals have been obtained. This date is known as the Contract “Effective Date.” No Services shall be performed prior to the Contract Effective Date. The Contract shall expire, unless otherwise terminated or extended, on _____, 202__.

This Contract consists of the introductory provisions, a COVID addendum and signature page(s) of this Contract:

- Section 1-Relationship Of The Parties
- Section 2-Consultant’s Professional Responsibility
- Section 3-Responsibilities Of The Owner
- Section 4-General Contract Provisions

EXCEPT AS PROVIDED IN THE APPLICABLE STATUTES, THIS CONTRACT CONSTITUTES THE ENTIRE AGREEMENT BETWEEN THE PARTIES ON THE SUBJECT MATTER ADDRESSED HEREIN. THE TERMS OF THIS CONTRACT CAN NOT BE WAIVED, ALTERED, MODIFIED, SUPPLEMENTED, OR AMENDED, IN ANY MANNER WHATSOEVER, EXCEPT BY WRITTEN INSTRUMENT SIGNED BY THE PARTIES AND CONTAINING ALL REQUIRED REYNOLDS SCHOOL DISTRICT #7 APPROVALS. ANY SUCH WAIVER, ALTERATION, MODIFICATION, SUPPLEMENTATION, OR AMENDMENT, IF MADE, SHALL BE EFFECTIVE

ONLY IN THE SPECIFIC INSTANCE AND FOR THE SPECIFIC PURPOSE GIVEN. THERE ARE NO UNDERSTANDINGS, AGREEMENTS, OR REPRESENTATIONS, ORAL OR WRITTEN, REGARDING THIS CONTRACT EXCEPT AS CONTAINED, INCORPORATED OR REFERENCED HEREIN. CONSULTANT, BY ITS AUTHORIZED REPRESENTATIVE'S SIGNATURE, HEREBY ACKNOWLEDGES THAT IT HAS READ THIS CONTRACT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS. THIS CONTRACT, AND ANY AMENDMENTS TO THIS CONTRACT, MAY BE EXECUTED IN COUNTERPARTS (EACH OF WHICH SHALL BE AN ORIGINAL AND ALL OF WHICH SHALL CONSTITUTE BUT ONE AND THE SAME INSTRUMENT) OR IN MULTIPLE ORIGINALS. A FAXED FORM OF THIS CONTRACT OR ANY AMENDMENT THERETO, EXECUTED BY ONE OR MORE OF THE PARTIES, WILL CONSTITUTE A COUNTERPART HEREOF, AS LONG AS THE COUNTERPART BEARING THE PARTY'S ORIGINAL SIGNATURE IS TRANSMITTED.

OWNER: Reynolds School District #7

VENDOR:

By:

_____, Its _____

By:



Matt Muller, Its Chief Revenue Officer
3/21/2022

APPENDIX F

Reynolds School District #7

WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM FOR COVID-19

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

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

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

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

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

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

OWNER: Reynolds School District #7

VENDOR: EMS LINQ, LLC

By:

_____, Its _____

By:



_____, Its Chief Revenue Officer

3/21/2022

4860-0218-3436, v. 1



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/1/2022

7/7/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Lockton Companies 444 W. 47th Street, Suite 900 Kansas City MO 64112-1906 (816) 960-9000	CONTACT NAME: PHONE (A/C. No. Ext): E-MAIL ADDRESS:	FAX (A/C. No):	
	INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED 1495626 EMS LINQ LLC 2528 INDEPENDENCE BLVD., SUITE 200 WILMINGTON NC 28412	INSURER A: Valley Forge Insurance Company		20508
	INSURER B: The Continental Insurance Company		35289
	INSURER C: Lloyds of London		
	INSURER D:		
	INSURER E:		
	INSURER F:		

COVERAGES

CERTIFICATE NUMBER: 17687545

REVISION NUMBER: XXXXXXXX

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC <input type="checkbox"/> OTHER:	N	N	7015239354	7/1/2021	7/1/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
B	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY	N	N	7015240293	7/1/2021	7/1/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ XXXXXXXX BODILY INJURY (Per accident) \$ XXXXXXXX PROPERTY DAMAGE (Per accident) \$ XXXXXXXX \$ XXXXXXXX
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000	N	N	7015240309	7/1/2021	7/1/2022	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$ XXXXXXXX
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			NOT APPLICABLE			<input type="checkbox"/> Y <input type="checkbox"/> N N/A <input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ XXXXXXXX E.L. DISEASE - EA EMPLOYEE \$ XXXXXXXX E.L. DISEASE - POLICY LIMIT \$ XXXXXXXX
C	PROFESSIONAL CYBER E&O	N	N	MPL4838778.21	6/1/2021	6/1/2022	\$5,000,000 EACH CLAIM; \$5,000,000 AGGREGATE; \$50,000 RETENTION

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER
 17687545
 EVIDENCE OF INSURANCE
CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

318

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THE HARTFORD
BUSINESS SERVICE CENTER
3600 WISEMAN BLVD
SAN ANTONIO TX 78251

March 11, 2022

Hillsborough County Public Schools
901 E KENNEDY BLVD
TAMPA FL 33602

Account Information:

Policy Holder Details :	EMS LINQ, INC.
--------------------------------	----------------



Contact Us

Business Service Center

Business Hours: Monday - Friday
(7AM - 7PM Central Standard Time)

Phone: (877) 287-1312

Fax: (888) 443-6112

Email: agency.services@thehartford.com

Website: <https://business.thehartford.com>

Enclosed please find a Certificate Of Insurance for the above referenced Policyholder. Please contact us if you have any questions or concerns.

Sincerely,

Your Hartford Service Team

To: Board of Directors

From: Dr. Christopher Ortiz, Deputy Superintendent

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

Subject: OSEA MOU Summer Learning

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

Reynolds School District (RSD) and Oregon School Employees Association (OSEA) Reynolds Chapter #37 reached an agreement on a Memorandum of Understanding (MOU) for the purpose of outlining working conditions and safeguards for classified staff for the duration of summer school. It was approved by the Board on February 23, 2022. It is being brought back for approval due to updates made following guideline changes.

Please refer to the following attachment: OSEA Summer School MOU Final

Previous Board Action:

The Board approved the original Summer School MOU on February 23, 2022.

Background:

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

Financial Implications:

Not Applicable

Alternatives:

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

Staff Recommendation:

Staff recommends the Board approve the agreement between OSEA as proposed.

Motion:

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

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

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

WAGES:

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

Twelve (12)-month employees who work on campus for the Summer School session will receive a one-time stipend of \$200 to appear on the August 20, 2022, paycheck. This change is possible due to State-level funds not traditionally available and is not intended to establish precedent.

STAFF SELECTION:

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

1. Employees applying for a position outside their current classification will be considered after any applicants from the appropriate classification have been placed.

3. Award the position to the candidate who is determined by the District to best meet the qualifications as per the job description of the open position. In the event two (2) or more current employees are equally qualified, the position shall be awarded to the employee with the greatest seniority.

COMMUNICATION:

All provisions of the Collective Bargaining Agreement between the District and the Union not addressed above will remain in full force and effect.

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

RSD/OSEA Summer School MOU 5/12/22

Tentative Agreement

For the Chapter:

DocuSigned by:
Susan Mutschler 5/15/2022
26985B34753B4CA...
Susan Mutschler Date
President

DocuSigned by:
Teri Staudinger 5/13/2022
2E203EDFF452464...
Teri Staudinger Date
Field Representative

DocuSigned by:
Cindy Dominiak 5/12/2022
6EF33CE070D147C...
Cindy Dominiak Date
OSEA

For the District:

DocuSigned by:
Shaunice Silas 5/12/2022
611583BC099A4B9...
Shaunice Silas Date
Executive Director of HCM

DocuSigned by:
Wade Bakley 5/13/2022
4DCBA050F4DA448...
Wade Bakley Date
Principal, RHS

DocuSigned by:
Dr. Danna Diaz 5/12/2022
2F7195168D924D3...
Dr. Danna Diaz Date
Superintendent

DocuSigned by:
Dr. Christopher Ortiz 5/13/2022
583B862B78B8473...
Dr. Christopher Ortiz Date
Deputy Superintendent



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

To: Board of Directors

From: Dr. Christopher Ortiz, Deputy Superintendent

Prepared by: Jelena Doney, Executive Assistant to the Deputy Superintendent

Subject: Resolution 2021-2022-026 Directing the Superintendent to Pursue Bond Planning Toward a Bond Measure in 2023

Policy: [Facilities Development Goals – FA; Board Powers and Duties – BBA; Capital Construction Program – FC](#)

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

The Board was presented with the District Facilities Assessment and Long Range Facilities Master Plan report issued in April 2021. This report identified facilities needs that will need to be addressed to maintain schools and district in operable conditions within the next ten years. The Board approved the District entering into an intergovernmental Agreement (IGA) with Educational Service District No. 112 (ESD112) Construction Services Group to provide consultation services to District leadership related to facilitation and conceptual technical documentation to assist the District in the development and analysis of existing facilities assessment data and the District Strategic Plan related to future capital improvement opportunities. Formation of a district Financing and Bond Planning Committee is a requirement to gather stakeholder input on the financial scope and prioritization of facilities projects for a future bond. This committee will provide recommendations to the Board for future action on a bond measure.

Please refer to the following attachment(s): 325

Attachment A, Board Resolution 2021-2022-026 Directing the Superintendent to Pursue Bond Planning Toward a Bond Measure in 2023

Previous Board Action:

Not Applicable

Background:

In light of the District's Facilities Assessment and Long-Range Facilities Master Plan, the District needs to begin prioritizing modernization and potential new construction needs.

Financial Implications:

Not Applicable

Alternatives:

If the Board does not approve moving forward with a bond financing and planning committee, the District will not be able to present the Board with recommendations on a bond measure in 2023.

Staff Recommendation:

Staff recommends that the Board approve Resolution 2021-2022-026 Directing the Superintendent to Pursue Financing and Bond Planning Toward a Bond Measure in 2023.

Motion:

- A. Motion Made by a Board Member
 - a. I move that the Board approve Resolution 2021-2022-026 Directing the Superintendent to pursue bond planning toward a 2023 bond measure.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



**RESOLUTION 2021-2022-026
RESOLUTION DIRECTING THE SUPERINTENDENT
TO PURSUE BOND PLANNING TOWARD A BOND
MEASURE IN 2023**

WHEREAS, the Board of Directors (the “Board”) of the Reynolds School District (the “District”) is currently considering options to call a general obligation bond measure within the District to address critical facility improvement needs; and

WHEREAS, in advance of potentially calling a bond measure, the Board desires to express to the public its intent to fulfill its fiduciary duties to the public in a fiscally responsible, accountable, and transparent manner, with input from the local community in the process; and

WHEREAS, the Board desires expertise from District staff and citizens as well as a professional bond planning firm(s) with recommendations regarding a District bond measure in 2023;

THEREFORE, BE IT RESOLVED THAT the Superintendent is directed to develop a bond financing and planning committee consisting of District staff and citizens as well as a bond planning firm(s).

Adopted this 25th day of May 2022.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk



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

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: HOLLA Charter School Proposal
Policy: [Public Charter Schools – LBE](#)
Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 2: Culturally Responsive Teaching

We will interrupt bias and microaggression in curriculum and instructional practice.

Summary:

HOLLA School is a public charter school, open to K-2nd grade students. This school will open in the Rockwood area in the fall of 2022. HOLLA submitted a charter school proposal to the Board in spring of 2021. The Board approved the proposal in November 2021 and the district entered into negotiations with HOLLA. The charter agreement has been approved by both HOLLA and RSD administration. It is going before the Board for final approval.

Previous Board Action:

October 27, 2021: Public Hearing held at the Board Business Meeting
November 17, 2021: Action taken to allow the district to enter into negotiations

Background:

HOLLA was founded in order to provide mentors of color to engage relationally with students. HOLLA exists to empower students of color in Portland. Their programs provide representation, equity, and a wide range of supports for mentees and their families. Beneficiaries of our program are connected to educational supports, mental health, athletics, food, clothing, housing, and more. HOLLA School’s mission is to change the academic narratives of Black, Brown and Indigenous youth by honoring lived experiences, catalyzing genius and centering joy; to explore student identities, nurture their curiosity, ignite their criticality and orient them in the world; to systematize the use of a comprehensive anti-racist, culturally and historically responsive instructional framework that centers relationships through mentoring, literacy, agriculture, entrepreneurship and the contributions of our communities.

Financial Implications:

For each school year, the District shall provide payment to the HOLLA School for the provision of educational services in the amount of per weighted average daily membership (ADMw) of the public charter school that is 80% of the District’s General Purpose Grant per ADMw (applying the Charter Schools Rate) as calculated under ORS 327.013 for students who are enrolled in kindergarten through grade eight.

The District shall also transfer to the Charter School its proportionate share of any federal, state, or other government grants (or other funding, but excluding any local option revenue) that are made to the District, where (a) the amount of the grant (or other funding) is based on the District’s ADMw, ADMr, enrollment, or other count or calculation of number of students, and (b) that count or calculation includes the Charter School (examples would include lottery funds and school improvement fund grants).

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the Board approve the HOLLA Charter Agreement as presented.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the HOLLA Charter School agreement as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

CHARTER SCHOOL AGREEMENT

PARTIES: BETWEEN THE BOARD OF EDUCATION OF REYNOLDS SCHOOL DISTRICT #7 (“District”)

AND HOLLA, an Oregon nonprofit corporation, exempt from taxation pursuant to 26 U.S.C. 501(c)(3) (“HOLLA”), or permitted assignee pursuant to Section 4 of this Agreement

RECITALS

A. In March 2021, pursuant to ORS Chapter 338, HOLLA submitted a written proposal to the District, and later supplemented it with additional information considered part of the Proposal (collectively referred to herein as the “Proposal”), (which Proposal is attached and incorporated into this Charter as Exhibit A) for formation of the HOLLA School, a public charter school, within the District.

B. The District Board evaluated the Proposal in accordance with the criteria set forth in ORS 338.055(3) and District policies and held a public hearing on the proposed HOLLA School on October 27, 2021.

C. By resolution adopted November 17, 2021, the District Board approved the Proposal, agreed to become the sponsor of the HOLLA School (“HOLLA School”), and agreed to proceed with the negotiation and execution of a charter contract.

D. This Agreement, including the Proposal and its Exhibits, will constitute the agreement between the parties regarding the governance and operation of the HOLLA School and the legal authorization for the establishment of the HOLLA School under ORS 338.065(1).

F. The parties desire that the HOLLA School be authorized to operate and conduct its affairs in accordance with the terms of this Agreement and Oregon law.

CHARTER AGREEMENT

NOW, THEREFORE, in consideration of the foregoing recitals, the parties agree as follows:

1. Charter Agreement.

The District and HOLLA hereby enter into this Charter School Agreement (hereinafter the “Charter” or the “Agreement”) pursuant to the terms herein. This Charter is the written charter agreement required under ORS 338.065 for the establishment of the HOLLA School as a public

charter school under ORS Chapter 338 (the "Act"), which authorizes public charter schools and generally describes their formation, operation, and funding.

2. Effective Date; Term; Renewal.

2.1 Effective Date; Initial Term. This Charter is effective as of the date of full execution, and shall be legally binding on both parties and shall act as the legal authorization for the establishment of the HOLLA School as a public Charter School, as provided in ORS 338.065(1). The initial term of the Charter shall be five (5) years commencing July 1, 2022, and shall expire at midnight on June 30, 2027. Nothing herein shall be construed to limit or restrict the HOLLA School's ability to immediately commence preparations for providing educational services, including, but not limited to, leasing an educational facility and hiring staff.

2.2 Renewal of Term. This Charter may be renewed as provided in ORS 338.065.

3. Conflict between Proposal, Operations, and Agreement.

In the case of any conflict between any term of the Proposal, the operation of the HOLLA School, and any term of this Agreement, this Agreement shall govern. Furthermore, a failure by the HOLLA School or the Corporation to perform or fulfill any term or provision of the Proposal shall not be a breach of this Agreement unless such failure is specifically described as a breach in this Agreement.

4. Relationship Between Corporation and HOLLA School; Permitted Assignee of Corporation.

The Corporation, and not the HOLLA School, is a party to this Charter. Although many provisions in this Charter refer to the HOLLA School and grant rights or impose obligations on the Charter School, it is the Corporation that has the legal responsibility under this Charter to the District. Therefore, it is the responsibility of the Corporation to ensure that the Charter School fulfills all its obligations under this Agreement, and it is the Corporation that shall be held responsible for any failure of the HOLLA School to fulfill those obligations. As of the Effective Date of this Agreement, the Corporation is in the process of forming a new nonprofit corporation ("New Corporation") and applying for exempt status pursuant to Section 501(c)(3) of the Internal Revenue Code. Upon receipt of recognition of exempt status from the Internal Service, Corporation shall assign this Charter to New Corporation, which assignment shall include, but not be limited to, all rights and obligations set forth herein, the Charter School's school identification number, any and all employment agreements with Charter School Staff, and all other contracts and assets used or to be used in the operation of the Charter School. Corporation shall use its best efforts to complete the assignment prior to commencement of the first day of school; however, failure to do so shall not restrict the Charter School from commencing educational activities. The District hereby consents to such assignment. Corporation shall notify the District upon completion of the assignment to New Corporation and thereafter, all references to "Corporation" in this Charter shall be deemed to refer to New Corporation.

5. Grade Range and Number of Students

5.1 Grades. The HOLLA School will provide instruction to students in grades kindergarten through fifth grade in accordance with the Proposal; grades kindergarten through second grade in its first year of operations (2022-2023), expanding to third grade in 2023-2024, fourth grade in 2024-2025, and fifth grade in 2025-2026.

5.2 Number of Students. As provided in ORS 338.115(5), the HOLLA School shall maintain an active enrollment of at least 25 students. Active enrollment for purposes of this Agreement shall mean the total number of eligible students enrolled in and regularly attending the HOLLA School with less than ten (10) consecutive days of absences. The HOLLA School's maximum enrollment will not exceed 160 students during the term of this Agreement.

6. Enrollment and Admissions.

Enrollment and admission shall be governed by ORS 338.125 and any policies adopted by the HOLLA Board regarding the implementation of this and any other applicable statutes.

6.1 Voluntary Enrollment; Who is Eligible. Student enrollment in the HOLLA School shall be voluntary. Admission and enrollment in the HOLLA School will be open to all students who reside in the District if space is available in the applicable grade levels. Students who reside outside District boundaries are eligible for admission and enrollment contingent upon space availability by grade. District students will be given priority over non-resident students.

Other than the age of a student and the preferences allowed by law (Sections 6.5 and 6.6), there will be no criteria for selection of students. HOLLA School will not limit student enrollment based on any of the following factors: ethnicity, national origin, race, religion, sex, disability, gender identity, sexual orientation, academic achievement, presence or terms of an individualized education program, income level, proficiency in English language, or athletic ability. Neither enrollment nor admission will be contingent upon a family's fundraising commitment or efforts.

6.2 Enrollments; Deadlines. The HOLLA School will conduct at least one, and at its discretion, more than one, open enrollment period for each school year. The HOLLA School may change these deadlines from year to year, except that the first phase of enrollment shall begin no earlier than February 15 and no later than May 1 of each year. The HOLLA School will accumulate all applications received on or before the deadline for each phase of enrollment.

6.3 Application and Enrollment Process; Lottery. Beginning on a date set each year by the HOLLA School in accordance with Section 6.2, and up through the enrollment deadline, prospective students may apply for admission to the HOLLA School for the

school year that begins the following September. For the first phase of the enrollment process, if the number of applications received by the deadline for the first phase is less than or equal to the number of students to be admitted for each grade as determined under Section 6.1, then all the applications for that grade will be accepted (including applications from nonresidents, as described in Section 6.8). To illustrate, if the determined number of students to be admitted for a grade is 30, and if 20 applications are received, then all 20 applicants will be accepted. The remaining ten “available spaces” will be filled in any subsequent phase or via waitlist.

If the number of applications received for any grade is greater than the number of students to be admitted for that grade, then the HOLLA School will conduct an equitable lottery, in a manner determined by the HOLLA School and consistent with state law and District policy, to admit the maximum allowed number of students for that grade and to create a waiting list for subsequent admission should a space become available later. To illustrate, if the number of students to be admitted for a grade is 30, and if 40 applications are received, then 30 applicants will be accepted through the lottery process, and a waiting list of 10 can be determined, with order of priority on the waiting list also determined through the lottery process.

Once a student is “admitted,” or given a “spot,” parents/guardians must confirm plans to enroll by completing enrollment forms by a deadline specified by the HOLLA School. A student will be deemed “enrolled” in the HOLLA School when the student’s parent/guardian has confirmed the student’s enrollment “spot” and submitted complete enrollment forms in accordance with HOLLA School’s deadlines.

6.4 Use of Waiting List; Filling Spaces if No Waiting List. If at any time a student who has been enrolled declines to attend the HOLLA School, or if an attending student withdraws or is permanently expelled, the HOLLA School may admit the next student on its waiting list for the applicable grade. The HOLLA School may enroll the first student who applies after a space becomes available in a situation where (a) the final phase of enrollment under Section 6.2 has been completed, or the space becomes available during the school year; and (b) either there is no waiting list for the applicable grade or all students on the waiting list for that grade have already enrolled or have been extended an offer to enroll and have declined.

6.5 Nondiscrimination; Target Student Population; Weighted Lottery. As provided in ORS 338.125, the HOLLA School may not limit student admission based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, gender identity, the presence or terms of an individualized education program, income level, proficiency in the English language or athletic ability, but may limit admission to students within a given age group or grade level. Given the HOLLA School’s mission, the nature of its educational model, and target student population, its outreach and recruitment efforts will be targeted in accordance with the Proposal.

The HOLLA School will utilize a weighted lottery consistent with the provisions of HB 2954 (2021), now of ORS 338.125 (Chapter 364, 2021 Laws) for the purpose of ameliorating the impact of discrimination against historically underserved students. An equitable lottery selection process may include weights that favor historically underserved students. “Historically underserved students” are students who are statutorily considered “at risk” due to any combination of their race, sex, sexual orientation, gender identity, ethnicity, disability, income level, proficiency in the English language, socioeconomic status or geographic location. The HOLLA School Board will adopt a proposed policy to implement this statute, which will be provided to the District upon adoption. The HOLLA School Board agrees to consider any District revisions and implement such changes to the extent necessary to comply with state and federal law.

6.6 Preferences after first year. As provided in ORS 338.125(3), in the second and following years of operation, the HOLLA School may give admissions preference to (1) students who were enrolled in the HOLLA School in the prior year, and (2) applicants who have siblings who are presently enrolled in the HOLLA School and who were enrolled in the HOLLA School in the prior year.

6.7 Nonresident Students; Limitations. As provided in ORS 338.125(2), if space is available the HOLLA School may admit students who do not reside in the District. At each phase of the enrollment process, preference will be given to residents of the District. Nonresident applicants may be accepted to fill any “available spaces” (including spaces on waiting lists). The parties recognize that acceptance of a nonresident applicant at the first or later phase could create uncertainty and unfairness because of the possibility that the law requires that a resident applicant who is accepted at a later phase must be given priority and thus could “bump” the previously accepted nonresident. Therefore, the parties agree that once a nonresident is accepted, the nonresident will not be “bumped” by a resident who has submitted an application as part of a later phase of enrollment.

In the event a nonresident student is enrolled in the HOLLA School, the HOLLA School agrees to: a) Provide written notice of the student’s enrollment to the District within 10 days which includes contact information for the enrolled student’s parent or guardian; b) Provide written notice of the student’s withdrawal to the District within 10 days, which includes contact information for the enrolled student’s parent or guardian.

6.8 Dual Enrollment. During a school year, if the HOLLA School learns that one of its students remains enrolled at another private or public school, the HOLLA School will notify the other school of this fact and will inform the student's parents that they should take whatever steps may be required to have their child withdrawn from enrollment in the other school or from enrollment in the HOLLA School.

6.9 Extracurricular Activities. If any HOLLA School student desires to participate in extracurricular activities (for example, band, choir, other music activities, or sports) at a District-operated school, the District and the HOLLA School may (but are not required to)

negotiate and enter into a separate agreement relating to such participation. Such agreement may govern issues such as fees, eligibility, transportation, and student conduct.

7. Special Education Students.

7.1 Special Education Students; IDEA. In this Agreement, the term “special education students” means children with disabilities to whom the Individuals with Disabilities Education Act and the Individuals with Disabilities Education Improvement Act (collectively, the “IDEA”) applies, as such Act may be amended from time to time.

7.2 Application and Enrollment. The HOLLA School will not discriminate on the basis of disability. The HOLLA School will admit students without regard to their status as special education students. All students may apply without regard to special needs. In order to mitigate the risk of perceived or real discrimination against students with special needs, the HOLLA School’s application form will not ask about the existence or content of a student’s Individualized Education Program (IEP) or 504 plans or needs. Students with a current or anticipated IEP or 504 Plan may enroll in the HOLLA School using the same process as all other students.

Once a student is “admitted” in accordance with Section 6.3 above, parents/guardians will complete and submit enrollment forms, which will include IEP-related questions. The HOLLA School will notify the District’s special education liaison as soon as possible after receiving enrollment forms from a student with a current or previous IEP. If the admitted student’s IEP contains services or a placement not currently available at the HOLLA School, the IEP team will convene to determine an appropriate placement for the student and/or decide if the IEP requires revision. A HOLLA School Administrator and District representative will participate in this IEP team meeting.

The parties intend by this process to ensure that the HOLLA School does not unintentionally discriminate against enrolling special education students or otherwise violate applicable laws.

7.3 Child find. In accordance with OAR 581-015-2075, the District is responsible for identifying, locating, and evaluating students, in accordance with OAR 581-015-2100 - 581-015-2180, to determine which children enrolled in a public charter school may be in need of special education and related services. The HOLLA School will work closely with the District and any resident school district to ensure that “Child Find” responsibilities are carried out in good faith with respect to students enrolled in the HOLLA School. The HOLLA School will implement a multi-tiered system of support process to provide supports and interventions prior to the referral for special education services, except in those cases in which an evaluation of the student has been specifically requested.

The HOLLA School will promptly notify the District if a student may need evaluation to determine eligibility for special education and will comply with the District's practices and policies for referral of any student for evaluation. Any student referred for evaluation shall remain enrolled at the HOLLA School unless and until an IEP team determines that the HOLLA School is not the appropriate placement for that student.

7.4 Administering the IEPs. The District, as the Local Education Agency, is responsible for providing special education services. In accordance with OAR 581-015-2075, the District will serve children with disabilities attending the HOLLA School in the same manner as the District serves children with disabilities in District schools, including but not limited to: implementing special education and related services according to each child's individual education program (IEP) and providing supplementary and related services on site at the HOLLA School to the same extent to which the District has a policy or practice of providing such services on site to its other public schools.

7.4.1 The HOLLA School will comply with all District policies and regulations (including those regarding discipline) and the requirements of state and federal law concerning the provision of services to children with disabilities under IDEA.

7.4.2 The IEP team is determined by state and federal law. An IEP team for a HOLLA School student shall include at least one HOLLA School representative, who shall attend all IEP team meetings, in addition to a District representative and appropriate District specialists, and other persons required by state or federal law.

7.4.3 The District has the discretion to determine which specialized programs will be offered on site at the HOLLA School facility.

7.4.4 The HOLLA School staff will participate in any training required by an IEP team for delivery of services to a HOLLA School student, and the District will pay the costs of any training of HOLLA School staff that the IEP team determines is required to accomplish the implementation of an IEP for a student. This is limited to costs for substitutes, consultants, training fees, and necessary supplies and materials.

7.4.5 For those services that the IEP team, the District, and the HOLLA School mutually agree would be best delivered by District employees, the HOLLA School will make every reasonable effort to work closely with District staff to assist in the effective delivery of the services. This might include either push-in or pull-out service delivery. The HOLLA School will provide space within its facility for the provision of such services.

7.4.6 The District and the HOLLA School will work collaboratively to provide students special education services in an inclusive setting. If the needs of a student exceed the available supports or staffing at HOLLA School, the IEP team will convene to determine an appropriate placement for the student and/or revise the IEP. If the District and HOLLA mutually agree that specific special services would be best delivered by

HOLLA School employees, the HOLLA School and the District shall negotiate a contract under which the District will compensate the HOLLA School for such special services.

7.4.7 The parties acknowledge the following regarding “related services”:

(a) The District may be required to deliver “related services” required to assist a student to benefit from special education as specified in the student's IEP;

(b) Transportation may be a “related service;”

and

(c) Special education transportation will only be provided by the District to a HOLLA School special education student if it is included as a related service on the student's IEP and the student resides within the District.

7.4.8 The HOLLA School shall protect all personally identifiable student information related to special education students attending the HOLLA School. The HOLLA School and the District will maintain a complete special education file on each eligible student. The HOLLA School will cooperate with the District in the event the District is involved in a special education administrative complaint or due process proceeding.

7.5 Funding for Special Education Students. ORS 338.165 governs funding relating to special education students.

7.6 ADA/Section 504 of the Rehabilitation Act of 1973. The HOLLA School is legally responsible to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and ORS Chapter 659 with respect to its students, staff, and patrons. The HOLLA School shall indemnify and hold harmless the District from all claims under these statutes. Section 504 prohibits disability-based discrimination. If the HOLLA School does not suspect that a student has a disability under IDEA, but there is an indication that the student has a physical or mental impairment that substantially limits a major life activity, the HOLLA School is responsible for providing an assessment of the student. If the student is found eligible for a Section 504 Plan, the HOLLA School is responsible for developing and implementing the 504 student accommodation plan. The District shall inform the HOLLA School of District 504 training opportunities, and the HOLLA School staff may participate in District 504 training opportunities.

8. School Year; School Day; Hours of Operation.

The HOLLA School may be flexible in its calendar and in the scheduling of its daily activities, provided it conforms to any requirements of state law regarding minimum instructional hours, currently OAR 581-022-1620. The HOLLA School may operate on a few days each year that District schools do not operate. In these instances, the District and HOLLA School will collaboratively make every effort to provide any services required in HOLLA student IEPs in the closest proximity to these days to ensure students receive all services within IEP-stipulated time period(s). If this

is not possible, and the HOLLA School's calendar results in additional service costs to the District then the HOLLA School will be responsible for obtaining such services from other providers at the HOLLA School's expense, and the HOLLA School will hold the District harmless for any District liability on account of the District not directly providing such services.

9. Records.

The HOLLA School shall comply with all record keeping requirements of federal and state law and shall provide any reports, as necessary, to meet the District's reporting obligations to the Oregon Department of Education. From time to time as state requirements change, the District shall provide the HOLLA School with a list of records and information required for the District to meet its state reporting requirements. The HOLLA School shall comply with all applicable federal and state laws concerning the maintenance, retention and disclosure of student records, including, without limitation, the Oregon Public Records Law. All records established and maintained in accordance with this Agreement shall be open to inspection by the District.

10. Program and Curriculum, Goals, and Evaluation.

10.1 Acceptance by District of Program and Curriculum.

10.1.1 The District accepts the curriculum and educational program design of the HOLLA School outlined in the Proposal and agrees to waive any District program and curricular requirements that are not incorporated into such curriculum design. The District's intent is to allow the HOLLA School, within the requirements of state law, to promote and implement new, innovative, and flexible programs, curricula, learning environments, and learning methods.

10.1.2 The parties agree that the Proposal sets forth the overall goals, standards, and general operational policies of the HOLLA School, and that the Proposal is not a complete statement of each detail of the HOLLA School's operation. To the extent that the HOLLA School desires to implement specific programs, policies, procedures or other specific terms of operation that supplement or otherwise differ from those in the Proposal, the HOLLA School shall be permitted to implement such programs, policies, procedures and specific terms of operation, provided that they are consistent with the goals, standards and general operational policies set forth in the Proposal, this Agreement, and ORS chapter 338.

10.2 Responsibilities of HOLLA School. The HOLLA School is responsible for doing the following in compliance with state law:

10.2.1 Designing and implementing its curriculum and other components of its educational program as set forth in the Proposal.

10.2.2 Conforming to all state requirements concerning subjects, academic content, and other educational matters.

10.2.3 Implementing the state-required assessments as provided in ORS 338.115.

10.3 Student Performance. The HOLLA School shall meet or exceed annual student academic performance targets as described in the Proposal.

10.4 Annual Student Performance Plan. The HOLLA School will create an annual Student Performance Plan and submit it to the District by October 1 of each year. The Student Performance Plan will outline clear, measurable performance standards, using objective and verifiable measures of student achievement. The first Student Performance Plan, for the 2022-2023 school year, is attached to this Agreement as Exhibit B.

10.5 Annual Performance Report. The HOLLA School will create an annual Performance Report, as required by ORS 338.095(2), that contains information regarding the performance of the HOLLA School and its students according to the School Performance Plan and the school’s compliance with all ORS Chapter 338 during the prior school year. the HOLLA School will provide this report to the District and ODE by November 1 annually.

10.6. Framework for Cyclical Reporting and Oversight. The Framework for Cyclical Reporting and Oversight is:

Date	Description
Before school starts	District and HOLLA School review operational performance for start of the year (e.g. teacher qualifications, background checks, and trainings)
By September 30	District and HOLLA School leadership to set specific dates for scheduled onsite reviews and the Annual Site Visit
By October 1	HOLLA School submits Annual Performance Plan to the District with student academic achievement and growth goals for the new/current year
By October 15	HOLLA School provides the District with an employee list, containing the names and job positions of all HOLLA School employees.
By November 1	HOLLA School submits Annual Performance Report on the prior year to the District and ODE

By November 1	HOLLA School submits the financial audit from prior year to the District
Between January 2 – March 31	District’s Annual Site Visit which will include reviewing evidence in all areas of the performance framework as indicated in the Site Visit Protocol
By May 1	HOLLA School submits its projected budget for the upcoming school year to the District
By May 31	District reviews preliminary student academic performance data and shares final Annual Site Visit Report with the HOLLA School
Quarterly	HOLLA School submits unaudited quarterly financial statements to District Finance Office

11. School Facility and Transportation.

1.1 Facility Location. The HOLLA School facility is located at 740 SE 182nd Ave., Portland, Oregon. The HOLLA School shall maintain a physical location within boundaries of the Reynolds School District and, to the extent possible, within or as close as possible to, the Rockwood neighborhood within the Reynolds School District.

11.2 Approvals and Permits; Payment of Expenses. The HOLLA School is responsible for obtaining and maintaining all necessary permits and approvals relating to use of the facility, including building and occupancy permits, and any health and safety approvals. The HOLLA School has full responsibility for all costs related to its facility and any playground equipment, other equipment, furniture, and fixtures; such responsibility includes purchase costs, rental, utilities, maintenance, repair, cleaning, and replacement.

11.3 Transportation. Unless specified in a separate transportation agreement, the District is not responsible for providing transportation by bus or otherwise of any students to the HOLLA School. However, the District may provide transportation to students attending the HOLLA school, home-to/from-school, and any transportation costs the District incurs providing transportation to the HOLLA School students shall be considered approved transportation costs for purposes of ORS 327.013 in the same

manner as those incurred for students who attend non-chartered public schools. Should the District incur costs greater than reimbursable by the state, the HOLLA School shall pay the District for the difference.

The District will allow HOLLA School students to ride on District buses to and from the HOLLA School, to the extent seats are available for such students; this does not obligate the District to add or extend existing bus routes or other transportation services, as provided in ORS 338.145(2). A District bus may stop at the HOLLA School facility to drop-off and pick-up HOLLA School students if the HOLLA School facility is on a designated District bus route. The District will give the HOLLA School a two week notice if a bus on a particular route has consistently become too full to transport HOLLA School students so that parents have time to make other arrangements.

12. Financial Matters; Funding; Annual Budgets; Annual Audit.

12.1 No Tuition; Fees. In accordance with ORS 338.115, the following laws related to student tuition and fees shall apply to the HOLLA School: ORS 339.141, ORS 339.147, and ORS 339.155. The HOLLA School will not charge tuition. The HOLLA School may charge reasonable fees for after-school programs and student activities. The HOLLA School shall waive all fees for low-income students in accordance with applicable federal and state law.

12.2 Annual Funding.

12.2.1 Keeping Count. The HOLLA School shall identify and count, and keep accurate records of, its number of enrolled students and their days present and absent; attendance; special education students; students eligible for and enrolled in an English Language Learner program under ORS 336.079; students eligible for free and reduced priced meals; and other data required in order to calculate average daily membership, weighted average daily membership (ADMw), and related terms necessary to determine funding under state law, particularly ORS 338.155 and 327.013. The HOLLA School shall use the District's student information system (Synergy) and shall be responsible for proper input of required information. The HOLLA School will be responsible for Synergy management and training or will contract with the District for the cost of the District providing the HOLLA School Synergy management, training or support.

12.2.2 State School Funding and ADMw. In accordance with ORS 338.155, the HOLLA School students shall be considered to be residents of Reynolds School District for the purposes of State School Fund distribution.

(a) For each school year, the District shall provide payment to the HOLLA School for the provision of educational services in the amount of per weighted average daily membership (ADMw) of the public charter school that is 80% of the District's General Purpose Grant per ADMw (applying the Charter Schools Rate) as

calculated under ORS 327.013 for students who are enrolled in kindergarten through grade eight.

(b) The HOLLA School shall determine its ADMw for the period to be covered by reports given to the District [using projected ADMw for the first reports specified below].

(c) The calculation of the additional amounts under ORS 327.013 shall include, but not be limited to, an additional 0.5 for each student in average daily membership eligible for and enrolled in an English Language Learner program under ORS 336.079.

(d) In addition, to take into account the “poverty factor” under ORS 327.013, and as required by ORS 338.157, the parties will use the same percentage used in calculating the District’s adjusted poverty factor, as that percentage may be changed from time to time. To illustrate, suppose the poverty factor used for the District is 16% of ADM; assume the ADM for the HOLLA School is 100 students; then 100 would be multiplied by 16%; and this would be multiplied by 0.25; thus, a total of 4.0 would be added to the HOLLA School’s ADM in calculating ADMw.

(e) This Agreement will be changed to conform to any changes in state law relating to the calculation of ADMw, additional weighting for students of color or for charter schools that serve a majority of students of color, or otherwise that affects funding of charter schools.

12.2.3 Other funds from/through the District. The District shall also transfer to the Charter School its proportionate share of any federal, state, or other government grants (or other funding, but excluding any local option revenue) that are made to the District, where (a) the amount of the grant (or other funding) is based on the District’s ADMw, ADMr, enrollment, or other count or calculation of number of students, and (b) that count or calculation includes the Charter School (examples would include lottery funds and school improvement fund grants).

12.2.4 Reports to District. The HOLLA School shall give written reports to the District, containing the data set forth in Sections 12.2.1 and 12.2.2, on or before the tenth (10th) day of each of the following months of each school year: July, August, September, October, November, December, January, February, March, April, and May. The July and August reports (and possibly the September report), and thus the payments due from the District based on those reports, will be based on the HOLLA School projected ADMw.

12.2.5 Dates of Payments by District to HOLLA School.

(a) Pursuant to ORS 338.155(8), the District shall send payment to the HOLLA School in the percentages of annual State School Funding set out by applicable law (generally 8.33% per month but currently 16.67% in July) within 10 days after receiving payments from the State School Fund pursuant to ORS 327.095.

(b) The parties recognize that there may be fluctuations from month to month in the total sum on which the monthly percentage amounts are calculated due to fluctuations in the HOLLA School ADMw during a school year, as well as due to possible changes in the state's determination of the general purpose grant or Charter Schools Rate, and thus the amount payable by the District to the HOLLA School may change from month to month. There will be an adjustment with the final May or June payment, as provided in state law, to reflect changes in calculation of ADMw and changes, if any, in the general purpose grant amount or Charter Schools Rate, as well as changes with respect to funding during prior school years that may be based on final calculations of ADMw and the general purpose grant amount or Charter Schools Rate that are not finalized until after the end of a school year.

12.3 Other Sources of Funds for HOLLA School; Fund Raising. In addition to the funding under Section 12.2, the HOLLA School may accept gifts, donations, grants and loans, including those described in ORS 338.155(9), provided that no such gifts, grants, or donations may be accepted if contrary to applicable law or the terms of this Agreement. The HOLLA School shall comply with all state and federal laws regarding reporting of charitable contributions. The HOLLA School shall record and report all gifts, donations, loans, and grants in the financial records required in Section 12.7. As provided in ORS 338.125(10), the HOLLA School may conduct fund-raising activities, but it shall not require a student or their family to participate in fund-raising activities as a condition of admission to the HOLLA School.

12.4 Initial Budget; Annual Budgets. On or before May 1 of each year, the HOLLA School shall submit to the District its proposed budget for the following school year, so that the District can review it as part of its consideration of the HOLLA School's financial stability.

12.5 Fiscal Agent. The HOLLA School shall act as its own fiscal agent. The HOLLA School shall be responsible for all revenues and expenses associated with school operations, including the costs of subcontracting for goods and services, except as expressly provided in this Agreement.

12.6 Fiscal Year. The fiscal year of the HOLLA School shall begin on July 1 of each year and end on June 30 of the subsequent year.

12.7 Financial Records, Audits and Accounting Reports. The HOLLA School shall maintain and retain appropriate financial records in accordance with all applicable federal and state laws. The HOLLA School shall have audits performed in compliance with any applicable laws, as such laws may be changed from time to time. The HOLLA School shall have an annual audit of the accounts of the HOLLA School prepared in accordance with the Municipal Audit Law, ORS 297.405 to 297.555 and 297.990, and forward it to the District, the State Board of Education, and the Department of Education. The HOLLA School will direct its auditor to cooperate and coordinate with the District's auditor to

ensure that the District’s auditor obtains, in a timely manner and no later than November 1, the HOLLA School’s audit and related information that the District’s auditor needs in order to complete the audit covering the entire District.

12.8 Financial Management. The HOLLA School shall at all times maintain appropriate governance and managerial procedures and financial controls so as to operate with a sound financial system in accordance with ORS 338.095(1) that is compatible with the budget and accounting system of the District and complies with the uniform budget and accounting system adopted by the State Board of Education under ORS 327.511. The HOLLA School shall operate in accordance with generally accepted accounting procedures (GAAP) or other generally accepted standards of fiscal management, provided that the HOLLA School’s accounting methods shall comply in all instances with applicable governmental accounting requirements. Subject to this Agreement, the HOLLA School through its Board of Directors shall be fiscally responsible for its own operations within the limitations of any funding provided by the District and other revenues derived by the HOLLA School.

13. Governance and Operation.

13.1 Corporate Status; Governing Board.

13.1.1 The Corporation, or any new nonprofit corporation formed to operate the HOLLA School, is and will remain an Oregon nonprofit corporation throughout the term of this Agreement. The Corporation shall govern and operate the HOLLA School as set forth in this Agreement, and the governing board of the HOLLA School will be the board of directors of the Corporation.

13.1.2 The Corporation’s Bylaws and Articles of Incorporation are included in the Proposal. If the Corporation makes any changes to its Articles of Incorporation or Bylaws, it will give copies of the amended documents to the District. If the District believes that any such changes violate either this Agreement or state or federal law, it will so notify the Corporation. If the Corporation agrees, it will make necessary changes to the Articles or Bylaws to conform to this Agreement or the applicable law; if the parties do not agree, the matter will be resolved under Section 19.8.

13.1.3 The Corporation’s Bylaws will include a provision specifying that upon termination of this Agreement or dissolution of the HOLLA School, the assets of the HOLLA School that were purchased with public funds shall be given to the State Board of Education, as provided in ORS 338.105(6).

13.2 Exempt Status under Section 501(c)(3) of Internal Revenue Code. The Corporation will maintain its designation and qualification as an exempt organization under Section 501(c)(3) of the Internal Revenue Code.

13.3 Nonreligious, Nonsectarian Status. As provided in ORS 338.035, the HOLLA School shall not be affiliated with any nonpublic sectarian school or religious institution. As provided in ORS 338.115, the HOLLA School shall not violate the Establishment Clause of the First Amendment to the United States Constitution or section 5, Article I of the Oregon Constitution, or be religion based.

13.4 Public Meetings. The Corporation and its Board of Directors, when acting as the Governing Body of the HOLLA School, are subject to the provisions of the Oregon Public Meetings Law, ORS 192.610 to 192.690.

13.5 Operational Powers. Subject to applicable federal and state laws and any restrictions in this Agreement, the Corporation and the HOLLA School shall have authority to exercise independently all powers granted to nonprofit corporations and charter schools under Oregon law.

13.6 Food Services. The HOLLA School will provide nutrition, at the minimum breakfast and lunch, for all students who qualify for school meals. The HOLLA School and District may enter into a separate Food Services Agreement (“FSA”).

14. Employment Matters.

14.1 Nonprofit Corporation is Employer. All provisions of this Section 14 are subject to state and federal laws. The HOLLA School will directly employ all staff who work at the HOLLA School. The District shall not be the employer of any employees of the Nonprofit Corporation or the HOLLA School.

14.2 Staff Hiring, Compensation, Benefits, PERS.

14.2.1 The Corporation governing board, in its sole discretion, has complete authority to hire, evaluate, promote, discipline, supervise, and terminate HOLLA School employees, and to set all terms and conditions of employment, including all decisions regarding compensation and benefits. The HOLLA School will be responsible for providing substitutes for all HOLLA School teachers requiring substitutes.

14.2.2 At least one-half of the total full-time equivalent (FTE) teaching and administrative staff at the HOLLA School shall be licensed in accordance with ORS 338.135(7). For any individual hired as a teacher or administrator, the HOLLA School shall provide the District with evidence of certification, if any, or other qualification, within fourteen (14) days after the date of hiring.

14.2.3 For any employee of the District who chooses to work for the HOLLA School, any leave of absence from the District shall be governed by ORS 338.135.

14.2.4 Licensed and classified staff and other employees of the HOLLA School will not be included in the District's respective bargaining units. Employee membership in a labor organization and collective bargaining shall be governed by ORS 338.135.

14.2.5 Pursuant to ORS 338.135(5), the HOLLA School shall participate in the Public Employees Retirement System (PERS) for its employees.

14.3 Employee Records. The Corporation shall be responsible for establishing and maintaining personnel records for its employees, and for the maintenance, retention and disclosure of employee records, all in compliance with all applicable federal and state laws. The Corporation shall meet any and all reporting obligations to the Teacher Standards and Practices Commission ("TSPC") regarding its employees.

14.4 Criminal Records Checks. As provided in ORS 338.115(1), ORS 181A.195, 326.603, 326.607, and 342.223 (relating to criminal records checks) shall apply to the HOLLA School. The Corporation shall not knowingly employ an individual (i) for whom a criminal background investigation has not been initiated or (ii) who has been convicted of an offense that would preclude that individual from working in a public school in Oregon. No later than October 15th of each school year that the HOLLA School is in operation under this Agreement, the HOLLA School shall provide to the District a list containing the names and job positions of all HOLLA School employees. Such list shall also indicate for each employee the date of initiation of the criminal background investigation required by Oregon law.

15. Application of and Compliance with Laws.

15.1 Compliance with Laws. The Corporation and the HOLLA School shall comply with all applicable federal, state, and local laws and regulations, including those listed in ORS 338.115(1).

15.2 Waiver. As provided in ORS 338.025, the HOLLA School may apply to the State Board of Education to grant a waiver of any provision of ORS Chapter 338. The HOLLA School shall give the District a copy of any application for a waiver promptly after submitting it and shall give the District a copy of any grant of a waiver promptly after receiving it.

15.3 Amendment of Agreement to Conform to New and Changed Laws. The parties intend that where this Agreement refers to federal or state law that they be bound by any amendment to such laws (to the extent applicable), upon the effective date of such amendments, unless such amendments do not apply to charter schools. To illustrate, under Section 12.6 of this Agreement, the HOLLA School is required to have an annual audit prepared in accordance with the Municipal Audit Law, because ORS 338.095(3) requires this to be done. However, if ORS 338.095(3) were to be amended so that different audit standards were to apply to charter schools, the parties intend that thereafter they would be bound by the law as amended and to the extent applicable. If,

at any time during the term of this Charter, the state amends existing statutes or develops any new rules, regulations or statutes that may affect the terms of this Charter, change restrictions or requirements on the HOLLA School, or otherwise affect the HOLLA School, the HOLLA School and the District shall review this Charter and conform it may be necessary and appropriate.

15.4 School Policies. The HOLLA School shall adopt policies as may be required by law and may in its discretion adopt other policies governing operation of the HOLLA School; the HOLLA School shall make such policies available for review at the District's request.

16. Insurance and Indemnification.

In accordance with District policy and administrative rule (Public Charter Schools LBE and LBE-AR), the HOLLA School will secure insurance policies within the minimum coverages outlined below, and will provide proof of insurance to the District prior to operating the HOLLA School:

16.1 Insurance; Proof; Renewals. The Corporation shall, at its own expense, secure and retain and provide proof of insurance of the types and in the amounts set forth in this Section 16. As provided in ORS 338.115(13), the Corporation shall show proof of such insurance to the District; copies of certificates of insurance shall suffice as proof. If the Corporation fails to provide such a certificate within ten (10) days after demand by District, District may purchase the insurance required and bill the Corporation. The Corporation shall procure and pay for renewals of such insurance prior to the time of expiration of such policies, and the Corporation shall deliver to District certificates of such renewal policies before the expiration of any existing policy.

16.2 Property Insurance. The parties understand that the Corporation has entered into a lease or other agreement relating to the HOLLA School facility. The Corporation shall ensure that such lease or other agreement provides that (a) the facility is to be insured under an all-risk or special forms policy of insurance such insurance may be purchased by the owner of the building or by the Corporation; and (b) such policy is a replacement cost policy.

16.3 Commercial General Liability Insurance.

16.3.1 The Corporation shall maintain a commercial general liability insurance policy (occurrence form) with respect to the HOLLA School facility and the operation of the HOLLA School, in accordance with this Agreement. The Corporation shall maintain such a policy thereafter throughout the term of the Agreement, including all extensions and renewals.

16.3.2 Subject to the following sentence, the limit of the Corporation policy shall be a minimum of \$1,000,000 for bodily injury and property damage per occurrence, \$3,000,000 annual aggregate covering the public charter school, the governing board,

employees and volunteers against liability for damages because of personal injury, bodily injury, death or damage to property including the loss of use thereof. Coverage to include, but not limited to, contractual liability, advertisers' liability, employee benefits liability, professional liability and teachers' liability. The minimum limits of liability may be satisfied by using a combination of commercial general liability insurance and commercial excess/umbrella liability insurance (following form). In addition, the Corporation's policy shall contain coverage for premises medical payments in a minimum amount of \$10,000.

16.3.3 Such policy shall provide for contractual liability coverage with respect to the indemnity obligation set forth in Section 16.9 of this Agreement.

16.4 Liability Insurance for Directors and Officers. The Corporation shall procure and maintain liability insurance for directors and officers in an amount not less than \$1,000,000 each loss, \$3,000,000 annual aggregate, covering the HOLLA School, the Corporation, the governing board of the HOLLA School, employees, and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of this Agreement.

16.5 Business Auto Liability Insurance. The Corporation shall procure and maintain business auto liability insurance in an amount not less than \$1,000,000 combined single limit covering the public charter school, the governing board, employees and volunteers against liability for damages because of bodily injury, death or damage to property, including the loss of use thereof arising out of the ownership, operation, maintenance or use of any automobile. The policy will include underinsured and uninsured motorist vehicle coverage at the limits equal to bodily injury limits.

16.6 Workers' Compensation Insurance. The Corporation shall procure and maintain workers' compensation pursuant to Oregon laws (ORS Chapter 656). Employers' liability insurance with limits of \$100,000 each accident, \$100,000 disease each employee and \$500,000 each policy limit

16.7 Honesty Bond. The Corporation shall procure and maintain an honesty bond to cover all employees and volunteers of the HOLLA School. Limits to be determined by the HOLLA School governing board, but no less than \$25,000. Coverage shall include faithful performance and loss of moneys and securities.

16.8 Policy Requirements. The insurance policies required by this Agreement (i) with respect only to the commercial general policy under Section 2 and the business auto liability policy under Section 4, shall name the District as an additional insured; (ii) shall be issued for periods of not less than one year; (iii) shall be issued by insurance companies admitted to do business in the State of Oregon; and (iv) shall contain a provision that they cannot be canceled, reduced in amount, substantially modified, or not renewed without thirty (30) days prior written notice to the other party.

16.9 Indemnification.

16.9.1 Nonprofit Corporation Indemnifies District. To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS Chapter 30, the HOLLA School agrees to indemnify and hold the District, its Board, agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including, without limitation, claims arising from (1) the possession, occupancy or use of property of HOLLA School (including after school use of buildings by outside groups), its faculty, students, patrons, employees, guests or agents; (2) civil rights violations, claims brought pursuant to Section 504 of the Rehabilitation Act of 1973, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with HOLLA School's operations. This indemnification shall not apply to any liability, claims or demands resulting from the negligence or wrongful act or omission of any District Board member, officer, agent, or employee. The Corporation agrees to indemnify, hold harmless and defend the District from all contract claims in which the Corporation or the HOLLA School has obligated the District without the District's prior written approval. This indemnification shall not apply to any damages incurred regarding any act or omission of the Corporation or the HOLLA School that is later determined to be required by law or this Agreement. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

16.9.2 District Indemnifies the HOLLA School. To the extent not covered by insurance or otherwise barred by the Oregon Tort Claims Act in ORS Chapter 30, District agrees to indemnify and hold the Nonprofit Corporation and the HOLLA School, its Board, agents and employees harmless from all liability, claims and demands on account of injury, loss or damage, including without limitation, claims arising from civil rights violation, claims brought pursuant to the Individuals with Disabilities Education Act, bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with District's operations. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any Corporation or HOLLA School Board member, officer, or employee. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act of any District employee working at the HOLLA School whose negligent or wrongful act or omission is caused or directed by the Corporation or the HOLLA School. This indemnification shall not apply to any damages incurred regarding any act or omission of the District or District Board that is later determined to be required by law or this Agreement. The foregoing provision shall not be deemed a

relinquishment or waiver of any kind of applicable limitations of liability provided in the Oregon Tort Claims Act.

16.9.3 Survival of Indemnification. This indemnification, defense and hold harmless obligation on behalf of the Corporation and the District shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any suit, without relieving the indemnifying party of any of its obligations hereunder.

17. Relationship between District and the HOLLA School.

17.1 Full Faith and Credit. The Corporation agrees that it will not extend the faith and credit of the District to any third person or entity. The Corporation acknowledges and agrees that it has no authority to enter into a contract that would bind the District. The HOLLA School's governing board has the authority to approve contracts to which the Corporation or the HOLLA School is a party, subject to the requirements and limitations of the Oregon Constitution, state law, and the provisions of this Agreement.

17.2 District Disclaimer of Liability. The parties to this Agreement expressly acknowledge that the Corporation is not operating as the agent, or under the direction and control, of the District Board except as required by law or this Agreement, and that the District Board assumes no liability for any loss or injury resulting from:

17.2.1 The acts or omissions of the Corporation (or the HOLLA School), its directors, trustees, agents or employees;

17.2.2 The use and occupancy of the building occupied by the HOLLA School or any matter in connection with the condition of such building; or

17.2.3 Any debt or contractual obligation incurred by the Corporation (or HOLLA School).

18. Termination.

18.1 Grounds for Termination. As provided in ORS 338.105(1), the grounds for termination of this Agreement by the District are as follows: (a) Failure to meet the terms of the Agreement or ORS Chapter 338; (b) Failure to meet the requirements for student performance in this Agreement; (c) Failure to correct a violation of a federal or state law that is described in ORS 338.115; (d) Failure to maintain insurance as described in this Agreement; (e) Failure to maintain financial stability; and (f) Failure to maintain, for one or more consecutive years, a sound financial management system as described in the Proposal and incorporated herein.

18.2 Notice of Breach; Opportunity to Cure; Dispute Resolution.

18.2.1 The parties recognize that the grounds for termination in Section 18.1 may involve subjective judgment and may involve disputes between the parties as to whether proper grounds for termination exist, and therefore the following process is agreed to as a means for dealing with alleged breaches of this Agreement.

18.2.2 If the District believes that any criteria specified in Section 18.1 has occurred, it will give the HOLLA School written notice specifying the alleged breach.

18.2.3 If the HOLLA School agrees that a breach has occurred, the HOLLA School will cure the breach within thirty (30) days of receipt of District notice. If, however, the breach is such that the HOLLA School, by acting with due diligence, could not reasonably complete the cure within such time, the HOLLA School shall not be in default unless the HOLLA School either (a) fails to commence to cure the breach within such 30-day or other specified period, or (b) fails to diligently prosecute to completion all steps necessary to completely remedy the breach as soon as is reasonably practicable after the District gives such notice.

18.2.4 If the HOLLA School does not agree that a breach has occurred, the HOLLA School will give the District a written explanation of the reasons why it believes no breach has occurred. The parties will then attempt in good faith to resolve their differences, and either party may at any time demand resolution of the dispute under Section 19.8.

18.3 Notice of Intent to Terminate; Hearing; Appeal.

18.3.1 If the breach by the HOLLA School has not been timely cured, or if it cannot be cured, and if the matter is not being resolved by mediation, then the District may decide to terminate this Agreement, in which case it will give the HOLLA School 60 days prior written notice of its intent to terminate this Agreement. Such notice shall state the grounds for termination.

18.3.2 The HOLLA School may appeal the District's decision to terminate this Agreement directly to the District Board. The HOLLA School may respond to the allegations in the District's written notification by offering documentary evidence and oral argument. The District bears the burden of proving the allegations in the written notification by a preponderance of the evidence. The HOLLA School has the burden of proof for any affirmative defense to the allegations by a preponderance of the evidence.

18.3.3 The Board's decision may only be appealed to the State Board of Education according to ORS 338.105(3).

18.4 Prompt Termination for Health and Safety Reasons.

18.4.1 As provided in ORS 338.105(4), notwithstanding sections 18.1—18.3, the District may terminate this Agreement immediately and close the HOLLA School if the HOLLA School is endangering the health or safety of its students.

18.4.2 The HOLLA School governing body may request a hearing from the District on the termination of this Agreement under this subsection 18.4. The District shall hold a hearing within 10 days after receiving the request.

18.4.3 The HOLLA School governing body may appeal a decision of the District under this subsection 18.4 to the State Board of Education. The State Board of Education shall hold a hearing within 10 days after receiving the appeal request.

18.4.4 Throughout the appeals process, the HOLLA School shall remain closed at the discretion of the District unless the State Board of Education orders the District to open the HOLLA School and not terminate this Agreement.

18.5 Termination by the HOLLA School; Dissolution.

18.5.1 As provided in ORS 338.105(7), the HOLLA School governing body may only terminate the Agreement or dissolve or close the HOLLA School at the end of a semester, unless the District agrees to another date. If the HOLLA School intends to terminate this Agreement or dissolve or close the HOLLA School, it shall give notice to the District at least 180 days prior to the proposed effective date of the termination, closure or dissolution.

18.5.2 If the HOLLA School should cease operations for whatever reason, including, but not limited to, the non-renewal or termination of this Agreement, or dissolution of the Corporation, it is agreed that the HOLLA School governing board shall supervise and have authority to conduct the winding up of the business and affairs of the HOLLA School; provided, however, that in doing so, the District does not assume any liability incurred by the HOLLA School beyond the funds allocated to it by the District under this Agreement. If the HOLLA School governing board fails to conduct such winding up in accordance with applicable laws and standards, the District may take appropriate legal action to do so. Upon dissolution, the HOLLA School must transfer all student education records to the District.

18.6 Effects of Termination or Dissolution. Until the effective date of termination of this Agreement, the District shall continue to make the funding payments under Section 12. As provided in ORS 338.105(5), termination of this Agreement shall not abridge the Nonprofit Corporation's legal authority to operate other

schools. Upon dissolution or termination, all student records shall be transferred to the District.

18.7 Corporation Assets; Property Inventory Control. The Corporation shall maintain records of purchase orders for all assets relating to the HOLLA School that cost \$500.00 or more. These records shall indicate whether the assets were purchased with public funds (as defined in Section 18.8) or non-public funds.

18.8 Definition of Public Funds. For purposes of this Contract, public funds shall include any and all funds distributed to the Corporation:

18.8.1 By the District, pursuant to ORS 338.155 and ORS 338.165, and

18.8.2 By the Oregon Department of Education, including any and all federal grant funds that the Corporation may apply for and be awarded by the Oregon Department of Education, and

18.8.3 By any agency, division or branch of the United States Government, or any entity created by an agency, division or branch of the United States Government.

18.9 Distribution of Assets upon Termination.

18.9.1 This Section 18.9 will apply if this Contract is terminated, at expiration of the term (including all extensions and renewals), upon dissolution of the Corporation, or for any other reason that the HOLLA School ceases operations as a public charter school under this Contract.

18.9.2 If any of the foregoing events in Section 18.9.1 occurs, all assets purchased with public funds and still owned by the Corporation shall be given to the state Board of Education in accordance with ORS 338.105(6). The Corporation will be entitled to retain ownership of any asset that the Corporation has acquired through the expenditure of non-public funds.

18.9.3 The parties acknowledge that assets costing less than \$500 may have little value at the time this Section 18.9 applies. Therefore, the Corporation will not be held responsible by the District for identifying assets costing less than \$500 and purchased with public funds and giving them to the State Board of Education, but the District does not waive any rights that the State Board of Education may have to enforce ORS 338.105(6). If the Corporation does not maintain records of purchase orders for all assets, or cannot provide records showing that an asset was purchased with non-public funds, then it shall be assumed that the asset was purchased with public funds, and upon termination the asset in question shall be given to the State Board of Education pursuant to ORS 338.105(6).

19. Miscellaneous Provisions.

19.1 Entire Agreement. This Agreement, with Exhibits and the Proposal, contains all terms, conditions and provisions of the agreement between the parties relating to creation and operation of the HOLLA School and contains the entire understanding and all representations, understandings, and discussions of the parties relating thereto. All prior agreements, representations, drafts, statements, understandings, and discussions are merged herein and superseded and cancelled by this Agreement. Neither party is relying upon any statement or representation not embodied in this Agreement or in any other written agreement made concurrently herewith.

19.2 Severability. If any provision of this Agreement is determined to be unenforceable or invalid by a court of law for any reason, the remainder of the Agreement shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms of this Agreement.

19.3 Amendment. This Agreement may be modified or amended only by written agreement between the Corporation and the District Board or District Superintendent (or designee). If, at any time during the term of this Agreement, either party desires to amend the Agreement, it may send the proposed amendment(s) to the other party, and thereafter the parties will in good faith discuss and negotiate possible amendments. This subsection does not impose on either party any duty to accept any amendment proposed by the other party.

19.4 No Waiver. The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the agreements expressed herein shall be deemed or be taken to constitute a waiver of any succeeding or other breach.

19.5 Governing Law. This Agreement shall be governed by, subject to and construed under the laws of the State of Oregon without regard to its conflicts of law provisions.

19.6 Assignment; Successors and Assigns. Except as set forth in Section 4 of this Agreement, this Agreement may not be assigned by the Corporation under any circumstances, it being expressly understood that the charter granted by this Agreement runs solely and exclusively to the HOLLA School. This does not limit the Corporation's or the HOLLA School's right to enter into contracts and agreements to the full extent allowed to charter schools under Oregon law; provided that (a) overall management of the HOLLA School's operations and educational programming shall not be assigned; and (b) such right to enter into contracts for services includes, without limitation, contracts for services such as food; transportation; janitorial, architectural, engineering, construction, and other facility related services; legal; accounting; auditing; payroll; and consulting, so long as the scope of any such contract for services is narrower than the

broad assignment described in clause (a). Except as otherwise expressly provided in this Agreement, the provisions of this Agreement bind and benefit the legal representatives, successors and assigns of the parties.

19.7 Notice. Any notice, statement, demand, request, consent, approval or other communication (collectively referred to in this Section 19.7 as "notices" or "notice") required or permitted to be given or made by either party, or its agent, to the other, pursuant to this Agreement or pursuant to any applicable law or requirement of public authority, shall be in writing and given by one of the following methods (with the effective date of the notice to be as set forth below):

- (a) By email if it is an email address used regularly in communications regarding HOLLA School operations;
- (b) By personal delivery to the person indicated on the execution page of this Agreement (to be effective when actually delivered);
- (c) By facsimile to the facsimile number set out on the execution page of this Agreement, provided that the original notice is sent by one of the other methods described in this Section or by first class U.S. Mail [notice by facsimile to be deemed effective when receipt either is acknowledged by the addressee or its office or is confirmed by confirming transmission equipment (provided this occurs before 5:00 p.m. Pacific Time on a business day, otherwise it will be deemed effective on the next business day)];
- (d) By registered or certified mail, postage prepaid, with return receipt requested (to be deemed effective two (2) days after mailing); or
- (e) By nationally recognized reputable overnight courier, prepaid (to be deemed effective on the date that the courier warrants that delivery will occur).

Notice sent by courier or mail shall be addressed to the other party [to the attention of the person identified on the execution page of this Agreement] at the address set forth on the execution page of this Agreement or such other person or address which may be designated by a party in writing.

19.8 Dispute Resolution; Mediation.

19.8.1 If any dispute arises between the District and the HOLLA School concerning this Agreement, including, without limitation, an allegation of any breach or default, either party may request mediation of the matter. The party requesting mediation shall do so by giving written notice to that effect to the other party, specifying in the notice the nature of the dispute. Mediation shall not be mandatory unless required by ORS Chapter 338, and therefore mediation shall take place only if both parties consent, unless required by ORS Chapter 338.

19.8.2 If the parties cannot agree upon a mediator, either party may request the Oregon Department of Education to appoint the mediator.

19.8.3 At any time during the mediation process, or if the parties are unable to reach an agreement through mediation, either party may give notice to the other party and to the mediator that it is terminating its participation in the mediation; after that, either party may request a hearing before and decision by the District Board.

19.8.4 The parties shall share equally the fees and expenses of any mediator and each party shall pay its own expenses incurred in any mediation.

19.8.5 As to any dispute that is not being determined through mediation, the HOLLA School may request a hearing before and decision by the District Board.

19.8.6 The HOLLA School may appeal to the State Board of Education concerning those matters within its jurisdiction under ORS Chapter 338.

19.9 Attorney Fees. If any suit or action is commenced or instituted to interpret or enforce the terms of this Agreement, to exercise any remedy on account of a default, or otherwise relating to the provisions of this Agreement, the prevailing or non-defaulting party shall be entitled to recover from the losing or defaulting party its reasonable attorney fees and costs, in addition to all other sums provided by law, at trial, and on any reviews and appeals. Such sums shall be determined by the court.

19.10 Delegation by District. The parties agree and acknowledge that the functions and powers of the District Board may be exercised by the Superintendent of the District, or by the Superintendent's designee, provided that any ultimate decision regarding renewal, non-renewal, or termination of this Agreement may be made only by the District Board.

19.11 Prior Actions. As a condition precedent to this Agreement becoming effective, the Corporation shall have taken, completed and satisfied on or before dates specified herein or in the Proposal any action or obligation which is required to be completed before such effective date, and failure to do so shall constitute grounds for the District to declare this Agreement null and void.

19.12 Corporation Authority to Enter Into Agreement. The Corporation expressly affirms that the signatories on its behalf who sign below have the authority to enter into this Agreement on behalf of the Corporation and that the Board of Directors of the Corporation has duly approved of this Agreement. At the District's request, the

Corporation shall provide to the District a copy of its written resolution authorizing the Corporation to enter into this Agreement.

19.13 Definition of Business Day. For purpose of this Agreement, “business day” means a day in which the District administrative offices are open. “Business day” does not include (a) Saturdays, (b) Sundays, (c) official state holidays listed in ORS 336.010, (d) federal holidays, (e) District scheduled spring vacation, (f) any day(s) in which the administrative office is closed due to inclement weather, or (g) any day that the District administrative office is closed due to action taken by, or ordered to be closed by, the District Board of Directors or the Board’s designee, or the government of the City or County in which the District is located, or the State of Oregon, or the federal government.

EXECUTED this _____ day of May, 2022.

HOLLA SCHOOL
An Oregon nonprofit corporation

By: _____

Title: Executive Director

Address for Notice Purposes:
Executive Director
HOLLA School
11124 NE Halsey St.
PMB 656
Portland, OR 97220
Telephone: 503.660.8438

**BOARD OF EDUCATION OF
REYNOLDS SCHOOL DISTRICT #7**

By: _____

Title: School Board Chairperson

Address for Notice Purposes:
Superintendent
Reynolds School District #7
1204 NE 201st Ave.
Fairview, OR 97024
Tel: 503-661-7200
Fax: 503-667-6932

EXHIBIT A

HOLLA Charter School Proposal

EXHIBIT B

The HOLLA School Student Performance Plan for 2022-2023*

K-2 Reading Goal & Expected Results	Formative Assessment	Summative Assessment
65% of the HOLLA School’s Kindergarten students will meet Oregon benchmarks in grade level reading based on Common Core State Standards by the close of the academic year 2022-2023.	DRA-3 Progress monitoring Oral Reading Fluency Progress Monitoring Student created journals of word banks, word dictionaries	Developmental Reading Assessment-3rd Edition (DRA) Teacher-created Summative Assessments
65% of the HOLLA School’s 1st grade students will meet Oregon benchmarks in reading as measured by their standardized scores using MAPS by the close of the academic year 2022-2023.	Obtain student baselines using the San Diego Quick Assessment Oral Reading Fluency DRA-3 Progress Monitoring	Developmental Reading Assessment-3rd Edition (DRA) Teacher-created Summative Assessments
65% of the HOLLA School’s 2nd grade students will meet Oregon benchmarks in reading as measured by their standardized scores using MAPS by the close of the academic year 2022-2023.	Obtain student baselines using the San Diego Quick Assessment Oral Reading Fluency DRA-3 Progress Monitoring	Developmental Reading Assessment-3rd Edition (DRA) Teacher-created Summative Assessments
K-2 Writing Goal & Expected Results	Formative Assessment	Summative Assessment
65% of the HOLLA School’s Kindergarten students will meet Oregon benchmarks for writing, based on Common Core State Standards by grade level by the close of the academic year 2022-2023.	Correct Writing Sequence Cloze Sentence Frames Cloze Sentence Frames with Pictures Progress Monitoring with timed writes.	Student Exhibitions Portfolios of Student Work

<p>65% of the HOLLA School’s 2nd students will meet Oregon benchmarks for writing, based on Common Core State Standards by grade level by the close of the academic year 2022-2023.</p>	<p>Correct Writing Sequence Cloze Sentence Frames Cloze Sentence Frames with Pictures Progress Monitoring with timed writes.</p>	<p>Student Exhibitions Portfolios of Student Work</p>
<p>K-2 Math Goal & Expected Results</p>	<p>Formative Assessment</p>	<p>Summative Assessment</p>
<p>Given, timed or untimed, math fluency skills assessments, teacher designed rubrics, Cloze math problems, and direct instruction, 70% of Kindergarten students will demonstrate proficiency towards identified learning outcomes by the close of the school year, 2022-2023.</p>	<p>Collected Samples of Student Work Teacher Designed Rubrics-4pt scale Math Fluency Skills Assessment Cloze Math Problems</p>	<p>Standards-Based Portfolios Student Directed Inquiry Student Exhibitions Teacher-Created Summative Assessments</p>
<p>Given, timed or untimed, math fluency skills assessments, teacher designed rubrics, Cloze math problems, and direct instruction, 70% of 1st Grade students will demonstrate proficiency towards identified learning outcomes by the close of the school year, 2022-2023.</p>	<p>Collected Samples of Student Work Teacher Designed Rubrics-4pt scale Math Fluency Skills Assessment Cloze Math Problems</p>	<p>Standards-Based Portfolios Student Directed Inquiry Student Exhibitions Teacher-Created Summative Assessments</p>
<p>Given, timed or untimed, math fluency skills assessments, teacher designed rubrics, Cloze math problems, and direct instruction, 70% of 2nd Grade students will demonstrate proficiency towards identified learning outcomes by the close of the school year, 2022-2023.</p>	<p>Collected Samples of Student Work Teacher Designed Rubrics-4pt scale Math Fluency Skills Assessment Cloze Math Problems</p>	<p>Standards-Based Portfolios Student Directed Inquiry Student Exhibitions Teacher-Created Summative Assessments</p>

K-2 Science Goal & Expected Results	Formative Assessment	Summative Assessment
65% of Kindergarten students will meet Learning Outcomes identified on teacher-created rubric measuring understanding of HOLLA created Science content by the close of quarter 4 in academic school year 2022-2023.	Teacher Created Rubric Inquiry & Observation	Student Portfolios Student Directed Inquiry Student Exhibitions Teacher Created Summative Assessments
65% of 1st Grade students will meet Learning Outcomes identified on teacher-created rubric measuring understanding of HOLLA created Science content by the close of quarter 4 in academic school year 2022-2023.	Teacher Created Rubric Inquiry & Observation	Standards-Based Portfolios Student Directed Inquiry Student Exhibitions Teacher Created Summative Assessments
65% of 2nd Grade students will meet Learning Outcomes identified on teacher-created rubric measuring understanding of HOLLA created Science content by the close of quarter 4 in academic school year 2022-2023.	Teacher Created Rubric Inquiry & Observation	Standards-Based Portfolios Student Directed Inquiry Student Exhibitions Teacher Created Summative Assessments

*HOLLA School will adjust Annual Performance Plans for future school years to include tests for grades 3-5 as appropriate, including applicable summative tests within the Oregon Statewide Assessment System to assesses students’ mastery of Oregon content standards.



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

To: Board of Directors
From: Dr. Christopher Ortiz, Deputy Superintendent
Prepared by: Sarah Winters, Administrative Analyst, HCM
Subject: **OSEA MOU Retention Bonus**
Policy: [Board Powers and Duties - BBA](#)
Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

This Memorandum of Understanding (MOU) between Reynolds School District (RSD) and the Oregon School Employees Association Chapter #37 (OSEA) outlines the process for issuing a recognition/retention bonus to all classified employees for their service during the COVID-19 pandemic.

Please refer to the following attachment(s): RSD OSEA Retention MOU

Previous Board Action:

The Board approves all agreements with bargaining units.

Background:

Not Applicable

Financial Implications:

This MOU will cost the district \$1,316,000 over the next 12 months.

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the Board approve the agreement between OSEA as proposed.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the MOU between OSEA and RSD for recognition/retention bonuses as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

RSD/ OSEA Recognition/Retention Bonus MOU 5/12/22

Memorandum of Understanding Between Reynolds School District and
Oregon School Employees Association Reynolds Chapter 37

This Memorandum of Understanding is hereby entered into by Reynolds School District No. 7, Multnomah County, Oregon (District) and the Oregon School Employees Association for the purpose of issuing a recognition/retention bonus to all classified employees for their service during the COVID-19 pandemic.

In partnership, the District and Association hereby agree to the following:

The district will issue a retention stipend for the amount of \$4000 with the following stipulations:

1. The first retention bonus will be issued with the May 2022 corrections payroll in the amount of \$2000. In order to qualify for the May 2022 retention stipend, an employee must have been employed by the District and reported for duty by Monday, January 3, 2022, and must still be employed at the time of the first retention stipend payment.
2. The second retention bonus will be issued with the November 2022 payroll in the amount of \$1000. In order to qualify for the November 2022 retention stipend, an employee must have been employed by the District and reported for duty by Monday September 30, 2022 and must still be employed at the time of the second retention stipend payment.
3. The third retention bonus will be issued with the May 2023 payroll in the amount of \$1000. In order to qualify for the May 2023 retention stipend, an employee must have been employed by the District and reported for duty by Monday April 3, 2023 and must still be employed at the time of the third retention stipend payment.
4. Part-time employees will receive the full retention bonus amount and will not be prorated based on full-time equivalency (FTE).
5. Employees who are no longer employed by the District prior to the cut-off dates listed above, will not receive a prorated retention stipend based on the time previously worked.
6. Employees who receive the first retention stipend in May of 2022, who are no longer employed in the district as of September 30, 2022 will not receive the second or third retention stipend in November 2022 and May 2023.
7. Effective April 1, 2022 through December 31, 2022, new employees hired in the following job classifications will be eligible for a \$4000 sign-on bonus. Eligible job classifications included:
 - a. Custodian

RSD/ OSEA Recognition/Retention Bonus MOU 5/12/22

- b. Transportation Classification
 - c. Student Management Classification
 - d. Educational Assistant Classification
 - e. Maintenance and Grounds
 - f. Nutrition Services
8. The first sign-on bonus will be issued with the January 2023 payroll in the amount of \$2000. In order to qualify for the January 2023 sign-on bonus, a classified employee must have been employed by the District and reported for duty by Monday, January 2, 2023.
 9. The second sign-on bonus will be issued with the June 2023 payroll in the amount of \$2000. In order to qualify for the June 2023 sign-on bonus, a classified employee must have been employed by the District and reported for duty by Thursday, June 1, 2023.
 10. All new employees who qualify for the sign-on bonus shall not qualify for the retention stipend.
 11. Effective April 1, 2022 through December 31, 2022, RSD employees who refer a candidate in one the job classifications outlined in section 7. RSD employees who meet all the following criteria are eligible for a \$500 referral bonus:
 - a. Referring employee remains employed by RSD through the payment date;
 - b. Referring employee is designated by the candidate as the referring employee on the application for employment;
 - c. The referred candidate is new to RSD; meaning the candidate has not previously been an RSD employee;
 - d. The referred candidate is successfully hired for the 2022-2023 school year and remains employed through January 30, 2023.
 - e. The referral bonus will be paid to eligible employees no later than the second payroll date immediately following the end of the candidate's 120-day probationary period.

All other provisions of the parties' Collective Bargaining Agreement not expressly modified by this Memorandum shall remain in full force and effect.

This Memorandum shall expire on December 31, 2022 and shall not set any precedent.

The total retention stipend amount agreed to within this MOU for classified RSD staff shall be equal to or greater than any retention stipend or bonus amounts agreed to with any other bargaining units and/or employee groups within the Reynolds School District for the 2021-2022 and 2022-2023 school years. If the amounts agreed to within this MOU are less than the amounts agreed to with other RSD bargaining units and/or employee groups during the 2021-

RSD/ OSEA Recognition/Retention Bonus MOU 5/12/22

2022 and 2022-2023 school years, the district will increase the amount of the retention stipends for classified RSD staff to an equivalent total amount.

Tentative Agreement

For the Chapter:

DocuSigned by:
Susan Mutschler 5/15/2022
26986B54463B4CA...
Susan Mutschler Date
President

DocuSigned by:
Teri Staudinger 5/13/2022
2E293EDFF152464...
Teri Staudinger Date
Field Representative

DocuSigned by:
Cindy Dominiak 5/12/2022
6EE33CE070D147C...
Cindy Dominiak Date
OSEA

For the District:

DocuSigned by:
Shaunice Silas 5/12/2022
611583BC000A4B0...
Shaunice Silas Date
Executive Director of HCM

DocuSigned by:
Wade Bakley 5/13/2022
1DCBA950F4DA448...
Wade Bakley Date
Principal, RHS

DocuSigned by:
Dr. Danna Diaz 5/12/2022
2F7105168D924D3...
Dr. Danna Diaz Date
Superintendent

DocuSigned by:
Dr. Christopher Ortiz 5/13/2022
583B662B7858473...
Dr. Christopher Ortiz Date
Deputy Superintendent

To: Board of Directors

From: Dr. Christopher Ortiz, Deputy Superintendent

Prepared by: Sarah Winters, Administrative Analyst, HCM

Subject: REA MOU In-person Learning 2021-2022

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

Reynolds School District (RSD) and Reynolds Education Association (REA) have reached an agreement on a Memorandum of Understanding (MOU) for in-person learning for the 2021-2022 school year. RSD and REA recognize that the safety of staff, students and families is a primary concern for professional educators. RSD and REA agree that the working conditions of professional educators during the COVID Pandemic are significantly altered when professional educators are engaged in in-person learning. RSD will provide programs in accordance with current guidelines set forth by the Governor, ODE, and local health authorities.

Please refer to the following attachment(s): REA MOU In-person Learning 2021-2022

Previous Board Action:

The Board previously approved an MOU for in-person learning with REA on September 8, 2021.

Background:

Due to the COVID-19 Pandemic, the 2021-2022 operated primarily in comprehensive distance learning. For the 2021-2022 school year, the district returned to in-person learning. RSD and REA created an MOU outlining working conditions. This is an update to that agreement.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the Board approve the agreement between REA as proposed.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approve the MOU between REA and RSD on in-person learning as presented.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

**Memorandum of Understanding Between Reynolds School District and
Reynolds Education Association**

Reynolds School District No. 7, Multnomah County, Oregon (District) and the Reynolds Education Association together, “the parties,” recognize that the safety of staff, students and families is a primary concern for professional educators. In addition, the Parties agree that the working conditions of professional educators during the COVID Pandemic are significantly altered when professional educators are engaged in in-person learning. The District will provide programs in accordance with current guidelines set forth by the Governor, ODE, and local health authorities. Specifically, the District shall adhere to ODE’s Ready Schools, Safe Learners (RSSL): Advisory Health Metrics for In-Person Instruction; Public Health Protocols; Facilities and School Operations; and Response to Outbreak.

1. All 2021/2022 school year work schedules must comply with Articles 7 and 9 of the current Collective Bargaining Agreement.
2. In the event that cohort size and or social distancing guidelines are included in the RSSL guidelines, this agreement will be amended to reflect accommodations included in the 2021 Hybrid MOU and/or CDL MOU or other negotiated accommodations.
3. Educators who work with FLS, medically fragile, life skills, and emotional regulation challenged students will be provided highly specific protocols (treatment plans, medical instructions, emergency contingencies plans), training, PPE, and equipment to engage safely in providing the needs of their students. Given the high-risk nature of these assignments and the likelihood of absent staff members impacting delivery of consistent services, it is recognized that additional multiple individuals within a building will need training beyond the immediately assigned educators.
4. All meetings are encouraged to be offered virtually. For any in-person meeting, three (3) feet distancing will be maintained to the extent possible.
5. If there is a substantial change in safety conditions, or a certified educator documents and reports at least three (3) safety conditions that have been violated to their site administrator or designee, that are not resolved after notice to the District, the site administrator, or District Coordinator will work with the educator to provide mutually agreed upon solutions so the educator can safely continue to perform their duties. This in no way limits the right of the educator and/or the Association to submit complaints to OSHA as they deem necessary. The District shall provide a copy of its communicable disease management plan and all COVID-19 safety protocols to each educator who works in the building. The District and Association shall collaborate and agree to the development of a simple process that allows for named and

anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person and a representative in each building selected by the Association.

6. The District will comply with contract tracing requirements in RSSL and by the Multnomah County Health Department (MCHD) if these requirements are reinstated. The District will provide a rapid antigen test on site for any staff or students who show symptoms of COVID. Any person who tests positive shall be sent home. Students with symptoms whose parents do not authorize a rapid test will be sent home.
7. If there is a positive COVID-19 case at a worksite, the District shall notify all persons who may have been affected. The district will also comply with the notification procedures established by the Oregon Occupational Safety and Health Administration. Each time a positive COVID-19 case has been detected by either school personnel, a health agency or information from a family, the District shall notify the Association of the building/worksite(s) where the case was detected, how many staff members and students were exposed and/or affected, and how many staff members and students will be quarantined to the extent information is available to the District and does not violate HIPAA rights.
8. Any staff member instructed to quarantine due to a COVID exposure at work, will not incur a loss of pay or sick leave- Vaccinated members who have a COVID exposure at work and are recommended to quarantine themselves by a medical provider may choose to self-quarantine for up to 5 days to allow for testing or showing of symptoms, without loss of pay or sick leave. The District, in partnership with the Association, will allow the use of a COVID leave sick bank for the duration of the 2021-22 contract year. The District serves a community interest by providing COVID leave to prevent COVID exposed employees from reporting to work.
 - a. The bank will be seeded and maintained by the District and the Association Sick Leave Bank. Days granted from the COVID leave sick leave bank will be shared equally by the District and Association. All employees who are able to document that they have been vaccinated for COVID or that they are medically unable to be vaccinated will be eligible for leave from the bank. If contract tracing reveals an employee was exposed to COVID-19 at work or qualifies for any of the reasons listed in b, then the employee's own accrued leave does not need to be exhausted in order to qualify for the bank.
 - b. Reasons for accessing the bank include:
 - i. Eligible employee is subject to quarantine or isolation order
 - ii. Eligible employee is sent home and is awaiting results of a COVID-19 test

- iii. Eligible employee has contracted COVID-19 following an outbreak or positive case at work.
 - c. An employee who believes they have contracted or were exposed to COVID-19 on the job and who have sought treatment or medical advice for an exposure or a condition that they believe resulted from exposure shall submit a completed 801 form to the District's Workers' Compensation Carrier, SAIF. A copy of the form can be obtained from the lead secretary in each building office or from the HCM Department.
- 9. Based upon the District's requirement that all employees be vaccinated by October 18, 2021 or six weeks from FDA approval (whichever is later), the parties agree to the following:
 - a. Employees will be responsible for making arrangements to get the COVID-19 vaccine through a health care provider of their choice.
 - b. The District shall provide employees with up to two (2) hours (if available within a district facility), otherwise up to 4 hours of paid leave during their normal workday to receive each dose of the COVID-19 vaccine, including if the Booster is a mandated dose. Employees who choose to get vaccinated during their regularly scheduled workday must obtain the approval of their immediate supervisor. Requests for leave to get vaccinated during the employee's workday may be denied only due to operational necessity. If an employee's request for leave is denied, the immediate supervisor and the employee shall attempt to agree upon an alternate date for the employee to receive the vaccine.
 - I. If a substitute is required to cover the absence that cannot be filled in a two-hour increment, a half day may be required.
 - c. The employee shall receive two (2) hours of pay at the employee's own pay rate for each dose of the vaccination that is received on the employee's personal time. Payment for this time is only available with proof of vaccination, such as a doctor's note or vaccination card.
 - d. Employees shall provide the District with proof of vaccination as required by OHA and or the Governor's order. The proof of vaccination provided by an employee pursuant to this MOU and OHA rules will be treated as a confidential medical record.
 - e. Certified staff may not teach, work, provide care, learn, study, assist, observe or volunteer for a school-based program unless they are fully vaccinated or have provided documentation of a medical or religious exception. For

employees who refuse to present proof of vaccination, medical or religious exemption, the school district will follow regular procedures for corrective action including disciplinary action. In any disciplinary process, all provisions of the CBA shall apply.

- f. Members who request a medical or religious exemption to the vaccine mandate and are denied shall have the right to appeal by requesting a meeting with the Superintendent or their designee and REA representation to discuss the reason(s) for denial. If the denial is upheld, the District will provide a written explanation.
10. Certain individuals who have received the COVID-19 vaccine have experienced mild to moderate side effects. In the event that an employee experiences side effects due to vaccination such that the employee cannot report to work, the employee will be granted one (1) day of paid sick leave for up to 48 hours after the first, second and/or booster dose of the vaccine. This vaccine-related sick leave will not be charged to any accrued paid leave balances the employee may have.
- a. For the member to access this (1) day sick leave grant, the member will be required to enter this day under the leave plan 'COVID Vaccine OSES' 1-day sick leave grant. This leave plan will be added to the members' leave plan on an as needed basis.
 - b. This leave must be used in a full day increment. It is the responsibility of the supervisor to track their staff members' 48-hour period of the first, second and/or booster dose of vaccine.
 - c. Otherwise, all other policies and procedures regarding the use of sick leave shall apply.
11. RSD will implement the established safety and cleaning protocols as required by RSSL Guidance document, all of which will be overseen and enforced by an identified site supervisor. The following health and safety protocols will be used:
- a. Each site shall have separate, appropriately supervised, and adequately equipped spaces for COVID affected students and for first aid cases.
 - b. Provide appropriate "workplace provisions" of Personal Protective Equipment (PPE) and/or Essential Protective Gear (EPG) in accordance with federal, state, and local guidelines in effect and as requested by staff. RSD shall provide K95 face coverings (masks) for staff who request them, handwashing stations, hand sanitizer, sanitizing wipes, and other cleaning materials as applicable. RSD shall provide enough CDC-recommended face coverings (masks) for staff,

community partners, and students who request them and make available at easily identified stations in each building/worksite.

- c. Masks shall become optional effective March 14, 2022. If the requirement for masks in schools is reinstated, RSD shall require the use of facial coverings (masks) that are worn properly in an indoor setting. Staff members who cannot wear a mask because of a documented health issue must complete the interactive process through the district office. Members who are determined to need accommodations shall instead be required to wear a face shield and neck drape (tucked into the shirt).
- d. No professional educator will be required to work in a room that cannot meet protocols as established by current RSSL guidance and this agreement. Every effort will be made to maximize distancing to the extent the space allows. Each educational space will be evaluated, for physical distancing to the extent possible, in accordance with the current RSSL guidelines. Professional educators may change the arrangement of the room. If any learning space cannot accommodate physical distancing to the extent possible, in accordance with the current RSSL guidelines, the following measures may be taken if feasible to maximize distancing:
 - i. Members may remove ancillary furniture and rearrange desks
 - ii. Move or switch larger class sizes with smaller class sizes
 - iii. Repurposing traditional non-classroom spaces to use as classrooms
- e. Masks shall become optional effective March 14, 2022. If the requirement for masks in schools are reinstated, no educator will be required to work in a room where students are not wearing masks, except as allowed by the current RSSL guidelines. RSD shall provide masks that meet standards equivalent to masks designated as K95 and enough gloves, gowns, head coverings, and face shields for staff who request them in programs and classrooms that place them at increased risk as determined by RSD and REA. No COVID-related intervention may require additional prep of lessons or materials on the part of the educator beyond what is normally expected for student absences. The District and the Association will collaborate to produce more specific explanation of the section to be communicated out to building administrators and staff.
- f. The District will engage in the ADA interactive process with REA members who have a medical reason and/or qualify as high risk that may require additional safety precautions be taken in their workspace. The district will consider a variety of accommodations for impacted members in their classroom spaces.

virtual session. No member will be required to perform virtual and in-person instruction simultaneously.

15. In the event members are assigned to meal supervision duties, the environment in which meals are served must fully comply to safety guidance. Every effort will be made to upgrade HVAC filtration to a MERV 13 rating or better and/or outside eating areas, and when feasible three (3) feet of social distancing for all present. Meal supervision duties may not in any way infringe upon the members' own duty-free lunch time, and members will be afforded their full Article 9 rights per the CBA. The district will also be responsible for maintaining a safe meal space for educators that allows for appropriate social distancing if such distancing is feasible. To provide optimum safety and distancing conditions, members have the right to eat lunch in their regular works spaces and will be afforded the use of personal food storage and preparation items in accordance with established working conditions. To ensure safety and security of working environments, any small appliances in members' workspaces, including all attachments and power cords, must be in good working condition, undamaged, and properly connected, and members will provide notice of use to the building principal.
16. If the District is unable, for any reason, to provide the materials, including one-to-one devices, necessary for implementing a District program, including virtual learning, the district will not hold members accountable for implementation of that program.
17. Educators have the right to refer to an administrator any student who violates RSD's anti-bullying policy by taunting or shaming other individuals for wearing masks. If the educator needs to invoke article 18 section A of the CBA, the student may not return to that educator's class until the CBA process is complete. All legal and SpEd requirements regarding a student will be addressed as part of the Article 18 process.
18. By mutual agreement this MOU may be reopened to address potential needs. Any new guidelines, exceptions or amendments to RSSL/ODE guidance for onsite instruction, including but not limited to a change in mask-wearing, PPE, or social distancing policies, and/or any changes that substantially change working or safety conditions, must be negotiated with the Association.
19. This agreement will become effective on March 12, 2022 and expire on June 17, 2022

Reynolds Education Association :

DocuSigned by:
Lisa Griffith 5/19/2022
89AA9A9E9BUC4D1...

Lisa Griffith Date
President

DocuSigned by:
Bruce Marsh 5/18/2022
34C888DF8E244D...

M. Nasser-Marsh Date
Co-Bargaining Chair

Reynolds School District:

DocuSigned by:
Shaunice Silas 5/18/2022
811585BC099A459...

Shaunice Silas Date
Executive Director of HCM

DocuSigned by:
Wade Bakely 5/18/2022
1DCB950F4DA48...

Wade Bakely Date
Principal, RHS

DocuSigned by:
Dr. Danna Diaz 5/19/2022
2E7195168D024D3...

Dr. Danna Diaz Date
Superintendent

DocuSigned by:
Dr. Christopher Ortiz 5/18/2022
305B802E7689473...

Dr. Christopher Ortiz Date
Deputy Superintendent

To: Board of Directors

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

Prepared by: David Jaimes, Director of Curriculum, Instruction, and Innovation

Subject: Language Arts Adoption

Policy: [Curriculum Adoption - IFD](#)

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

In order to follow State instructional materials adoption laws and provide high quality standards-based instruction for all students, Reynolds School District convened Elementary (K-5) and Secondary (6-12) English Language Arts and Literacy (ELA) and K-5 Spanish Language Arts and Literacy (dual immersion) Instructional Materials Adoption Committees starting in the fall of 2021. Each committee consisted of educators and administrators from across the district and members assisted in determining which instructional materials would be piloted in the Spring of 2022. During the piloting process, educators were able to offer feedback on each of the instructional materials to assist with the final determination of which materials would be selected to move forward for the RSD Board to review and adopt.

On May 3, 2022, both the elementary and secondary adoption committees met and decided which instructional materials would be selected to move forward for the Board to review. The Elementary ELA Adoption Committee selected Houghton Mifflin Harcourt's [Into Reading](#) and Houghton Mifflin Harcourt's *Arriba la Lectura* program to recommend for adoption. The Secondary ELA Adoption Committee has identified Houghton Mifflin Harcourt's [Into Literature](#) program to recommend for adoption. In addition, a recommendation from the committee was to supplement the curriculum with two software programs, Common Lit and Quill. The secondary committee is excited to integrate culturally responsive texts into the guaranteed and viable standards-based curriculum, *Into Literature*.

Previous Board Action:

Not Applicable

Background:

In June 2019, the State Board of Education adopted the English Language Arts and Literacy Standards, which represent K-12 learning expectations for students in English Language Arts (ELA). The standards are the foundation for ELA classes that prepare students for the Oregon Diploma. They reflect the same high academic expectations for all students and have embedded in them the essential skills of reading, writing, language usage, and speaking and listening. In October 2021, the State Board of Education approved the ELA Instructional Materials [lists](#) which are to be in effect.

Financial Implications:

Total cost to purchase *Into Reading, Into Literature, and supplemental components* is:

Curriculum and Components	Total Amount	Number of years	Total per year
Into Reading/Arriba/Amira/Waggle	\$ 2,633,612.88	7	\$ 376,230.41
Into Literature/Writable	\$ 1,196,518.50	7	\$ 170,931.21
Inquiry by Design	\$ 384,855.00	7	\$ 54,979.29
Common Lit	\$ 50,925.00	7	\$ 7,275.00
Norton High School AP	\$ 8,486.40	7	\$ 1,212.34
Quill	\$ 40,320.00	7	\$ 5,760.00
Total	\$ 4,314,717.78	7	\$ 616,388.25

We will be entering into a seven-year contract with the publisher that will include ongoing technical support and professional development.

The total amount listed above will come out of ESSER funds and then will be amended to come out of curriculum budget when ESSER funds run out.

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the purchase of *Into Reading, Arriba a la Lectura, and supplemental components* for implementation in grades K-5 classes, and *Into Literature and the supplemental components* for implementation in grades 6-12.

Motion:

A. Motion Made by Board Member:

- a. I move that the Board approves the purchase of *Into Reading, Arriba a la Lectura, and supplemental components* for implementation in grades K-5 classes, and *Into Literature and the supplemental components* for implementation in grades 6-12 as presented.

B. Motion Seconded by Another Board Member

C. Points of Clarification / Discussion 378

D. Call for Board Vote



INTEROFFICE MEMORANDUM

ATTACHMENT A: ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS ADOPTION 05-06-22

In June 2019, the State Board of Education adopted the English Language Arts and Literacy Standards, which represent K-12 learning expectations for students in English Language Arts (ELA). The standards are the foundation for ELA classes that prepare students for the Oregon Diploma. They reflect the same high academic expectations for all students and have embedded in them the essential skills of reading, writing, language usage, and speaking and listening. In October 2021, the State Board of Education approved the ELA Instructional Materials [lists](#) which are to be in effect.

In order to follow State instructional materials adoption laws and provide high quality standards-based instruction for all students, Reynolds School District convened Elementary (K-5) and Secondary (6-12) English Language Arts and Literacy (ELA) and K-5 Spanish Language Arts and Literacy (dual immersion) Instructional Materials adoption committees starting in the fall of 2021. Each committee consisted of educators and administrators from across the district and members assisted in determining which instructional materials would be piloted in the Spring of 2022. During the piloting process, educators were able to offer feedback on each of the instructional materials to assist with the final determination of which materials would be selected to move forward for the RSD Board to review and adopt.

On May 3, 2022, both the elementary and secondary adoption committees convened, and the final vote was cast in regard to which instructional materials would be selected to move forward for the Board to review for adoption at the May 25, 2022 board meeting. The **Elementary ELA Adoption Committee** has selected **Houghton Mifflin Harcourt's** [Into Reading](#) program to recommend for adoption. There were 20 elementary educators, specialists and administrators on the committee and 41 elementary educators piloted the materials across the district. The committee is excited to align the professional development that they have been learning in LETRS training with this new set of instructional materials.

The **Secondary ELA Adoption Committee** has identified **Houghton Mifflin Harcourt's** [Into Literature](#) program to recommend for adoption. There were 10 secondary teachers and specialists on the committee and 12 ELA educators piloted the materials at each of the three middle schools and at Reynolds High School. In addition, a recommendation from the committee was to supplement the curriculum with two software programs, Common Lit and Quill. The committee is excited to integrate culturally responsive texts into the guaranteed and viable standards-based curriculum, *Into Literature*.

The Academics Department would like to thank the educators, administrators, specialists and Teachers on Special Assignment (TOSAs) for participating in the process of selecting high quality, standards-aligned ELA instructional materials for all K-12 students in Reynolds School District.

Into Reading Scope and Sequence

[Grade K](#)

[Grade 1](#)

[Grade 2](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

Into Literature Scope and Sequence

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

[Grade 9](#)

[Grade 10](#)

[Grade 11](#)

[Grade 12](#)



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

To: Board of Directors
From: Dr. Koreen Barreras-Brown, Chief Academic Officer
Prepared by: David Jaimes, Director of Curriculum, Instruction, and Innovation
Subject: English Language Development Adoption
Policy: [Curriculum Adoption - IFD](#)
Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

In order to follow State instructional materials adoption laws and provide high quality standards-based instruction for all students, Reynolds School District convened Elementary (K-5) and Secondary (6-12) English Language Development Instructional Materials Adoption Committees starting in the Winter of 2021. Each committee consisted of educators from across the district and members assisted in determining which instructional materials would be piloted in the Spring of 2022. During the piloting process, educators were able to offer feedback on each of the instructional materials to assist with the final determination of which materials would be selected to move forward for the RSD Board to review and adopt.

On May 20, 2022, the elementary committee met and decided which instructional material would be selected to move forward to the Board for review. The Elementary ELD Adoption Committee selected *Reach Higher* by National Geographic for recommended adoption.

On May 9, 2022, the secondary adoption committee met and decided which instructional materials would be selected to move forward for the Board to review. The Secondary ELD Adoption Committee has identified *Impact* by National Geographic for grades 6-8 and *Pathways* by National Geographic for grades 9-12 to recommend for adoption. In addition, a recommendation from the committee was to adopt *Get Ready* by Vista Higher Learning for Newcomer English Language Development and *English 3D* by Houghton Mifflin Harcourt for Long-Term English Learners at grade levels 6-12.

Previous Board Action:

Not Applicable

Background:

In October of 2013, the State Board of Education adopted the English Language Proficiency Standards, which represent K-12 learning expectations for students who are developing English Language Proficiency (ELP). The standards are the foundation for English Language Development classes that prepare students for the ELPA21 (English Language Proficiency Assessment). They reflect the same high academic expectations for all students and have embedded in them the essential skills of reading, writing, language usage, and speaking and listening. In December 2021, the State Board of Education approved the ELP Instructional Materials [lists](#) which are to be in effect.

Financial Implications:

Total cost to purchase of *Reach Higher* for implementation in elementary K-5 classes, Impact by National Geographic for implementation in grade levels 6-8, Pathways by National Geographic for implementation in grade levels 9-12, Get Ready by Vista Higher Learning for Newcomer English Language Development, and English 3D by Mifflin Harcourt for Long-Term English Learners at grade levels 6-12 is:

National Geographic / Cengage	\$516,411.53
Get Ready	\$20,800.00
English 3D	\$230,406.25
Total	\$767,617.78

We will be entering into a seven-year contract with the publisher that will include ongoing technical support and professional development.

The total amount listed above will be covered by ESSER funds to be amended to come out of the Curriculum budget when ESSER funds run out.

Alternatives:

Not Applicable

Staff Recommendation:

Staff recommends the purchase of *Reach Higher* for implementation in elementary K-5 classes, Impact by National Geographic for implementation in grade levels 6-8, Pathways by National Geographic for implementation in grade levels 9-12, Get Ready by Vista Higher Learning for Newcomer English Language Development, and English 3D by Mifflin Harcourt for Long-Term English Learners at grade levels 6-12.

Motion:

- A. Motion Made by Board Member:
 - a. I move that the Board approves the purchase of *Reach Higher* for implementation in elementary K-5 classes, *Impact* by National Geographic for implementation in grade levels 6-8, *Pathways* by National Geographic for implementation in grade levels 9-12, *Get Ready* by Vista Higher Learning for Newcomer English Language Development, and *English 3D* by Mifflin Harcourt for Long-Term English Learners at grade levels 6-12 as presented.
- 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: Dr. Christopher Ortiz, Deputy Superintendent

Prepared by: Hank Bauer, Administrative Analyst, Student & Family Services

Subject: Early Entrance Policy (JEBA) – Second Reading

Policy: [Early Entrance into Kindergarten/First Grade – JEBA](#)

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students

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

Summary:

The Early Entrance Policy (JEBA) is being recommended by Reynolds School District staff to be eliminated or revised to create more equity for all students across the district. The following presentation will outline the reasons for eliminating or revising the policy backed by financial concerns and student academic achievement data.

Previous Board Action:

The Board reviewed the policies as presented as a first reading during the April 13, 2022 Board Work Session and a second reading at the May 11, 2022 Work Session.

Background:

A child turning age five or six after September 1 but prior to November 15 qualifies for consideration of admittance to kindergarten or first grade. Requests for early entry will be taken from June 1 to July 31 of each school year. Early entry into kindergarten or first grade may be allowed for a student whose needs would best be met in the school program based on an analysis by qualified professional staff of his/her: cognitive development; social development, including emotional development and behavioral development; physical development. Parent(s)/Guardian(s) will be informed that test scores should be in the 95th percentile for their age in order to be considered for early admission into kindergarten/first grade.

This policy should be reviewed as it creates an inequity in current practice – it relies exclusively on parent nomination. There are cost concerns for families – \$150 to have child considered for early entry; cost concerns for the district – cost about \$1,000 per student to be assessed.

There are also staffing concerns as the current process occurs in the summer when contract staff are not available.

Financial Implications:

Eliminating the Early Entrance Policy would save the district \$1,000 per student as well as extra time it takes staff members to assess students and evaluate their overall readiness for Early Entry.

Alternatives:

Two alternatives to eliminating the Early Entrance Policy would be to keep the current policy as is causing extra financial and time hardship to the district, or to revise the policy to create a more efficient process and continue to offer Early Entry.

Staff Recommendation:

Staff recommends elimination of the policy JEBA after a second reading and review on May 11, 2022 and a vote during the May 25, 2022 Board meeting.

Motion:

Option 1: Elimination of Policy

- A. Motion Made by Board Member:
 - a. I move that the Board authorize the District to eliminate the policy JEBA, Early Entrance into Kindergarten/First Grade.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote

Option 2: Revision of Policy

- A. Motion Made by Board Member:
 - a. I move that the Board authorize the District's revisions of the policy JEBA, Early Entrance into Kindergarten/First Grade.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



Code: JEBA
Adopted: 1/04/07
Revised/Readopted: 4/13/11; 6/26/13; 4/13/16;
6/08/16
Orig. Code(s): JEBA

Early Entrance**

Kindergarten Transfer

A student will be admitted to kindergarten if ~~[his/her] their~~ fifth birthday occurs on or before September 1 or is a kindergarten student transferring from a public school in another district. ~~[or is recommended for early admission through the Early Intervention Program.]~~

First Grade Transfer

A student will be admitted into the first grade if ~~[his/her] their~~ sixth birthday occurs on or before September 1. In addition, the student whose sixth birthday occurs after that date may be admitted to the first grade if ~~[he/she] they~~:

1. Are a first-grade student transferring from a public school or from a district-approved private school;
2. Completed a successful year in a district-approved public kindergarten the previous year and would be continuing ~~[his/her] their~~ formal education.

Early Entry for Kindergarten or First Grade

~~The District does not permit~~ early entry into kindergarten or first grade. ~~[may be allowed. for a student whose needs would best be met in the school program based on an analysis by qualified professional staff of his/her:~~

- ~~1.—Cognitive development;~~
- ~~2.—Social development; including emotional development and behavioral development; and~~
- ~~3.—Physical development.~~

~~The superintendent shall identify the screening processes and instruments, which will provide a dependable assessment of the preceding criteria.~~

~~Parents may be required to pay the cost of the special testing involved.]~~

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)

[ORS 336.095](#)
[ORS 339.115](#)

[ORS 343.395](#)
SB 321 (2015)



Early Entrance**

Kindergarten Transfer

A student will be admitted to kindergarten if ~~his/her~~ their fifth birthday occurs on or before September 1, is a kindergarten student transferring from a public school in another district, or is recommended for early admission through the Early Intervention Program.

First Grade Transfer

A student will be admitted into the first grade if ~~his/her~~ their birthday occurs on or before September 1. In addition, the student whose sixth birthday occurs after that date may be admitted to the first grade if ~~he/she~~ they:

1. Are a first-grade student transferring from a public school or from a district-approved private school;
2. Completed a successful year in a district-approved public kindergarten the previous year and would be continuing ~~his/her~~ their formal education.

Early Entry for Kindergarten or First Grade

Early entry into kindergarten or first grade may be allowed for a student whose needs would be best met in the school program based on an analysis by qualified professional staff of ~~his/her~~ the student's:

- a. ~~Cognitive development~~; Academic readiness;
- b. Social development; including emotional development and behavioral development;
- c. Physical development.

The superintendent shall identify the screening processes and instruments, which will provide a dependable assessment of the preceding criteria.

Parents may be required to pay the cost of the special testing involved.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)

[ORS 339.115](#)

[ORS 336.092](#)

[ORS 343.395](#)

[ORS 336.095](#)

SB 321 (2015)

Early Entrance into Kindergarten/First Grade**

If a request for early admission to kindergarten or first grade is received by the building principal of the student's home school or the district contact, the following guidelines will be used:

1. A child attaining age five or six after September 1 but prior to ~~November 15~~ September 30, qualifies for consideration of admittance to kindergarten or first grade, respectively. Requests for early entry will be taken from ~~June 1 to July 31~~ May 1 to June 15 of each school year;
2. The Request for Early Entrance forms must be filled out by a parent(s). The completion of these forms will activate an early entry referral. Members of the early entry committee are: kindergarten and/or first grade teachers, ~~the school psychologist (or other licensed psychologist)~~, building principal, and any other identified professional, as appropriate;
3. The parents will be informed that the child will be assessed in the following areas:
 - a. ~~Cognitive development~~; Academic readiness;
 - b. Social development, including emotional and behavioral development; and
 - c. Physical development.

Parent(s) will be informed that test scores should be in the ~~95th~~ 80th percentile for their age in order to be considered for early admission into kindergarten/first grade. The child's advanced development in ~~cognitive~~, academic readiness, social, including emotional and behavioral development and physical functioning, are taken into consideration in the evaluation. Opportunities in social settings are an important part of the consideration for early entry. This can be done in a variety of ways including preschool, daycare, Sunday school, play-dates with peers, etc.;

4. All early entry testing and recommendations must be received by the superintendent or designee on or before ~~August 15~~ July 15;
5. The early entry committee will review the test information and parent interview forms by ~~the second week of August~~ July 15;
6. The early entry committee will make recommendations for early school admission to the superintendent and parent(s) will be notified by ~~the second week in August~~ the first week of August. In addition, ~~the Assessment Results Report~~, a letter with the decision information, and directions for appeal will be mailed to the parent(s) within ten (10) school days of the decision;

7. A written appeal can be made by the parent(s) to the superintendent who may affirm, reverse or modify the early entry committee's decision. A subsequent hearing may be held with the board if the respective decision does not meet with the approval of the parent(s).



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

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

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

Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

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

- Board Development for 22-23: What do you want to learn next year?

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

To: Board of Directors
From: Dr. Danna Diaz, Superintendent of Schools
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent
Subject: Adjourn
Policy: [Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF](#)
Date: May 25, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Adjournment

