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

Reynolds School District
Board of Education Regular

April 26, 2023
7:00 PM
Wood Village City Hall
24200 NE Halsey
Wood Village, Oregon 97060

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)(a) Personnel, ORS 192.660(2)(d) Negotiations, ORS 192.660(2)(e) Real Estate, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.	
II.	**7:00p - Call to Order**	**4**
	A. Roll Call	
	B. Consider Approval of the April 26, 2023 Agenda	
	C. Pledge of Allegiance	
	D. Land Acknowledgement	5
III.	**7:05p - Board Recognition**	**6**
	A. Student Recognition	7
	B. Volunteer/Community Partner Recognition	8
	C. Staff Recognition	9
	D. Resolution 2022-2023-019 Asian American and Pacific Islander Heritage Month	10
	E. Resolution 2022-2023-020 Teacher Appreciation Week	11
	F. Resolution 2022-2023-021 School Nutrition Heroes	12
	G. Resolution 2022-2023-022 National School Nurse Week	13
	H. Resolution 2022-2023-023 Jewish American Heritage Month	15
IV.	**7:25p - Public to be Heard**	**16**
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.	
V.	**7:45p - Bargaining Group Updates**	**17**
VI.	**7:55p - Presentation to the Board**	
	A. School and District Improvement Plans: Midyear Update	18
VII.	**8:15p - Superintendent's Reports**	**537**
	A. Announcements/Reports	
	B. Communications Report	538
	C. Financial Report	545

D. Enrollment Report 548
VIII. **8:30p - Consent Agenda** **551**
A. Approval of Personnel Order
B. Approval of Prior Meeting Minutes 552
C. TAP Asbestos Grant Acceptance 557
D. Field Trip: RHS Speech and Debate 570
E. Policy Updates: Section G 580
F. Parking Lot Lease with McMenamins 816
G. Resolutions
i. Resolution 2022-2023-019 Asian American and Pacific Islander Heritage Month 833
ii. Resolution 2022-2023-020 Teacher Appreciation Week 834
iii. Resolution 2022-2023-021 School Nutrition Heroes 835
iv. Resolution 2022-2023-022 National School Nurse Week 836
v. Resolution 2022-2023-023 Jewish American Heritage Month 838
IX. **8:35p - Action Items**
A. Authorization to Spend: Assist Contract for Transportation 839
B. Authorization to Spend: E-Rate Network Switch Contract with CDW-G 853
C. 2023-2024 Certified Staff and Student Calendars 905
D. MOU with OSEA for Summer School 924
E. MOU with REA for Summer School 928
X. **9:00p - Board Discussion** **933**
A. Individual Board Members - Announcements and Reports
B. Upcoming Board Meetings
XI. **9:15p - Adjourn** **934**

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

To: Board of Directors

From: Frank Caropelo, Interim Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Executive Session**

Policy: Executive Session – BDC

Date: April 26, 2023

Action	☐
Report	☒

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)(a) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(e) Real Estate.

Executive Session is closed to the public.

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

To:	Board of Directors
From:	Frank Caropelo, Interim Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Call to Order**
Policy:	Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF
Date:	April 26, 2023

Action ☒
Report ☐

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.

Call to Order

Roll Call:

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

Motion to Approve Agenda:

A. Motion Made by Board Member:
    a. I move that the Board approve the April 26, 2023 agenda as presented.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

Pledge of Allegiance

Land Acknowledgement:
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.

Land Use Acknowledgment & Guidelines

Reynolds School District

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: Frank Caropelo, Superintendent of Schools

Prepared by: Steve Padilla, Assistant Director of Public Relations and Partnerships

Subject: **Board Recognition**

Policy: Community Relations – KAA

Date: April 26, 2023

Action ☐
Report ☒

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 the following student and staff members:

- Student Recognition: Xiomara Watson
- Staff Recognition: Gail Zea
- Community Partner / Volunteer Recognition: Melissa Hicks

Resolutions:

- Resolution 2022-2023-019 Asian American and Pacific Islander Heritage Month
- Resolution 2022-2023-020 Teacher Appreciation Week
- Resolution 2022-2023-021 School Nutrition Heroes
- Resolution 2022-2023-022 National School Nurse Week
- Resolution 2022-2023-023 Jewish American Heritage Month

Reynolds School District

Reynolds School Board

STUDENT RECOGNITION

April 2023

Xiomara Watson

Reynolds School District

Reynolds School Board

COMMUNITY PARTNER OF THE MONTH

April 2023

Melissa Hicks

Reynolds School District

Reynolds School Board

STAFF RECOGNITION

April 2023

Gail Zea

RESOLUTION #2022-2023-019
PROCLAIMING THE CELEBRATION OF NATIONAL ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH

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

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

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

WHEREAS, seven percent (7%) of enrolled students are Asian or Pacific Islanders; and

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

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

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School Board of Directors proclaims May 2023 as Asian American and Pacific Islander Heritage Month. The struggles and achievement of Asian Americans and Pacific Islanders contributed profoundly to the culture and community of the United States. The Reynolds School District affirms the contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

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

Adopted this 26th day of April 2023.

Signed: Attest:

Chair, Reynolds School Board of Directors

Superintendent of Schools / Clerk

RESOLUTION #2022-2023-020

PROCLAIMING THE CELEBRATION OF TEACHER APPRECIATION WEEK

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

WHEREAS, teachers encounter students of widely differing backgrounds; and

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

WHEREAS, teachers are entrusted with the educational development of all children to reach their full potential; and

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

WHEREAS, teachers fill many roles including but not limited to; listeners, role models, motivators, mentors, leaders, and advocates; and

WHEREAS, the importance and impact of teachers on students is widely acknowledged, and teachers make a difference in the lives of students every day;

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

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District Board of Directors proclaims May 8-12, 2023, to be **TEACHER APPRECIATION WEEK**; and

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

Adopted this 26th day of April 2023.

Signed: Attest:

Chair, Reynolds School Board of Directors

Superintendent of Schools / Clerk

RESOLUTION #2022-2023-021

RESOLUTION PROCLAIMING THE CELEBRATION OF SCHOOL LUNCH HERO DAY FRIDAY, MAY 5, 2023 REYNOLDS SCHOOL DISTRICT

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

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

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

WHEREAS, the men and women who prepare and serve school meals help nurture our children through their daily interaction and support; and

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

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

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

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

BE IT FURTHER RESOLVED, that the Superintendent and Board of Education do express appreciation to all School Nutrition professionals and commend their good work on behalf of the District's children.

Adopted this 26th day of April 2023.

Signed: Attest:

Chair, Reynolds School Board of Directors

Superintendent of Schools / Clerk

RESOLUTION # 2022-2023-022

RESOLUTION PROCLAIMING THE CELEBRATION OF NATIONAL SCHOOL NURSE WEEK IN REYNOLDS SCHOOL DISTRICT

WHEREAS, students are the future and, by investing in them today, we are ensuring our world for tomorrow; and

WHEREAS, families deserve to feel confident that their children will be cared for when they are at school; and

WHEREAS, all students have a right to have their physical and mental health needs safely met while in the school setting; and

WHEREAS, students today face more complex and life-threatening health problems requiring care in school; and

WHEREAS, school nurses have served a critical role in improving public health and in ensuring student's academic success for more than 120 years; and

WHEREAS, Reynolds School District contracts with Multnomah Education Service District (MESD) to have 11 School Nurses cover all 17 schools in the district; and

WHEREAS, school nurses address the home and community factors (e.g. social determinants) that impact students' health; and

WHEREAS, school nurses are professional nurses that advance the well-being, academic success, and life-long achievements of all students by serving on the frontlines and providing a critical safety net for our nation's most fragile children; and

WHEREAS, school nurses act as a liaison to the school community, families, and healthcare providers on behalf of children's health by promoting wellness and improving health outcomes for our nation's children; and

WHEREAS, school nurses support the health and educational success of children and youth by providing access to care when children's cognitive development is at its peak; and

WHEREAS, school nurses are members of school-based teams (e.g. school health services, 504/IEP, disaster/emergency planning) providing care coordination to address the school population; and

WHEREAS, school nurses understand the link between health and learning and are in a position to make a positive difference for children every day; and

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

BE IT FURTHER RESOLVED, The Superintendent or his designee shall celebrate National School Nurse Week from May 6-12, 2023.

Adopted this 26th day of April 2023.

Signed:	Attest:
Chair, Reynolds School Board of Directors	Superintendent of Schools / Clerk

RESOLUTION # 2022-2023-023

RESOLUTION PROCLAIMING THE CELEBRATION OF JEWISH AMERICAN HERITAGE MONTH IN REYNOLDS SCHOOL DISTRICT

WHEREAS, May is Jewish American Heritage Month, a month that provides an opportunity for all people to appreciate the achievements and contributions of Jewish Americans throughout history, and

WHEREAS, in 1980 President Jimmy Carter adopted a proclamation annually recognizing Jewish American Heritage Week, and in April 2006, President George W. Bush adopted a proclamation that May would be recognized as Jewish American Heritage Month, and

WHEREAS, Jewish Americans often face unspeakable discrimination and adversity, yet for hundreds of years they have fought heroically in battle, pursued peace, and always persevered; and

WHEREAS, Jewish Americans have made significant contributions to our Nation, our communities, and our schools in the fields of arts, business, education, entertainment, finance, government, law, medicine, politics, science, military service, and philanthropy; and

WHEREAS, this month, we not only celebrate their heritage and express our appreciation for those contributions, but reaffirm our commitment to combating racism and discrimination against Jewish Americans; and

WHEREAS, this month Reynolds School District encourages staff, students, and community members to remember, celebrate, and educate future generations about Jewish Americans and the importance of their role in communities across our Nation.

NOW, THEREFORE, BE IT RESOLVED, the Reynolds School District recognizes May 2023 as Jewish American Heritage Month.

Adopted this 26th day of April 2023.

Signed: Attest:

Chair, Reynolds School 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: Frank Caropelo, Interim Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Public to be Heard**

Policy: Public to be Heard – BDDH, Public Comment at Board Meetings – BDDH-AR

Date: April 26, 2023

Action ☐
Report ☒

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 before the beginning of the meeting. The first 7 submissions will be able to speak for 3 minutes.

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

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

To:	Board of Directors
From:	Frank Caropelo, Interim Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Bargaining Unit Updates**
Policy:	Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF
Date:	April 26, 2023

Action ☐
Report ☒

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) and Oregon School Employees Association, Chapter 37 (OSEA) 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

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: Rachel Aazzerah, Director of Assessment and Systems Improvement

Subject: **Presentation: SIP/DIP Mid-Year Update**

Policy: Instructional Goal – IA

Date: April 26, 2023

Action ☐
Report ☒

Connection to School Board Core Beliefs and Commitments

☐ Safety ☐ Equity ☒ Instructional Practice ☐ Organizational Culture

Strategic Plan Goal Topic 4: Professional Development
We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.

Summary:
The Academics Department will provide the Board a mid-year update on school and department improvement plans (SIPs/DIPs). All SIPs and DIPs focus on the four goals set in our Strategic Plan: Marginalized Students, Culturally Relevant Teaching, Student and Staff Wellness, and Professional Development. Performance objectives and actions/strategies are covered under each goal. The presentation will also review the 2022-23 SIP/DIP process and timeline.

In addition to the Strategic Plan Goal Topic 4 on Professional Development, this presentation directly correlates to all Strategic Plan goals.

Previous Board Action:
Not Applicable

Background:
Not Applicable

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

Reynolds School District

School Improvement Plans/District Improvement Plans Mid-Year Update

April 26, 2023

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.

Reynolds School District

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.

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.

Goal 2: Culturally Responsive Teaching: We will interrupt bias and microaggression in instructional practices.

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.

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.

Reynolds School District Strategic Plan 2021-2026 Goals

*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.

Reynolds School District

Goals, Performance Objectives, and Strategies/Actions

Goal(s): An idea of the future or desired result that a group of people envision, plan and commit to achieve

Performance Objective(s): A specific end-result that contributes to the success of the school district and the greater school community (students, families, staff and administration)

Strategy(s)/Action(s): A plan of action that involves steps to achieve both short and long-term desired goals

Sample Elementary School Goal: 3rd Grade Reading - Fairview

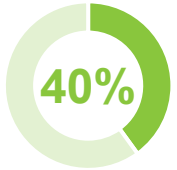
Goal: (Marginalized Students) Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 33% to 40% by June 2023.

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

Strategy/Action 1

Fairview staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach.

November Evidence of Progress



We have engaged in all district-wide HMH professional trainings and have added 2 in-building discussions. We are utilizing HMH in all grade level classrooms and using PLC time to align assessment and instruction in response to student needs.

24

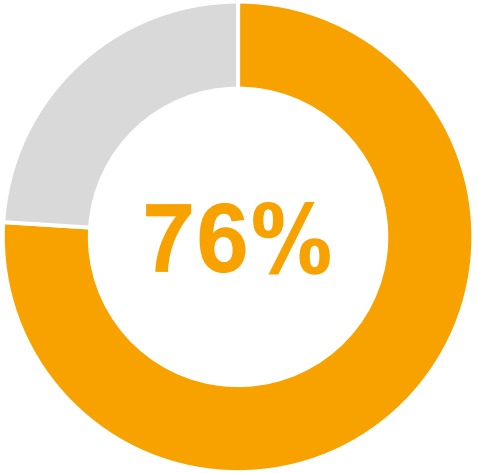
March Evidence of Progress

Continued HMH training and PLC planning and review. Also added feedback in foundational reading and HMH structures.

Reynolds School District

Strategic Plan Goal #1: Marginalized Students

Reynolds School District	
Goals (#)	46
Performance Objectives (#)	90
Actions/Strategies (#)	184

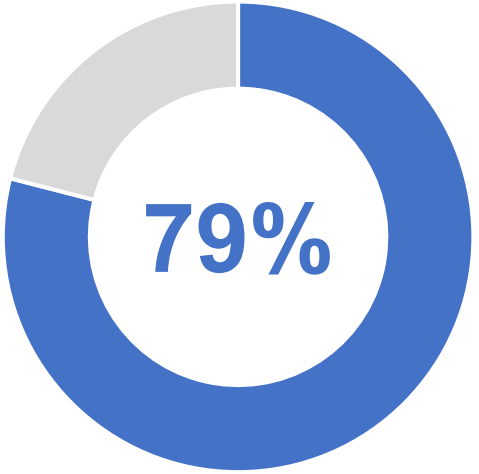


Average Percentage Across the District

Reynolds School District

Strategic Plan Goal #2: Culturally Relevant Teaching

Reynolds School District	
Goals (#)	28
Performance Objectives (#)	43
Actions/Strategies (#)	82

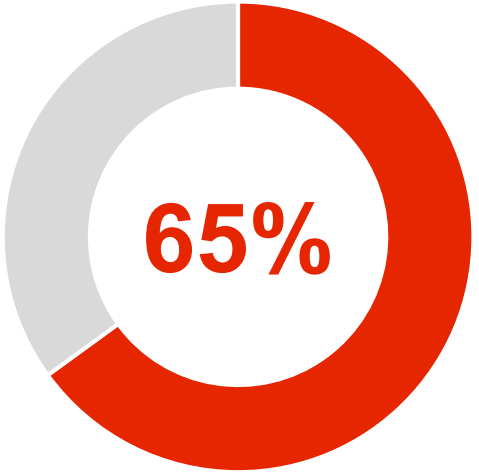


Average Percentage Across the District

Reynolds School District

Strategic Plan Goal #3: Student and Staff Wellness

Reynolds School District	
Goals (#)	36
Performance Objectives (#)	44
Actions/Strategies (#)	68



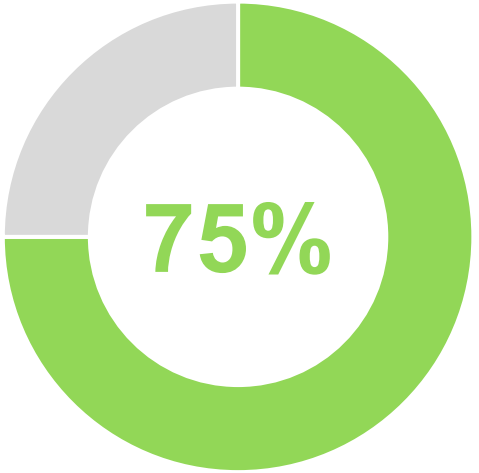
Average Percentage Across the District*

***waiting on Educational Effectiveness Survey and Healthy Teen Survey results**

Reynolds School District

Strategic Plan Goal #4: Professional Development

Reynolds School District	
Goals (#)	46
Performance Objectives (#)	55
Actions/Strategies (#)	72

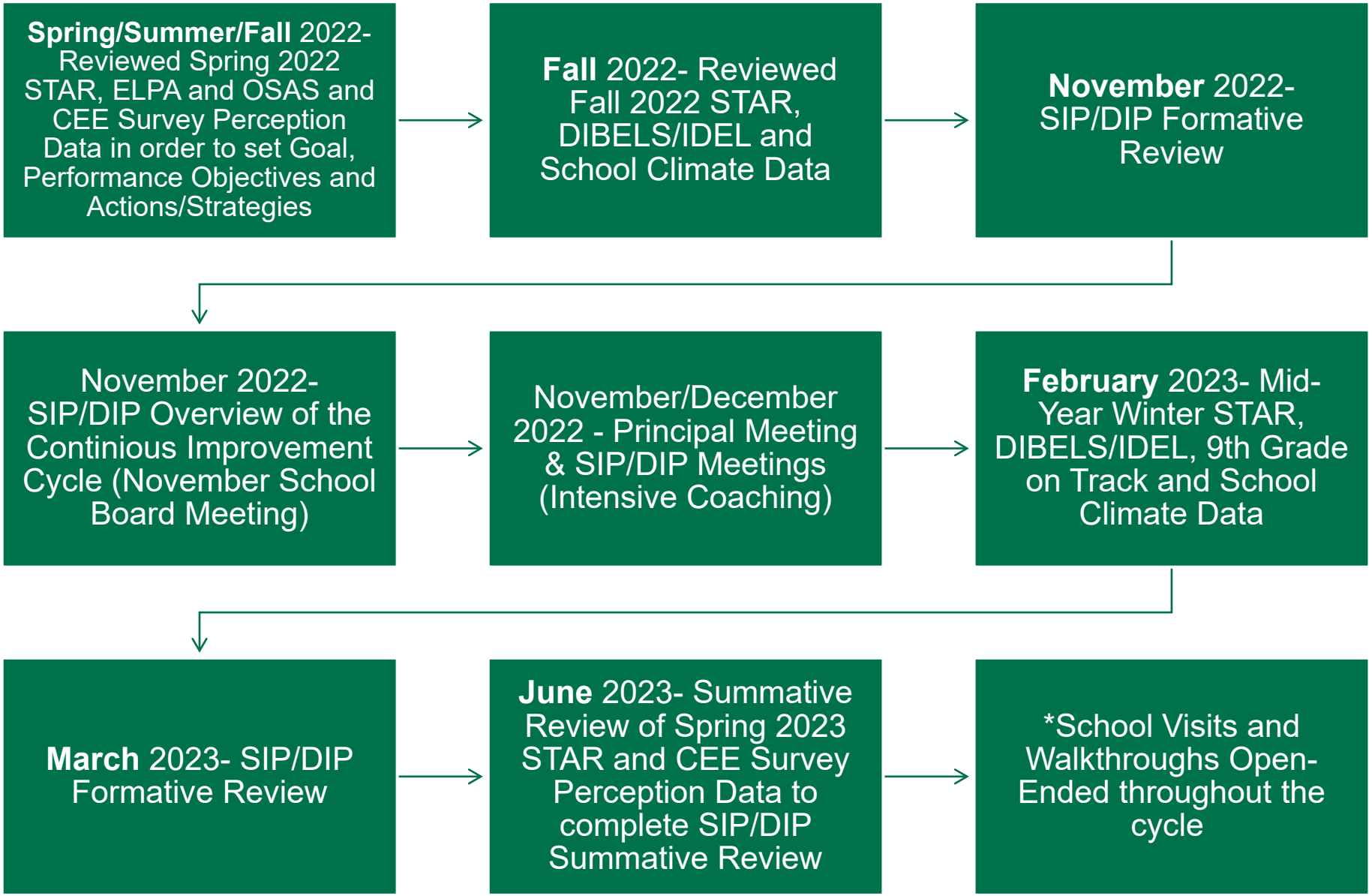


Average Percentage Across the District*

***waiting on Educational Effectiveness Survey**

Reynolds School District

SIP/DIP Process 2022-2023



Summary

Schools are on track to meet their SMART Goals for this year

Schools will continue to review their Educational Effectiveness Survey (Perception) Data and Spring STAR Academic Data to develop their Summative Reviews in June

30

Schools and District Departments will evaluate which SMART Goals need to be revised or developed for the 2023-2024 school year

Reynolds School District

Reynolds School District

Questions?

Thank you for all that you do for the staff and students here in Reynolds!

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

Reynolds School District 7

Alder Elementary

2022-2023

32

Goals

Goal 1: Increase the percentage of 3rd grade Alder students whose scores on STAR English Reading meet or exceed grade level benchmark to 40% by June 2023

Performance Objective 1: 3rd Grade STAR Reading

By June 2023, as measure by STAR Reading, all 3rd grade students will increase from 12% to 40% reading at/above benchmark level

3rd Grade English Learners will increase from 0% to 40% reading at/above benchmark level

3rd Students with Disabilities will increase from 10% to 40% on reading at/above benchmark level

Black/African American 3rd grade students will increase from 11% to 40% reading at/above benchmark level

Latinx/o/a 3rd grade students will increase from 5% to 40% reading at/above benchmark level

3rd Grade Dual Language Immersion students will increase from 25% to 40% reading at/above benchmark level in Spanish.

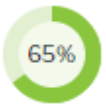
33

Evaluation Data Sources: STAR

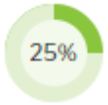
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Grade-level teams will meet in weekly PLCs to develop common assessments, plan instruction and interventions, and review data. **Strategy's Expected Result/Impact:** Increased student literacy skills **Staff Responsible for Monitoring:** Administrators, grade-level PLC teams **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Alder staff will implement adopted core language arts curriculum. **Strategy's Expected Result/Impact:** Increased student literacy skills. **Staff Responsible for Monitoring:** Administrators, instructional coaches, teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Instructional coaches will complete coaching cycles with teachers to support implementation of new curriculum. **Strategy's Expected Result/Impact:** Increase effective teaching strategies. **Staff Responsible for Monitoring:** Coaches, administrators **Characteristics:** High Levels of Collaboration and Communication, Focused Professional Development				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Grade level teachers will implement reading groups supported by Title 1 Educational Assistants and ELD Teachers. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Administrators, instructional coaches, teachers **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: Teachers will have the opportunity to participate in a book study of The Discipline Fix **Strategy's Expected Result/Impact:** Teachers will gain classroom management strategies that increase the time students are in class on task. **Staff Responsible for Monitoring:** Teachers, instructional coaches **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development	N/A			

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: Alder MTSS Team will develop intervention plans for students struggling with academics, behavior, and/or attendance. **Strategy's Expected Result/Impact:** Students will be in class for first time instruction and interventions. **Staff Responsible for Monitoring:** MTSS Team: MTSS TOSA, Counselors, Administrators, Student Engagement Liaison **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase the percentage of 5th grade Alder students whose scores on STAR Math meet or exceed grade level benchmark to 40 % by August 2023.

Performance Objective 1: 5th Grade Math-STAR English or Spanish

By June 2023, as measured by STAR Math in English or Spanish, all 5th grade students will increase from 25% to 40% scoring at/above benchmark level

English Learners will increase from 38% to 45% scoring at/above benchmark level

Students who receive special education services will increase from 20% to 40% scoring at/above benchmark level

Black/African American 5th grade students will increase from 0% to 40% scoring at/above benchmark level

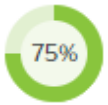
Latinx/o/a students will increase from 40% to 45% scoring at/above benchmark level

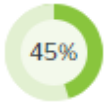
Evaluation Data Sources: STAR Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Alder staff will continue to implement Bridges core curriculum, number corner, Dreambox, and Bridges interventions. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: All 5th Grade Students will participate in STARBASE Oregon a Science, Technology, Engineering and Mathematics (STEM) education program for fifth grade students that provides 25 hours of engaging, inquiry-based and hands-on STEM instruction. **Strategy's Expected Result/Impact:** Increase student engagement in STEM topics **Staff Responsible for Monitoring:** 5th Grade Teachers **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	N/A			

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Instructional coaches will complete coaching cycles with teachers to support implementation of new curriculum. **Strategy's Expected Result/Impact:** Increase effective teaching strategies. **Staff Responsible for Monitoring:** Coaches, administrators **Characteristics:** High Levels of Collaboration and Communication, Focused Professional Development				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Our SUN after-school program will provide the Math Stars program. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Greater Than staff, SUN School Staff **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: Alder MTSS Team will develop intervention plans for students struggling with academics, behavior, and/or attendance. **Strategy's Expected Result/Impact:** Students will be in class for first time instruction and interventions. **Staff Responsible for Monitoring:** MTSS Team: MTSS TOSA, Counselors, Administrators, Student Engagement Liaison **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Professional Development- We will offer continuous learning opportunities for staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "My Professional Learning Community work results in improved student learning" will increase from 45% to 65%.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We will provide professional development in the Learning by Doing approach to Professional Learning Communities and offer continuous learning opportunities for staff to develop the knowledge, skills, and confidence to accelerate student outcomes. **Strategy's Expected Result/Impact:** Increased student learning **Staff Responsible for Monitoring:** Teachers, coaches, administrators **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development	15%	55%		

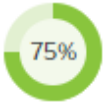
Strategy/Action 2 Details	Reviews			38
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Grade-level teams will meet in weekly PLCs to develop common assessments, plan instruction and interventions, and review data. **Strategy's Expected Result/Impact:** Increased student learning **Staff Responsible for Monitoring:** Teachers, coaches, administrators **Characteristics:** High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	30%	50%		

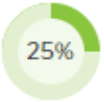
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 1: Students who answer always true or almost always true to the statement: "student success is celebrated in this school" will go from 45% to 65%.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Our counseling team will create a weekly video announcements for students that includes celebrations of students. **Strategy's Expected Result/Impact:** Students motivation to be academically successful will increase. **Staff Responsible for Monitoring:** Counseling team, administrators **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Classroom teachers will reinforce pro-social behavior expectations by using school-wide PBIS strategies **Strategy's Expected Result/Impact:** Students will know and meet the school-wide expectations and feel acknowledged and recognized for doing so. **Staff Responsible for Monitoring:** Teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 2: Parents who answer always or almost always true to the statement families have input into how to improve this school will go from 65% to 75%.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Principal will reinstate Coffee with the Principal and other family events where we will solicit input on our SIP goals. **Strategy's Expected Result/Impact:** Increased family voice **Staff Responsible for Monitoring:** Principal **Characteristics:** Effective School Leadership, High Levels of Family and Community Involvement	15%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

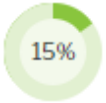
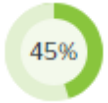
40

Goal 4: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 3: Parents who answer always or almost always true to the statement I feel welcome at this school will go from 77% to 90%.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Alder will host International Night and Black History Nights **Strategy's Expected Result/Impact:** Parents will feel connected and welcome at school **Staff Responsible for Monitoring:** Administrators, community partners **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Student Support Team (counselors, social worker, student engagement liaison) identify families in need of support for resources, mental health services, academic support, connecting with teachers and other staff, and provide needed resources and information. **Strategy's Expected Result/Impact:** Families will feel more engaged with the school. **Staff Responsible for Monitoring:** Student Support Team **Characteristics:** Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement				41

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Davis Elementary

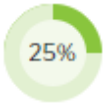
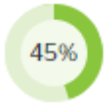
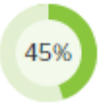
2022-2023

42

Goals

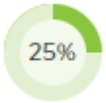
Goal 1: Goal 1
Marginalized Students- Reading

Performance Objective 1: Performance Objective 1
Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 30% to 40% by June 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicated time for HMH PD Dedicated time for LTRS PLCs Data Team Meetings all students have access to Lexia Implement all district adopted core curriculum (Bridges, Dream box & calendar HMH, etc) **Strategy's Expected Result/Impact:** We believe that it will increase the speed in which we adopt the new materials. **Staff Responsible for Monitoring:** Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				43
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Goal 1
Marginalized Students- Reading

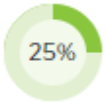
Performance Objective 2: Performance Objective 2
Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 14% to 30% by August 2023.

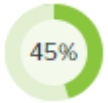
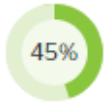
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: All of above plus New ELL curriculum CR text in classrooms and libraries increase text in native languages in library information session etc at open house ELD instructor in PLC cycles dedicated time to analyze and address data at PLC and Data Teams as pertain to this group focused PD on engagement strategies and sheltering instruction affinity groups for parents and/or students **Strategy's Expected Result/Impact:** Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. **Staff Responsible for Monitoring:** Administration, PLC teams, Instructional TOSA, ELD Teachers **Characteristics:** High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				44

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Goal 1
Marginalized Students- Reading

Performance Objective 3: Performance Objective 3
Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 15% to 34% by August 2023.

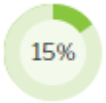
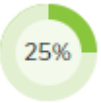
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Open house Dedicated time to analyze and address data at PLC and Data Teams as pertains to this group PD on for engagement strategies and scaffolding instruction for this group staff meeting time dedicated to MTSS process (focus on Tier 1 practices)				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. **Strategy's Expected Result/Impact:** Thoughtful implementation of new materials **Staff Responsible for Monitoring:** Administration, PLC teams, Instructional TOSA **Characteristics:** High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				45

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Goal 1
Marginalized Students- Reading

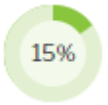
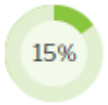
Performance Objective 4: Performance Objective 4
Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 22% to 38% by August 2023

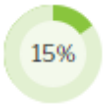
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicated time to analyze and address data at PLC and Data Teams as pertains to this group Heritage month celebrations Increase CR materials in classrooms and library Affinity groups for staff/students/parents				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Goal 1
Marginalized Students- Reading

Performance Objective 5: Performance Objective 5
Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 26% to 35% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicated time to analyze and address data at PLC and Data Teams as pertains to this group Heritage month celebrations Increase CR materials in classrooms and library Affinity groups for staff/students/parents				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. **Strategy's Expected Result/Impact:** Thoughtful implementation of new materials **Staff Responsible for Monitoring:** Administration, PLC teams, Instructional TOSA **Characteristics:** High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				47

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal 2
Marginalized Students-Math

Performance Objective 1: Performance Objective 1
Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 20% to 41% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Provide professional development when requested on the technology resource STAR Math **Strategy's Expected Result/Impact:** Classroom teachers will have access to the tools and resources needed to implement STAR Math **Staff Responsible for Monitoring:** Administrator **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal 2
Marginalized Students-Math

Performance Objective 2: Performance Objective 2
Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 10% to 31% by August 2023.

49

Goal 2: Goal 2
Marginalized Students-Math

Performance Objective 3: Performance Objective 3
Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 11% to 32% by August 2023.

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Goal 2: Goal 2
Marginalized Students-Math

Performance Objective 4: Performance Objective 4
Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 27% to 42% by August 2023.

Goal 2: Goal 2
Marginalized Students-Math

Performance Objective 5: Performance Objective 5
Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 24% to 37% by August 2023.

Goal 3: Goal 3

Culturally Responsive Teaching:
Davis will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 1: Share decision making with all stakeholders.

Evaluation Data Sources: Examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics.

Goal 3: Goal 3
Culturally Responsive Teaching:
Davis will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Identifying some culturally responsive practices that will be used throughout the building in classrooms and documented in our tier 1 PBIS frameworks.

Goal 3: Goal 3
Culturally Responsive Teaching:
Davis will interrupt bias and micro-aggression in instructional practices by devoting 74% of our professional development sessions to LETRS and Culturally Responsive Teaching.

Performance Objective 3: Monthly 1 hour PD sessions focused on our equity work.

Evaluation Data Sources: PD calendar and feedback.

Goal 4: Goal 4

Student and Staff Wellness:

Davis will promote a healthy learning and working environment where students and staff are provided with the skills, social supports, and the environmental reinforcement they need to adopt healthy long-term behaviors. As a result of our focus on student and staff wellness, CEE participants will respond 5% higher in the "almost always" and "often true" categories in the CEE data section of Social Supports- Ensuring Psychological Safety and a Sense of Social Belonging.

Performance Objective 1: 1. Integrate the district wellness plan into the structure of Davis' systems.

Evaluation Data Sources: A bullet point list of Davis specific targets will be developed by our school safety committee and any volunteers that choose to be part of the process.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Davis will implement a team will support students and staff faced with difficult or stressful situations **Strategy's Expected Result/Impact:** Get better data from families and staff regarding belong and support from Davis Elementary. **Staff Responsible for Monitoring:** Administration **Characteristics:** Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

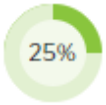
56

Goal 5: Goal 5

Professional Development:
Davis will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 1: 1. Utilize PLCs, staff meetings, and parent conferences to measure implementation of the PD offerings.

Evaluation Data Sources: a. Parent interviews, Adoption of LETRS trainings in classrooms, PD Calendars, PLC Notes

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLC time to discuss and implement strategies learned through LETRS training. **Strategy's Expected Result/Impact:** Increased **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Principal **Characteristics:** Focused Professional Development				

 No Progress Accomplished Continue/Modify Discontinue

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Goal 5: Goal 5

Professional Development:

Davis will offer continuous learning opportunities from on-boarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes. As a result of these continuous learning opportunities, CEE participants will respond 6% higher in the "almost always" and "often true" categories in the CEE data section Focused Professional Development.

Performance Objective 2: 2. Administration and certified staff attendance at UDL Modules, Technology Trainings and the LETRS trainings.

Evaluation Data Sources: a. Late start calendar, attendance at meetings, and observable outcomes during observations and walkthroughs.

Reynolds School District 7

Fairview Elementary

2022-2023

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Goals

Goal 1: Marginalized Students- Reading

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

Performance Objective 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 33% to 40% by June 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Fairview staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach. **Strategy's Expected Result/Impact:** New curriculum will strengthen Tier 1 instruction **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	40%	60%	100%	60

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Fairview staff will be offered dedicated time to engage in LETRS training. LETRS teaches the skills needed to master the fundamentals of reading instruction--phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. All staff will engage in asynchronies learning for 13 Late Start sessions. Additional trainings are also provided based on which strand a teachers is participating in. **Strategy's Expected Result/Impact:** LETRS will calibrate and train all staff on fundamentals of reading instruction. Implementation of this information will strengthen instruction and student outcomes. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administrator. **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	40%	65%	100%	

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Fairview staff will collaborate frequently to review and plan for student instruction- weekly PLCS and data teams every 6 weeks. Collaboration meetings will be focused on reviewing student outcomes, planning instructional models and instruction. **Strategy's Expected Result/Impact:** Students will be provided strong Tier 1 instruction. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	40%	65%	100%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 2: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 0% to 14% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Fairview ELD staff will implement National Georgraphic to lead small group instruction for our multilingual learners. **Strategy's Expected Result/Impact:** Strengthen instruction and outcomes for multilingual learners. **Staff Responsible for Monitoring:** ELD staff, Building Administrator **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development	40%	40%	100%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Fairview will ensure ELD instructors are included in collaboration of instructional planning and support through weekly PLCs and 6 week data team cycles. Time within these meetings will be designated to discussion pertaining to this group. **Strategy's Expected Result/Impact:** Strengthen multilingual learner student outcomes. **Staff Responsible for Monitoring:** Classroom Teachers, ELD Teachers, Instructional Coach, MTSS Coach, Building Administrator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	30%	65%		

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Fairview ELD staff and general education staff will engage in sheltered instruction professional development to maximize impact of instruction throughout the day for all learners. **Strategy's Expected Result/Impact:** Allow more students to access instruction throughout the day. Strengthen student engagement and outcomes. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, ELD staff, Building Administration **Characteristics:** Clear and Shared Focus, Focused Professional Development, Supportive Learning Environment	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 3: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 33% to 38% by August 2023

Evaluation Data Sources: STAR Fall to Spring 2022-23- due to low enrollment this category this goal will not be publicly addressed , but will internally monitored

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We are recommitting to inclusive practices. Ensuring that instruction throughout the day is planned to support students served in special education. Staff must know student accommodations and goals and must work with case managers and support staff to design instruction to best support student needs. Collaboration time with case manager will be necessary. Administrator evaluation will also focus on inclusion. **Strategy's Expected Result/Impact:** Strengthen student engagement and success in general education **Staff Responsible for Monitoring:** Classroom Teachers, Case Managers, Building Administration **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	40%	65%	100%	64

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Students on IEPs with academic goals will be served in small group environment to address primary academic goals. **Strategy's Expected Result/Impact:** Strengthen student outcomes **Staff Responsible for Monitoring:** Case Manager **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	40%	65%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 4: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 0% to 50% by August 2023.

Evaluation Data Sources: STAR Fall to Spring 2022-23- due to low enrollment this category this goal will not be publicly addressed , but will internally monitored

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Black/African American students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. **Strategy's Expected Result/Impact:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Adminstrator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	20%	40%	100%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Increase focus on Heritage Month Celebrations to Ensure representation of focus group in displays and teaching practices. **Strategy's Expected Result/Impact:** Students see themselves represented in instruction and environment. **Staff Responsible for Monitoring:** Counselor, Social Worker, Climate and Culture Committee, Building Administrator **Characteristics:** Supportive Learning Environment	40%	65%	100%	

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 5: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 26% to 35% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Latinx students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. **Strategy's Expected Result/Impact:** Strengthen student engagement and outcomes **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	40%	65%	100%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Increase focus on Heritage Month Celebrations to Ensure representation of focus group in displays and teaching practices. **Strategy's Expected Result/Impact:** Students see themselves represented in instruction and environment. **Staff Responsible for Monitoring:** Counselor, Social Worker, Climate and Culture Committee, Building Administrator **Characteristics:** Supportive Learning Environment	15%	65%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 1: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 35% to 41% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Fairview staff will implement adopted core curriculum. We are in our final year of implementing Bridges and Number Corner. Time is dedicated in the schedule for both number corner and math instruction/practice. A review of math expectations and major elements of program will be reviewed and implemented. **Strategy's Expected Result/Impact:** New curriculum will strengthen Tier 1 instruction **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Fairview staff will collaborate frequently to review and plan for student instruction- weekly PLCS and data teams every 6 weeks. Collaboration meetings will be focused on reviewing student outcomes, planning instructional models and instruction. **Strategy's Expected Result/Impact:** Students will be provided strong Tier 1 instruction. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 2: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 8.6% to 14% by August 2023.

Evaluation Data Sources: STAR Fall to Spring 2022-23- due to low enrollment this category this goal will not be publicly addressed , but will internally monitored

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Fairview ELD staff will implement National Geographic to lead small group instruction for our multilingual learners. **Strategy's Expected Result/Impact:** Strengthen instruction and outcomes for multilingual learners. **Staff Responsible for Monitoring:** ELD staff, Building Administrator **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Fairview will ensure ELD instructors are included in collaboration of instructional planning and support through weekly PLCs and 6 week data team cycles. Time within these meetings will be designated to discussion pertaining to this group. **Strategy's Expected Result/Impact:** Strengthen multilingual learner student outcomes. **Staff Responsible for Monitoring:** Classroom Teachers, ELD Teachers, Instructional Coach, MTSS Coach, Building Administrator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Fairview ELD staff and general education staff will engage in sheltered instruction professional development to maximize impact of instruction throughout the day for all learners **Strategy's Expected Result/Impact:** Allow more students to access instruction throughout the day. Strengthen student engagement and outcomes. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, ELD staff, Building Administration **Characteristics:** Clear and Shared Focus, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 3: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 0% to 14% by August 2023.

Evaluation Data Sources: STAR spring 2022 to Spring 2023 Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We are recommitting to inclusive practices. Ensuring that instruction throughout the day is planned to support students served in special education. Staff must know student accommodations and goals and must work with case managers and support staff to design instruction to best support student needs. Collaboration time with case manager will be necessary. Administrator evaluation will also focus on inclusion. **Strategy's Expected Result/Impact:** Strengthen student engagement and success in general education **Staff Responsible for Monitoring:** Classroom Teachers, Case Managers, Building Administration **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	40%	65%	100%	70

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Students on IEPs with academic goals will be served in small group environment to address primary academic goals. **Strategy's Expected Result/Impact:** Strengthen student outcomes **Staff Responsible for Monitoring:** Case Manager **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	40%	65%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 4: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 20% to 42% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Black/African American students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 5: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 10% to 37% by August 2023.

Evaluation Data Sources: Spring 2022-23 STAR Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Latinx students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed.				

 No Progress Accomplished Continue/Modify Discontinue

72

Goal 3: Culturally Responsive Teaching

We will interrupt bias and microaggression in instructional practices.

Performance Objective 1: Evidence of warm demander strategies will be seen in classroom observations.

Evaluation Data Sources: observation notes

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Fairview Staff will study and implement teaching as a warm demander as presented in Zaretta Hammonds Book, "Culturally Relevant Teaching and the Brain" **Strategy's Expected Result/Impact:** Students will be more engaged and outcomes will be strengthened. **Staff Responsible for Monitoring:** Administrator, classroom teachers, instructional coach, MTSS coach **Characteristics:** Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	35%	65%	100%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Students will be given the opportunity to provide feedback on ways of learning, content, and style of showing what they know. **Strategy's Expected Result/Impact:** student engagement will increase impacting student outcomes **Staff Responsible for Monitoring:** classroom teachers, instructional coach, MTSS coach, administrator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	15%	65%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Culturally Responsive Teaching

We will interrupt bias and microaggression in instructional practices.

Performance Objective 2: Honor student ways of being and showing knowledge: student voice and choice.

Evaluation Data Sources: Student feedback

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Frequently as for student input and feedback on school experience through surveys, small group, and whole group discussions. **Strategy's Expected Result/Impact:** Students should feel empowered and valued **Staff Responsible for Monitoring:** Counselor, Social Worker, Administrator **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication	15%	65%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: 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 long-term, healthy behaviors.

Performance Objective 1: Fairview will continue to promote "Eagle Expectations" as agreements to how we are engaging in our learning environment. Expectation flipbooks have been provided to staff, students, and families. Expectation fairs will be scheduled 3 times a year- fall, after winter break, after spring break.

Evaluation Data Sources: Schedule of events. Evidence of distribution of expectation flipbook.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Fairs will be scheduled 3 times a year and staff feedback will be solicited to maximize the experience. **Strategy's Expected Result/Impact:** Clear expectations result in greater student success **Staff Responsible for Monitoring:** Counselor, Social Worker, Administrator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment	30%	100%	100%	75

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: 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 long-term, healthy behaviors.

Performance Objective 2: Fairview elementary will offer a safe learning environment.

Evaluation Data Sources: Purchases will match needs presented by staff and students

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: staff and students will be offered opportunities to share what they need to feel safe generally and specifically as a result of any exposure to unsafe behaviors. **Strategy's Expected Result/Impact:** students can learn more when they feel safe and are at baseline. **Staff Responsible for Monitoring:** classroom teachers, administrator, specialists **Characteristics:** High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment	15%	60%	100%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Fairview Community will be provided information through community handbooks and weekly communications that share information about ways our school stays safe. **Strategy's Expected Result/Impact:** Strengthen community knowledge and perception of safety **Staff Responsible for Monitoring:** Administrator **Characteristics:** Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	50%	65%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: 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 long-term, healthy behaviors.

Performance Objective 3: Increase events to invite community to school building.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: 22-23 Event List September 6,7,8,9:20-10:00am welcome back, coffee with Principal 20- Return to School Event @5:30pm October 15- Carnival w/ church partner Nov 21-22- Parent Conferences (hybrid model) Dec 9- Game Night/Craft Night Feb 24- Movie Night March 22-23- Parent Conferences April 20- Student Performances May 5- Cinco De Mayo Event June varied- End of year celebrations	20%	65%	100%	77

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: 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.

Performance Objective 1: In order to better to ensure all students are given high-quality first-time instruction in Reading Fairview will dedicate 41% of our late start Monday building Professional Development in 2022-23 to LETRS and tools to better offer foundational reading skill instruction in all grades K-5 as needed .

Evaluation Data Sources: Schedule of training dates, evidence of learning in observations, data on staff progress in course.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Provide time each month to complete LETRS training **Strategy's Expected Result/Impact:** Strengthen reading instruction, student engagement, and student outcomes **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Administrator **Characteristics:** Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Feedback on HMH and LETRS implementation will be provided in teacher observations. **Strategy's Expected Result/Impact:** Strengthen reading instruction, student engagement and student outcomes **Staff Responsible for Monitoring:** Classroom Teachers, administrator **Characteristics:** High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Glenfair Elementary

2022-2023

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Goals

Goal 1: Marginalized Students- By June 2023, all 3rd grade students will increase from 28% to 40% reading at/above benchmark level, students with English Language needs will increase from 14% to 30%, and 3rd grade students who receive special education services will increase from 12% to 34% on STAR-Reading.

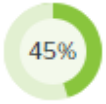
By June 2023, all Black/African American 3rd grade students will increase from 32% to 38% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 23% to 35% reading at/above benchmark on STAR-Reading

By June 2023, all 5th grade students will increase from 37% to 41% scoring at/above benchmark level, students with English Language needs will increase from 15% to 31% and 5th grade students who receive special education services will increase from 0% to 32% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 23% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 38% to 42% scoring at/above benchmark on STAR-Math.

Performance Objective 1: Implement new districted adopted reading curriculum and integrate culturally relevant text throughout the building.

Evaluation Data Sources: Teacher Observations, PLC team notes, and data team meetings. 80

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. **Strategy's Expected Result/Impact:** We believe that it will increase the speed in which we adopt the new materials. **Staff Responsible for Monitoring:** Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students- By June 2023, all 3rd grade students will increase from 28% to 40% reading at/above benchmark level, students with English Language needs will increase from 14% to 30%, and 3rd grade students who receive special education services will increase from 12% to 34% on STAR-Reading.

By June 2023, all Black/African American 3rd grade students will increase from 32% to 38% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 23% to 35% reading at/above benchmark on STAR-Reading

By June 2023, all 5th grade students will increase from 37% to 41% scoring at/above benchmark level, students with English Language needs will increase from 15% to 31% and 5th grade students who receive special education services will increase from 0% to 32% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 23% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 38% to 42% scoring at/above benchmark on STAR-Math.

Performance Objective 2: Display our brand new materials in the classrooms to ensure a smooth transition to new curriculum.

Evaluation Data Sources: Laminated and displayed materials in classrooms seen during building walkthroughs and teacher evaluations.

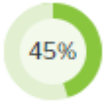
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Purchase laminator for school to assist in protecting new materials for use in the classroom **Strategy's Expected Result/Impact:** Align classroom displays throughout the building **Staff Responsible for Monitoring:** PLC groups and administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Culturally Responsive Teaching- During the 22-23 school year, 100% of all classrooms at Glenfair will utilize the newly adopted ELA curriculum, ELD curriculum, and Culturally Responsive text sets.

Performance Objective 1: Teacher will fully implement the foundational skills and reading components of HMH and supplemental Culturally Responsive texts throughout the year.

Evaluation Data Sources: Classroom lesson observation, new materials posted in classrooms, teacher lesson plans, staff PD, and data team meetings.

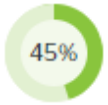
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. **Strategy's Expected Result/Impact:** Thoughtful implementation of new materials **Staff Responsible for Monitoring:** Administration, PLC teams, Instructional TOSA **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Culturally Responsive Teaching- During the 22-23 school year, 100% of all classrooms at Glenfair will utilize the newly adopted ELA curriculum, ELD curriculum, and Culturally Responsive text sets.

Performance Objective 2: Teachers will explore the new ELD curriculum and be prepared to make recommendations on next steps by the end of the 22-23 school year.

Evaluation Data Sources: PLC team notes, completion of end of year materials to district

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Check in with ELD teachers at data team meetings in regards to the new ELD curriculum is going and how it corresponds to classroom instruction and how it is going as a whole. **Strategy's Expected Result/Impact:** Meaningful notes of how to integrate the new ELD curriculum and the new ELA thereby improving teacher collaboration. **Staff Responsible for Monitoring:** ELD teachers, Instructional TOSA **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Culturally Responsive Teaching- During the 22-23 school year, 100% of all classrooms at Glenfair will utilize the newly adopted ELA curriculum, ELD curriculum, and Culturally Responsive text sets.

Performance Objective 3: Glenfair will ensure that 4th grade students will meet all state required aspects of SB13.

Evaluation Data Sources: Lesson plans, Teacher observations, PLC team notes

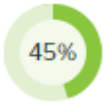
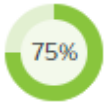
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Lean on our in-house teacher expert that helped design the curriculum to share key components and ideas with her team. **Strategy's Expected Result/Impact:** 4th grade team will understand the expected outcome of the curriculum to better instruct our students around SB13 **Staff Responsible for Monitoring:** 4th grade team, Administrators **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards	30%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Student and Staff Wellness- During the 22-23 school year, Glenfair will work to ensure that the building is a safe and respectful place for students and staff as measured by an increase of 10 % CEE perception data in the sections of
the school having a welcoming environment that embraces diversity and bullying and harassment is not tolerated at Glenfair.

Performance Objective 1: Glenfair will implement the school-wide Pacer bullying curriculum

Evaluation Data Sources: Monthly Pacer lessons, family newsletter, Parentsquare announcements

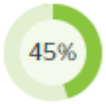
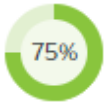
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Shared bullying definition, establish protocols for dealing with bullying, educate staff, students and parents with what to do if bullying occurs. **Strategy's Expected Result/Impact:** Decrease in CEE data around bullying and safety at Glenfair **Staff Responsible for Monitoring:** Administration, teachers, Instructional TOSA **Characteristics:** Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Student and Staff Wellness- During the 22-23 school year, Glenfair will work to ensure that the building is a safe and respectful place for students and staff as measured by an increase of 10 % CEE perception data in the sections of
the school having a welcoming environment that embraces diversity and bullying and harassment is not tolerated at Glenfair.

Performance Objective 2: Glenfair will focus on students identifying their feelings and emotions, solving small problems, and playing together through the use of Kelso's Wheel, Kimochis, Zones of Regulation, and Playworks lessons.

Evaluation Data Sources: Students engaging in Kelso's wheel, Kimochis, and Zones of Regulation materials throughout the building.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Students are taught specifics of how to use coping strategies to deal with low-level behaviors. **Strategy's Expected Result/Impact:** Reduction in adult time used to fix small problems throughout the school day. Student improved confidence in solving problems which will lead to an increase of student satisfaction at school on the CEE survey. **Staff Responsible for Monitoring:** Administration, teachers, counselors, **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Student and Staff Wellness- During the 22-23 school year, Glenfair will work to ensure that the building is a safe and respectful place for students and staff as measured by an increase of 10 % CEE perception data in the sections of
the school having a welcoming environment that embraces diversity and bullying and harassment is not tolerated at Glenfair.

Performance Objective 3: Glenfair will implement a Sunshine Committee to organize events and activities for staff throughout the year.

Evaluation Data Sources: Monthly staff activities calendar

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Events and activities will be scheduled to build staff relationships **Strategy's Expected Result/Impact:** In order to feel connected to each other as shown on the CEE staff survey **Staff Responsible for Monitoring:** Administration, Sunshine Committee **Characteristics:** Effective School Leadership, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Student and Staff Wellness- During the 22-23 school year, Glenfair will work to ensure that the building is a safe and respectful place for students and staff as measured by an increase of 10 % CEE perception data in the sections of
the school having a welcoming environment that embraces diversity and bullying and harassment is not tolerated at Glenfair.

Performance Objective 4: Staff will utilize in-building supports, such as: MTSS TOSA, Instructional TOSA, counselors/ social worker, and administrators to assist in supporting in stressful situations.

Evaluation Data Sources: CEE survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Glenfair will implement a well-being team that will meet weekly. This team will support students and staff faced with difficult or stressful situations. **Strategy's Expected Result/Impact:** Get better data from families and staff regarding belong and support from Glenfair Elementary. **Staff Responsible for Monitoring:** Administration **Characteristics:** Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Professional Development- All staff at Glenfair Elementary will participate in meaningful professional development during 80% of late starts during the 22-23 school year, as tracked by our end of year professional development calendar.

Performance Objective 1: On designated days, classroom teachers, ELL specialists, and instructional coach will participate in LETRS training, while all other staff will participate in district-led professional development.

Evaluation Data Sources: staff attendance at meetings

Goal 4: Professional Development- All staff at Glenfair Elementary will participate in meaningful professional development during 80% of late starts during the 22-23 school year, as tracked by our end of year professional development calendar.

Performance Objective 2: All Glenfair staff will participate in equity based professional development focused on marginalized students facilitated by the Glenfair Equity Committee.

Evaluation Data Sources: calendar of specific trainings, power points or materials from those trainings

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Recruit an equity team at Glenfair to design specific professional development focused on marginalized students. **Strategy's Expected Result/Impact:** Better staff understanding of issues on equity and systems analysis in the building. **Staff Responsible for Monitoring:** Administration, Equity Team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	30%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

90

Goal 4: Professional Development- All staff at Glenfair Elementary will participate in meaningful professional development during 80% of late starts during the 22-23 school year, as tracked by our end of year professional development calendar.

Performance Objective 3: School based Instructional TOSA will facilitate professional development opportunities connected to academic standards, district adopted curriculums, and SEL supports.

Evaluation Data Sources: lessons created by Instructional TOSA for use with staff

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Design and offer individualized training for staff members during late start PD, staff meetings and after school opportunities **Strategy's Expected Result/Impact:** Staff will be more unified in building wide approaches to behavior, instruction, and systems **Staff Responsible for Monitoring:** Administrations, Instructional TOSA **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	30%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: During the 2022- 2023 school year, Glenfair will engage with community and families at least 5 times during the school year to collect information on student sense of belonging and connectedness to school.

Performance Objective 1: Glenfair will conduct 2 rounds of empathy interviews with 5th graders in order to gauge connection with the school and all of the staff and students.

Evaluation Data Sources: Student empathy interviews and CEE data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Design a new student interview tool and use it with our 5th graders twice a year. **Strategy's Expected Result/Impact:** Student voice will be considered in systems at school which will increase satisfaction on the CEE survey **Staff Responsible for Monitoring:** Administration, Equity Team **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: During the 2022- 2023 school year, Glenfair will engage with community and families at least 5 times during the school year to collect information on student sense of belonging and connectedness to school.

Performance Objective 2: Glenfair will conduct 2 rounds of questions for families during conferences

Evaluation Data Sources: Family surveys and CEE data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Design a new family interview tool and use it with our families at conferences twice a year **Strategy's Expected Result/Impact:** Get a better sense of our families opinions of school systems and barriers to their engagement **Staff Responsible for Monitoring:** Administration, Leadership team, Classroom teachers **Characteristics:** Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: During the 2022- 2023 school year, Glenfair will engage with community and families at least 5 times during the school year to collect information on student sense of belonging and connectedness to school.

Performance Objective 3: Glenfair will create exit tickets for families to answer during family nights

Evaluation Data Sources: Exit ticket responses

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Design an exit ticket for consistent use during parent nights **Strategy's Expected Result/Impact:** More input from families which will improve our CEE data at year's end **Staff Responsible for Monitoring:** Administration, Leadership team **Characteristics:** Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement	30%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Reynolds School District 7

Hartley Elementary

2022-2023

95

Goals

Goal 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 9% to 30% by June 2023.

Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 6% to 30% by August 2023.

Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 15% to 30% by August 2023.

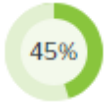
Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 33% to 36% by August 2023.

Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 33% to 36% by August 2023.

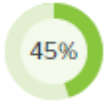
Performance Objective 1: Marginalized Students- Reading

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

96

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Hartley staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach. **Strategy's Expected Result/Impact:** New curriculum will strengthen Tier 1 instruction **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Hartley staff will be offered dedicated time to engage in LETRS training. LETRS teaches the skills needed to master the fundamentals of reading instruction--phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. All staff will engage in asynchronies learning for 13 Late Start sessions. Additional trainings are also provided based on which strand a teachers is participating in. **Strategy's Expected Result/Impact:** LETRS will calibrate and train all staff on fundamentals of reading instruction. Implementation of this information will strengthen instruction and student outcomes. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administrator. **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Hartley staff will collaborate frequently to review and plan for student instruction- weekly PLCS and data teams. Collaboration meetings will be focused on reviewing student outcomes, planning instructional models and instruction. **Strategy's Expected Result/Impact:** Students will be provided strong Tier 1 instruction. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				97

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 35% to 38% by August 2023.

Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 18% to 30% by August 2023.

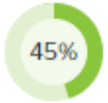
Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 0% to 30% by August 2023.

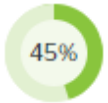
Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 25% to 30% by August 2023.

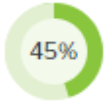
Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 24% to 30% by August 2023.

Performance Objective 1: Marginalized Students-Math

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

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Hartley staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach. **Strategy's Expected Result/Impact:** Classroom Teachers, Instructional Coach, Building Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Hartley staff will be offered dedicated time to engage in LETRS training. LETRS teaches the skills needed to master the fundamentals of reading instruction--phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. All staff will engage in asynchronies learning for 13 Late Start sessions. Additional trainings are also provided based on which strand a teachers is participating in. **Strategy's Expected Result/Impact:** LETRS will calibrate and train all staff on fundamentals of reading instruction. Implementation of this information will strengthen instruction and student outcomes. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administrator. **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Hartley staff will collaborate frequently to review and plan for student instruction- weekly PLCS and data teams. Collaboration meetings will be focused on reviewing student outcomes, planning instructional models and instruction. **Strategy's Expected Result/Impact:** Students will be provided strong Tier 1 instruction. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				99

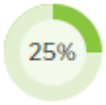
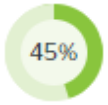
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Culturally Responsive Teaching- During the 22-23 school year, 100% of all classroom at Hartley will utilize the newly adopted ELA curriculum, ELD curriculum, and Culturally Responsive text sets.

Performance Objective 1: Culturally Responsive Teaching- During the 22-23 school year, 100% of all classroom at Hartley will utilize the newly adopted ELA curriculum, ELD curriculum, and Culturally Responsive text sets.

Evaluation Data Sources: Classroom lesson observation, new materials posted in classrooms, teacher lesson plans, staff PD, and data team meetings.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. **Strategy's Expected Result/Impact:** Thoughtful implementation of new materials **Staff Responsible for Monitoring:** Administration, PLC teams, Instructional TOSA **Characteristics:** High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Check in with ELD teachers at data team meetings in regards to the new ELD curriculum is going and how it corresponds to classroom instruction and how it is going as a whole. **Strategy's Expected Result/Impact:** Meaningful notes of how to integrate the new ELD curriculum and the new ELA thereby improving teacher collaboration. **Staff Responsible for Monitoring:** ELD teachers, Instructional TOSA **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: CEE participants will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section of Organizational Trust - Benevolent Caring, Competence, Trust-Integrity, Openness and Reliability.

Performance Objective 1: 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 long-term, healthy behaviors.

Evaluation Data Sources: CEE Spring Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Social Emotional Learning lessons facilitated by School Counseling team that enhances a supportive learning environment will touch all grade levels and address Hartley PBIS focused character traits, problem solving skills, school community, and schoolwide systems of support.	30%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

101

Goal 4: CEE participants will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section of Organizational Trust - Benevolent Caring, Competence, Trust-Integrity, Openness and Reliability.

Performance Objective 2: Social Emotional Learning lessons facilitated by School Counseling team that enhances a supportive learning environment will touch all grade levels and address Hartley PBIS focused character traits, problem solving skills, school community, and schoolwide systems of support.

Goal 5: In order to better to ensure all students are given high-quality first-time instruction in Reading at Hartley Elementary School will dedicate 41% of our late start Monday building Professional Development in 2022-23 to LETRS and tools to better become culturally adept.

Performance Objective 1: 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.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLC time to discuss and implement strategies learned through LETRS training. **Strategy's Expected Result/Impact:** Increased **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Principal **Characteristics:** Focused Professional Development, Supportive Learning Environment	30%	65%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Reynolds School District 7

Margaret Scott Elementary

2022-2023

104

Goals

Goal 1: Marginalized Students - Reading

Focus: 3rd Grade Reading - STAR

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

Performance Objective 1: By June 2023, all 3rd grade students will increase from 36% to 46% reading at/above benchmark level on STAR Reading.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: With support from dedicated diagnostic data reivew through grade level PLC/s, targeted small group interventions, and other district supported intervention programs incuding: Heggerty, ECRI, and Lexia, students are expected to obtain goals as set by June 2023. This strategy/action will be executed for all Performance Objectives related to this goal. **Strategy's Expected Result/Impact:** See Objective 1 **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Classroom Teacher	N/A	40%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

105

Goal 1: Marginalized Students - Reading
Focus: 3rd Grade Reading - STAR
In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 2: By June 2023, 3rd grade students with English Language needs will increase from 6% to 14% reading at/above benchmark level on STAR Reading.

Goal 1: Marginalized Students - Reading
Focus: 3rd Grade Reading - STAR
In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 3: By June 2023, 3rd grade students who receive special education services will increase from 22% to 30% reading at/above benchmark level on STAR Reading

Goal 1: Marginalized Students - Reading
Focus: 3rd Grade Reading - STAR
In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 4: By June 2023, all Black/African American 3rd grade students will increase from 14.3% to 23% reading at/above benchmark level on STAR Reading.

Goal 1: Marginalized Students - Reading
Focus: 3rd Grade Reading - STAR
In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 5: By June 2023, all Latinx/o/a 3rd grade students will increase from 7% to 15% reading at/above benchmark on STAR Reading.

Goal 2: Marginalized Students - Math

Focus: 5th Grade Math - STAR

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

Performance Objective 1: By June 2023, all 5th grade students will increase from 38% to 48% scoring at/above benchmark level on STAR Math.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: With support from dedicated diagnostic data reivew through grade level PLC/s, targeted small group interventions, and other district supported intervention programs incuding: Bridges Interventions and Dreambox, students are expected to obtain goals as set by June 2023. This strategy/action will be executed for all Performance Objectives related to this goal.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students - Math
Focus: 5th Grade Math - STAR
In order to give voice to our marginalized population, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 2: By June 2023, all 5th grade students with English Language needs will increase from 9.1% to 17% scoring at/above benchmark level on STAR Math.

111

Goal 2: Marginalized Students - Math
Focus: 5th Grade Math - STAR
In order to give voice to our marginalized population, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 3: By June 2023, all 5th grade students who receive special education services wil increase from 33% to 41% scoring at/above benchmark on STAR Math.

Goal 2: Marginalized Students - Math
Focus: 5th Grade Math - STAR
In order to give voice to our marginalized population, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 4: By June 2023, all Black/African American 5th grade students will increase from 50% to 58% scoring at/above benchmark level on STAR Math.

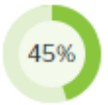
Goal 2: Marginalized Students - Math
Focus: 5th Grade Math - STAR
In order to give voice to our marginalized population, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Performance Objective 5: By June 2023, all Latinx/o/a 5th grade students will increase from 21.4% to 29% scoring at/above benchmark on STAR Math.

Goal 3: Culturally Responsive Teaching:
We will interrupt bias and microaggression in instructional practices.

Performance Objective 1: Licensed staff will have the opportunity to continue in LETRS training,implement newly adopted ELA curriuculum (HMH Intro to Reading), utilize Culturally Relevant Texts to support core curriculum, deliver instruction for SB 13 Native History/Shared History, ELD Curriculum (National Geographic Reach for the Stars) and build capacity and understanding for incorporating Ethnic Studies Standards.

Evaluation Data Sources: Classroom observations, Teacher walk-throughs, PLC's, MTSS and grade level data teams.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Attend and monitor PLC meetings and notes for implementation of new curriculum and supporting materials.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

115

Goal 4: Student and Staff Wellness:
We will promote a healthy learning and working environment that provides students and staff with the skills, social emotional support, and environmental reinmforcement they need to adopt long-term, healthy behaviors. Student engagement liaision will support student and family connectiveness to school community.

Performance Objective 1: Building Sunshine & Wellness committee will recognize and honor staff throughout the year by celebrating key dates, accolades and cultural recognitions in a varitey of formats.

Evaluation Data Sources: CEE Staff results.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Provide year long calendar of dates for cultural celebrations, building specfic dates for staff recognition. Recieve feedback as to staff response and recommendations for additonal celebratory opportunities. **Staff Responsible for Monitoring:** Committee members	20%	40%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

116

Goal 4: Student and Staff Wellness:
We will promote a healthy learning and working environment that provides students and staff with the skills, social emotional support, and environmental reinmforcement they need to adopt long-term, healthy behaviors. Student engagement liaision will support student and family connectiveness to school community.

Performance Objective 2: SEL lessons facilitated by classroom teachers and/or school counselor will enhance a supportive learning environment across all grade levels and address PBIS focused character traits, problem solving skills, school & classroom community, and school-wide systems of support.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: SEL & PBIS focus will improve school culture and climate.School based Culture & Climate committee is charged with PBIS fairs, celebrations, assembly recognitions.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: 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.

Performance Objective 1: Margaret Scott will committ to 1 hour per week of PLC grade level planning which will allow instructors the opportunity to collaborate on content, discuss instructional delivery strategies, development of assessments and plans to support all students based on outcomes.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLC notes will be kept in an interactive notebook for administrative review/response. 3x year grade level data teams for progress monitoring, results to be shared to all staff for vertical data reivew.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: 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.

Performance Objective 2: For new hiring of staff, Margaret Scott will build capacity for the recruitment and retention of BIPOC educators.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Strengthen networking alliances for outreach in the recruitment effort. MSES equity team and affinity group representation, professional development presentations to all staff.	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Reynolds School District 7

Salish Ponds Elementary

2022-2023

120

Goals

Goal 1: Marginalized Students- Reading

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

Performance Objective 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 21% to 40% by June 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Salish Ponds staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach. **Strategy's Expected Result/Impact:** New curriculum will strengthen Tier 1 instruction **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				121

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Salish Ponds staff will be offered dedicated time to engage in LETRS training. LETRS teaches the skills needed to master the fundamentals of reading instruction--phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language. All staff will engage in asynchronies learning for 13 Late Start sessions. Additional trainings are also provided based on which strand a teachers is participating in. **Strategy's Expected Result/Impact:** LETRS will calibrate and train all staff on fundamentals of reading instruction. Implementation of this information will strengthen instruction and student outcomes. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administrator. **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Salish Ponds will hire two half time Title I Educational Assistants to support the growth of students **Strategy's Expected Result/Impact:** Strengthen Student reading in 3rd Grade. **Staff Responsible for Monitoring:** Classroom teacher and Building Administrator **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	N/A	N/A	N/A	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 2: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 7% to 17% by August 2023.

Evaluation Data Sources: Offer assessments in native language.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Salish Ponds ELD staff will implement National Geographic to lead small group instruction for our multilingual learners. **Strategy's Expected Result/Impact:** Strengthen instruction and outcomes for multilingual learners. **Staff Responsible for Monitoring:** ELD staff, Building Administrator **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development	40%	60%		

No Progress | Accomplished | Continue/Modify | Discontinue

123

Goal 1: Marginalized Students- Reading

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

Performance Objective 3: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 14% to 24% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We are recommitting to inclusive practices. Ensuring that instruction throughout the day is planned to support students served in special education. Staff must know student accommodations and goals and must work with case managers and support staff to design instruction to best support student needs. Collaboration time with case manager will be necessary. Administrator evaluation will also focus on inclusion. **Strategy's Expected Result/Impact:** Strengthen student engagement and success in general education **Staff Responsible for Monitoring:** Classroom Teachers, Case Managers, Building Administration **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	50%	70%		124

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 4: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 0% to 10% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Black/African American students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. **Strategy's Expected Result/Impact:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	N/A	55%		

Strategy/Action 2 Details	Reviews			125
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Salish Ponds will hire two half time Title I Educational Assistants to support the growth of students. **Strategy's Expected Result/Impact:** Strengthen Black/African American students reading skills **Staff Responsible for Monitoring:** Classroom teachers and building administrator **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	N/A	N/A	N/A	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 5: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 4.2% to 14% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Latinx students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. **Strategy's Expected Result/Impact:** Strengthen student engagement and outcomes **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	20%	55%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

126

Goal 2: Marginalized Students-Math

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

Performance Objective 1: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 13% to 20% by August 2023.

Evaluation Data Sources: Offer assessment in native language- spanish.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Salish Ponds staff will implement adopted core curriculum. We are in year 1 implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach. **Strategy's Expected Result/Impact:** New curriculum will strengthen Tier 1 instruction **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, Building Administration **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 2: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 10% to 25% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Salish Ponds ELD staff will implement adopted ELA curriculum. We are in year 1 of implementation of the ELA curriculum. Professional Development time will be dedicated throughout the year for training and collaboration with other ELD instructors in the district and district ELD/ELA team meetings. **Strategy's Expected Result/Impact:** New curriculum will strengthen ELD instruction **Staff Responsible for Monitoring:** ELD instructors and Building Administration **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

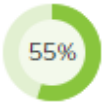
 No Progress Accomplished Continue/Modify Discontinue

128

Goal 2: Marginalized Students-Math

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

Performance Objective 3: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 10% to 25% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We are recommitting to inclusive practices. Ensuring that instruction throughout the day is planned to support students served in special education. Staff must know student accommodations and goals and must work with case managers and support staff to design instruction to best support student needs. Collaboration time with case manager will be necessary. Administrator evaluation will also focus on inclusion. **Strategy's Expected Result/Impact:** Universal design to learning, interventions, and accommodation of supports will support out 5th grade special education students. **Staff Responsible for Monitoring:** Special education instructors and Building administration **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 4: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 0% to 10% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Black/African American students to ensure instructional model and supports are strengthening student reading. **Strategy's Expected Result/Impact:** Black/African Americans are supported in understandings of math and want to grow mathematically **Staff Responsible for Monitoring:** Classroom teachers, instructional coach, MTSS Coach, and building administrator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 5: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 17% to 27% by August 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to isolate data on Latinx students to ensure instructional model and supports are strengthening student math work and understandings. **Strategy's Expected Result/Impact:** Strengthen student engagement and outcomes **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coach, MTSS Coach, Building Administrator **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	N/A			

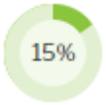
 No Progress Accomplished Continue/Modify Discontinue

131

Goal 3: Culturally Responsive Teaching- We will interrupt bias and microaggression in instructional practices.

Performance Objective 1: We will improve the academic and social experience for BIPOC students and families at Salish Ponds

Evaluation Data Sources: Salish Ponds will perform empathy interviews with our students and families at least two times a year.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Community feedback and empathy interviews.				
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Culturally Responsive Teaching- We will interrupt bias and microaggression in instructional practices.

Performance Objective 2: Salish Ponds Elementary School will recruit, hire, and retain BIPOC educators and staff to represent our student demographics.

Evaluation Data Sources: Salish Ponds will look at the demographics of educators in the building and recruit staff that represent the population of educators in our building.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We will diversify the staffing at Salish Ponds by recruiting, hiring, and retaining BIPOC educators **Strategy's Expected Result/Impact:** To hire and retain BIPOC educators for long term career success **Staff Responsible for Monitoring:** Hiring committee and building administrator, BIPOC leadership **Characteristics:** Effective School Leadership				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Culturally Responsive Teaching- We will interrupt bias and microaggression in instructional practices.

Performance Objective 3: Salish Ponds Elementary School will increase focus on Heritage Month Celebrations to ensure representation of focus group in displays and teaching practices.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Salish Ponds Elementary School will engage students, staff, and families with Heritage month celebrations to uplift and acknowledge all our students and cultures with month themes, family engagements, and culturally diverse books. **Strategy's Expected Result/Impact:** Students see themselves represented in instruction and environment. **Staff Responsible for Monitoring:** Counselor, Social Worker, Culture of Care Leadership team, and Building Administrator **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: 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 long-term, healthy behaviors.

Performance Objective 1: 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.

Evaluation Data Sources: Salish Ponds School will create a teacher led Culture or Care Committee encompassing our MTSS and PBIS programming, and lead 5 schoolwide events and 3 building Professional Development session related to the benefits and needs for Self-Care, Wellness, and Mindful Behaviors.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Salish Ponds will integrate the district wellness plan into the structure of their systems. **Strategy's Expected Result/Impact:** Gather data from families and staff regarding engagement, communication, and support from Salish Ponds. **Staff Responsible for Monitoring:** Staff wellness team, staff members, and building administration **Characteristics:** Effective School Leadership, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: 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.

Performance Objective 1: In order to better to ensure all students are given high-quality first-time instruction in Reading at Salish Ponds Elementary School will dedicate 41% of our late start Monday building Professional Development in 2022-23 to LETRS and tools to better become culturally adept Warm Demanders.

Evaluation Data Sources: Late start calendar, attendance meetings, exit tickets, assessments, district benchmark increases, and observable outcomes during observations and walkthroughs.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Salish Pond staff will implement LETRS training with fidelity to students. **Strategy's Expected Result/Impact:** Staff will become proficient in LETRS and culturally adept Warm Demanders. **Staff Responsible for Monitoring:** Administration and instructional coach **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Sweetbriar Elementary

2022-2023

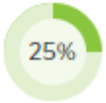
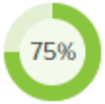
137

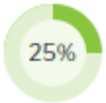
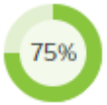
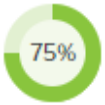
Goals

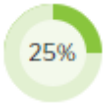
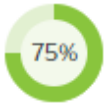
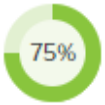
Goal 1: Sweetbriar will increase the percentage of 3rd graders meeting or exceeding the district benchmark for reading by 13% or more , from 27% in the fall of 2023 to 40% or more in the Spring of 2023, as measure by STAR reading.

Performance Objective 1: By Spring of 2023 Emerging bilingual students will increase by at least 3% meeting or exceeding on the district benchmark for STAR reading, from 13% to 16%.

Evaluation Data Sources: STAR progress monitoring, dibles and PLC notes.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: utilize newly adopted ELD curriculum with fidelity **Strategy's Expected Result/Impact:** increased language skills will provide better access to core content lessons. **Staff Responsible for Monitoring:** ELD teacher and principal. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students				138

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: PLC cycles will set aside time to focus on this group **Strategy's Expected Result/Impact:** staying focused on the unique needs of these students will result in better lesson planning and implementation. **Staff Responsible for Monitoring:** PLC teams, classroom teacher and principal. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

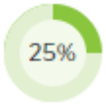
Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Train Teachers in "Accountable Talk/Opportunities to Respond" **Strategy's Expected Result/Impact:** Increased engagement will yield higher levels of understanding. **Staff Responsible for Monitoring:** Instructional coach, teachers, PLC team and principal. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Sweetbriar will increase the percentage of 3rd graders meeting or exceeding the district benchmark for reading by 13% or more , from 27% in the fall of 2023 to 40% or more in the Spring of 2023, as measure by STAR reading.

Performance Objective 2: By Spring of 2023, Sweetbriar will move 5% students receiving Special education, in the "Urgent" category, as defined by STAR, to "Intervention", as defined by STAR, from 80% to 75%

Evaluation Data Sources: STAR progress monitoring, dibles and PLC notes and IEP meetings.

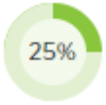
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLC cycles will set aside time to focus on this group. **Strategy's Expected Result/Impact:** staying focused on the unique needs of these students will result in better lesson planning and implementation. **Staff Responsible for Monitoring:** PLC teams, classroom teacher and principal. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Sweetbriar will increase the percentage of 3rd graders meeting or exceeding the district benchmark for reading by 13% or more , from 27% in the fall of 2023 to 40% or more in the Spring of 2023, as measure by STAR reading.

Performance Objective 3: By Spring of 2023, Sweetbriar will move the percentage of Latinx 3rd graders at benchmark from by 5%, from 0% to 5%

Evaluation Data Sources: STAR progress monitoring, dibles and PLC notes.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLC cycles will set aside time to focus on this group. **Strategy's Expected Result/Impact:** staying focused on the unique needs of these students will result in better lesson planning and implementation. **Staff Responsible for Monitoring:** PLC teams, classroom teacher and principal. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Sweetbriar will increase the percentage of 5th graders meeting or exceeding the district benchmark for math by 4% or more , from 40% in the fall of 2023 to 44% or more in the Spring of 2023, as measure by STAR math.

Performance Objective 1: By Spring of 2023 Emerging bilingual students will increase by at least 5% meeting or exceeding on the district benchmark for STAR reading, from 20% to 25%.

Evaluation Data Sources: STAR progress monitoring, PLC notes

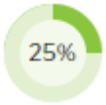
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLC cycles will set aside time to focus on this group.. **Strategy's Expected Result/Impact:** staying focused on the unique needs of these students will result in better lesson planning and implementation. **Staff Responsible for Monitoring:** PLC teams, classroom teacher and principal.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Sweetbriar will increase the percentage of 5th graders meeting or exceeding the district benchmark for math by 4% or more , from 40% in the fall of 2023 to 44% or more in the Spring of 2023, as measure by STAR math.

Performance Objective 2: By Spring of 2023, Sweetbriar will move 5% students receiving Special education, in the "Urgent" category, as defined by STAR, to "Intervention", as defined by STAR, from 63% to 58%

Evaluation Data Sources: STAR progress monitoring, PLC notes and IEP meetings notes.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLC cycles will set aside time to focus on this group.. **Strategy's Expected Result/Impact:** staying focused on the unique needs of these students will result in better lesson planning and implementation. **Staff Responsible for Monitoring:** PLC teams, classroom teacher and principal.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Sweetbriar will increase the percentage of 5th graders meeting or exceeding the district benchmark for math by 4% or more , from 40% in the fall of 2023 to 44% or more in the Spring of 2023, as measure by STAR math.

Performance Objective 3: By Spring of 2023, Sweetbriar will move the percentage of Latinx 3rd graders at benchmark from by 3%, from 29% to 32%

Evaluation Data Sources: STAR progress monitoring, PLC notes

Goal 3: Sweetbriar will intentionally increase staff and student wellness.

Performance Objective 1: Discipline referrals will go down by 50% from the start of the year to the end of year.

Evaluation Data Sources: Synergy Discipline referral reports.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: implement lunch clubs for grades 3-5 **Strategy's Expected Result/Impact:** keeping students engaged in areas of personal interest during unstructured times will decrease disruptions prosocial behaviors. **Staff Responsible for Monitoring:** principal and MTSS coach **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Sweetbriar will intentionally increase staff and student wellness.

Performance Objective 2: Staff participation in leadership survey will increase by 50% from beginning of year to end of year.

Evaluation Data Sources: Leadership Survey's in Outlook.

Goal 4: Sweetbriar will continue to focus on Culturally Responsive practices in all aspects of our work.

Performance Objective 1: PLC cycles will include set aside time for focus on groups of students.

Evaluation Data Sources: PLC notes

Goal 4: Sweetbriar will continue to focus on Culturally Responsive practices in all aspects of our work.

Performance Objective 2: 4 PD sessions will be dedicated to Culturally Responsive practices.

Evaluation Data Sources: Staff meeting notes.

Goal 5: Sweetbriar will provide on going, embedded, Professional Development extending the district focus on LETRS and PLCs.

Performance Objective 1: every other week in building PD with Instructional coach in teams of K-2 and 3-5.

Evaluation Data Sources: PD outline and notes

Goal 5: Sweetbriar will provide on going, embedded, Professional Development extending the district focus on LETRS and PLCs.

Performance Objective 2: Teachers continuation of LETRS course.

Evaluation Data Sources: teachersLETRS course pacing calendar.

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Reynolds School District 7

Troutdale Elementary

2022-2023

151

Goals

Goal 1: Marginalized Students- Reading

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

Performance Objective 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 43% to 48% by June 2023.

Evaluation Data Sources: STAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Troutdale staff will implement adopted core curriculum. We are in year one implementation for ELA curriculum HMH. Professional Development time is dedicated throughout the year for training directly from HMH and collaboration with one another and our building instructional coach. **Strategy's Expected Result/Impact:** Increased student outcomes and strengthened core curriculum. **Staff Responsible for Monitoring:** Troutdale Teachers, Coach and Principal **Characteristics:** Focused Professional Development	30%	45%	100%	152

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Troutdale staff will be offered dedicated to engage in LETR training. **Strategy's Expected Result/Impact:** LETRS will provide strategies for teachers to strengthen reading instruction. Implementation of the learning will strengthen instruction and student outcomes. **Staff Responsible for Monitoring:** Troutdale Teachers, Coach and Principal **Characteristics:** Frequent Monitoring of Learning and Teaching	N/A	50%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 2: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 50% to 55% by August 2023.

Evaluation Data Sources: STAR Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Troutdale ELD will Implement the new National Geographic curriculum in small groups for our multilingual learners. **Strategy's Expected Result/Impact:** Strengthen instruction and outcome to multilingual learners **Staff Responsible for Monitoring:** ELD Teacher and Principal **Characteristics:** High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development	N/A	15%	100%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Dedicated PLC time to analyze and address data at PLCs and data teams focused on multilingual students. **Strategy's Expected Result/Impact:** Increased student outcomes. Collaboration between ELD teacher and classroom teacher to serve students and to improve instructional experience. **Staff Responsible for Monitoring:** ELD Teacher and Principal **Characteristics:** Frequent Monitoring of Learning and Teaching	N/A	35%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 3: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 50% to 55% by August 2023.

Evaluation Data Sources: STAR Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We are committing to inclusive practices and ensuring instruction throughout the day is serving our student in special education. Teachers will have an understanding of students IEP goals and accommodations and work closely with case managers to serve students. **Strategy's Expected Result/Impact:** Strength student engagement and instruction in general education classroom. **Staff Responsible for Monitoring:** Classroom teachers, case managers, principal. **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	15%	35%	100%	154

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 4: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 0% to 38% by August 2023.

Evaluation Data Sources: STAR Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to examine data of Black/African American students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. **Strategy's Expected Result/Impact:** Increased student outcomes. **Staff Responsible for Monitoring:** Teachers, Coaches, Principal **Characteristics:** Clear and Shared Focus, Supportive Learning Environment	15%		100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 5: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 44% to 49% by August 2023.

Evaluation Data Sources: STAR Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to examine data of Latinx students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. **Strategy's Expected Result/Impact:** Strengthen student engagement and outcomes. **Staff Responsible for Monitoring:** Teachers, Coaches, Principal **Characteristics:** Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	N/A	20%	100%	

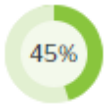
No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 1: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 55% to 60% by August 2023.

Evaluation Data Sources: STAR Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Troutdale staff will continue to implement Bridges core curriculum, number corner, and Bridges intervention as needed. **Strategy's Expected Result/Impact:** Increased outcomes for students **Staff Responsible for Monitoring:** Coaches, Techers, Principal. **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 2: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 50% to 55% by August 2023.

Evaluation Data Sources: STAR Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicated PLC time to analyze and address data at PLCs and data teams focused on multilingual students. **Strategy's Expected Result/Impact:** Increased engagement and outcomes to multilingual students. **Staff Responsible for Monitoring:** ELD Teacher, Classroom Teachers, Coaches, Principal **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment	N/A			

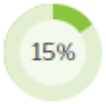
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 3: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 43% to 48% by August 2023.

Evaluation Data Sources: STAR Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We are committing to inclusive practices and ensuring instruction throughout the day is serving our student in special education. Teachers will have an understanding of students IEP goals and accommodations and work closely with case managers to serve students. **Strategy's Expected Result/Impact:** Increased student outcomes and engagement. **Staff Responsible for Monitoring:** Teachers, Case Managers, Coaches, Principals **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

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Goal 2: Marginalized Students-Math

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

Performance Objective 4: Maintain the 100% of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* by August 2023.

Evaluation Data Sources: STAR Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to examine data of Black/African American students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. **Strategy's Expected Result/Impact:** Increased student outcomes and engagement. **Staff Responsible for Monitoring:** Teachers, Case Managers, Coaches, Principals **Characteristics:** High Standards and Expectations for All Students, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	25%	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

160

Goal 2: Marginalized Students-Math

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

Performance Objective 5: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 37% to 42% by August 2023.

Evaluation Data Sources: STAR Data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Dedicate time within PLC and data teams to examine data of Latinx students to ensure instructional model and supports are strengthening student reading. Adjustments will be made throughout the year as needed. **Strategy's Expected Result/Impact:** Strengthen student achievement and engagment **Staff Responsible for Monitoring:** Teachers, ELD Staff, Coaches, Principal **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	25%	10%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Culturally Responsive Teaching- We will interrupt bias and microaggression in instructional practices.

Performance Objective 1: By June of 2023, all teachers will have run at least 3 Community Circles a week to give students authentic voice in class.

Evaluation Data Sources: Classroom observation

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teacher will be provided SEL materials (Kimochis , Counselor lesson,etc) to support community circles. **Strategy's Expected Result/Impact:** Observation **Staff Responsible for Monitoring:** Classroom Teacher, Principal, Counselors.	5%	20%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Culturally Responsive Teaching- We will interrupt bias and microaggression in instructional practices.

Performance Objective 2: By June 2023, the percent of responders of students and staff to the CEE Survey will answer 'Always True' or 'Often True' to "The School Communicates effectively with Families of all Cultures" will increase by 5%.

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: School will communicate with families throughout the school years on student success, challenges, and problem solving in person, by phone, during conferences, email and Parent Square. **Strategy's Expected Result/Impact:** Increased positive feedback on CEE survey	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 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 long-term, healthy behaviors.

Performance Objective 1: By June 2023, the percent of responders of students and staff to the CEE Survey will answer 'Always True' or 'Often True' to "The development of students' social-emotional learning enhances the learning environment in our classrooms" will increase by 5%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Students will meet with counselor about every three weeks for social and emotional learning with the counselor.	25%	45%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: 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 long-term, healthy behaviors.

Performance Objective 2: Troutdale School will create a teacher led Culture or Care Committee encompassing our MTSS and PBIS programming and lead twenty schoolwide events and five building Professional Development session related to the benefits and needs for Self-Care, Wellness, and Mindful Behaviors.

Evaluation Data Sources: Calendars

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: System will be implemented for PBIS systems through PD and Culture of Care Committee. **Strategy's Expected Result/Impact:** Increased student belonging in community. **Staff Responsible for Monitoring:** All staff.	N/A	40%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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Goal 5: 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.

Performance Objective 1: In order to better to ensure all students are given high-quality first-time instruction in Reading at Troutdale Elementary School will dedicate 41% of our late start Monday building Professional Development in 2022-23 to LETRS and tools to better become culturally adept Warm Demanders.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLC time to discuss and implement strategies learned through LETRS training. **Strategy's Expected Result/Impact:** Increased **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Principal **Characteristics:** Focused Professional Development, Supportive Learning Environment	5%	40%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: 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.

Performance Objective 2: Troutdale School staff will participate and an demonstrate growth in their understanding and use of the new HMH Reading Curriculum by 50% as evidenced teachers' comfort, confidence, and ease-of-use for both the print and digital tools embedded in the curriculum.

Evaluation Data Sources: Principal observations and staff reflection

Goal 5: 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.

Performance Objective 3: Troutdale ELD staff will participate in district PD and demonstrate growth in their understanding and use of the new Reach for the Stars/Reach Higher! ELD instructional materials program by 50% as evidenced by teachers' comfort, confidence and ease-of-use for both the print and digital tools embedded in the program.

Evaluation Data Sources: Principal observation and staff reflection

Reynolds School District 7

Wilkes Elementary

2022-2023

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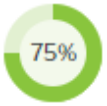
Goals

Goal 1: Marginalized Students- Reading

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

Performance Objective 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 39.7% to 42.7% by June 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. **Strategy's Expected Result/Impact:** Continue trajectory of growth for all students. **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development				170

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 2: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 21.6 % to 30% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. Provide opportunities for ELD instructors to "co-serve" both in and outside of the classroom. **Strategy's Expected Result/Impact:** Continue trajectory of growth for all students. **Staff Responsible for Monitoring:** Administration, ELD Specialist **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	30%	30%		171

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 3: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 38.5% to 42.5% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. **Strategy's Expected Result/Impact:** Continue trajectory of growth for all students. **Staff Responsible for Monitoring:** Administration, Instructional Coach, DATA Team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	30%	50%		172

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 4: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 33.3% to 36.3% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations, Goalbook, ULS

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. Provide opportunities for SPED Resource instructors to "co-serve" both in and outside of the classroom, utilizing EA supports as needed. **Strategy's Expected Result/Impact:** Continue trajectory of growth for all students. **Staff Responsible for Monitoring:** Administration, Resource Instructor, Grade Level Team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	10%	10%		173

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Marginalized Students- Reading

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

Performance Objective 5: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 35% to 39% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations, ELPA

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. Provide opportunities for ELD instructors to "co-serve" both in and outside of the classroom. **Strategy's Expected Result/Impact:** Continue trajectory of growth for all students. **Staff Responsible for Monitoring:** Administration, ELD Specialist, Instructional Coach, Data Team, PLCs **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	30%	60%		174

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 1: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 30.5% to 41% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: All 5th Grade Students will participate in STARBASE Oregon a Science, Technology, Engineering and Mathematics (STEM) education program for fifth grade students that provides 25 hours of engaging, inquiry-based and hands-on STEM instruction. **Strategy's Expected Result/Impact:** 5th Grade Students experience the first-hand "real world" application of STEM skills applicable with math foundations. **Staff Responsible for Monitoring:** 5th Grade Instructors	40%	40%	100%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: 5th Grade Instructors will continue to deliver Bridges content and Number Corner with fidelity, horizontally aligned and agreed lesson objectives to meet state standards. **Strategy's Expected Result/Impact:** Continued trajectory of growth for all students. **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement	30%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 2: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 17.4% to 31% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. Provide opportunities for ELD instructors to "co-serve" both in and outside of the classroom. **Strategy's Expected Result/Impact:** Continue trajectory of growth for all students. **Staff Responsible for Monitoring:** Administration, ELD Specialist **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				176

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 3: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 14.3% to 32% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Goal 2: Marginalized Students-Math

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

Performance Objective 4: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 33.3% to 42% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. **Strategy's Expected Result/Impact:** Continue trajectory of growth for all students. **Staff Responsible for Monitoring:** Administration, Instructional Coach, DATA Team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	30%	30%		178

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Marginalized Students-Math

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

Performance Objective 5: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* 30.8% to 37% by August 2023.

Evaluation Data Sources: PLCs, Data Teams, WIN, MTSS, Observations

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Make special note of evaluative objective from Domain 1: A6, B2, A3 to ensure teachers are planning with new materials. Allow PLC collaboration to take place uninterrupted on a consistent basis with documented planning to support all students. Provide opportunities for ELD instructors to "co-serve" both in and outside of the classroom. **Strategy's Expected Result/Impact:** Continue trajectory of growth for all students. **Staff Responsible for Monitoring:** Administration, ELD Specialist, Instructional Coach, Data Team, PLCs **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				179

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Culturally Responsive Teaching- We will interrupt bias and microaggression in instructional practices.

Performance Objective 1: During the 22-23 school year, 100% of all grade level instructors will utilize and implement the newly adopted ELA curriculum (HMH Intro to Reading), ELD curriculum (National Geographic Reach for the Stars), and Culturally Responsive text sets.

Evaluation Data Sources: Classroom observations, Teacher Walk-Throughs, PLCs, MTSS, and Data Teams.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Attend and monitor PLC meetings and notes for implementation of new curriculum and materials. **Strategy's Expected Result/Impact:** Collaboration and agreed standards to be delivered and assessments to be proctored. **Staff Responsible for Monitoring:** Administration, PLC, Instructional Coach **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement				
No Progress Accomplished Continue/Modify Discontinue				180

Goal 3: Culturally Responsive Teaching- We will interrupt bias and microaggression in instructional practices.

Performance Objective 2: Wilkes will engage in shared decision-making with all stakeholders to determine community perception about culturally responsive teaching.

Evaluation Data Sources: Wilkes Leadership will examine CEE data at the school level to ensure our stakeholder survey and listening session participation rates mirror student demographics. Families will have the option to participate in monthly surveys or key schoolwide events (i.e. conferences and assemblies).

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Bi-Weekly Equity Committee meetings to discuss school culture, climate, HMH lesson modules and ways to adapt the lesson based on monthly character traits and celebratory cultural calendar. **Strategy's Expected Result/Impact:** Increase in CEE assessment from all stakeholders. **Staff Responsible for Monitoring:** Equity Committee, Leadership **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

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Goal 3: Culturally Responsive Teaching- We will interrupt bias and microaggression in instructional practices.

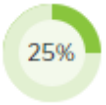
Performance Objective 3: Licensed staff will continue to participate in LETRS Training. Returning staff registered for the Standard Pace LETRS training will complete their 2 year cycle (Year 2 of 2) this academic year. All new RSD licensed staff employees will begin LETRS Training for year 1 of a 2 year cycle.

Evaluation Data Sources: LETRS progress monitoring, Access to Curriculum Instructional Coaches

Goal 3: Culturally Responsive Teaching- We will interrupt bias and microaggression in instructional practices.

Performance Objective 4: All Fourth Grade Instructors will deliver instruction on Tribal History/Shared History Native American Curriculum designed by ODE that provides historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate Native American/Alaska Native curriculum for students.

Evaluation Data Sources: Classroom observations, PLC, and lesson plans

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Instructional Coach, 4th Grade PLC, and Curriculum TOSA will design and deliver curriculum to share key components and ideas expressed in SB 13. **Strategy's Expected Result/Impact:** 4th grade team will understand the expected outcome of the curriculum to better instruct our students around SB13 **Staff Responsible for Monitoring:** Administration, Instructional Coach, 4th Grade PLC **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	N/A			183

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: 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 long-term, healthy behaviors.

Performance Objective 1: CEE participants will respond 5% higher in the "Almost Always True" and "Often True" categories in the CEE data section of Organizational Trust - Benevolent Caring, Competence, Trust-Integrity, Openness and Reliability.

Evaluation Data Sources: CEE Spring Survey

Goal 4: 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 long-term, healthy behaviors.

Performance Objective 2: The Sunshine Committee will recognize and honor our staff throughout the year by celebrating key anniversary dates, accolades, and recognitions in a wide variety of formats.

Evaluation Data Sources: Staff Self Check In Survey

185

Goal 4: 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 long-term, healthy behaviors.

Performance Objective 3: Social Emotional Learning lessons facilitated by School Counseling team that enhances a supportive learning environment will touch all grade levels and address Wilkes PBIS focused character traits, problem solving skills, school community, and schoolwide systems of support.

Goal 4: 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 long-term, healthy behaviors.

Performance Objective 4: The School Counseling Department in collaboration with our community partners and administration will design an attendance initiative that supports our students and families that fall below the 90% standard of regular attendance.

Evaluation Data Sources: Care Team/Attendance Team Meeting, Synergy MTSS

Goal 5: 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.

Performance Objective 1: Wilkes will commit every late start Monday (32 meetings) an uninterrupted hour of PLC planning which will allow grade level instructors the opportunity to collaborate on content, discuss delivery, development of assessments, and plans to support all students based on all outcomes.

Goal 5: 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.

Performance Objective 2: Licensed staff will continue to participate in LETRS Training. Returning staff registered for the Standard Pace LETRS training will complete their 2 year cycle (Year 2 of 2) this academic year. All new RSD licensed staff employees will begin LETRS Training for year 1 of a 2 year cycle.

Goal 5: 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.

Performance Objective 3: Instructors will have opportunities to observe and discuss effective teaching and practices by participating in instructional rounds.

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Reynolds School District 7

Woodland Elementary

2022-2023

Woodland

Elementary School

191

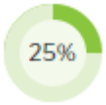
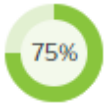
Goals

Goal 1: Marginalized Students - Reading

Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

Performance Objective 1: In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Evaluation Data Sources: OSAS ELA Assessment, Star Reading Assessment, DIBELS, Assessment and Lexia

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Instructional Coach will provide professional development and coaching for HMH. **Strategy's Expected Result/Impact:** Teachers will develop a stronger understanding of how to best utilize curriculum. **Staff Responsible for Monitoring:** Instructional Coach, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				192

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Provide time for LETRS training. **Strategy's Expected Result/Impact:** Teachers will strengthen their knowledge of teaching reading. **Staff Responsible for Monitoring:** District Instructional Leadership, Building Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Woodland will provide professional development for PLCs using the DaFour Model. Time will be designated for PLC meetings. **Strategy's Expected Result/Impact:** Teachers will understand expectations for PLCs this year. They will have opportunities to collaborate and use student data to develop data driven interventions to support all students. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	100%	100%	100%	

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: PLCs will meet regularly, analyze data and plan interventions accordingly. **Strategy's Expected Result/Impact:** Teachers will develop data driven interventions to support all students. **Staff Responsible for Monitoring:** Instructional Coach, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	25%	100%	100%	

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Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: All students will have access to Lexia. **Strategy's Expected Result/Impact:** Students will have access to instruction that is individualized and supports them with the skills that they need. **Staff Responsible for Monitoring:** Teachers, Media Specialist, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	100%	100%	100%	

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: Woodland teachers will implement all district adopted core curriculum (Bridges, Dream Box, Calendar, HMH, Lexia etc.). **Strategy's Expected Result/Impact:** Students will gave access to research - based materials that are aligned with grade level standards. Students who move within the district will maintain continuity between schools. **Staff Responsible for Monitoring:** Teachers, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	50%	75%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

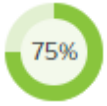
194

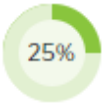
Goal 1: Marginalized Students - Reading
Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

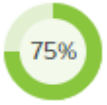
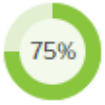
Performance Objective 2: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 11% to 16% by August 2023.

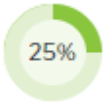
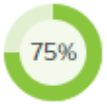
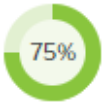
Evaluation Data Sources: Star Reading Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Provide time for HMH PD, LETRS training and PLCs. We will provide all students access to Lexia and implement district adopted core curriculums. **Strategy's Expected Result/Impact:** Teachers will gain better knowledge of reading instruction and curriculum and will be able to provide instruction to students based on the skills that they need. Students will have opportunities to practice skills at their reading level and access to programming that is consistent throughout the Reynolds School District. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				195

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: ELD teachers will implement district adopted ELL curriculum during designated ELD instructional time. **Strategy's Expected Result/Impact:** Students will have access to language instruction at their level. **Staff Responsible for Monitoring:** ELD Teachers, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Woodland school will use Title One funds to purchase Culturally Responsive Text for the library and increase access to texts in student's native languages. **Strategy's Expected Result/Impact:** Students and staff will have access to culturally relevant texts. **Staff Responsible for Monitoring:** Library/Media Specialist, Admin. **Characteristics:** Clear and Shared Focus, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	N/A			

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: ELD teachers will participate in data team meetings and MTSS meetings when necessary. **Strategy's Expected Result/Impact:** Decisions about students will be centered on the whole child. **Staff Responsible for Monitoring:** ELD Teachers, Instructional Coach, MTSS TOSA, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: Woodland admin. will work with DOME leadership to provide access to PD and coaching opportunities in the area of sheltered instruction. **Strategy's Expected Result/Impact:** Teachers will be better equipped to support language instruction for all students. **Staff Responsible for Monitoring:** Woodland Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: Students who receive ELD services will be designated at least 30 minutes per day of uninterrupted language instruction in the ELD classroom. **Strategy's Expected Result/Impact:** Each ELD teacher will support one grade level at a time. This will allow services to continue in the event an ELD teacher is asked to provide classroom coverage. Additionally, ELD groups will not conflict with other services. Those will be scheduled separately. **Staff Responsible for Monitoring:** ELD Teachers, Admin. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students - Reading
Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

Performance Objective 3: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 5% to 10% by August 2023.

Evaluation Data Sources: Star Reading Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Instructional Coach will provide professional development and coaching for engagement strategies and differentiating instruction for students with special needs. **Strategy's Expected Result/Impact:** Teachers will further develop their understanding for how to support all students. **Staff Responsible for Monitoring:** Instructional Coach, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	25%	75%	75%	198

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Staff meeting time will be designated for the MTSS process and will focus on Tier 1 interventions. **Strategy's Expected Result/Impact:** Staff will increase their knowledge of Tier One interventions. Students will be able to accees supports within the classroom setting. **Staff Responsible for Monitoring:** MTSS TOSA, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students - Reading
Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

Performance Objective 4: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 1% to 6 % by August 2023.

Evaluation Data Sources: Star Reading Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLCs will analyze data as it pertains to this group. **Strategy's Expected Result/Impact:** Conversations and decisions will focus on providing supports for this group. **Staff Responsible for Monitoring:** PLCs, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	25%	75%	75%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Woodland school will use Title 1 funds to purchase culturally responsive books for the library. **Strategy's Expected Result/Impact:** Students and staff will have access to culturally relevant texts. **Staff Responsible for Monitoring:** Library/Media Specialist, Admin. **Characteristics:** Clear and Shared Focus, Supportive Learning Environment	N/A	25%	25%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students - Reading
Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

Performance Objective 5: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 11% to 16% by August 2023.

Evaluation Data Sources: Star Reading Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLCs will analyze data as it pertains to this group. **Strategy's Expected Result/Impact:** Conversations and decisions will focus on providing supports for this group. **Staff Responsible for Monitoring:** PLCs, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	15%	75%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

200

Goal 1: Marginalized Students - Reading
Woodland will increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 41% to 46% by June 2023.

Performance Objective 6: Woodland School will implement an itervention model for reading across grade levels.

Evaluation Data Sources: Star Reading Assessment, DIBLES Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Schedule uninterrupted intervention time for each grade level. **Strategy's Expected Result/Impact:** Students will receive instruction based on the skills they need. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	10%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Marginalized Students - Math

Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 29% by August 2023.

Performance Objective 1: In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.

Evaluation Data Sources: Star Math Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Instructional Coach will be available to support teachers with the implementation of Bridges Math and Calendar. **Strategy's Expected Result/Impact:** Teachers will develop a better understanding of how to implement the curriculum. **Staff Responsible for Monitoring:** Instructional Coach, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: All students will have access to Dream Box. **Strategy's Expected Result/Impact:** Students will be able to work on skills at their level. **Staff Responsible for Monitoring:** Teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students - Math
Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 29% by August 2023.

Performance Objective 2: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 17% to 22% by August 2023.

Evaluation Data Sources: Star Math Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Woodland Admin. will work with DOME Leadership tp provide coaching and professional development opportunities for sheltering instruction. **Strategy's Expected Result/Impact:** Students will be able to access math vocabulary. **Staff Responsible for Monitoring:** Teachers, DOME Leadership, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	25%	75%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

203

Goal 2: Marginalized Students - Math
Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 29% by August 2023.

Performance Objective 3: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 10% to 15% by August 2023.

Evaluation Data Sources: Star Math Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Instructional Coach and various will be available to support teachers with differentiating instruction. **Strategy's Expected Result/Impact:** Teachers will be able to individualize instruction for students. **Staff Responsible for Monitoring:** Teachers, Instructional Coach	25%	75%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Marginalized Students - Math
Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 29% by August 2023.

Performance Objective 4: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from xx% to 42% by August 2023.

Evaluation Data Sources: Star Math Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLCs will examine data and focus conversations on this group. **Strategy's Expected Result/Impact:** Teachers will target interventions to support this group. Students in this group will show growth in math. **Staff Responsible for Monitoring:** PLCs, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	N/A	50%	50%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Marginalized Students - Math
Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 29% by August 2023.

Performance Objective 5: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from xx% to 37% by August 2023.

Evaluation Data Sources: Star Math Assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLCs will examine data and focus conversations on this group. **Strategy's Expected Result/Impact:** Teachers will target interventions to support this group. Students in this group will show growth in math. **Staff Responsible for Monitoring:** PLC's, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	N/A	50%	50%	

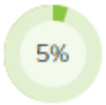
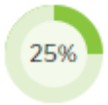
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

206

Goal 3: Culturally Responsive Teaching
We will interrupt bias and microaggression in instructional practices.

Performance Objective 1: Woodland school will purchase culturally relevant texts for the school library.

Evaluation Data Sources: NA

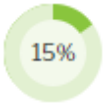
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We will use Title funds to purchase said texts. **Strategy's Expected Result/Impact:** Students and staff will have access to culturally relevant texts. **Staff Responsible for Monitoring:** Media Specialist, Admin. **Characteristics:** Clear and Shared Focus, Effective School Leadership, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Culturally Responsive Teaching
We will interrupt bias and microaggression in instructional practices.

Performance Objective 2: Woodland staff will recieve training to better their understanding of how to support marginalized groups specific to the needs of the school.

Evaluation Data Sources: NA

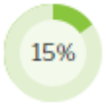
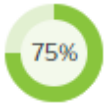
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We will work with community partners to provide training for staff. **Strategy's Expected Result/Impact:** Staff will develop a better awareness of gang affiliation and how to support those students in school. **Staff Responsible for Monitoring:** Community Partners, MTSS TOSA, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

208

Goal 3: Culturally Responsive Teaching
We will interrupt bias and microaggression in instructional practices.

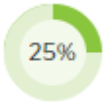
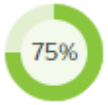
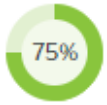
Performance Objective 3: The School Improvement Committee will examine and evaluate systems for equity and cultural responsiveness.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The committee with gather qualitative and quantitative data about schoolwide systems from students and staff. **Strategy's Expected Result/Impact:** Data will yield results for areas of improvement **Staff Responsible for Monitoring:** School Improvement Committee, Admin. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Student and Staff Wellness
Woodland School will establish a Wellness Committee.

Performance Objective 1: Woodland School will establish a Wellness Committee.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The committee will plan activities to promote the well - being of students and staff. **Strategy's Expected Result/Impact:** positive school climate, increased learning outcomes for students **Staff Responsible for Monitoring:** Wellness Committee, Admin. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Student and Staff Wellness
Woodland School will establish a Wellness Committee.

Performance Objective 2: We will build relationships between students and staff through restorative practices.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Admin. will begin staff meetings with a community circle. **Strategy's Expected Result/Impact:** Staff will develop a sense of belonging to to the community. **Staff Responsible for Monitoring:** Staff, Admin. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment	25%	75%	75%	

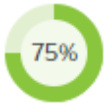
Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Teachers will be provided time to hold community circles in the morning, after recess and before dismissal. **Strategy's Expected Result/Impact:** Students will develop a sense of belonging to the Woodland community. **Staff Responsible for Monitoring:** Teachers, Admin. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	100%	100%	100%	211

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Teachers will use the First Forty Days to establish routines for community circles and build relationships. **Strategy's Expected Result/Impact:** Teachers will develop systems for community circles that establish normalcy for circle times. **Staff Responsible for Monitoring:** Teachers, Admin. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	75%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Student and Staff Wellness
Woodland School will establish a Wellness Committee.

Performance Objective 3: Social Emotional Learning will be supported in the classroom.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Time will be built into the school schedule for teaching SEL. **Strategy's Expected Result/Impact:** Students will acquire social skills and be able to self regulate. **Staff Responsible for Monitoring:** Teachers, Admin. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

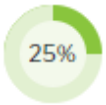
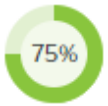
Goal 5: Professional Development

Teachers will continue to receive LETRS training and HMH training during the 22 - 23 school year.

Performance Objective 1: We will offer continuous learning opportunities from onboarding to retirement for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Evaluation Data Sources: Staff Needs Surveys

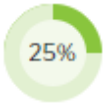
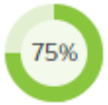
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The district has designated time for LETRS training throughout the year. **Strategy's Expected Result/Impact:** Teachers will receive ongoing professional development in reading. **Staff Responsible for Monitoring:** Teachers, District Instructional Leadership, Building Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Time has been designated for teachers to partake in this training. **Strategy's Expected Result/Impact:** Teachers will grow in their understanding of reading instruction. **Staff Responsible for Monitoring:** District Instructional Leadership, Building Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Professional Development
Teachers will continue to receive LETRS training and HMH training during the 22 - 23 school year.

Performance Objective 2: The Instructional Coach will provide coaching and professional development about the HMH curriculum.

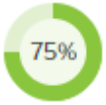
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Time will be designated for this to occur. **Strategy's Expected Result/Impact:** Teachers will learn to best utilize the new HMH curriculum. **Staff Responsible for Monitoring:** Instructional Coach, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Professional Development
Teachers will continue to receive LETRS training and HMH training during the 22 - 23 school year.

Performance Objective 3: The Instructional Coach and MTSS TOSA will provide professional development in the areas of PLC work and the MTSS process.

Evaluation Data Sources: Synergy MTSS Dashnoard

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Woodland Admin. will work with the Instructional Coach and MTSS TOSA to schedule this time. **Strategy's Expected Result/Impact:** Staff will understand the PLC model and the referral process for MTSS. **Staff Responsible for Monitoring:** Instructional Coach, MTSS TOSA, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Professional Development
Teachers will continue to receive LETRS training and HMH training during the 22 - 23 school year.

Performance Objective 4: Woodland Admin. will work with the Instructional Technology Department to provide opportunities for for professional growth for district platforms.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: TOSAs will be available to support staff on an as needed basis. **Strategy's Expected Result/Impact:** Staff will have opportunities to learn new and refine their technological skills. **Staff Responsible for Monitoring:** Technology TOSA, Teachers, Admin. **Characteristics:** Clear and Shared Focus, Effective School Leadership, Focused Professional Development	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Professional Development
Teachers will continue to receive LETRS training and HMH training during the 22 - 23 school year.

Performance Objective 5: Woodland Admin. will work with DOME leadership to provide coaching and professional development for sheltering instruction.

Evaluation Data Sources: Staff Needs Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Principal and the Instructional Coach will collaborate with the Sheltered Instruction TOSA to provide training for sheltering instruction. **Strategy's Expected Result/Impact:** Teachers will develop and better understanding of how to shelter instruction for students acquiring English as their second language. **Staff Responsible for Monitoring:** Instructional Coach, Sheltered Instruction TOSA, Admin. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	25%	75%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

217

Reynolds School District 7

H.B. Lee Middle School

2022-2023

218

Goals

Goal 1: We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

Performance Objective 1: By June 2023, all 8th grade students will increase from 17% to 30% scoring at/above benchmark level, students with English Language needs will increase from 3.9% to 10%, and 8th grade students who receive special education services will increase from 2.6% to 10% scoring at/above benchmark on STAR-Math.

Evaluation Data Sources: STAR math assessment

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: All students will be assigned a dreambox lesson each week, with on-going training and PLC work with math teachers. **Strategy's Expected Result/Impact:** With more practice in student's zone of proximal development, students will increase in basic numeracy skills and fluency. **Staff Responsible for Monitoring:** math teachers, VILS sheltered instruction coach, and assistant principal Aaron Longo **Characteristics:** High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	35%	50%	50%	219

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: All students will have assignments with IXL to work on grade-level math skills for more practice on class materials. **Strategy's Expected Result/Impact:** By having access to grade-level materials students will increase their skills in grade-level content. **Staff Responsible for Monitoring:** math teachers and assistant principal Aaron Longo. **Characteristics:** High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	35%	65%	65%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

Performance Objective 2: By June 2023, all Black/African American 8th grade students will increase from __9% to _20__% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from __20% to _30__% scoring at/above benchmark on STAR-Math.

Evaluation Data Sources: STAR Math

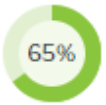
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: During PLC work, teachers will receive scaffolding and professional development on culturally responsive instruction and equity-focused data analysis. **Strategy's Expected Result/Impact:** With scaffolds, professional development, and data analysis teachers will see patterns of uequitable outcomes and address these as a team. This will increase teacher efficacy and be translated into equitable student gains for out BIPOC students. **Staff Responsible for Monitoring:** math teachers, assistant principal Aaron Longo, Principal Jenna Guertin-Davis. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: HB Lee's BLT and staff will work on a building-level equity plan. A component of the equity plan will to have staff self-assessment, training, and a feedback cycle focused on equity and culturally responsive pedogogy. **Strategy's Expected Result/Impact:** by focusing on PD to increase culturally responsive education, teachers will have greater tools to address unequitable outcomes in the classroom that are a result of lack of culturally responsive instructional tools, classroom and behavior management, and relational tools. **Staff Responsible for Monitoring:** Principal Guertin-Davis, Building Leadership Team **Characteristics:** High Levels of Collaboration and Communication				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: We will increase the effective use of culturally responsive teaching strategies so that more students can meet benchmark standards in reading and math.

Performance Objective 3: By June 2023, all 8th grade students will increase from 23.9% to 30% scoring at/above benchmark level, students with English Language needs will increase from 1.9% to 10%, and 8th grade students who receive special education services will increase from 2.6% to 10% scoring at/above benchmark on STAR-Reading

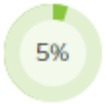
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teachers will receive training and scaffolding on lexia for student-specific literacy practice. **Strategy's Expected Result/Impact:** By having 1:1 training and practice in literacy, their knowledge and fluency in reading will increase. **Staff Responsible for Monitoring:** language arts teachers and assistant principal Stacy Talus				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase student, family, and community voice in our school.

Performance Objective 1: The percentage of parents/guardians who answer Almost Always True or Often True to the CEE Survey Question: I believe adults in this school care about my student will increase from 74% to 79%

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We will add two student engagement liaisons to focus on increasing connection between school staff and guardians as well as focusing on decreasing chronic absenteeism. **Strategy's Expected Result/Impact:** With two staff members to focus on students struggling with attendance, students and families will receive more support and school staff attention when they need it, and student's and families feelings of care will increase along with attendance. **Staff Responsible for Monitoring:** Student engagement liaisons, assistant principal Jonicia Shelton **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Staff and students will be trained in basic restorative practices and restorative questions. **Strategy's Expected Result/Impact:** If students and staff have a common way to discuss problems and voice concerns, both students and staff will feel more connected and heard when/if problems arise. **Staff Responsible for Monitoring:** Franky Gomez, MTSS TOSA, Jonicia Shelton, Jenna Guertin-Davis **Characteristics:** Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase student, family, and community voice in our school.

Performance Objective 2: Students who answer Almost Always True or Often True to question: "Students are Involved in Solving Problems in this School" on the CEE survey will increase from 73% to 78%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: There will be a digital media leadership class that focuses on creating community **Strategy's Expected Result/Impact:** By having students make a weekly news show, students will be able to discuss problems and advocate for solutions in a visible way. **Staff Responsible for Monitoring:** Digital media leadership teacher, principal Jenna Guertin-Davis				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To ensure student wellness and success, we will increase the opportunities for students to receive social-emotional support and instruction and to be celebrated for their successes.

Performance Objective 1: Students who answer Almost Always True or Often True to question: "Most students are respectful to others in this school, " on the CEE survey will increase from 56% to 61%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Our PBIS committee will help create lessons for students in advisory that focus on the respectful and inclusive parts of PRIDE. Students will make posters and signs for the school using their own language to explain how to treat each other. **Characteristics:** Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement				

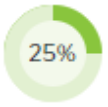
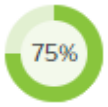
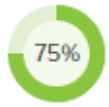
Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Students will receive lesson on and opportunities to use restorative questions to resolve classroom and school conflicts **Strategy's Expected Result/Impact:** Students will have tools to communicate their feelings, resolve conflict, and ask for what they need to make things better. **Staff Responsible for Monitoring:** PBIS committee, instructional coach, MTSS coach **Characteristics:** Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement	N/A			224

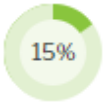
Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Staff will receive training on restorative practices, affective questions, and how to increase opportunities for non-violent communication to resolve classroom conflicts. **Strategy's Expected Result/Impact:** if students and staff have a framework to resolve conflict, conflict can be resolved at a lower level, with less time away or distracted in the classroom as well as increase the feeling of respect within the classroom and school. **Staff Responsible for Monitoring:** Building leadership team, instructional coach, MTSS coach	N/A			

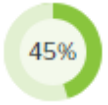
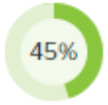
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: To ensure student wellness and success, we will increase the opportunities for students to receive social-emotional support and instruction and to be celebrated for their successes.

Performance Objective 2: The percentage of students who answer Almost Always True or Often True to the question: "Student Success is celebrated in this school, " on the annual CEE survey will increase from 69% to 74%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Our School's PBIS committee will continue our honor roll program and post names of students with excellent grades. **Strategy's Expected Result/Impact:** by celebrating success in academic achievement, we center the act of high academics achievement as a valued part of the community, both helping students to continue their success and modeling its possibility to others. **Staff Responsible for Monitoring:** Instructional Coach, AVID site committee, principal Jenna Guertin-Davis				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: School's AVID Team will continue our annual Awards Night. **Strategy's Expected Result/Impact:** An Awards nights creates a climate where success and the qualities of AVID and PRIDE are celebrated, helping to maintain success in students and support others to attain it. **Staff Responsible for Monitoring:** Instructional coach, AVID site coordinator, assistant principal Stacy Talus **Characteristics:** Clear and Shared Focus, Supportive Learning Environment, High Levels of Family and Community Involvement				225

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Two times during the school year, we will hold a HB Lee Arts Night to celebrate the projects students make and music performances each semester. **Strategy's Expected Result/Impact:** We will create a supportive environment by celebrating the successes in all areas of school and students who find success in the arts. It will also increase community engagement. **Staff Responsible for Monitoring:** elective teachers, assistant principal Stacy Talus				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The building will institute "Talons" for targeted prosocial behaviors that will go into raffles for prizes. We will also have grade level assemblies and schoolwide rewards days as students, as a collective, earn Talons. **Strategy's Expected Result/Impact:** By rewarding positive behavior, we will see an increase is positive school				

behaviors and a decrease in negative behaviors leading to a more rigorous school environment that feels more supportive. **Staff Responsible for Monitoring:** instructional coach, MTSS coach, principal Jenna Guertin-Davis.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase opportunities for students to participate in challenging and engaging courses.

Performance Objective 1: By June, 2023, students who answer Almost Always True or Often True to question: "All students have access to rigorous courses and supports" on the CEE survey will increase from 68% to 73%

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Students will have access to three CTE courses with pathways that continue into high school: introduction into engineering, introduction into computer and design, and introduction into culinary. **Strategy's Expected Result/Impact:** By increasing elective offerings into CTE articulated courses, we increase relevant and rigorous opportunities for our students. **Staff Responsible for Monitoring:** CTE teachers, assistant principal Aaron Longo **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Two times during the school year, we will hold a HB Lee Arts Night to celebrate the projects students make and music performances each semester. **Strategy's Expected Result/Impact:** We will create a supportive environment by celebrating the successes in all areas of school and students who find success in the arts. It will also increase community engagement. **Staff Responsible for Monitoring:** elective teachers, assistant principal Stacy Talus				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Twice a year, students will engage in a local performance task in content areas to practice critical thinking, presentation skills, and the skills necessary to engage in high stake tests in the future **Strategy's Expected Result/Impact:** if students are challenged and then analyze their performance as well as share it with their family, students will understand more where they are academically, their strengths and where they need to grow **Staff Responsible for Monitoring:** building leadership team, instructional coach, principal Jenna Guertin-Davis **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: In order to remove barriers to rigorous and meaningful programming for marginalized students, we will increase opportunities for students to participate in challenging and engaging courses.

Performance Objective 2: By June, 2023, the percentage of families who answer Almost Always True to Often True to the annual CEE Survey Question: "My student is challenged with a rigorous course of study at this school," will increase from 52% to 57%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Students will have access to three CTE courses with pathways that continue into high school: introduction into engineering, introduction into computer and design, and introduction into culinary. **Strategy's Expected Result/Impact:** By increasing elective offerings into CTE articulated courses, we increase relevant and rigorous opportunities for our students. **Staff Responsible for Monitoring:** CTE teachers, assistant principal Aaron Longo **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students	20%	50%	50%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Two times during the school year, we will hold a HB Lee Arts Night to celebrate the projects students make and music performances each semester. **Strategy's Expected Result/Impact:** We will create a supportive environment by celebrating the successes in all areas of school and students who find success in the arts. It will also increase community engagement. **Staff Responsible for Monitoring:** elective teachers, assistant principal Stacy Talus	45%	65%	65%	

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Twice a year, students will engage in a local performance task in content areas to practice critical thinking, presentation skills, and the skills necessary to engage in high stake tests in the future **Strategy's Expected Result/Impact:** if students are challenged and then analyze their performance as well as share it with their family, students will understand more where they are academically, their strengths and where they need to grow **Staff Responsible for Monitoring:** building leadership team, instructional coach, principal Jenna Guertin-Davis **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards	5%	40%	40%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Reynolds Middle School

2022-2023

229

Goals

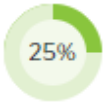
Goal 1: We will remove barriers and hold high expectations in order to increase the number of students who meet benchmark standards on the STAR reading and math assessments.

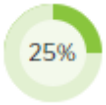
Performance Objective 1: By June 2023, all 8th grade students will increase from 28% to 35% scoring at/above benchmark level, students with EL needs will increase from 3% to 13%, and students who receive special education services will increase from 7% to 15% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 8th grade students will increase from 25% to 32% scoring at/above benchmark level and all Latinx 8th grade students will increase from 14% to 21% scoring at/above benchmark on STAR-Math.

Evaluation Data Sources: STAR

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: STAR will be administered 3 times per year. **Staff Responsible for Monitoring:** Shelly Hamness, Tracy Vanden Berg, Stephanie Lynch				230

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Teachers will collaborate in department PLCs to develop common scope and sequence, units, and assessments. **Staff Responsible for Monitoring:** PLCs, Instructional Coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Teachers will collaborate in department PLCs to review data, check on student academic progress and implement appropriate interventions. **Strategy's Expected Result/Impact:** PLCs will use STAR data to drive instructional decisions in respect to how best support our most marginalized students. PLCs will follow supported data cycle processes with the support of the instructional coach. By working through the four PLC question as part of data cycles, teaching staff will be able to deftly and purposefully use differentiation to support standards mastery for all students. **Staff Responsible for Monitoring:** PLCs, Instructional Coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Students will receive targeted math support through Math enrichment courses. **Strategy's Expected Result/Impact:** Students identified as three or more years below grade level benchmark on the STAR Benchmark assessment will participate in a rich, data driven, math acceleration class where the focus is building skills that support mastery. **Staff Responsible for Monitoring:** PLCs, Instructional Coaches, Math Teachers, Shelly Hamness **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	N/A			231

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: The Math Department will hold a Family Math Night in the Spring of 2023. **Strategy's Expected Result/Impact:** Create a space to build community, **Staff Responsible for Monitoring:** Math Department, Events Committee, Admin Team **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: We will remove barriers and hold high expectations in order to increase the number of students who meet benchmark standards on the STAR reading and math assessments.

Performance Objective 2: By June 2023, all 8th grade students will increase from 20% to 30% scoring at/above benchmark level, students with EL needs will increase from 2% to 10%, and students who receive special education services will increase from 12% to 20% scoring at/above benchmark on STAR-Reading.

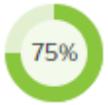
By June 2023, all Black/African American 8th grade students will increase from 6% to 15% scoring at/above benchmark level and all Latinx 8th grade students will increase from 13% to 22% scoring at/above benchmark on STAR-Reading.

Evaluation Data Sources: STAR

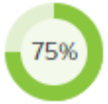
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: STAR will be administered 3 times per year.	30%	60%		

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Teachers will collaborate in department PLCs to develop common scope and sequence, units, and assessments.	25%	60%		

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Teachers will collaborate in department PLCs to review data, check on student academic progress and implement appropriate interventions. **Strategy's Expected Result/Impact:** PLCs will use STAR data to drive instructional decisions in respect to how best support our most marginalized students. PLCs will follow supported data cycle processes with the support of the instructional coach. By working through the four PLC question as part of data cycles, teaching staff will be able to deftly and purposefully use differentiation to support standards mastery for all students. **Staff Responsible for Monitoring:** PLC, Instructional Coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	25%	50%		

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Students will receive targeted reading support through Reading courses. **Strategy's Expected Result/Impact:** Students identified as three or more years below grade level benchmark on the STAR Benchmark assessment will participate in a rich, data driven, math acceleration class where the focus is building skills that support mastery. **Staff Responsible for Monitoring:** PLCs, Instructional Coaches, Shelly Hamness **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: RMS Newcomer program for students who have been in the country for less than 2 years. **Strategy's Expected Result/Impact:** Students new to the country will receive 4 academic classes from a trained and licensed ELD teacher. Having this time to acclimate to US schools and receive targeted intervention will enhance English development and support ELPA21 assessments. **Staff Responsible for Monitoring:** Newcomer teacher, Shelly Hamness **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				233

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: Students identified as ELL will attend an English Development Class. **Strategy's Expected Result/Impact:** Four levels of ELD will focus on students receiving appropriate instruction at their English Language Development level. Students are assessed using ELPA21 and/or classroom assessments. Students will receive an average of 45 minutes a day of direct instruction that will impact English development and support ELPA21 assessment. **Staff Responsible for Monitoring:** ELD Teachers, Shelly Hamness **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

Strategy/Action 7 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 7: RMS will hold a Title I Literacy night to celebrate our students and their personal literacy growth. **Strategy's Expected Result/Impact:** The RMS community strengthen ties for students and families by hosting a dinner and event. Students and families will participate in a guest speaker, learn about supporting literacy at home and receive books for the family. **Staff Responsible for Monitoring:** Shelly Hamness, Alyson Drain **Characteristics:** Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: We will work in Professional Learning Communities to increase the effective use of culturally responsive teaching strategies.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE survey prompt " We are provided training to meet the needs of a diverse student population in our school" will increase from 19% to 29%. (67% the year before)

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Instructional coaches will engage in coaching cycles to support culturally responsive teaching strategies. **Staff Responsible for Monitoring:** Instructional coaches, Shelly Hamness **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Teachers will integrate culturally responsive texts and resources that allow for the representation of multiple voices and perspectives. **Strategy's Expected Result/Impact:** Students will find books that are a just right fit. Students will be more engaged in their reading. **Staff Responsible for Monitoring:** ELA teachers, Coaches, Shelly Hamness **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				235

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: We will promote a safe and healthy learning environment by providing SEL opportunities and enhancing our PBIS program to celebrate student successes and creating tier two data teams.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "We have a system for celebrating student success" will increase from 38% to 48%. (63% the year before)

By the end of the 2022-2023 school year, the percentage of students who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "Student success is celebrated at the school" will increase from 61% to 70%. (70% last year)

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Monthly CODE days will include a grade-level assemblies to recognize students. **Strategy's Expected Result/Impact:** Students will feel connected to the school by being a part of the school community. **Staff Responsible for Monitoring:** PBIS committee, Tracy Vanden Berg, Shelly Hamness **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment				

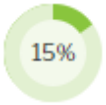
Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Daily announcements will include students who win shield drawings, random shout-outs, athletic updates, and highlight student achievements. **Strategy's Expected Result/Impact:** Students will feel part of the community, be knowledgable of activities, and take part in celebrating peers. Students can earn prizes with shield drawings and use them in the student store to purchase items. **Staff Responsible for Monitoring:** Counseling team, Diane Bowlby, Barb Casey, Administration **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: We will promote a safe and healthy learning environment by providing SEL opportunities and enhancing our PBIS program to celebrate student successes and creating tier two data teams.

Performance Objective 2: By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "Students believe this school is a safe place" will increase from 11% to 20%. (30% last year)

By the end of the 2022-2023 school year, the percentage of students who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "I feel safe at school" will increase from 45% to 55%. (72% last year)

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Campus Monitors will be trained in de-escalation and conflict resolution strategies. **Strategy's Expected Result/Impact:** This training will positively impact campus monitor-student relationships which results in resolving conflicts earlier before they escalate. Students will gain skills in conflict resolution as a result. **Staff Responsible for Monitoring:** Shelly Hamness **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Counselors and social workers will teach SEL lessons in foundations classes and produce and share "Mind-up Monday" videos for Foundations classes. **Strategy's Expected Result/Impact:** Students will view a "mind-up" Monday video as well as participate in counselor led activities in foundations. As a result, students will gain strategies for conflict management, self-regulation, etc. **Staff Responsible for Monitoring:** Counseling Department **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: School will host multiple affinity groups and clubs. **Strategy's Expected Result/Impact:** In partnership with our community partners and mental health providers, students will be able to participate in affinity groups and clubs. These groups play a vital role in creating an inclusive environment where students feel valued, included, and empowered to succeed. **Staff Responsible for Monitoring:** November Phillips, Shelly Hamness **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The RMS Student Engagement Specialist will develop a robust support plan for students who are struggling with engagement, which will be defined as a combination of grades and attendance rates. The SES will facilitate the tier 2 data team to make sure the students are identified correctly. The SES will develop a caseload to support in increasing their level of engagement. This will include developing partnerships with families, eliminating barriers by working with community partners and social workers, and providing in school mentoring support. **Strategy's Expected Result/Impact:** Students working with the SES will develop skills and attitudes that will help them succeed in school. The partnership between home and school will be strengthened and attendance rates will increase.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: We will support Professional Learning Communities and offer continuous learning opportunities for staff to develop the knowledge, skills, and confidence to accelerate student outcomes.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "My Professional Learning Community work results in improved student learning" will increase from 35% to 45%. (65% the year before)

Evaluation Data Sources: CEE Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Instructional coaches will collaborate with teachers to create and implement coaching cycles focused on areas of individualized teacher interest and support the implementation of professional development strategies. **Strategy's Expected Result/Impact:** Staff will feel better equipped to develop and strengthen lessons, classroom management, etc. Teachers will feel supported and heard as to what areas they want to improve. **Staff Responsible for Monitoring:** Instructional Coaches, Shelly Hamness **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	10%	30%		

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Technology coaches will collaborate with teachers and administration to plan and lead PD sessions focused on the integration of technology to increase student engagement and achievement. **Strategy's Expected Result/Impact:** Teachers will feel equipped to develop and deliver digital lessons. **Staff Responsible for Monitoring:** VILS Coach, Garrett Jillesma **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	10%	25%		

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: A Professional Learning Room and Library will provide staff members resources and books on instructional practices. **Strategy's Expected Result/Impact:** Teachers will have a space to collaborate and access resources. **Characteristics:** Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	30%	70%		

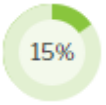
Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: PLCs will begin a book study "Learning by Doing" published by solution tree. **Strategy's Expected Result/Impact:** "Learning by Doing: A Handbook for Professional Learning Communities at Work helps educators close the knowing-doing gap as they transform their schools into professional learning communities (PLCs). This handbook is a guide for action that will: Help educators develop a common vocabulary and consistent understanding of key PLC concepts." **Staff Responsible for Monitoring:** Instructional Coaches, Shelly Hamness, Department Chairs **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: We will support Professional Learning Communities and offer continuous learning opportunities for staff to develop the knowledge, skills, and confidence to accelerate student outcomes.

Performance Objective 2: By the end of the 2022-2023 school year, the percentage of teachers who answer "Almost Always True" or "Often True" for the CEE Survey prompt, "Teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on improving instruction" will increase from 7% to 17%. (35% the year before)

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Instructional coaches will collaborate with teachers to create and implement coaching cycles focused on areas of individualized teacher interest and support the implementation of professional development strategies.	Formative			Summative
	Nov	Mar	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Technology coaches will collaborate with teachers and administration to plan and lead PD sessions focused on the integration of technology to increase student engagement and achievement.	Formative			Summative
	Nov	Mar	Mar	June
				241

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: A Professional Learning Library located in the staff room will provide staff members resources and books on instructional practices.	Formative			Summative
	Nov	Mar	Mar	June

  No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Walt Morey Middle School

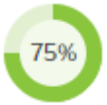
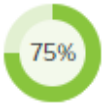
2022-2023

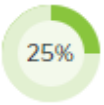
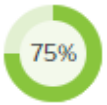
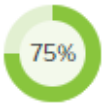
242

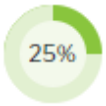
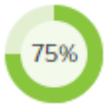
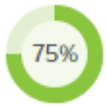
Goals

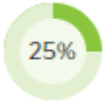
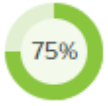
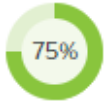
Goal 1: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level literacy skills.

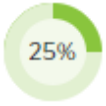
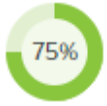
Performance Objective 1: By June 2022-23, students all 6th grade students will increase from 41% to 51% scoring at or above benchmark on STAR Reading.
By June 2022-23, students all 7th grade students will increase from 40% to 50% scoring at or above benchmark on STAR Reading.
By June 2022-23, students all 8th grade students will increase from 31% to 41% scoring at or above benchmark on STAR Reading.

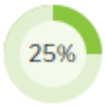
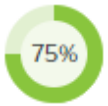
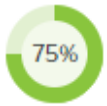
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teachers will receive on-going training and support with new language arts adoption. **Strategy's Expected Result/Impact:** Teachers will learn how to use resources to implement to curriculum **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				243

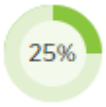
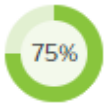
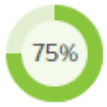
Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement. **Strategy's Expected Result/Impact:** Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: All teachers will receive training and support using AVID strategies and sheltered instructions strategies to support content area literacy skills. **Strategy's Expected Result/Impact:** Teachers will be able to differentiate instruction and provide scaffolding supports to support and engage all students. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Teachers will collaborate on common grade level planning during their common prep time and weekly PLC meetings to develop common scope and sequence, units, and assessments. **Strategy's Expected Result/Impact:** Increase in consistency of expectations and opportunities from class to class. **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				244

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration Counselors MTSS TOSA Instructional coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

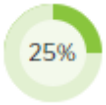
Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration Counselors MTSS TOSA Instructional coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

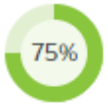
Strategy/Action 7 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 7: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration Counselors MTSS TOSA Instructional coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				245

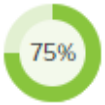
Strategy/Action 8 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 8: Students will receive targeted reading support through Enrichment and/or Academic Literacy courses. **Strategy's Expected Result/Impact:** Short term, targeted intervention and supports will fill learning gaps and raise student acheivement.				

Staff Responsible for Monitoring: Teachers
Counselors
Instructional Coaches
MTSS TOSA
Administration

Characteristics:
Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment







No Progress

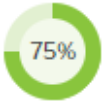
Accomplished

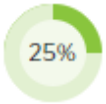
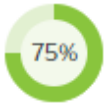
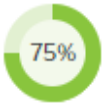
Continue/Modify

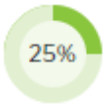
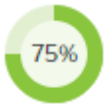
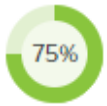
Discontinue

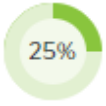
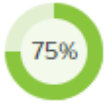
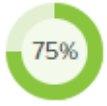
Goal 2: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level math skills.

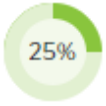
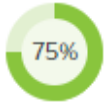
Performance Objective 1: By June 2022-23, students all 6th grade students will increase from 38% to 48% scoring at or above benchmark on STAR Math.
By June 2022-23, students all 7th grade students will increase from 35% to 45% scoring at or above benchmark on STAR Math.
By June 2022-23, students all 8th grade students will increase from 28% to 38% scoring at or above benchmark on STAR Math.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement **Strategy's Expected Result/Impact:** Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: All teachers will receive training and support using AVID strategies and sheltered instructions strategies to support content area literacy skills. **Strategy's Expected Result/Impact:** Teachers will be able to differentiate instruction and provide scaffolding supports to support and engage all students. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Teachers will collaborate on common grade level curriculum planning during their common prep time and monthly PLC meetings. **Strategy's Expected Result/Impact:** Increase in consistency of expectations and opportunities from class to class. **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Teachers will meet in monthly Tier 1 data team meetings to check on student academic progress and implement appropriate interventions. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration Counselors MTSS TOSA Instructional coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				248

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: Counselors, administrators, and teachers will meet with Tier 2 data teams once per quarter to determine next steps for struggling students. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration Counselors MTSS TOSA Instructional coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

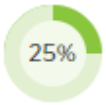
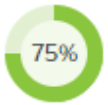
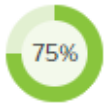
Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: Counselors, administrators and teachers will schedule Tier 3 meetings as necessary to determine next steps for students who continue to struggle even after multiple intervention strategies have been implemented. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration Counselors MTSS TOSA Instructional coaches **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	25%	75%	75%	

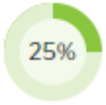
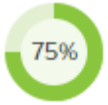
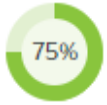
Strategy/Action 7 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 7: Students will receive targeted reading support through Enrichment and/or math support courses. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Teachers Counselors Instructional Coaches MTSS TOSA Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment	25%	75%	75%	249

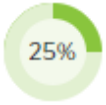
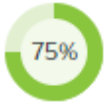
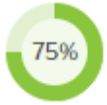
0% No Progress 100% Accomplished Continue/Modify Discontinue

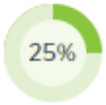
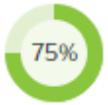
Goal 2: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level math skills.

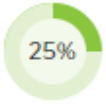
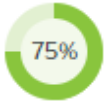
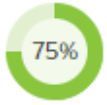
Performance Objective 2: By June 2023, all 8th grade students with English Language needs will increase from 8% to 15% at/above benchmark on STAR-Math.
By June 2023, all 8th grade students who receive special education services will increase from 7% to 15% scoring at/above benchmark on STAR-Math.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement **Strategy's Expected Result/Impact:** Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: All teachers will receive training and support using AVID strategies and sheltered instructions strategies to support content area literacy skills. **Strategy's Expected Result/Impact:** Teachers will be able to differentiate instruction and provide scaffolding supports to support and engage all students. **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Teachers will collaborate on common grade level curriculum planning during their common prep time and monthly PLC meetings. **Strategy's Expected Result/Impact:** Increase in consistency of expectations and opportunities from class to class. **Staff Responsible for Monitoring:** Administration, teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

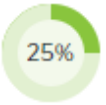
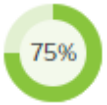
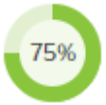
Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Teachers will utilize the MTSS process to check on student academic progress, implement appropriate interventions, and refer students for additional supports. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration, Counseling, MTSS Coach **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

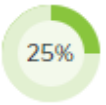
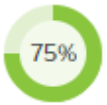
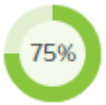
Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: Students will receive targeted reading support through Enrichment and/or math support courses. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration, teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				

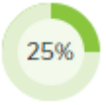
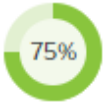
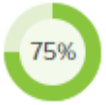
 No Progress Accomplished Continue/Modify Discontinue

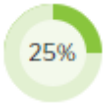
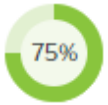
Goal 2: Student Achievement: We will remove barriers and hold high expectations in order to increase the number of students with grade level math skills.

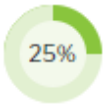
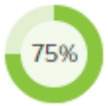
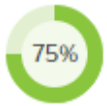
Performance Objective 3: By June 2023, all Black/African American 8th grade students will increase from 14% to 24% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from 24% to 34% scoring at/above benchmark on STAR-Math.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teachers will receive on-going training on the use of technology to enhance student engagement and achievement **Strategy's Expected Result/Impact:** Teachers will implement new technology tools in the classroom which will enhance student engagement and increase overall achievement. **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: All teachers will receive training and support using AVID strategies and sheltered instructions strategies to support content area literacy skills. **Strategy's Expected Result/Impact:** Teachers will be able to differentiate instruction and provide scaffolding supports to support and engage all students. **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Teachers will collaborate on common grade level curriculum planning during their common prep time and monthly PLC meetings. **Strategy's Expected Result/Impact:** Increase in consistency of expectations and opportunities from class to class. **Staff Responsible for Monitoring:** Administration, teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Teachers will utilize the MTSS process to check on student academic progress, implement appropriate interventions, and refer students for additional supports. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration, teachers, counselors, MTSS coach				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: Students will receive targeted reading support through Enrichment and/or math support courses. **Strategy's Expected Result/Impact:** Increase in early recognition and support for struggling students. **Staff Responsible for Monitoring:** Administration, teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 1: By Spring 2023, the percentage of students who believe our school engages in difficult conversations about race, gender, oppression, and discrimination will increase from 87% to 92%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Equity Team will create monthly homeroom lessons that allow students to share, honor,and celebrate their unique identities and experiences and allow students the opportunity to engage in conversations about race, gender, oppression, and discrimination. **Strategy's Expected Result/Impact:** Increase in positive school culture **Staff Responsible for Monitoring:** Equity Team, teachers **Characteristics:** High Levels of Collaboration and Communication, Supportive Learning Environment	25%	75%	75%	

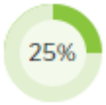
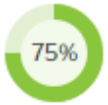
Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Teachers will integrate culturally responsive texts and resources that allow for the representation of multiple voices and perspectives. **Strategy's Expected Result/Impact:** Increase in positive school culture **Staff Responsible for Monitoring:** Administration, teachers **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment	25%	75%	75%	254

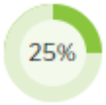
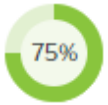
Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Equity Team will meet monthly to review issues of racial disparities within the school and will plan/ lead building wide professional development sessions that focus on culturally responsive teaching practices as well as initiating opportunities for extended dialogue on issues of race, bias, white privilege, microaggressions, and oppression. **Strategy's Expected Result/Impact:** Equity Team **Staff Responsible for Monitoring:** Equity Team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment	25%	75%	75%	

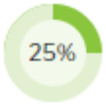
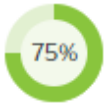
0% No Progress 100% Accomplished Continue/Modify Discontinue

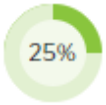
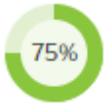
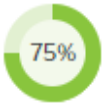
Goal 3: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 2: By Spring 2023, the percentage of students who report that they always or almost always feel good about their cultural or ethnic background will increase from 84% to 89%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: School will host multi-cultural and heritage events to elevate and honor the voices of diverse and traditionally marginalized groups **Staff Responsible for Monitoring:** Administration, Librarian, Media Assistant, Instructional Coach **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: School will host multiple student affinity groups and clubs. **Staff Responsible for Monitoring:** Adminsitration **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement				255

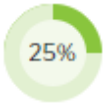
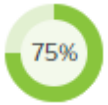
Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: We will continue grade level community circles throughout the year during homeroom. **Strategy's Expected Result/Impact:** Increase on positive school culture **Staff Responsible for Monitoring:** Homeroom Team, Restorative Practices Team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				

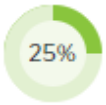
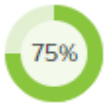
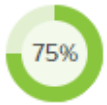
Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Teachers will integrate culturally responsive texts and resources that allow for the representation of multiple voices and perspectives. **Strategy's Expected Result/Impact:** Increase in positive school culture **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment				

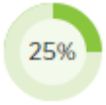
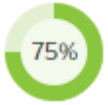
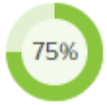
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 3: By Spring of 2023, the percentage of students who believe "there is at least one adult in this school who knows and cares about me" will increase from 90% to 95%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Students are assigned to Teams and Pods with teachers who share students in order to create a family atmosphere and smaller school environment. These teams will loop in 7th and 8th grade in order to foster deeper student/ teacher relationships. **Strategy's Expected Result/Impact:** Increase in positive school culture **Staff Responsible for Monitoring:** Administration, Counseling **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				

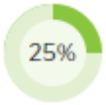
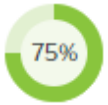
Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Teachers will receive on-going training in the use of restorative conversations and community circles within their classrooms. **Strategy's Expected Result/Impact:** Increase in positive school culture **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: We will implement school wide and homeroom community building activities throughout the year. **Strategy's Expected Result/Impact:** Students will feel more connected to each other and their teachers **Staff Responsible for Monitoring:** Administration **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Marginalized Students: We will create opportunities that allow voices that have been traditionally marginalized to be honored and elevated.

Performance Objective 4: By Spring of 2023, the percentage of students who believe that most students are respectful of others in the school will increase from 74% to 79%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We will implement school wide homeroom lessons that focus on community building and social emptional learning throughout the year that will help students better understand each other, appreciate differences, and problem solve conflicts. **Strategy's Expected Result/Impact:** Increase in positive school culture and student respect toward each other. **Staff Responsible for Monitoring:** Administration, teachers, counselors, restorative practices team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Professional Development: We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 1: By Spring of 2023, the percentage of teachers who believe they almost always or often engage in professional development activities to learn and apply new skills and strategies will increase from 80% to 90%, as measured by the CEE survey.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Technology Coaches will collaborate with fellow teacher and building administration to plan/lead building wide professional development sessions focused on the integration of technology to increase student engagement and achievement. **Strategy's Expected Result/Impact:** Increase use of technology to engage students **Staff Responsible for Monitoring:** Administration, Tea=ch coach **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	25%	75%	75%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Administration will collaborate with TOSAS, ELD teachers, the AVID site team to plan/lead building wide professional development focused on Sheltered Instruction, Literacy, and AVID strategies. **Strategy's Expected Result/Impact:** Increased use of sheltered instruction and AVID strategies in classroom will help all students access differentiated supports. **Staff Responsible for Monitoring:** Administration, TOSAS, ELD teachers, the AVID site team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	25%	75%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Professional Development: We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 2: By Spring of 2023, the percentage of teachers who believe they always or almost always are provided training to meet the needs of a diverse student population in our school will increase from 64% to 74%, as measured by the CEE survey.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Equity Team will meet monthly to review issues of racial disparities within the school and will plan/ lead building wide professional development sessions that focus on culturally responsive teaching practices as well as initiating opportunities for extended dialogue on issues of race, bias, white privilege, microaggressions, and oppression. **Strategy's Expected Result/Impact:** Increase use of culturally responsive teaching practices **Staff Responsible for Monitoring:** Administration, Equity Team, teachers **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	25%	75%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

260

Goal 4: Professional Development: We will offer continuous learning opportunities for all staff to develop the skills, knowledge, and confidence to accelerate student outcomes.

Performance Objective 3: By Spring of 2022, the percentage of teachers who believe they always or almost always receive instruction to support social emotional learning will increase from 58% to 68%.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Restorative Practices Team will meet monthly and will plan/lead building wide professional development sessions for staff throughout the year that focus specifically on how to implement restorative practices in the classroom and how to build positive relationships with students. **Strategy's Expected Result/Impact:** Increase in positive school culture **Staff Responsible for Monitoring:** Administration, Restorative Practices team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	25%	75%	75%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: MTSS Coach, Instruction Coach, and SPED Team and work with building administrators to plan/lead professional development on how to support social emotional lessons in their classes. **Strategy's Expected Result/Impact:** Increase in positive school culture **Staff Responsible for Monitoring:** Administration, MTSS Coach, Instruction Coach, and SPED Team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	25%	75%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Reynolds High School

2022-2023

262

Goals

Goal 1: Create a focus on serving traditionally marginalized students through increased access to upper level classes, increased on track/ graduation rates and additional methods for input.

Performance Objective 1: Increase access to advanced courses for typically marginalized students

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Lower/ remove grade prerequisites for AP enrollment. **Strategy's Expected Result/Impact:** More typically marginalized students will have access to AP offerings. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Supportive Learning Environment **Problem Statements:** Demographics 1, 2 - Perceptions 1				263

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.
Problem Statement 2: Our course offerings do not match up with student needs. **Root Cause**: We make the bad assumption that what students have needed in the past is what they need now.

Perceptions
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.

Goal 1: Create a focus on serving traditionally marginalized students through increased access to upper level classes, increased on track/ graduation rates and additional methods for input.

Performance Objective 2: Increase on track rates for 9th grade students who have been traditionally marginalized

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Double the normal amount of interventions aimed at increasing on track ratings and graduation rate. **Strategy's Expected Result/Impact:** Added interventions will give more attention to persistent issues and catch deficiencies earlier. **Staff Responsible for Monitoring:** Assistant principal and Freshman Success team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Frequent Monitoring of Learning and Teaching **Problem Statements:** Student Learning 3	45%	70%	55%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

264

Student Learning
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Goal 1: Create a focus on serving traditionally marginalized students through increased access to upper level classes, increased on track/ graduation rates and additional methods for input.

Performance Objective 3: Increase the graduation rates for traditionally marginalized students.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Schedule counseling one on ones at double the normal rate for transcript and credit attainment. **Strategy's Expected Result/Impact:** Early interventions can focus on possible issues before they become a problem. **Staff Responsible for Monitoring:** Assistant principal and counseling team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment **Problem Statements:** Student Learning 3	45%	80%	55%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

265

Student Learning
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Goal 1: Create a focus on serving traditionally marginalized students through increased access to upper level classes, increased on track/ graduation rates and additional methods for input.

Performance Objective 4: Offer at least four opportunities for traditionally marginalized students to offer input and feedback.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Create at least four opportunities for traditionally marginalized students to give input to the school regarding school climate and systems. **Strategy's Expected Result/Impact:** We will actually know the student experience rather than relying on what we think and see. **Staff Responsible for Monitoring:** Principal **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Demographics 2 - School Processes & Programs 1	5%	100%	50%	

No Progress | Accomplished | Continue/Modify | Discontinue

266

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Our course offerings do not match up with student needs. **Root Cause**: We make the bad assumption that what students have needed in the past is what they need now.
School Processes & Programs
Problem Statement 1: Many students do not understand our systems. **Root Cause**: We forget that many of our students did not start out in our system.

Goal 2: Create opportunities for culturally responsive teaching through a review of courses offered and a review of course offerings and descriptions.

Performance Objective 1: Review course offerings and course descriptions in course description catalogue.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Have the equity team review the CDC for content and course offerings. **Strategy's Expected Result/Impact:** Course offerings and descriptions need to be written in such a way that they are accessible to all. **Staff Responsible for Monitoring:** Assistant principal and Equity team **Characteristics:** Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment **Problem Statements:** Student Learning 2 - School Processes & Programs 1	N/A	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

267

Student Learning
Problem Statement 2: We expect all students to learn in the same way we did. **Root Cause**: We do not embrace the wide variety of backgrounds are students come from.
School Processes & Programs
Problem Statement 1: Many students do not understand our systems. **Root Cause**: We forget that many of our students did not start out in our system.

Goal 2: Create opportunities for culturally responsive teaching through a review of courses offered and a review of course offerings and descriptions.

Performance Objective 2: Create new course offerings that are relevant and of interest to our diverse student population.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Use the master schedule committee and department heads to propose new culturally relevant courses for the 2022-2023 academic year. **Strategy's Expected Result/Impact:** Students will be able to achieve core credit in courses that are culturally relevant. **Staff Responsible for Monitoring:** Assistant principal and master schedule committee **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Curriculum, Instruction and Assessment Aligned with Standards, Supportive Learning Environment **Problem Statements:** Demographics 2	70%	70%	70%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

268

Demographics
Problem Statement 2: Our course offerings do not match up with student needs. **Root Cause**: We make the bad assumption that what students have needed in the past is what they need now.

Goal 2: Create opportunities for culturally responsive teaching through a review of courses offered and a review of course offerings and descriptions.

Performance Objective 3: Perform a thorough review of curricular offerings at RHS.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Use the department head structure to review all courses and publications specific to the course offerings. **Strategy's Expected Result/Impact:** Remove non-relevant courses and replace them with others that are more appropriate for the school demographic. **Staff Responsible for Monitoring:** Principal and department heads **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs	
Problem Statement 1: Many students do not understand our systems.	**Root Cause**: We forget that many of our students did not start out in our system.

Goal 3: Create a focus on staff and students wellness through additional SEL opportunities, added staff events and increased culturally specific student/ family events.

Performance Objective 1: Continue to offer and support SEL opportunities to staff and students.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Utilize MTSS staff for staff and student trainings and opportunities to participate in targeted SEL opportunities. **Strategy's Expected Result/Impact:** Staff and students continue to need SEL supports, will help folks focus and create a work balance. **Staff Responsible for Monitoring:** MTSS TOSAs **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment **Problem Statements:** Student Learning 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements: 270

Student Learning
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Goal 3: Create a focus on staff and students wellness through additional SEL opportunities, added staff events and increased culturally specific student/ family events.

Performance Objective 2: Create staff events to encourage positive mental health.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Create at least three activities that focus on staff interacting and socializing together in a non-work setting. **Strategy's Expected Result/Impact:** This opportunity to let off some steam and be with one another will create bonds and allow for some much needed venting. **Staff Responsible for Monitoring:** Principal **Characteristics:** Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	75%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Create a focus on staff and students wellness through additional SEL opportunities, added staff events and increased culturally specific student/ family events.

Performance Objective 3: Offer culturally specific events for students and families.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Create at least four culturally specific events for both students and families throughout the year. **Strategy's Expected Result/Impact:** By recognizing and valuing our community we can build relationships to enhance instruction. **Staff Responsible for Monitoring:** Administrative team **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

272

Student Learning
Problem Statement 2: We expect all students to learn in the same way we did. **Root Cause**: We do not embrace the wide variety of backgrounds are students come from.
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Goal 4: Use professional development time for added inclusive practice training, new PLC groups and continued equity training.

Performance Objective 1: Continue to focus on PD around inclusive practice strategies.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Design a PD calendar the includes at least monthly inclusive practice training. **Strategy's Expected Result/Impact:** Staff who dense loads of students with unique needs can get better at inclusive practice. **Staff Responsible for Monitoring:** Assistant principal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development **Problem Statements:** Demographics 2 - Student Learning 1, 2	90%	90%	90%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

273

Demographics
Problem Statement 2: Our course offerings do not match up with student needs. **Root Cause**: We make the bad assumption that what students have needed in the past is what they need now.

Student Learning
Problem Statement 1: Not all students come to school with the same amount of preparation. **Root Cause**: Our students are extremely diverse.
Problem Statement 2: We expect all students to learn in the same way we did. **Root Cause**: We do not embrace the wide variety of backgrounds are students come from.

Goal 4: Use professional development time for added inclusive practice training, new PLC groups and continued equity training.

Performance Objective 2: Continue PLC work at RHS.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Continue with PLC groups in PD focusing on at least one new PLC group. **Strategy's Expected Result/Impact:** PLC groups allow us to not only look at student data, but also to examine our own practice improving curriculum and instruction. **Staff Responsible for Monitoring:** Principal **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Student Learning 3 - School Processes & Programs 1	70%	85%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

274

Student Learning
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.
School Processes & Programs
Problem Statement 1: Many students do not understand our systems. **Root Cause**: We forget that many of our students did not start out in our system.

Goal 4: Use professional development time for added inclusive practice training, new PLC groups and continued equity training.

Performance Objective 3: Continue equity training at RHS.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Offer equity training as part of professional development on an at least a monthly basis. **Strategy's Expected Result/Impact:** Our continued equity training must continue in order to ensure that we are meeting all students where they are at. **Staff Responsible for Monitoring:** Principal and equity team **Characteristics:** Clear and Shared Focus, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment **Problem Statements:** Demographics 1, 2 - Student Learning 2 - Perceptions 1	40%	80%	40%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

275

Demographics
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.
Problem Statement 2: Our course offerings do not match up with student needs. **Root Cause**: We make the bad assumption that what students have needed in the past is what they need now.
Student Learning
Problem Statement 2: We expect all students to learn in the same way we did. **Root Cause**: We do not embrace the wide variety of backgrounds are students come from.
Perceptions
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.

Goal 5: Increase the building wide on track rating by 5%.

Performance Objective 1: Continue with Freshman Success program.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Continue to produce the Raider Report and other functions of the Freshman Success program. **Strategy's Expected Result/Impact:** When students are able to look at attendance, grades and behavior records on a more regular basis, they are more likely to make changes for the better. **Staff Responsible for Monitoring:** Assistant principal and data team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 2, 3				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements: 276

Student Learning
Problem Statement 2: We expect all students to learn in the same way we did. **Root Cause**: We do not embrace the wide variety of backgrounds are students come from.
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Goal 5: Increase the building wide on track rating by 5%.

Performance Objective 2: Create formative landmarks for progress checks.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Create a calendar for formative landmarks covering both counseling one on ones as well as reporting for Freshman Success deliverables. **Strategy's Expected Result/Impact:** More frequent interventions catch problems quicker and offer a wider range of solutions and interventions. **Staff Responsible for Monitoring:** Principal, counselors and data team **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment **Problem Statements:** Demographics 1 - Student Learning 1, 3 - Perceptions 1				
No Progress Accomplished Continue/Modify Discontinue				

277

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.
Student Learning
Problem Statement 1: Not all students come to school with the same amount of preparation. **Root Cause**: Our students are extremely diverse.
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.
Perceptions
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.

Goal 5: Increase the building wide on track rating by 5%.

Performance Objective 3: Create calendar for Raider Reports, team meetings and formative data pulls.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Use the formative calendar that has been created to distribute Raider Reports and share with families. **Strategy's Expected Result/Impact:** More frequent interventions catch problems quicker and offer a wider range of solutions and interventions. **Staff Responsible for Monitoring:** Principal, counselors and data teams **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

278

Demographics
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.
School Processes & Programs
Problem Statement 1: Many students do not understand our systems. **Root Cause**: We forget that many of our students did not start out in our system.
Perceptions
Problem Statement 1: If we do not have high expectations for traditionally marginalized students, they will not set their own expectations high enough. **Root Cause**: We traditionally marginalize these students because we don't believe they can achieve at high standards.

Goal 6: Increase the building wide graduation rate by 10%.

Performance Objective 1: Form new cohort team to clean up November data.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Ensure that a diverse group of educators and identified and trained to sort November cohort data. **Strategy's Expected Result/Impact:** We need to be certain that we do not artificially lower our grad rate because we missed some students in our counts. **Staff Responsible for Monitoring:** Principal **Characteristics:** Effective School Leadership, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1	N/A	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning	279
Problem Statement 1: Not all students come to school with the same amount of preparation. **Root Cause**: Our students are extremely diverse.	

Goal 6: Increase the building wide graduation rate by 10%.

Performance Objective 2: Continue using Freshman Success strategies for all seniors.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Utilize Freshman Success strategies that have proven effective with our 9th grade students during the senior year. **Strategy's Expected Result/Impact:** Senior students will benefit from more frequent audits. **Staff Responsible for Monitoring:** Pricipal **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement **Problem Statements:** Student Learning 1, 3	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

280

Student Learning
Problem Statement 1: Not all students come to school with the same amount of preparation. **Root Cause**: Our students are extremely diverse.
Problem Statement 3: We think that it is the job of the student to adapt to us as a school. **Root Cause**: We do not understand that it is our job to meet them where they are.

Reynolds School District 7

Reynolds Learning Academy

2022-2023

REYNOLDS LEARNING ACADEMY

281

Goals

Goal 1: Marginalized Students

Performance Objective 1: At the end of each hexter/ 3 times a year, a survey will be completed by 90% of students.

Evaluation Data Sources: In the previous school year, we surveyed students once in the fall and once in the spring.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Issue a survey using the questions from the ESS student survey to all RLA students at the end of the 2nd, 4th and 6th hexter. Review results with all staff.	N/A	30%	30%	

No Progress | Accomplished | Continue/Modify | Discontinue

282

Goal 1: Marginalized Students

Performance Objective 2: The number of students who earn credit through language proficiency will increase by 10% compared to the previous school year.

Evaluation Data Sources: Need number of students who took the test and earned credit last year.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Review survey data to identify multi-lingual students.	Formative			Summative
	Nov	Mar	Mar	June
	N/A	100%	100%	

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Recruit additional staff to be test proctors.	Formative			Summative
	Nov	Mar	Mar	June
	N/A	100%	100%	

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Schedule test opportunities for identified students.	Formative			Summative
	Nov	Mar	Mar	June
	N/A	65%	65%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

283

Goal 1: Marginalized Students

Performance Objective 3: By June 2023, the percentage of all 12th grade students who graduate on time (4-year cohort) will increase from 27.5 % to 37.5%, students with English Language needs will increase from 33 % to 43 % and students who receive special education services will increase from 34 % to 44 %. the percentage of all Black/African American students who graduate on time (4-year cohort) will increase from 16 % to 26 %, and all Latinx/o/a students who graduate on time (4-year cohort) will increase from 33 % to 43 %.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Continue to implement and refine MTSS processes.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Create and monitor individual graduation plans for all seniors.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			284

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Monitor all student progress and credit attainment at 6-week intervals throughout the year.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Marginalized Students

Performance Objective 4: By June 2023, the percentage of all 12th grade students who are 5th year completers will increase from 42 % to 52 %, students with English Language needs will increase from 42 % to 52 % and students who receive special education services will increase from 48 % to 58 % and all Latinx/o/a students who complete in 5 years will increase from 42 % to 52 %.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Continue to implement and refine MTSS processes.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Create and monitor individual graduation plans for all seniors.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			285

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Monitor all student progress and credit attainment at 6-week intervals throughout the year.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: All staff will participate in de-escalation and crisis intervention training.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: RLA will continue to build and implement MTSS systems.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Culturally Responsive Teaching

Performance Objective 1: Eighty percent of student enrolled at RLA for at least three hexters will be reading on grade level by the end of the school year or will show growth in reading ability as measured by a valid assessment of reading.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: All ELA teachers will complete district level ELA professional development.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: All ELA teachers will engage in ongoing coaching and support from the instructional TOSA.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

  No Progress Accomplished Continue/Modify Discontinue

287

Goal 2: Culturally Responsive Teaching

Performance Objective 2: In accordance with Senate Bill 13: Tribal History/Shared History, RLA will implement a historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate Native American/Alaska Native curriculum".

288

Goal 2: Culturally Responsive Teaching

Performance Objective 3: Social studies teachers will create and deliver lessons in accordance with SB 13.

289

Goal 3: Student and Staff Wellness

Performance Objective 1: 80% of Staff will respond True or Often True to the statement: Our staff can count on one another for help when needed.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: All staff will participate in de-escalation and crisis intervention training.	Formative			Summative
	Nov	Mar	Mar	June
	N/A	50%	50%	

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: RLA will continue to build and implement MTSS systems.	Formative			Summative
	Nov	Mar	Mar	June
	N/A	50%	50%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

290

Goal 3: Student and Staff Wellness

Performance Objective 2: On surveys, 80% of students will respond "Often True" or "Almost Always True" to the statement "In this school, there is at least one adult who knows and cares about me."

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: All staff will participate in de-escalation and crisis intervention training.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: RLA will continue to build and implement MTSS systems.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

  No Progress Accomplished Continue/Modify Discontinue

Goal 3: Student and Staff Wellness

Performance Objective 3: On surveys, 80% of students will respond "Often True" or "Almost Always True" to the statement "I feel safe at this school."

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: All staff will participate in de-escalation and crisis intervention training.	Formative			Summative
	Nov	Mar	Mar	June
	N/A	50%	50%	

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: RLA will continue to build and implement MTSS systems.	Formative			Summative
	Nov	Mar	Mar	June
	N/A	50%	50%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

292

Goal 4: Professional Development

Performance Objective 1: ELA teachers will complete district wide ELA curriculum training.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teachers will attend scheduled PD sessions throughout the year.	N/A	50%	50%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

293

Goal 4: Professional Development

Performance Objective 2: Throughout the 2022-2023 school year, all full time RLA teachers will participate in regular cycles of inquiry and collaboration in professional learning communities.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teachers will participate in PLC groups throughout the year.	N/A	50%	50%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

294

Goal 4: Professional Development

Performance Objective 3: By the end of hexter 3, all teachers will receive training on de-escalation, teamwork, and crisis prevention.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: All staff will complete scheduled Mandt training.	N/A	50%	50%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

295

Reynolds School District 7

Reynolds Arthur Academy

2022-2023

296

Goals

Goal 1: Arthur Academy will earn a rating of satisfied or highly satisfied from at least 80% of our staff according to a spring survey.

Performance Objective 1: Arthur Academy will earn a rating of satisfied or highly satisfied from at least 80% of our staff according to a spring survey.

Evaluation Data Sources: No data at this time.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Action is a survey.	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: All Arthur Academy schools will demonstrate at least 80% mastery in all DI subjects in the January 2022 2nd quarter report.

Performance Objective 1: All Arthur Academy schools will demonstrate at least 80% mastery in all DI subjects in the January 2022 2nd quarter report.

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Review data	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

 No Progress Accomplished Continue/Modify Discontinue

298

Goal 3: All Arthur Academy schools will demonstrate at least 80% mastery in all DI subjects in the June 2022 4th quarter report.

299

Goal 4: Financial Audit will contain a "clean and unmodified" opinion letter.
During the audit process, schools will have fewer than three adjusting journal entries and have no "material weakness" noted.

300

Reynolds School District 7

Holla School

2022-2023

301

Goals

Goal 1: Professional Practices: By centering consistent and intentional culturally responsive professional practices, HOLLA School staff will more effectively meet the needs of our diverse community.

Performance Objective 1: All HOLLA School staff will participate in bi-monthly Professional Development intended to develop the knowledge, skills and capacity to embody and implement culturally responsive pedagogy, policies and practices.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The team will meet for PD every other Wednesday from 2:45 - 4:00. Professional Development will include (but is not limited to): -Gary Howard's Triangle Framework -Grounding in your Beliefs and Your Why -Our Schooling Stories -The Role & Presence of Whiteness in Schools -Culturally Responsive Teaching & The Brain -Understanding the role of Power in Teaching & Learning -Culturally & Historically Responsive Literacy Instruction -Understanding Behavior Through a Culturally responsive Lens -Culturally Responsive Assessment & Grading -Culturally Responsive Restorative Practices -Tribal History/Shared History -Project Based Learning -Critical Lenses & Anti-Racist/Anti-Biased Pedagogy -Other topics as surfaced by HOLLA School staff **Staff Responsible for Monitoring:** Curriculum, Instruction & Climate Coach Administrator	N/A			302

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Professional Practices: By centering consistent and intentional culturally responsive professional practices, HOLLA School staff will more effectively meet the needs of our diverse community.

Performance Objective 2: HOLLA School will hold weekly Student Support Team (SST/MTSS) Meetings to increase confidence for academic risk taking and to heighten engagement.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: HOLLA School staff will meet every other Wednesday after school from 2:45 - 4:00. HOLLA School staff will use protocols that identify student strengths, student challenges and interventions for staff to implement. HOLLA School staff will focus on Tier 2 and Tier 3 students during these meetings. **Staff Responsible for Monitoring:** Curriculum, Instruction & Climate Coach Administrator	N/A			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

303

Goal 1: Professional Practices: By centering consistent and intentional culturally responsive professional practices, HOLLA School staff will more effectively meet the needs of our diverse community.

Performance Objective 3: HOLLA School staff will utilize Culturally Responsive Instruction in order to create a climate of inclusion and in an effort to change the narrative for Black, Brown and Indigenous students.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: HOLLA School will use Gholdy Muhammad's historically and culturally responsive instructional framework which includes: identity development, skill development, intellectual development, criticality and joy. HOLLA School will create and use culturally responsive curriculum that is reflective of our students' cultural identities (e.g. Shared History/Tribal History Curriculum). HOLLA School will research and use equitable and culturally responsive grading and assessment practices. **Staff Responsible for Monitoring:** Curriculum, Instruction & Climate Coach Administrator	N/A			

 No Progress Accomplished Continue/Modify Discontinue

304

Goal 1: Professional Practices: By centering consistent and intentional culturally responsive professional practices, HOLLA School staff will more effectively meet the needs of our diverse community.

Performance Objective 4: The HOLLA School Curriculum, Instruction and Climate Coach and Administrator will engage in coaching sessions with classroom teams and individuals on a weekly basis.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: HOLLA Staff will meet weekly either with individuals or with classroom teams to reflect on pedagogy, policies and practices. The inquiry model will be used during coaching and will include the prompts: -What did you notice? -What do you wonder? Coaching sessions will include the opportunity to participate in bi-monthly peer observations. **Staff Responsible for Monitoring:** Curriculum, Instruction & Climate Coach Administrator	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students: By intentionally holding space for student lived experiences, centering healing and prioritizing inclusion, HOLLA School will increase student engagement and change the schooling narrative for our Black, Brown and Indigenous youth.

Performance Objective 1: HOLLA School will actively seek student voices each quarter in order to best understand and meet student needs.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: HOLLA School students will participate in morning meetings and beginning/end of the day classroom check ins where they will use their voices to check in about how they are feeling. HOLLA School students will provide narrative self-reflections at the end of each quarter. These self-reflections will be placed on student quarterly progress notes. **Staff Responsible for Monitoring:** Curriculum, Instruction & Climate Coach Administrator	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Marginalized Students: By intentionally holding space for student lived experiences, centering healing and prioritizing inclusion, HOLLA School will increase student engagement and change the schooling narrative for our Black, Brown and Indigenous youth.

Performance Objective 2: HOLLA School staff will use Restorative Practices as a tool for proactive healing and as a response to discipline/conflict resolution 80% of the time.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: HOLLA Staff will use Restorative Practices including: -building authentic relationships -proactively reduce and prevent harmful behavior -address the needs of the community -center lived experiences of the community -Examine harm through the lens of others in addition to our own -Repair harm through facilitated conversations -Re-connect with the community **Staff Responsible for Monitoring:** Curriculum, Instruction & Climate Coach Administrator	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Student Achievement: By delivering culturally responsive and robust instruction focused on identified academic skill development, HOLLA School students will demonstrate growth in academic outcomes.

Performance Objective 1: HOLLA School's K-2 students will make positive growth toward meeting grade level Math and Reading standards/pursuits by the end of the 2022-2023 school year.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Math: 70% of K-2 students will meet Math standards/pursuits as reported by DRA3 assessment results, evidence from portfolios (formative) and summative assessments. Reading: 65% of K-2 students will meet Reading standards/pursuits as reported by DRA3 assessment results, evidence from portfolios (formative) and summative assessments. **Staff Responsible for Monitoring:** Curriculum, Instruction & Climate Coach Administrator	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

MLA Academy (K-8)

2022-2023

309

Goals

Goal 1: Student Achievement: MLA will focus on growth toward grade-level standards through weekly assessment meetings with data analysis and as measured by MAP and classroom assessments.

Performance Objective 1: Students in all grade levels will increase ELA performance as measured by MAP from Fall to Spring by 10-15%. Students in all grade levels who are performing below grade level will increase their Math performance by 10% as measured by MAP from Fall to Spring.

Evaluation Data Sources: MAP, formative and summative assessments

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Weekly coaching meetings will examine standards and student performance. Monthly PLC/data team meetings will focus on student growth and performance. **Strategy's Expected Result/Impact:** Teachers will be consistently focused on data and student performance with consistent support around Priority Standards and quality assessments. **Staff Responsible for Monitoring:** Learning coaches/Admin/Counselors **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				310

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Equitable Practices: Staff will use an intersectional lens of equity when making decisions about curriculum, student behavior systems, and communication with families.

Performance Objective 1: Staff will be well informed about culturally responsive practices to be inclusive for all stakeholders and cultures.

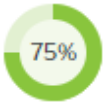
Evaluation Data Sources: Surveys, meeting notes

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: PLCs will meet monthly to focus on Diversity, Equity, Anti-racism, and Inclusion. Teams will discuss issues that arise within the classroom and the curriculum and will discuss best practices to best assist the learning environment and all of its members, including adults. **Strategy's Expected Result/Impact:** The supported and focused lens on how to provide an inclusive and equitable learning environment will improve understanding and purpose when developing lessons to represent all students and cultures. Open dialog will allow everyone to be heard. **Staff Responsible for Monitoring:** DEIAT Leader and team, Administration **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement				311

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Professional development: 50% of all PD will be centered around Equitable practice, SEL, trauma-informed practices/teaching, and culturally relevant instruction. The other 50% will focus on standards, assessments, data, and grading practices.

Performance Objective 1: Plan and schedule Professional Development to support MLA's academic and inclusion goals.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Continue to work with MLA's curriculum and assessment consultant. **Strategy's Expected Result/Impact:** Staff will have a greater understanding of Priority Standards and how to utilize them to develop units, lessons, and assessments. **Staff Responsible for Monitoring:** Admin, Learning coaches, consultant, PLCs **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Continue to work with a diversity, equity, anti-racism, and inclusion consultant. **Strategy's Expected Result/Impact:** All staff will increase empathetic awareness of groups/individuals who are unlike themselves and develop greater awareness of the needs of all families, staff, and students. **Staff Responsible for Monitoring:** DEIAT Leader and Team, Admin, PLCs **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Student/Staff Wellness: 75% of staff and students will report through surveys and/or weekly check-ins that they are receiving and/or utilizing support for their emotional well-being and access to necessary mental health support.

Performance Objective 1: Utilize staff meetings for weekly check-ins for staff to gauge how well they are accessing resources for their classrooms and mental health.

Evaluation Data Sources: survey results

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Weekly check-in surveys for staff **Strategy's Expected Result/Impact:** A better understanding for the admin and support team of what is happening with teachers in and out of their classrooms to offer high-quality support and responses. **Staff Responsible for Monitoring:** Admin, Counseling **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	60%			

No Progress | Accomplished | Continue/Modify | Discontinue

313

Reynolds School District 7

Rockwood Preparatory Academy

2022-2023

314

Goals

Goal 1: Student Achievement

Performance Objective 1: Students K-5 will make personal growth in Language Arts on star assessment comparing fall to spring data

Evaluation Data Sources: STAR assessment Quarterly progress monitoring, reading mastery tests (every 10th lesson), remediations-retesting

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Delivery of Reading Mastery Curriculum with fidelity in all classrooms with support of weekly instructional coaching. **Strategy's Expected Result/Impact:** Ensure students are receving instruction with fidelity to grant equal access and exposure to learning in all academic settings schoolwide **Staff Responsible for Monitoring:** Leadership team, teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				315

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Intervention and skill remediation planning when students are not at mastery on lessons or unit tests. **Strategy's Expected Result/Impact:** Ensuring all students are receiving instructional support at their independent level to master content. **Staff Responsible for Monitoring:** Leadership, teachers, IAs **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Students will practice ability-based skills using programs such as Freckle and Lalilo which are aligned with STAR data **Strategy's Expected Result/Impact:** Increase student knowledge and abilities at independent levels. Fill in gaps for missing foundational academic concepts **Staff Responsible for Monitoring:** Leadership , teachers, Title team **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

316

Goal 1: Student Achievement

Performance Objective 2: Students K-5 will make personal growth in Math on star assessment comparing fall to spring data

Evaluation Data Sources: STAR assessment Quarterly progress monitoring, reading mastery tests (every 10th lesson), remediations-retesting

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Delivery of Connecting Math Concepts Curriculum with fidelity in all classrooms with support of weekly instructional coaching. **Strategy's Expected Result/Impact:** Ensure students are receving instruction with fidelity to grant equal access and exposure to learning in all academic settings schoolwide **Staff Responsible for Monitoring:** Leadership team, teachers **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Intervention and skill remediation planning when students are not at mastery on lessons or unit tests. **Strategy's Expected Result/Impact:** Ensuring all students are receiving instructional support at their independent level to master content. **Staff Responsible for Monitoring:** Leadership, teachers, IAs **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Students will practice ability-based skills using programs such as Freckle and Lalilo which are aligned with STAR data **Strategy's Expected Result/Impact:** Increase student knowledge and abilities at independent levels. Fill in gaps for missing foundational academic concepts **Staff Responsible for Monitoring:** Leadership , teachers, Title team **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				

 No Progress Accomplished Continue/Modify Discontinue

318

Goal 2: Safety

Performance Objective 1: Document Tier II and Tier III interventions during 2022-2023 school year for students with whom Tier I interventions fail to reduce documented, unsafe, misbehavior (referrals, suspensions, restorative work)

Evaluation Data Sources: Lesson Progress Chart (LPC) reviewed by principals weekly, 6-week Student intervention logs, behavior trackers

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: SEL Coordinator will observe students of concern, collaborate with teachers on strategy implementation to support students in and out of the classroom. **Strategy's Expected Result/Impact:** Staff will work together to provide students with the correct tools and supports needed to be successful while at school **Staff Responsible for Monitoring:** leadership and teachers **Characteristics:** High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: SEL Coordinator will teach monthly lessons using Sources of Strength curriculum focusing on positive friends, generosity, mentors, healthy activities, mental health, physical health, family support, and spirit **Strategy's Expected Result/Impact:** Students will apply skills learned from lessons taught from Sources of Strength curriculum **Staff Responsible for Monitoring:** Leadership and teachers **Characteristics:** High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Safety

Performance Objective 2: Increase staff and student preparedness related to emergencies

Evaluation Data Sources: Evaluating emergency clipboards for monthly/quarterly drills, staff/student surveys

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Saftey Committee will meet bi-weekly to discuss needs and concerns of staff and students and how best to support **Strategy's Expected Result/Impact:** Staff and students will feel the sense of saftey while on campus, students and staff will be able to participate in emergency drills quickly and safely **Staff Responsible for Monitoring:** Safety Committee **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

320

Goal 3: Community Involvment

321

Reynolds School District 7

Academics

2022-2023

322

Goals

Goal 1: By June 2023, all 3rd grade students will increase from 32% to 40% reading at/above benchmark level, students with English Language needs will increase from 7% to 17 %, and 3rd grade students who receive special education services will increase from 19% to 29% on STAR-Reading.

By June 2023, all Black/African American 3rd grade students will increase from 25% to 35% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 24% to 34% reading at/above benchmark on STAR-Reading.

Performance Objective 1: In collaboration with SUN Community Schools providers, schools will target recruitment and ensure participation in SUN and summer programs prioritizing our most marginalized students throughout the year to support academics with a focus on reading.

Evaluation Data Sources: Participation data and feedback surveys from SUN/extended learning opportunities, ensuring participation and monitoring of the experiences of our Black and Latinx students and families.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Improve targeted recruitment and retention efforts for extended learning opportunities, to ensure ongoing participation of marginalized youth. **Strategy's Expected Result/Impact:** Prioritizing our marginalized students for academic and enrichment opportunities during the summer will diminish summer learning loss, a key precursor to predictable gaps in achievement and outcomes. Diminishing gaps will in turn remove barriers to access to future academic programs (i.e., TAG, advanced courses/AP, ASB, etc.) **Staff Responsible for Monitoring:** Summer School Coordinator	15%	45%	N/A	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Providing SUN extended day/ year programming for students throughout the district, our most historically marginalized students will be provided with both academic and enrichment suppport. **Strategy's Expected Result/Impact:** Increased academic performance, student attendance and engagement in both school and their communities. **Staff Responsible for Monitoring:** Dr. Koreen Barreras-Brown, Chris G., April O, new hire	N/A	5%	5%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By June 2023, all 3rd grade students will increase from 32% to 40% reading at/above benchmark level, students with English Language needs will increase from 7% to 17 %, and 3rd grade students who receive special education services will increase from 19% to 29% on STAR-Reading.

By June 2023, all Black/African American 3rd grade students will increase from 25% to 35% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 24% to 34% reading at/above benchmark on STAR-Reading.

Performance Objective 2: The Director of Federal Programs will ensure that federal and state grant dollars are strategically aligned to this goal and will evaluate the specific expenditure outcomes.

Evaluation Data Sources: Grant Budget Narratives; STAR-Reading assessment reports by school

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: School and Department leaders have real-time knowledge of the expenditures and balances of grants and line items of grants. Schools and Departments can make revisions related to data as needed. **Strategy's Expected Result/Impact:** Monthly tracking and sharing of federal and state grant expenditures. Note in each grant which expenditures are aligned with this goal. Ensure data illustrates outcomes for marginalized students. **Staff Responsible for Monitoring:** April Olson **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication			N/A	324

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2023, all 3rd grade students will increase from 32% to 40% reading at/above benchmark level, students with English Language needs will increase from 7% to 17 %, and 3rd grade students who receive special education services will increase from 19% to 29% on STAR-Reading.

By June 2023, all Black/African American 3rd grade students will increase from 25% to 35% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 24% to 34% reading at/above benchmark on STAR-Reading.

Performance Objective 3: The Instructional Technology Department will empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning regarding the implementation of the technology aspects of the LA and ELP adoption.

Evaluation Data Sources: The Instructional Technology Department will attend all LA and ELP committee meetings regarding the integration of technology.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Provide professional development when requested on the technology resources that is included in the LA and ELP curriculum. **Strategy's Expected Result/Impact:** Classroom teachers will have access to the tools and resources needed to implement the LA and ELP curriculum. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** Focused Professional Development, Supportive Learning Environment				325

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2023, all 3rd grade students will increase from 32% to 40% reading at/above benchmark level, students with English Language needs will increase from 7% to 17 %, and 3rd grade students who receive special education services will increase from 19% to 29% on STAR-Reading.

By June 2023, all Black/African American 3rd grade students will increase from 25% to 35% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 24% to 34% reading at/above benchmark on STAR-Reading.

Performance Objective 4: The Assessment and System Improvement Team will monitor STAR-Reading assessment testing to ensure timely administration with fidelity by removing barriers and holding high academic expectations for all schools (K-10).

Evaluation Data Sources: STAR-Reading assessment completion reports

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Instructional Coaches and School Test Coordinators will be provided with the training and resources needed in order to facilitate the administration STAR-Reading either in-person or remotely during each of the three test windows. **Strategy's Expected Result/Impact:** Instructional Coaches and School Test Coordinators will be provided with the training and resources needed in order to facilitate the administration STAR-Reading either in-person or remotely during each of the three test windows. In addition, a STAR Resource Group will be developed in Schoology that can be accessed anytime throughout the testing window. **Staff Responsible for Monitoring:** Rachel Aazzerah, Director of Assessment and Systems Improvement **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development			N/A	326

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: The Assessment and System Improvement Department will analyze and triangulate the STAR-Reading assessment results in order to to use unbiased data to predict future success on the Oregon Statewide Assessment for English Language Arts.				

Strategy's Expected Result/Impact: By analyzing and triangulating STAR-Reading assessment data, schools will be able to use the data in their Professional Learning Communities (PLCs) to determine which interventions and or extensions are needed to assist students with either meeting and or exceeding on the Oregon Statewide Assessment for English Language Arts. **Staff Responsible for Monitoring:** Rachel Aazzerah, Director of Assessment and Systems Improvement **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching			N/A	

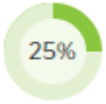
 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2023, all 3rd grade students will increase from 32% to 40% reading at/above benchmark level, students with English Language needs will increase from 7% to 17 %, and 3rd grade students who receive special education services will increase from 19% to 29% on STAR-Reading.

By June 2023, all Black/African American 3rd grade students will increase from 25% to 35% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 24% to 34% reading at/above benchmark on STAR-Reading.

Performance Objective 5: To remove barriers to high quality academic learning, all identified elementary certified staff will engage in Language Essentials for Teachers of Reading and Spelling training. This will ensure that all students, especially our marginalized students, have just and equitable access to a high quality education.

Evaluation Data Sources: Review Standard and Minimum pace participation and completion rates to determine who is on track.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: As part of the training, identified teachers will participate in online webinars, use workbooks to support their learning, and use their learning as a Bridge To Practice to enhance instruction. **Strategy's Expected Result/Impact:** 100% of identified elementary teachers will participate in LETRS training during the 2022-2023 school year. **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** Clear and Shared Focus, Frequent Monitoring of Learning and Teaching, Focused Professional Development				328

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2023, all 3rd grade students will increase from 32% to 40% reading at/above benchmark level, students with English Language needs will increase from 7% to 17 %, and 3rd grade students who receive special education services will increase from 19% to 29% on STAR-Reading.

By June 2023, all Black/African American 3rd grade students will increase from 25% to 35% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 24% to 34% reading at/above benchmark on STAR-Reading.

Performance Objective 6: All K-10 students will access Lexia software programming to enhance reading achievement while elevating student levels of voice and choice in learning activities. The use of Lexia specifically supplements core materials that elevate culturally responsive text.

Evaluation Data Sources: Lexia Data Reports

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Academics Department will support K-10 student participation in Lexia programming during the school day and during extended learning options. **Strategy's Expected Result/Impact:** At least 80% of K-10 students will engage in Lexia at the recommended usage amount. At least 50% of K-10 students on Lexia will show a growth of at least 1.0 years or more. **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				329

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2023, all 3rd grade students will increase from 32% to 40% reading at/above benchmark level, students with English Language needs will increase from 7% to 17 %, and 3rd grade students who receive special education services will increase from 19% to 29% on STAR-Reading.

By June 2023, all Black/African American 3rd grade students will increase from 25% to 35% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 24% to 34% reading at/above benchmark on STAR-Reading.

Performance Objective 7: All Teacher Leaders, Directors, and Building Leaders, will participate in a Student-Centered Coaching Model professional development to implement a coaching model during the 2023-2024 school year.

Evaluation Data Sources: We will have 4 virtual trainings and 2 in person trainings for all Teacher Leaders, Directors, and Building Leaders.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teacher Leaders, Directors, and Building Leaders will follow the implementation guide provided by Diane Sweeny Consulting to ensure that we are learning about the Student-Centered Coaching Model. **Strategy's Expected Result/Impact:** All Teacher Leaders, Directors, and Building Leaders will learn and be familiar with the Student-Centered Coaching Model **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development				330

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2023, all 3rd grade students will increase from 32% to 40% reading at/above benchmark level, students with English Language needs will increase from 7% to 17 %, and 3rd grade students who receive special education services will increase from 19% to 29% on STAR-Reading.

By June 2023, all Black/African American 3rd grade students will increase from 25% to 35% reading at/above benchmark level and all Latinx/o/a 3rd grade students will increase from 24% to 34% reading at/above benchmark on STAR-Reading.

Performance Objective 8: All Instructional Leadership Team (ILT) Leaders, Building Level Administrators and Educators will participate in Professional Learning Communities during the 2022-2023 school year.

Evaluation Data Sources: Needs assessment, Root Cause Analysis, Tight and Loose Collective Agreements, Running Records, Data Analysis Protocols and Survey Data.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Academics Team will develop a Professional Learning Community Toolkit that both educators and administrators can access and use as a resource. **Strategy's Expected Result/Impact:** By having a dedicated webpage that is accessible by both educators and administrators across the district during the PLCs, there are ongoing resources that can be used to assist in analyzing data in order to make data driven decisions around interventions and extensions for students. **Staff Responsible for Monitoring:** Academics Team Instructional Leadership Team Building Administrators Educators **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				331

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June 2023, all 5th grade students will increase from 32% to 41% scoring at/above benchmark level, students with English Language needs will increase from 9% to 19% and 5th grade students who receive special education services will increase from 11% to 21% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 30% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 25% to 35% scoring at/above benchmark on STAR-Math.

Performance Objective 1: The Director of Federal Programs will ensure that federal and state grant dollars are strategically aligned to this goal and will evaluate the specific expenditure outcomes.

Evaluation Data Sources: Grant Budget Narratives; STAR-Math assessment reports by school

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: School and Department leaders have real-time knowledge of the expenditures and balances of grants and line items of grants. Schools and Departments can make revisions related to data as needed. **Strategy's Expected Result/Impact:** Monthly tracking and sharing of federal and state grant expenditures. Note in each grant which expenditures are aligned with this goal. Ensure data illustrates outcomes for marginalized students. **Staff Responsible for Monitoring:** April Olson **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication			N/A	332

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June 2023, all 5th grade students will increase from 32% to 41% scoring at/above benchmark level, students with English Language needs will increase from 9% to 19% and 5th grade students who receive special education services will increase from 11% to 21% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 30% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 25% to 35% scoring at/above benchmark on STAR-Math.

Performance Objective 2: Extended learning will offer a safe, engaging, and fun summer program to the students of RSD7 which addresses unfinished learning and the social emotional needs of our students through hands-on activities, project-based learning, the use of culturally relevant materials, and culturally specific programming where appropriate for students to demonstrate academic growth in reading and math.

Evaluation Data Sources: Enrollment, participation, and attendance data for summer program. Surveys of students, staff, partners, and families, achievement data, program assessments.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Professional Development and Hiring of Staff for RSD7 Summer Programming for 2022-2023. **Strategy's Expected Result/Impact:** By hiring a diverse staff, as well as former RSD7 students, summer programming student participants are able to be involved in programming that not only increases student achievement, but also an environment in which students have a strong sense of belonging. **Staff Responsible for Monitoring:** Dr. Koreen Barreras-Brown, Chris G, April O, and new hire.	N/A	30%	5%	333

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Collaborating with Community Partners for Summer Programming and Enrichment Opportunities. **Strategy's Expected Result/Impact:** By involving community partners and wrap-around services for students, students are able to participate in both an educational and safe learning environment. **Staff Responsible for Monitoring:** Dr. Koreen Barreras-Brown, Chris G, April O, new hire	N/A	25%	5%	

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: By selecting and purchasing curriculum that is culturally responsive and inclusive, students will be able to see themselves throughout the entire curriculum. **Strategy's Expected Result/Impact:** Increased literacy outcomes of our students who have been historically marginalized. **Staff Responsible for Monitoring:** David Jaimes, Dr. Koreen Barreras-Brown, April O, Chris G, new hire	N/A	60%	60%	

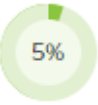
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: By June 2023, all 5th grade students will increase from 32% to 41% scoring at/above benchmark level, students with English Language needs will increase from 9% to 19% and 5th grade students who receive special education services will increase from 11% to 21% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 30% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 25% to 35% scoring at/above benchmark on STAR-Math.

Performance Objective 3: The Instructional Technology Department will empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning regarding the implementation of Dreambox.

Evaluation Data Sources: The Instructional Technology Department will collaborate with the math committee regarding the implementation of Dreambox.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Provide professional development when requested on the technology resource Dreambox. **Strategy's Expected Result/Impact:** Classroom teachers will have access to the tools and resources needed to implement Dreambox. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				334

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June 2023, all 5th grade students will increase from 32% to 41% scoring at/above benchmark level, students with English Language needs will increase from 9% to 19% and 5th grade students who receive special education services will increase from 11% to 21% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 30% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 25% to 35% scoring at/above benchmark on STAR-Math.

Performance Objective 4: The Assessment and System Improvement Team will monitor STAR-Math assessment testing to ensure timely administration with fidelity by removing barriers and holding high academic expectations for all schools (K-10).

Evaluation Data Sources: Participation Data Reports will be used throughout each of the three testing windows in order to notify appropriate administration in regard to which students need to still be assessed. This will then allow for constant monitoring in order to have a high participation percentage and a valid and reliable data set.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Instructional Coaches and School Test Coordinators will be provided with the training and resources needed in order to facilitate the administration STAR-Math either in-person or remotely during each of the three test windows. **Strategy's Expected Result/Impact:** Instructional Coaches and School Test Coordinators will be provided with the training and resources needed in order to facilitate the administration STAR-Math either in-person or remotely during each of the three test windows. In addition, a STAR Resource Group will be developed in Schoology that can be accessed anytime throughout the testing window. **Staff Responsible for Monitoring:** Rachel Aazzerah, Director of Assessment and Systems Improvement **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development			N/A	335

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: The Assessment and System Improvement Department will analyze and triangulate the STAR-Math assessment results in order to to use unbiased data to predict future success on the Oregon Statewide Assessment for Mathematics. **Strategy's Expected Result/Impact:** By analyzing and triangulating STAR-Math assessment data, schools will be able to use the data in their Professional Learning Communities (PLCs) to determine which interventions and or extensions are needed to assist students with either meeting and or exceeding on the Oregon Statewide Assessment for Mathematics. **Staff Responsible for Monitoring:** Rachel Aazzerah, Director of Assessment and Systems Improvement **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

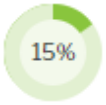
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June 2023, all 5th grade students will increase from 32% to 41% scoring at/above benchmark level, students with English Language needs will increase from 9% to 19% and 5th grade students who receive special education services will increase from 11% to 21% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 30% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 25% to 35% scoring at/above benchmark on STAR-Math.

Performance Objective 5: The Director of Curriculum will work with the Math Curriculum Adoption Team to adopt and implement a state approved math curriculum for the 2023-2024 school year.

Evaluation Data Sources: Create a Math Curriculum Adoption Team and adopt a math curriculum for the 2023-2024 school year.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Math Adoption team will create an adoption and selection process timeline. **Strategy's Expected Result/Impact:** Adopt and implement a math curriculum at K-12. **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				337

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June 2023, all 5th grade students will increase from 32% to 41% scoring at/above benchmark level, students with English Language needs will increase from 9% to 19% and 5th grade students who receive special education services will increase from 11% to 21% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 30% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 25% to 35% scoring at/above benchmark on STAR-Math.

Performance Objective 6: All Teacher Leaders, Directors, and Building Leaders, will participate in a Student-Centered Coaching Model professional development to implement a coaching model during the 2023-2024 school year.

Evaluation Data Sources: We will have 4 virtual trainings and 2 in person trainings for all Teacher Leaders, Directors, and Building Leaders.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teacher Leaders, Directors, and Building Leaders will follow the implementation guide provided by Diane Sweeny Consulting to ensure that we are learning about the Student-Centered Coaching Model. **Strategy's Expected Result/Impact:** All Teacher Leaders, Directors, and Building Leaders will learn and be familiar with the Student-Centered Coaching Model **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development				338

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June 2023, all 5th grade students will increase from 32% to 41% scoring at/above benchmark level, students with English Language needs will increase from 9% to 19% and 5th grade students who receive special education services will increase from 11% to 21% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 5th grade students will increase from 30% to 42% scoring at/above benchmark level and all Latinx/o/a 5th grade students will increase from 25% to 35% scoring at/above benchmark on STAR-Math.

Performance Objective 7: All Instructional Leadership Team (ILT) Leaders, Building Level Administrators and Educators will participate in Professional Learning Communities during the 2022-2023 school year.

Evaluation Data Sources: Needs assessment, Root Cause Analysis, Tight and Loose Collective Agreements, Running Records, Data Analysis Protocols and Survey Data.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Academics Team will develop a Professional Learning Community Toolkit that both educators and administrators can access and use as a resource. **Strategy's Expected Result/Impact:** By having a dedicated webpage that is accessible to both educators and administrators across the district during PLCs, there are ongoing resources that can be used to assist in analyzing data in order to make data driven decisions around interventions and extensions for students. **Staff Responsible for Monitoring:** Academics Team Instructional Leadership Team Building Administrators Educators **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				339

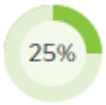
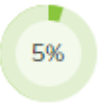
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By June 2023, all 8th grade students will increase from 26% to 40% scoring at/above benchmark level, students with English Language needs will increase from 4% to 14%, and 8th grade students who receive special education services will increase from 9% to 19% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 8th grade students will increase from 16% to 26% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from 18% to 28% scoring at/above benchmark on STAR-Math.

Performance Objective 1: The Director of Federal Programs will ensure that federal and state grant dollars are strategically aligned to this goal and will evaluate the specific expenditure outcomes.

Evaluation Data Sources: Grant Budget Narratives; STAR-Math assessment reports by school

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: School and Department leaders have real-time knowledge of the expenditures and balances of grants and line items of grants. Schools and Departments can make revisions related to data as needed. **Strategy's Expected Result/Impact:** Monthly tracking and sharing of federal and state grant expenditures. Note in each grant which expenditures are aligned with this goal. Ensure data illustrates outcomes for marginalized students. **Staff Responsible for Monitoring:** April Olson **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication				340

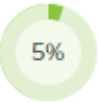
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By June 2023, all 8th grade students will increase from 26% to 40% scoring at/above benchmark level, students with English Language needs will increase from 4% to 14%, and 8th grade students who receive special education services will increase from 9% to 19% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 8th grade students will increase from 16% to 26% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from 18% to 28% scoring at/above benchmark on STAR-Math.

Performance Objective 2: Summer program staff will identify and agree upon teacher-created or curriculum-based pre- and post-assessments in reading and mathematics at each grade level in order to document student achievement and intervene as appropriate throughout summer programs. Achievement and growth data are to be monitored and documented, the guiding questions of Professional Learning Communities are applied.

Evaluation Data Sources: STAR, Dreambox, curriculum-based assessments, work samples, Oregon SEED Survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Apply the guiding questions of Professional Learning Communities into the work of summer program teachers and staff, create a schedule which allows for professional collaboration, allocate resources for the purpose, provide structure and support for PLCs. **Strategy's Expected Result/Impact:** Working collaboratively in cycles of collective inquiry and action research will allow us to achieve better results for the students we serve. **Staff Responsible for Monitoring:** District Summer School Coordinator **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development				341

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By June 2023, all 8th grade students will increase from 26% to 40% scoring at/above benchmark level, students with English Language needs will increase from 4% to 14%, and 8th grade students who receive special education services will increase from 9% to 19% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 8th grade students will increase from 16% to 26% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from 18% to 28% scoring at/above benchmark on STAR-Math.

Performance Objective 3: The Instructional Technology Department will empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning through the implementation of the Verizon Innovative Learning schools (VIL's) grant.

Evaluation Data Sources: The Instructional Technology Department will collaborate with building principals and instructional coaches supporting VIL's every month through the 2022-2023 school year.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Students will have access to an iPad with a monthly data plan of 30GB. **Strategy's Expected Result/Impact:** Students will have access to assignments and their learning both during the school day and outside of school. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** Focused Professional Development, Supportive Learning Environment				342

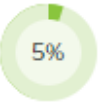
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By June 2023, all 8th grade students will increase from 26% to 40% scoring at/above benchmark level, students with English Language needs will increase from 4% to 14%, and 8th grade students who receive special education services will increase from 9% to 19% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 8th grade students will increase from 16% to 26% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from 18% to 28% scoring at/above benchmark on STAR-Math.

Performance Objective 4: The Assessment and System Improvement Team will monitor STAR-Math assessment testing to ensure timely administration with fidelity by removing barriers and holding high academic expectations for all schools (K-10).

Evaluation Data Sources: Weekly Participation Data Reports will be used throughout each of the three testing windows in order to notify appropriate administration in regard to which students need to still be assessed. This will then allow for constant monitoring in order to have a high participation percentage and a valid and reliable data set.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Instructional Coaches and School Test Coordinators will be provided with the training and resources needed in order to facilitate the administration STAR-Math either in-person or remotely during each of the three test windows. **Strategy's Expected Result/Impact:** Instructional Coaches and School Test Coordinators will be provided with the training and resources needed in order to facilitate the administration STAR-Math either in-person or remotely during each of the three test windows. In addition, a STAR Resource Group will be developed in Schoology that can be accessed anytime throughout the testing window. **Staff Responsible for Monitoring:** Rachel Aazzerah, Director of Assessment and Systems Improvement **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development				343

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: The Assessment and System Improvement Department will analyze and triangulate the STAR-Math assessment results in order to to use unbiased data to predict future success on the Oregon Statewide Assessment for Mathematics. **Strategy's Expected Result/Impact:** By analyzing and triangulating STAR-Math assessment data, schools will be able to use the data in their Professional Learning Communities (PLCs) to determine which interventions and or extensions are needed to assist students with either meeting and or exceeding on the Oregon Statewide Assessment for Mathematics. **Staff Responsible for Monitoring:** Rachel Aazzerah, Director of Assessment and Systems Improvement **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By June 2023, all 8th grade students will increase from 26% to 40% scoring at/above benchmark level, students with English Language needs will increase from 4% to 14%, and 8th grade students who receive special education services will increase from 9% to 19% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 8th grade students will increase from 16% to 26% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from 18% to 28% scoring at/above benchmark on STAR-Math.

Performance Objective 5: The AVID District Directors will ensure that 8th grade AVID elective classes are implemented and aligned with AVID curriculum.

Evaluation Data Sources: Monthly district level AVID Site Team meetings.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Use of AVID Weekly to support the alignment of the AVID curriculum across all three middle schools. **Strategy's Expected Result/Impact:** Alignment among all three middle schools to ensure AVID elective curriculum is being implemented. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement				345

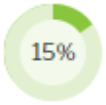
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By June 2023, all 8th grade students will increase from 26% to 40% scoring at/above benchmark level, students with English Language needs will increase from 4% to 14%, and 8th grade students who receive special education services will increase from 9% to 19% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 8th grade students will increase from 16% to 26% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from 18% to 28% scoring at/above benchmark on STAR-Math.

Performance Objective 6: The Director of Curriculum will work with the Math Curriculum Adoption Team to adopt and implement a state approved math curriculum for the 2023-2024 school year.

Evaluation Data Sources: Create a Math Curriculum Adoption Team and adopt a math curriculum for the 2023-2024 school year.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Math Adoption team will create an adoption and selection process timeline. **Strategy's Expected Result/Impact:** Adopt and implement a math curriculum at K-12. **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				346

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By June 2023, all 8th grade students will increase from 26% to 40% scoring at/above benchmark level, students with English Language needs will increase from 4% to 14%, and 8th grade students who receive special education services will increase from 9% to 19% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 8th grade students will increase from 16% to 26% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from 18% to 28% scoring at/above benchmark on STAR-Math.

Performance Objective 7: All Teacher Leaders, Directors, and Building Leaders, will participate in a Student-Centered Coaching Model professional development to implement a coaching model during the 2023-2024 school year.

Evaluation Data Sources: We will have 4 virtual trainings and 2 in person trainings for all Teacher Leaders, Directors, and Building Leaders.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teacher Leaders, Directors, and Building Leaders will follow the implementation guide provided by Diane Sweeny Consulting to ensure that we are learning about the Student-Centered Coaching Model. **Strategy's Expected Result/Impact:** All Teacher Leaders, Directors, and Building Leaders will learn and be familiar with the Student-Centered Coaching Model **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development				347

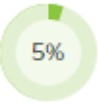
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By June 2023, all 8th grade students will increase from 26% to 40% scoring at/above benchmark level, students with English Language needs will increase from 4% to 14%, and 8th grade students who receive special education services will increase from 9% to 19% scoring at/above benchmark on STAR-Math.

By June 2023, all Black/African American 8th grade students will increase from 16% to 26% scoring at/above benchmark level and all Latinx/o/a 8th grade students will increase from 18% to 28% scoring at/above benchmark on STAR-Math.

Performance Objective 8: All Instructional Leadership Team (ILT) Leaders, Building Level Administrators and Educators will participate in Professional Learning Communities during the 2022-2023 school year.

Evaluation Data Sources: Needs assessment, Root Cause Analysis, Tight and Loose Collective Agreements, Running Records, Data Analysis Protocols and Survey Data.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Academics Team will develop a Professional Learning Community Toolkit that both educators and administrators can access and use as a resource. **Strategy's Expected Result/Impact:** By having a dedicated webpage that is accessible to both educators and administrators across the district during PLCs, there are ongoing resources that can be used to assist in analyzing data in order to make data driven decisions around interventions and extensions for students. **Staff Responsible for Monitoring:** Academics Team Instructional Leadership Team Building Administrators Educators **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				348

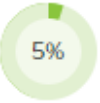
 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June 2023, the percentage of all 9th grade students who are on track to graduate will increase from 66% to 75%, students with English Language needs will increase from 63% to 73%, and students who receive special education services will increase from 48% to 58%.

By June 2023, the percentage of all Black/African American students who are on track to graduate will increase from 61% to 71%, and all Latinx/o/a who are on track to graduate will increase from 58% to 68%.

Performance Objective 1: The Director of Federal Programs will ensure that federal and state grant dollars are strategically aligned to this goal and will evaluate the specific expenditure outcomes.

Evaluation Data Sources: Grant Budget Narratives; 9th grade on track data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: School and Department leaders have real-time knowledge of the expenditures and balances of grants and line items of grants. Schools and Departments can make revisions related to data as needed. **Strategy's Expected Result/Impact:** Monthly tracking and sharing of federal and state grant expenditures. Note in each grant which expenditures are aligned with this goal. Ensure data illustrates outcomes for marginalized students. **Staff Responsible for Monitoring:** April Olson **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication				349

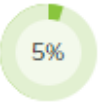
 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June 2023, the percentage of all 9th grade students who are on track to graduate will increase from 66% to 75%, students with English Language needs will increase from 63% to 73%, and students who receive special education services will increase from 48% to 58%.

By June 2023, the percentage of all Black/African American students who are on track to graduate will increase from 61% to 71%, and all Latinx/o/a who are on track to graduate will increase from 58% to 68%.

Performance Objective 2: The Instructional Technology Department will empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning regarding the implementation of technology into their instructional practice to develop the skills, knowledge, and confidence to accelerate student outcomes.

Evaluation Data Sources: We will track the coaching cycles the Instructional Technology Coaches are engaged in.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Instructional Technology TOSA's will engage in the Student Centered Coaching training. **Strategy's Expected Result/Impact:** To provide classroom teachers with the tools needed to implement high quality 1st time instruction. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				350

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June 2023, the percentage of all 9th grade students who are on track to graduate will increase from 66% to 75%, students with English Language needs will increase from 63% to 73%, and students who receive special education services will increase from 48% to 58%.

By June 2023, the percentage of all Black/African American students who are on track to graduate will increase from 61% to 71%, and all Latinx/o/a who are on track to graduate will increase from 58% to 68%.

Performance Objective 3: The Assessment and Systems Improvement Department will assist with providing technical guidance and support on how to evaluate high school transcripts after the first semester in order to determine which students need additional coursework to be on track to graduate (i.e. earning 6 or more credits during their first year of high school).

Evaluation Data Sources: Mid-Year Graduation Progress Report Analysis
Early Warning System (Raider Report)

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Providing technical guidance, training and support on how to identify which students have not earned 3 or more credits at the end of the semester of their first year of high school. **Strategy's Expected Result/Impact:** By having a proactive approach of identifying the students who have earned 2.5 or less credits on the Graduation Progress Report in Synergy, students and families will then be able to have much more early warning in regard to not being on track to graduate. This will also allow for the students to sign up to take additional coursework via summer programming, which then will allow for the number of students that are on track to graduate (9th grade on track) to increase. **Staff Responsible for Monitoring:** Rachel Aazzerah, Director of Assessment and Systems Improvement High School Counselors **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	30%	60%	10%	351

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: By June 2023, the percentage of all 9th grade students who are on track to graduate will increase from 66% to 75%, students with English Language needs will increase from 63% to 73%, and students who receive special education services will increase from 48% to 58%.

By June 2023, the percentage of all Black/African American students who are on track to graduate will increase from 61% to 71%, and all Latinx/o/a who are on track to graduate will increase from 58% to 68%.

Performance Objective 4: The AVID District Directors will ensure that 9th grade AVID elective classes are implemented and aligned with AVID curriculum.

Evaluation Data Sources: Monthly district level AVID Site Team meetings.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Use of AVID Weekly to support the alignment of the AVID curriculum. **Strategy's Expected Result/Impact:** All AVID students will receive AVID curriculum. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

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By June 2023, the percentage of all Black/African American students who are on track to graduate will increase from 61% to 71%, and all Latinx/o/a who are on track to graduate will increase from 58% to 68%.

Performance Objective 5: As part of the training, identified teachers will participate in online webinars, use workbooks to support their learning, and use their learning as a Bridge To Practice to enhance instruction.

Evaluation Data Sources: Review Standard and Minimum pace participation and completion rates to determine who is on track.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: As part of the training, identified teachers will participate in online webinars, use workbooks to support their learning, and use their learning as a Bridge To Practice to enhance instruction. **Strategy's Expected Result/Impact:** 100% of identified elementary teachers will participate in LETRS training during the 2022-2023 school year. **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** Clear and Shared Focus, Frequent Monitoring of Learning and Teaching, Focused Professional Development				353

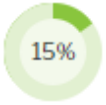
 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June 2023, the percentage of all 9th grade students who are on track to graduate will increase from 66% to 75%, students with English Language needs will increase from 63% to 73%, and students who receive special education services will increase from 48% to 58%.

By June 2023, the percentage of all Black/African American students who are on track to graduate will increase from 61% to 71%, and all Latinx/o/a who are on track to graduate will increase from 58% to 68%.

Performance Objective 6: The Director of Curriculum will work with the Math Curriculum Adoption Team to adopt and implement a state approved math curriculum for the 2023-2024 school year.

Evaluation Data Sources: Create a Math Curriculum Adoption Team and adopt a math curriculum for the 2023-2024 school year.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Math Adoption team will create an adoption and selection process timeline. **Strategy's Expected Result/Impact:** Adopt and implement a math curriculum at K-12. **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				354

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June 2023, the percentage of all 9th grade students who are on track to graduate will increase from 66% to 75%, students with English Language needs will increase from 63% to 73%, and students who receive special education services will increase from 48% to 58%.

By June 2023, the percentage of all Black/African American students who are on track to graduate will increase from 61% to 71%, and all Latinx/o/a who are on track to graduate will increase from 58% to 68%.

Performance Objective 7: All Teacher Leaders, Directors, and Building Leaders, will participate in a Student-Centered Coaching Model professional development to implement a coaching model during the 2023-2024 school year.

Evaluation Data Sources: We will have 4 virtual trainings and 2 in person trainings for all Teacher Leaders, Directors, and Building Leaders.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teacher Leaders, Directors, and Building Leaders will follow the implementation guide provided by Diane Sweeny Consulting to ensure that we are learning about the Student-Centered Coaching Model. **Strategy's Expected Result/Impact:** All Teacher Leaders, Directors, and Building Leaders will learn and be familiar with the Student-Centered Coaching Model **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development				355

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June 2023, the percentage of all 9th grade students who are on track to graduate will increase from 66% to 75%, students with English Language needs will increase from 63% to 73%, and students who receive special education services will increase from 48% to 58%.

By June 2023, the percentage of all Black/African American students who are on track to graduate will increase from 61% to 71%, and all Latinx/o/a who are on track to graduate will increase from 58% to 68%.

Performance Objective 8: All Instructional Leadership Team (ILT) Leaders, Building Level Administrators and Educators will participate in Professional Learning Communities during the 2022-2023 school year.

Evaluation Data Sources: Needs assessment, Root Cause Analysis, Tight and Loose Collective Agreements, Running Records, Data Analysis Protocols and Survey Data.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Academics Team will develop a Professional Learning Community Toolkit that both educators and administrators can access and use as a resource. **Strategy's Expected Result/Impact:** By having a dedicated webpage that is accessible to both educators and administrators across the district during PLCs, there are ongoing resources that can be used to assist in analyzing data in order to make data driven decisions around interventions and extensions for students. **Staff Responsible for Monitoring:** Academics Team Instructional Leadership Team Building Administrators Educators **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				356

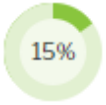
 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June 2023, the percentage of all 9th grade students who are on track to graduate will increase from 66% to 75%, students with English Language needs will increase from 63% to 73%, and students who receive special education services will increase from 48% to 58%.

By June 2023, the percentage of all Black/African American students who are on track to graduate will increase from 61% to 71%, and all Latinx/o/a who are on track to graduate will increase from 58% to 68%.

Performance Objective 9: By offering summer programming for high school students who need to earn additional credits to be "On-Track to Graduate" (9th grade on track - 1/4 of their required credits in order to graduate).

Evaluation Data Sources: By offering summer programming to these students, we can determine which students were able to earn additional credits to be back on track to graduate.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: High School Summer Programming that allows students to take additional courses either for credit attainment or enrichment. **Strategy's Expected Result/Impact:** More students' at RHS will be able to be on track to graduate, earning 6 or more credits. **Staff Responsible for Monitoring:** Dr. Koreen Barreras-Brown, Chris G., April O., David J, new hire				

 No Progress Accomplished Continue/Modify Discontinue

357

Goal 5: By June 2023, the percentage of all 12th grade students who graduate on time (4-year cohort) will increase from 60% to 65%, students with English Language needs will increase from 50% to 60% and students who receive special education services will increase from 52% to 62%.

By June 2023, the percentage of all Black/African American students who graduate on time (4-year cohort) will increase from 60% to 68%, and all Latinx/o/a students who graduate on time (4-year cohort) will increase from 60% to 68%.

Performance Objective 1: The Director of Federal Programs will ensure that federal and state grant dollars are strategically aligned to this goal and will evaluate the specific expenditure outcomes.

Evaluation Data Sources: Grant Budget Narratives; 4 and 5 year cohort graduation data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: School and Department leaders have real-time knowledge of the expenditures and balances of grants and line items of grants. Schools and Departments can make revisions related to data as needed. **Strategy's Expected Result/Impact:** Monthly tracking and sharing of federal and state grant expenditures. Note in each grant which expenditures are aligned with this goal. Ensure data illustrates outcomes for marginalized students. **Staff Responsible for Monitoring:** April Olson **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication				358

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: By June 2023, the percentage of all 12th grade students who graduate on time (4-year cohort) will increase from 60% to 65%, students with English Language needs will increase from 50% to 60% and students who receive special education services will increase from 52% to 62%.

By June 2023, the percentage of all Black/African American students who graduate on time (4-year cohort) will increase from 60% to 68%, and all Latinx/o/a students who graduate on time (4-year cohort) will increase from 60% to 68%.

Performance Objective 2: The Instructional Technology Department will ensure that all students have access to the technology and connectivity necessary in order to participate in just and equitable high quality instruction.

Evaluation Data Sources: We will use the Destiny Resource Manager list to ensure every student has a device checked out in their name.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Instructional Technology Department will assist building principals and library media staff with device deployment. **Strategy's Expected Result/Impact:** Students will have access to assignments during school and outside of school which will allow students to stay engaged with their learning in and outside of school. **Staff Responsible for Monitoring:** Chris Greenhalgh	75%	100%	100%	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

359

Goal 5: By June 2023, the percentage of all 12th grade students who graduate on time (4-year cohort) will increase from 60% to 65%, students with English Language needs will increase from 50% to 60% and students who receive special education services will increase from 52% to 62%.

By June 2023, the percentage of all Black/African American students who graduate on time (4-year cohort) will increase from 60% to 68%, and all Latinx/o/a students who graduate on time (4-year cohort) will increase from 60% to 68%.

Performance Objective 3: The Assessment and Systems Improvement Department will assist with technical support and training in regard to how to evaluate transcripts to determine which students need additional course work in order to graduate on time. In addition, technical support around HB 2506 (Access to Linguistic Inclusion) will be included to make sure that high school students are awarded appropriate credit(s).

Evaluation Data Sources: Synergy: On Track to Graduation (Graduation Progress Report)

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: By reviewing Sophomore-Senior Transcripts on a rolling basis, students and their families will be made aware in regard to whether or not they are on track to graduate and what additional opportunities are available in order to obtain additional credit(s) and or make up credits. **Strategy's Expected Result/Impact:** By assisting with the training of transcript audits, students and families will be made aware earlier in regard to the number of credits that need to be completed in order to graduate on time (4-year cohort). **Staff Responsible for Monitoring:** Rachel Aazzerah, Director of Assessment and Systems Improvement High School Counselors and Registrar **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement	30%	50%	N/A	360

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: By June 2023, the percentage of all 12th grade students who graduate on time (4-year cohort) will increase from 60% to 65%, students with English Language needs will increase from 50% to 60% and students who receive special education services will increase from 52% to 62%.

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Performance Objective 4: The AVID District Directors will ensure that 12th grade AVID elective classes are implemented and aligned with AVID curriculum

Evaluation Data Sources: Monthly district level AVID Site Team meetings.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Use of AVID Weekly to support the alignment of the AVID curriculum at 12th grade. **Strategy's Expected Result/Impact:** All AVID students will receive AVID curriculum. **Staff Responsible for Monitoring:** Chris Greenhalgh **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement				361

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: By June 2023, the percentage of all 12th grade students who graduate on time (4-year cohort) will increase from 60% to 65%, students with English Language needs will increase from 50% to 60% and students who receive special education services will increase from 52% to 62%.

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Performance Objective 5: As part of the training, identified teachers will participate in online webinars, use workbooks to support their learning, and use their learning as a Bridge To Practice to enhance instruction.

Evaluation Data Sources: Review Standard and Minimum pace participation and completion rates to determine who is on track.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: As part of the training, identified teachers will participate in online webinars, use workbooks to support their learning, and use their learning as a Bridge To Practice to enhance instruction. **Strategy's Expected Result/Impact:** 100% of identified elementary teachers will participate in LETRS training during the 2022-2023 school year. **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** Clear and Shared Focus, Frequent Monitoring of Learning and Teaching, Focused Professional Development				362

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: By June 2023, the percentage of all 12th grade students who graduate on time (4-year cohort) will increase from 60% to 65%, students with English Language needs will increase from 50% to 60% and students who receive special education services will increase from 52% to 62%.

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Performance Objective 6: The Director of Curriculum will work with the Math Curriculum Adoption Team to adopt and implement a state approved math curriculum for the 2023-2024 school year.

Evaluation Data Sources: Create a Math Curriculum Adoption Team and adopt a math curriculum for the 2023-2024 school year.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Math Adoption team will create an adoption and selection process timeline. **Strategy's Expected Result/Impact:** Adopt and implement a math curriculum at K-12. **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				363

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: By June 2023, the percentage of all 12th grade students who graduate on time (4-year cohort) will increase from 60% to 65%, students with English Language needs will increase from 50% to 60% and students who receive special education services will increase from 52% to 62%.

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Performance Objective 7: All Teacher Leaders, Directors, and Building Leaders, will participate in a Student-Centered Coaching Model professional development to implement a coaching model during the 2023-2024 school year.

Evaluation Data Sources: We will have 4 virtual trainings and 2 in person trainings for all Teacher Leaders, Directors, and Building Leaders.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Teacher Leaders, Directors, and Building Leaders will follow the implementation guide provided by Diane Sweeny Consulting to ensure that we are learning about the Student-Centered Coaching Model. **Strategy's Expected Result/Impact:** All Teacher Leaders, Directors, and Building Leaders will learn and be familiar with the Student-Centered Coaching Model **Staff Responsible for Monitoring:** David Jaimes **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development				364

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: By June 2023, the percentage of all 12th grade students who graduate on time (4-year cohort) will increase from 60% to 65%, students with English Language needs will increase from 50% to 60% and students who receive special education services will increase from 52% to 62%.

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Performance Objective 8: All Instructional Leadership Team (ILT) Leaders, Building Level Administrators and Educators will participate in Professional Learning Communities during the 2022-2023 school year.

Evaluation Data Sources: Needs assessment, Root Cause Analysis, Tight and Loose Collective Agreements, Running Records, Data Analysis Protocols and Survey Data.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Academics Team will develop a Professional Learning Community Toolkit that both educators and administrators can access and use as a resource. **Strategy's Expected Result/Impact:** By having a dedicated webpage that is accessible to both educators and administrators across the district during PLCs, there are ongoing resources that can be used to assist in analyzing data in order to make data driven decisions around interventions and extensions for students. **Staff Responsible for Monitoring:** Academics Team Instructional Leadership Team Building Administrators Educators **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment	30%	55%	5%	365

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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By June 2023, the percentage of all Black/African American students who graduate on time (4-year cohort) will increase from 60% to 68%, and all Latinx/o/a students who graduate on time (4-year cohort) will increase from 60% to 68%.

Performance Objective 9: Offering Summer Program for students who need to either attain additional credit in order to graduate on time (4 years) and or for being able to graduate within 5 years.

Evaluation Data Sources: 4-year and 5-year graduation cohort data and NCES Drop Out Rate data collection.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Offering Summer Programming for students at RHS who need to either attain additional credit in order to either graduate on time (4 years) and or being able to graduate within 5 years. **Strategy's Expected Result/Impact:** Decrease drop-out rate and increase the number of students earning a diploma in Reynolds SD. **Staff Responsible for Monitoring:** Rachel Aazzerah, Dr. Koreen Barreras-Brown, Chris G, April O, new hire				

 No Progress Accomplished Continue/Modify Discontinue

366

Reynolds School District 7

Custodial Services

2022-2023

367

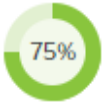
Goals

Goal 1: Custodial Services will create an online Team page for 100% custodial staff to ensure up-to-date information and standards by June 30, 2023.

Performance Objective 1: Develop teams layout and review best practices of software.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Set meeting earlier and longer planning session with team

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Meet with the Director of Technology Services **Strategy's Expected Result/Impact:** Ensure proper use of software and best practices are used. **Staff Responsible for Monitoring:** Brent Perrin **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment				368

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Custodial Services will create an online Team page for 100% custodial staff to ensure up-to-date information and standards by June 30, 2023.

Performance Objective 2: Department Leadership shall introduce a "first draft" of the teams layout and summary of expected use.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Meet with leadership and select custodial members to review and provide feedback. **Strategy's Expected Result/Impact:** Realize all opportunities for development and develop department ownership. **Staff Responsible for Monitoring:** Brent Perrin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment	30%	50%	55%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Custodial Services will create an online Team page for 100% custodial staff to ensure up-to-date information and standards by June 30, 2023.

Performance Objective 3: Department Leadership shall announce the teams group and invite all custodial staff.

370

Goal 1: Custodial Services will create an online Team page for 100% custodial staff to ensure up-to-date information and standards by June 30, 2023.

Performance Objective 4: All custodial staff have received training of the new Team page.

371

Goal 2: By June 2023, 90 % of Custodial Services staff will complete training in partnership with the Equity and Student Support Services to develop and implement a regular training schedule that will create an environment of equity, inclusivity and diversity.

Performance Objective 1: Director of Facilities and Director of Equity and Student Support meet and develop program structure and opportunities.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Director of Facilities shall meet and attend coaching sessions with the Director of Equity and Student Support **Strategy's Expected Result/Impact:** Be a resource and asset to support department, RSD and community **Staff Responsible for Monitoring:** Dr. Ortiz **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development, Supportive Learning Environment	50%	75%	80%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

372

Goal 2: By June 2023, 90 % of Custodial Services staff will complete training in partnership with the Equity and Student Support Services to develop and implement a regular training schedule that will create an environment of equity, inclusivity and diversity.

Performance Objective 2: Training program is determined.

373

Goal 2: By June 2023, 90 % of Custodial Services staff will complete training in partnership with the Equity and Student Support Services to develop and implement a regular training schedule that will create an environment of equity, inclusivity and diversity.

Performance Objective 3: Training sessions are schedule for department.

374

Goal 2: By June 2023, 90 % of Custodial Services staff will complete training in partnership with the Equity and Student Support Services to develop and implement a regular training schedule that will create an environment of equity, inclusivity and diversity.

Performance Objective 4: Date set to review status and ensure continuance of program.

375

Goal 3: Ninety percent of Custodial Services staff will attend in-person department trainings on appropriate days. A regular and recurring training schedule and agenda will be implemented by December 2022.

Performance Objective 1: Training program and schedule is created.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Determine initial training program. **Strategy's Expected Result/Impact:** Begin training, inform custodians of intent and cadence. **Staff Responsible for Monitoring:** Dr. Ortiz **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication **Problem Statements:** Perceptions 1	25%	70%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

376

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Custodial quality has declined from previous years. **Root Cause**: Custodial staff does not have updated source of checklists and expectations.

Goal 3: Ninety percent of Custodial Services staff will attend in-person department trainings on appropriate days. A regular and recurring training schedule and agenda will be implemented by December 2022.

Performance Objective 2: Training dates are set.

377

Goal 3: Ninety percent of Custodial Services staff will attend in-person department trainings on appropriate days. A regular and recurring training schedule and agenda will be implemented by December 2022.

Performance Objective 3: Training is completed.

Goal 3: Ninety percent of Custodial Services staff will attend in-person department trainings on appropriate days. A regular and recurring training schedule and agenda will be implemented by December 2022.

Performance Objective 4: Training is reviewed and continuation of plan is set.

379

Goal 4: By June 2023, the Custodial Services will propose and implement a standard to improve the physical environment of the district. E.i. improvement to air quality or cleaning products.

Performance Objective 1: I will seek out an appropriate training program for supervisors and will assign it to all Lead Custodians. May be in-person or online training.

Evaluation Data Sources: Course should provide grading, practice or pass/fail.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Proposed training subject for approval. **Strategy's Expected Result/Impact:** Determine subject course. **Staff Responsible for Monitoring:** Dr. Ortiz **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment	35%	50%	55%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

380

Goal 4: By June 2023, the Custodial Services will propose and implement a standard to improve the physical environment of the district. E.i. improvement to air quality or cleaning products.

Performance Objective 2: Planning will be completed for rolling out EPA Tools for Schools for school year 23-24.

381

Goal 5: Ninety percent of the custodians will complete a customer service training program by June 30, 2023.

Performance Objective 1: Training program is confirmed.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Determine training components. **Strategy's Expected Result/Impact:** Components selected will improve customer service skills and perceptions. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication **Problem Statements:** Perceptions 1	45%	55%	60%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions	382
Problem Statement 1: Custodial quality has declined from previous years. **Root Cause**: Custodial staff does not have updated source of checklists and expectations.	

Goal 5: Ninety percent of the custodians will complete a customer service training program by June 30, 2023.

Performance Objective 2: Training dates are scheduled.

Goal 5: Ninety percent of the custodians will complete a customer service training program by June 30, 2023.

Performance Objective 3: Training event is complete.

384

Goal 5: Ninety percent of the custodians will complete a customer service training program by June 30, 2023.

Performance Objective 4: Training is stored and best practices are put into place.

Reynolds School District 7

District Athletics

2022-2023

386

Goals

Revised/Approved: June 30, 2023

Goal 1: We will create opportunities for all scholar-athletes and all RSD scholars to participate and enjoy accessible and engaging athletics.

Performance Objective 1: Remove Barriers: We will take action to identify and remove barriers and provide tools to overcome external barriers so marginalized students have just and equitable access to high quality education and athletics.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Engage key stakeholders in the process of proposed removal of sports participation fees. **Strategy's Expected Result/Impact:** Provides more opportunities for students to participate in athletics. **Staff Responsible for Monitoring:** Athletic Directors	75%	75%	50%	

Strategy/Action 2 Details	Reviews			387
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Engage key stakeholders in the process of proposed removal of activity fees and providing a K-12 activity pass for all RSD students. **Strategy's Expected Result/Impact:** Provides access at no charge for enrolled RSD students to all RSD activities and events. **Staff Responsible for Monitoring:** Athletic Directors				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Provide opportunities for quality site-based athletics for all District middle school and elementary students. **Strategy's Expected Result/Impact:** Enhance athletic programming. Build student interest in continuing in RSD athletics and student retention. **Staff Responsible for Monitoring:** Athletic Directors	50%	75%	50%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: We will create opportunities for all scholar-athletes and all RSD scholars to participate and enjoy accessible and engaging athletics.

Performance Objective 2: Elevate Voice: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated for scholar athletes.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Adoption of extremely user friendly HS and exploratory use in MS athletic registration platform, FamilyID, in December 2022. **Strategy's Expected Result/Impact:** Increase numbers in participation				

 No Progress Accomplished Continue/Modify Discontinue

388

Goal 2: We will provide Reynolds School District athletics that are responsive to the needs of all scholar-athletes and address implicit gender and cultural bias.

Performance Objective 1: Listening: We will recognize the cultural needs and academic challenges of all scholar-athletes by meaningful support referrals.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Sport teams are hosting several academic study halls for struggling students. **Strategy's Expected Result/Impact:** Increasing academic performance **Staff Responsible for Monitoring:** Sport Coaches				

 No Progress Accomplished Continue/Modify Discontinue

389

Goal 2: We will provide Reynolds School District athletics that are responsive to the needs of all scholar-athletes and address implicit gender and cultural bias.

Performance Objective 2: Culturally Responsive Teaching: We will enhance hiring practices that will include athletics candidates that are reflective of team sport sports and are experiened and well-qualified in their field.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Retain current head coaches that reflect the teams they lead. Hire a female women's basketball coach **Strategy's Expected Result/Impact:** Continued improvement in student participation. **Staff Responsible for Monitoring:** Athletic Directors				

 No Progress Accomplished Continue/Modify Discontinue

390

Goal 2: We will provide Reynolds School District athletics that are responsive to the needs of all scholar-athletes and address implicit gender and cultural bias.

Performance Objective 3: Culturally Responsive Teaching: We will provide trainings for athletics personnel that bring awareness to the scholar-students' cultural affect in sports performance, academics, and social/emotional development.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Seek professional development for coaches and staff to increase understanding of cultural impact on athletics and social groups. **Strategy's Expected Result/Impact:** Deepen understanding of social/emotional issues affecting sports. **Staff Responsible for Monitoring:** Athletic Directors	N/A			

 No Progress Accomplished Continue/Modify Discontinue

391

Goal 3: We will provide healthy and safe spaces for all scholar-athletes and staff through experiences, facilities, and programs that focus upon quality environments and services.

Performance Objective 1: We will hire a well-qualified and certified athletic trainer.

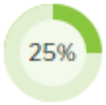
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Hire a FTE ATC to serve in-building and in-District **Strategy's Expected Result/Impact:** More professional and rapid response to athletic injuries and maintenance health care **Staff Responsible for Monitoring:** Coaches and Athletic Directors	N/A			

 No Progress Accomplished Continue/Modify Discontinue

392

Goal 3: We will provide healthy and safe spaces for all scholar-athletes and staff through experiences, facilities, and programs that focus upon quality environments and services.

Performance Objective 2: We will evaluate, resource and provide safe and industry-standard athletics facilities and venues.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Assess RSD athletic spaces for impact on student and staff safety. Primary focus upon Reynolds High School **Strategy's Expected Result/Impact:** Highlight need for budget prioritization **Staff Responsible for Monitoring:** All staff				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: We will provide healthy and safe spaces for all scholar-athletes and staff through experiences, facilities, and programs that focus upon quality environments and services.

Performance Objective 3: We will upgrade all facilities to quality and attractive athletic spces

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Upgrade student and auxiliary locker rooms. Refurbish RHS weight room. **Strategy's Expected Result/Impact:** Increase student retention by creating attractive student environments. **Staff Responsible for Monitoring:** Facilities, Athletics and all RSD entities	N/A			

 No Progress Accomplished Continue/Modify Discontinue

394

Goal 4: We will offer continuous learning opportunities for all athletic staff to develop their leadership and coaching skills and align athletic compensation to competitive standards to benefit all scholar-athletes and programs.

Performance Objective 1: We will provide opportunities for personal and professional development for athletic staff and coaches.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Opportunities to provide certifications and specific sport coaching education. **Strategy's Expected Result/Impact:** Elevate the quality of staffing and programming. **Staff Responsible for Monitoring:** Athletic Directors	25%	25%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

395

Goal 4: We will offer continuous learning opportunities for all athletic staff to develop their leadership and coaching skills and align athletic compensation to competitive standards to benefit all scholar-athletes and programs.

Performance Objective 2: We will bring all coaching stipends in alignment or to exceed industry standards.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Streamlining stipend offer processes and raising to competitive levels of pay **Strategy's Expected Result/Impact:** Increasing interest in coaching opportunities in RSD. **Staff Responsible for Monitoring:** HCM, athletics, RSD	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: We will offer continuous learning opportunities for all athletic staff to develop their leadership and coaching skills and align athletic compensation to competitive standards to benefit all scholar-athletes and programs.

Performance Objective 3: We will develop and employ stipend athletic staff evaluations that focus upon strengths, personal enhancements, and encourage retention.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Ongoing examinations of staff evaluative processes that promote retention. **Strategy's Expected Result/Impact:** Attract best qualified personnel and encoaraging staff retenetion. **Staff Responsible for Monitoring:** Athletic Directors	25%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Elementary & Secondary Schools

2022-2023

398

Goals

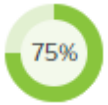
Revised/Approved: August 31, 2023

Goal 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 22% to 40% by August 2023, and 80% by August 2026.
* Goal 1.ii.a: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 16% to 40% by August 2023.
* Goal 1.ii.b: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 22% to 40% by August 2023.
* Goal 1.ii.c: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 27% to 40% by August 2023.
* Goal 1.ii.d: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 24% to 40% by August 2023.

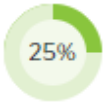
Performance Objective 1: Strategic Plan Goal 1: Marginalized Students - In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.
Metric 1 - Elevate Student Voice
School Leaders will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

399

Evaluation Data Sources: Survey data, input session and/or community meeting notes

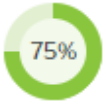
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: No less than three times per year, Elementary schools will use a combination of surveys, empathy interviews, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families.				
Strategy's Expected Result/Impact: When reviewing disaggregated data from the EES student survey for Collaboration and Interpersonal Skills Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to 10% above the norm annually. When reviewing disaggregated data from the EES student survey for Sense of Belonging Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. When reviewing disaggregated data from the EES parent survey for participation rates, the impact will be target above 15% or over 1,500 responses as a district. When reviewing disaggregated data from the EES parent survey for Parent and Community Involvement Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. Improvement in voice from our historically marginalized populations with an emphasis on Black and Latinx students and families.				
Staff Responsible for Monitoring: Building Principals in collaboration with the Exec. Dir of Schools				400

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: School-based Equity teams and PLC teams will review the academic and perceptual data that has been collected and include in their equity team or PLC notes the data and action steps being taken in response to the data.				
Strategy's Expected Result/Impact: Meet or exceeded the outlined targets established. **Staff Responsible for Monitoring:** Building Principal and Equity Team				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: The Office of Schools will conduct observational visits to schools routinely and in collaboration with the Academics, Multilingual Ed, and Student Services Dept. to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of literacy, is implemented with fidelity at all schools districtwide.				
Strategy's Expected Result/Impact: The professional learning in the area of literacy is being implemented authentically in classrooms across the district and cross-departments are providing support, guidance to building administrators and their staff. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Principals / Academics & SFS Directors				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The Office of Schools will work with school administrators to ensure alignment between the goals and actionable steps in their school SIPs, to district goals and strategic initiatives in the area of literacy and SIP/DIP plans have a clearly articulated implementation plan for professional development specific to culturally responsive practices. **Strategy's Expected Result/Impact:** Clearly articulated goals vertically in our district between the Office of Schools and school SIPs that includes a PD plan with specific culturally responsive practices. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Building administrators / Director of Assessment & Accountability				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: By September, 2022 The Office of Schools will establish a timeline for school administrators to follow that outlines the SIP process for the year. **Strategy's Expected Result/Impact:** Building administrators have an understanding of their aligned SiP and the process / timeline used for this school year in reporting progress. **Staff Responsible for Monitoring:** Exec Dir of Schools				

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: The Office of Schools will ensure that each school will be responsible for including an action plan in their SIP directly related to Marginalized students, where they Identify the goal(s), Develop the action plan, Evaluate the implementation of the plan and the quarterly results. Schools will determine if adjustments are needed to the plan based on quarterly results and communicate data to stakeholders and allow opportunity for input on the quarterly results of the plans. School administrators will ensure that the diversity of their team represents the community they serve and disaggregate all data to evaluate for Black students and families. **Strategy's Expected Result/Impact:** Each school will have a clear SIP plan with goals related to marginalized students. **Staff Responsible for Monitoring:** Exec. Dir of Schools / School Administrators				401

 No Progress Accomplished Continue/Modify Discontinue

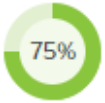
Goal 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 22% to 40% by August 2023, and 80% by August 2026.
* Goal 1.ii.a: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 16% to 40% by August 2023.
* Goal 1.ii.b: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 22% to 40% by August 2023.
* Goal 1.ii.c: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 27% to 40% by August 2023.
* Goal 1.ii.d: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 24% to 40% by August 2023.

Performance Objective 2: Strategic Plan 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.

Metric 2 - Remove Barriers
Elementary School and Department Leaders 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.

Evaluation Data Sources: Elementary: Third Grade Reading data disaggregated by race (STAR)

402

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Office of Schools will lead and support school administrators with school PLC and Equity team implementation, that includes but is not limited to disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations with an emphasis on identifying and removing barriers to improve the academic and social experience for Black students and families. **Strategy's Expected Result/Impact:** Effective implementation of PLC and equity team functions with effective processes for data review and response for improved student performance and removal of identified barriers. **Staff Responsible for Monitoring:** Exec. Director of Schools, Director of Equity, Director of Assessment & Accountability, Building Administrators				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: The Office of Schools will implement a professional learning plan for school administrators focused on anti-racist instructional leadership development. **Strategy's Expected Result/Impact:** Strengthen the perspective of administrators as anti-racist leaders which will lead to the identification and removal of barriers that exist for our marginalized student groups. **Staff Responsible for Monitoring:** Exec. Director of Schools to support Learning to Doing implementation. The Director of Equity, Director of HCM to provide district level PD plan for DLT members as of Sept.2022.	N/A			

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: The Office of Schools will work in collaboration with school administrators to review the TAG identification rates Disaggregated by Race. **Strategy's Expected Result/Impact:** That when reviewing the student population enrolled in TAG by ethnicity, and TAG enrollment by reporting grade, all racial groups are within 2% of the district average. **Staff Responsible for Monitoring:** Building Administrators, Office of Schools, TAG Dept	N/A			

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The Office of schools will work with school administrators to develop a process used annually for how to identify the top three barriers to goal attainment. **Strategy's Expected Result/Impact:** We must first identify barriers before we can remove them. **Staff Responsible for Monitoring:** Building Principals and Exec. Director of Schools	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 22% to 40% by August 2023, and 80% by August 2026.
* Goal 1.ii.a: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark* from 16% to 40% by August 2023.
* Goal 1.ii.b: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 22% to 40% by August 2023.
* Goal 1.ii.c: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 27% to 40% by August 2023.
* Goal 1.ii.d: Increase the percentage of Latinx 3rd grade students whose scores on STAR Reading meet or exceed benchmark* from 24% to 40% by August 2023.

Performance Objective 3: The Office of Schools will work with Elementary school administrators to develop a process for collecting feedback from the community at outreach events to identify internal and external barriers to student and community communication and include an annual equity progress review on how they will be addressed. This will also include prioritizing the act of follow through in the cycle of communication to honor the time and input by all.

Evaluation Data Sources: Survey Data

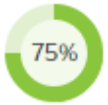
404

Goal 2: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 27% to 41% by August, 2023, and 80% by August 2026.
* Goal 2.ii.a: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 19% to 41% by August 2023.
* Goal 2.ii.b: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 20% to 41% by August 2023.
* Goal 2.ii.c: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 30% to 42% by August 2023.
* Goal 2.ii.d: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 27% to 41% by August 2023.

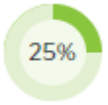
Performance Objective 1: Strategic Plan Goal 1: Marginalized Students - In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.
Metric 1 - Elevate Student Voice
School Leaders will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: Survey data, input session and/or community meeting notes

405

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: No less than three times per year, Elementary schools will use a combination of surveys, empathy interviews, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families. **Strategy's Expected Result/Impact:** When reviewing disaggregated data from the EES student survey for Collaboration and Interpersonal Skills Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to 10% above the norm annually. When reviewing disaggregated data from the EES student survey for Sense of Belonging Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. When reviewing disaggregated data from the EES parent survey for participation rates, the impact will be target above 15% or over 1,500 responses as a district. When reviewing disaggregated data from the EES parent survey for Parent and Community Involvement Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. Improvement in voice from our historically marginalized populations with an emphasis on Black and Latinx students and families. **Staff Responsible for Monitoring:** Building Principals in collaboration with the Exec. Dir of Schools				406

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: School-based PLC / Equity teams will review the academic and perceptual data that has been collected and include in their notes the data and action steps being taken in response to the data. **Strategy's Expected Result/Impact:** Meet or exceeded the outlined targets established. **Staff Responsible for Monitoring:** Building Principal				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: The Office of Schools will conduct observational visits to schools routinely and in collaboration with the Academics, Multilingual Ed, and Student Services Dept. to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of literacy, is implemented with fidelity at all schools districtwide. **Strategy's Expected Result/Impact:** The professional learning in the area of literacy is being implemented authentically in classrooms across the district and cross-departments are providing support, guidance to building administrators and their staff. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Principals / Academics & SFS Directors				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The Office of Schools will work with school administrators to ensure alignment between the goals and actionable steps in their school SIPs, to district goals and strategic initiatives in the area of literacy and SIP/DIP plans have a clearly articulated implementation plan for professional development specific to culturally responsive practices. **Strategy's Expected Result/Impact:** Clearly articulated goals vertically in our district between the Office of Schools and school SIPs that includes a PD plan with specific culturally responsive practices. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Building administrators / Director of Assessment & Accountability	80%	100%	100%	

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: By September, 2022 The Office of Schools will establish a timeline for school administrators to follow that outlines the SIP process for the year. **Strategy's Expected Result/Impact:** Building administrators have an understanding of their aligned SiP and the process / timeline used for this school year in reporting progress. **Staff Responsible for Monitoring:** Exec Dir of Schools	100%	100%	100%	

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: The Office of Schools will ensure that each school will be responsible for including an action plan in their SIP directly related to Marginalized students, where they Identify the goal(s), Develop the action plan, Evaluate the implementation of the plan and the quarterly results. Schools will determine if adjustments are needed to the plan based on quarterly results and communicate data to stakeholders and allow opportunity for input on the quarterly results of the plans. School administrators will ensure that the diversity of their team represents the community they serve and disaggregate all data to evaluate for Black students and families. **Strategy's Expected Result/Impact:** Each school will have a clear SIP plan with goals related to marginalized students. **Staff Responsible for Monitoring:** Exec. Dir of Schools / School Administrators	75%	100%	100%	407

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 27% to 41% by August, 2023, and 80% by August 2026.
* Goal 2.ii.a: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 19% to 41% by August 2023.
* Goal 2.ii.b: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 20% to 41% by August 2023.
* Goal 2.ii.c: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 30% to 42% by August 2023.
* Goal 2.ii.d: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 27% to 41% by August 2023.

Performance Objective 2: Strategic Plan 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.

Metric 2 - Remove Barriers
Elementary School and Department Leaders 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.

Evaluation Data Sources: Elementary: Fifth Grade Math data disaggregated by race (STAR)

408

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Office of Schools will lead and support school administrators with school PLC and Equity team implementation, that includes but is not limited to disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations with an emphasis on identifying and removing barriers to improve the academic and social experience for Black students and families. **Strategy's Expected Result/Impact:** Effective implementation of PLC and equity team functions with effective processes for data review and response for improved student performance and removal of identified barriers. **Staff Responsible for Monitoring:** Exec. Director of Schools, Director of Equity, Director of Assessment & Accountability, Building Administrators	30%	75%	75%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: The Office of Schools will implement a professional learning plan for school administrators focused on anti-racist instructional leadership development. **Strategy's Expected Result/Impact:** Strengthen the perspective of administrators as anti-racist leaders which will lead to the identification and removal of barriers that exist for our marginalized student groups. **Staff Responsible for Monitoring:** Exec. Director of Schools to support Learning to Doing implementation. The Director of Equity, Director of HCM to provide district level PD plan for DLT members as of Sept.2022.	N/A	70%	70%	

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: The Office of Schools will work in collaboration with school administrators to review the TAG identification rates Disaggregated by Race. **Strategy's Expected Result/Impact:** That when reviewing the student population enrolled in TAG by ethnicity, and TAG enrollment by reporting grade, all racial groups are within 2% of the district average. **Staff Responsible for Monitoring:** Building Administrators, Office of Schools, TAG Dept	N/A			

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The Office of schools will work with school administrators to develop a process used annually for how to identify the top three barriers to goal attainment. **Strategy's Expected Result/Impact:** We must first identify barriers before we can remove them. **Staff Responsible for Monitoring:** Building Principals and Exec. Director of Schools	N/A			

 No Progress Accomplished Continue/Modify Discontinue

409

Goal 2: Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 27% to 41% by August, 2023, and 80% by August 2026.
* Goal 2.ii.a: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 19% to 41% by August 2023.
* Goal 2.ii.b: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 20% to 41% by August 2023.
* Goal 2.ii.c: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark* from 30% to 42% by August 2023.
* Goal 2.ii.d: Increase the percentage of Latinx 5th grade students whose scores on STAR Math meet or exceed benchmark* from 27% to 41% by August 2023.

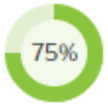
Performance Objective 3: The Office of Schools will work with Elementary school administrators to develop a process for collecting feedback from the community at outreach events to identify internal and external barriers to student and community communication and include an annual equity progress review on how they will be addressed. This will also include prioritizing the act of follow through in the cycle of communication to honor the time and input by all.

Goal 3: Increase the percentage of 8th grade students whose scores on STAR Math meet or exceed grade level benchmark* from 23% to 40% by August, 2023 to 80% by August 2026.
* Goal 3.ii.a: Increase the percentage of 8th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 18% to 40% by August 2023.
* Goal 3.ii.b: Increase the percentage of 8th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 15% to 40% by August 2023.
* Goal 3.ii.c: Increase the percentage of Black/African American 8th grade students whose scores on STAR Math meet or exceed benchmark* from 17% to 40% by August 2023.
* Goal 3.ii.d: Increase the percentage of Latinx 8th grade students whose scores on STAR Math meet or exceed benchmark* from 18% to 40% by August 2023.

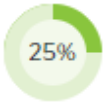
Performance Objective 1: Strategic Plan Goal 1: Marginalized Students - In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations and elicit and honor all voices.
Metric 1 - Elevate Student Voice
School Leaders will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: Survey data, input session and/or community meeting notes

411

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: No less than three times per year, Middle Schools will use a combination of surveys, empathy interviews, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families. **Strategy's Expected Result/Impact:** When reviewing disaggregated data from the EES student survey for Collaboration and Interpersonal Skills Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to 10% above the norm annually. When reviewing disaggregated data from the EES student survey for Sense of Belonging Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. When reviewing disaggregated data from the EES parent survey for participation rates, the impact will be target above 15% or over 1,500 responses as a district. When reviewing disaggregated data from the EES parent survey for Parent and Community Involvement Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. Improvement in voice from our historically marginalized populations with an emphasis on Black and Latinx students and families. **Staff Responsible for Monitoring:** Building Principals in collaboration with the Exec. Dir of Schools				412

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: School-based Equity teams and PLC teams will review the academic and perceptual data that has been collected and include in their equity team or PLC notes the data and action steps being taken in response to the data. **Strategy's Expected Result/Impact:** Meet or exceeded the outlined targets established. **Staff Responsible for Monitoring:** Building Principal				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: The Office of Schools will conduct observational visits to schools routinely and in collaboration with the Academics, Multilingual Ed, and Student Services Dept. to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of literacy, is implemented with fidelity at all schools districtwide. **Strategy's Expected Result/Impact:** The professional learning in the area of literacy is being implemented authentically in classrooms across the district and cross-departments are providing support, guidance to building administrators and their staff. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Principals / Academics & SFS Directors				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The Office of Schools will work with school administrators to ensure alignment between the goals and actionable steps in their school SIPs, to district goals and strategic initiatives in the area of literacy and SIP/DIP plans have a clearly articulated implementation plan for professional development specific to culturally responsive practices. **Strategy's Expected Result/Impact:** Clearly articulated goals vertically in our district between the Office of Schools and school SIPs that includes a PD plan with specific culturally responsive practices. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Building administrators / Director of Assessment & Accountability	80%	100%	100%	

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: By September, 2022 The Office of Schools will establish a timeline for school administrators to follow that outlines the SIP process for the year. **Strategy's Expected Result/Impact:** Building administrators have an understanding of their aligned SiP and the process / timeline used for this school year in reporting progress. **Staff Responsible for Monitoring:** Exec Dir of Schools	100%	100%	100%	

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: The Office of Schools will ensure that each school will be responsible for including an action plan in their SIP directly related to Marginalized students, where they Identify the goal(s), Develop the action plan, Evaluate the implementation of the plan and the quarterly results. Schools will determine if adjustments are needed to the plan based on quarterly results and communicate data to stakeholders and allow opportunity for input on the quarterly results of the plans. School administrators will ensure that the diversity of their team represents the community they serve and disaggregate all data to evaluate for Black students and families. **Strategy's Expected Result/Impact:** Each school will have a clear SIP plan with goals related to marginalized students. **Staff Responsible for Monitoring:** Exec. Dir of Schools / School Administrators	75%	100%	100%	413

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Increase the percentage of 8th grade students whose scores on STAR Math meet or exceed grade level benchmark* from 23% to 40% by August, 2023 to 80% by August 2026.
* Goal 3.ii.a: Increase the percentage of 8th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 18% to 40% by August 2023.
* Goal 3.ii.b: Increase the percentage of 8th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 15% to 40% by August 2023.
* Goal 3.ii.c: Increase the percentage of Black/African American 8th grade students whose scores on STAR Math meet or exceed benchmark* from 17% to 40% by August 2023.
* Goal 3.ii.d: Increase the percentage of Latinx 8th grade students whose scores on STAR Math meet or exceed benchmark* from 18% to 40% by August 2023.

Performance Objective 2: Strategic Plan 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.

Metric 2 - Remove Barriers
Middle School and Department Leaders 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.

Evaluation Data Sources: Middle School: Eighth Grade Math data disaggregated by race (STAR)

414

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Office of Schools will lead and support school administrators with school PLC and Equity team implementation, that includes but is not limited to disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations with an emphasis on identifying and removing barriers to improve the academic and social experience for Black students and families. **Strategy's Expected Result/Impact:** Effective implementation of PLC and equity team functions with effective processes for data review and response for improved student performance and removal of identified barriers. **Staff Responsible for Monitoring:** Exec. Director of Schools, Director of Equity, Director of Assessment & Accountability, Building Administrators	30%	75%	75%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: The Office of Schools will implement a professional learning plan for school administrators focused on anti-racist instructional leadership development. **Strategy's Expected Result/Impact:** Strengthen the perspective of administrators as anti-racist leaders which will lead to the identification and removal of barriers that exist for our marginalized student groups. **Staff Responsible for Monitoring:** Exec. Director of Schools to support Learning to Doing implementation. The Director of Equity, Director of HCM to provide district level PD plan for DLT members as of Sept.2022.	N/A	70%	70%	

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: The Office of Schools will work in collaboration with school administrators to review the TAG identification rates Disaggregated by Race. **Strategy's Expected Result/Impact:** That when reviewing the student population enrolled in TAG by ethnicity, and TAG enrollment by reporting grade, all racial groups are within 2% of the district average. **Staff Responsible for Monitoring:** Building Administrators, Office of Schools, TAG Dept	N/A			

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The Office of schools will work with school administrators to develop a process used annually for how to identify the top three barriers to goal attainment. **Strategy's Expected Result/Impact:** We must first identify barriers before we can remove them. **Staff Responsible for Monitoring:** Building Principals and Exec. Director of Schools	N/A			

 No Progress Accomplished Continue/Modify Discontinue

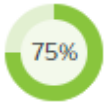
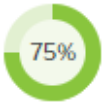
Goal 3: Increase the percentage of 8th grade students whose scores on STAR Math meet or exceed grade level benchmark* from 23% to 40% by August, 2023 to 80% by August 2026.
* Goal 3.ii.a: Increase the percentage of 8th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark* from 18% to 40% by August 2023.
* Goal 3.ii.b: Increase the percentage of 8th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark* from 15% to 40% by August 2023.
* Goal 3.ii.c: Increase the percentage of Black/African American 8th grade students whose scores on STAR Math meet or exceed benchmark* from 17% to 40% by August 2023.
* Goal 3.ii.d: Increase the percentage of Latinx 8th grade students whose scores on STAR Math meet or exceed benchmark* from 18% to 40% by August 2023.

Performance Objective 3: The Office of Schools will work with Middle School administrators to develop a process for collecting feedback from the community at outreach events to identify internal and external barriers to student and community communication and include an annual equity progress review on how they will be addressed. This will also include prioritizing the act of follow through in the cycle of communication to honor the time and input by all.

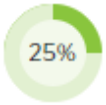
Goal 4: Increase the percentage of 9th grade students who are on-track to graduate from 47% to 65% by August, 2023 to 90% by August 2026
* Goal 4.ii.a: Increase the percentage of 9th grade students who receive English Language Learner services that are on track to graduate from 52% to 65% by August 2023.
* Goal 4.ii.b: Increase the percentage of 9th grade students who receive Special Education services that are on track to graduate from 49% to 65% by August 2023.
* Goal 4.ii.c: Increase the percentage of Black/African American 9th grade students that are on track to graduate from 53% to 65% by August 2023.
* Goal 4.ii.d: Increase the percentage of Latinx 9th grade students that are on track to graduate from 39% to 65% by August 2023.

Performance Objective 1: Strategic Plan 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.
Metric 1 - Elevate Student Voice
School Leaders will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: Survey data, input session and/or community meeting notes

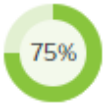
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: No less than three times per year, High Schools will use a combination of surveys, empathy interviews, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families. **Strategy's Expected Result/Impact:** When reviewing disaggregated data from the EES student survey for Collaboration and Interpersonal Skills Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to 10% above the norm annually. When reviewing disaggregated data from the EES student survey for Sense of Belonging Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. When reviewing disaggregated data from the EES parent survey for participation rates, the impact will be target above 15% or over 1,500 responses as a district. When reviewing disaggregated data from the EES parent survey for Parent and Community Involvement Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. Improvement in voice from our historically marginalized populations with an emphasis on Black and Latinx students and families. **Staff Responsible for Monitoring:** Building Principals in collaboration with the Exec. Dir of Schools				417

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: School-based Equity teams and PLC teams will review the academic and perceptual data that has been collected and include in their equity team or PLC notes the data and action steps being taken in response to the data. **Strategy's Expected Result/Impact:** Meet or exceeded the outlined targets established. **Staff Responsible for Monitoring:** Building Principal				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: The Office of Schools will conduct observational visits to schools routinely and in collaboration with the Academics, Multilingual Ed, and Student Services Dept. to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of literacy, is implemented with fidelity at all schools districtwide. **Strategy's Expected Result/Impact:** The professional learning in the area of literacy is being implemented authentically in classrooms across the district and cross-departments are providing support, guidance to building administrators and their staff. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Principals / Academics & SFS Directors				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The Office of Schools will work with school administrators to ensure alignment between the goals and actionable steps in their school SIPs, to district goals and strategic initiatives in the area of literacy and SIP/DIP plans have a clearly articulated implementation plan for professional development specific to culturally responsive practices. **Strategy's Expected Result/Impact:** Clearly articulated goals vertically in our district between the Office of Schools and school SIPs that includes a PD plan with specific culturally responsive practices. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Building administrators / Director of Assessment & Accountability				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: By September, 2022 The Office of Schools will establish a timeline for school administrators to follow that outlines the SIP process for the year. **Strategy's Expected Result/Impact:** Building administrators have an understanding of their aligned SiP and the process / timeline used for this school year in reporting progress. **Staff Responsible for Monitoring:** Exec Dir of Schools				

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: The Office of Schools will ensure that each school will be responsible for including an action plan in their SIP directly related to Marginalized students, where they Identify the goal(s), Develop the action plan, Evaluate the implementation of the plan and the quarterly results. Schools will determine if adjustments are needed to the plan based on quarterly results and communicate data to stakeholders and allow opportunity for input on the quarterly results of the plans. School administrators will ensure that the diversity of their team represents the community they serve and disaggregate all data to evaluate for Black students and families. **Strategy's Expected Result/Impact:** Each school will have a clear SIP plan with goals related to marginalized students. **Staff Responsible for Monitoring:** Exec. Dir of Schools / School Administrators				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase the percentage of 9th grade students who are on-track to graduate from 47% to 65% by August, 2023 to 90% by August 2026
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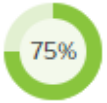
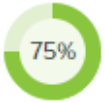
* Goal 4.ii.c: Increase the percentage of Black/African American 9th grade students that are on track to graduate from 53% to 65% by August 2023.
* Goal 4.ii.d: Increase the percentage of Latinx 9th grade students that are on track to graduate from 39% to 65% by August 2023.

Performance Objective 2: Strategic Plan 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.
Metric 2 - Remove Barriers
High School and Department Leaders 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.

Evaluation Data Sources: High School: Ninth Grade Data on Credits Earned disaggregated by race.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Office of Schools will lead and support school administrators with school PLC and Equity team implementation, that includes but is not limited to disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations with an emphasis on identifying and removing barriers to improve the academic and social experience for Black students and families. **Strategy's Expected Result/Impact:** Effective implementation of PLC and equity team functions with effective processes for data review and response for improved student performance and removal of identified barriers. **Staff Responsible for Monitoring:** Exec. Director of Schools, Director of Equity, Director of Assessment & Accountability, Building Administrators				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: The Office of Schools will implement a professional learning plan for school administrators focused on anti-racist instructional leadership development. **Strategy's Expected Result/Impact:** Strengthen the perspective of administrators as anti-racist leaders which will lead to the identification and removal of barriers that exist for our marginalized student groups. **Staff Responsible for Monitoring:** Exec. Director of Schools to support Learning to Doing implementation. The Director of Equity, Director of HCM to provide district level PD plan for DLT members as of Sept.2022.	N/A			

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: The Office of Schools will work in collaboration with school administrators to review the TAG identification rates Disaggregated by Race. **Strategy's Expected Result/Impact:** That when reviewing the student population enrolled in TAG by ethnicity, and TAG enrollment by reporting grade, all racial groups are within 2% of the district average. **Staff Responsible for Monitoring:** Building Administrators, Office of Schools, TAG Dept	N/A			

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The Office of schools will work with school administrators to develop a process used annually for how to identify the top three barriers to goal attainment. **Strategy's Expected Result/Impact:** We must first identify barriers before we can remove them. **Staff Responsible for Monitoring:** Building Principals and Exec. Director of Schools	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase the percentage of 9th grade students who are on-track to graduate from 47% to 65% by August, 2023 to 90% by August 2026
* Goal 4.ii.a: Increase the percentage of 9th grade students who receive English Language Learner services that are on track to graduate from 52% to 65% by August 2023.
* Goal 4.ii.b: Increase the percentage of 9th grade students who receive Special Education services that are on track to graduate from 49% to 65% by August 2023.
* Goal 4.ii.c: Increase the percentage of Black/African American 9th grade students that are on track to graduate from 53% to 65% by August 2023.
* Goal 4.ii.d: Increase the percentage of Latinx 9th grade students that are on track to graduate from 39% to 65% by August 2023.

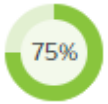
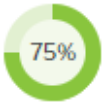
Performance Objective 3: The Office of Schools will work with High School administrators to develop a process for collecting feedback from the community at outreach events to identify internal and external barriers to student and community communication and include an annual equity progress review on how they will be addressed. This will also include prioritizing the act of follow through in the cycle of communication to honor the time and input by all.

Evaluation Data Sources: Survey data, input session and/or community meeting notes

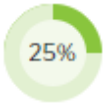
Goal 5: Increase the percentage of the 4 Year cohort graduation rate from 57% to 65% by August, 2023 to 85% by August 2026.
* Goal 5.ii.a: Increase the percentage of 12th grade students who receive English Language Learner services that graduate on time (4-Year Cohort) from 50% to 65% by August 2023.
* Goal 5.ii.b: Increase the percentage of 12th grade students who receive Special Education services that graduate on time (4-Year Cohort) from 52% to 65% by August 2023.
* Goal 5.ii.c: Increase the percentage of Black/African American 12th grade students that graduate on time (4-Year Cohort) from 60% to 68% by August 2023.
* Goal 5.ii.d: Increase the percentage of Latinx 12th grade students that graduate on time (4-Year Cohort) from 60% to 68% by August 2023.

Performance Objective 1: Strategic Plan 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.
Metric 1 - Elevate Student Voice
School Leaders will create opportunities that allow voices that have been historically marginalized to be honored and elevated.

Evaluation Data Sources: Survey data, input session and/or community meeting notes

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: No less than three times per year, High Schools will use a combination of surveys, empathy interviews, input sessions and community meetings to measure the level of equitable participation as well as the overall satisfaction of students and families. Disaggregate for Black students and families. **Strategy's Expected Result/Impact:** When reviewing disaggregated data from the EES student survey for Collaboration and Interpersonal Skills Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to 10% above the norm annually. When reviewing disaggregated data from the EES student survey for Sense of Belonging Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. When reviewing disaggregated data from the EES parent survey for participation rates, the impact will be target above 15% or over 1,500 responses as a district. When reviewing disaggregated data from the EES parent survey for Parent and Community Involvement Disaggregated by Race, the impact will be that all racial groups are above the norm and projecting a reduction in the gap to the top group by 20% annually. Improvement in voice from our historically marginalized populations with an emphasis on Black and Latinx students and families. **Staff Responsible for Monitoring:** Building Principals in collaboration with the Exec. Dir of Schools				423

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: School-based Equity teams and PLC teams will review the academic and perceptual data that has been collected and include in their equity team or PLC notes the data and action steps being taken in response to the data. **Strategy's Expected Result/Impact:** Meet or exceeded the outlined targets established. **Staff Responsible for Monitoring:** Building Principal				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: The Office of Schools will conduct observational visits to schools routinely and in collaboration with the Academics, Multilingual Ed, and Student Services Dept. to ensure key strategic initiatives, school SIP action plan implementation, and evidence of professional learning in the area of literacy, is implemented with fidelity at all schools districtwide. **Strategy's Expected Result/Impact:** The professional learning in the area of literacy is being implemented authentically in classrooms across the district and cross-departments are providing support, guidance to building administrators and their staff. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Principals / Academics & SFS Directors				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The Office of Schools will work with school administrators to ensure alignment between the goals and actionable steps in their school SIPs, to district goals and strategic initiatives in the area of literacy and SIP/DIP plans have a clearly articulated implementation plan for professional development specific to culturally responsive practices. **Strategy's Expected Result/Impact:** Clearly articulated goals vertically in our district between the Office of Schools and school SIPs that includes a PD plan with specific culturally responsive practices. **Staff Responsible for Monitoring:** Exec. Dir of Schools / Building administrators / Director of Assessment & Accountability				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: By September, 2022 The Office of Schools will establish a timeline for school administrators to follow that outlines the SIP process for the year. **Strategy's Expected Result/Impact:** Building administrators have an understanding of their aligned SiP and the process / timeline used for this school year in reporting progress. **Staff Responsible for Monitoring:** Exec Dir of Schools				

Strategy/Action 6 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 6: The Office of Schools will ensure that each school will be responsible for including an action plan in their SIP directly related to Marginalized students, where they Identify the goal(s), Develop the action plan, Evaluate the implementation of the plan and the quarterly results. Schools will determine if adjustments are needed to the plan based on quarterly results and communicate data to stakeholders and allow opportunity for input on the quarterly results of the plans. School administrators will ensure that the diversity of their team represents the community they serve and disaggregate all data to evaluate for Black students and families. **Strategy's Expected Result/Impact:** Each school will have a clear SIP plan with goals related to marginalized students. **Staff Responsible for Monitoring:** Exec. Dir of Schools / School Administrators	75%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase the percentage of the 4 Year cohort graduation rate from 57% to 65% by August, 2023 to 85% by August 2026.
* Goal 5.ii.a: Increase the percentage of 12th grade students who receive English Language Learner services that graduate on time (4-Year Cohort) from 50% to 65% by August 2023.
* Goal 5.ii.b: Increase the percentage of 12th grade students who receive Special Education services that graduate on time (4-Year Cohort) from 52% to 65% by August 2023.
* Goal 5.ii.c: Increase the percentage of Black/African American 12th grade students that graduate on time (4-Year Cohort) from 60% to 68% by August 2023.
* Goal 5.ii.d: Increase the percentage of Latinx 12th grade students that graduate on time (4-Year Cohort) from 60% to 68% by August 2023.

Performance Objective 2: Strategic Plan 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.
Metric 2 - Remove Barriers
High School and Department Leaders 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.

Evaluation Data Sources: High School: On-track graduation data disaggregated by race.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Office of Schools will lead and support school administrators with school PLC and Equity team implementation, that includes but is not limited to disaggregated qualitative and quantitative data review and response for improved outcomes for our marginalized student populations with an emphasis on identifying and removing barriers to improve the academic and social experience for Black students and families. **Strategy's Expected Result/Impact:** Effective implementation of PLC and equity team functions with effective processes for data review and response for improved student performance and removal of identified barriers. **Staff Responsible for Monitoring:** Exec. Director of Schools, Director of Equity, Director of Assessment & Accountability, Building Administrators	30%	75%	75%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: The Office of Schools will implement a professional learning plan for school administrators focused on anti-racist instructional leadership development. **Strategy's Expected Result/Impact:** Strengthen the perspective of administrators as anti-racist leaders which will lead to the identification and removal of barriers that exist for our marginalized student groups. **Staff Responsible for Monitoring:** Exec. Director of Schools to support Learning to Doing implementation. The Director of Equity, Director of HCM to provide district level PD plan for DLT members as of Sept.2022.	N/A	70%	70%	

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: The Office of Schools will work in collaboration with school administrators to review the TAG identification rates Disaggregated by Race. **Strategy's Expected Result/Impact:** That when reviewing the student population enrolled in TAG by ethnicity, and TAG enrollment by reporting grade, all racial groups are within 2% of the district average. **Staff Responsible for Monitoring:** Building Administrators, Office of Schools, TAG Dept	N/A			

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: The Office of schools will work with school administrators to develop a process used annually for how to identify the top three barriers to goal attainment. **Strategy's Expected Result/Impact:** We must first identify barriers before we can remove them. **Staff Responsible for Monitoring:** Building Principals and Exec. Director of Schools	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Increase the percentage of the 4 Year cohort graduation rate from 57% to 65% by August, 2023 to 85% by August 2026.
* Goal 5.ii.a: Increase the percentage of 12th grade students who receive English Language Learner services that graduate on time (4-Year Cohort) from 50% to 65% by August 2023.
* Goal 5.ii.b: Increase the percentage of 12th grade students who receive Special Education services that graduate on time (4-Year Cohort) from 52% to 65% by August 2023.
* Goal 5.ii.c: Increase the percentage of Black/African American 12th grade students that graduate on time (4-Year Cohort) from 60% to 68% by August 2023.
* Goal 5.ii.d: Increase the percentage of Latinx 12th grade students that graduate on time (4-Year Cohort) from 60% to 68% by August 2023.

Performance Objective 3: The Office of Schools will work with High School administrators to develop a process for collecting feedback from the community at outreach events to identify internal and external barriers to student and community communication and include an annual equity progress review on how they will be addressed. This will also include prioritizing the act of follow through in the cycle of communication to honor the time and input by all.

Evaluation Data Sources: Survey data, input session and/or community meeting notes

Reynolds School District 7

Equity and Student Success

2022-2023

429

Goals

Goal 1: By June 2023, Equity and Student Success will increase the number of options to engage underrepresented parent and student communities at a district level.

Performance Objective 1: Equity and Student Success will collaborate with administrators and other key leaders across the district to help plan and/or promote parent and student community engagement events.

Evaluation Data Sources: At least one culturally responsive community engagement event will be held for each of the district's marginalized populations.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Follow the Alignment for Students Success Integrated Guidance and serve in the Integrated Guidance Executive Team and in the Integrated Guidance Planning Team **Strategy's Expected Result/Impact:** Higher levels of community engagement across the districts, especially increased engagement from marginalized communities. **Staff Responsible for Monitoring:** Executive Cabinet and District Administrators **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	5%	40%	45%	430

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Attend the bi-weekly MESD-School District Cross-Collaboration Meetings to share and gather ideas for engaging students and families from other leaders in the district. **Strategy's Expected Result/Impact:** Develop partnerships with other leaders across Multnomah County. **Staff Responsible for Monitoring:** Director of Equity and Student Success and Deputy Superintendent **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	5%	40%	45%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By June 2023, Equity and Student Success will increase the number of options to engage underrepresented parent and student communities at a district level.

Performance Objective 2: Equity and Student Success will establish relationships with Reynolds Community Partners.

Evaluation Data Sources: Evidence of monthly interactions (meetings, calls, 1:1s, events, etc.) with Reynolds Community Partners.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Establish regular communication with NAYA, SEI, ARPNI, and Latino Network by attending their meetings and community events. **Strategy's Expected Result/Impact:** Increase Reynolds presence and support amongst students, families, and community partners. **Staff Responsible for Monitoring:** Director of Equity and Student Success and Deputy Superintendent **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	5%	45%	45%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June 2023, Equity and Student Success will increase the district leadership team's access to equity-focused training and their ability to lead equity training at school/department sites.

Performance Objective 1: Collaborate directly with administrators and other key staff to plan/co-plan and facilitate/co-facilitate equity training that meets the needs of their school or department.

Evaluation Data Sources: Post-training evaluations demonstrating the impact of the training in regard to personal growth and readiness to implement learned strategies.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Collaborate with key SFS staff and HCM to pilot DEI training resources from Safe Schools Training. **Strategy's Expected Result/Impact:** Schools and departments will be able to increase their ability to provide staff with diversity training. **Staff Responsible for Monitoring:** Administrators, Executive Cabinet Members and Director of Equity and Student Success **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	10%	40%	45%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June 2023, Equity and Student Success will increase the district leadership team's access to equity-focused training and their ability to lead equity training at school/department sites.

Performance Objective 2: Collaborate with the Executive Director of Schools and Building Administrators to provide school specific DEI training.

Evaluation Data Sources: Hold a minimum of one meeting with the principal and/or assistant principal(s) at each of the schools to plan/co-plan and/or facilitate/co-facilitate DEI training.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Communicate with each of the building principals and their building equity committee members to provide support in coaching and resources (as needed) to help lead equity work at each of the schools. **Strategy's Expected Result/Impact:** Every school in the district will be supported in meeting their school's equity goal(s). **Staff Responsible for Monitoring:** Executive Director of Schools, Principals, Assistant Principals and Director of Equity and Student Success **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	10%	40%	45%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

433

Goal 2: By June 2023, Equity and Student Success will increase the district leadership team's access to equity-focused training and their ability to lead equity training at school/department sites.

Performance Objective 3: Collaborate with district office administrators to provide equity training opportunities for classified support staff e.g. custodians, bus drivers, and kitchen staff.

Evaluation Data Sources: Evidence of 3-5 scheduled trainings over the course of the school year, accompanied by post-training feedback.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Use a variety of training resources to differentiate for all levels of equity training competency. **Strategy's Expected Result/Impact:** Staff will receive targeted training as it pertains to their independent level of equity knowledge and cultural and ethic self-identity. **Staff Responsible for Monitoring:** District office administrators and Director of Equity and Student Success **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	10%	40%	45%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: By June 2023, the voices of marginalized populations will be elevated through the work of the Reynolds Educational Equity Advisory Committee.

Performance Objective 1: The Reynolds Educational Equity Advisory Committee will be created following the requirements of Senate Bill 732.

Evaluation Data Sources: Evidence of adhering to the responsibilities of the committee as outlined by SB 732.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Coordinate and facilitate a minimum of five meetings throughout the school year. **Strategy's Expected Result/Impact:** Issues of equity will be surfaced and processed through a variety of perspectives before brining them forward to the Board and provide recommendations to eliminate inequities. **Staff Responsible for Monitoring:** Executive Cabinet, Superintendent, Board Members and Director of Equity and Student Success **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement	10%	35%	40%	

No Progress | Accomplished | Continue/Modify | Discontinue

435

Reynolds School District 7

Facilities Maintenance Services

2022-2023

436

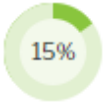
Goals

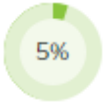
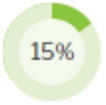
Goal 1: By May 2023, Facilities will fully implement and utilize new event software "Event Manager" to provide easier access for community and other groups to request the use of district facilities.

Performance Objective 1: Identify all project stakeholders and champions.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Director of Facilities will determine and make contact with all stakeholders. **Strategy's Expected Result/Impact:** Ensure be implementation and full use of software. **Staff Responsible for Monitoring:** Director of Facilities **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Supportive Learning Environment				437

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Software implementation process will be developed and communicated. **Strategy's Expected Result/Impact:** Set expectations for performance and needs. **Staff Responsible for Monitoring:** Director of Facilities. **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Train team and expected users how to interact with software. **Strategy's Expected Result/Impact:** Ensure proper use of software and avoid confusion. **Staff Responsible for Monitoring:** Brent Perrin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By May 2023, Facilities will fully implement and utilize new event software "Event Manager" to provide easier access for community and other groups to request the use of district facilities.

Performance Objective 2: Create and implement software schedule

438

Goal 1: By May 2023, Facilities will fully implement and utilize new event software "Event Manager" to provide easier access for community and other groups to request the use of district facilities.

Performance Objective 3: Develop a communication plan

439

Goal 1: By May 2023, Facilities will fully implement and utilize new event software "Event Manager" to provide easier access for community and other groups to request the use of district facilities.

Performance Objective 4: Software Training

440

Goal 1: By May 2023, Facilities will fully implement and utilize new event software "Event Manager" to provide easier access for community and other groups to request the use of district facilities.

Performance Objective 5: Software goes live.

441

Goal 1: By May 2023, Facilities will fully implement and utilize new event software "Event Manager" to provide easier access for community and other groups to request the use of district facilities.

Performance Objective 6: First review is scheduled

442

Goal 2: By May 2023, facilities will implement and utilize new facilities work order management software "Asset Essentials."

Performance Objective 1: Identify all project stakeholders and champions.

Summative Evaluation: Met Objective

Goal 2: By May 2023, facilities will implement and utilize new facilities work order management software "Asset Essentials."

Performance Objective 2: Create and implement software schedule

444

Goal 2: By May 2023, facilities will implement and utilize new facilities work order management software "Asset Essentials."

Performance Objective 3: Develop a communication plan

445

Goal 2: By May 2023, facilities will implement and utilize new facilities work order management software "Asset Essentials."

Performance Objective 4: Software Training

446

Goal 2: By May 2023, facilities will implement and utilize new facilities work order management software "Asset Essentials."

Performance Objective 5: Software goes live.

Goal 2: By May 2023, facilities will implement and utilize new facilities work order management software "Asset Essentials."

Performance Objective 6: First review is scheduled

448

Goal 3: The facilities team will complete a customer service training program by May 2023

Performance Objective 1: Confirmation of training program

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Determine components of effective customer service. **Strategy's Expected Result/Impact:** Will provide outline for training. **Characteristics:** High Standards and Expectations for All Students	15%	35%	40%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

449

Goal 3: The facilities team will complete a customer service training program by May 2023

Performance Objective 2: Confirmation of training dates

450

Goal 3: The facilities team will complete a customer service training program by May 2023

Performance Objective 3: Training event is complete

451

Goal 3: The facilities team will complete a customer service training program by May 2023

Performance Objective 4: Training is stored and best practices are put into place

452

Goal 4: By June 2023, Facilities will partner with the Director of Equity and Student Support to develop and implement a regular training schedule to create an environment of equity, inclusivity and diversity.

Performance Objective 1: Director of Facilities and Director of Equity and Student Support meet and develop program structure and opportunity.

Summative Evaluation: Met Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Director of Facilities shall meet with Director of Equity and Student Support to develop program structure and opportunity. **Strategy's Expected Result/Impact:** Be a resource and asset to support department, RSD and community. **Staff Responsible for Monitoring:** Dr. Ortiz **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication **Problem Statements:** Demographics 1	10%	30%	35%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Facilities interacts at all locations with faculty, staff and the public. They need to be sure they understand the community and demographics they serve in order to serve equitably and respectfully. **Root Cause**: Demographics are changing.

Goal 4: By June 2023, Facilities will partner with the Director of Equity and Student Support to develop and implement a regular training schedule to create an environment of equity, inclusivity and diversity.

Performance Objective 2: Training program is determined

454

Goal 4: By June 2023, Facilities will partner with the Director of Equity and Student Support to develop and implement a regular training schedule to create an environment of equity, inclusivity and diversity.

Performance Objective 3: Training sessions are scheduled for department

455

Goal 4: By June 2023, Facilities will partner with the Director of Equity and Student Support to develop and implement a regular training schedule to create an environment of equity, inclusivity and diversity.

Performance Objective 4: Date set to review status and ensure continuation of program

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Document the training in the teams folder along with set dates to determine continuation of program. **Strategy's Expected Result/Impact:** Continuation of program. **Staff Responsible for Monitoring:** Brent Perrin **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication **Problem Statements:** Demographics 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

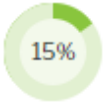
Demographics	456
Problem Statement 1: Facilities interacts at all locations with faculty, staff and the public. They need to be sure they understand the community and demographics they serve in order to serve equitably and respectfully. **Root Cause**: Demographics are changing.	

Goal 5: Facilities will develop a multi-year maintenance schedule my June 2023

Performance Objective 1: Complete a framework of assets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Obtain a list of current assets from Operations **Strategy's Expected Result/Impact:** Provide existing data **Staff Responsible for Monitoring:** Brent Perrin **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Obtain a list of assets from existing work order software **Strategy's Expected Result/Impact:** Saves time by utilizing existing data **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication				457

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Facilities will develop a multi-year maintenance schedule my June 2023

Performance Objective 2: Complete an inventory of RSD assets

458

Goal 5: Facilities will develop a multi-year maintenance schedule my June 2023

Performance Objective 3: Characteristic information is gathered on assets

459

Goal 5: Facilities will develop a multi-year maintenance schedule my June 2023

Performance Objective 4: Maintenance criteria is gathered and developed for assets

460

Goal 5: Facilities will develop a multi-year maintenance schedule my June 2023

Performance Objective 5: Maintenance schedule is completed

461

Goal 5: Facilities will develop a multi-year maintenance schedule my June 2023

Performance Objective 6: Method for continuance of program and new item addition is in place

462

Reynolds School District 7

Finance Department

2022-2023

463

Goals

Goal 1: Align Budget to Plan 4 Learning

Performance Objective 1: Allocate Budgets to each department improvement plan by November 1st.

Goal 2: Improve Financial Reporting

Performance Objective 1: Provide a monthly report for Departments to track their budgets though the fiscal year.

Goal 2: Improve Financial Reporting

Performance Objective 2: Provide a monthly reports for the Board with financial updates. Reports will get posted to the RSD website

464

Goal 3: Provide enrollment reports via Synergy by October 30th

Goal 4: Review all Financial Policies and update outdated policies.

Goal 5: Improve at least 2 process on each function in the Financial Services Department

Reynolds School District 7

Human Capital Management

2022-2023

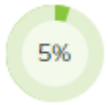
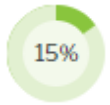
465

Goals

Goal 1: By June of 2023, Human Resources will retain 97% of Reynolds School District Staff and will not allow staff turnover rate to increase or remain the same in specifically hard-to-fill positions.

Performance Objective 1: "By June 2023, the retention rate of certified staff will increase from 95% to 97%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: HCM will work to develop a teacher training program to support teachers and guide then in utilizing the various supports that are available to Reynolds teachers. The goal is to target our new teachers to help them transition into the district, providing instruction on how to use the tools and resources available to them. This will help give students a consistent learning environments throughout the school and provides our teachers with the tools to make each and every student successful.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June of 2023, Human Resources will retain 97% of Reynolds School District Staff and will not allow staff turnover rate to increase or remain the same in specifically hard-to-fill positions.

Performance Objective 2: By June 2023, the retention rate of classified staff will increase from 92% to 94%.

Summative Evaluation: Some progress made toward meeting Objective

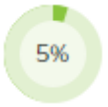
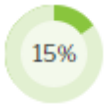
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Establish 'Grow Your Own" to support and provide resources for staff who have a desire to advance to a licensed or administrative position	5%	15%		

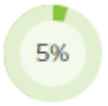
0% No Progress 100% Accomplished Continue/Modify Discontinue

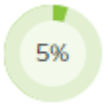
Goal 1: By June of 2023, Human Resources will retain 97% of Reynolds School District Staff and will not allow staff turnover rate to increase or remain the same in specifically hard-to-fill positions.

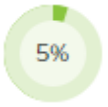
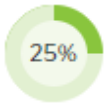
Performance Objective 3: By June 2023, the retention rate of BIPOC certified staff will increase from 94% to 96%.

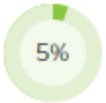
Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Collaborate with Finance to receive budget / staffing allocation by March 1st	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Hire Director of Recruitment and Retention who will champion the Grow your Own Program for the District	Formative			Summative
	Nov	Mar	Mar	June
				468

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Increase partnerships with MESD, PCC and partnering with neighboring school districts	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Create teacher cadet and teacher pathways for High School Juniors	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 5 Details	Reviews			
Strategy/Action 5: Complete Transfer process by March 15th	Formative			Summative
	Nov	Mar	Mar	June
				

  No Progress Accomplished Continue/Modify Discontinue

469

Goal 1: By June of 2023, Human Resources will retain 97% of Reynolds School District Staff and will not allow staff turnover rate to increase or remain the same in specifically hard-to-fill positions.

Performance Objective 4: By June 2023, the retention rate of BIPOC classified staff will increase from 93% to 95%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Develop a more cohesive and concerted effort for "Grow Your Own" model	Formative			Summative
	Nov	Mar	Mar	June
	5%			

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Develop monthly HCM Professional Development trainings for classified staff	Formative			Summative
	Nov	Mar	Mar	June
	5%	20%		470

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Equity Professional Development Plan	Formative			Summative
	Nov	Mar	Mar	June
	5%	25%		

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Meeting four times per year with BIPOC Affinity Groups and Director of Equity	Formative			Summative
	Nov	Mar	Mar	June
	5%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By June of 2023, Human Resources will retain 97% of Reynolds School District Staff and will not allow staff turnover rate to increase or remain the same in specifically hard-to-fill positions.

Performance Objective 5: By June 2023, the retention rate of high-need area certified staff will increase from 94% to 96%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Retention and Recruitment Stipend MOU for high need classifications.	Formative			Summative
	Nov	Mar	Mar	June
	10%	100%	100%	

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Increase partnerships with neighboring universities to create teacher pathways	Formative			Summative
	Nov	Mar	Mar	June
	5%	40%		471

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Reynolds School District will host a job fair in April to recruit and hire candidates early in hiring season	Formative			Summative
	Nov	Mar	Mar	June
	15%	25%		

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Review and update application process on Reynolds School District Website and review with Director of Equity for any barriers to recruitment.	Formative			Summative
	Nov	Mar	Mar	June
	5%	30%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: By June of 2023, Human Resources will retain 97% of Reynolds School District Staff and will not allow staff turnover rate to increase or remain the same in specifically hard-to-fill positions.

Performance Objective 6: HCM will increase internal collaboration and refine processes that focus on optimizing employee performance by providing professional development to District Leaders that aligns to RSD strategic plan and HR policies

Evaluation Data Sources: Professional development calendar, CEE survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: HCM will co-facilitate professional development with office of schools for Joint Administrative Meetings monthly to implement an environment of ethics, policies, and established personnel practices compliance while balancing efficiency and effectiveness **Strategy's Expected Result/Impact:** Develop alignment with strategic plan and create collective efficacy.	10%	25%		

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: HCM will recruit and hire Director of Professional Development **Strategy's Expected Result/Impact:** Promote culture that is compliant with regards to various HR policies, programs, and personnel practices/processes.	N/A			

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: HCM will provide professional development and monthly meetings for new Administrative district leaders **Strategy's Expected Result/Impact:** Increase retention rate of new administrative staff to RSD	10%	60%		

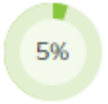
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

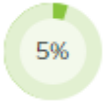
Goal 2: To develop efficient systems that will improve customer service and response time for all staff. By June 2022, Human Resources will administer HR policy and programs effectively and efficiently, while maintaining internal customer satisfaction

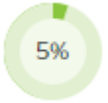
Performance Objective 1: Achieve internal customer satisfaction levels with HR services at above 85% as measured by annual survey.

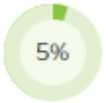
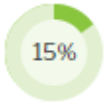
Evaluation Data Sources: CEE Survey Data

Summative Evaluation: Some progress made toward meeting Objective

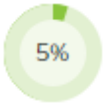
Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Ensuring technology Augmentation that HCM has automation and technological tools to remove barriers of our applicant tracking and iVision (HRIS) tools.	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: To limit liability risk, HCM will train staff leadership in employee investigations and discipline	Formative			Summative
	Nov	Mar	Mar	June
				473

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: HCM Will review job descriptions and establish a procedure for reviewing and updating JDs and create a SOP for Department leaders to request a JD review.	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: HCM will provide training to supervisors on the Interview process.	Formative			Summative
	Nov	Mar	Mar	June
				

Strategy/Action 5 Details	Reviews			
Strategy/Action 5: Increase the percentage of active open positions filled within the targeted deadline and develop onboarding and offboarding process	Formative			Summative
	Nov	Mar	Mar	June

Strategy/Action 6 Details	Reviews			
Strategy/Action 6: Increase the percentage of Directors with active positions in the year who indicate satisfaction or high satisfaction with HCM hiring support provided, as measured by survey.	Formative			Summative
	Nov	Mar	Mar	June
				

  No Progress Accomplished Continue/Modify Discontinue

474

Goal 3: By June of 2023 Cultivate a workplace environment where education professionals and support staff realize their impact and fulfill their purpose.

Performance Objective 1: HCM will develop a task force to explore the evaluation process for Certified employees in relation to Division 22 requirements and recommend any revisions thorough a committee process involving administrators, teachers, and union participation.

Evaluation Data Sources: RSD Evaluation Handbook

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
Strategy/Action 1: Ensure our compensation and performance management processes are designed and executed to align and maximize employee performance with the goals of the organization HCM will conduct an Equity Pay Audit and develop a reclassification team and plan	Nov	Mar	Mar	June
	10%	10%		

Strategy/Action 2 Details	Reviews			
	Formative			Summative
Strategy/Action 2: Increase representation at local and national Job Fairs.	Nov	Mar	Mar	June
	10%			475

Strategy/Action 3 Details	Reviews			
	Formative			Summative
Strategy/Action 3: Develop clear understandable HR policies that balance the interests of both management and employees and promote a culture that is compliant with regards to various HR policies, programs, and practices/processes.	Nov	Mar	Mar	June
	5%	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Multilingual Education

2022-2023

476

Goals

Goal 1: Goal 1: Marginalized Students

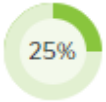
In alignment with the Five -Year Strategic Plan and both the Superintendent's Student Measurement Outcome Goals and School Board's Student Outcome Goals (SOGs), DOME will focus on improving outcomes for Emergent Bilingual students in the areas of:

* 3rd Grade Reading on STAR
* 5th Grade Math on STAR
* 8th Grade Math on STAR
* 9th Grade on Track
* Four-Year Cohort Graduation Rate.

Performance Objective 1: By June 2023, 3rd grade students identified as English Language Learners will increase from 7% to 17% on STAR-Reading.
By June 2023, 8th grade students identified as English Language Learners will increase from 4% to 14% on STAR-Math.
By June 2023, 9th grade students on track to graduation who are identified as English Language Learners will increase from X% to X% (will update when data is not embargoed.

477

Evaluation Data Sources: disaggregated STAR data, 9th grade on-track

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: In the 2022-23 school year, HB Lee and RMS will implement AVID Excel with 7th graders. **Strategy's Expected Result/Impact:** Through the implementation of AVID Excel, the percentage of LTELs at the middle school level will decrease. **Staff Responsible for Monitoring:** DOME staff **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: In the 2022-23 school year, Reynolds School District, in collaboration with Education Northwest, will develop a Newcomer Guide to establish and refine Intake Processes and Course Pathways for Emergent Bilingual students classified as Newcomers. **Strategy's Expected Result/Impact:** Appropriate placement of newcomer students will increase access to rigorous classes. **Staff Responsible for Monitoring:** DOME Staff **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching **Problem Statements:** Perceptions 1				

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: DOME staff will audit course enrollment for LTELs and monitor the progress of 9th grade Emergent Bilingual students toward completion of graduation requirements. **Strategy's Expected Result/Impact:** Closer monitoring of course placement and outcomes for English Learners at the secondary level will lead to higher rates of student success. **Staff Responsible for Monitoring:** DOME Staff **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching				478

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Emergent Bilingual students are on track to graduate at the end of 9th grade than other demographic groups in RSD. **Root Cause**: Students identified as ELL are not consistently enrolled in courses which support their attainment of an Oregon diploma within 4 years.

Goal 1: Goal 1: Marginalized Students

In alignment with the Five -Year Strategic Plan and both the Superintendent's Student Measurement Outcome Goals and School Board's Student Outcome Goals (SOGs), DOME will focus on improving outcomes for Emergent Bilingual students in the areas of:

* 3rd Grade Reading on STAR
* 5th Grade Math on STAR
* 8th Grade Math on STAR
* 9th Grade on Track
* Four-Year Cohort Graduation Rate.

Performance Objective 2: By June 2023, students identified as English Language Learners will increase their rate of On Track to English Language Proficiency (OTELP)* as follows:

Elementary students will increase from 43.6% to 51%
Middle School students will increase from 17.2% to 29%
High School students will increase from 24.8% to 36%
RSD students overall will increase from 31.4% to 40%

*.NOTE: this data will not be available until August, 2023. 479

Evaluation Data Sources: OTELP data based on Winter/Spring 2023 ELPA scores

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: DOME staff will investigate and identify a progress monitoring tool to be implemented to track the progress of Emergent Bilingual students. **Strategy's Expected Result/Impact:** ELD Specialists, classroom teachers, and school and district leaders will be able to monitor the progress of Emergent Bilingual students as their English proficiency grows. **Staff Responsible for Monitoring:** DOME staff **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching	15%			

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: With support from DOME staff, ELD Specialists will implement the new K-12 ELD Curriculum Adoption. **Strategy's Expected Result/Impact:** Students' proficiency in English will increase with focused Tier II instruction aligned to the learning needs. **Staff Responsible for Monitoring:** DOME Staff **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards				

 No Progress Accomplished Continue/Modify Discontinue

480

Goal 2: In alignment with the Five-Year Strategic Plan, DOME will focus on developing Reynolds School District as a high-performing organization through quality professional learning for educators.

Performance Objective 1: By June 2023, the percentage of RSD educators participating in at least five hours of coaching or professional learning for Sheltered Instruction (SI) strategies will increase from 0% to 15%.

Evaluation Data Sources: Sheltered Instruction (SI) Coaches Time Logs
Professional Learning Sign-in Sheets

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Sheltered Instruction (SI) coaches will provide a menu to supports, including professional learning sessions and 1:1 coaching cycles. **Strategy's Expected Result/Impact:** When classroom teachers increase their consistent use of sheltered instruction strategies, student achievement will increase as a result. **Staff Responsible for Monitoring:** DOME staff **Characteristics:** High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development **Problem Statements:** Student Learning 1 - School Processes & Programs 1	20%			481

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: DOME staff will increase K-12 teacher knowledge around stages of language acquisition and how to align instruction to move from one level of language proficiency to the next. **Strategy's Expected Result/Impact:** When educators use principles of UDL to plan for the needs of Emergent Bilinguals, the effectiveness of Tier I instruction will increase. **Staff Responsible for Monitoring:** DOME staff **Characteristics:** Focused Professional Development **Problem Statements:** Student Learning 1	15%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: During the Spring 2021-2022 administration of 3rd grade STAR-Reading, 7% of ELL students achieved at or above benchmark, which is the lowest rate of any demographic group. **Root Cause**: 80% of our students are not achieving benchmark via Tier I, high quality first time instruction, which includes the use of Sheltered Instruction Stragegies.

School Processes & Programs

Problem Statement 1: Academic outcomes (e.g. Star Scores, OSAS scores, 9th grade on track) for Emergent Bilingual students in Reynolds school district lags beyond that of students overall. **Root Cause**: The Reynolds School District and ODE have identified that educators are not consistently utilizing Sheltered Instruction strategies across content areas.

Goal 2: In alignment with the Five-Year Strategic Plan, DOME will focus on developing Reynolds School District as a high-performing organization through quality professional learning for educators.

Performance Objective 2: By June 2023, 80% ELD Specialists in RSD will participate in at least 6 hours of professional learning or job-embedded support.

Evaluation Data Sources: ELD TOSA Time Logs
Professional Learning Sign-in Sheets

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: DOME ELD TOSAS will provide support for PLCs to interpret OTELP data and use of CFAs to monitor progress of Emergent Bilingual students by language domain. **Strategy's Expected Result/Impact:** Student learning will be accelerated when staff focus on specific areas of student need. **Staff Responsible for Monitoring:** DOME staff **Characteristics:** High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Focused Professional Development	N/A			

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: DOME will collaborate with Special Education and School Culture & Climate to provide professional learning around the ELL Critical Data Matrix Referral process. **Strategy's Expected Result/Impact:** Through professional learning for staff, we can decrease the over-identification of Emergent Bilingual students in special education. **Staff Responsible for Monitoring:** DOME Director, SPED Director, SCC Program Administrators **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Focused Professional Development	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Reynolds School District 7

Nutrition Services

2022-2023

484

Goals

Goal 1: Marginalized Students: Ensure there is reasonable and consistent staffing schedules between schools with similar FTE to ensure all students experience a Nutrition team working at their best.

Performance Objective 1: Schools with similar FTE with have similar shift times that work for the team to be successful each day instead of for the benefit of the individual.

Evaluation Data Sources: Matrix for Meal per Labor Hour.

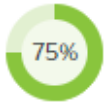
Summative Evaluation: Significant progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: All school shift times and FTE reviewed with current bell schedules by Nutrition Office team. **Strategy's Expected Result/Impact:** Find any inconsistencies between school shift times with similar bell schedules and FTE./ Have shift time data. **Staff Responsible for Monitoring:** Director, Site Supervisors. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 6	100%	100%	100%	485

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Survey sent out to Kitchen Managers to get feedback on potential new shift times. **Strategy's Expected Result/Impact:** Feedback from Kitchen managers./ Provides perspective of the team working the shifts to the data. **Staff Responsible for Monitoring:** Director, Kitchen Managers. **Characteristics:** High Levels of Collaboration and Communication	85%	90%	95%	

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Management team to review and define what guiding principles will be. **Strategy's Expected Result/Impact:** More rounded understanding using both the data and the Kitchen managers feedback./ New shift times will be reasonable for not only the team members but for their team and the work they need to accomplish each day. **Staff Responsible for Monitoring:** Director, Site Supervisors. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication **Problem Statements:** School Processes & Programs 2				

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Letters with new permanent shift time will be sent out to each team member. **Strategy's Expected Result/Impact:** Team members will begin new shifts time on the decided date./ Shift times will be reasonable and will take into account the bell schedule, team expectations, and team FTE . There will be more consistency in shift times across the board for schools. **Staff Responsible for Monitoring:** Site supervisors, Kitchen managers. **Characteristics:** Clear and Shared Focus, Frequent Monitoring of Learning and Teaching **Problem Statements:** School Processes & Programs 2				 486

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: Continue to post jobs for open positions. **Strategy's Expected Result/Impact:** Fill open positions./ Teams will run smoother with a full team creating less strain on the individual team members as well as limiting the need for extra time. **Staff Responsible for Monitoring:** Director. **Characteristics:** High Levels of Collaboration and Communication **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Supply chain disruptions and vendor substitutions **Root Cause**: We are still experiencing supply chain issue and product substitutions which is changing our nutrition analysis. This is making it hard to track important threshold such as sodium and trans fat.

School Processes & Programs
Problem Statement 1: Supply chain disruptions and vendor substitutions **Root Cause**: We are still experiencing supply chain issue and product substitutions which is changing our nutrition analysis. This is making it hard to track important threshold such as sodium and trans fat.
Problem Statement 2: Restructuring kitchen staffing plans to new realities after the pandemic. **Root Cause**: Staff shortages and time for going through the interview process is a challenge. We are doing less participation than before the pandemic and are struggling with staff saying they can not get things completed within the times assigned during the day.
Perceptions
Problem Statement 6: Supply chain disruptions and vendor substitutions **Root Cause**: We are still experiencing supply chain issue and product substitutions which is changing our nutrition analysis. This is making it hard to track important threshold such as sodium and trans fat.

Goal 2: Student and Staff Wellness: Promote healthy learning and wellness to students by providing menus with more complex recipes. This will help reduce sodium and saturated fat levels.

Performance Objective 1: Increased number of meal participation with a broader assortment of meals through the use of more complex recipes that are culturally responsive to our diverse population.

Evaluation Data Sources: Increased meal counts per quarter.

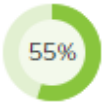
Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Registered Dietitian and Site Supervisors will work with Kitchen Managers to incorporate more complex recipes into the menu. **Strategy's Expected Result/Impact:** With more variety in meals, meal participation will increase. / **Staff Responsible for Monitoring:** Site Supervisors, Registered Dietitian, Kitchen Managers. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication **Problem Statements:** Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 4, 5, 6 - Perceptions 1, 2, 3, 4, 6	30%	60%	65%	488

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Plan at least two taste testing at secondary sites . **Strategy's Expected Result/Impact:** Feedback on potential new menu items./ Data on student preferences. **Staff Responsible for Monitoring:** Director, Registered Dietitian, Site Supervisors, Kitchen Managers. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment **Problem Statements:** Student Learning 2, 3, 4, 5 - School Processes & Programs 4, 5, 6 - Perceptions 1, 2, 3, 4	45%	60%	65%	

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Attend at least two food shows in the 2022/2023 school year. **Strategy's Expected Result/Impact:** Gain ideas and find potential new products./ Potentially new recipe ideas. **Staff Responsible for Monitoring:** Director, Registered Dietitian, Site Supervisors. **Characteristics:** High Levels of Collaboration and Communication, Focused Professional Development **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 1, 5 - Perceptions 3, 6	5%	50%	55%	

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: Attend and speak with student advisory committee at DO about meal preferences and what they would like to see offered. **Strategy's Expected Result/Impact:** Feedback on preferences. /Potentially provide new meal ideas. Cultural diversity meal ideas. **Staff Responsible for Monitoring:** Director, Site Supervisors. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication **Problem Statements:** Student Learning 4, 5 - School Processes & Programs 5, 6 - Perceptions 3, 4				

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: Attend and speak with Parent advisory committee at the DO about what they would like to see for the meals provided for students. **Strategy's Expected Result/Impact:** Feedback on parent expectations./ Ideas to better serve our community within our schools meals. **Staff Responsible for Monitoring:** Director, Site Supervisors. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment **Problem Statements:** Student Learning 2, 3, 4, 5 - School Processes & Programs 4, 5, 6 - Perceptions 1, 2, 3, 4				 489

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Supply chain disruptions and vendor substitutions **Root Cause**: We are still experiencing supply chain issue and product substitutions which is changing our nutrition analysis. This is making it hard to track important threshold such as sodium and trans fat.
Problem Statement 2: Working with building staff and administrators who would like to see specific condiments offered to students each day. **Root Cause**: Most condiments are high in sodium. Condiments must be part of our nutrition analysis for the meal service and adding condiments and items such as pickles is raising sodium levels too high. New thresholds are in effect as of July 2022 and will be difficult to meet.
Problem Statement 3: We serve to many premade heat and serve items. Our menu items are mostly brown and need to have more color. **Root Cause**: Many of the USDA commodity items that are available are premade items. Over the years, they have worked with the various vendors we get commodity items on to offer lower sodium items. We purchase those items when available.
Problem Statement 4: We do not offer enough menu items to meet the flavor profiles for food to our diverse students populations. **Root Cause**: Due to meal pattern requirements and the high cost of groceries this is a difficult task. Managing the number of menus for all the grade groups, school types and meal programs is a challenge. Providing menus to certain students or students groups is not realistic and would not be manageable. Managing medical modifications is an area of focus and is required for running these federal programs.

Student Learning

Problem Statement 5: We do not offer enough fresh items, such as fruit and vegetables, on our menus. **Root Cause**: We offer these items frequently if not daily on our menus. We need to figure out how to better promote this to help with this misconception.

School Processes & Programs

Problem Statement 1: Supply chain disruptions and vendor substitutions **Root Cause**: We are still experiencing supply chain issue and product substitutions which is changing our nutrition analysis. This is making it hard to track important threshold such as sodium and trans fat.

Problem Statement 2: Restructuring kitchen staffing plans to new realities after the pandemic. **Root Cause**: Staff shortages and time for going through the interview process is a challenge. We are doing less participation than before the pandemic and are struggling with staff saying they can not get things completed within the times assigned during the day.

Problem Statement 4: We serve to many premade heat and serve items. Our menu items are mostly brown and need to have more color. **Root Cause**: Many of the USDA commodity items that are available are premade items. Over the years, they have worked with the various vendors we get commodity items on to offer lower sodium items. We purchase those items when available.

Problem Statement 5: We do not offer enough menu items to meet the flavor profiles for food to our diverse students populations. **Root Cause**: Due to meal pattern requirements and the high cost of groceries this is a difficult task. Managing the number of menus for all the grade groups, school types and meal programs is a challenge. Providing menus to certain students or students groups is not realistic and would not be manageable. Managing medical modifications is an area of focus and is required for running these federal programs.

Problem Statement 6: We do not offer enough fresh items, such as fruit and vegetables, on our menus. **Root Cause**: We offer these items frequently if not daily on our menus. We need to figure out how to better promote this to help with this misconception.

Perceptions

Problem Statement 1: Working with building staff and administrators who would like to see specific condiments offered to students each day. **Root Cause**: Most condiments are high in sodium. Condiments must be part of our nutrition analysis for the meal service and adding condiments and items such as pickles is raising sodium levels too high. New thresholds are in effect as of July 2022 and will be difficult to meet.

Problem Statement 2: We serve to many premade heat and serve items. Our menu items are mostly brown and need to have more color. **Root Cause**: Many of the USDA commodity items that are available are premade items. Over the years, they have worked with the various vendors we get commodity items on to offer lower sodium items. We purchase those items when available.

Problem Statement 3: We do not offer enough menu items to meet the flavor profiles for food to our diverse students populations. **Root Cause**: Due to meal pattern requirements and the high cost of groceries this is a difficult task. Managing the number of menus for all the grade groups, school types and meal programs is a challenge. Providing menus to certain students or students groups is not realistic and would not be manageable. Managing medical modifications is an area of focus and is required for running these federal programs.

Problem Statement 4: We do not offer enough fresh items, such as fruit and vegetables, on our menus. **Root Cause**: We offer these items frequently if not daily on our menus. We need to figure out how to better promote this to help with this misconception.

Problem Statement 6: Supply chain disruptions and vendor substitutions **Root Cause**: We are still experiencing supply chain issue and product substitutions which is changing our nutrition analysis. This is making it hard to track important threshold such as sodium and trans fat.

Goal 3: Complete waste recycling requirements to track if we need to participate in the Metro program starting Spring of 2023. We must comply with program requirements if back of the house waste is 250 pounds or more per site.

Performance Objective 1: Waste recycling requirements are met.

Evaluation Data Sources: Collect data to evaluate each schools amount of waste each quarter.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Site Supervisors will work with Kitchen Managers to follow food waste monitoring procedures. **Strategy's Expected Result/Impact:** Data will be provided through food waste monitoring. / Could protentionally provide ways to cut down on food waste. **Staff Responsible for Monitoring:** Site Supervisors and Kitchen Managers. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching **Problem Statements:** School Processes & Programs 2	65%	70%	75%	→

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Work with Metro in the spring of 2022/2023 to ensure compliance with mandatory requirements. **Strategy's Expected Result/Impact:** We will meet requirements. **Staff Responsible for Monitoring:** Director, Site Supervisors, Kitchen Managers. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment **Problem Statements:** School Processes & Programs 2	40%	100%	100%	100%

0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

491

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Restructuring kitchen staffing plans to new realities after the pandemic. **Root Cause**: Staff shortages and time for going through the interview process is a challenge. We are doing less participation than before the pandemic and are struggling with staff saying they can not get things completed within the times assigned during the day.

Goal 4: Culturally Responsive Teaching/Professional Development: Provide diversity, equity, inclusion and belonging (DEIB) training for all staff.

Performance Objective 1: Provide all nutrition staff with the opportunity for focused training around diversity, equity, inclusion and belonging (DEIB).

Evaluation Data Sources: Number of trainings.

Summative Evaluation: Some progress made toward meeting Objective

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Research and plan for 2023/2024 budget for DEIB training. **Strategy's Expected Result/Impact:** Collect information on potential guest speakers, cost, availability of speaker on potential training dates for all staff meetings. / Cost will affect budget. **Staff Responsible for Monitoring:** Director, Site Supervisors. **Characteristics:** Clear and Shared Focus, Effective School Leadership, Focused Professional Development, Supportive Learning Environment **Problem Statements:** School Processes & Programs 2	10%	30%	40%	→

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Work with new Equity Director to plan appropriate training for staff. **Strategy's Expected Result/Impact:** Decide what training would benefit our teams the most. / Make an informed decision on what speaker would work for our trainings. **Staff Responsible for Monitoring:** Director, Site Supervisors. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment	5%	55%	60%	→

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Seek out guest speaker and appropriate resources to provide training to all staff on DEIB. **Strategy's Expected Result/Impact:** All team members will receive training./ Our teams will be more open and receptive as to why equal isn't enough. **Staff Responsible for Monitoring:** Director, Site Supervisors. **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Supportive Learning Environment	25%	50%	55%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Restructuring kitchen staffing plans to new realities after the pandemic. **Root Cause**: Staff shortages and time for going through the interview process is a challenge. We are doing less participation than before the pandemic and are struggling with staff saying they can not get things completed within the times assigned during the day.

493

Reynolds School District 7

Operations Department

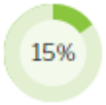
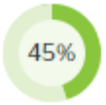
2022-2023

494

Goals

Goal 1: The Division of Operations will continue to develop standard operating procedures and policy guides for all departments under its purview.

Performance Objective 1: The Deputy Superintendent will check in with department directors on a regular basis to identify areas currently lacking procedure guides.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Deputy Superintendent will check in with department directors on a regular basis to identify areas currently lacking procedure guides.				

 No Progress Accomplished Continue/Modify Discontinue

495

Goal 2: The Division of Operations will undertake facilities bond planning in collaboration with Financial Services and Communications.

Performance Objective 1: We will form a Bond Finance and Planning Committee to begin meeting by the end of October 2022.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: We will form a Bond Finance and Planning Committee to begin meeting by the end of October 2022.				

  No Progress Accomplished Continue/Modify Discontinue

496

Goal 2: The Division of Operations will undertake facilities bond planning in collaboration with Financial Services and Communications.

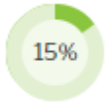
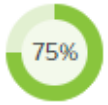
Performance Objective 2: A draft resolution for the facilities bond will be presented to the Board in January 2023.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: A draft resolution for the facilities bond will be presented to the Board in January 2023.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: The Division of Operations will work with all departments (within the division) to maintain or improve ratings on the customer satisfaction survey.

Performance Objective 1: The Deputy Superintendent will regularly check-in with department directors about items that were rated low on last year's survey to ensure that progress is being made.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Deputy Superintendent will regularly check-in with department directors about items that were rated low on last year's survey to ensure that progress is being made.				

 No Progress Accomplished Continue/Modify Discontinue

498

Reynolds School District 7

Risk Management Services

2022-2023

499

Goals

Goal 1: By the end of June 2023, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plans annually

Performance Objective 1: RSD Safe School Plan template aligned to current, best national school safety standards

Evaluation Data Sources: Completed Safe School Plan Template

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Collaborate with local emergency management **Strategy's Expected Result/Impact:** Up to date guidance **Staff Responsible for Monitoring:** Risk Manager				

 No Progress Accomplished Continue/Modify Discontinue

500

Goal 1: By the end of June 2023, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plans annually

Performance Objective 2: Collaborate with technology to create an interactive Safe School Template that principals will use and complete annually.

Evaluation Data Sources: Utilization of template by principals

501

Goal 1: By the end of June 2023, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plans annually

Performance Objective 3: Include principals in the development of the E-Form and the Safe School Plan Template

Evaluation Data Sources: Presentation at Joint Administrative Meeting

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: To gather feedback from Principals **Strategy's Expected Result/Impact:** Document would reflect principals voice **Staff Responsible for Monitoring:** Risk manager	N/A	N/A		

 No Progress Accomplished Continue/Modify Discontinue

502

Goal 1: By the end of June 2023, Risk Management will develop a standardized Safe School Plan template to guide 100% of schools in developing and updating their Safe School Plans annually

Performance Objective 4: Collaborate with Technology to create a Corrective Action notice (CAN) E-Form when a violation is found at a school.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Usage of CAN **Strategy's Expected Result/Impact:** Decreased fire code violations **Staff Responsible for Monitoring:** Principals and Risk Manager				

 No Progress Accomplished Continue/Modify Discontinue

503

Goal 2: By 2023 all Reynolds School District employees will be aware of safety and health, loss prevention, regulatory compliance and RSD specific risk management policies and procedures.

Performance Objective 1: Develop and implement risk and loss prevention strategies

Evaluation Data Sources: Utilizing Fire Codes

Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Develop an inspection checklist for safe classroom environments and will establish regular calendar of classrooms, kitchens and other work area inspections for every school and non-school worksite.	Formative			Summative
	Nov	Mar	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Create multi-year Risk Management Safety and Loss Prevention Plan **Strategy's Expected Result/Impact:** Build and incorporate our accountability structure **Staff Responsible for Monitoring:** Risk Manager	Formative			Summative
	Nov	Mar	Mar	June
	N/A			504

Strategy/Action 3 Details	Reviews			
Strategy/Action 3: Monitor and assess Safety Committee Teams **Strategy's Expected Result/Impact:** Ensure that all incidents/accidents are reported to Risk Services **Staff Responsible for Monitoring:** Risk Manager	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

Strategy/Action 4 Details	Reviews			
Strategy/Action 4: Risk Manager will develop professional development to educate and train administrative employees in safety and health coaching and observation techniques that encourage safe behaviors. **Strategy's Expected Result/Impact:** Decrease occupational injuries **Staff Responsible for Monitoring:** Risk Manager	Formative			Summative
	Nov	Mar	Mar	June
	N/A			

Strategy/Action 5 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 5: Evaluate the Districts current system to identify, evaluate and eliminate/control potential risk/exposures to losses including physical hazards, unsafe behavior and unsafe conditions. **Strategy's Expected Result/Impact:** Provide awareness of potential risk, hazards and exposures throughout RSD locations.	N/A			

 No Progress Accomplished Continue/Modify Discontinue

505

Reynolds School District 7

School Culture and Climate

2022-2023

506

Goals

Goal 1: By June 2023, Reynolds School District will increase the percent positive on the Center for Educational Effectiveness EES-Student Survey, "Supportive Learning Environment" 2-Year Trend from 60% to 65%.

Performance Objective 1: By June of 2023, 100% of Reynolds School District school buildings will be executing necessary tier one (fundamental and universal) systems, resources, and structures namely [PBIS & Student Support Teams] at 90% fidelity to support the whole child through the Multi-Tiered Integrate Systems of Support framework.

Evaluation Data Sources: Disciplinary Infraction Data via Synergy, Center for educational effectiveness student survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: By June of 2023, the School Culture and Climate Department will have led a district wide PBIS/ Tier One Expectation audit/ tiered fidelity inventory and supported school leaders in comprehensive improvement cycles to continuously design robust, equitable, and inclusion-focused school cultures. **Strategy's Expected Result/Impact:** 25% decrease in major disciplinary referrals that result in exclusionary practices for our priority schools (as Identified in PBIS TFI and 21-22 exclusionary disciplinary rates.) 10% decrease in major discipline referrals in our non-priority schools as Identified in PBIS TFI and 21-22 exclusionary disciplinary rates.) An overall [District Wide] 10% decrease in disproportionality within major disciplinary referrals based on race and ability for exclusionary disciplinary actions. **Staff Responsible for Monitoring:** Michelle Cardenas **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Focused Professional Development, Supportive Learning Environment				507

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: By June 2023, Reynolds School District will increase the percent positive on the Center for Educational Effectiveness EES-Student Survey, "Supportive Learning Environment" 2-Year Trend from 60% to 65%.

Performance Objective 2: By June of 2023, the School Culture and Climate team will ensure all necessary MTSS plans and structures via Synergy Student information system at all schools with 90% fidelity ensuring incident reports are documented and responded to appropriately and within 48 hours 80% of the time.

Evaluation Data Sources: Disciplinary Infraction Data via Synergy, Center for educational effectiveness student survey

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: By June of 2023, the School Culture and Climate team will ensure all necessary MTSS plans and structures are documented via Synergy Student information system at all schools with 90% fidelity ensuring student individual plans, incident reports, and early intervention systems are properly documented by MTSS TOSAS **Strategy's Expected Result/Impact:** Increased response time to incident referrals. Staff perception data to safety and administrative leadership. Student support follows student despite high mobility and thus improving outcomes and promoting safe enviornments. **Staff Responsible for Monitoring:** Michelle Cardenas **Characteristics:** High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment				508

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: By Fall 2022, Reynolds School District will implement a bullying prevention and education campaign in order to gather baseline data which will inform the Social/Emotional Curriculum Adoption.

Performance Objective 1: By June 2023, School Culture and Climate Department will have led an SEL curriculum adoption process [in collaboration with multiple other departments] with a robust cast of stakeholders in order to have 100% of our Reynolds school District schools equipped with universal materials & structures for core instruction in Social Emotional Learning.

Evaluation Data Sources: Evidence Based Progress implemented through a Project Plan ; Board of Directors Approval of SEL Curriculum brought forth in May 23'

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: In accordance to the Reynolds school district standard operating procedure for curriculum adoption and in reflection of the ongoing state guidance around social emotional learning standards, School Culture and Climate team will lead a year long full adoption process of a K-12+ Social Emotional Learning Curriculum. **Strategy's Expected Result/Impact:** Improved relationship and perception around social emotional learning in CEE survey data by 30%. Active Bullying Prevention Plan* Decrease in referral rates and disproportionality in exclusionary practices* Improved academic success* Improved perceptions of safety within school* Increase in student attendance* Improved relationships with family and community partnerships * **Staff Responsible for Monitoring:** Michelle Cardenas, Sherilee Thomas **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Effective School Leadership, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment, High Levels of Family and Community Involvement				509

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By June 2023, Reynolds School District will create systems to increase the number of contacts made by School Counselors and Social Workers by 10%.

Performance Objective 1: By June 2023, The Climate and Culture team in collaboration with MESD Everyday Matters [and various stakeholders], will develop an attendance policy with specific protocols for counselor and social worker outreach in order to increase our student attendance data and student/ family contacts.

Evaluation Data Sources: attendance data, social worker/counselor student contact log, flow chart of SW/C protocols.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: With the collaboration of Every Day Matters and the Culture and Climate Team, we will develop district attendance teams consisting of building admin and teachers from 2 elementary schools, 1 middle school and 1 high school. This district team will review current attendance policies, trends, root cause analysis for chronic absenteeism, and set goals for developing new attendance systems that involve social worker and counselor participation. **Strategy's Expected Result/Impact:** -absenteeism decreased -increased family/student contact from social workers and counselors -improvement in attendance -improvement in family/school relationships **Staff Responsible for Monitoring:** Sheri Thomas **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, High Levels of Family and Community Involvement				510

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By June 2023, Reynolds School District will create systems to increase the number of contacts made by School Counselors and Social Workers by 10%.

Performance Objective 2: By June 2023 the Climate and Culture team will work collaboratively with multiple stake holders to develop a "request for student contact" tracking system to measure outreach data.

Evaluation Data Sources: Synergy contact logs, paper contact logs, Synergy request forms

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The Climate and Culture department in collaboration with the SIMR team will develop a Synergy tracking system within the MTSS module for counselor and social worker requests. **Strategy's Expected Result/Impact:** -more efficient communication between teachers and counselors/social workers -efficient data collecting system -Improvement in logging outreach for social workers/counselors family engagement -improved in timely outreach to students/families **Staff Responsible for Monitoring:** Sherilee Thomas **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement				511

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: By June 2023, Reynolds School District will increase the percentage of Latinx/o/a students from 25% to 30% and the percentage of Black/African American students from 4% to 9% that are identified for Talented and Gifted Services (TAG).

Performance Objective 1: By November 2022, the Climate and Culture Department in collaboration with the District TAG TOSA, will develop TAG readiness materials for all parents/guardians of Latino and Black/Brown students to access for the purposes of preparing their children mentally and emotionally for TAG testing.

Evaluation Data Sources: base data, parent resource flier, teacher samplers, conference attendance forms.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: By November conferences, teachers will have an informational parent TAG sheet and materials to share with our families who attend conferences or send home to families who did not attend. **Strategy's Expected Result/Impact:** -preparedness for students -opportunity to ask questions about TAG -Improved communication with families -TAG conversations -Parents will know their Latino/Black or Brown child CAN qualify **Staff Responsible for Monitoring:** Sheri Thomas **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching, Supportive Learning Environment, High Levels of Family and Community Involvement	100%	100%	100%	512

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: By June 2023, Reynolds School District will increase the percentage of Latinx/o/a students from 25% to 30% and the percentage of Black/African American students from 4% to 9% that are identified for Talented and Gifted Services (TAG).

Performance Objective 2: The Climate and Culture department will collaborate with ODE and the district TAG TOSA to create a work group with school based TAG coordinators to design a more robust identification process for RSD.

Evaluation Data Sources: work sessions log, work sessions meeting notes, base line data for TAG students identified, new outlined identification process for teachers to use

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: The TAG work group will use ODE's identification toolkit for suggestions for districts on how to better identify students. **Strategy's Expected Result/Impact:** -more black and brown students identified -teachers better prepared to recommend students for testing -a new expectation that black and brown students CAN be identified despite behavior data -better collaboration with teachers and students -better collaboration with District TOSA and school based TAG coordinators **Staff Responsible for Monitoring:** Sherilee Thomas **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development, Supportive Learning Environment				513

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Special Education Services

2022-2023

514

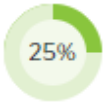
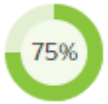
Goals

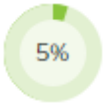
Goal 1: Goal 1: Marginalized Students

In alignment with the Five -Year Strategic Plan and both the Superintendent's Student Measurement Outcome Goals and School Board's Student Outcome Goals (SOGs), elementary schools will develop and implement School Improvement goals for both 3rd Grade Reading and 5th Grade Math on STAR based on their 2021-2022 building level data. Middle schools will develop and implement School Improvement goals for 8th Grade Math on STAR. High Schools will develop and implement School Improvement goals for 9th Grade on Track and Four-Year Cohort Graduation Rate.

Performance Objective 1: By June 2023, 3rd grade students who receive special education services will increase from 15 % to 25 % on STAR-Reading.
By June 2023, 5th grade students who receive special education services will increase from 16% to 26 % on STAR-Reading.
By June 2023, 8th grade students who receive special education services will increase from 7% to 17% on STAR-Reading.

Evaluation Data Sources: STAR DATA, Curriculum-based assessment data

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Provide professional learning to Resource teachers in targeted reading interventions (SPIRE at K-5, Language!Live at 6-12). Ensure that elementary resource teachers have access to the LETRS training on the science of reading. **Strategy's Expected Result/Impact:** Using evidence-based practices and guaranteed and viable curriculum in reading will increase student reading scores. **Staff Responsible for Monitoring:** Deb Miller, James Charles, Jennifer Ayers, Shirley Valladares **Characteristics:** Curriculum, Instruction and Assessment Aligned with Standards, Focused Professional Development				

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Collect beginning, middle, and end-of-the-year student performance data for students assigned to our intensive reading interventions (SPIRE & Language!Live) to determine effectiveness towards our goal of each targeted student with a disability gaining more than 1 years' growth in reading in one school year. **Strategy's Expected Result/Impact:** Using evidence-based practices and guaranteed and viable curriculum in reading will increase student reading scores K-12. **Staff Responsible for Monitoring:** Deb Miller, James Charles, Jennifer Ayers, Shirley Valladares **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Curriculum, Instruction and Assessment Aligned with Standards, Frequent Monitoring of Learning and Teaching				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Goal 2: Marginalized Students and Family Engagement

The Special Education Department will ensure that all families can meaningfully participate in all special education related meetings/activities.

Performance Objective 1: The Special Education Department will provide training and technical assistance to special education staff members to increase access and opportunity for families of students with disabilities, especially those who speak languages other than English, to special education meetings and documentation.

Evaluation Data Sources: Task completion, Professional Learning provided

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: By November 2022, the Special Education Department will have provided professional learning to all special education case managers on best practices for increasing meaningful parent participation in IEP meetings: providing draft IEPs in advance of the meeting, arranging for interpreters to attend meetings, and translating required documents into family's home language. **Strategy's Expected Result/Impact:** Increase parental engagement in IEP meetings, increased perception data in CEE survey **Staff Responsible for Monitoring:** Sp Ed Administrators **Characteristics:** Focused Professional Development, High Levels of Family and Community Involvement	25%	35%		517

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: The Special Education Department will host information sessions at least three times in the 2022-23 school year for parents of students receiving special education services. Sp Ed will partner with an outside agency for parent education. Sp Ed will host sessions in English and in Spanish and arrange for interpretation service for other languages as requested by parents. **Strategy's Expected Result/Impact:** Informed and engaged parents will result in greater success for students with disabilities in school. **Staff Responsible for Monitoring:** Sp Ed Admin **Characteristics:** High Levels of Family and Community Involvement	25%	85%		

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: By November 2022, all required IEP documents can be translated into Spanish, Russian, Vietnamese, Arabic, Romanian and Ukrainian in Synergy: Consent for Evaluation, Prior Notice and Consent for Special Education, Meeting Notices, and Prior Written Notices. Guidance for translating documents will be updated in the Special Education Handbook on the Intranet. **Strategy's Expected Result/Impact:** Informed and engaged parents will result in greater success for students with disabilities in school. **Staff Responsible for Monitoring:** Sp Ed Admin and Records Department **Characteristics:** High Levels of Family and Community Involvement	75%	100%	100%	

Strategy/Action 4 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 4: By June 2023, the Special Education Department will have developed and distributed information about the Special Education Process and Services in parent-friendly language that is also translated (or able to be translated) into family's home languages. **Strategy's Expected Result/Impact:** Informed and engaged parents will result in greater success for students with disabilities in school. **Staff Responsible for Monitoring:** Sp Ed Admin **Characteristics:** High Levels of Family and Community Involvement	10%	40%		518

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Goal 3: Marginalized Students and Inclusion the General Education Setting

By June 2023, 75% of RSD students receiving special education services will be educated in the general education setting, curriculum, and with their typically developing peers 80% or more of the day according to IEP placement data.

Performance Objective 1: By November 2022, develop training modules based on the principles of Universal Design for Learning. These professional learning opportunities will support general education teachers with strategies to increase engagement, representation, and action and expression for all students. Offer to building principals to present this training during building professional learning times.

Evaluation Data Sources: Task Completion, Menu of Services available for principals to select for professional learning

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Develop training modules that can be offered during Monday morning late starts or other professional learning opportunities. **Strategy's Expected Result/Impact:** Access to general education instruction will improve for students with disabilities when their teachers use Universal Design for Learning Strategies. **Staff Responsible for Monitoring:** Sp Ed Admin and TOSAs **Characteristics:** Focused Professional Development, Supportive Learning Environment				519

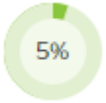
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Goal 3: Marginalized Students and Inclusion the General Education Setting

By June 2023, 75% of RSD students receiving special education services will be educated in the general education setting, curriculum, and with their typically developing peers 80% or more of the day according to IEP placement data.

Performance Objective 2: By May 2023, develop training modules for General Education Teachers on how to read and implement an IEP and the role of general education teachers in the special education process. Offer to principals to present this training during building professional learning times.

Evaluation Data Sources: Task completion, Menu of Services available for principals to select for professional learning

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Develop training modules that can be offered during Monday morning late starts or other professional development opportunities **Strategy's Expected Result/Impact:** If general education teachers have a better understanding of each student's IEP, then they will provide accommodations and modifications that provide greater access to general education content and classrooms for students with disabilities. **Staff Responsible for Monitoring:** Sp Ed Admin and TOSAs **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, Focused Professional Development				520

 No Progress Accomplished Continue/Modify Discontinue

Reynolds School District 7

Student Information Management and Records

2022-2023

521

Goals

Revised/Approved: November 20, 2022

Goal 1: By June 2023, parent engagement through the use of ParentVue in our Student Information System will in increase from 73.5% to 85%.

Performance Objective 1: In collaboration with Communications Department and the Office of Schools, develop a communication campaign plan.

Evaluation Data Sources: Communication Plan

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Scheduled meetings for collaboration, and campaign development. **Strategy's Expected Result/Impact:** Families will receive increased communication and opportunities to learn about ParentVue access in their preferred language **Staff Responsible for Monitoring:** Teri Pitts **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement				522
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: By June 2023, parent engagement through the use of ParentVue in our Student Information System will in increase from 73.5% to 85%.

Performance Objective 2: Develop training and informational materials to promote understanding of the use and the benefit of accessing ParentVue.

Evaluation Data Sources: Materials

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Develop informational materials in multiple languages for parent engagement activities, conferences and meetings such as attendance outreach, and IEP meetings. **Strategy's Expected Result/Impact:** A large audience will receiving informational materials and will increase opportunities to reach families to help them understand and use the resources available to engage in and with their students education. **Staff Responsible for Monitoring:** Teri Pitts **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, High Levels of Family and Community Involvement				

 No Progress Accomplished Continue/Modify Discontinue

523

Goal 2: To ensure that equitable decisions to improve student outcomes are based on high quality data and easier access, by June 2023, our Student Information System will be improved by increasing the number of data dashboards available to administrators and leadership teams by one per month.

Performance Objective 1: Increase the number of analytic reports and dashboards released by one per month - Prioritized by Enrollment, Attendance, Grades, Behavior, Progress towards Graduation (all data sets included in the Early Warning System -EWS)

Evaluation Data Sources: Dashboards, reports and EWS in Synergy

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Using information collaboratively gathered through multi-level work groups and interviews, develop queries and design reports and dashboards and Early Warning System in Synergy. **Characteristics:** Clear and Shared Focus, High Standards and Expectations for All Students, High Levels of Collaboration and Communication, Frequent Monitoring of Learning and Teaching	25%	80%	80%	

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Get feedback and revise reports and dashboards after design is drafted.	5%	75%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: To ensure that equitable decisions to improve student outcomes are based on high quality data and easier access, by June 2023, our Student Information System will be improved by increasing the number of data dashboards available to administrators and leadership teams by one per month.

Performance Objective 2: Develop training materials and videos accessible to all staff related to the use of Synergy.

Evaluation Data Sources: Synergy 101 -Enrollment- Attendance- MTSS - Analytics, EWS.
Analysis of access to resource materials.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Develop Schoology course to include manuals, training materials and videos for all data applications in Synergy **Strategy's Expected Result/Impact:** Staff will have access to resources to support data input, management, access and reporting. **Staff Responsible for Monitoring:** Teri Pitts **Characteristics:** Clear and Shared Focus, Effective School Leadership	30%	80%	80%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

525

Goal 2: To ensure that equitable decisions to improve student outcomes are based on high quality data and easier access, by June 2023, our Student Information System will be improved by increasing the number of data dashboards available to administrators and leadership teams by one per month.

Performance Objective 3: Provide training, coaching and support on Synergy use and data analysis.

Evaluation Data Sources: Training materials, calendar and list of those trained.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Provide professional learning opportunities to all Administrative groups, Cabinet, District Office and Building Leadership. **Strategy's Expected Result/Impact:** District Leaders will report improved data accuracy, access and support. **Staff Responsible for Monitoring:** Teri Pitts **Characteristics:** Clear and Shared Focus, Effective School Leadership, High Levels of Collaboration and Communication, Focused Professional Development	15%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

526

Reynolds School District 7

Technology Services

2022-2023

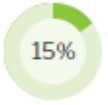
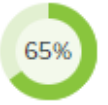
527

Goals

Goal 1: By June 2023, Technology Services implement a standard operating procedure for on-boarding and off-boarding staff with District-owned technology devices.

Performance Objective 1: Publish a standard procedure for on-boarding and off-boarding of staff technology

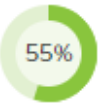
Strategy/Action 1 Details	Reviews			
Strategy/Action 1: Establish the process for staff to return technology equipment	Formative			Summative
	Nov	Mar	Mar	June

Strategy/Action 2 Details	Reviews			
Strategy/Action 2: Establish the process for which staff to receives access to technology equipment	Formative			Summative
	Nov	Mar	Mar	June
				

  No Progress Accomplished Continue/Modify Discontinue

Goal 2: By June of 2023, collaborate with other departments to develop a process to involve Technology Services early in their conversation for all projects involving technology.

Performance Objective 1: Publish an interoffice memo stating the criteria for which Technology Services may need to be involved when discussing anything that may involve technology.

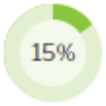
Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Publish an interoffice memo stating the criteria for which Technology Services may need to be involved when discussing anything that may involve technology.				

 No Progress Accomplished Continue/Modify Discontinue

529

Goal 3: By June of 2023, develop a plan to encourage Technology Services staff to participate in professional development

Performance Objective 1: Develop a schedule that includes PD goals for each staff

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Develop a schedule that includes PD goals for each staff				

  No Progress Accomplished Continue/Modify Discontinue

530

Reynolds School District 7

Transportation Services

2022-2023

531

Goals

Revised/Approved: September 15, 2022

Goal 1: Provide 4 equity training sessions to all Transportation staff by June 30, 2023.

Performance Objective 1: Provide 4 equity training sessions to all Transportation Staff by June 30, 2022

Evaluation Data Sources: ZOOM Polls, Plus Delta's, Homework assignments and staff presentations

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Staff will be required to attend small group meetings. Participation will be required at all meetings. Staff will share new discoveries, experiences and opportunities for improvement department wide. **Strategy's Expected Result/Impact:** Small group discussion will encourage deeper conversations. Drivers will be assigned to the same groups in an effort to build relationships and encourage sharing and personal discoveries. **Staff Responsible for Monitoring:** Transportation Leadership Team **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development	50%	45%	55%	532

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Develop standard operating procedures for student behavior management to promote student safety and ensure positive school climate on all elementary and middle school bus routes.

Performance Objective 1: The District Behavior Response Handbook will be used to develop standard responses to common occurrences on the school bus. The plan will provide action steps to support positive outcomes to challenging behaviors presented on the school bus. The standard will include; referral writing outline, practical responses to the issues we can anticipate, de-escalation tools, regular coaching and documented time line of progressive interaction.

Evaluation Data Sources: Bus Conduct referral system

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Identify one elementary principal that will collaborate and assist with practical responses. Transportation Student Management Committee builds framework, specific to school buses from the District Behavior Response Handbook **Strategy's Expected Result/Impact:** Effective responses to common behavior. Responses that assist in relationship building. Tools for being assertive but non-threatening while driving with back to students. Transportation Student Management Committee conducts monthly meetings. **Staff Responsible for Monitoring:** Director of Transportation Services, Transportation Supervisor and Training & Safety Lead **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication	20%	30%	35%	533

Strategy/Action 2 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Feedback received from training sessions will be shared with Transportation Student Management Committee. The committee will build a model taken from driver and principal input. **Strategy's Expected Result/Impact:** Principals and School Staff responding to Bus Conduct Referrals will have a clear outline of the progressive support offered to students. Building trust and confidence that support has been offered and intervention is now needed from the school site. **Staff Responsible for Monitoring:** Director of Transportation, Transportation Supervisor, Training & Safety Lead and Transportation Student Management Committee **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development	25%	40%	45%	

Strategy/Action 3 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 3: Training, Coaching and Mentoring is offered to drivers continually. Trainers continue to liaise between school sites and Transportation. Bus safety demonstrations at schools. **Strategy's Expected Result/Impact:** Effective communication, using similar words and phrases and shared goals for bus expectations will provide consistency to students. When expectations are clear, anxiety is reduced creating a safer ride for all. Students arrive at school ready to learn. **Staff Responsible for Monitoring:** Transportation Leadership and Training staff with principal feedback				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: By November 1, 2022, Transportation Services will deploy parent notification software, Traversa Ride 360, which will provide student attendance data to schools and parents to enhance student safety and security.

Performance Objective 1: Review and Assess ridership monthly to ensure efficiency and on-time service. Additionally, attendance records will support necessary data collection for Medicaid, ODE and SUN-Extended Day Opportunities (EDO) Reports.

Evaluation Data Sources: On-Time Schedule reports provided by GPS System & Ride 360

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Transportation Leadership to review and assess data collected from software to aid in decision making around routing efficiency, student interaction, ridership and loading/unloading locations at school sites. **Strategy's Expected Result/Impact:** Data to be reviewed by Routing, Dispatch and Training teams within the Transportation Department. Additionally, to support safety while on route and at loading time, Transportation staff will serve as a liaison between drivers, who must remain at the wheel and school staff. This opens up the line of communication and assists in building positive relationships. Students see that transportation is connected to their school day and staff work as team on the bus as well. This could impact student management in a very positive way. **Staff Responsible for Monitoring:** Transportation Supervisor, Training and Safety Lead, Bus Drivers	25%	40%	45%	

Strategy/Action 2 Details	Reviews			535
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 2: Safety & Training Lead to create a schedule to ensure periodic visits to school sites. **Strategy's Expected Result/Impact:** As Transportation staff continue to be a positive presence outside of the bus at school sites, relationships are strengthened. Issues and concerns may be addressed while on site. **Staff Responsible for Monitoring:** Transportation Leadership	20%	55%	60%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: By November 1, 2022, Transportation Services will deploy parent notification software, Traversa Ride 360, which will provide student attendance data to schools and parents to enhance student safety and security.

Performance Objective 2: Traversa Ride 360 will provide live data to dispatch and call takers to improve first person resolution.

Evaluation Data Sources: On-time schedule data, fewer documented level 1 supervisor involved resolutions.

Strategy/Action 1 Details	Reviews			
	Formative			Summative
	Nov	Mar	Mar	June
Strategy/Action 1: Transportation Leadership will collaborate with Dispatch Team to identify the most common occurrences in which they feel a supervisor is needed for decision making. **Strategy's Expected Result/Impact:** A decision tree develops. Equity in decision making rather than circumstances will create a standard response go by to assist when under pressure. Staff is empowered to make decisions quickly and effectively. Communication improves. Response time is shortened when not awaiting supervisor approval. Service to parents, school staff, community and drivers improves. Students are impacted by the change with fewer occurrences of a late bus, less radio chatter while on board buses and delays in service **Staff Responsible for Monitoring:** Transportation Leadership **Characteristics:** Clear and Shared Focus, High Levels of Collaboration and Communication, Focused Professional Development	20%	50%	55%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

536

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

To:	Board of Directors
From:	Frank Caropelo, Interim Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Superintendent's Report**
Policy:	Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF
Date:	April 26, 2023

Action ☐
Report ☒

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 Superintendent will provide announcements and reports to the board:

a. Announcements / Report - Frank Caropelo
b. Communication Report - Steve Padilla
c. Financial Report - Anthony Lebron
d. Enrollment Report - Anthony Lebron

Reynolds School District

Superintendent Reports

Communications & Community Relations

April 26, 2023

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.

Reynolds School District

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.

539

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

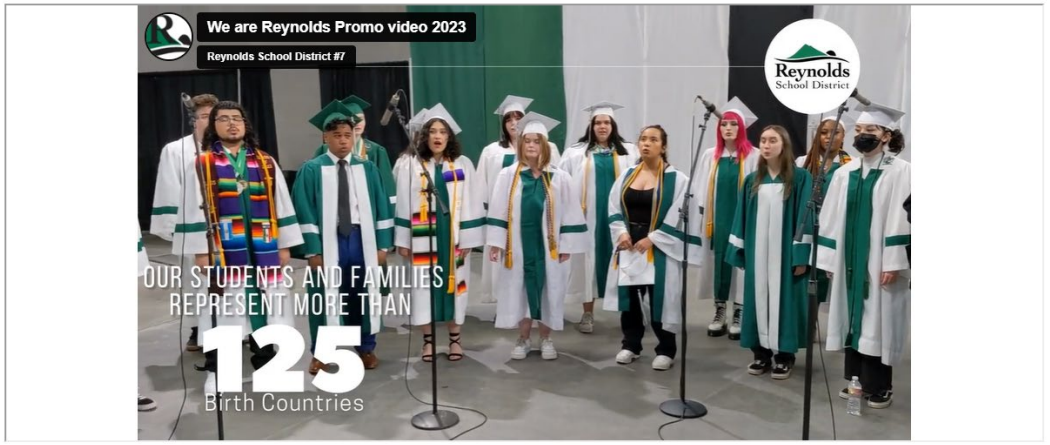
We believe that the heart of a high-performing organization is its people.
We commit to becoming an inclusive and positive organizational culture.

Internal Communications Update

Steve Padilla
Interim Director of Communications

- RSD's Communications team created a recruiting video for HR;
- RSD's Communications team will create a series "A Day In The Life Of" starting with our bus drivers.

Human Resources



▼ **Employment**

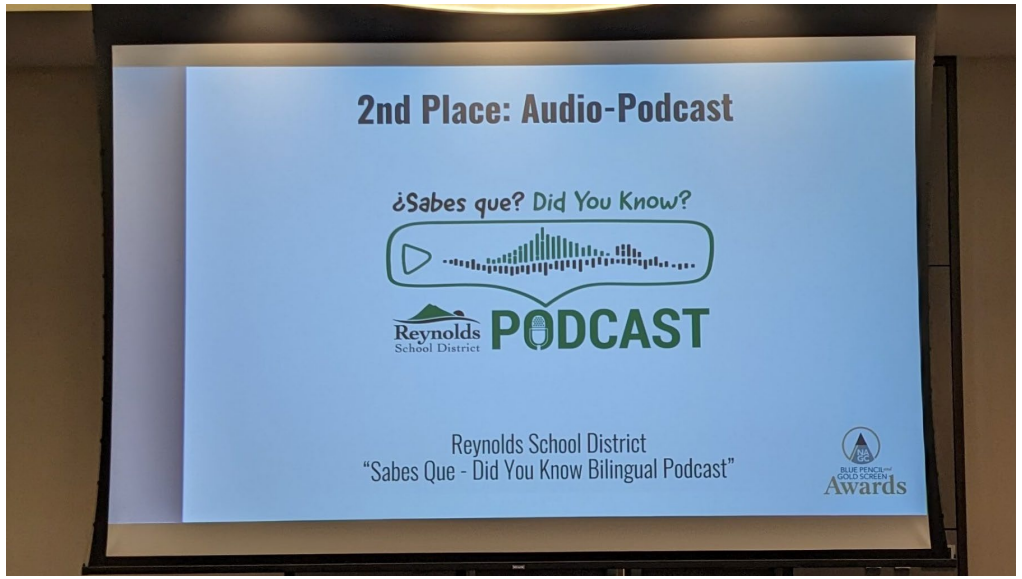
Reynolds School District is a great place to work. Our staff, students, and families are amazing! We are looking for people just like you to join our team.

540

Awards Update!

Steve Padilla
Interim Director of Communications

- RSD's Communications team attended the National Association of Government Communicators (NAGC) conference last week;
  - RSD won a National Association of Government Communicators Blue Pencil & Gold Screen Award! 2nd Place for Audio - Podcast // Submission Title: Reynolds School District's "¿Sabes Que? – Did You Know?" Bilingual Podcast.



541

Reynolds School District

Steve Padilla
Interim Director of Communications

RSD Social Media in May

- Asian American and Pacific Islander Heritage Month;
- 1-7 National Children's Book Week;
- 1-7 National Physical Education and Sports Week;
- 5 School Lunch Hero Day;
- 7-14 National Music Week;
- 8-12 National Teacher Appreciation Week and National Teacher Day (9th)
- 8 World Red Cross Day
- 10 National School Nurse Day;
- 12 School Communicators Day;
- 14 Mother's Day;
- 29 Memorial Day;
- 31 World No Tobacco Day

542

Reynolds School District

Award-Winning Sabes Que – Did You Know! Update

- We interviewed Jill and Shaunice regarding the benefits of working for RSD. That went out on 4/20;
- Our Podcasts can be found on Amazon Music, Spotify, iHeartRadio, Pandora and Apple Podcasts!

543

Reynolds School District

Reynolds School District

Questions?

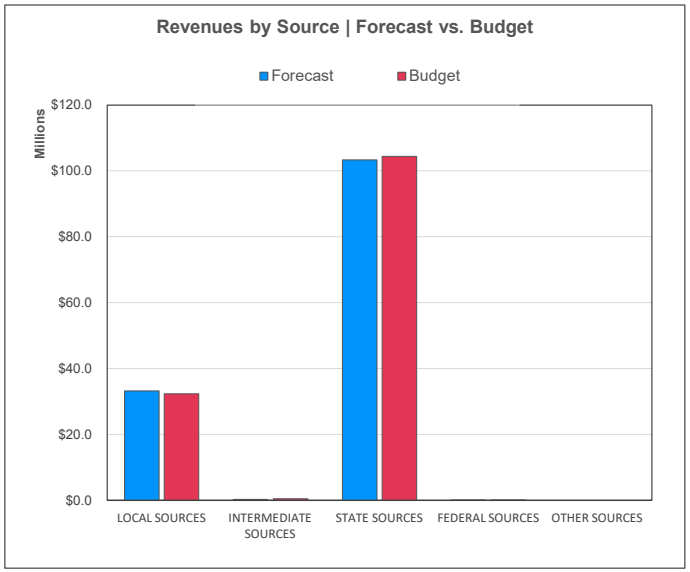
Thank you!

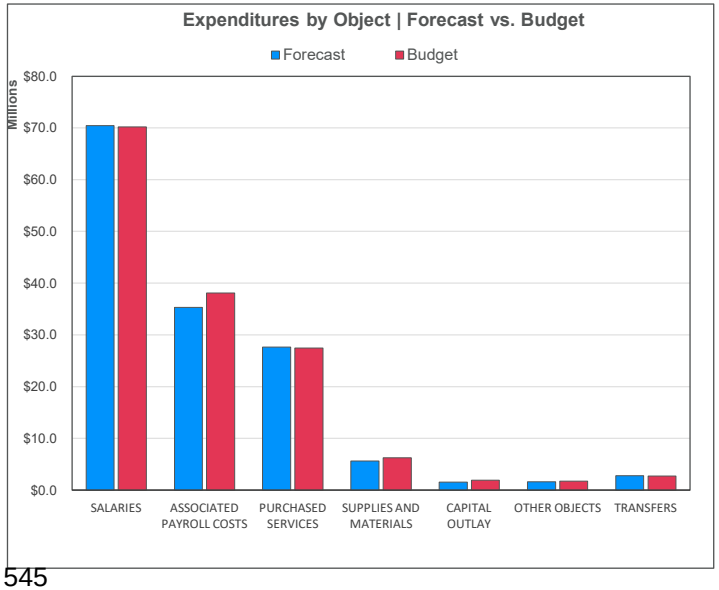
As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

100 General Fund | Financial Projection by Object

For the Period Ending March 31, 2023

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Annual Forecast
RESOURCES					
Operating Revenues					
Local Sources	$ 30,129,606	$ 32,332,859	$ 31,143,705	96.32%	$ 33,143,352
Intermediate Sources	-	501,800	28,046	5.59%	277,076
State Sources	83,768,392	104,355,789	84,537,220	81.01%	103,309,296
Federal Sources	24,474	60,000	20,669	34.45%	36,506
Other Sources	215,987	-	-	0.00%	-
Total Operating Revenues	**$ 114,138,458**	**$ 137,250,448**	**$ 115,729,639**	84.32%	**$ 136,766,230**
Beginning Fund Balance	24,654,907	34,006,549	37,766,143	111.06%	37,766,143
TOTAL RESOURCES	**$ 138,793,364**	**$ 171,256,997**	**$ 153,495,782**	89.63%	**$ 174,532,372**
REQUIREMENTS					
Operating Expenditures					
Salaries	$ 39,071,641	$ 70,211,510	$ 44,190,960	62.94%	$ 70,444,642
Associated Payroll Costs	19,149,901	38,069,363	20,944,512	55.02%	35,278,734
Purchased Services	14,789,521	27,427,494	17,827,398	65.00%	27,619,993
Supplies and Materials	3,139,802	6,226,267	3,600,932	57.83%	5,604,382
Capital Outlay	281,016	1,902,393	1,078,165	56.67%	1,523,605
Other Objects	1,495,986	1,714,645	1,575,811	91.90%	1,630,001
Transfers	1,712,502	2,721,650	2,721,650	100.00%	2,772,650
Total Operating Expenditures	**$ 79,640,368**	**$ 148,273,322**	**$ 91,939,427**	62.01%	**$ 144,874,007**
Contingencies	-	14,638,103	-	0.00%	-
Unappropriated Ending Fund Balance	-	8,345,572	-	0.00%	-
TOTAL REQUIREMENTS	**$ 79,640,368**	**$ 171,256,997**	**$ 91,939,427**	53.69%	**$ 144,874,007**
Ending Fund Balance					**$ 29,658,365**
OPERATING SURPLUS / (DEFICIT)	**$ 34,498,090**	**$ (11,022,874)**	**$ 23,790,212**		**$ (8,107,777)**
(Operating Revenue less Operating Expenses)					



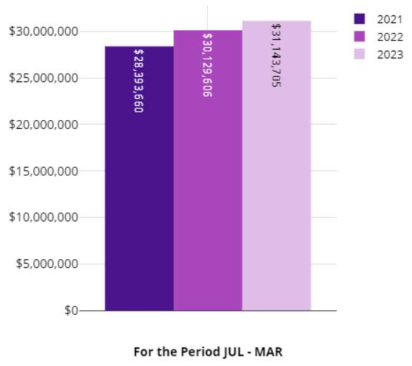


Budget Management Analytics

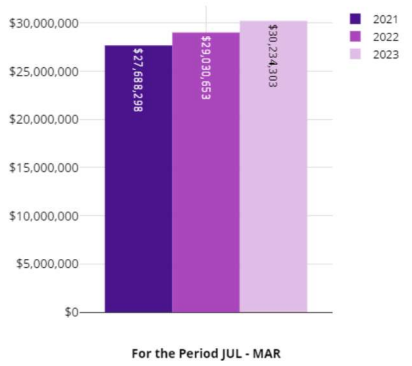
2022-2023 Reynolds SD 7 | General Fund Overview - Revenue

YTD Local Sources	YTD State Sources	YTD All Sources (except 5400s)
96.32% of Budget	81.01% of Budget	84.32% of Budget
Prior Year YTD: 94.04% of Actuals	Prior Year YTD: 79.00% of Actuals	Prior Year YTD: 82.49% of Actuals

Local Sources (1000s)



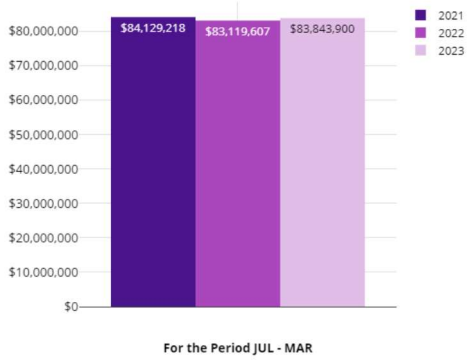
Property Taxes (1100s)



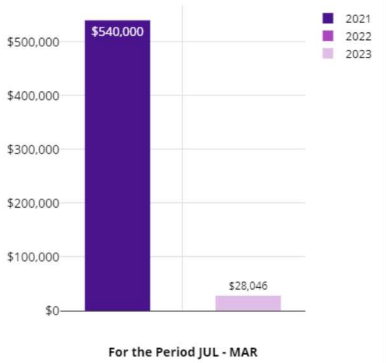
Interest Earnings (1500s)

State Sources (3000s)

State School Fund (3101)

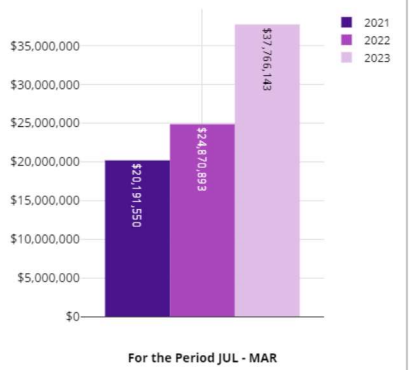


Intermediate Sources (2000s)



Federal Sources (4000s)

Other Sources (5000s)

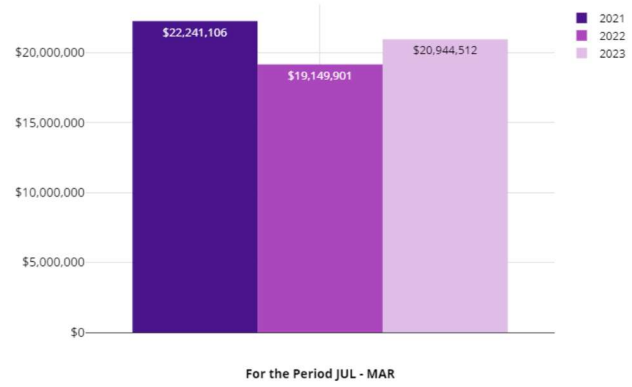


2022-2023 Reynolds SD 7 | General Fund Overview - Expense

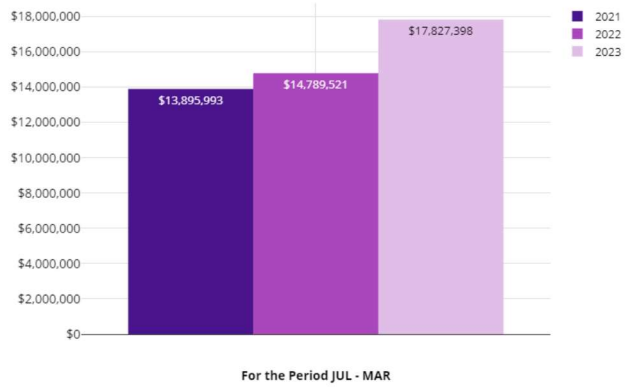
YTD Salary and Benefits	YTD Purchased Services	YTD Other Expenses
60.15% of Budget	65.00% of Budget	71.44% of Budget
Prior Year YTD: 61.24% of Actuals	Prior Year YTD: 66.55% of Actuals	Prior Year YTD: 69.83% of Actuals

Salaries (100s)

Benefits (200s)



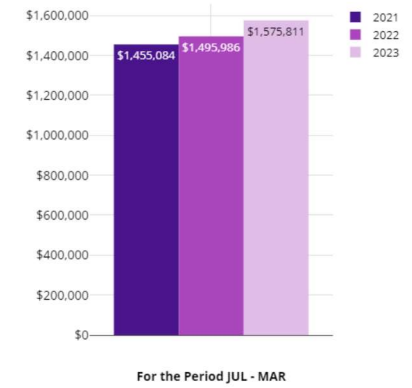
Purchased Services (300s)



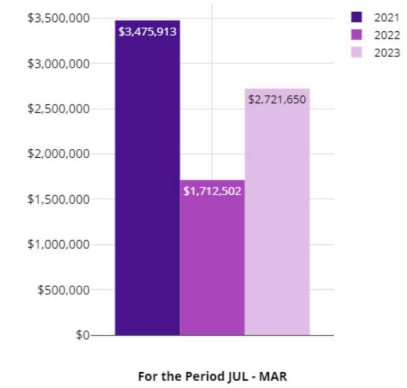
Supplies (400s)

Capital Outlay (500s)

Other Objects (600s)



Transfers (700s)



Enrollment Count Report 2022-2023

Elementary Enrollment By Classroom

October 21, 2022

School			Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE		Variance 2021-22 vs 2022-23	
															FTE	Grade	Projected	Diff
Alder																	*Alder*	
Dual Language Classes			22		21		23		26		25		23					
			27		25		23		22		29		26					
			17		21		23		23		28		26					
Total			**66**		**67**		**69**		**71**		**82**		**75**	**430**	**-**		**402**	**28**
# of Classes			**3**		**3**		**3**		**3**		**3**		**3**	**18**				
Average Class Size			**22.00**		**22.33**		**23.00**		**23.67**		**27.33**		**25.00**					
Davis			17		17		14		20		23		21				*Davis*	
			16		17		15		19		21		21					
			16		16		11		18		19		23					
			16		15		12											
Total			**65**		**65**		**52**		**57**		**63**		**65**	**367**	**-**		**414**	**-47**
# of Classes			**4**		**4**		**4**		**3**		**3**		**3**	**21**				
Average Class Size			**16.25**		**16.25**		**13.00**		**19.00**		**21.00**		**21.67**					
					`													
Fairview			15		14		22		18		17		14				*Fairview*	
			15		14		23		17		16		15					
			14		15				16		18		15					
Total			**44**		**43**		**45**		**51**		**51**		**44**	**278**	**-**		**284**	**-6**
# of Classes			**3**		**3**		**2**		**3**		**3**		**3**	**17**				
Average Class Size			**14.67**		**14.33**		**22.50**		**17.00**		**17.00**		**14.67**					
Glenfair			22		20		22		18		18		22				*Glenfair*	
			13		19		22		18		20		22					
			21		18		23		17		22		23					
			23		19				17		20							
Total			**79**		**76**		**67**		**70**		**80**		**67**	**439**	**-**		**418**	**21**
# of Classes			**4**		**4**		**3**		**4**		**4**		**3**	**22**				
Average Class Size			**19.75**		**19.00**		**22.33**		**17.50**		**20.00**		**22.33**					
Hartley			17		18		21		21		18		22				*Hartley*	
			16		19		21		19		19		22					
			15		19		22				17		21					
Total			**48**		**56**		**64**		**40**		**54**		**65**	**327**	**-**		**396**	**-69**
# of Classes			**3**		**3**		**3**		**2**		**3**		**3**	**17**				
Average Class Size			**16.00**		**18.67**		**21.33**		**20.00**		**18.00**		**21.67**					

M Scott			17		16		18		19		18		19				***M Scott***	
			15		18		18		20		19		21					
			18		17		19		20		17		19					
Total			**50**		**51**		**55**		**59**		**54**		**59**	**328**	**-**		**396**	**-68**
# of Classes			**3**		**3**		**3**		**3**		**3**		**3**	**18**				
Average Class Size			**16.67**		**17.00**		**18.33**		**19.67**		**18.00**		**19.67**					
Salish Ponds			13		18		19		20		17		19				***Salish Ponds***	
			14		18		17		20		17		20					
			15		18		17		20		16		18					
Total			**42**		**54**		**53**		**60**		**50**		**57**	**316**	**-**		**360**	**-44**
# of Classes			**3**		**3**		**3**		**3**		**3**		**3**	**18**				
Average Class Size			**14.00**		**18.00**		**17.67**		**20.00**		**16.67**		**19.00**					
Sweetbriar			20		19		18		25		23		23				***Sweetbriar***	
			18		20		17		24		22		22					
Total			**38**		**39**		**35**		**49**		**45**		**45**	**251**	**-**		**272**	**-21**
# of Classes			**2**		**2**		**2**		**2**		**2**		**2**	**12**				
Average Class Size			**19.00**		**19.50**		**17.50**		**24.50**		**22.50**		**22.50**					
Troutdale			21		18		20		24		28		22				***Troutdale***	
			21		20		21		26		28		21					
			20		17		21						22					
Total			**62**		**55**		**62**		**50**		**56**		**65**	**350**	**-**		**352**	**-2**
# of Classes			**3**		**3**		**3**		**2**		**2**		**3**	**16**				
Average Class Size			**20.67**		**18.33**		**20.67**		**25.00**		**28.00**		**21.67**					
Wilkes			18		20		25		20		24		19				***Wilkes***	
			17		21		25		20		24		19					
			18		21		24		18		25		18					
			10		9				19				19					
Total			**63**		**71**		**74**		**77**		**73**		**75**	**433**	**-**		**419**	**14**
# of Classes			**3.5**		**3.5**		**3**		**4**		**3**		**4**	**21**				
Average Class Size			**18.00**		**20.29**		**24.67**		**19.25**		**24.33**		**18.75**					
Woodland			20		22		18		23		23		20				***Woodland***	
			17		22		15		24		24		20					
			22		20		17		25		23		19					
Total			**59**		**64**		**50**		**72**		**70**		**59**	**374**	**-**		**359**	**15**
# of Classes			**3**		**3**		**3**		**3**		**3**		**3**	**18**				
Average Class Size			**19.67**		**21.33**		**16.67**		**24.00**		**23.33**		**19.67**					

Grade Totals			616		641		626		656		678		676	3893	-		4072	-179
Total # of Classes			34.5		34.5		32		32		32		33	198				
Total Average Class Size			17.86		18.58		19.56		20.50		21.19		20.48					

ACTUAL ATTENDANCE COUNT REPORT 2021-2022

Secondary Enrollment By Grade Level

October 21, 2022

School		6th Grade	7th Grade	x	8th Grade	x	9th Grade	x	10th grade	x	11th Grade	x	12th Grade	Total	Added FTE		COMPARISON TO PROJECTIONS 2021-22 Projected	
																	Projected	Diff
HB Lee MS		225	209		224									658			826	-168
Reynolds MS		255	265		276									796			977	-181
Walt Morey MS		179	185		187									551			604	-53
RHS + Middle College							702		579		535		493	2309			2801	-492
RLA							1		19		31		49	100			216	-116
Total		659	659		687		703		598		566		542	4414	-		5424	-1010
Total Reynolds:														8307	-		9496	-1189

Comprehensive School | Targeted School | New Classroom Pending

Charter School Data

		Kndgtn	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	x	6th-8th Grade	Total	Added FTE			
															FTE	Grade		
Arthur Academy		29	27		31		29		28		27			171			167	4
Rockwood Preparatory Academy		63	65		59		45		49		46			327			295	32
MLA		49	48		47		48		47		48		284	571			570	1
HOLLA		16	19		12									47				
														1116	-		1032	84
														9,423	-		10,066	-643

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

To: Board of Directors

From: Frank Caropelo, Interim Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Consent Agenda**

Policy: Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF

Date: April 26, 2023

Action ☒
Report ☐

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. TAP Asbestos Grant Acceptance
D. Field Trip: RHS Speech and Debate
E. Policy Updates: Section G
F. Parking Lot Lease with McMenamins
G. Resolutions
    i. Resolution 2022-2023-019 Asian American and Pacific Islander Heritage Month
    ii. Resolution 2022-2023-020 Teacher Appreciation Week
    iii. Resolution 2022-2023-021 School Nutrition Heroes
    iv. Resolution 2022-2023-022 National School Nurse Week
    v. Resolution 2022-2023-023 Jewish American Heritage Month

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
D. Call for Board Vote

Reynolds School District
Board of Education Business Meeting

March 22, 2023
7:00 PM
Wood Village City Hall
24200 NE Halsey
Wood Village, Oregon 97060

Attendance Taken at 7:00 PM. Yesenia Delgado: Absent, Ana Gonzalez Muñoz: Present, Francisco Ibarra: Present, Aaron Muñoz: Present, Michael Reyes: Present, Joyce Rosenau: Present, Cayle Tern: Present.

I. 6:00p - Executive Session

The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(a) 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 March 22, 2023 Business Meeting to order at 7:00p.

A. Roll Call

B. Consider Approval of the March 22, 2023 Agenda

I move to approve the March 22, 2023 agenda as presented. This motion, made by Aaron Muñoz and seconded by Michael Reyes, Passed.

Yea: 6, Nay: 0

C. Pledge of Allegiance

D. Land Acknowledgement

- Director Cayle Tern read the Land Acknowledgement into the record.

III. 7:10p - Board Recognition

A. Student Recognition

B. Staff Recognition

C. Volunteer/Community Partner Recognition

D. Resolution 2022-2023-015 Public School Volunteer Appreciation Week

- Director Michael Reyes read Resolution 2022-2023-015 into the record.

E. Resolution 2022-2023-016 National Assistant Principal Week

- Director Cayle Tern read Resolution 2022-2023-016 into the record.

F. Resolution 2022-2023-017 Arab American Heritage Month

- Director Francisco Ibarra read Resolution 2022-2023-017 into the record.

G. Resolution 2022-2023-018 School Library Month

- Director Joyce Rosenau read Resolution 2022-2023-018 into the record.

IV. 7:25p - Financial Planning

A. Integrated Guidance Application

- Why are the attendance growth trends so small? What are the barriers? How can we support growth?
- The Board will look at the possibility of adding or changing their goals to align with the integrated guidance targets
- What are the primary datapoints being used for the 3rd grade reading?
    - STAR testing
- Is the application on a two-year cycle?
    - It's a four-year plan but we budgeted on the biennium every two years
- Working on scheduling changes to allow students more opportunities to take required classes and also have time to participate in interventions, take electives, etc; ie block scheduling
- Block scheduling will help with PD time as well.
- "Extended Day" programming - community partners, teachers, principals, instructional coaches
- RPA is applying separately. The other three charters are submitting under our umbrella. They will submit their own individual budgets and do their own community engagement.

B. Four Year Projections

- Our PERS liability will go down next year.
- The state adjusts our funds based on enrollment by doing checks throughout the year - October, January, and April

V. 7:55p - Public to be Heard

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

VI. 8:15p - Board Questions on Financial Planning

VII. 8:30p - Bargaining Group Updates

VIII. 8:40p - Rockwood Preparatory 2021-2022 Audit Report

IX. 8:50p - Superintendent's Reports

A. Announcements/Reports

B. Communications Report

C. Financial Report

D. Enrollment Report

X. 9:15p - Consent Agenda

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

Yea: 6, Nay: 0

A. Approval of Personnel Order

B. Approval of Prior Meeting Minutes

C. Field Trips

i. RLA Trip to Timberline

ii. RHS Trip to State Thespian Festival

D. Resolutions

i. Resolution 2022-2023-015 Public School Volunteer Appreciation Week

ii. Resolution 2022-2023-016 National Assistant Principal Week

iii. Resolution 2022-2023-017 Arab American Heritage Month

iv. Resolution 2022-2023-018 School Library Month

XI. 9:20p - Action Items

A. Integrated Guidance Application

I move that the Board approves the Reynolds School District Integrated Guidance plan and budget for submission to ODE. This motion, made by Francisco Ibarra and seconded by Michael Reyes, Passed.
Yea: 6, Nay: 0

B. In Person MOU with REA

I move that the Board approve the MOU between REA and RSD on in-person learning as presented. This motion, made by Michael Reyes and seconded by Aaron Muñoz, Passed.
Yea: 6, Nay: 0

XII. 9:30p - Board Reports and Discussion

A. Individual Board Members - Announcements and Reports

B. Upcoming Board Meetings

XIII. 9:40p - Adjourn

- Chair Ana Gonzalez Muñoz adjourned the March 22, 2023 Business Meeting at 9:09p.

Reynolds School District
Board of Education Work Session

April 12, 2023
7:00 PM
Wood Village City Hall
24200 NE Halsey
Wood Village, Oregon 97060

Attendance Taken at 7:07 PM. Yesenia Delgado: Present, Ana Gonzalez Muñoz: Present, Francisco Ibarra: Present, Aaron Muñoz: Present, Michael Reyes: Present, Joyce Rosenau: Present, Cayle Tern: Absent.

I. 6:00p - Executive Session

II. 7:00p - Call to Order

- Chair Ana Gonzalez Muñoz called the April 12, 2023 Work Session to order at 7:02p.

A. Roll Call

B. Land Acknowledgement

- Director Francisco Ibarra read the Land Acknowledgement into the record.

III. 7:05p - Public to be Heard

IV. 7:20p - Multnomah Youth Commission: Start Times Presentation

- Athletics - JV games have to start by a certain time. Has there been a discussion with Parkrose about how this works for them?
- How did you achieve such a high survey return rate?
    - Worked with Principal Anderson and Dr. Hahn-Huston. It was sent out on the Monday expectations where teachers ask students to respond.
- There were no parents surveyed in the recent RHS survey
- Has there been a discussion about the high use of technology having any impact on sleep?
- A lot of the survey responses had to do with students missing first period.
- Have the schools that start a little later seen better attendance?
    - Many of the schools made the change recently so there hasn't been enough time to collect data yet?
- Has there been any discussion regarding adding more engagement activities in the mornings to encourage students to come to school?
    - Most of the research was based on sleep needs

V. 7:40p - Bond Polling Results and Timeline

- Next steps: Superintendent will work with Bond Finance and Planning Committee and staff on restarting the process and making a bond package proposal. Include a Board member on the committee as well.

VI. 8:20p - Policy Section G: First Reading

- Policy GBG: Staff Participation in Political Activities - does work day include duty-free lunch?
- Policy GCBA: Personal Electronic Devices and Social Media - Staff - who is the person with authority?
- Is there info on FMLA?
- Policy GCBC - Why is the 10 hour work time crossed out?

VII. 8:30p - Board Chair NSBA Recap

VIII. 8:40p - Adjourn

- Board Chair Ana Gonzalez Muñoz adjourned the April 12, 2023 Work Session at 7:46p.

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

To: Board of Directors

From: Wade Bakley, Chief of Staff

Prepared by: Hank Bauer, Administrative Analyst

Subject: **TAP Asbestos Grant Agreement**

Policy: Funding Proposals and Applications - DD

Date: April 26, 2023

Action ☒
Report ☐

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 RSD a grant of no more than $25,000 to be applied for asbestos inspections and management planning.

Previous Board Action:
The Board authorizes the acceptance of all grants.

Background:
Reynolds School District will utilize the grant for asbestos hazard assessments including sampling, 3 year inspections, periodic surveillance, Asbestos Hazard Emergency Response Act (AHERA) training, and record keeping. Here is additional background info about the grant provided by ODE:

- Initial AHERA inspections and 3-year re-inspections must be performed by Accredited Asbestos Inspectors. Appropriately trained district personnel may also perform inspections and 6-month surveillance.
- The grant can be used to reimburse districts for costs related to AHERA inspections, 6-month periodic surveillance, asbestos sampling, AHERA-related training for district personnel (both new and refresher courses), and upgrading to a web-based record-keeping system. It **cannot** be used to cover the costs of asbestos abatement.

- The goal of the Asbestos Hazards Assessment is twofold…

    1. To help districts comply with federally mandated requirements of AHERA to protect students and teachers from asbestos exposure in school buildings.
    2. To assist districts with upgrading to a web-based asbestos database system to save districts time and paper, increase access by schools and parents and improve reporting capabilities.
- ODE allows districts to submit invoices for work started in the current fiscal year. For 2023 grant recipients this is from July 1, 2022, to the end of the grant period, December 31, 2024.

Financial Implications:
Acceptance of this grant would subsidize asbestos inspections and management planning by up to $25,000.

Alternatives:
To not accept the $25,000 grant for asbestos inspections and management planning.

Staff Recommendation:
Staff recommends that the Board accepts the asbestos 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 accepts the asbestos grant, authorizes staff to enter into the grant contract, and to proceed with the project.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

REYNOLDS SCHOOL DISTRICT
REQUEST TO FILE GRANT APPLICATION

Grant Applicant Information

Grant Application Due Date: Feb 15, 2023

Grant Applicant Name(s): Reynolds School District 7 (Brent Perrin)

Email: bperrin@rsd7.net Phone: (503) 492.4921 x3440

Project Manager Name: Brent Perrin

Email: bperrin@rsd7.net Phone: (503) 492.4921 x3440

Grant/Project Information

Funding Agency: ODE, Technical Assistance Program (TAP) Circle: **New** ~~Renewal~~

Requested Amount: $25,000 District Match Requested: $0

Grant Award Period: On or before March 15, 2023

Project Description (attach sheet if needed)

Asbestos Hazard Assessments. Eligible costs include: asbestos sampling, 3 year inspections, periodic surveillance, AHERA training and record keeping.

Signatures

Applicant: Brent Perrin, Director of Facilities Date: March 21, 2023

Principal/Department Head: Brent Perrin Date: March 21, 2023

Superintendent: Date:

Circle: Approved Declined

Comments:

Finance Service use only:

Grant Decision: Awarded Denied Amount Awarded:

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 ("Recipient") for financing of the Environmental Hazard 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: Allowable Costs

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, 2024.

"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 allowable costs 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.

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.

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

If to Recipient:
Brent Perrin
Director of Facilities
20311 NE Glisan St. Bldg. B
Fairview, OR, 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.

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

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:_____
Philip Hofmann,
Deputy Director of Procurement

Date:_____

REYNOLDS SCHOOL DISTRICT

By:_____
Frank Caropelo
Superintendent

Date:_____

EXHIBIT A – PROJECT DESCRIPTION

Reynolds School District will perform asbestos inspections and management planning in accordance with the Code of Federal Regulations: Chapter 40, Part 763—ASBESTOS, Subpart E—Asbestos-Containing Materials in Schools, found here:
https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title40/40cfr763_main_02.tpl

The environmental hazard assessment and all final reports will be done in compliance with the Asbestos Hazard Emergency Response Act (AHERA).

The AHERA regulations require public school districts and non-profit schools to:

- Perform an original inspection to determine whether asbestos-containing materials are present and then re-inspect asbestos-containing material in each school every three years
- Develop, maintain, and update an asbestos management plan and keep a copy at the school
- Provide yearly notification to parent, teacher, and employee organizations on the availability of the school's asbestos management plan and any asbestos-related actions taken or planned in the school
- Designate a contact person to ensure the responsibilities of the public school district or the non-profit school are properly implemented
- Perform periodic surveillance of known or suspected asbestos-containing building material
- Ensure that trained and licensed professionals perform inspections and take response actions
- Provide custodial staff with asbestos-awareness training

United States Environmental Protection Agency: Factsheet on Federal Requirements for Asbestos Management in School
https://www.epa.gov/sites/default/files/documents/aherarequirements_1_0.pdf

Oregon Department of Environmental Quality's List of Accredited Asbestos Inspectors
https://www.oregon.gov/deq/Hazards-and-Cleanup/Documents/asbAccredInspector2020.pdf

Oregon Department of Environmental Quality's List of Accredited Asbestos Training Providers
https://www.oregon.gov/deq/FilterDocs/asb-Trainers.pdf

The Recipient agrees to follow local procurement rules including giving priority to businesses registered with the Certification Office for Business Inclusion and Diversity (COBID)
https://www.oregon.gov/biz/programs/COBID/Pages/default.aspx

EXHIBIT B – ALLOWABLE COSTS

The costs of Reynolds School District's asbestos inspections and management planning are estimated to be no more than $25,000:

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. The Asbestos Environmental Hazards Assessment Grant will cover the following costs associated with asbestos inspections and management planning:

- Pre-renovation/demolition surveys (asbestos sampling)
- Initial AHERA inspections and 3-year re-inspections
- 6-month periodic surveillance
- AHERA-related training for district personnel – both new and refresher courses
- Upgrading to a web-based record-keeping system (including data migration costs)
- Appropriately trained district personnel's earned wages while performing re-inspection, sampling, and/or surveillance of asbestos-containing materials

Requesting Reimbursement

The Recipient agrees to send documentation by the Project Completion Deadline (see Section 1) to the TAP Administrator identified in Section 10.D, via email, for review and approval to request reimbursement. Once the documentation has been approved by the TAP Administrator, the Recipient will proceed with submitting a payment claim in ODE's Electronic Grants Management System (EGMS). The documentation required for reimbursement may include one or more of the following:

- A copy of the re-inspection report or link to the report online
- Asbestos sampling lab report(s), if sampling was completed
- A copy of the 6-month surveillance checklist
- Invoices from Accredited Asbestos Training Providers that include a description of the training taken
- Invoices from Accredited Asbestos Inspectors that include a description of the scope of work performed
- Invoices from Environmental Health & Safety management software company that includes a description of the work entailed for the district to upgrade to a web-based record-keeping system
- A financial report for Function Code 2540 / Object Code 112 or 114 specific to the appropriately trained district personnel's earned wages while performing re-inspection, sampling, and/or surveillance of asbestos-containing materials

Final documentation required for reimbursement under the grant may be sent to either address:

Leanna Heiman, TAP Administrator: Leanna.Heiman@ode.oregon.gov

ODE's School Facilities Unit: ODE.SchoolFacilities@ode.oregon.gov

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

To: Board of Directors

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

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

Subject: **OSAA Speech State Championship**

Policy: Field Trips and Special Events, IICA-AR

Date: April 26, 2023

Action ☒
Report ☐

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 Speech and Debate team would like to attend the OSAA Speech State Championship which will be held at Western Oregon University (WOU) in Monmouth, Oregon, from April 27 to April 29. Seven students from the RHS Speech and Debate team earned qualification at the OSAA Mt. Hood District 12 competition last month in their respective events and will be representing Reynolds at the State level competition. In addition, at least one additional student from the team has been nominated to compete in Student Congress and will be joining the State qualifiers at WOU. The eight students will be competing against schools from across Oregon. These students are honored to represent our team, school, and district. The State Championship will give our students a new level of competition and skill in their Speech & Debate events. Students will receive an authentic pre-college experience of lodging, food, and campus life alongside the experience of the championship competition. While staying in the WOU dorms, all the students will be part of a "buddy" system of double rooms, so they are not spending time alone overnight. The coach will supervise students outside the dorms while competing on campus.

Previous Board Action:

This trip is similar to trips approved by the school board in previous years.

Background:

Students from the speech and debate team have been practicing all year and competing in various Speech & Debate events. At the district competition on March 10-11 at Barlow High

School, sophomore Sayfidin Zafarov earned 1st Place in LIELL (Literary Interpretation for English Language Learners), senior Isaias Damian Figueroa earned 1st Place in Original Oratory, senior Samantha Higbee earned 2nd Place in Impromptu Speaking, senior Huy Nguyen and junior Tristin Fox earned 2nd Place as partners in Parliamentary Debate, senior Ty Brintnall earned 2nd Place in Dramatic Interpretation, and sophomore Seryca Monroe earned 2nd Place in After-Dinner Speaking. We had several alternates who are next in line to attend state should the qualifiers from the other schools are unable to attend. At least one alternate will represent Reynolds as our nominee for the event Student Congress.

Financial Implications:
The overall cost of lodging, food, transportation, and subs for two days at WOU is estimated at $3000 which will be covered by the Reynolds High School Budget.

Alternatives:
OSAA has only one State Speech Championship per year. There are no similar experiences offered for our students.

Staff Recommendation:
On behalf of Reynolds High School Speech and Debate members, the Reynolds School District Administration recommends approval of this trip as presented.

Motion:

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

Reynolds School District

Code: **IICA-AR**
Adopted: 12/08/10
Revised/Reviewed: 10/09/13

Field Trips and Special Events**

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

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

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

2. Overnight trips shall have the approval of the board through the superintendent. Parents shall be provided an itinerary and give permission for student participation prior to the trip. Expenses for unbudgeted trips must be paid by the participants or student organizations;

3. Trips over an extended number of days require approval from the principal and the superintendent. Expenses are to be paid by the participants or student organizations. Use of district vehicles must be approved by the superintendent.

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

4. Scheduled departure times shall be maintained. Planned refreshment stops may be made on long trips. Discretion must be exercised in the duration of such stops. Refreshment stops must no unduly delay the return of the bus to the school;

5. Chaperons will maintain discipline and are responsible for the safety of students on educational field trips and co-curricular activity trips. However, bus drivers shall have the ultimate authority involving safety and disciplinary decisions relating to travel;

6. Students demonstrating unruly behavior may be prohibited from participating in future educational field trips or co-curricular trips. Disciplinary action is the responsibility of the principal or designee;

7. Students attending school functions via school transportation will return by the same transportation. The only exception will be if a parent requests, in person, of the supervisor that the student return with the parent;

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

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

9. A bus field trip request for less than 15 people will not be authorized. If, upon arrival at the pick up site, there are less than 10 students and chaperons to be transported, the field trip will be cancelled;

10. Student travel requests over 100 miles out-of-state, one-way or any overnight travel must have prior board approval.

CLEAR

Reynolds School District

INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP

Name of Group: Speech & Debate Team School: RHS

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: 3/14/23 Date(s) of Activity: 4/27-29/22

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.)
   OSAA Speech & Debate State Championships
2. List staff member(s) responsible for students. List all other supervisors on trip.
   Valerie Schiller, Coach
3. School equipment to be used:
   Activities Van
4. Lodging:
   WOU
5. Will Student Travel Insurance be obtained? ☐ Yes ☑ No
6. Estimated number of students: 8 Number of supervisors: 1
7. Parent permission slip on file: ☑ Yes ☐ No
8. Person or persons initiating request: Schiller Date: 3/14/23
9. Principal approval: [signature] Date: 3-23-23

Decision: Preliminary approval to continue with planning ☐ Yes ☐ No

If denied, reason _____

_____

District Activities Coordinator Date

Final Approval ☐ Yes ☐ No

_____ _____

District Activities Coordinator Date

Reynolds School District
PURPOSE OF TRIP

1. List itinerary.

   4/27/23 -- 12:30pm Departure from RHS, Arrival at WOU by 2:30pm, Overnight
   4/28/23 -- Congress Debate (continues on 4/29), Overnight
   4/29/23 -- Speech Events, 8:00pm Departure from WOU, Arrival at RHS by 9:30pm

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

   Select students earned qualification to compete in events at the State level; they will gain significant world academic and social experiences and represent our district

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

   Staying in college dorms will expose our students to university life; competing in events in college lecture halls will begin to provide college-level academic rigor while they are still in high school; State Championships will up the level of competition our students are used to to help them become stronger in their events

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

   Representing our school at State will show off our program to students around the school, community, and the state of Oregon to demonstrate the benefits of practicing and competing in Speech & Debate and taking challenging courses

5. Estimated cost of trip $ 3,000 . Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)

   Budget approved by RHS administration for OSAA State Championships

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).

   14-passenger Activity Van
   Driver: Valerie Schiller (certified to drive)

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

   The coach will be with students as often as possible outside of dorms; students will dorm with another person from the team and work out a "buddy system" so they are alone as few times as possible on campus

Reynolds School District

STUDENT CONTRACT: FIELD TRIPS AND AWAY-FROM-SCHOOL ACTIVITIES

To: Student and Parent(s)

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

Student Name: _____

School: Reynolds High School

Description of field trip/activity: OSAA Speech State Championships

Location/Destination: Western Oregon University in Monmouth, OR

Date(s) of field trip/activity: 04/27/23-04/29/23

Name(s) of person in charge of field trip/activity: Valerie Schiller, Coach

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

RHS Speech & Debate Team State Qualifying Events
OSAA Speech State Championships – April 27-29, 2023
Western Oregon University

Friday:

Parliamentary Debate (Tristin Fox & Huy Nguyen) 8am-7pm

Parliamentary Debate is a two-versus-two competitive event during which the pairs are given a list of three resolutions and will "strike" down to one. Each pair strikes one of the three topics, so each pair has some choice but neither has had any advanced preparation. Once each side sees the final resolution, they each have 15 minutes to prepare a case. No internet is allowed, only a paper dictionary. The affirmative constructs a case in favor of the resolution while the negative works to take down that case through argumentation. The negative may decide to propose a counter-case which must be superior to the affirmative case to win. Besides argumentation, each pair cross-examines the other through the use of POIs (Points of Information) posed during constructive speeches. The judge determines the winning side of the resolution.

Student Congress 8am-6pm (Kane Finders)

Congressional Debate is a mock legislative assembly competition where students draft bills (proposed laws) and resolutions (position statements), which they and their peers later debate and vote to pass into law and then take action on by voting for or against the legislation. In advance of the tournament, a docket of submitted titles or full legislative text is distributed to participating schools, so students may research and prepare themselves for the debate. Many tournaments allow students to caucus in committee(s) to determine the agenda, wherein they strive to select topics that will yield even and engaging debate, as well as balancing authorship privileges among the schools participating in the chamber. The National Speech & Debate Association is committed to educational development of the individual through the vehicle of Congressional Debate, which promotes leadership and communication skills through rigorous interaction and debate on issues confronting our democracy. These skills will prepare them for learning and leadership throughout our lives.

RHS Speech & Debate Team State Qualifying Events
OSAA Speech State Championships – April 27-29, 2023
Western Oregon University

Saturday:

(continued) Parliamentary Debate 11am-6:45pm (Tristin Fox & Huy Nguyen)

(continued) Student Congress 8:30am-3pm (Kane Finders)

Individual Events (Speeches) 8am-7:30pm

Impromptu Speaking (Samantha Higbee) (30 seconds prep, 5 minutes to speak)

Impromptu speaking is the most fundamental individual event in which a student can participate to be ready for a debate. A student learns to think on their feet by being ready to speak with minimal preparation on a wide variety of topics. The beginning of the round will involve receiving a topic slip with choice between a word, a philosophical phrase, and a policy-oriented topic. Each speaker has 30 seconds to prepare, 5 minutes maximum to stand and speak, and a 30-second grace period to finish. The judge will provide time signals to the student indicating the amount of remaining time to speak.

LIELL (Literary Interpretation for English Language Learners) (Sayfidin Zafarov)
Prepared speech of 5 minutes – Topic: *1984* and Government Control

LIELL is a speech event for students whose first language is not English but they are currently learning. Students create a speech of no more than five minutes which includes an introduction and focuses on a chosen piece of literature--an excerpt from a novel, short story, poem, or script. The student practices reading the text, focusing on delivery. Their voice, facial expressions, and occasional movement/gesture demonstrate the meaning the student would like to convey. The speech does not have to be and should not be memorized, as part of the event is using the printed text as a prop in the presentation.

Dramatic Interpretation (Ty Brintnall)
Prepared speech of 10 minutes – Title: "Dark Brown Dog" by Stephen Crane

In Dramatic Interpretation (DI), the student selects a dramatic piece from a single published source and creates an original speech by "cutting" the piece down to its essential and most powerful components. The speech needs to be memorized and performed without any use of physical costumes or props. The speaker introduces the piece before performing it, focusing on delivering with vocal inflection, facial expression, gestures, and movement to enhance their interpretation and the overall mood of their speech.

Original Oratory (Isaias Damian Figueroa)
Prepared speech of 10 minutes – Title: "Dog Whistle Politics"

Persuasive speaking, titled 'Original Oratory' at competition, is another common prepared individual event, during which a student's speech aims to persuade an audience to take a particular action. The topic is meant to be significant to our society. Similar to an informative speech, a student researches for their persuasive speech and integrates evidence to support their point of view. Besides logical argumentation, the student often has an emotional appeal as to the urgency of the issue and the audience taking action.

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

To: Board of Directors

From: Frank Caropelo, Superintendent

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Section G (Personnel) – First Reading**

Policy: Adoption and Revision of Policies – BFC

Date: April 26, 2023

Action ☒
Report ☐

Connection to School Board Core Beliefs and Commitments

☐ Safety ☐ Equity ☐ Instructional Practice ☒ Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students
In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations, and elicit and honor all voices.

Summary:
The Board reviewed Section G policies at the April Work Session for a first reading. The policy section returns to the Board for action at this second reading.

A few policies have been updated since the Work Session on April 12:

Policy GBG: Staff Participation in Political Activities

- Original Text: "No employee will use district facilities, equipment or supplies in connection with their political activities, nor will they use any time during the work day for such political activities."
- Update: "No employee will use district facilities, equipment or supplies in connection with their political activities, nor will they use any time during the work day (other than duty free lunch) for such political activities."

Policy GCBA: Personal Electronic Devices and Social Media – Staff

- Original Text: "Staff may not post images of district facilities, staff, students, volunteers or parents without written authorization from persons with authority to grant such a release."
- Update: "Staff may not post images of district facilities, staff, students, volunteers or parents without authorization from their direct supervisor."

Information on FMLA can be found in policies GCBDA/GDBDA, GCBDA/GDBDA-AR(1), and GCBDA/GDBDA-AR(2)

GCBC is on hold while we gather more information.

Previous Board Action:
The Board is responsible for approving all policies.

Background:
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.

Financial Implications:
Not Applicable.

Alternatives:
Not Applicable.

Staff Recommendation:
Not Applicable.

Motion:

A. Motion Made by Board Member:
    a. I move that the Board approve all policies in section G with the exception of GCBC.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

Reynolds School District

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The following symbol is used on some policies:

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300-125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.

Code: GAB
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GAB

Job Descriptions

Job descriptions serve to~~the following purposes~~:

1. Describe all ~~To identify the~~ essential functions that the individual who holds the position must~~of a job which the employee~~ be able to perform~~, either~~ unaided or with the assistance of a reasonable accommodation;

2. Describe attendance~~To describe other requirements and~~ standards;

3. Help~~To help~~ applicants determine the qualifications needed to fill a position;

4. Help~~To help~~ district administrators determine which candidates to recommend for appointment; and

5. Assist~~To assist~~ administrators in the evaluation of the employee's performance of position responsibilities.

"Essential functions,"~~"~~ as used in this policy means, the fundamental job duties of the employment position. A job function may be considered essential for ~~any of several~~ reasons, including, but not limited to, the following:

1. The function may be essential because the reason the position exists is to perform the function;

2. The function may be essential because of the limited number of employees available among whom the performance of the job function can be distributed; and/or

3. The function may be highly specialized so that the individual is hired for his/her expertise or ability to perform the particular function.

"Attendance standards," as used in this policy means, the regular work hours of the position, including leave and vacation provisions available through policy and/or collective bargaining agreements and any special attendance needs of the position as determined by the district.

Job descriptions will be developed by the human resources department for each position in the district and posted on the district's website. Job descriptions will be reviewed as needed. Initial or revised job descriptions will be approved by the superintendent or designee.

Job descriptions will be available for inspection by all employees and district patrons. It shall be the responsibility of every employee to read and understand the most recent version of ~~his or her~~their job description and will affix their signature. Such acknowledgements will be retained by the human resources.

END OF POLICY

Legal Reference(s):

ORS 342.850(2)(b)(A) OAR 581-022-2405

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).
Title II of the Genetic Information Nondiscrimination Act of 2008.
Section 503 of the Rehabilitation Act of 1973.
Americans with Disabilities Act Amendments Act of 2008.

Corrected 8/03/22

Code: GAC
Adopted: 5/14/14
Orig. Code: GAC

Affirmative Action

In order to close the racial achievement gap and better serve all students, Reynolds School District's staff must reflect the diversity of the students we serve. The Board's district Equity Policy, GCCB/GDCB/IKAAA, requires the district to "recruit, employ, support and retain a workforce that includes racial, gender and linguistic diversity, as well as culturally competent administrative, instructional and support personnel." Oregon state law, as articulated in the Minority Teachers Act, ORS 342.437, states that because of the state's commitment to ethnic-racial equality, the goal is to increase the number of minority teachers and administrators employed by school districts.

Equal Employment Opportunity

The district shall provide equal employment opportunity for all applicants and staff in recruitment, hiring, assignment, training, retention, transfer and promotion. All employment actions shall be in accordance with the Board's Nondiscrimination policy, AC, and the Board's Equal Employment Opportunity policy, GBA. The district shall comply with all federal, state and local laws relevant to nondiscrimination and equal opportunity employment.

Affirmative Action - Employment

In order to comply with the district's Equity Policy and the Oregon Minority Teachers Act, the district will make meaningful efforts to recruit, employ, support and retain a qualified work force that reflects the diversity of the student body. The Board expects to see measurable progress every year in reaching the goals established by the Minority Teachers Act. This goal will not only help to ensure a work and school environment free from discrimination but will also contribute to enhanced student performance and the elimination of the achievement gap.

The superintendent shall create and implement an Affirmative Action/Equal Opportunity Employment Plan (AA/EEO Plan), and establish the goal that the district will come into compliance with the goals established by the Oregon Minority Teachers Act.

The director of human resources shall serve as the Affirmative Action coordinator to oversee the implementation of, and compliance with the AA/EEO Plan.

The AA/EEO Plan will include affirmative measures designed to ensure equal employment opportunities. The AA/EEO Plan shall identify job groups that show the underutilization of staff based on race or gender within the district; set reasonable employment goals and timetables for increasing the diversity of the Reynolds School District staff; and establish a plan of action to enable the district to reach these employment goals.

The goals articulated in this policy and in the AA/EEO Plan are not rigid, inflexible quotas that must be met, but rather reasonable targets attainable by implementing best practices and applying good faith efforts. It is the district's expressed objective to hire and promote those who are best qualified based on job related standards of education, training, experience, or personal qualifications. Neither this policy, nor the AA/EEO Plan, permit discrimination against any individual or group of individuals with respect to any employment opportunity for which the individual is qualified. Nothing herein is intended to sanction the discriminatory treatment of any person based on their protected status.

All district employment policies, practices, and procedures will be examined periodically to ensure they are non-discriminatory. These policies, practices, and procedures are to be implemented by all administrative personnel, directors, confidential human resources specialists, and anyone else who has responsibility for personnel functions. Equal employment opportunity and affirmative action are the responsibility of the entire district.

The director of human resources will report annually on the implementation of this policy and the progress of the AA/EEO Plan.

END OF POLICY

Legal Reference(s):

ORS 342.437

Corrected 8/03/22

Code: GBA
Adopted: 1/04/07
Revised/Readopted: 10/14/10; 5/14/14
Orig. Code: GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race[1], color, religion, sex, sexual orientation, gender identity[2], national origin, marital status, pregnancy, childbirth or a related medical condition[3], age, veterans' status[4], service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability[5] if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act and ~~of 1990,~~ the Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), and Section 504 of the Rehabilitation Act. ~~of 1973.~~

The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments ~~of 1972~~. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

~~**Grievance Procedure**~~

~~Anyone who believes they have been discriminated against because of age, disability, national origin, race, color, religion, marital status, sexual orientation or sex shall present the complaint to the executive director of human resources who will investigate the matter and make a report to the complainant and the superintendent.~~

[1] Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

~~"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated within the individual's sex at birth.~~

[3] This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

[4] The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

[5] This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

~~If the complainant is not satisfied with the decision, the complaint may be appealed to the superintendent. After investigating the complaint, the superintendent will notify the complainant of their decision. If the complainant is not satisfied with the superintendent's recommendation, an appeal may be made to the board. The board's decision will be final.~~

Complaints regarding this policy may be submitted through the complaint process established by Board policy KL – Public Complaints and its accompanying administrative regulation KL-AR – Public Complaint Procedure. The complaint may begin at step two.

The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 243.317 – 243.323
ORS 326.051
ORS 332.505
ORS 342.934
ORS 408.225
ORS 408.230
ORS 408.235
ORS 652.210 - 652.220
ORS 659.850
ORS 659A.003
ORS 659A.006
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.040
ORS 659A.082
ORS 659A.109
ORS 659A.112
ORS 659A.147
ORS 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.321
ORS 659A.409
ORS 659A.820
OAR 581-021-0045
OAR 581-022-2405
OAR 839-003-0000
OAR 839-006-0435
OAR 839-006-0440
OAR 839-006-0450
OAR 839-006-0455
OAR 839-006-0460
OAR 839-006-0465

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

Corrected 8/03/22

Code: GBA-AR
Revised/Reviewed: 6/13/18
Orig. Code: GBA-AR

Veterans' Preference

Oregon's Veterans' Preference Law requires the district to grant a preference to qualified and eligible veterans and disabled veterans at each stage in the hiring and promotion process. To be **qualified** for veterans' preference, a veteran or disabled veteran must meet the minimum and any other special qualifications required for the position sought. To be **eligible** for veterans' preference[1] a veteran or disabled veteran must provide certification they are a veteran or disabled veteran as defined by Oregon law[2].

The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran. The district is obligated to interview all minimally qualified veterans or disabled veterans and to hire or promote a qualified or eligible veteran or disabled veteran if the individual~~he or she~~ is equal to or better than the top candidate after the veterans' preference has been applied.

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position.~~[3]~~ The district shall provide the reasons for not selecting the candidate when requested.

Recruitment Procedures

All job postings or announcements will include a concise list of minimum and any special qualifications required for the position. Job postings will include a statement that the district's policy is to provide veterans and disabled veterans with preference as required by law and the job posting will require applicants to provide certification[4] of eligibility for preference, in addition to other requested materials.~~[5]~~

[1] See Oregon Revised Statute (ORS) 408.235.

[2] See Oregon Revised Statute (ORS) 408.225 and OAR 839-006-0440 for definitions~~: definition~~ of veteran and disabled veteran.

~~[3] Oregon Revised Statute (ORS) 408.230(5)~~

[4] See Verification of Veteran's Preference (OAR 839-006-0465). An applicant claiming veteran's or disabled veteran's preference will submit a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215) or a certification that the veteran is expected to be discharged or released from active duty under honorable conditions not later than 120 days after the submission of the certification. A disabled veteran may also submit a copy of their letter from the U.S. Department of Veterans Affairs, unless the information is included in the DD Form 214/215 or a certification that the veteran is expected to be medically separated from active duty under honorable conditions not later than 120 days after the submission of the certification.

~~[5] Verification of Veteran's Preference~~

Selection Procedures [6]

Step 1: Before the review of any applications the executive director of human resources will establish an evaluation scoring guide based on the minimum and any special qualifications listed in the job posting.

Step 2: The hiring administrator or supervisor will review the application materials using the ~~above~~ evaluation scoring guide to determine which applicants meet the minimum and any special qualifications listed in the job posting. In assessing the applicant materials of a veteran or disabled veteran the hiring administrator or supervisor shall evaluate whether the skill experience obtained in the military are transferable to the posted position. ~~In this step the district~~ **does not** ~~apply a veterans' preference.~~ Any applicants that do not meet the minimum and any special qualifications shall be removed from the applicant pool.

Step 3: Based on Step 2, the hiring administrator or supervisor determines who will be interviewed. All qualified and eligible veterans or disabled veterans shall be given an opportunity to interview.

Step 4: Interview questions and scoring sheets will be developed and each scoring sheet must be completed after each interview by the interviewers.

Step 5: Following completion of the interviews, the hiring administrator or supervisor shall complete the selection matrix and score the applicants based on the scoring sheets completed during interviews. Veterans' preference shall~~points must~~ be applied by adding 5 percentage points to an eligible veteran and 10 percentage points to an eligible disabled veteran.[7]

Step 6: The executive director of human resources makes the offer to the applicant with the highest final score. The district is not obligated to hire or promote a qualified and eligible veteran or disabled veteran.

The district is obligated to hire or promote a qualified or eligible veteran or disabled veteran if they are equal or better than the top candidate after the veterans' preference has been applied.

A veteran may submit a written request to the district for an explanation of the reasons why they were not selected for the position. The district shall provide the reasons for not selecting the candidate when requested.

~~A veteran will submit: (a) a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215); or (b) proof of receiving a nonservice connected pension from the U.S. Department of Veterans Affairs. A disabled veteran will submit a copy of their letter from the Department of Veterans Affairs verifying disabled veteran status~~.

[6] ~~OSBA recommends use of a scored system.~~ If the district chooses not to use a scored system the law requires that the district give special consideration in the district's hiring decision to veterans and disabled veterans and the district will need to be able to demonstrate the method used for providing special consideration.~~."~~ ORS 408.230(2)(c).

[7] ~~The points are based on a 100 point scoring matrix. If a 100 point scoring matrix is not used, the district must use a multiplier equivalent to 5 percent for a veteran and 10 percent for a disabled veteran, or the equivalent.~~

Filing a Complaint

A veteran or disabled veteran is encouraged to contact the human resource office if they have any concerns or questions concerning the application of or the process used for veterans' preference.

A veteran or disabled veteran claiming to be aggrieved by a violation of Board policy GBA - Equal Employment Opportunity or this administrative regulation, may file a written complaint with the Civil Rights Division of the Bureau of Labor and Industries (BOLI) in accordance with Oregon Revised Statute (ORS) 659A.820.

Corrected 8/03/22

Code: GBC
Adopted: 2/11/10
Revised/Readopted: 10/14/10; 4/09/14; 4/13/16
Orig. Code: GBC

Staff Ethics

I. Prohibited Use of Official Position for Financial Gain
~~I. Conflict of Interest~~

No district employee will attempt to use their~~his/her~~ district position to obtain ~~personal financial benefit or avoidance of financial detriment or~~ financial gain or avoidance of financial detriment for themselves, relatives, members of household ~~members~~ or for any business with which the employee, a household member or relative is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the district employee's employment with the district.

This prohibition does not apply to any part of an official compensation package as approved by the Board, honorarium ~~allowed by ORS 244.042~~, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the $50 gift limit for one who has a legislative or administrative interest in any matter subject to the decision or vote of the district employee.

The employee may receive district or school logo apparel as part of the employee's official compensation package.

District employees will not engage in, or have a financial interest in, any activity that raises a reasonable question ~~of conflict of interest with their duties and responsibilities as staff members~~ regarding the use of their official position in regard to their duties and responsibilities as district employees. This would also apply to any personal financial benefit for the district employee's relative or member of household of the employee, or any business with which the district employee or a relative or member of the household of the district employee is associated.

This means that:

1. Employees, relatives or members of the district employee's household will not use the employee's~~their~~ position to obtain financial gain or avoidance of financial detriment from students, parents or staff;

2. Any device, publication or any other item developed during the employee's paid time shall be district property;

3. Employees will not further personal gain through the use of confidential information gained in the course of or by reason of position or activities in any way;

4. No district employee may serve as a Board~~board~~ or budget committee member in the district;

5. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that he/she needs to fulfill the position's responsibilities; nor will an employee use any district facilities, equipment or materials in performing outside work;

6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If a district~~an~~ employee has a potential or actual conflict of interest, the district employee must notify his/her supervisor in writing of the nature of the conflict and request that the supervisor dispose of the matter giving rise to the conflict. This must be done on each occasion the district employee is met with a conflict of interest.

"Potential conflict of interest" means any action or any decision or recommendation by a district employee that could result in a financial benefit or detriment for self or relatives or for any business with which the district employee or relatives are associated, unless otherwise provided by law.

"Actual conflict of interest" means any action or any decision or recommendation by a district employee that would result in a financial benefit or detriment for self or relatives or for any business with which the district employee or relatives are associated, unless otherwise provided by law.

In order to avoid violation of nepotism provisions~~both potential~~ and district policy~~actual conflicts of interests~~, district employees must abide by the following ~~rules~~ when an employee's relative or member of the household of the district employee, is seeking and/or holds a position with the district:

1. A district employee may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or a member of the household, unless he/she complies with the conflict of interest requirements of Oregon Revised Statute (ORS)~~ORS~~ Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer position, unless it is a Board~~board~~-related position;~~.~~

2. A district employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee;~~.~~

3. More than one member of an employee's family may be hired as a regular district employee. In accordance with Oregon law, however, the district may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position of exercising supervisory, appointment or grievance adjustment authority over another member of the same family.

4. In employing and assigning classified or licensed personnel, an individual shall not be placed in a position where ~~s/he~~they will supervise or be supervised by a member of the individual's family. Two members of the same family will not be employed in the central administration business office. Marriages between employees which create such relationships will not of themselves cause dismissal, but one employee will be transferred to another building.

Provisions of this policy shall apply to part-time and temporary personnel. Substitute employees shall be exempt from the provisions of this policy.

In the *conflict of interest context:*

"Member of household" means any person who resides with the employee.

"Relative" means: the spouse[1], parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits[2] to the employee, or who receives any benefit from the employee's public employment.

~~Provision of this policy shall apply to part-time and temporary personnel. Substitute employees shall be exempt from the provisions of this policy.~~

~~Marriages between employees which create such relationships will not of themselves cause dismissal, but one employee will be transferred to another building.~~

II. Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of $50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. All gift-related provisions apply to the employee, their relatives, and members of their household. The $50 gift limit applies separately to the employee, and to the employee's relatives or members of household, meaning that the employee and each member of their household and relative can accept up to $50 each from the same source/gift giver. A gift may be received by the district employee from, but not limited to, another district employee, a student or parent of a student or a vendor within the $50 gift limit. Except for exclusions in ORS 244.040(2), an item received by an employee from the district is prohibited.

"Gift" means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

"Relative" means: the spouse[3], parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits[4] to the employee, or who receives any benefit from the employee's public employment.

[1] The term spouse includes domestic partner.

[2] Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

[3] Ibid. p. ~~2~~3

[4] Ibid. p. 3~~2~~

"Member of the household" means any person who resides with the employee.

Determining the Source of Gifts

Employees, the employee's relatives or members of the employee's household~~Employees~~ should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the employee's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of $50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. If the giver does not have a legislative or ~~/~~administrative interest, the $50 limit does~~ethics rules on gifts do~~ not apply and the employee need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A "legislative or administrative interest" means an economic interest, distinct from that of the general public, in any action subject to the official decision of an employee.

A "decision" means an act that commits the district to a particular course of action within the employee's scope of authority and that is connected to the source of the gift's economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor delegates the decision to a subordinate but retains responsibility as the final decision maker, both the subordinate and supervisor's actions would be considered a ~~"~~decision.~~"~~

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the employee's admission or meal will include all costs other than any amount donated to a charity.

   For example, a person with a legislative or administrative interest buys a table for a charitable dinner at $100 per person. If the cost of the meal was $25 and the amount donated to charity was $75, the benefit conferred on the employee is $25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:

a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
c. The source calculates the actual amount spent on the employee.

3. Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.

4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value~~value~~

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under $25 (even if the personalized item cost the source more than $50), unless the personalized item is made from gold or some other valuable material that would have value over $25 as a raw material.

Entertainment

Employees may not solicit or accept any gifts of entertainment over $50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision of the employee unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or

2. The employee is acting in their official capacity for a ceremonial purpose.

   Entertainment is ceremonial when an employee appears at an entertainment event for a "ceremonial purpose" at the invitation of the source of the entertainment who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees:

1. Gifts from ~~"~~relatives~~"~~ and ~~"~~members of the household~~"~~ to the employee are permitted in an unlimited amount; they are not considered gifts under the ethics rules;

2. Informational or program material, publications, or subscriptions related to the recipient's performance of official duties;

3. Food, lodging, and travel generally count toward the $50 aggregate amount per year from a single source with a legislative or ~~/~~administrative interest, with the following exceptions.~~:~~

a. *Organized Planned Events*. Employees are permitted to accept payment for travel conducted in the employee's official capacity, for certain limited purposes:

(1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the $50 aggregate amount IF:

(a) The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND

(i) The giver is a unit of a:

1) Federal, state, or local government;
2) An Oregon or federally recognized Native American Tribe; OR
3) Nonprofit corporation.

(b) The employee is representing the district:

(i) On an officially sanctioned trade-promotion or fact-finding mission; OR
(ii) Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the superintendent*.

The purpose of the~~this~~ exception in a. above is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

4. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the employee is representing the district.

"Reception" means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;

5. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(7~~6~~)(b)(I)(i);

6. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement;

7. An item~~A gift~~ received by the employee as part of the usual or customary practice of the employee's~~board member's~~ private business, employment or position as a volunteer that bears no relationship to the employee's district employment;

8. Reasonable expenses paid to employee for accompanying students on an educational trip.

Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee or any relative or member of the household ~~or relative~~ of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token, or other item with a value of $50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation, or expertise of the employee.

END OF POLICY

Legal Reference(s):

ORS 244.010 - 244.400
ORS 332.016
ORS 659A.309
OAR 199-005-0001 - 199-020-0020
OAR 584-020-0040

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Corrected 8/03/22

Code: GBC-AR
Revised/Reviewed: 2/11/10; 9/10/14; 8/14/19
Orig. Code: GBC-AR

Staff Ethics

District employees are allowed financial benefits as identified in Oregon Revised Statute (ORS) 244.040(2), such as their official compensation package, reimbursed expenses, limited honoraria and unsolicited awards for professional achievement. District employees are prohibited from using or attempting to use his/her district position to obtain a financial gain or to avoid a financial detriment for the district employee, a relative or member of the household of the employee, or any business with which the employee or a relative or member of the household of the employee is associated, if the opportunity for financial gain or avoidance of a financial detriment would not otherwise be available but for the employee's position with the district. Specifically, this means that:

1. Employees will not use district equipment for personal use, unless it is available to a significant segment of the general public. This includes, but is not limited to, the personal use of the district's:

   a. Fax machine[1];
   b. Phones to make long distance personal calls;
   c. District vehicles;
   d. Professional technology equipment (e.g., wood shop, automotive shop, CAD); and
   e. Athletic facilities (e.g., pool or weight room).

   Further, the district's supplies, facilities, equipment, employees, records or any other public resources are not to be used to engage in private business interests. For example, the district's computer cannot be used to sell products on an auction website during school hours.

2. When employees are traveling on official district business, any gift given because of this travel must be either declined or passed on to the district for use for future district travel. For example, if the hotel where the employee is staying gives the employee a free night's stay on a future visit, this must be declined or given back to the district for future district travel. The frequent flyer miles earned when traveling on official district business can only be used for district travel. If the employee's spouse is traveling with the employee, the employee is responsible for all additional charges (i.e., additional room charge).

3. Employees may not use personal credit cards for district travel or other district business and receive incentives such as cash reimbursements, frequent flyer miles and other benefits based upon the dollar amount of purchases made.

[1] The district could establish a fee schedule that would allow only district employees to pay for the personal use of the district fax machines. If the district established a fee schedule for the use of fax machines the fee schedule must be equal to or exceed the prevailing rates offered at commercial businesses.

4. Employees may not use district facilities for nonschool employment while on duty, or when on own time except when use is in accordance with policy on public use of district facilities and ethics laws;

5. Employees may not use discounts offered by private companies for the employee's personal benefit if the discount is only offered because of the employee's official position. For example, an office supplies store provides all teachers a 10 percent discount. Because the teachers are receiving this discount only because of their official position, they cannot use the discount to purchase personal items. Teachers may use the discount to purchase items for district use. Employees can also accept the discount if it is also available to a substantial segment of the population who are not public officials.

6. Employees may accept free passes to district extracurricular events if they are attending these events in their official capacity (i.e., chaperoning, ticket sales or managing concession sales).

7. The employee's district position is not to be used to take official action that could have a financial impact on a private business with which, the employee, ~~or~~ a relative or member of the employee's~~your~~ household are associated. For example, if the employee's brother owns a pest-control business which is seeking a contract with the district, and the employee is part of the decision-making process, the employee must declare an actual conflict of interest in writing, describing the nature of the employee's conflict, and provide this to the employee's supervisor.

8. Confidential information gained as a district employee is not to be used to obtain a financial benefit for the employee, a relative or member of the employee's~~public official's~~ household or a business with which any are associated. For example, the employee should not use the information that a student in ~~his/her~~their class is falling behind in math to provide the parents a referral to the employees' sister's tutoring business.

9. District employees who mentor student teachers may not receive direct payments from sponsoring colleges or universities. The payment may be provided by the college or university to the district, which can then distribute the compensation to the teachers as an element of their official compensation package.

10. District employees must follow Oregon Government Ethics Commission guidelines for outside employment if the employee acts as a chaperone for student group trips on personal time and the district employee accepts compensation in the form of travel expenses from a private business or organization.

    Specifically, district employees must conduct all activities related to the trip on personal time and cannot use the classroom or school environment to plan the off-campus trip. Employees may use district facilities for this purpose only if they comply with the district's public use of facilities policy. It is not an ethics violation for the employee to accept reasonable expenses for accompanying students on an education trip.

    These restrictions do not apply if the teacher is chaperoning students on a fact-finding mission that is officially sanctioned by the Board. ~~board. The definition of a fact-finding mission is, in part, any activity related to a cultural or educational purpose. See OAR 199-005-0020(4)(a). The district employee must be directly and immediately associated with the event or location being visited. If a district employee only acts as a chaperone and does not provide instruction or guidance for the students in language usage or cultural events, the trip may not meet the requirements of ORS~~

~~244.020(7)(b)(H)(i). Further, the employee can only accept the reimbursement of reasonable travel expenses from the private company, not any further compensation.~~

~~These restrictions do not apply if the district compensates the district employee for chaperoning the trip.~~

Corrected 8/03/22; Corrected 2/07/23

DELETE

Code: GBCAA
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GBCAA

Nepotism

(This is covered in policy GBC and there is a different definition that applies.)
Family shall be defined as spouse[1] of an employee, the biological, adoptive or foster parent or child of the employee, the grandparent or grandchild of the employee, a parent-in-law of the employee or a person with whom the employee was or is in a relationship of in loco parentis.(definition comes from Family Leave ORS 659.150.)

END OF POLICY

Legal Reference(s):

ORS 244. 175 - 179
ORS 332.016
ORS 332.107
ORS 659A.309

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2008).

Corrected 8/03/22

[1] The term spouse includes domestic partner.

Code: GBCBA
Adopted:

Alcohol/Controlled Substance Use

The following conduct is strictly prohibited and will subject an employee to immediate discipline, up to and including termination:

1. The buying, selling, transporting, possessing, providing or using of intoxicants, including alcohol or any controlled substances as defined by law, while on district property, during work hours (including meal periods), while assigned to extra duty or special projects, including those held after or in addition to regular school hours and while driving between worksites during the workday in either a district-supplied vehicle or a vehicle supplied by the employee;

2. Reporting for work under the influence of alcohol, intoxicants or any controlled substance. An individual is considered to be "under the influence of alcohol, intoxicants and/or a controlled substance" when, in the district's determination, the controlled substance, alcohol or intoxicant is at a level that it may impair the individual's ability to safely and/or efficiently perform assigned work OR prevent the employee from presenting a positive role model to students.

The district reserves the right, with prior notice and reasonable suspicion, to conduct searches of district property, vehicles or equipment at any time. A refusal to submit to a search may result in disciplinary action, up to and including dismissal.

The superintendent or designee will develop procedures, consent forms and such notifications as are needed for an orderly implementation of this policy.

END OF POLICY

Legal Reference(s):

ORS Chapter 475
ORS 657.176
ORS 659.840
ORS 659A.300

OAR 581-053-0220(3)(h)
OAR 581-053-0230(9)(t)
OAR 581-053-0330(1)(n),(o)
OAR 581-053-0420(3)(c)
OAR 581-053-0430(13),(14)

OAR 581-053-0531(12),(13)
OAR 581-053-0615(2)(c)(D)(ii)
OAR 581-053-0620(1)(s)
OAR 584-020-0040
OAR 839-006-0200 to -0265

Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2016). Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016). Americans with Disabilities Act Amendments Act of 2008.

Corrected 8/03/22

Code: GBCBB
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GBCBB

Personal Conduct

It is automatically expected that employees will conduct themselves in a responsible manner in all relationships with students, parents, co-workers and supervisors.

It is expected that district policies, programs, and personnel will be consistently supported in a way that will bring respect to the school system. District support of the schools can only be obtained when a united, cohesive front is presented to the public.

Personal dissatisfactions should be handled through appropriate channels.

END OF POLICY

Legal Reference(s):

ORS 332.107

Corrected 8/03/22

Code: GBCBC
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GBCBC

Personal Attire

(Suggest moving language to GBCA and change title)

Teacher, clerical and administrator personal appearance shall be neat, clean, and in good taste to maintain a high standard of professionalism. Extremes should be avoided in both grooming and attire.

All employees, regardless of work duties, are expected to set an example for students in good grooming. It is the building or district department administrator's responsibility to see that this is done.

END OF POLICY

Legal Reference(s):

ORS 332.107

Corrected 8/03/22

DELETE

Code: GBCBD
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GBCBD

Moving Violations

Any moving violation by an employee driving a district-owned vehicle will be paid by the employee.

END OF POLICY

Legal Reference(s):

ORS 332.107

Corrected 8/03/22; Corrected (delete) 8/18/22

DELETE

Code: GBD
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GBD

Board-Staff Communications

The Board~~board~~ desires to maintain open communication channels between itself and the staff. The basic line of communication will be through the superintendent. This~~However, this~~ policy does not restrict protected labor relations communications of bargaining unit members. The superintendent will develop and recommend to the Board,~~board~~ processes for communications between the Board~~board~~ and district employees.

Communications or reports to the Board~~board~~ or Board~~board~~ committee from any staff member or members should be submitted through the superintendent. This procedure will not be construed as denying the right of any employee to address the Board~~board~~ about issues which are neither part of an active administrative procedure, nor disruptive to the operation of the district.

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will communicate as appropriate to keep staff fully informed of the Board's~~board's~~ concerns and actions.

END OF POLICY

Legal Reference(s):

OAR 581-022-2405

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).
Lebanon Education Association/OEA v. Lebanon Community School District, 22 PECBR 323 (2008).

Corrected 8/03/22

Code: GBDA
Adopted: 10/14/10
Revised/Readopted: 5/13/15; 8/28/19
Orig. Code: GBDA

Mother Friendly Workplace

The district recognizes that a normal and important role for mothers is to have the option and ability to express milk or breast-feed in the workplace. Employees must give notice of intent to express milk or breast-feed to ~~your~~ the building administrator. ~~Unless otherwise agreed upon by the district and the employee, t~~The district shall provide the employee a ~~30-minute~~reasonable rest period to express milk or breast-feed ~~during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period~~each time the employee has a need to express milk or breast-feed. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee's work area, where an employee can express milk or breast-feed in private, concealed from view and without intrusion by other employees or the public. "Close proximity" means within walking distance from the employee's work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee's work area, the district may not include the time taken to travel to and from the location as part of the break period.

The following locations have been identified in each facility for milk expression or breast-feeding:

1. District office: Single use ADA restroom with lock, private seating area, outlet and sink, at Salish Ponds Elementary;

2. Elementary Schools:

   - Alder: Locking file room-adjacent to Principal's office.
   - Davis: Principal's office and PE office in gym.
   - Fairview: Room 222.
   - Glenfair: Storage room in vack of room 11. Private space and meets all requirements.
   - Hartley: Conference room.
   - Margaret Scott: Principal's office; classroom (teacher's own, with door locked and sign posted "do not disturb"; closet in modular bldg.; shower room; mini kitchen in music room.
   - Salish Ponds: Three locations: downstairs in principal's office; single use ADA restroom with lock, private seating area, outlet and sink; upstairs in the book room there is office space.
   - Sweetbriar: Conference room in main office.
   - Troutdale: "The Sandy Lodge" room 107 on main floor, across from cafeteria.
   - Wilkes: AV Room, Room #125.
   - Woodland: Suite C.

3. Middle schools (MS):

   - HB Lee MS: PE Teacher office in girl's locker room-has locking door and bathroom next door.

- Reynolds MS: Room 611-Nurses are located here.
- Walt Morey MS: Room 130A-Next door to Library.

4. Reynolds High School: Main building, room #85.

5. Reynolds Learning Academy: Nurse's office with locking door and sink.

6. Transportation (two locations): ~~Two locations:~~ Coordinator's office and ~~S~~supervisor's office.

7. Facilities/Operations: Facilitator's office that locks in facilities building; women's only bathroom in building B West.

8. Other facility locations and designated locations:

• Arts & Communication Bldg.:	2nd floor, private restroom.
• Edgefield, Bldg. A (Professional Development Center):	Private, locking restroom
• Edgefield, Bldg. G:	Debra Miller's office (no room #)
• Edgefield, Bldg. H	Heather Finkas' office (no room #)
• IT/Media	Private women's restroom
• Nutrition Services	Private, locking restroom in nutrition services office in warehouse.

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

The district shall notify employees of this policy an annual basis. The list of locations that have been identified in each facility for milk expression or breastfeeding, which shall be updated by human resources at least annually, is incorporated into this policy and available at https://www.4j.lane.edu/hr/designated-milk-expression-room/ . The list of designated locations is available upon request in the central office of each school facility and in the district's central office.

This policy only applies to employees who are expressing milk or breast-feeding for children 18 months of age or younger.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 653.077
ORS 653.256
OAR 839-020-0051

Corrected 8/03/22; Corrected 9/14/22; Corrected 2/10/23

Code: GBE
Adopted: 10/14/10
Orig. Code: GBE

Staff Health and Safety

The ~~b~~Board authorizes the superintendent to take appropriate means to provide for the health and safety of all employees while engaged in the performance of their duties.

The superintendent or designee, in consultation with district and building safety committees, will develop training and written procedures necessary to accomplish this goal and to meet the requirements of the law.

All employees shall conduct their work in compliance with the safety rules of the district. The superintendent or designee will provide staff members with the Safety Data Sheets (SDS), which must accompany any hazardous substance used in the school setting.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 329.095
ORS 453.001 to -453.275

OAR 437-001-0760
OAR 437-002-0020 to -~~0075~~0081
OAR 437-002-0134
OAR 437-002-0140
OAR 437-002-0141
OAR 437-002-0144
OAR 437-002-0145
OAR 437-002-0161
OAR 437-002-0180 to -0182
OAR 437-002-0187
OAR 437-002-0360 - 0363
OAR 437-002-0368
OAR 437-002-0377
OAR 437-002-0390
OAR 437-002-0391
OAR 581-022-2225

Corrected 8/03/22

Code: GBE-AR
Revised/Reviewed: 10/14/10
Orig. Code: GBE-AR

Staff Health and Safety - Safety Rules

Employees shall conduct their work in compliance with the safety rules of the district such as:

1. All injuries shall be reported immediately to the person in charge or other responsible representative of the district;

2. It is the duty of all employees to make full use of safeguards provided for their protection. It shall be the employee's responsibility to abide by and perform the following requirements:

    a. An employee shall not operate a machine unless guard or method of guarding is in good condition, working order, in place and operative;
    b. An employee shall stop the machine or moving parts and properly tag-out or lock-out the starting control before oiling, adjusting or repairing, except when such machine is provided with means of oiling or adjusting that will prevent possibility of hazardous contact with moving parts;
    c. An employee shall not remove guards or render methods of guarding inoperative except for the purpose of adjustment, oiling, repair or setting up a new job;
    d. Employees shall report to their supervisor any guard or method of guarding that is not properly adjusted or not accomplishing its intended function;
    e. Employees shall not use their hands or any portion of their bodies to reach between moving parts or to remove jams, hang-ups, etc. (Use hook, stick, tong, jig or other accessory.);
    f. Employees shall not work under objects being supported that could accidentally fall (such as loads supported by jacks, the raised body of a dump truck, etc.) until such objects are properly blocked or shored;
    g. Employees shall not use defective tools or equipment. No tool or piece of equipment should be used for any purpose for which it is not suited and none should be abused by straining beyond its safe working load.

3. Employees shall not remove, deface or destroy any warning, danger sign or barricade or interfere with any other form of accident prevention device or practice provided which they are using or which is being used by any other worker;

4. Employees must not work underneath or over others thereby exposing them to a hazard without first notifying the other employee(s) or seeing that proper safeguards or precautions have been taken;

5. Employees shall not work in unprotected, exposed or hazardous areas under floor openings;

6. Long or unwieldy articles shall not be carried or moved unless adequate means of guarding or guiding are provided to prevent injury;

7. Hazardous conditions or practices observed at any time shall be reported as soon as practicable to the person in charge or some other responsible representative of the employer;

8. Employees observed working in a manner which might cause immediate injury to either themselves or other workers shall be warned of the danger;

9. Before leaving a job, workers shall correct, or arrange to give warning of, any condition which might result in injury to others unfamiliar with existing conditions;

10. Good housekeeping methods shall be observed in all operations. Materials shall be so handled and stored as to minimize falling, tripping or collision hazards;

11. Working and storage areas and passageways shall be kept free of unnecessary obstructions. No loose object shall be placed in any area where its presence will necessitate employees crowding between such objects as moving machinery, steam pipes or other objects with which contact would be dangerous;

12. Any materials which might cause an employee to slip or fall shall be removed from floors and other treading surfaces immediately or suitable means or methods shall be used to control the hazardous condition;

13. All sharp, pointed or otherwise hazardous projections in work areas shall be removed or rendered harmless.

Corrected 8/03/22; Corrected (re-reviewed) 9/07/22

Code: GBEA
Adopted:

Workplace Harassment

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

"Workplace harassment" means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault[1] or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure[2] or nondisparagement[3] agreement.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred

[1] "Sexual assault" means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

[2] A "nondisclosure" agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

[3] A "nondisparagement" agreement or provision prevents either party from making disparaging statements about the other party.

between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 243.317 - 243.323
ORS 659A.001
ORS 659A.003
ORS 659A.006
ORS 659A.029
ORS 659A.030
ORS 659A.082
ORS 659A.112
ORS 659A.370
ORS 659A.820
ORS 659A.875
ORS 659A.885
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
~~House Bill 3041 (2021)~~

Corrected 8/03/22

PROPOSED

Code: GBEA-AR(1)
Revised/Reviewed:

Workplace Harassment Reporting and Procedure

Any district employee who believes they have been a victim of workplace harassment may file an oral or written report consistent with this administrative regulation, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process, or under any other available law.

Additional information regarding the filing of a report may be obtained through the principal, compliance officer or superintendent.

A complaint alleging an unlawful employment practice as described in ORS 659A.030, 659A.082, 659A.112 or ORS 659A.370 must be filed no later than five years after the occurrence of the alleged unlawful employment practice.

All documentation related to workplace harassment complaints may become part of the personnel file of the employee who is the alleged harasser, as appropriate. Additionally, a copy of all workplace harassment reports, complaints, and documentation will be maintained by the district as a separate confidential file and stored in the district office.

Investigation Procedure

The executive director of human resources or designee are responsible for investigating reports concerning workplace harassment. The investigator(s) shall be a neutral party having had no involvement in the report presented. If the alleged workplace harassment involves the executive director, the employee may report to deputy superintendent or designee. All reports of alleged workplace harassment behavior shall be investigated.

The investigator shall:

1. Document the alleged, reported incident of workplace harassment;

2. Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee;

3. Provide a copy of the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee; and

4. Complete the following steps:

Step 1 Promptly initiate an investigation. The investigator will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation, including the response of the alleged harasser, shall be

reduced to writing. The investigator shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

If the investigator in Step 1 was not the deputy superintendent, a copy of the report, complaint, or other documentation about the incident, and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the workplace harassment incident, including disciplinary action taken or recommended, shall be forwarded to the deputy superintendent.

Step 2 If a complainant is not satisfied with the decision at step 1, the complainant may submit a written appeal to the deputy superintendent. Such appeal must be filed within 10 calendar days after receipt of the step 1 decision. The deputy superintendent shall review the investigator's report and findings. The deputy superintendent will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The deputy superintendent shall provide a written decision to the complainant within 10 working days after receipt of the appeal.

Step 3 If a complainant is not satisfied with the decision at step 2, the complainant may submit a written appeal to the superintendent. Such appeal must be filed within 10 calendar days after receipt of the step 2 decision. The superintendent shall review the investigator's report and findings. The superintendent may arrange such meetings with the complainant and other affected parties as deemed necessary by the superintendent to discuss the appeal. The superintendent shall provide a written decision to the complainant within 10 working days after receipt of the appeal.

Step 4 If a complainant is not satisfied with the decision at Step 3, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as the district's final decision.

If the Board conducts a hearing, the complainant shall be given an opportunity to present the appeal at a Board meeting. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The parties involved may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. The Board shall decide, within 30 days, in open session what action, if any, is warranted. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

If the Board chooses not to hear the appeal, the superintendent's decision in Step 3 is final.

PROPOSED

Reports involving the superintendent should be referred to the Board chair on behalf of the Board. The Board chair will cause the information[1] required to be issued to the complainant as described in this administrative regulation. The Board chair shall present the complaint to the Board at a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The Board shall decide, within 30 days, in open session what action if any is warranted. The Board chair shall notify the complainant in writing within 10 days that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Follow-up Procedures

The executive director of human resources or designee will follow up with the district employee of the alleged harassment once every three months for the calendar year following the date on which the executive director or designee received a report of harassment, to determine whether the alleged harassment has stopped or if the employee has experienced retaliation. The executive director or designee will document the record of this follow-up. The executive director or designee will continue follow-up in this manner until and unless the employee directs the executive director or designee in writing to stop.

Other Reporting Options and Filing Information

Nothing in this policy prevents an employee from filing a formal grievance in accordance with a collective bargaining agreement (CBA) or a formal complaint with BOLI or the Equal Employment Opportunity Commission (EEOC); or if applicable, the U.S. Department of Labor (USDOL) Civil Rights Center. Review the CBA for any provision that requires an employee to choose between the complaint procedure outlined in the CBA and filing a BOLI or EEOC complaint.

Nothing in Board policy GBEA - Workplace Harassment or this administrative regulation prevents any person from seeking remedy under any other available law, whether civil or criminal.

An employee or claimant must provide advance notice of claim against the employer as required by ORS 30.275.

Filing a report with the U.S. Department of Labor (USDOL) Civil Rights Center.

An employee whose agency receives federal financial assistance from the USDOL under the Workforce Innovation and Opportunity Act, Mine Safety and Health Administration, Occupational Safety and Health Administration, or Veterans' Employment and Training Service, may file a complaint with the state of Oregon Equal Opportunity Officer or directly through the USDOL Civil Rights Center. The complaint must be written, signed and filed within 180 days of when the alleged discrimination or harassment occurred.

Corrected 8/03/22; Corrected 8/04/22

[1] Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee, and a copy the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee.

Code: GBEA-AR(2)
Revised/Reviewed:

Workplace Harassment Reporting or Complaint Form

Name of person making report/complainant: _____

Position of person making report/complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

_____

Description of alleged misconduct: _____

_____

_____

Name of witnesses (if any): _____

_____

_____

Evidence of workplace harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

_____

Any other information: _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

A witness disclosure form is attached.

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

_____

_____

_____

_____

Any Other Information: _____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Corrected 8/03/22

Code: GBEB
Adopted: 1/04/07
Revised/Readopted: 10/14/10; 6/13/18
Orig. Code: GBEB

Communicable Disease – Staff

The district shall provide reasonable protection against the risk of exposure to communicable disease for employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

~~The district shall comply with state law and rules and state and local health authorities' guidelines regarding communicable diseases.~~

(This is in policy EEBAA)~~The district shall use standard precautions at all times for infection control. Each situation involving the potential for the spread of a communicable disease shall be treated initially as an actual exposure.~~

An employee ~~who knows that he or she has or has been exposed to any restrictable disease,~~ may not attend work while in a communicable stage of a restrictable disease or when~~unless authorized by Oregon law. When~~ an administrator has reason to suspect that the~~any~~ employee has or has been exposed to any ~~restrictable~~ disease for which~~and~~ exclusion is required in accordance with law and per administrative regulation GBEB-AR - Communicable Diseases - Staff~~, the administrator shall send the employee home~~. If the disease is a reportable disease, the administrator will report the occurrence to the local health department.

Employees shall comply with all other measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division and the local health department.

Employees shall provide services to students as required by law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.

~~The superintendent or designee will develop administrative procedures as needed to implement this policy to reduce the risk of contagion in the school setting. At a minimum, such procedures shall include staff training, first aid kits in each school and on school vehicles, sanitation kits at each school for cleanup of body fluid spills, and precautionary guidelines for body fluid cleanup and personal hygiene.~~

~~Additionally, the district shall work cooperatively in coordination with the appropriate agencies, regarding communicable disease issues.~~

The district shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.

The district will include, as part of its emergency plan, a description of the actions to be taken by district staff in the case of a declared public health emergency or other catastrophe that disrupts district operations.

The superintendent will develop administrative regulations necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 431.150 - 431.157
ORS 433.001 - 433.526

OAR 333-018
OAR 333-019-0010
OAR 333-019-0014

OAR 437-002-0360
OAR 437-002-0377
OAR 581-022-2220

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance* (2020).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164 (2019).

Corrected 8/03/22

Code: GBEB-AR
Revised/Reviewed: 6/13/18
Orig. Code: GBEB-AR

Communicable Diseases – Staff

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. "Restrictable diseases" are defined by rule and include but are not limited to COVID-19[1], chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis ~~disease~~, and may include a communicable stage of hepatitis B infection if, in the opinion of the local health officer, the person poses an unusually high risk to others (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public's health. A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by ~~Board policy[2] or by~~ the local public health administrator after determining that it poses~~presents~~ a danger to~~significant public health risk in~~ the public's health~~school setting~~.

2. "Susceptible" for an employee means lacking evidence~~being at risk~~ of immunity to the~~contracting a restrictable~~ disease ~~by virtue of being in one or more categories described in law~~.

3. "Reportable diseases" means a ~~human reportable~~ disease~~, infection, microorganism~~ or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health ~~as specified in OAR Chapter 333, Division 18~~.

Restrictable Diseases

1. An employee of the district will not attend or work at a district school or facility while in a communicable stage of a restrictable disease, including a communicable stage of COVID-19[3], unless authorized to do so under Oregon law. When an administrator has reason to suspect that an employee has a restrictable disease, the administrator shall send the employee home.

2. An~~When an~~ administrator shall exclude an employee if the administrator has reason to suspect that an employee has ~~or has~~ been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A,

[1] Added per OAR 333-019-1000(2).

[2] ~~"OAR 333-019-0010(7) Nothing in these rules prohibits a school or children's facility from adopting more stringent exclusion standards under ORS 433.284."~~

[3] "Communicable stage of COVID-19" means having a positive presumptive or confirmed test of COVID-19.

or hepatitis B, unless the local health officer determines~~any restrictable disease~~ that ~~requires~~ exclusion is not necessary to protect~~,~~ the public's health. The administrator may request~~shall send~~ the local health officer to make a determination as allowed by law~~employee home~~. If the disease is reportable, the administrator will report the occurrence to the local health department.

3. An administrator shall exclude an employee if the administrator has been notified by a local public health administrator or local public health officer that the employee has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.

4. An employee will be excluded in such instances until such time as the employee presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - -677.525, a nurse practitioner licensed under ORS 678.375 - -678.390, local health department nurse or school nurse stating that the employee does not have or is not a carrier of any restrictable disease.

~~5. An administrator will exclude a susceptible employee that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The administrator may request the local health officer to make a determination as allowed by law.~~

~~6.~~5. An administrator may allow attendance of an employee restricted for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting if the restriction has been removed by a school nurse or health care provider.

~~7.~~6. More stringent exclusion standards for employees from school or work may be adopted by the local health department~~ or by the district through policy adopted by the Board~~.

~~8.~~7. The district's emergency plan shall address the district's plan with respect to a declared public health emergency at the local or state level.

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.

2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that an employee or a student has been exposed to a restrictable disease that is also a reportable disease.

3. District staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance.

4. An administrator shall determine other persons ~~with a legitimate educational interest~~ who may be informed of ~~the communicable nature of an individual student's disease, or~~ an employee's communicable disease, or that of a student's when a legitimate educational interest exists or for health and safety reasons, in accordance with ~~within guidelines allowed by~~ law.

Equipment and Training

1. The administrator or designee shall, on a case-by-case basis, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.

2. The administrator or designee shall consult with the district's school nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.

3. All district personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). (*See* policy EBBAA).

Corrected 8/03/22

Code: GBEBA
Adopted: 10/14/10
Revised/Readopted: 8/28/19
Orig. Code(s): GBEBA

Staff - HIV, AIDS and HBV

The district will strictly adhere in its policies and procedures, to Oregon law and Oregon Administrative Rules as they relate to staff infected with HIV, AIDS, or HBV[1].

The district recognizes a staff member has no obligation under any circumstance to report a condition to the district, and the staff member has a right to continue working.

If the staff member reports a condition to the district, strict adherence to written guidelines outlined by the staff member shall be followed.

These guidelines shall identify who may have the information, who will give the information, how the information will be given, and where and when the information will be given. All such information will be held in confidence in accordance with Oregon law.

Accommodations for a staff member infected with HIV, AIDS, or HBV shall be the same as with any other illness.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 342.850(8)
ORS 433.008
ORS 433.045
ORS 433.260
OAR 333-017-0000
OAR 333-018-0000
OAR 333-018-0005
OAR 581-022-2220

Corrected 8/03/22

[1] HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

Code: GBEC
Adopted: 10/14/10
Orig. Code: GBEC

Drug-Free Workplace

The district shall provide a drug-free workplace.

The purpose of this policy is to promote safety, health and efficiency by prohibiting the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol in the workplace.

This policy applies to all employees, including but not limited to, those exempt, unclassified, management service, classified and temporary employees who are paid directly or indirectly from funds received under a federal grant or contract.

The district shall provide to each employee a copy of this policy.

An employee shall not unlawfully manufacture, distribute, dispense, possess or use a controlled substance or alcohol in the workplace.

No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through grade 12 students with whom the employee has contact as part of employee's district duties; or knowingly endorse or suggest the use of such substances.

An employee shall, as a condition of employment, abide by the provisions of this policy.[1]

Definitions

1. "Controlled substance"~~: A controlled substance~~ shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other drug as classified under the federal Controlled Substances Act, as modified under Oregon Revised Statute (ORS) 475.035.

2. "Alcohol"~~: Alcohol~~ shall include any form of alcohol for consumption, including beer, wine, wine coolers or liquor.

3. "Conviction"~~:~~ means ~~A~~a finding of guilt (including a plea of no contest) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the ~~f~~Federal or ~~s~~State criminal drug statutes.

4. "Criminal drug statute"~~:~~ means ~~A~~a ~~f~~Federal or ~~s~~State criminal statute involving the manufacture, distribution, dispensation, possession or use of any controlled substance or alcohol.

[1] Districts directly receiving grants or contracts from the federal government are required to meet this obligation.

5. "Drug-free workplace": means Aa site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol.

6. Purpose*(see this section moved above)*

The purpose of this policy is to promote safety, health and efficiency by prohibiting, in the workplace, the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol.

7. Applicability

This policy applies to all employees, including, but not limited to, those exempt, unclassified, management service, classified and temporary employees who are paid directly or indirectly from funds received under a federal grant or contract.

8. Prohibitions

No employee, including contractors, subcontractors and their employees, shall unlawfully manufacture, distribute, dispense, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance or alcohol, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. § 812) and as further defined by regulation at 21 C.F.R. § 1308.11-1308.15. An employee who violates this policy is subject to disciplinary action, up to and including dismissal. Any contractor or subcontractor who violates the terms of this policy shall be subject to discipline up to and including termination of contract. The board directs the administration to ensure that companies seeking to provide contractual and/or sub-contractual services for the district are in full compliance with this policy prior to employment and/or entering into formal contracts.

9. No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through grade 12 students with whom the employee has contact as part of employee's district duties; or knowingly endorse or suggest the use of such substances.

10. Compliance with Policy[2]

An employee shall, as a condition of employment, abide by the provisions of this policy.

Sanctions and Remedies[1]

1. The district, upon determining that an employee has engaged in the unlawful manufacture, distribution, dispensation or possession of a controlled substance or alcohol or upon having reasonable suspicion, (under section 8 of this policythe section below,) of an employee's unlawful use of a controlled substance or alcohol in the workplace, shall, pending any criminal drug statute conviction for a violation occurring in the workplace, take appropriate action, with regard to the

[2] Districts directly receiving grants or contracts of $100,000 or more from the federal government are required to meet this obligation.

~~employee determined to be appropriate~~ which may include transfer, granting of leave with or without pay or suspension with or without pay.

Within 30 calendar days of an employee's criminal drug statute conviction for a violation occurring in the workplace, the district shall:

1. Take appropriate action, ~~with regard to the employee determined to be appropriate~~ which may include discipline up to and including termination; and/or

2. Require satisfactory participation by the employee in a drug abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health, law enforcement or other appropriate agency.

Basis for Reasonable Suspicion of Employee Use of Controlled Substance/Alcohol

Reasonable suspicion of employee use of an unlawful controlled substance or alcohol shall be based upon any of the following:

1. Observed abnormal behavior or impairment in mental or physical performance (~~for example~~e.g., slurred speech, ~~or~~ difficulty walking);

2. Direct observation of use in the workplace;

3. The opinion of a medical professional;

4. Reliable information concerning use in the workplace, the reliability of any such information shall be determined by employer;

5. A work-related accident in conjunction with a basis for reasonable suspicion as listed above.

Employee Assistance Program

An employee having a drug or alcohol problem is encouraged to seek assistance, on a confidential basis, under the Employee Assistance Program if such program is provided by the employer.

~~6. Leave for Participation in Abuse Assistance or Rehabilitation Program~~

The district shall, upon employee request, grant leave with or without pay to permit an employee to participate in a drug abuse assistance or rehabilitation program.

Establishment of Drug-Free Awareness Program

The district shall establish a drug-free awareness program to inform employees of the:

1. Dangers of drug abuse in the workplace;

2. Existence of and content of this policy for maintaining a drug-free workplace;

3. Availability of drug-counseling, rehabilitation and employee assistance programs; and

4. Penalties that may be imposed for drug abuse violations occurring in the workplace.

Notification by Employee of Conviction[1]

An employee shall, as a condition of employment, notify the district of any criminal drug statute conviction for a violation occurring in the workplace no later than five calendar days after such conviction.

Notification by Reynolds School District of Employee Conviction

The district shall notify the appropriate federal granting or contracting agency of an employee's criminal drug statute conviction for a violation occurring in the workplace no later than 10 calendar days after receiving notice of such conviction.

~~5. Provision of Copy of Policy to Employees~~ *(see on page 1 above)*

~~The district shall provide to each employee a copy of this policy.~~

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 336.222
ORS 342.721
ORS 342.723
ORS 342.726
ORS Chapter 475
ORS 657.176
ORS 659A.127
OAR 581-022-2045
OAR 581-022-2210
OAR 584-020-0040(5)(e)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8106 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 84.100-84.670 (2016).
Controlled Substances Act, 21 U.S.C. § 812; Schedules of Controlled Substances, 21 C.F.R. §§ 1308.11-1308.15 (2016).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

Corrected 8/03/22

Code: GBED
Adopted: 10/14/10
Orig. Code: GBED

~~Medical Examinations/~~Drug and Alcohol Testing for Safety Sensitive Positions

~~The district may require medical examinations after an employment offer has been made to a job applicant and before the applicant begins his/her employment duties. Any such requirement will ensure that all entering employees in the same job category will complete a medical examination regardless of disability.~~

~~All offers of employment may be made contingent on medical examination results.~~

~~Medical examinations will be conducted by a health-care professional selected by the district. District-required medical examination expenses will be paid by the district.~~

~~The successful applicant must be qualified and must be able to perform the essential functions of a position with or without reasonable accommodations. The district may withdraw an offer of employment should the medical examination reveal that the individual does not satisfy certain employment criteria under the following conditions:~~

~~1. The exclusionary criteria are job related and consistent with business necessity;~~

~~2. There is no reasonable accommodation that will enable the individual with a disability to perform the essential functions of the job;~~

~~3. The medical condition poses a direct threat to the health or safety of others in the workplace and cannot be eliminated or reduced to an acceptable level by a reasonable modification of policies, practices, procedures or by the provision of auxiliary aids or services;~~

~~4. The requested or necessary accommodation would impose an undue hardship on the district, unless funding is available through other sources. Individuals with a disability may be offered an opportunity of paying for a portion of the costs that constitutes an undue hardship or of personally providing the accommodation.~~

~~Offers of employment for certain positions shall be contingent upon successful passage of a district-required drug test.~~ The district will require post-accident drug and alcohol tests for safety-sensitive positions (e.g., bus drivers, heavy machinery operators, etc.) and positions in which the person is responsible for students' safety and security.[1] The district will designate when and where such testing will be conducted. The cost of the drug test shall be paid by the ~~candidate and reimbursed by the district upon~~

[1] Based on Lanier v. City of Woodburn – "Safety sensitive" may also include positions that have heavy student contact and in loco parentis responsibility (e.g., ~~,~~ teachers, administrators, paraprofessionals).

~~receipt of negative drug test results~~transportation department. ~~The district will not reimburse individuals who test positive for drugs. The offer of employment will be withdrawn from candidates who test positive for drugs.~~

Information the district receives regarding ~~medical examinations and~~ drug and alcohol testing will be collected and maintained on separate forms and in separate files apart from personnel files. All such records will be kept confidential, maintained ~~for a minimum of one year~~ and released only in accordance with provisions of the Americans with Disabilities Act or other applicable laws.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 657.176 ~~ORS 659A.133~~

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317; 49 C.F.R. Parts 40, 382, 391-395 (2016).
Lanier v. City of Woodburn, 518 F3d. 1147 (9th Cir. 2008).
Americans with Disabilities Act Amendments Act of 2008.

Corrected 8/18/22

Code: GBEDA
Adopted: 10/14/10
Revised/Readopted: 2/12/14
Orig. Code: GBEDA

Drug and Alcohol Testing and Record Query - Transportation Personnel

The district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA). The district or its transportation provider shall have an in-house drug and alcohol testing program or be a member of a consortium that provides testing that meets the federal regulations, and shall annually certify this information to the Oregon Department of Education (ODE). The district or its transportation provider shall comply with the reporting and pre-employment and annual query requirements of the Federal Motor Carrier Safety Administration (FMCSA).

Accordingly, all employees subject to commercial driver~~'s~~ license (CDL) requirements shall be prohibited from:

1. The use of drugs, unless a written prescription from a licensed doctor or osteopath is provided, including a statement advising that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle;

2. The use of alcohol including:

    a. While on duty;
    b. Eight hours before driving, in accordance with Oregon Administrative Rules;
    c. Eight hours following an accident;
    d. Consumption resulting in prohibited levels of alcohol in the system.

"Drugs" as used in this policy refer to controlled substances covered by the OTETA, including marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP).

All covered individuals offered employment with the district and district employees transferring to positions subject to the OTETA shall be required to submit to pre-employment~~preemployment~~ drug testing and a pre-employment query with FMCSA. Additionally, covered employees will be subject to reasonable suspicion, random and post-accident alcohol and drug testing. Return-to-duty and follow-up testing may also be required.

Preemployment drug testing costs will be paid for by the ~~candidate and reimbursed by the~~ district ~~upon receipt and negative drug test results~~. ~~The district will not reimburse individuals who test positive for drugs.~~ All drug and alcohol testing of ~~district~~ employees, including reasonable suspicion, random, post-accident, return-to-duty and follow-up testing costs, as applicable, will be paid for by the district. A fee associated with a pre-employment query requested by the district from FMCSA will be paid by the district. The district will comply with collective bargaining agreement provisions.

All offers of employment or transfer to covered positions with the district will be made contingent upon testing results and information obtained from a query with FMCSA. An individual who tests positive for drugs will not be hired or transferred[1]. The offer of employment or transfer will be immediately withdrawn.[2]

An offer of employment or transfer will also be immediately withdrawn from any individual who refuses drug testing and/or refuses to give consent for a query with FMCSA.

Covered employees who, under the district's reasonable suspicion, random, post-accident, return-to-duty or follow-up testing program, test positive for drugs or test with a breath alcohol content level of 0.02 or higher, will be subject to immediate disciplinary action up to and including dismissal in accordance with B~~b~~oard policy. Employees who refuse to comply with testing requirements will also be regarded as testing positive for drugs or testing with a breath alcohol content level of 0.02 or higher. Notification of available resources for evaluation and treatment will be made as required by law. Additionally, employees may be subject to CDL prohibitions and penalties under the OTETA and applicable FMCSA regulations. Covered employees who refuse consent for a query with FMCSA when required will be removed from safety-sensitive functions~~Federal Motor Carrier Safety Administration (FMCSA) regulations~~.

In accordance with the provisions of 49 C.F.R. § 40.21(c)(2), and in its ongoing effort to protect the interests of employees in fairness and confidentiality, the district will ensure:

1. The district's policy and administrative regulation are distributed to all covered employees;

2. No information about the confirmed positive, adulterated or substituted test results, or the reason for the employee's temporary removal from performing safety-sensitive functions, becomes available, directly or indirectly to others in the district or subsequently to another employer, other than the employee, the MRO and the designated district official;

3. No adverse action affecting the employee's pay and benefits will be taken pending the completion of the MRO's verification process. This includes continuing to pay the employee during the period of the stand-down in the same way the district would have paid them had they not been stood down;

4. The verification process will commence no later than the time an employee is temporarily removed from the performance of safety-sensitive functions and that the period of "stand down" for any employee will not exceed five days, unless the district is informed in writing by the MRO that a longer period is needed to complete the verification process.

Following successful completion of an educational or treatment program, as determined by a drug and alcohol abuse evaluation expert (i.e., employee assistance professional, substance abuse professional or qualified drug and alcohol counselor) the employee will be permitted to return to duty. The district will ensure that prior to the employee participating in a safety-sensitive function, the employee shall be

[2] The district may elect to allow an individual who tests positive for drugs or tests with a breath alcohol content level of 0.02 or higher to reapply for district employment or transfer to a covered position at a later date. At that time, the individual will again be tested for the presence of drugs [and alcohol], if required by the district. A district employee considered for transfer to an OTETA-covered position who tests positive for drugs or tests with a breath alcohol content level of 0.02 or higher will be subject to all district policies and regulations including the district's Drug-Free Workplace policy.

required to undergo a return-to-duty testing with a result indicating a breath alcohol content level of less than 0.02 and/or a verified negative test result for drug use, as appropriate. The district may incorporate employee monitoring and include non-OTETA follow-up testing as part of its return-to-duty procedures under the district's self-identification program.

END OF POLICY

Legal Reference(s):

ORS 657.176
ORS 825.415
ORS 825.418

OAR 581-053-0220(3)(h)
OAR 581-053-0230(9)(t)
OAR 581-053-0420(4)(b)(B)(ii)
OAR 581-053-0430(13),(14)

OAR 581-053-0531(12),(13)
OAR 581-053-0615(2)(c)(D)(ii)
OAR 581-053-0620(1)(d)

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317 (2012); 49 C.F.R. Parts 40, 382, 391-395 (2019).

Corrected 8/18/22

Code: GBEDA-AR
Revised/Reviewed: 1/04/07; 10/14/10; 2/12/14
Revised/Readopted: 6/13/18
Orig. Code: GBEDA-AR

Drug and Alcohol Testing - Transportation Personnel

(Version 1)

Prohibited Activities

Prohibited activities related to this policy are:

1. Reporting for duty or remaining on duty to perform safety-sensitive functions with an alcohol concentration at or in excess of standards set by the Federal Highway Administration (FHWA).

   The use of drugs[1], unless a written prescription from a licensed doctor or osteopath is provided, including a statement advising that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle;

2. Being on duty or operating a commercial vehicle while the driver possesses alcohol;

3. Using alcohol while on duty;

4. Possessing alcohol or illegal drugs while on duty;

5. Using alcohol within eight hours of an accident or before a post-accident test is given, whichever occurs first;

   a. Eight hours following an accident;
   b. Consumption resulting in prohibited levels of alcohol in the system.

6. Refusing to submit to a required alcohol or drug test;

7. Using or being under the influence of alcohol (as defined in #1.) within eight hours of going on duty, operating or having physical control of a commercial vehicle;

8. Reporting for or remaining on duty when using any controlled substance, unless instructed by a physician who has advised the driver and the district that the substance does not adversely affect the driver's ability to safely operate a commercial vehicle; and

[1] ~~"Drugs" as used in this policy refers to controlled substances covered by the OTETA, including marijuana, cocaine, opiates, amphetamines and phencyclindine (PCP). The district may elect to allow an individual who tests positive for drugs to reapply for district employment or transfer to a covered position at a later date. At that time, the individual will again be tested for the presence of drugs. A district employee considered for transfer to an OTETA-covered position who tests positive for drugs will be subject to all district policies and regulations including the district's Drug-Free Workplace policy.~~

9. Reporting for duty, remaining on duty or driving if the driver tests positive for controlled substances.

Testing Requirements

In addition to prohibiting the above conduct, this policy provides for the following testing requirements:

1. Pre-employment Testing for prospective CDL drivers, whether a new hire or an in-district transfer;

2. Random Testing of CDL drivers for alcohol immediately prior to or immediately after their shifts and testing of CDL drivers for controlled substances shall be completed as required by Federal Rule or Federal Motor Carrier Safety Administration (FMCSA);

3. Reasonable Suspicion Testing based on specific, contemporaneous and articulable observations by a trained district supervisor;

4. Post-Accident Testing based on federal rules defining an accident as an incident involving a fatality or when a CDL driver is given a citation for a moving violation;

5. Post-Incident Testing based on involvement in a mishap or minor accident, that does not rise to the federal definition of accident, but which results in injury or property damage;

6. Return-to-Duty Testing requiring a negative test result for an employee who has engaged in prohibited drug or alcohol related conduct and has been returned to employment following a required evaluation by a substance abuse professional (SAP) and undergone any treatment recommended by the SAP; and

7. Follow-up Testing for a driver who has violated federal program provisions but has been returned to work (unannounced drug and/or alcohol tests at a minimum of six within a 12 month period).

Professional Assistance to District

The administration will maintain a professional firm or organization to take the following steps related to this policy:

1. Alcohol testing;

2. Drug testing;

3. Random selection of employees tested;

4. Collection site management and/or contract assistance for such sites;

5. Substance Abuse Professional (SAP) services assistance (or referral assistance);

6. Medical Review Officer (MRO) verification;

7. Blind proficiency testing;

8. Data management; and

9. Legally defensible records management.

This policy does not restrict the district's right to use other existing discipline procedures and policies to deal with a CDL employee or other employee regarding the misuse of alcohol or drugs.

District Response to Positive Test Results

Upon receiving positive test results, the district shall do the following:

1. Remove the employee from duty immediately;

2. Give the employee, at his/her request, the opportunity for retesting at his/her own cost (see testing procedures below). The district will verify that this offer has been made by the MRO;

3. An employee receiving a positive test result at or above allowable levels, which cannot be reasonably explained and excused by the MRO, shall be required to undergo, at his/her own expense, a medical evaluation for alcohol or drug abuse. Refusal to do so shall be cause for immediate dismissal;

4. Give the employee a list of local assistance/treatment programs;

5. Require the employee to pass back-to-work testing before reinstatement;

6. An employee who has not been terminated but has been identified by appropriate medical evaluation to have a need for drug or alcohol rehabilitation, shall have all appropriate rights under the Americans with Disabilities Act (ADA);

7. An employee returned to work after a positive test result who subsequently has a second positive result which cannot be medically cleared, shall be immediately terminated from employment with the district.

When the MRO determines a positive test result is valid, the MRO will report the finding to the Oregon Department of Transportation (ODOT) and the Oregon Department of Education. The person who is the subject of the test results will be notified by ODOT that the person has a right to a hearing to determine whether the test results reported will be placed in the employee's employment driving record.

Testing Procedures and Levels Results

Alcohol (breath test)

1. Below 0.02% equals a negative result.

2. 0.02% - 0.04% requires immediate retesting. If the same level is confirmed, the employee shall be removed from duty for 24 hours and be retested before returning to duty.

3. 0.04% or greater, the employee shall be immediately retested. If the same level is confirmed, the district shall take appropriate action for a positive test result.

Drugs (urinalysis)

1. A negative test result is equal to no inappropriate drug use.

2. A positive test result requires the following:

   a. The employee may request retesting (of the original split specimen) by a separate lab at his/her own expense.
   b. If the employee does not request a 2nd test, the district shall take appropriate action based on a positive test result.
   c. If a retest is negative, the employee shall be deemed to have not had a positive test.
   d. If the retest is also positive, the district shall take appropriate action based on a positive test result.

Corrected 8/03/22

DELETE

Code: GBEDA-AR
Adopted:

Drug and Alcohol Testing and Record Query - Transportation Personnel

(Version 2)

The following procedures shall govern the district's drug use and alcohol misuse prevention program:

1. Program Coordinator

   The director of transportation will be designated as the district's drug use and alcohol misuse prevention program coordinator. The director of transportation will coordinate the district's responsibilities and compliance efforts with the applicable provisions of the Omnibus Transportation Employee Testing Act of 1991 (OTETA). The director of transportation will:

   a. Ensure that all covered employees receive written materials explaining the district's drug use and alcohol misuse prevention program requirements including:

      (1) The district policy and administrative regulations;
      (2) A contact person knowledgeable about the materials, policy, administrative regulations and the OTETA;
      (3) Categories of employees covered;
      (4) Information about the safety-sensitive functions and what period of the workday the employee is required to be in compliance. Safety-sensitive functions shall include such responsibilities as all on-duty time waiting to be dispatched, driving time, assisting or supervising loading or unloading, repairing, obtaining assistance or remaining in attendance upon a disabled vehicle. All time spent providing drug and alcohol samples, including travel time to and from the collection or testing site as needed to comply with random, reasonable suspicion, post-accident, return-to-duty or follow-up testing, will also be considered as on-duty time;
      (5) Specific information concerning prohibited conduct;
      (6) Circumstances under which employees will be tested;
      (7) Procedures used in the testing process;
      (8) The requirement that covered employees submit to drug and alcohol testing, administered in accordance with 49 C.F.R. Part 382;
      (9) Explanation of what constitutes a refusal to submit to a drug and/or alcohol test;
      (10) Consequences of violations (e.g., discipline up to and including dismissal as may be required by the district and removal from safety-sensitive functions as required by the OTETA) and notification of resources available to the driver in evaluating and resolving problems associated with the misuse of alcohol and the use of drugs including the names, addresses and telephone numbers of substance abuse professionals (SAP) and counseling and treatment programs. Such information will include the consequences for covered employees found to have a breath alcohol concentration rate of 0.02 or greater, but less than 0.04, and for those employees found to have a breath alcohol content level greater than 0.04. Minimally, no driver tested and found to have a breath alcohol concentration rate of 0.02 or greater but less than 0.04 shall be permitted to perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test;

PROPOSED

(11) Information on the effects of drug use and alcohol misuse on an individual's health, work and personal life; signs and symptoms of an alcohol or drug problem (driver's or coworker's); and available methods of intervening when such problems are suspected, including confrontation, referral to an employee assistance program as available and/or referral to the administration; and

(12) Requirement of the district to collect, maintain and report the following information to the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Clearinghouse[1]:

(a) A verified positive, adulterated, or substituted drug test result;
(b) An alcohol confirmation test with a concentration of 0.04 or higher;
(c) A refusal to submit to any test required by subpart C of 49 C.F.R. Part 382;
(d) An employer's report of actual knowledge (as defined at 49 C.F.R. § 382.107) of a violation of regulations, including:

(i) On duty alcohol use;
(ii) Pre-duty alcohol use;
(iii) Alcohol use following an accident;
(iv) Controlled substance use.

(e) A SAP's report of the successful completion of the return-to-duty process;
(f) A negative return-to-duty test; and
(g) An employer's report of completion of follow-up testing.

b. Ensure that employees sign statements certifying that they have received the materials;
c. Ensure that administrators or their designee, designated to determine reasonable suspicion, receive at least 60 minutes of drug abuse training and an additional 60 minutes of alcohol misuse training. Training will include the physical, behavioral, speech and performance indicators of probable drug use and alcohol misuse;
d. Ensure district compliance with applicable provisions of the OTETA's requirements regarding the district's management information system, retention and confidentiality of records;
e. Ensure selection of a site with appropriately trained personnel for the collection of specimens for drug testing;
f. Ensure selection of a site with a certified breath alcohol technician and evidential breath testing devices for alcohol testing;
g. Ensure selection of a laboratory certified by the Oregon Health Authority, Public Health Division ("OHA") to conduct drug specimen analysis;
h. Ensure selection of a qualified medical or osteopathic doctor to serve as a medical review officer (MRO) to verify laboratory drug test results;
i. Ensure selection of qualified personnel to provide education and training to employees and supervisors in accordance with employee assistance program requirements as specified in the OTETA;
j. Ensure the district's drug use and alcohol misuse prevention program is maintained in at least outline form, on file and available for inspection at the district office. The district shall maintain the following:

(1) Information on the effects and consequences of drug and alcohol use on personal health, safety and the work environment;
(2) Information on the manifestations and behavioral changes that may indicate drug and alcohol use or abuse;
(3) Documentation that drug training for all supervisory personnel has consisted of at least 60 minutes;

[1] https://clearinghouse.fmcsa.dot.gov/

(4) Documentation that alcohol training for all supervisory personnel has consisted of at least 60 minutes;
(5) Documentation of training given to employees.

k. Ensure the establishment of clearly defined communication procedures to include the method (e.g., mail, facsimile) and frequency (e.g., monthly, daily, weekly) as well as the authorized individuals to impart and receive information to meet the documentation and confidentiality requirements of the OTETA;

l. Ensure employee organizations receive written notice of the availability of all pertinent drug use and alcohol misuse prevention program information.

2. Pre-employment and Annual Queries from, and Required Reporting to FMCSA

The district is required to conduct a pre-employment query with FMCSA on drivers who are subject to controlled substance and alcohol testing regulation, and is required to report information obtained through its controlled substance and alcohol testing program to FMCSA. All offers of employment for positions identified by the district, as required by the OTETA, will be contingent upon the results of a pre-employment query.

a. The district will obtain written or electronic consent from a driver subject to controlled substances and alcohol testing to conduct a pre-employment query with FMCSA. The consent will include consent to obtain the following information:

(1) If the driver has a verified positive, adulterated, or substituted controlled substances test result;
(2) If the driver has an alcohol confirmation test with a concentration of 0.04 or higher;
(3) If the driver has refused to submit to a test (in violation of 49 C.F.R. § 382.211); or
(4) If the driver has a report submitted by another employer on actual knowledge (as defined at 49 C.F.R. § 382.107) of a violation of regulations that included:

(a) On duty alcohol use;
(b) Pre-duty alcohol use;
(c) Alcohol use following an accident; or
(d) Controlled substance use.

The district will conduct annual queries[2] with the FMCSA on employees subject to such queries as required by law.

b. The district will report[3] to FMCSA the following personal information about a driver that is collected and maintained in connection with the district's testing program:

(1) An alcohol confirmation test with an alcohol concentration of 0.04 or greater;
(2) A refusal to submit to an alcohol test pursuant to conditions found in 49 C.F.R. § 40.261 or a refusal to drug test determination made in accordance with 49 C.F.R. § 40.191(a)(1)-(4), (a)(8)-(11) or (d)(1), but in the case of a refusal to test under (a)(11), the district may report only those admissions made to the specimen collector;
(3) A SAP's report of the successful completion of the return-to-duty process;
(4) A negative return-to-duty test; and

[2] Written consent from the driver is required. This may be a limited query when allowed. If the limited query indicates that the FMCSA contains information on the driver, the district will conduct a full query within 24 hours and must not allow driver to perform safety-sensitive functions.

[3] The district will complete such reporting to FMCSA by close of the third business day following receipt of the information.

(5) An employer's report of completion of follow-up testing.

The report will include, as applicable:

(1) Reason for the test;
(2) Driver's name, date of birth, and CDL number and State of issuance;
(3) Employer name, address, and USDOT number;
(4) Date of the test;
(5) Date the result was reported; and
(6) Test result. The test result must be one of the following:

(a) Negative (only required for return-to-duty tests administered in accordance with law);
(b) Positive; or
(c) Refusal to take a test.

(7) An employer's report of a driver's refusal to submit[4] to alcohol or drug testing must include the following information:

(a) Documentation, including, but not limited to, electronic mail or other contemporaneous record of the time and date the driver was notified to appear at a testing site; and the time, date and testing site location at which the employee was directed to appear, or an affidavit providing evidence of such notification;
(b) Documentation, including, but not limited to, electronic mail or other correspondence, or an affidavit, indicating the date the employee was terminated or resigned (if applicable); and
(c) Documentation, including a certificate of service or other evidence, showing that the employer provided the employee with all documentation reported herein.

(8) An employer's report of a violation of one of the following will occur by the close of the third business day following the date on which the employer obtains actual knowledge (as defined at 49 C.F.R. § 382.107):

(a) On duty alcohol use;
(b) Pre-duty alcohol use;
(c) Alcohol use following an accident;
(d) Controlled substance use.

This report will include the following information:

(a) Driver's name, date of birth, CDL number and State of issuance;
(b) Employer name, address, and USDOT number, if applicable;
(c) Date the employer obtained actual knowledge of the violation;
(d) Witnesses to the violation, if any, including contact information;
(e) Description of the violation;
(f) Evidence supporting each fact alleged in the description of the violation required under paragraph above in this section, which may include, but is not limited to, affidavits, photographs, video or audio recordings, employee statements (other than admissions pursuant to §382.121), correspondence, or other documentation; and

[4] 49 C.F.R. § 40.261(a)(1) or 40.191(a)(1)

(g) A certificate of service or other evidence showing that the employer provided the employee with all information reported under paragraph above in this section.

If the district's program coordinator is the subject of the testing, the district will ensure compliance with applicable consent, testing, and reporting requirements pursuant to law.

3. Pre-employment Testing

The district shall conduct pre-employment testing as follows:

a. All offers of employment for positions as identified by Board policy and as required by the OTETA will be contingent upon drug test results;
b. Individuals offered employment with the district and employees transferring to positions subject to the OTETA contingent on drug testing, must provide written consent for the release of any prior employer positive drug and failed alcohol testing results, refusals to be tested, other violations of testing regulations and, with respect to any employee who violated drug and alcohol regulations, documentation of the employee's successful completion of return-to-duty requirements (including SAP evaluations and follow-up tests) within the preceding two years;
c. The district shall obtain and review such drug and alcohol information from previous employers of the past two years before the driver is used for the first time. The district will provide the written permission of the driver, for release of information, to the previous employers;
d. The district will maintain a written, confidential record of information obtained from another employer or the good faith efforts to obtain such information, and will maintain the same for three years from the date the driver's service began.
e. [5]Requests received by the district for release of such information to another employer must include written consent from the subject driver. Records will be released immediately in any written form (e.g., fax, email, letter) that ensures confidentiality. The district will maintain a written record and summary of information released, the date, and to whom the information was released;
f. The district must ask a driver, and will not use such driver, if they have a positive drug test or a failed alcohol test while employed with a previous employer or who refused to test while under employment with a previous employer in the past two years unless the driver is in compliance with the SAP's treatment program and the OTETA's return-to-duty test requirements;
g. Prior to being directed by the district to a collection site for drug testing, the applicant will be notified that the urine sample collected shall be tested for the presence of drugs;
h. Failure to report to the collection site for testing within the time frame specified by the district shall constitute a refusal to report for testing and result in immediate withdrawal of the employment or transfer offer;
i. Pre-employment drug testing will be paid for by the district;
j. Tests must indicate negative drug test results. Individuals who fail to meet such drug requirements will not be hired or transferred voluntarily or involuntarily to covered positions;
k. Such testing will also be required of covered employees each time an employee returns to work after a layoff period if the employee was removed from the random testing pool. As long as the employee remains in the random testing pool, additional testing or subsequent pre-employment drug testing will not be necessary following a layoff;
l. The district will notify individuals offered employment with the district contingent on drug testing of the results of such testing upon request within 60 days of being notified of the disposition of the employment application;

PROPOSED

[5] Pertains to requests received by the district from other employers.

m. Refusal to submit to drug testing and/or to provide signed permission for the release of past testing information as required by the district shall result in immediate termination from employment;

n. The individual may request a screening of the split specimen at their own expense. All such requests must be received in writing by the district no later than 72 hours following notification to the applicant of the positive test results.

4. Post-accident Testing

The district shall conduct post-accident testing as follows:

a. It is the responsibility of the employee to report for post-accident drug and alcohol testing as soon as practicable following a motor vehicle accident which occurs while the employee is performing district safety-sensitive functions in which students are on board:

(1) The employee will report to the designated collection site for post-accident drug and alcohol testing as soon as practicable following the occurrence of the accident;
(2) If alcohol testing has not been administered within two hours, the district shall prepare and maintain on file a record stating the reasons the alcohol test was not promptly administered;
(3) If alcohol testing is not administered within eight hours, the district shall cease attempts to administer an alcohol test and shall state and maintain on file a record specifying why the test was not administered;
(4) If drug testing has not been administered within 32 hours following the accident, the district will cease attempts to administer such tests and will document why the test was not administered;
(5) The employee will contact the district official or designee as soon as practicable following the accident giving as much detailed information about the accident as possible (e.g., fatalities, injuries, tow-a-ways, traffic citation issued, etc.).

b. The district will provide employees with necessary post-accident testing information, procedures and instructions as a part of its employee training program. Additionally, written instructions to follow in the event of an accident will be provided in district vehicles as appropriate. Instructions will include locations of drug specimen collection and alcohol testing sites and telephone number of the district drug use and alcohol misuse prevention program coordinator or other district officials to contact;

c. The employee shall remain readily available for testing or may be deemed by the district to have refused to submit to testing. Such refusal is treated as if the district received an alcohol test result of 0.04 or greater or received a positive drug test. Nothing in this requirement shall be construed to require the delay of necessary medical attention for injured people following an accident or to prohibit an employee from leaving the scene of an accident for the period necessary to obtain assistance in responding to the accident or to obtain necessary emergency medical care;

d. Results of a breath or blood test for the use of alcohol or a urine test for the use of drugs conducted by on-site federal, state and/or local law enforcement officials having independent authority for the test shall be considered to meet necessary requirements provided results of the test are obtained by the district and the tests conform to all applicable federal, state and/or local requirements;

e. An employee who is involved in an accident involving a fatality, injury and/or tow-away as described by the OTETA is prohibited from using alcohol for eight hours after the accident or until the employee undergoes a post-accident alcohol test, whichever occurs first.

5. Random Testing

The district shall conduct random drug and alcohol testing annually as follows:

PROPOSED

a. Not less than 25 percent of the average number of driver positions shall be tested for drugs and not less than 10 percent shall be tested for alcohol in accordance with current minimum random testing requirements of the OTETA. Any unfilled, covered positions will be included as part of the total number of positions counted by the district for testing rate purposes.

(1) The district will exceed minimum testing rates.
(2) In exceeding minimum testing rates, the district requires that 25 percent of covered employees shall be randomly tested annually for drugs and 10 percent shall be randomly tested annually for alcohol.

b. The testing rate may be adjusted by FMCSA based on industrywide data;
c. The testing process shall, in fact, be random. Unless advised otherwise by their consortium, all employees will remain in the pool of drivers for each subsequent period, including vacations, holiday periods and summer recesses, whether or not they have been chosen for testing in the past;
d. The selection of employees for random testing shall be made by a scientifically valid method. The process selected by the district will ensure that all employees shall have an equal chance of being tested each time selections are made. The district will use the following system:

Computerized system provided through a consortium:

A random number generating program will be loaded into a computer along with the employees' social security number, payroll identification number or other comparable identification number for testing that meets Federal requirements.
e. All such testing shall be unannounced and dates selected spread reasonably throughout the calendar year to avoid predictability and the perception that testing is "done for the year." Districts with six or less covered employees may annually select a single calendar date for random drug and alcohol testing[6]. The date selected will be kept confidential to ensure that testing is unannounced as required by law;
f. Following notification of testing, selected employees shall proceed to the district-selected collection site immediately or as soon as practicable;
g. Each employee selected for testing shall be tested during the selection period;
h. Employees shall only be tested for alcohol just before the driver is scheduled to perform safety-sensitive functions, during or just after performing such functions;
i. Employees off work due to leave of absence, vacation and layoff will be informed that they remain subject to random testing. Employees drawn for such testing will be notified and tested as soon as practicable upon return to duty but no later than the next selection cycle (e.g., monthly, quarterly, etc.).

6. Reasonable Suspicion Testing

The district shall conduct reasonable suspicion drug and alcohol testing as follows:

a. The district will test covered employees when there is reasonable suspicion to believe that the employee has engaged in drug use or alcohol misuse;
b. Reasonable suspicion will be based on specific contemporaneous, articulable observations made by a trained supervisor as designated by the district, concerning appearance, behavior, speech or body odors indicative of employee use of drugs or the misuse of alcohol. Observations of drug use may include indications of chronic and withdrawal effects of drugs and noticeable degradation of job performance that may be associated with the use of drugs;
c. Hearsay or secondhand information is not sufficient to require an employee to submit to testing;

[6] The next "calendar year date" for random testing starts from the day after the random testing date.

d. Alcohol testing may be authorized only if observations resulting in reasonable suspicion are made during, just preceding or just after the period of the workday that the employee is required to be in compliance with this policy, administrative regulations and applicable OTETA provisions;
e. A written record shall be made of the observations leading to a reasonable suspicion drug test and signed by the administrator or designee authorized to make such observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier;
f. The district will ensure that the employee under reasonable suspicion is transported to the designated collection or testing site.

7. Referrals, Evaluation and Treatment

The district shall provide information related to referrals, evaluation and treatment as follows:

a. The district shall advise covered employees, who violate the drug and alcohol prohibitions, of referral services available for evaluating and resolving problems associated with the use of drugs and the misuse of alcohol. Such information will include the names, addresses and telephone numbers of SAPs and counseling and treatment programs;
b. An employee who engages in such prohibited conduct shall be evaluated by a SAP;
c. The SAP will determine what assistance if any the employee needs in resolving problems associated with drug use and alcohol misuse;
d. This requirement applies only to current employees and not to job applicants who refuse testing or who test positive for drugs;
e. This requirement shall not be interpreted to require the district to provide or pay for any rehabilitation costs or to hold a job open for an employee with or without salary;
f. SAPs, as referred to in these administrative regulations, means:

(1) Licensed physicians with knowledge of and clinical experience in the diagnosis and treatment of alcohol-related disorders;
(2) Licensed or certified psychologists, social workers or employee assistance professionals with like knowledge; and
(3) Alcohol and drug abuse counselors certified by the Association for Addiction Professionals (NAADAC). This does not include state-certified counselors.

8. Return-to-Duty Testing

Employees, if they continue employment and before they return to duty, shall comply with the following:

a. When an employee has previously tested greater than or equal to 0.04 for alcohol, the employee must retest (return-to-duty test) with an alcohol concentration of less than 0.02;
b. When an employee has previously tested positive for drug use, the employee must retest (return-to-duty test) with a verified negative test result.

9. Follow-up Testing

Employees, if they continue employment, shall comply with the following:

a. Follow-up testing will be conducted whenever a SAP determines that an employee is in need of resolving problems associated with drug use and/or alcohol misuse;
b. Follow-up alcohol testing will be conducted only when the employee is performing safety-sensitive functions, just before or just after the driver has performed safety-sensitive functions;

c. Follow-up drug and alcohol testing will be unannounced[7];
d. The number and frequency of such tests shall be determined by the SAP. Minimally, there shall be:

(1) At least 6 unannounced tests in the first 12 months following the driver's return to duty;
(2) Testing shall not exceed 60 months from the date of the employee's return to duty. The SAP, however, may terminate the follow-up testing at any time after the first six tests if the SAP determines the testing is no longer needed.

10. Drug and Alcohol Testing Procedures

The district, in cooperation with contracted collection and testing facilities, shall maintain drug and alcohol testing procedures as follows:

a. Drugs

(1) The applicant or employee reports to the district-designated collection site and provides positive identification (e.g., photo ID);
(2) A urine sample for drug testing is provided. A "split specimen" (two urine specimen bottles) is prepared from the urine sample;
(3) Following completion of a chain-of-custody form, both specimen bottles are forwarded to the OHA certified laboratory for analysis. The split specimen is stored at the laboratory for later testing as may be necessary. Initial testing is performed only on one specimen bottle;
(4) Testing results are reported to the district-selected MRO by mail or electronic transmission. Results may not be given over the phone;
(5) The MRO will verify negative and positive testing results;
(6) The MRO will report the verified negative testing results to the district;
(7) The MRO will report verified positive testing results to the applicant or employee, discuss the type of illegal substance found and determine whether there is any valid medical reason for the positive testing results;
(8) A verified valid medical reason for a positive test result will be reported as a negative test result to the district;
(9) If no legitimate medical reason exists for positive drug testing, the MRO will report a confirmed positive test result and identity of the substance(s) to the district;
(10) The employee or applicant may request within 72 hours of a positive test notice that the split specimen (second bottle) be screened. Such screening costs will be paid for by the employee;
(11) Unlike the original specimen analyzed for specific levels of controlled substances, the split specimen is analyzed only for the presence of drugs;
(12) The MRO will report results of the second screening to the employee and the district;
(13) The MRO will meet all the OTETA requirements including review of chain-of-custody control form, administrative processing of negative test results, verification of positive testing results, report to the FMCSA, and maintenance of confidentiality requirements as may be applicable;
(14) Detailed drug testing procedures may be obtained by contacting the district's drug use and alcohol misuse prevention coordinator or designee.

b. Alcohol

(1) The employee reports to the district-designated testing site and provides positive identification;

[7] A follow-up test shall not also serve as a random test, and vice versa.

(2) Under the alcohol testing rule, an alcohol test result will be considered failing even if over-the-counter or legally prescribed medication is involved;
(3) All alcohol screening tests will be conducted by a qualified breath alcohol technician using evidential breath testing devices; **OR** a qualified screening test technician using an alcohol screening device other than an evidential breath testing device;
(4) Testing may be conducted at an OHA certified laboratory or other location including mobile facilities equipped for such testing as may meet the requirements of the OTETA;
(5) District supervisors should generally not be used as a breath alcohol or screening test technician for covered employees. Under certain circumstances, a properly trained district supervisor may conduct such testing in the absence of another technician;
(6) The employee submits to breath or saliva testing;
(7) If the result of the testing indicates an alcohol concentration rate of 0.02 or greater, a confirmation breath test is administered after at least 15 minutes, but no longer than 30 minutes, after the initial testing. All confirmation tests will be conducted using evidential breath testing devices;
(8) The technician will report any invalid tests, confirmed failing and passing results to the district;
(9) Employee refusal to sign forms as required (i.e., Step 2 on the Alcohol Testing Form) shall be considered as refusal to be tested;
(10) The breath alcohol or screening test technician will meet all OTETA requirements including such testing procedures, Alcohol Testing Form and confidentiality requirements as may be required;
(11) Detailed alcohol testing procedures may be obtained by contacting the district's drug use and alcohol misuse prevention program coordinator or designee.

11. Positive Test Result

When the MRO determines a positive test result is valid, the MRO will report the finding to the Oregon Department of Transportation (ODOT) and the Oregon Department of Education. The person who is the subject of the test results will be notified by ODOT that the person has a right to a hearing to determine whether the test results reported will be placed in the employee's employment driving record.

12. Record Keeping/Record Reporting

The district shall maintain records of its drug use and alcohol misuse prevention program as follows:

a. Records related to the collection process:

(1) Collection logbook, if used;
(2) Documents relating to the random selection process;
(3) Documents generated in connection with decisions to administer reasonable suspicion drug or alcohol testing;
(4) Documents generated in connection with decisions on post-accident testing;
(5) Documents verifying the existence of an explanation of the inability of an employee to provide adequate breath or to provide a urine specimen for testing;
(6) An annual calendar year report summarizing results of the district's drug use and alcohol misuse prevention program will be prepared and maintained when requested by FMCSA as part of an inspection, investigation, special study or for statistical purposes;
(7) Calibration documentation for evidential breath testing devices;
(8) Documentation of breath alcohol or screening test technician training while the individual performs the functions which require the training.

b. Records related to each query:

PROPOSED

(1) Documents related to consent of any query;
(2) Documents related to information received for a pre-employment or annual query;
(3) Documents related to meeting reporting requirements.

c. Records related to pre-employment verification with a driver's previous employer;

d. Records related to a driver's test results, including:

(1) The district's copy of the alcohol testing form, including the test results;
(2) The district's copy of the controlled substance test custody and control form;
(3) Documents sent by the MRO to the district;
(4) Documents related to the refusal of any employee to submit to drug and/or alcohol testing;
(5) Documents presented by a driver to dispute the results of a drug and/or alcohol test administered in connection with the requirements of the OTETA.

e. Records related to evaluations as follows:

(1) Records pertaining to a determination by a SAP concerning an evaluation of covered employees' need for assistance;
(2) Records concerning a driver's compliance with recommendations of the SAP.

f. Records related to education and training as follows:

(1) Materials on drug use awareness and alcohol misuse including a copy of the district's policy and administrative regulations on drug use and alcohol misuse and related information;
(2) Driver's signed receipt of education materials;
(3) Documentation of training provided to supervisors for the purpose of qualifying the supervisors to make a determination concerning the need for drug and/or alcohol testing based on reasonable suspicion;
(4) Certification that any training conducted in compliance with the OTETA meets all pertinent requirements for such training.

g. Records related to alcohol and drug testing as follows:

(1) Agreements with collection site facilities, laboratories, MROs and consortia (includes breath alcohol technicians, screening test technicians and third party providers), as applicable;
(2) Names and positions of officials and their role in the district's drug and alcohol testing program(s);
(3) Semiannual laboratory statistical summaries of urinalysis as required by the OTETA and as reported by the laboratory. The district will document laboratory failures to provide statistical summaries and any district follow-up efforts to obtain such reports.

h. Records will be retained by the district as follows:

(1) Five Years:

(a) Records of employee alcohol-testing results with results indicating an alcohol concentration of 0.02 or greater;
(b) Records of verified positive drug testing results;
(c) Documentation of refusals to take required drug and/or alcohol tests;
(d) Employee evaluation and referrals;
(e) Testing program records including violations;
(f) A copy of each annual calendar year report summary;

(g) Equipment calibration documentation when required (See 12. a. (7)).

(2) Three Years:

(a) Records related to each query and all information received in response to each query. Documentation of a consent will be retained for three years from the date of the last query.
(b) Pre-employment records obtained, or good faith efforts to obtain, from a previous employer about a driver.

(3) Two Years:

Records related to the drug and alcohol collection process (except calibration of evidential breath testing devices).

(4) One Year:

Records of negative and cancelled drug-testing results and alcohol test results with a concentration of less than 0.02.

(5) Indefinite Period:

Records related to the education and training of breath alcohol technicians, screening test technicians, supervisors and drivers shall be maintained by the district while the individual performs the functions which require training and for two years after ceasing to perform those functions.

i. Records will be maintained in a secure location with controlled access to ensure confidentiality requirements are met as follows:

(1) Drug use and alcohol misuse prevention program records will be maintained at the district office. Records relating to individual employee drug and/or alcohol testing, evaluation and treatment will be maintained separately from the employee's personnel file;
(2) Employees are entitled upon written request to obtain copies;
(3) The district may disclose information in connection with employee benefit proceedings, Department of Transportation agency action against an employee or National Transportation Safety Board safety investigations;
(4) The district shall disclose such information[8] to subsequent employers upon written request from the employee (in accordance with 49 C.F.R. § 382.413);
(5) The district will provide access to any drug and alcohol collection and/or testing facility records maintained by the district as described by the OTETA (i.e., those federal agencies, state and local officials who have regulatory authority over the district's covered employees).

Corrected 8/18/22

PROPOSED

[8] Information that must be disclosed to subsequent employers upon receipt of proper authorization form/release signed by the employer's ex-driver: (a) Failed alcohol tests (breath alcohol content of 0.04 or greater); (b) Verified positive drug test; (c) Refusals to test.

Code: GBG
Adopted:

Staff Participation in Political Activities

Employees may exercise their right to participate fully in affairs of public interest on a local, county, state and national level on the same basis as any community member in a comparable position in public or private employment and within the law.

All district employees are privileged within the limitations imposed by state and federal laws and regulations to choose any side of a particular issue and to support their viewpoints as they desire by vote, discussion or persuading others. Such discussion and persuasion, however, will not be carried on during the performance of district duties, except in open discussion during classroom lessons that consider various candidates for a particular office or various sides of a particular political or civil issue.

On all controversial issues, employees must designate that the viewpoints they represent on the issues are personal and are not to be interpreted as the district's official viewpoint.

No employee will use district facilities, equipment or supplies in connection with their political activities, nor will they use any time during the work day (other than duty free lunch) for such political activities.
END OF POLICY

Legal Reference(s):

ORS Chapter 244 ORS 260.432

OR. CONST., art. XV, § 8.

Corrected 8/03/22

PROPOSED

Code: JECAC/GBH
Adopted: 6/13/18
Revised/Readopted: 9/28/22
Orig. Code: JECAC/GBH

Staff/Student/Parent Relations**

The Board encourages parents to be involved in their student's school educational activities and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;

2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order or parental plan that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

In the case of joint custody, the district will adhere to all conditions specified and ordered by the court.

The district will use reasonable methods to identify and authenticate the identity of both parents.

END OF POLICY

Legal Reference(s):

ORS 107.101
ORS 107.102
ORS 107.106
ORS 107.154
ORS 109.056
ORS 163.245 - 163.257

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Code: GBI
Adopted: 8/28/19
Orig. Code: GBI

Staff Gifts, Fund Raising, Soliciting and Selling

Staff Gifts

All personnel shall refrain from accepting any gift, special favor or other consideration from a school supplier or any other company for personal use that may be deemed capable of influencing their judgment in the area of purchasing.

Gifts to teachers, coaches or other personnel, purchased by collection among students, are to be discouraged, as are gifts purchased through student body or related funds. Each teacher shall assume the responsibility for making this policy clear to groups of students who might be so inclined.

Exceptions authorized by the superintendent or designee are gifts to the school, floral pieces for funerals or gifts of flowers or similar tokens for illness or misfortune.

Fund Raising

Staff members must obtain their supervisor's prior approval to solicit funds in the name of the school or district. Prior to approval the staff member and supervisor will consider equity policy IKAAA/GCCB/ GDCB along with other applicable policies.

Fund raising includes, but is not limited to, internet-sourced crowdfunding (e.g., GoFundMe, DonorsChoose, Adopt a Classroom). When using an internet-sourced crowdfunding method, the soliciting employee shall:

1. Monitor the site to ensure that no student information is disclosed improperly and no images are used without permission;

2. Ensure that the site has clearly defined terms of service and a privacy policy;

3. Request and receive approval from executive director of technology for all technology purchases; and/or

4. Request and receive approval from director of facility operations for projects that involve grounds or capital improvements and/or

5. Request and receive approval from principal or supervising administrator for any other projects.

Fund raising conducted by staff must be in compliance with all district policies and expressly adhere to all procedures outlined in GBI-AR. Tangible property or property purchased with financial donations to the

schools becomes the property of the district and is subject to the same controls and regulations that govern the use of school assets.

Soliciting and Selling

All employees of the district shall refrain from soliciting other district employees while on the confines of district property for the purposes of charity, subscriptions, etc. No person or agency shall be allowed to solicit district employees while on the confines of district property for purposes of charity, subscriptions, etc.

School personnel will not use their position to gain access to students or their families for the purpose of influencing prospective buyers. Employees will not sell books, supplies, or educational materials to parents of students in the district.

END OF POLICY

Legal Reference(s):

ORS 244.010 to -244.400
ORS 339.880

OAR 584-020-0000 to -0045
OAR 199-005-0005 to -199-020-0020

Corrected 8/03/22

Code: GBI-AR
Revised/Reviewed: 8/14/19
Orig. Code: GBI-AR

Internet-Sourced Crowdfunding Solicitation

Definitions:

Crowdfunding — the practice of funding a project or venture by raising monetary contributions from a large number of people, typically via the Internet.

Campaign — a fundraising effort launched on an approved platform that is designed to raise funds to meet an advertised goal or need.

All district or school internet-sourced crowdfunding, or other similar types of monetary solicitation, shall be in compliance with all district fund-raising policies, requiring preapproval from the employee's supervisor.

The soliciting employee shall monitor the internet-sourced crowdfunding site to ensure that no student information is disclosed improperly and no images are used without permission.

The soliciting employee shall ensure that the internet-sourced crowdfunding site is legitimate, and that the terms of the site are being followed.

Before any information may be published or any fundraising efforts may begin, all technology purchase requests must be approved by the executive director of technology; all projects that involve grounds or capital improvements must be approved by the director of facilities; all other projects must be approved by the employee's supervising administrator (principal, coordinator, director, etc.).

Contributions of property or services that may involve major costs for installation or maintenance, or initial or continuing financial commitments from school funds, will be presented by the superintendent for Board consideration and approval.

Tangible property or property purchased with financial donations to the schools becomes the property of the district and is subject to the same controls and regulations that govern the use of school assets.

All monetary donations shall be recorded in the proper school or district fund. No school or district banking information shall be given out. Funds and goods will be distributed to the district and not to the individual.

Additional Requirements/Restrictions~~:~~

1. All crowdfunding campaigns must be established on a district approved fundraising website (e.g., Go Fund Me, Donors Choose, Adopt a Classroom).

2. All crowdfunding campaigns must support educational or instructional-based initiatives.

3. Completion of the Reynolds School District (RSD) crowdfunding application is required for all crowdfunding campaigns.

4. A crowdfunding summary report must be submitted to the RSD business office no later than 10 school days following the completion of the crowdfunding campaign.

5. All proceeds for the crowdfunding must be used for the purpose set forth in the crowdfunding application.

6. All funds raised by the approved campaign must adhere to RSD fundraising guidelines.

7. All items or services purchased with campaign funds are understood to be the sole property of the Reynolds School district.

8. All funds or withdrawal of funds from crowdfunding campaigns must be deposited into the Reynolds School district banking account designated for the campaign.

9. All donated items must be shipped/received at the benefitting district location and may not be shipped/received to an employee's home.

10. No campaigns may be created to benefit individuals.

11. No campaign funds may be transferred from one campus to another.

12. No fundraising may be done for non-district organizations and charities (i.e. Red Cross fundraising for a local emergency).

Request to Conduct Online Fundraising Activities Form

This form is to be used by clubs, other groups, or individual staff members planning to conduct online fundraising activities.

Name of club/organization/staff member conducting fundraising activities:	
Date (s) and time (s) of fundraising activity:	
Website chosen for fundraising activity (Requestor may choose from Go Fund Me, Donors Choose, or Adopt a Classroom only. All other sites are prohibited for Reynolds School District fundraising activities.):	
Describe the online fundraising activity:	
For what purpose is the Fundraising activity being conducted (How does it relate to current district goals and/or curriculum?):	
Who is responsible for the fundraising activity? Name/Phone number:	

Approved by Administrator:_____ Date: _____

Money raised, donations, etc. has been submitted to bookkeepers office.

Deposit amount $ _____ Date: _____

Online Fund Raising Application Form

_____ wishing to conduct online fundraising activities must complete the Online Fund Raising Application Form for principals or administrators review and authorization.

Date of request: _____

Name of requestor: _____ Phone: _____

Name of organization: _____

Start date of online fundraiser: _____ End date of fundraiser: _____

Description/purpose of online fundraiser (include how it relates to current curriculum):

_____
_____
_____
_____
_____
_____

Proceeds go to: _____

Website chosen for proposed fundraiser (requestor may choose from Go Fund Me, Donors Choose, or Adopt a Classroom only. All other sites are prohibited for Reynolds School District online fundraising activities):

_____

Estimate of amounts to be raised: _____

Proceeds will be deposited to account number:_____ _____ _____ _____ _____ _____ (Rev acct)

Name of account: _____

_____ _____ _____ _____ _____ _____ (Exp acct)

Name of account: _____

Administrators signature: _____ Date: _____

Fundraising/Activity Receipt Report

This form is to be used by clubs, other groups, or individual staff members to recording receipts for any online fundraising. Instructions: This form is to be filled out at either the completion of an activity or, if the fundraiser occurs over a longer period of time, on a regular basis and submitted with the receipts to the bookkeeper.

1. **Never deposit to a personal account.**
2. If given a cash box for change, count change before sales begins. If there is a discrepancy, notify the bookkeeper.
3. At the close of sales, arrange money in denominations indicated above.
4. Place all bills face up and in the same direction.
5. Count and enter amounts on the activity. Receipt report form.
6. Rolled coins. Do not open rolled coin unless needed.
7. Sign this report as seller or advisor below and return with deposit to bookkeeper.

Club: _____ Event: _____
Advisor: _____ Event date: _____
Check (#): _____ Checks: _____ Total checks: _____

Cash _____
x 100's = _____
x 50's = _____
x 20's = _____
x 10's = _____
x 5's = _____
x 1's = _____ Total cash: $ _____

Coin _____
x 1's = _____
x .50 = _____
x .25 = _____
x .10 = _____
x .05 = _____
x .01 = _____ Total coin: $ _____

Total checks/cash/coin: $ _____

Verified by: _____ (signature) Date: _____
Less till change: _____
Advisor Name: _____ (signature) Date: _____
Deposit total: $ _____
Bookkeeper/designee: _____ Recvd. Date: _____

Corrected 8/03/22

Code: GBK/KGC
Adopted: 1/04/07
Revised/Readopted: 1/12/11; 9/09/15; 6/13/18
Orig. Code: GBK/JFCG/KGC

Prohibited Use, Distribution or Sale of Tobacco Products and ~~or~~ Inhalant Delivery Systems

~~**Overview**~~

To be consistent with Oregon law, the use, distribution or sale~~Law OAR 581-021-0110 and district curriculum. The board therefore establishes an environment free~~ of tobacco~~, smoke, aerosols and/or vapors containing inhalants.~~

~~No staff member or school visitor is permitted to smoke, inhale, dip, chew, sell or distribute tobacco~~ products or inhalant delivery systems by staff and all others is prohibited on district premises~~or products at any time, including non-school hours~~, in any building or~~,~~ facility, on district grounds, including parking lots, in any~~or~~ vehicle owned, leased, rented~~,~~ or chartered by the ~~school~~ district, school or public charter school and at all district- or~~, or on school grounds, athletic grounds, or parking lots, or at~~ school-sponsored activities ~~on or off district premises~~. Staff or others authorized to use any private vehicle to transport district students to school-sponsored activities are prohibited from using tobacco products and inhalant delivery system products or similar devices in those vehicles while students are under their care.

For the purpose~~purposes~~ of this policy,~~rule~~ "tobacco products~~product~~" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, ~~and~~ spit tobacco, also known as smokeless, dip, chew or~~, and~~ snuff~~,~~ in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

Advertising

Clothing, bags, hats and other personal items used by staff to display, promote or advertise tobacco products or inhalant delivery systems are prohibited on district grounds or premises, including parking lots, at school-sponsored activities or in district vehicles. Tobacco product or inhalant delivery system product advertising is prohibited, on all district premises, including parking lots, in all school-sponsored publications and at all school-sponsored events. District acceptance of gifts or funds from the tobacco

product or inhalant delivery system product industries is similarly prohibited. The district will not contract with other public or private alternative schools that allow the use of tobacco products or inhalant delivery systems or products on campus.

Staff Violations

Staff violations of this policy by staff will result in discipline~~will lead to disciplinary action~~ up to and including dismissal.

Violations by all others will result in appropriate sanctions as determined and imposed by the superintendent or the ~~b~~Board. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

District Responsibility

~~Information about community resources and/or cessation programs to help staff and students overcome tobacco use will be provided (i.e., the Oregon Tobacco Quit Line (800-784-8669, 877-266-3863 - Spanish and 877-777-6534 - TTY), other cessation resources and positive alternatives to discipline). Cessation programs may be established at district schools.~~

The superintendent shall consult with local officials to promote enforcement of law that prohibits the possession of tobacco products or inhalant delivery systems or products by persons under 21 years of age on or off district grounds or at district-sponsored activities.

This policy shall be enforced at all times. The superintendent will develop guidelines as necessary to implement this policy, including provisions for notification of the district's policy, through such means as staff handbooks, newsletters, inclusion on school event programs, signage at appropriate locations; disciplinary consequences; and procedures for filing and handling complaints about violations of the district's policy.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.227
ORS 339.883
ORS 431A.175
ORS 433.835 to -433.990
OAR 581-021-0110
OAR 581-053-0230(9)(s)
OAR 581-053-0330(1)(m)
OAR 581-053-0430(12)
OAR 581-053-0531(11)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).

Corrected 8/17/22

Code: GBL
Adopted: 1/04/07
Revised/Readopted: 10/14/10
Orig. Code: GBL; GBLAA

Personnel Records

An official personnel file will be established for each person employed by the district. Personnel files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release or permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent shall establish procedures for the control, use, safety and maintenance of personnel records of district employees which assure confidential use of such records. Employees will be given a copy of evaluations, complaints and written disciplinary actions placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of a teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

(Moved from GBLAA)**(keep)** Confidential employee personal information includes, but is not limited to, the following data:

1. Social security number (SSN);

2. Date of birth (DOB);

3. Home address;

4. Home phone number;

5. Physical description;

6. Medical history;

7. Gender;

8. Ethnicity; or

9 Any personal financial information.

The human resources office shall maintain a list of all district employees who have been determined to have a need for access to confidential personal information. This list shall be updated annually and approved by the executive director of business services and the director of human resources. In between annual updates, each manager is responsible for adding and deleting employees based on events such as new appointments, promotions and separations.

Employees on the list are required to have an appropriate Confidentiality Form on file in the human resources office. It is the responsibility of each department manager to ensure that forms are completed by their employees and returned to the human resources office.

Except as provided ~~in paragraph three hereof and as may otherwise be~~below, or required by law, personnel records of district employees shall be available for use and inspection by the following only:

1. The employee. An employee may arrange with the human resources office to inspect the contents of their personnel file on any day the office is open for business;

2. Others designated by the employee in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above~~The employee's designee.~~;

3. The comptroller or auditor, when such inspection is pertinent to carrying out their respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;

4. A member of the ~~b~~Board when specifically authorized by the Board. ~~relevant to personnel actions then under consideration by the entire board or as specifically authorized by the board.~~ No files will be removed from their central location for personal inspection;

5. ~~Members of the superintendent's immediate staff~~The superintendent and members of the administrative staff designated by the superintendent~~.~~;

6. Employees of the human resources department as designated by the executive director of human resources~~.~~;

7. District administrators who shall have access only to the files of their employees or prospective employees~~.~~;

8. Courts and public agencies with the power of subpoena and attorneys for the district when relevant to the performance of their respective duties;~~.~~

9. Upon receiving a request from a prospective employer issued under Oregon Revised Statute (ORS) 339.374(1)(b), the district, pursuant to ORS 339.378(1), shall disclose the requested information if it has or has had an employment relationship with a person who is the subject of the request, no later than 20 days after receiving such request. The records created by the district pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);

10. Upon request from a law enforcement agency, the Oregon Department of Human Services, the Teacher Standards and Practices Commission, or the Oregon Department of Education, in

conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination;

11. Upon request from a prospective employer or a former employee, authorized district officials may disclose information about a former employee's job performance to a prospective employer and such disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was knowingly false or deliberately misleading, was rendered with malicious purpose or violated any civil right of the former employee protected under ORS 659 or ORS 659A.

~~12. The disciplinary records[1] of a district employee convicted of a crime listed in ORS 342.143 are not exempt from disclosure under ORS 192.501 or 192.502 and shall be released to any person upon request. Prior to the release of disciplinary records the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record.~~

~~13. Upon request from a law enforcement agency, the Department of Human Services or the Teachers Standards and Practices Commission, a district shall provide the records of investigations of suspected child abuse by a district employee.~~

The school official permitting use or inspection shall restrict access and use to the extent necessary for the performance of such official purpose. The school official permitting access shall determine in each case the appropriateness and extent of such access. The superintendent ~~and members of his/her staff~~ or designee may permit persons other than those specified ~~in paragraph two~~above to use and to inspect employee records when, in the opinion of such school official, the person requesting access has a legitimate official purpose~~ for using or inspecting such records~~.

All persons using personnel files for approved purposes shall sign and date a log located at the front of each employee's file. Human resources ~~department~~ office employees shall be exempted from this requirement. A copy of these provisions shall be placed conspicuously on all personnel file cabinets in such a manner as to be obvious to all persons who desire to use such files.

The human resources department shall be responsible for maintaining systematic, complete and current files for all personnel of the district, as appropriate.

Release of personnel records to parties other than those listed above, will be in line with Board policy KBA - Public Records Request.

END OF POLICY

Legal Reference(s):

ORS 30.178
ORS 339.370 – 339.374
ORS 339.378
ORS 339.388
ORS 342.143
ORS 342.850
ORS 652.750
ORS Chapter 659
ORS Chapter 659A
OAR 581-022-2405

~~[1] Disciplinary records is defined as records related to a personnel discipline action or materials or documents supporting that action.~~

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Corrected 8/17/22

Code: GBLAA
Adopted: 3/09/11
Orig. Code: GBLAA

Confidentiality of Personal Information

(Recommend moving language to policy GBL – see GBL)

The district has an obligation to protect personal employee data and to maintain the confidentiality of that data. Confidential employee personal information includes, but is not limited to, the following data:

1. Social security number (SSN);
2. Date of birth (DOB);
3. Home address;
4. Home phone number;
5. Physical description;
6. Medical history;
7. Gender;
8. Ethnicity; or
9 Any personal financial information.

The Human Resources office shall maintain a list of all district employees who have been determined to have a need for access to confidential personal information. This list shall be updated annually and approved by the executive director of business services and the director of Human Resources. In between annual updates, each manager is responsible for adding and deleting employees based on events such as new appointments, promotions and separations.

Employees on the list are required to have an appropriate Confidentiality Form on file in the human resources department. It is the responsibility of each department manager to ensure that forms are completed by their employees and returned to the Human Resources office.

END OF POLICY

Legal Reference(s):

ORS 164.125 ORS 332.075 ORS 332.107

Stored Communication Act, 18 U.S.C. § 2701-2712.

Corrected 8/03/22

Code: GBL~~AA~~-AR
Adopted: 3/09/11
Orig. Code: GBLAA-AR

Confidentiality Form for District Employees and Consultants

Section to Be Filled out by Supervisor/Administrator

My signature below certifies that _____ (**Print Employee's or Consultant's Name**), who is under my supervision, may require access to confidential personal information, and that such access is relevant and necessary in the ordinary course of performing ~~her/his~~ duties at the Human Resources office. Confidential personal information includes, but is not limited to the following data: social security number (SSN), date of birth (DOB), home address, home phone number, physical description, medical history, gender and ethnicity, and personal financial data.

_____
Supervisor/Administrator's Name (please print)

_____
Signature Date

Section to Be Filled out by Employee (Or Consultant)

I certify that I have been given a copy of, and have read and understand, the attached summaries of provisions of the governing federal and state laws that govern access to and use of information contained in employee, applicant, and student records, including but not limited to, data that is accessible through the Human Resources office.

I understand that any access I am granted to this information and data is based on my agreement to comply with the following terms and conditions:

1. I will comply with the state and federal laws and district policies that govern access to and use of information contained in employee, applicant, and student records;

2. My right to access information and/or data is strictly limited to the specific information and data that is relevant and necessary for me to perform my job related duties;

3. I am prohibited from accessing information or data that is not relevant and necessary for me to perform my job-related-duties;

4. I will be a responsible user of information and data, whether it relates to my own unit or another unit;

5. I will store information and data that I obtain under secure conditions;

6. I will maintain the privacy and confidentiality of the information and data that I obtain;

7. I will make every reasonable effort to interpret the information and data I obtain in an accurate and professional manner;

8. Before sharing information or data with others, electronically or otherwise, I will understand ~~his/her~~the responsibilities as a user;

9. I will sign off any system containing confidential information when I am not actively using it;

10. I will keep my password(s) to myself, and will not disclose them to others unless the Human Resources Director and my supervisor/administrator authorize such disclosure in writing;

11. I will store and secure confidential and sensitive information, data, reports, etc. in a manner that will maintain their confidentiality when I am not actively using them;

12. I will dispose of confidential reports in a manner that will preserve their confidentiality when I have finished using them.

I will not misuse personal or confidential information or data that I obtain through my employment.
I certify that I have read this Confidentiality Form, I understand it, and I agree to comply with its terms and conditions.

_____
Name (Please Print)

_____
Signature Date

Corrected 8/17/22

Code: GBLB
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GBLA

Personnel Lists

It is the policy of the district not to release lists of ~~students,~~ teachers~~,~~ or other personnel to individuals, agencies, or companies who intend to use such lists for commercial purposes.

This policy does not prohibit the release of rosters required or desirable for the effective management of a district.

Examples of permitted releases are listed below:

1. Lists of licensed staff when required by the ~~State~~ Oregon Department of Education and the Multnomah Education Service District.

2. ~~Rosters required by~~Release to the Oregon School Activities Association or other such voluntary organizations to establish staff coordination~~participant eligibility~~.

3. ~~Lists to newspapers or program printers indicating special distinctions such as honor roll membership.~~*(Policy JOA should be consulted and parent opt-out forms)*

The intent of this policy is to ensure that staff ~~and student~~ rights will not be violated. If there is any doubt about the intent of a requested list~~, parent or~~ staff permission will be secured before release.

END OF POLICY

Legal Reference(s):

ORS 332.107

Corrected 8/17/22

Code: GBM
Adopted: 1/04/07
Revised/Readopted: 10/14/10; 6/08/16
Orig. Code: GBM

Staff Complaints

The superintendent or designee will develop a complaint procedure which will be available for all employees who believe there is evidence of, and wishes to report a violation, misinterpretation or inappropriate application of district personnel policies and/or administrative regulations; a mismanagement, gross waste of funds or abuse of authority, or believe there is evidence that the district created a substantial and specific danger to public health and safety by its actions. The complaint procedure will provide an orderly process for the consideration and resolution of problems in the application or interpretation of district personnel policies.

The complaint procedure will not be used to resolve disputes and disagreements related to the provisions of any collective bargaining agreement, nor will it be used in any instance where a collective bargaining agreement provides a dispute resolution procedure. Disputes concerning an employee's dismissal, contract nonrenewal or contract nonextension will not be processed under this procedure.

Reasonable efforts will be made to resolve complaints informally.

Administrative regulations will be developed to outline procedural timelines and steps under this policy, as necessary. The district will use the complaint process in administrative regulation ~~GBM~~KL-AR - ~~Staff~~ Public Complaints to address any alleged violations of this policy.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 659A.199 to -659A.224 OAR 581-022-2405

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Corrected 8/17/22

Code: GBM-AR
Revised/Reviewed: 1/04/07; 10/14/10
Orig. Code: GBM-AR

Staff Complaints

(Use KL)

The following procedures shall be available for all employees who are not covered by a bargained agreement or contract. Employees whose grievance procedures are covered by bargained agreement or contract shall abide by the provisions of such agreement or contract

Steps of Procedure

First Step: Employee presents complaint orally or in writing 20 working days of the alleged complaint to his/her immediate supervisor. A conference is arranged. A written decision is given by the supervisor within 5 working days after the interview. If the matter is settled or explained to the employee's satisfaction it ends here.

Second Step: If the complaint has not been settled to the employee's satisfaction at the first step, s/he has five working days to file an appeal in writing to the superintendent's office. The written appeal shall be routed through the immediate supervisor in order that it may include the supervisor's disposition of the case when it is received in the superintendent's office. The superintendent's office shall arrange for a conference with the employee and the supervisor within 2 working days of receipt of the appeal. The superintendent's office shall function as a mediator to resolve the differences so that the incident is closed with a sense of satisfactory adjustment for the employee. A reply to the appeal shall be made within 3 working days of the conference.

Third Step: If the decision recommended by the superintendent does not solve the problem, the employee has the right to appeal to the board. The appeal must be made in writing to the board, through the superintendent's office, at least 5 working days before a regular session of the board with the employee and the superintendent. The decision rendered by the board shall be final.

Corrected 8/17/22

DRAFT

Code: GBMA
Adopted: 6/08/16
Orig. Code: GBMA

Whistleblower

When an employee has good faith and reasonable belief the employer has violated any federal, state or local, law, rule or regulation; has engaged in mismanagement, gross waste of funds or abuse of authority; or created a substantial and specific danger to public health and safety by its actions, and an employee then discloses or plans to disclose such information, it is an unlawful employment practice for an employer to:

1. Discharge, demote, transfer, reassign or take disciplinary action against an employee or threaten any of the previous actions.

2. Withhold work or suspend an employee.

3. Discriminate or retaliate against an employee with regard to promotion, compensation or other terms, conditions or privileges of employment.

4. Direct an employee or to discourage an employee to not disclose or to give notice to the employer prior to making any disclosure.

5. Prohibit an employee from discussing, either specifically or generally, the activities of the state or any agency of or political subdivision in the state, or any person authorized to act on behalf of the state or any agency of or political subdivision in the state, with:

    a. Any member of the Legislative assembly;
    b. Any Legislative committee staff acting under the direction of any member of the Legislative assembly; or
    c. Any member of the elected governing body of a political subdivision in the state or any elected auditor of a city, county or metropolitan service district.

An employee's good faith and reasonable belief of a violation of federal, state or local law, rule or regulation by the employer shall serve as an affirmative defense to civil or criminal charges related to the employee's disclosure of lawfully accessed information related to the violation, including information that is exempt from disclosure by public records law, if provided in accordance with law.

The district will use the complaint process in administrative regulation ~~GBM~~KL-AR - ~~Staff~~ Public Complaints to address any alleged violations of this policy.

The district shall deliver a written or electronic copy of this policy to each staff member.

END OF POLICY

Legal Reference(s):

ORS 192.501 - 192.505 ☐ ORS 659A.199 - 659A.224 ☐ OAR 581-022-2405

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Corrected 8/17/22; Corrected 2/07/23

Code: GBNA
Adopted: 2/11/10
Revised/Readopted: 9/10/14; 8/28/19
Orig. Code: GBNA

Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff

The Board is committed to providing a positive and productive learning and working environment.

Hazing, harassment, intimidation, menacing or bullying and acts of cyberbullying of staff, or third parties by students, staff, or third parties is strictly prohibited and shall not be tolerated in the district.

Retaliation against the victim, ~~or~~ any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is strictly prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a report or complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board. Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Individuals may also be referred to law enforcement officials. Licensed staff may~~will~~ be reported to Teacher Standards and Practices Commission if required by Oregon Administrative Rule (OAR) 584-020-0041.

The superintendent is directed to develop administrative regulations to implement this policy. Regulations shall include descriptions of prohibited conduct, reporting and investigative procedures, and provisions to ensure annual notice of this policy is provided to students, staff, and third parties.

END OF POLICY

Legal Reference(s):

ORS 163.190
ORS 163.197
ORS 166.065
ORS 166.155 - 166.165
ORS 174.100
ORS 332.072
ORS 332.107
ORS 339.250
ORS 659A.006
ORS 659A.029
ORS 659A.030
ORS 659A.103 - 659A.143
ORS 659A.199 - 659A.224
OAR 839-003-0000
OAR 839-005-0021
OAR 839-005-0030

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).
Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. Seq. (2012).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2012); 29 C.F.R. Part 1626 (2018)
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2018); 28 C.F.R. Part 35 (2018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2012).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
OREGON BUREAU OF LABOR AND INDUSTRIES, *Workplace Bullying* (visited Feb. 26, 2019), <https://www.oregon.gov/boli/docs/WorkplaceBullyingPoster-2018.pdf>.

Corrected 8/17/22

Code: GBNA-AR
Adopted: 2/11/10
Revised/Reviewed: 9/10/14
Orig. Code: GBNA-AR

Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures - Staff

The following definitions and procedures shall be used for reporting, investigating, and resolving reports of hazing, harassment, intimidation, bullying, menacing, and cyberbullying of staff or third parties.

Definitions

1. "Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

2. "District" includes district facilities, district premises, and nondistrict property if the employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips, athletic events or where the employee is engaged in district business.

3. "Hazing" includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a staff member for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored work activity, work group or work assignment, or other such activities intended to degrade or humiliate regardless of the person's willingness to participate.

4. "Harassment" is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), sexual orientation, gender identity[1], national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

5. "Intimidation" includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the perception of the other's race, color, religion, national origin, disability, ~~or~~ sexual orientation or gender identity.

[1] ~~"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.~~

6. "Bullying" is a pattern of repeated mistreatment that harms, intimidates, undermines, offends, degrades, or humiliates an employee.

7. "Cyberbullying" means the use of any electronic device to convey a message in any form (e.g., text, image, audio, or video) that intimidates, harasses, or otherwise harms, insults, or humiliates another in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. ~~I~~In addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying. Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.

8. "Menacing" includes, but is not limited to, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Reporting Procedures

The principals and the superintendent have responsibility for investigations concerning reports of hazing, harassment, intimidation, bullying, menacing, or cyberbullying of staff or third parties. The investigator(s) shall be a neutral party having had no involvement in the report presented.

Any employee or third party who has knowledge of conduct in violation of Board~~board~~ policy JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student shall immediately report ~~his/her~~ concerns to the designated district official.

Any employee or third party who has knowledge of conduct in violation of Board policy GBNA – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff and this administrative regulation or feels they have been hazed, harassed, intimidated, bullied, cyberbullied, or menaced in violation of Board policy or this administrative regulation, shall immediately report ~~his/her~~ concerns to the designated district official.

All reports and information will be promptly investigated in accordance with the following procedures:

Step 1 Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying~~, or menacing~~ (e.g., complaints, rumors) shall be presented to the principal or superintendent. Reports against the principal shall be filed with the superintendent. Information may be presented anonymously. Reports against the superintendent shall be filed with the Board~~board~~ chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The district official receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within 5 working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The district official(s) conducting the investigation shall notify the person making the report within 10 working days of receipt of the information or report, and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the ~~complainant's~~ appeal within 10 working days.

Step 4 If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board~~board~~. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board~~board~~ shall, within 20 working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the information or report. The Board~~board~~ shall provide a written decision to the person making the report within 10 working days following completion of the hearing.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the district counsel on behalf of the Board. The district counsel shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division~~,~~ or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Documentation related to the incident may be maintained as a part of the employee's personnel file. Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, cyberbullying, or menacing and documentation will be maintained as a confidential file in the district office.

Code: GBNAA/JHFF
Adopted: 9/28/22
Orig. Code(s): JHFF

Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors[1], agents[2], and volunteers[3] is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to this policy. Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.

[4]"Sexual conduct," means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student's educational performance, or of creating an intimidating or hostile educational environment. "Sexual conduct" does not include touching or other physical contact that is necessitated by the nature of the school employee's job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

"Student" means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

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[1] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[2] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[3] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

[4] This definition of "sexual conduct" affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee , contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the executive director of human resources who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;

2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 339.370 - 339.400 ORS 419B.005 - 419B.045

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).
House Bill 2136 (2021).
Senate Bill 51 (2021).

Code: GBNAA/JHFF-AR(1)
Revised/Reviewed: 9/28/22

Suspected Sexual Conduct Report Procedures and Forms

The district posts in each school building the names and contact information of the district employees designated for the respective school building to receive reports of suspected sexual conduct and the procedures the designee(s) will follow upon receipt of the report.

When a designated licensed administrator[1] receives a report of suspected sexual conduct that may have been committed by a commission licensee[2], the designee shall notify Teacher Standards and Practices Commission (TSPC). The designee shall notify the Oregon Department of Education (ODE) if the administrator receives a report of suspected sexual conduct that may have been committed by a school employee, contractor, agent or volunteer that is not a commission licensee.

If the superintendent is the alleged perpetrator the report shall be submitted to the executive director of human resources who shall refer the report to the Board chair.

The district will investigate all reports of suspected sexual conduct, unless otherwise requested by TSPC or ODE as appropriate.

When the designee receives a report of suspected sexual conduct by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave[3] and take necessary actions to ensure the student's safety. The employee shall remain on leave until TSPC[4] or ODE[5] determines that the report is substantiated and the district takes appropriate employment action against the employee, or cannot be substantiated or is not a report of sexual conduct and the district determines either: 1) an employment policy was violated and the district will take appropriate employment action against the employee; or 2) an employment policy has not been violated and an employment action against the employee is not required.

When the designee receives a report of suspected sexual conduct by a contractor, an agent or a volunteer, the district shall prohibit the contractor, agent or volunteer from providing services to the district. The

[1] A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

[2] "Commission licensee," as is defined in ORS 342.120 (as amended by HB 2136 (2021)), means a person whom the TSPC has authority to investigate or discipline because the person is enrolled in an approved educator preparation program, is an applicant for a TSPC license or registration, holds a license or registration issued by TSPC, or has held a license or registration issued by the TSPC at any time during the previous five years.

[3] The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

[4] TSPC investigates reports on commission licensees.

[5] ODE investigates reports on persons who are not commission licensees.

district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected sexual conduct has been investigated and a determination has been made by TSPC or ODE, as appropriate, that the report is unsubstantiated.

Upon request from ODE or TSPC the district will provide requested documents or materials to the extent allowed by state and federal law.

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

An "investigation" means a detailed inquiry into the factual allegations of a report of suspected sexual conduct that is based on interviews with the person who initiated the report, the person who may have been subjected to sexual conduct, witnesses and the person who is the subject of the report, and results in a finding that the report is a substantiated report, cannot be substantiated, or is not a report of sexual conduct. If the subject of the report is a district employee represented by a contract or a collective bargaining agreement, the investigation must meet any negotiated standards of such employment contract or agreement.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend their investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

A "substantiated report" means a report of sexual conduct that TSPC or ODE determines is founded.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement, if applicable, or appeal through an appeal process administered by a neutral third party.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, the district shall create a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Training

The district shall provide information and training each school year to district employees on the following:

1. Prevention and identification of sexual conduct;

2. Obligations of district employees under ORS 339.388 and 419B.005 - 419B.050 and under adopted board policies to report suspected sexual conduct; and

3. Appropriate electronic communications with students.

The district shall make available each school year the training described above to contractors, agents, volunteers and to parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees.

The district shall provide to contractors, agents and volunteers each school year information on the following:

1. Prevention and identification of sexual conduct;

2. Obligations of district employees under adopted board policies to report suspected sexual conduct; and

3. Appropriate electronic communications with students.

The district shall make available each school year training that is designed to prevent sexual conduct to students attending district-operated schools.

Code: GBNAA/JHFF-AR(2)
Revised/Reviewed: 9/28/22

Suspected Sexual Conduct Report Form

Name of person making report: _____

Position of person making report: _____

Name of person suspected of sexual conduct: _____

Date and place of incident or incidents: _____

_____

Description of suspected sexual conduct: _____

_____

_____

Name of witnesses (if any): _____

_____

_____

Evidence of suspected sexual conduct, e.g., letters, photos, etc. (attach evidence if possible): _____

_____

Any other information: _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

A witness disclosure form is attached.

Witness Disclosure Form

Name of witness: _____

Position of witness: _____

Date of testimony/interview: _____

Description of instance witnessed: _____

_____

_____

_____

_____

Any other information: _____

_____

_____

_____

_____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Code: GBNAB/JHFE
Adopted: 9/28/22
Orig. Code(s): JHFE

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse[1] shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any person**[2] with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010. If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors[3], agents[4], volunteers[5], or students is prohibited and will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulation.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the Oregon Department of Human Services (DHS) or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator.

[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] "Person" could include adult, student or other child.

[3] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

[4] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

[5] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

The district will designate a {[6]}licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the executive director of human resources who shall also report to the Board chair.

The district will post the names and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child the designee will follow upon receipt of a report, the contact information for local law enforcement and the local DHS office or its designee, and a statement that this duty to report suspected abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, or its designee, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support a report, a district employee suspected of abuse shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety. When there is reasonable cause to support a report, a district contractor, agent or volunteer suspected of abuse shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide information and training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-

[6] {ORS 339.372 requires the district to post the names and contact information of the persons, i.e., a licensed administrator and an alternate licensed administrator, who are designated to receive reports of sexual abuse for a school building in the respective school building. A "licensed administrator" is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee at the time of hire, or to a contractor, agent, or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute abuse;

2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and

3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The district shall make available to students, district employees, contractors, agents, and volunteers a policy of appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail, using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is prohibited.

The superintendent shall develop administrative regulations as are necessary to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

ORS 339.370 - 339.400
ORS 418.257 - 418.259
ORS 419B.005 - 419B.050
OAR 581-022-2205

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).
Senate Bill 51 (2021).

Code: GBNAB/JHFE-AR(1)
Adopted: 9/28/22
Orig. Code(s): JHFE-AR

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse[1] shall orally report or cause an oral report immediately by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or its designee or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**[2] with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419B.010.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to the DHS or its designee or the local law enforcement agency pursuant to ORS 419B.015, and to the designated licensed administrator or alternate licensed administrator for their school building.

If known, the report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the executive director of human resources who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a student and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of district administrator who received a copy of the written report.

[1] Includes the neglect of a child; abuse is defined in ORS 419B.005.

[2] "Person" could include adult, student or other child.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave[3] and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not be violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the district shall prohibit the contractor, agent or volunteer from providing services to the district. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated[4] and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement, if applicable, or through an appeal process administered by a neutral third party.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Definitions

1. Oregon law recognizes these and other types of abuse:

    a. Physical;
    b. Neglect;
    c. Mental injury;

[3] The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

[4] The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.

d. Threat of harm;
e. Sexual abuse and sexual exploitation.

2. "Child" means an unmarried person who is under 18 years of age or is under 21 years of age and residing in or receiving care or services at a child-caring agency.

3. A "substantiated report" means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined up to and including dismissal.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

   Law enforcement officials wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The law enforcement official shall sign the student out in accordance with district procedures;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents or anyone else other than DHS or law enforcement agency and any school employee necessary to enable the investigation;

3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;

4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend the investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

Code: GBNAB/JHFE-AR(2)
Revised/Reviewed: 9/28/22

Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

Investigator Name (Printed)	Name of Agency
Name of Worker's/Investigator's Supervisor	Supervisor Contact Information
Investigator Position and Badge or ID Number	Student Name
	School
Investigator Signature	Date

☐ Investigator refused to sign. District staff should not deny entry based on refusal to sign.

FOR COMPLETION BY DISTRICT STAFF

□ Student not available for interview
□ Student refused to be interviewed
□ Administrator participated in interview

Name of Administrator Notified

Name of Office Staff Involved

Name of Participating Administrator

This form should be placed in a separate secure file and not in the student's file.

Code: GC
Adopted: 10/14/10
Orig. Code: GC

Licensed Staff Positions

The superintendent shall establish licensed staff positions necessary to carry out the district's instructional goals and fiscal parameters.

Positions so established may include those which carry other than classroom teaching responsibility.

END OF POLICY

Legal Reference(s):

ORS 332.505 OAR 581-021-0045

Job York v. Portland Sch. Dist., No. FDA 83-7 (August 1983).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).
Title II of the Genetic Information Nondiscrimination Act of 2008.
Section 503 of the Rehabilitation Act of 1973.

Corrected 8/17/22

Code: GCA
Adopted: 1/04/07
Revised/Readopted: 10/14/10; 5/14/14; 6/13/18
Orig. Code: GCA

License Requirements

Licensure

The ~~b~~Board, in adhering to Oregon Revised Statutes, shall require all ~~teachers, administrators and~~ applicants selected for employment for positions that require licensing, to hold a valid Oregon license issued by the Teacher Standards and Practices Commission (TSPC) as a condition of employment. ~~The license must be registered in human resources prior to the commencement of employment.~~ Applicants whose license cannot be verified prior to the beginning of school or the first day employment is to begin, will not be employed until such license is verified.

If an applicant's teaching license application with the TSPC is pending, the applicant may teach for 90 calendar days after the date of submission of the application, if the applicant has:

1. Submitted an application in the manner and form required by the TSPC, including payment of all required fees;

2. Completed a background clearance conducted by the TSPC that includes having:

    a. Furnished fingerprints, if required;
    b. Provided satisfactory responses to character questions in the form and manner required by the TSPC; and
    c. Completed a criminal records check pursuant to state law and a background check through the interstate clearinghouse for revoked or suspended licenses, and is eligible for a teaching license.

3. Not been employed by the district under this 90 calendar day provision during the previous 12 months with a pending application for the same license.

The district will complete a review of the applicant's employment history and verify through TSPC if there is an ongoing investigation or a substantiated report that may constitute sexual conduct as required by law prior to beginning employment.

The district will verify through TSPC the employee is properly licensed on the 91st calendar day after the application was submitted to the TSPC, if the employee's license application is pending and the employee is teaching in the district.

~~Following expiration of a license, if a properly renewed license is not received within 90 days, the teacher's contract may be voided and a properly licensed replacement will be secured.~~

~~The district may require the employee to maintain a license and/or an endorsement currently held for future district assignment.~~

It shall be each licensed staff member's responsibility to keep all endorsements current. The employee is responsible for all licensure fees associated with their employment.

~~**Contracts**~~

~~Annual contracts shall be given to probationary teachers and administrators during the first three years of service in the district.~~

~~After three years of consecutive successful service within the district, a teacher or administrator will become a contract employee.~~

~~**Exceptions to Probationary Periods**~~

~~An administrative or teacher probationary period may be reduced by the board, from three years - to one or two years, if such a reduction meets district needs. In such cases, recent, previous successful teaching or administration shall have occurred in the state of Oregon. Further, such successful in-state experience shall be verified by the human resources department.~~

END OF POLICY

Legal Reference(s):

ORS 332.505
ORS 339.374
ORS 342.120 - 342.203
OAR 584-050-0035
OAR 584-200-0020

Corrected 9/07/22

Code: GCAB
Adopted: 1/11/12
Revised/Readopted: 3/13/13; 9/10/14
Orig. Code: GCAB

Personal Electronic Devices and Social Media - Staff

Staff possession or use of personal electronic devices on district property, in district facilities during the work day and while the staff is on duty in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the superintendent or designee. At no time, whether on duty or off duty, will a personal electronic device be used in a manner that interferes with staff duty and responsibility for the supervision of students.

A "personal electronic device" is a device~~,~~ not issued by the district and~~,~~ is capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data.

Personal electronic devices shall be silenced during instructional or class time, while on duty or at any other time where such use of the device would cause a disruption of school activities or interfere with a work assignment. Devices, which have the capability to take photographs or record video or audio, shall not be used for such purposes while on district property or while a staff member is on duty at~~in~~ district-sponsored activities, unless as expressly authorized by the principal or designee for a use directly related to and consistent with the employee's assigned duties. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities during on duty time.

The district will not be liable for loss or damage to personal electronic devices brought to district property and district-sponsored activities.

Staff members, while on duty and off duty, will utilize social media websites, public websites and blogs, judiciously by not posting confidential information about students, staff or district business.[1] Staff may not post images of district facilities, staff, students, volunteers or parents without ~~written~~ authorization from their direct supervisor ~~persons with authority to grant such a release~~. Staff members, while on duty and~~or off~~ duty, will treat fellow employees, students and the public with respect while posting on social media websites, etc., in order to prevent substantial disr~~uption in school. Communication with students using personal electronic devices will be appropriate, and professional. If communicating with students electronically, regarding school-related matters, staff should use district e-mail using mailing lists to a group of students rather than individual students. Texting students during work hours is discouraged. Texting students whil~~e off duty is strongly discouraged.

[1] Nothing in this policy is intended in any form to limit the right of ~~the~~ employees to engage in protected labor activities via the use of social media.

Communication with students using personal electronic devices will be appropriate and professional. Communication with students using personal electronic devices regarding nonschool-related matters is prohibited during work hours and strongly discouraged at all other times. If communicating with students electronically regarding school-related matters, staff shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students. Texting a student during work hours is prohibited. Texting a student while off duty is strongly discouraged.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with superintendent or designee approval.

Staff are subject to disciplinary action up to and including dismissal for using a personal electronic device in any manner that is illegal or violates the terms of this policy. Staff actions on social media websites, public websites and blogs, while on or off duty, which disrupt the school environment, are subject to disciplinary action up to and including dismissal. A "disruption"[2] for purposes of this policy includes, but is not limited to, one or more parent threatens to remove their children from a particular class or ~~a~~ particular school, actual withdrawal of a student or students from a particular class or particular school and/or a threatened or actual negative impact on the learning environment.

~~.~~The taking, disseminating, transferring~~,~~ or sharing of obscene, pornographic~~,~~ or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring~~,~~ or sharing obscene, pornographic~~,~~ or otherwise illegal images or photographs, will be reported to law enforcement and/or other appropriate state or federal agencies.

Licensed staff are subject at all times to the Standards for~~of~~ Competent and Ethical Performance of Oregon Educators. ~~for Teachers.~~

The superintendent shall ensure that this policy is available to all employees.

END OF POLICY

Legal Reference(s):

ORS 163.432
ORS 163.433
ORS 163.684
ORS 163.686
ORS 163.687
ORS 163.688
ORS 163.689
ORS 163.693
ORS 163.700
ORS 167.057
ORS 326.011
ORS 326.051
ORS 332.072
ORS 332.107
ORS 336.840
ORS 339.372

OAR 584-020-0000 – 020-0035

Senate Bill 155 (2019)

18 U.S.C. § 1466A (2018).
18 U.S.C. § 1470 (2018).
20 U.S.C. § 7131 (2018).
20 U.S.C. § 7906 (2018).
Copyrights, Title 17, as amended, United States Code (2018); 19 C.F.R. Part 133 (2019).
Melzer v. Bd. Of Educ., City of New York, 336 F.3d 185 (2d Cir. 2003).

[2] Ibid. p. 1

Ross v. Springfield Sch. Dist., No. FDA 80-1, aff'd, 56 Or. App. 197, rev'd and remanded, 294 Or. 357 (1982), order on remand (1983), aff'd, 71 Or. App. 111 (1984), rev'd and remanded, 300 Or. 507 (1986), order on second remand (1987), revised order on second remand (1988).

Corrected 8/17/22

Code: GCBC/GDBC
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GCBC/GDBC

Insurance and Associated Payroll Costs

Group Health Insurance

The ~~b~~Board may contribute toward insurance premiums for district employees. Such insurance will be provided and notice given in compliance with any rules of the carrier regarding benefits, current relevant collective bargaining agreement, contract, Board~~board~~ policy and state and federal law.

Employees ~~Non 12-month employees~~ eligible for insurance benefits at the close of the school year and who have been rehired by the district for eligible employment the following school year will be considered eligible during the interim ~~period prior to the new school year~~.

~~Employees must have a minimum of 10 paid days in a calendar month in order to qualify for district paid insurance benefits in a subsequent calendar month.~~
An employee may not opt out of insurance coverage provided by the district.

Worker Compensation Insurance Fund

The district will enroll all employees in a workers compensation fund.

Tax Sheltered Annuities

1. Operational Requirements

   New contracts must be submitted to the district by the fifth of each month for deductions to be made at the end of the same month.

   Companies must have a minimum of five years' experience marketing TSA agreements and must have a local office in the Portland metropolitan area to serve the needs of district employees.

2. Minimum Participation Requirements

   Companies must have a minimum of 25 applications before deductions will be made. Current carriers who qualify under all other regulations will continue to have deductions made on existing contracts, but no new contracts will be accepted until the total of 25 has been attained. If participation in a qualifying company drops to fewer than five members, no further withholding will be allowed.

3. Product Requirement

Companies must verify that their TSA contracts qualify as described in Section 403(b) of the Internal Revenue Service Code.

Companies must offer fixed contracts and are strongly encouraged to also offer variable or flexible contracts to the District employees.
Life insurance is not to be included as part of the annuity contract.

Deferred compensation is not to be included as part of the annuity contract.

Deferred Compensation

Only those deferred compensation plans selected and approved by the district shall be available to eligible employees. No other deferred compensation plans shall be available.

Uninsured Private Property

The district may assume the cost of items destroyed by fire, theft or vandalism when in the custody of the school, provided the loss was not otherwise insured, the property owner had written approval by an administrator to have the personal property in the building and is within the limits of the district's property insurance policy and the items were in the district's custody for legitimate operational purposes.

Group Dental Insurance

The district offers a program for a group dental insurance plan for all full-time employees.

Income Replacement

The district offers a program of income replacement plans on a payroll deduction basis for all full-time employees.

Unemployment Insurance

The district is, as are all Oregon school districts, included in the state unemployment insurance program. No deduction is made from the employee's salary.

END OF POLICY

Legal Reference(s):

ORS 332.507

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2012).
Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2012).
Tanner v. OHSU, 157 Or. App. 502 (1998).

Corrected 2/06/23

Code: GCBD/GDBD
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GDBD/GDBD

Sick Leaves and Absences

Sick Leave

Sick leave~~Leave~~ entitlement for personal illness or injury will accrue at the rate of one day for each month worked with a minimum of 10 days each~~per~~ year as provided by Oregon Revised Statutes. Twelve-month employees will accrue 1 day per month or 12 days each year.

In accordance with state law, this leave will accumulate without limit.

The accumulation of sick leave to all 12-month administrators is 12 days per year. For administrators working 236 days per year, the accumulation shall be 11 days per year.

The district reserves the right after ~~an absence of more than five~~ three ~~or more~~ consecutive ~~working~~ days of absence, to require proof of personal illness or injury from all employees, including~~. In addition, the district may require~~ a medical examination by a physician chosen and paid for by the district. Any employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.

All medical information will be kept confidential, in a separate file from personnel records, and released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

Other paid and unpaid leaves will be governed by the district's negotiated agreements and/or ~~b~~Board policy and administrative regulations as applicable.

Sickness or other unavoidable circumstances that~~which~~ prevent a teacher from teaching 20 school days immediately following exhaustion of sick leave accumulated under Oregon law will result in the teacher being placed on unpaid leave for the remainder of the school year or until the teacher's disability is removed and he/she is able to return to work. If the teacher is still unable to return to work the following August 1, the Board~~board~~ may terminate the teacher's employment, subject to state and federal laws regarding family illness leave.

All district-paid employee benefits, such as health and dental insurance, will cease on the last day of the month in which employment is terminated, or the staff member is placed on unpaid leave, unless the unpaid leave is in conjunction with state or federal family medical leave. The staff member will be informed of their rights to remain a part of the district benefit plan at personal expense.

Any worker who has sustained a compensable personal injury or illness and is disabled and unable to perform essential job functions, will be reemployed at such time as a physician issues a Fitness-for-Duty

Certification. Such rights of reemployment are subject to seniority rights and other restrictions of the collective bargaining agreement between the employer and employee bargaining unit.

Upon retirement, the unused portion of accumulated sick leave may be applied to the individual's retirement formula computation in accordance with ORS 238.350.

~~**Military Leave***(See policy GCBDE/GDBDE)*~~

~~The district shall follow all procedures required in State and federal law regarding the granting of military leave and any resulting need to consider reemployment.~~

~~Increment credit may be allowed on the salary schedule, up to two years maximum, for those employees who are granted military leave from the district. No credit will be granted for service less than 181 days.~~

Jury Duty

An employee's call to jury duty shall be considered paid leave. Any remuneration to the employee from the court which goes beyond costs incurred (i.e., travel, parking, meals, etc.) shall be forwarded to the district.

The district may request that the court reset an employee's jury time to a time that fits the special needs of the district or its students.

~~**Family Medical Leave**~~

~~The district will comply with all provisions of the Family and Medical Leave Act of 1993 the Oregon Family Leave Act of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances), Oregon Military Family Leave Act of 2009 and other applicable provisions of state leave laws, board policies and labor agreements regarding family medical leave.~~

~~In order for an employee to be eligible for the benefits under federal law, he/she must have been employed by the district for the previous 12 months and have worked at least 1250 hours during the past 12 month period.~~

~~In order to be eligible under state law, an employee must work an average of 25 hours per week and have been employed at least 180 days prior to the first day of the family medical leave of absence. For parental leave purposes, however, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.~~

~~Federal and state leave entitlements generally run concurrently.~~

~~The superintendent will develop administrative regulations as necessary for the implementation of the provision of both federal and state law.~~

~~**Other Leave**~~

~~Any other categories of leave not mentioned in this policy shall be governed by appropriate law, administrative regulation or negotiated agreement.~~

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 342.610
ORS 659A.046

Knapp v. North Bend, 304 Or. 34 (1987).
Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2012).
Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2012).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2012); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Corrected 8/17/22

Code: GCBDA/GDBDA
Adopted: 2/11/10
Orig. Code: GCBDA/GDBDA

Family Medical Leave

When applicable, the~~The~~ district will comply with the~~all~~ provisions of the Family and Medical Leave Act (FMLA)~~ of 1993~~, the Oregon Family Leave Act (OFLA)~~ of 1995~~, the Military Family Leave Act as part of the National Defense Authorization Acts ~~of 2008 and for Fiscal Year 2010~~ (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act (OMFLA)~~ of 2009,~~ and other applicable provisions of Board policies and collective bargaining agreements regarding family medical leave.

FMLA applies to districts with 50 or more employees within 75 miles of the employee's worksite, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

In order for an employee to be eligible for the benefits under FMLA~~federal law~~, he/she must have been employed by the district for at least 12 months and have worked at least 1,250~~1250~~ hours during the past 12-month period.

In order for an employee to be eligible for the benefits under OFLA, he/she ~~state law, an employee~~ must work an average of 25 hours per week and have been employed at least 180 calendar days prior to the first day of the family medical leave of absence. For parental leave purposes, ~~however,~~ an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

Federal and state leave entitlements generally run concurrently.

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 659A.090
ORS 659A.093
ORS 659A.096
ORS 659A.099
ORS 659A.150 to -659A.186
OAR 839-009-0200 to -0320

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2012); 5 U.S.C. §§ 6381-6387 (2012); Family and Medical Leave Act, 29 C.F.R. Part 825 (2017).
Americans with Disabilities Act Amendments Act of 2008.
Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

Corrected 8/17/22

Code: GCBDA/GDBDA-AR(1)
Revised/Reviewed: 2/11/10; 2/12/14; 9/09/15; 1/13/16
Orig. Code: GCBDA/GDBDA-AR(1)

Federal Family and Medical Leave/State Family Medical Leave

(Version 1)

(This AR was rewritten in 2017. Recommend using new version.)

Coverage

Federal law covers public agencies, including districts. In order for school employees to be eligible, however, they must be employed at a work site with 50 or more employees within 75 miles of the employee's work site for each working day during each of the 20 or more calendar workweeks in the year in which the leave is taken or in the preceding calendar year. State law covers districts that employ 25 or more part-time or full-time employees for each working day during 20 or more calendar workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

Eligibility

Federal law applies to employees who have worked for the district for at least 12 months and for at least 1250 hours during the year preceding the start of the leave. State law generally applies to employees who work an average of 25 hours or more per week for the district during the 180 days or more immediately prior to the first day of the start of the requested leave. Oregon Military Family Leave Act (OMFLA) applies to employees who work an average of at least 20 hours per week. For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

In determining that an employee has been employed for the preceding 180 calendar days, the employer must count the number of days an employee is maintained on the payroll, including all time paid or unpaid. If an employee continues to be employed by a successor in interest to the original employer, the number of days worked are counted as continuous employment by a single employer.

In determining 25 hours average workweek, the employer must count the actual hours worked using guidelines set out pursuant to the Fair Labor Standards Act.

Definitions

"Child[1]," for the purpose of taking parental leave under state law, means a biological, adopted, foster child or stepchild of the employee or a child with whom the employee is or was in a relationship of "in loco parentis." A legal or biological relationship is not required. The child must be under 18 years of age or may be 18 years of age or older if incapable of self-care due to mental or physical impairment as defined by ORS 659A.159.

"Contingency Operation" is a military operation that:

1. Is designated by the Secretary of Defense as an operation in which members of the Armed Forces are or may become involved in military actions, operations, or hostilities against an enemy of the United States or against an opposing military force; or

2. Results in the call or order to, or retention on, active duty of members of the uniformed services under section 688, 12301(a), 12302, 12304, 12305, or 12406 of Title 10 of the United States Code, chapter 15 of Title 10 of the United States Code, or any other provision of law during a war or during a national emergency declared by the President or Congress.

"Covered active duty" means:

1. In the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and

2. In the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in section 101(a)(13)(B) of Title 10, United States Code.

"Covered service member" means:

1. A member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment , recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

2. A veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

    a. "Family member ," for purposes of FMLA and OFLA leave, means a(n):

        (1) Spouse[2];
        (2) Child of the employee (biological, adopted, foster or step child, a legal ward, or child of the employee standing in loco parentis);

[1] ~~For FMLA, the age of the son or daughter at the onset of the disability is not relevant in determining a parent's entitlement to FMLA leave.~~

[2] "Spouse" means individuals in a marriage, including "common law" marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

b. Custodial parent;

3. Noncustodial parent;

4. Biological parent;

5. Adoptive parent;

6. Stepparent or foster parent; or

7. Individual who was in loco parentis to the employee when the employee was a child.

Additionally, when defining "family member" under OFLA, this definition includes a:

1. Grandparent;

2. Grandchild; or

3. Parents-in-law parents of registered domestic partner.

For OFLA purposes, an employee's child in any of these categories may be either a minor or an adult child at the time serious health condition leave, sick child leave or the death of a family member leave is taken.

"Next of kin" means the nearest blood relative of the eligible employee.

"Serious Health Condition," under federal law means an illness, injury, impairment or physical or mental condition that involves:

1. Any period of incapacity or treatment in connection with or consequent to inpatient care (i.e., an overnight stay) in a hospital, hospice or residential medical care facility;

2. Any period of incapacity requiring absence from work, school or other regular daily activities, of more than three calendar days, that also involves continuing treatment by (or under the supervision of) a health care provider;

3. Continuing treatment by (or under the supervision of) a health care provider for a chronic or long-term health condition that is incurable or so serious that, if not treated, would likely result in a period of incapacity of more than three calendar days;

4. Illness, disease or condition is terminal, requires constant care, and poses an imminent danger of death; or

5. Disability due to pregnancy, childbirth or prenatal care.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

An employee is unable to perform the functions of the position when the health care provider finds that the employee is unable to work at all or is unable to perform any of the essential functions of the employee's position within the meaning of the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) federal regulations. The district has the option, in requiring medical verification from a health care provider, to provide a statement of the essential functions of the employee's position for the provider to review.

A "serious health condition" under state law means an illness, injury, impairment or physical or mental condition of an employee or family member that:

1. Requires inpatient care in a hospital, hospice or residential medical care facility such as a nursing home. When a family member resides in a long-term residential care facility, leave shall apply only to:

   a. Transition periods spent moving the family member from one home or facility to another, including time to make arrangements for such transitions;
   b. Transportation or other assistance required for a family member to obtain care from a physician;
   c. Serious health conditions as described in items 2-8 below.

2. The treating health care provider judges to pose an imminent danger of death, or that is terminal in prognosis with a reasonable possibility of death in the near future;

3. Requires constant or continuing care such as home care administered by a health care professional;

4. Involves a period of incapacity. Incapacity is the inability to perform at least one essential job function, or to attend school or perform regular daily activities for more than three consecutive calendar days and any subsequent required treatment or recovery period relating to the same condition. This incapacity must involve:

   a. Two or more treatments by a health care provider;
   b. One treatment plus a regimen of continuing care.

5. Results in a period of incapacity or treatment for a chronic serious health condition that requires periodic visits for treatment by a health care provider, continues over an extended period of time and may cause episodic rather than a continuing period of incapacity such as asthma, diabetes or epilepsy.

6. Involves permanent or long-term incapacity due to a condition for which treatment may not be effective, such as Alzheimer's disease, a severe stroke or terminal stages of a disease;

7. Involves multiple treatments for restorative surgery or for a condition such as chemotherapy for cancer, physical therapy for arthritis or dialysis for kidney disease that if not treated would likely result in incapacity of more than three days; or

8. Involves any period of disability of a female due to pregnancy or childbirth or period of absence for prenatal care.

"Serious injury or illness," for the purpose of caring for a covered service member, means:

1. In the case of a member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces, or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces, and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

2. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty, on active duty in the Armed Forces) and manifested itself before or after the member became a veteran, and is:

   a. A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank or rating; or
   b. A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
   c. A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
   d. An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

Purpose of Leave

Federal and state laws allow eligible employees to take FMLA or OFLA leave for the following purposes, commonly referred to as parental leave, serious health condition leave, pregnancy disability leave, injured service member leave, military family leave, leave for the death of a family member or sick child leave (sick child leave and death of a family member leave are OFLA only):

1. Birth of the employee's child and for bonding with a newborn (eligibility expires 12 months after the birth);

2. Placement of a child with the employee for adoption or foster care or for bonding with a newly placed child, when the child is under 18 years of age (eligibility expires 12 months after placement), or when a child is older than 18 years of age if incapable of self-care because of mental or physical disability;

3. Care of a family member with a serious health condition;

4. Employee's own serious health condition;

5. Eligible employees may take FMLA leave for a qualifying exigency while the employee's spouse, son, daughter or parent is on covered active duty or called to covered active duty status during the deployment of the member with the Armed Forces to a foreign country." (CFR section 825.126(a)(1 and 2); Federal Register Vol. 78, No. 25, Page 8917);

6. Injured Service Member Leave allows an employee leave to care for a covered servicemember who is the employee's spouse, son, daughter, parent, or next of kin, who has been injured in the line of duty as a member of the Armed Forces;

7. State law allows employees to take leave for the care of a sick or injured child who requires home care but is not suffering from a serious health condition. The district is not required to grant leave for routine medical or dental appointments;

8. State law allows employees to take leave for the death of a family member[3] to attend the funeral or alternative to a funeral of the family member, make arrangements necessitated by the death of the family member or grieve the death of the family member;

9. Military Family Leave allows leave for a spouse of a military personnel per each deployment of the spouse when the spouse has either been notified of an impending call to active duty, has been ordered to active duty, or has been deployed or on leave from deployment (OFLA).

Length of Leave

An employee eligible for FMLA leave under federal law is entitled to a total of 12 work weeks of leave during any 12-month period for the purposes specified above. A husband and wife who are eligible and who both work for the district may only take a combined total of 12 workweeks of leave if the leave is taken to care for a parent with a serious health condition or if the leave is for the birth of a child or the placement of a child for adoption or foster care.

There will be occasions where a husband and wife employed by the same district will not have to share the 12-week allotment of leave. This situation arises where an employee is eligible for both FMLA and OFLA or just OFLA leave and the employee is taking leave to care for a newborn with a serious health condition.

An employee eligible for Military Caregiver Leave is entitled to a total of 26 work weeks of leave to care for a covered service member during a single 12-month period. The 12-month period begins when the Military Caregiver Leave begins.

An employee eligible for OFLA leave under state law is entitled to a total of 12 workweeks of leave during any 12-month period for the purposes specified above. The 14 days of leave provided by the OMFLA and the two weeks of leave provided for the death of a family member are part of the 12 weeks. Two or more family members who are eligible and who both work for the district may not take OFLA leave at the same time unless:

1. One employee needs to care for another employee who is a family member and who is suffering from a serious health condition;

2. One employee needs to care for a child suffering from a serious health condition while another employee, who is a family member, is also suffering from a serious health condition; or

[3] ~~Must be completed within 60 days of the date on which the eligible employee receives notice of the death of the family member.~~

3. Both family members are suffering from a serious health condition; or

4. The employees are taking leave for the death of a family member; or

5. The concurrent leave in such instances is permitted by the district.

In addition to the 12 workweeks of family leave authorized above, under state law a female eligible employee may take an additional 12 workweeks of leave within any one-year period for an illness, injury or condition related to pregnancy or childbirth that disables the employee from performing her work duties. An employee who takes 12 workweeks of OFLA leave for parental leave may also take up to an additional 12 workweeks of sick child leave within the same leave year. If the employee uses less than 12 weeks of parental leave, however, no additional sick child leave is available, except for the balance of the initial 12 weeks. The employee may also use this balance for any OFLA leave purpose.

A female employee may take up to 36 weeks of OFLA leave in one leave year, but only under the following circumstances:

1. The female employee takes 12 weeks of pregnancy disability leave; followed by

2. Twelve weeks of parental leave; followed by

3. Twelve weeks of sick child leave.

A male employee may take up to 24 weeks of OFLA leave in one year, but only under the following circumstances:

1. The male employee takes 12 weeks of parental leave; followed by

2. Twelve weeks of sick child leave.

Parental leave must be taken in one uninterrupted period – unless the employer approves otherwise – and must be completed within 12 months of the birth, adoption or placement of the child. An exception must be made to allow parental leave to effectuate adoption or foster placement of the child. Such leave need not be taken in one, uninterrupted period with any additional parental leave.

The birth, adoption or foster placement of multiple children at one time entitles the employee to take only one 12-week period of parental leave.

Sick child leave need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

For the purpose of intermittent leave, leave entitlement is calculated for an employee by multiplying the number of hours the employee normally works per week by 12. (For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.) If an employee's schedule varies from week to week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek. (For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.) If an employee takes intermittent or reduced work

schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

An employee, who has previously qualified for and taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. The employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. A female employee who has taken 12 weeks of pregnancy-disability leave need not requalify for 12 weeks in the same leave year for any other purpose,

2. An employee who has taken 12 weeks of parental leave does not need to requalify to take an additional 12-weeks in the same leave year for sick child leave; and

3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

For situations where time off is covered by OFLA, but not covered by FMLA leave (e.g., the employer has 25 to 49 employees; or the leave taken is for a sick child or for serious health condition of a parent-in-law or parent of the employee's registered domestic partner, grandparent or grandchild) the employer:

1. May allow an exempt employee with accrued paid leave to take OFLA leave in blocks of less than a full day. For these purposes, an exempt employee is a salaried executive, administrative or professional employee under the federal Fair Labor Standards Act or the state minimum wage and overtime laws;

2. May not reduce the salary of an employee who does not have or has run out of accrued paid leave and takes intermittent leave in blocks of less than a full day. To do so would result in the loss of exemption under state law.

The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

An employee, who has previously qualified for and taken some portion of FMLA leave, may request additional FMLA leave within the same leave year. The employee need not requalify as an eligible employee if the additional leave applied for is in the same leave year and for the same condition.

Intermittent Leave and Alternate Duty

An employer may transfer an employee on a foreseeable intermittent FMLA/OFLA leave or reduced work schedule into an alternate position with the same or different duties to accommodate the leave, provided the following exist:

1. The employee accepts the transfer position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary to accommodate the leave and has equivalent pay and benefits;

3. The transfer is compliant with applicable collective bargaining agreements, as well as with state and federal law, providing all the employee protections found in FMLA regulations 29 C.F.R. Part 825;

4. Transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and

5. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

An employee transferred, as provided in 1.-5. above, to an alternate position for the purpose of a reduced work schedule, must be returned to the employee's former position.

FMLA/OFLA leave time for an employee on intermittent leave or a reduced work schedule is the difference between the number of hours the employee normally works and the number of hours the employee actually works during the intermittent leave or reduced work schedule. Holidays or days in which the district is not in operation are not counted toward intermittent or reduced work schedule FMLA/OFLA leave unless the employee was scheduled and expected to work on the holiday.

The district may transfer an employee recovering from a serious health condition to an alternate position that accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;

3. The transfer is compliant with applicable collective bargaining agreements, as well as with state and federal law, providing all the employee protections found in FMLA regulations 29 C.F.R. Part 825; and

4. The transfer is not used to discourage the employee from taking FMLA/OFLA leave for a serious health condition, or to create a hardship for the employee.

An employee is not on FMLA/OFLA leave if the employee has been transferred, as provided in section 1.-3. above, to an alternate position for the purpose of alternate work duties that the employee is able to perform within the limitations of the employee's own serious health condition, but not requiring a reduced workweek. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA/OFLA leave taken in that leave year plus the period of time worked in the alternate position exceed 12 weeks.

An alternate position accommodating an employee's serious health condition may result in the employee working fewer hours than the employee worked in the original position. The employee's FMLA/OFLA leave is the difference between the number of hours the employee worked in the original position and the number of hours the employee actually works in the alternate position.

Intermittent leave for school teachers is subject to special rules.

The district recognizes that state law will not always reduce the employee's FMLA, 12 workweek entitlement (i.e., leave to care for a parent-in-law or sick child leave).

Special Rules for Teachers

Special rules apply if leave is requested to be taken near the end of a semester.

1. Under OFLA leave, if a teacher requests, in advance, leave for a serious health condition and the teacher will be absent more than 20 percent of the total number of working days during the period over which the leave would be taken then the employer may require the teacher to elect one of the following options:

    a. To take family leave for one uninterrupted period of time as necessary to complete medical treatment. (School holidays and school vacation days are not counted as family leave.);
    b. To transfer temporarily into an available alternative position which better accommodates periodic absences or recurring periods of leave.

2. Under FMLA leave, if a teacher begins leave more than five weeks before the end of the academic term because of the teacher's own serious health condition, the employer may require the teacher to remain on leave until the end of the term if:

    a. The family leave is at least three weeks long; and
    b. The teacher's return to work would occur within three weeks of the end of the term.

3. If a teacher begins FMLA or OFLA leave within five weeks of the end of the academic term because of parental leave, the serious health condition of a family member, or to care for a covered service member, the employer may require the teacher to remain on family leave through the end of the term if:

    a. The leave is more than two weeks long; and
    b. The teacher's return would occur within the last two weeks of the term.

4. If a teacher begins FMLA or OFLA leave within three weeks of the end of the academic term because of parental leave, to care for a family member with a serious health condition, or to care for a covered service member and the leave is greater than five working days, the employer may require the teacher to remain on family leave until the end of the term.

5. If a teacher takes FMLA/OFLA leave to the end of the school year and continues the leave at the beginning of the next school term, the leave is consecutive rather than intermittent leave.

    a. The period between the end of the school term and the beginning of the next school term, when a teacher would not have been required to report for duty, is not counted against the teacher's FMLA or OFLA leave entitlements.
    b. A teacher on FMLA/OFLA leave at the end of the school term must be provided with the same benefits during the period between school terms that the teacher would normally receive if no FMLA/OFLA leave were taken.

6. If a teacher is required by the employer to remain on leave to the end of the academic term, only the period of leave the teacher requested shall be charged against the teacher's FMLA/OFLA leave entitlement.

DELETE

7. Nothing in FMLA/OFLA rules prohibits the employer from allowing the teacher to work as a substitute or in some other paid capacity during the weeks prior to the end of term under 3. or 4. above.

8. Full-time employees covered by OFLA rules, and who have been maintained on the payroll by a district during 180 consecutive calendar days, are thereafter deemed to have been employed by that district for an average of at least 25 hours per week during the 180 days immediately preceding the date any OFLA leave begins.

Calculating the 12-Month Period for Leave

The district will use the same method for calculating the 12-month period in which the 12 workweek FMLA and OFLA leave entitlement occurs for all employees. The district will use any fixed 12-month "leave year."

Leaves to care for covered service members has its own 12-month year beginning on the first day of leave regardless of the district's method of calculating the 12-month period for leave.

Paid/Unpaid Leave

Family leave under federal and state law is generally unpaid. An employee may elect to use accrued paid leave including personal and sick leave, or accrued vacation leave for the leave period.

The district will notify the employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the employee of the intent to designate the leave as such regardless of whether a request has been made by the employee. Such notification will be given to the employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Continuation of Health Insurance Benefits

Under federal and state law, group health insurance benefits and premium payments must be continued on the same basis as coverage would have been provided and premiums paid if the employee had been continuously employed during the leave period. The district will continue to pay the district's contribution toward the employee's premiums. The employee will continue to pay the employee's share of premiums, if any.

A 30-day grace period will be allowed for receipt of employee contributions. The district's obligation to maintain the employee's benefits will cease if the employee's contribution is more than 30 days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

In the event the district is required to pay or elects to pay any part of the costs of providing health, disability, life or other insurance coverage for an employee during the period of FMLA or OFLA leave that should have been paid by the employee, the district may deduct, on the employee's return to work, such amounts from the employee's pay as have been advanced.

In no event may the total deducted exceed 10 percent of the employee's gross pay each pay period.

Return to Work

After leave granted under federal and state law, an employee is generally entitled to be returned to the same position the employee held when leave commenced or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment unless otherwise excepted by law.

Fitness-for-Duty Certification

If the leave was required for the employee's own serious health condition, including intermittent leave, the district may require the employee to obtain and present a fitness-for-duty certification from the health care provider that the employee is able to resume work. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA leave. The district is responsible for any co-pay or other out-of-pocket costs incurred by the employee in providing certification. Failure to provide the fitness-for-duty certification may result in a delay or denial of reinstatement.

Application

Under federal and state law, an employee requesting FMLA and/or OFLA leave shall provide at least 30 days notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start, duration and reasons for the requested leave. The employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

When an employee is able to give advance notice and requests leave, an employer may request additional information to determine that the leave qualifies for designation as FMLA/OFLA leave. The employer may designate the employee as provisionally on FMLA/OFLA leave until sufficient information is received to make a determination. An employee able to give advance notice of the need to take FMLA/OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

If advance notice is not possible, for example due to a change in circumstances or a medical emergency, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," under federal law means the employee generally must comply with the employer's normal call-in procedures.

An employee eligible for OFLA leave is required, under state law, to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time.

In either case, proper documentation must be submitted no later than three working days following the employee's return to work.

Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave for up to 30 days after the notice is ultimately given.

Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

Medical Certification

When an employee provides 30 or more days notice when applying for FMLA and/or OFLA leave, other than for parental leave, the employer shall require the employee to provide medical documentation when appropriate to support the request for leave. The district will provide written notification to employees of this requirement within five working days of employee's request for leave. If the employee provides less than 30 days notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

The district may request re-certification of a condition when the minimum duration of a certification expires if the employee still needs leave. If the certification does not indicate a duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

Under state law, if an employee requests OFLA leave because of a serious health condition, the district may require a second opinion and designate the health care provider. The provider may not be employed by the district. Should the two opinions conflict, the district may require a third opinion and that the two providers designate the third health care provider. The third opinion will be final. Second and third opinions and the actual travel expenses for the employee to obtain such opinions will be paid for by the district.

An employer may not delay the taking of an OFLA leave in the event that medical certification is not received prior to the commencement of a leave taken subject to the timelines set forth in this regulation. The employer may designate the leave as provisionally approved subject to medical certification. The employer shall provide the employee with written notice of any requirement to provide medical

certification of the need for leave and the consequences for failure to do so. The employee must be allowed a minimum of 15 days to provide medical certification.

If the employee elects or the district requires substitution of accrued sick leave, vacation or other paid leave for unpaid leave pursuant to a collective bargaining agreement or other Board policy, the district will follow the medical documentation requirements of the applicable leave policy or contract provision whenever such requirements are more beneficial to the employee.

If an employee has taken sick child leave on all or any part of three separate days during a leave year, the employer may require medical certification on the fourth day or subsequent occurrence of sick child leave within that leave year. The employer must pay the cost of the medical certification not covered by insurance or other benefit plan. The opinion of the health care provider shall be binding. The employer may not require the employee to obtain a second opinion. The employer is not required to request medical certification for sick child leave exceeding three days and may make such requests at the employer's discretion.

Notification

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the district office. Additional information may be obtained by contacting the human resource director.

Record Keeping/Posted Notice

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

The district will post notice of Federal Family and Medical Leave Act and Oregon Family Leave Act requirements.

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law and that state and federal leave entitlements run concurrently. State law requires that federal and state leave run concurrently when possible. For example, due to differences in regulations, an employee who takes leave after 180 days of employment but before one year, is still eligible to take a full 12 workweeks of federal leave after meeting the one-year work requirement. After the first work year, leave will run concurrently.

Basic Leave Entitlement
FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:
- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements
Eligible employees with a spouse, son, daughter, or parent on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.
FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness*.
***The FMLA definition of "serious injury or illness" for current servicemembers and veterans are distinct from the FMLA definition of "serious health condition".**

Benefits and Protections
During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.
Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements
Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition
A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.
Use of Leave
An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave
Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.
Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities
Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.
Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers
FMLA makes it unlawful for any employer to:
- Interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement
An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.

For additional information:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
WWW.WAGEHOUR.DOL.GOV

Corrected 9/07/22

DELETE

Code: GCBDA/GDBDA-AR(1)
Revised/Reviewed:

Family Leave
(Version 2)

Coverage

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

Employee Eligibility

FMLA applies to employees who have worked for the district for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. In such instances, the employee need not requalify as an eligible employee, if the additional leave applied for is in the same leave year and for the same condition.

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave.[1] For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

An employee of a covered employer is eligible to take leave for purposes of OFLA during a period of time covered by a public health emergency except:

[1] The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

1. An employee who worked for the covered employer for fewer than 30 days immediately before the date on which the family leave would commence; or

2. An employee who worked for the covered employer for an average of fewer than 25 hours per week in the 30 days immediately before the date on which the family leave would commence.

An employee of a covered employer is eligible to take leave for purposes of OFLA if the employee:

1. Separates from employment with the covered employer, irrespective of any reason:

   a. Is eligible to take leave OFLA at the time the employee separates; and
   b. Is reemployed by the covered employer within 180 days of separation from employment; or

2. Is eligible to take OFLA leave:

   a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
   b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

Any OFLA leave taken by the employee within any one-year period continues to count against the length of time of OFLA leave the employee is entitled. The amount of time that an employee is deemed to have worked for a covered employer prior to a break in service due to a separation from employment or a temporary cessation of scheduled hours shall be restored to the employee when the employee is reemployed by the employer within 180 days of separation from employment or when the employee returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;

2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and

3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a work week. Full-time public school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if for example, the employee was on a nonpaid sabbatical.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:

    a. Inpatient care;
    b. Continuing treatment;
    c. Chronic conditions;
    d. Permanent, long-term or terminal conditions;
    e. Multiple treatments;
    f. Pregnancy and prenatal care.

2. Parental leave[2] (separate from eligible leave as a result of a child's serious health condition):

    a. Bonding with and the care for the employee's newborn (within 12 months following birth);
    b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
    c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
    d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.

3. Military Caregiver Leave: leave for the care for spouse, son, daughter or next-of-kin who is a covered servicemember/veteran with a serious injury or illness;

4. Qualifying Exigency Leave: leave arising out of the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:

    a. Inpatient care;
    b. Continuing treatment;
    c. Chronic conditions;
    d. Permanent, long-term or terminal conditions;
    e. Multiple treatments;
    f. Pregnancy and prenatal care.

2. Parental leave (separate from eligible leave as a result of the child's serious health condition):

    a. Bonding with and the care for the employee's newborn (within 12 months following birth);
    b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
    c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);

[2] Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

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d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.

3. Sick Child Leave: leave for non-serious health conditions of the employee's child. For OFLA, sick child leave includes absence to care for an employee's child whose school or child care provider has been closed[3] in conjunction with a statewide public health emergency declared by a public health official.[4]

4. Bereavement Leave: leave related to the death of a covered family member.[5]

5. Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.

6. The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave requested.

Definitions

1. Family member:

   a. For the purposes of FMLA, "family member" means:

      (1) Spouse[6];
      (2) Parent;
      (3) Child; or
      (4) Persons who are "in loco parentis".

   b. For the purposes of OFLA, "family member" means:

      (1) Spouse;
      (2) Registered, same-gender domestic partner;
      (3) Parent;
      (4) Parent-in-law;

[3] "Closure" for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child's school or child care provider. OAR 839-009-0210(4).

[4] The district may request verification of the need for sick child leave due to a closure during a statewide emergency. Verification may include:
1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable; and
3. A statement from the employee that no other family member of the child is willing and able to care for the child.
With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

[5] Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

[6] "Spouse" means individuals in a marriage, including "common law" marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

(5) Parent of employee's registered, same-gender domestic partner;
(6) Child;
(7) Child of employee's registered, same-gender domestic partner;
(8) Grandchild;
(9) Grandparent; or
(10) Persons who are "in loco parentis".

2. Child:

a. For the purposes of FMLA, "child" means a biological, adopted or foster child, a stepchild, a legal ward or a child of a person standing "in loco parentis", who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental impairment.
b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, "child" means the employee's son or daughter on covered active duty regardless of that child's age.
c. For the purposes of OFLA, "child" means a biological, adopted, foster child or stepchild of the employee, the child of the employee's same-gender domestic partner, or a child with whom the employee is or was in a relationship of "in loco parentis".
d. For the purposes of parental and sick child leave under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

3. In loco parentis:

a. For the purposes of FMLA, "in loco parentis" means persons with day-to-day responsibility to care for and financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
b. For the purposes of OFLA, "in loco parentis" means person in the place of the parent having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

For the purposes of FMLA and Military Caregiver Leave under FMLA, "next of kin" means the nearest blood relative other than the servicemember's spouse, parent, son or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):

a. Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
b. Brothers or sisters;
c. Grandparents;
d. Aunts and uncles; and
e. First cousins.

5. Covered servicemembers:

For the purposes of Military Caregiver Leave under FMLA, "covered servicemember" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is

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receiving medical treatment, recuperation or therapy, or is in outpatient status, or is on the temporary disability retired list for a serious injury or illness.

6. Covered veteran:

   For the purposes of Military Caregiver Leave under FMLA, "covered veteran" means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided they were:

   a. A member of the Armed Forces (including a member of the National Guard or Reserves);
   b. Discharged or released under conditions other than dishonorable; and
   c. Discharged within the five-year period before the eligible employee first takes FMLA, Military Caregiver Leave.

7. Public health emergency:

   For OFLA a public health emergency means;

   a. A public health emergency declared under ORS 433.441.
   b. An emergency declared under ORS 401.165 if related to a public health emergency as defined in ORS 433.442.

Leave Period

For the purposes of calculating an employee's leave period, the district will use a "rolling" 12-month period measured backward from the date the employee uses any family and medical leave. The same method for calculating the 12-month period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated 12-month leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period[7]. Spouses who work for the district may be limited to a combined 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or to care for the employee's parent's serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the district's designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period. However, an eligible employee is entitled to an

[7] An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

additional, full 12 weeks of parental leave during the district's designated leave period following the birth of a child regardless of how much OFLA qualified leave the employee has taken prior to the birth of such child during the district's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the district's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.[8] Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.[9]

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the district's designated leave period.

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the district's designated leave period.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12[10]. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek[11]. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Intermittent Leave

With the exception of parental leave which must be taken in one continuous block of time, an eligible employee is permitted under FMLA and OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.) rather than in one continuous block of time and/or requires a modified or reduced work schedule. For OFLA this includes but not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

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[8] Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

[9] Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

[10] For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

[11] For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

When an employee is eligible for OFLA leave, but not FMLA leave, the employer:

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but

2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

Alternate Work Assignment

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreement;

4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and

5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

1. The employee accepts the transfer position voluntarily and without coercion;

2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;

3. The transfer is compliant with any applicable collective bargaining agreements;

4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA;

5. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and

6. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

Special Rules for School Employees

For the purposes of FMLA, "instructional employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides who do not have as their principal job actual teaching or instructing, counselors, psychologist, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

For the purposes of OFLA, "school employee" means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

   When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee's regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a servicemember with a serious medical condition or because of the employee's own serious medical condition, the district may require the eligible school employee to:

   a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
   b. Temporarily transfer the eligible school employee to an alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee's original position.

2. Limitation on Leave Near the End of the School Year

When an eligible school employee requests leave near the end of the school year, the district may require the following:

a. When the qualified leave begins more than five weeks before the end of the school year:

(1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:

(a) The leave will last at least three weeks; and
(b) The employee would return to work during the three-week period before the end of the term.

(2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:

(a) The leave will last at least three weeks; and
(b) The employee's return to work would occur within three weeks of the end of the school year.

b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:

(1) The leave will last more than two weeks; and
(2) The employee would return to work during the two-week period before the end of the school year.

c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

If the district requires an eligible school employee to remain on leave until the end of the school year as described above, additional leave required by the employer until the end of the school year shall not count against the eligible school employee's leave entitlement.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, an employee may elect to use any available accrued paid leave including personal and sick leave, or available accrued vacation leave during the leave period.

The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that available accrued paid leave shall be used during the leave

period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

When an eligible employee returns to work following a FMLA or OFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other employer's policy provide otherwise.[12] The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Fitness-for-Duty Certification

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If

[12] See also ORS 342.934(4)(d) in reduction force situations.

the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

Application

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

The district may request additional information to determine that the requested leave qualifies as FMLA and/or OFLA leave. The district may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

Medical Certification

PROPOSED

The district shall require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave, other than to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

The district may request re-certification of a condition when the minimum duration of a certification expires if continued leave is requested. If the certification does not indicate a duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

Second and Third Opinions

1. For the purposes of FMLA, the district may designate a second health care provider, but that person cannot be utilized by the district on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the district's designated health care provider(s) differ, the district may require a third opinion at the district's expense. The third health care provider must be designated or approved jointly by the employee and the district. This third opinion shall be final and binding.

2. For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the district may require the employee to obtain a second opinion from a health care provider designated by the district. If the first and second verifications conflict, the employer may require the two health care providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

Notification

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the district office. Additional information may be obtained by contacting the human resources office.

Record Keeping/Posted Notice

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

The district will post notice of FMLA[13] and OFLA[14] leave requirements.

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

For example, due to differences in regulations, an eligible employee who takes OFLA leave after 180 days of employment, but before they are eligible for FMLA leave, is still eligible to take a full 12 workweeks of FMLA leave after meeting FMLA's eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

Corrected 9/07/22

PROPOSED

[13] Poster available at https://www.dol.gov/agencies/whd/fmla/posters.

[14] Poster available at https://www.oregon.gov/boli/employers/pages/required-worksite-postings.aspx.

Code: GCBDA/GDBDA-AR(2)
Revised/Reviewed: 2/11/10; 2/12/14; 9/09/15; 1/13/16
Orig. Code: GCBDA/GDBDA-AR(2)

Request for Family and Medical Leave

Employee Request for Family and Medical Leave (FMLA) and/or Oregon Family Leave (OFLA)

PLEASE PRINT

Where the need for the leave may be anticipated, written request for family and medical leave must be made, if practical, at least 30 days prior to the date the requested leave is to begin. Failure to request leave in a timely manner could result in either the leave being postponed or the amount of leave available reduced up to three weeks.

Name _____ Effective Date of the Leave _____

Department _____ Title _____

Status: ☐ Full-time ☐ Part-time ☐ Temporary

Hire Date _____ Length of Service _____

Have you taken a family leave in the past 12 months? ☐ Yes ☐ No

If yes, how many work days? _____ Reason for leave _____

I request family or medical leave for one or more of the following reasons:

1. ☐ Because of the birth of my child and to care for my child. (District: Use GCBDA/GDBDA-AR(3)(A) Certification Form)

   Expected date of birth _____ Actual date of birth _____
   Leave to start _____ Expected return date _____

2. ☐ Because of the placement of a child with me for adoption or foster care. (District: Use GCBDA/GDBDA-AR(3)(A) Certification Form)

   Age of child _____ Date of placement _____
   Leave to start _____ Expected return date _____

3. ☐ To care for a family member[1] with a serious health condition. (District: Use GCBDA/GDBDA-AR(3)(B) Certification Form)

[1] "Family member," for purposes of FMLA and OFLA leave, means the spouse, custodial parent, noncustodial parent, adoptive parent, stepparent or foster parent, biological parent, child of the employee (biological, adopted, foster or step child, a legal ward or child of the employee standing in loco parentis) or a person with whom the employee is or was in a relationship of "in loco parentis." Additionally, when defining "family member" under OFLA (but not FMLA leave), the definition includes a grandparent, grandchild, parents-in-law or the parents of the employee's registered domestic partner.

Leave to start _____ Expected return date _____

Please check one: ☐ Spouse[2] ☐ Child ☐ Parent ☐ Individual who was in *loco parentis* when the employee was a child ☐ Parent-in-law or the parent of the employee's registered domestic partner (OFLA leave only) ☐ Custodial parent ☐ Noncustodial parent ☐ Adoptive parent ☐ Stepparent ☐ Foster parent ☐ Grandparent (OFLA leave only) ☐ Grandchild (OFLA leave only).

Please state name and address of relation:

Name _____ Address _____

Does the condition render the family member unable to perform daily activities? _____

_____

4. ☐ Sick child leave due to the closure of a child's school or child care provider.

5. ☐ For a serious health condition which prevents me from performing my job functions. (District: Use GCBDA/ GDBDA-AR(3)(A) Certification Form)

   Describe _____

   Leave to start _____ Expected return date _____

   Regarding 3 or 4 above, request intermittent (reduced workday hours) or reduced leave (fewer workdays each workweek) schedule or alternate duty (if applicable, subject to employer's approval). Please describe schedule of when you anticipate you will be unavailable to work: _____

   _____

6. ☐ To care for a child with a condition requiring home care which does not meet the definition of serious health condition and is not life threatening or terminal (OFLA leave only).

7. ☐ A qualifying exigency arising from an employee's spouse, son, daughter, or parent who is a covered servicemember as defined in GCBDA/GDBDA-AR(1), or leave for the spouse per each deployment of the spouse when the spouse has either been notified of an impending call to active duty, has been ordered to active duty, or has been deployed or on leave from deployment. (District: Use GCBDA/GDBDA-AR(3)(C) Certification Form)

8. ☐ To care for a spouse, child, parent, or next of kin[3] who is a covered servicemember with a serious illness or injury incurred in the line of duty or active duty in the armed forces. Has leave been taken for the same servicemember and the same injury? ☐ Yes ☐ No (District: Use GCBDA/GDBDA-AR(3)(D) Certification Form) If yes, when was the leave taken and for how many work days? _____

9. ☐ For the death of a family member (OFLA only).

I understand that I may use accrued paid leave, including personal and sick leave or accrued vacation leave for the family and medical leave period.

If my request for a leave is approved, it is my understanding that without an authorized extension when the need for an extension could be anticipated, I must report to duty on the first workday following the date my leave is

[2] "Spouse" means individuals in a marriage including "common law" marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

[3] "Next of kin" means the nearest blood relative of the eligible employee.

scheduled to end. I understand that failure to do so will constitute unequivocal notice of my intent not to return to work and the district may terminate my employment. (A fitness-for-duty statement may be required.)

I authorize the district to deduct from my paychecks any employee contributions for health insurance premiums, life insurance or long-term disability insurance which remain unpaid after my leave, consistent with state and/or federal law.

I have been provided a copy of the district's family and medical leave policy and a copy of my rights and responsibilities under the Family Medical Leave Act leave request form.

Signature of Employee: _____ Date: _____

Corrected 9/07/22

Code: GCBDA/GDBDA-AR(3)(A)
Adopted: 2/11/10
Orig. Code: GCBDA/GDBDA-AR(3)(A)

Certification of Health Care Provider

Employee's Serious Health Condition

To be Completed~~completed~~ by the District~~district~~:

The Family Medical Leave Act (FMLA) provides that a district may require an employee seeking FMLA leave protections because of a need for leave due to a serious health condition to submit a medical certification issued by the employee's health care provider. Employees may not be asked to provide more information than allowed under the FMLA regulations. The district will maintain records and documents relating to medical certification, recertifications~~,~~ or medical histories of employee's family members, created for FMLA purposes, as confidential medical records in separate files from personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Discrimination Act applies.

District contact person: _____

Employee's job title: _____ Regular work schedule: _____

Employee's essential job functions: _____

_____

Check if job description is attached: ☐

Return this completed form on _____ (date) (must be at least 15 days after employee is notified of this requirement).

To be ~~e~~Completed by the ~~e~~Employee:

Complete the information below before giving this form to your family member or ~~his/her~~their medical provider. The return of this form is required to obtain or retain the benefit for FMLA protections. Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA request.

~~Return this completed form on _____ (must be at least 15 days after employee is notified of this requirement).~~

Employee's name: _____
First Middle Last

To be Completed~~ecompleted~~ by Health Care Provider~~health care provider~~:

Your patient has requested leave under the FMLA. Answer~~,~~ fully and completely, all applicable parts below. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be the best estimate based upon your medical knowledge, experience and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown" or "indeterminate" may not be sufficient to determine FMLA coverage. Limit your responses to the condition for which the employee is seeking leave. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), genetic services, as defined in 29. C.F.R. §1635.3(e) or the manifestation of disease or disorder in the employee's family members, as defined in 29 C.F.R. 1635.3(b). Extra space is provided, should you need it. Please be sure to sign the form on the last page.

Provider's name and business address: _____

_____

Type of practice/~~M~~medical specialty: _____

Telephone: (_____) _____ Fax:(_____) _____

Email: _____

Medical Facts

1. The ~~A~~approximate date the condition commenced: _____

   The ~~P~~probable duration of the condition: _____

   Was the patient admitted for an overnight stay in a hospital, hospice or residential medical care facility?

   ☐ Yes ☐ No If yes, dates of admission: _____

   List the ~~D~~dates(s) you treated the patient for the condition: _____

   Was medication, other than over-the-counter medication, prescribed? ☐ Yes ☐ No

   Will the patient need to have treatment visits at least twice per year due to the condition? ☐ Yes ☐ No

   Was the patient referred to other health care provider(s) for evaluation or treatment (e.g., physical therapist)? ☐ Yes ☐ No

   If yes, state the nature of such treatments and expected duration of treatment:

   _____

   _____

2. Is the medical condition pregnancy? ☐ Yes ☐ No

   If yes, expected delivery date: _____

3. Use the information provided by the district in the "To be Completed~~ecompleted~~ by the District~~district~~" section to answer this question. If the district fails to provide a list of the employee's essential functions or a job description, answer these questions based upon the employee's own description of ~~his/her~~their job functions.

Is the employee unable to perform any of ~~his/her~~their job functions due to the condition?
☐ Yes ☐ No If yes, identify the job functions the employee is unable to perform:

_____

4. Describe other relevant medical facts, if any, related to the condition for which the employee seeks leave (such medical facts may include symptoms, diagnosis or any regimen of continuing treatment such as the use of specialized equipment):

_____

_____

_____

Amount of Leave Needed~~leave needed~~

1. Will the employee be incapacitated for a single continuous period of time due to his/her medical condition, including any time for treatment and recovery? ☐ Yes ☐ No

   If yes, estimate the beginning and ending dates for the period of incapacity: _____

   _____

2. Will the employee need to attend follow-up treatment appointments or work part-time or on a reduced schedule because of the employee's medical condition? ☐ Yes ☐ No

   If yes, are the treatments or the reduced number of hours of work medically necessary? ☐ Yes ☐ No

   Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period:

   _____

   Estimate the part-time or reduced work schedule the employee needs, if any:

   _____ hour(s) per day; _____ days per week from _____ through _____

3. Will the condition cause episodic flare-ups periodically preventing the employee from performing ~~his/her~~their job functions? ☐ Yes ☐ No

   Is it medically necessary for the employee to be absent from work during the flare-ups? ☐ Yes ☐ No

   If yes, explain: _____

   _____

   Based upon the employee's medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the employee may have over the next six months (e.g., one episode every three months lasting one to two days):

   Frequency: _____times per _____ week(s) _____ month(s)

   Duration: _____ hours or _____ day(s) per episode

Additional Information (—Identify the question number with your additional answer):

Signature of health care provider ~~Health Care Provider~~ Date

Corrected 9/07/22

Code: GCBDA/GDBDA-AR(3)(B)
Adopted: 2/11/10
Orig. Code: GCBDA/GDBDA-AR(3)(B)

Certification of Health Care Provider

Family Member's Serious Health Condition

To be Completed~~completed~~ by the District~~district~~:

The Family Medical Leave Act (FMLA) provides that a district may require an employee seeking FMLA leave protections because of a need for leave to care for a covered family member with a serious health condition to submit a medical certification issued by the health care provider of the covered family member. Employees may not be asked to provide more information than allowed under the FMLA regulations. The district will maintain records and documents relating to medical certification, recertifications or medical histories of the employee's family members, created for FMLA purposes, as confidential medical records in separate files from personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies, and in accordance with 29 C.F.R. § 1635.9, if the Genetic Information Nondiscrimination Act applies.

District contact person: _____

Employee's job title: _____ Regular work schedule: _____

Employee's essential job functions: _____

_____

Check if job description is attached: ☐

Return this completed form on _____ (must be at least 15 days after employee is notified of this requirement).

To be completed by the employee:

Complete the information below before giving this form to your family member or ~~his/her~~their medical provider. The return of this form is required to obtain or retain the benefit for FMLA protections. Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA request.

~~Return this completed form on _____ (must be at least 15 days after employee is notified of this requirement).~~

Employees name: _____
First Middle Last

Relationship and name of family member for whom employee will provide care: _____
Relationship

_____
First Middle Last

If the family member is your child, please provide ~~son or daughter,~~ date of birth _____

Describe the care you will provide to your family member and estimate the leave needed to provide such care:

_____

_____

_____ _____

Employee signature Date

To be Completed~~completed~~ by Health Care Provider~~health care provider~~:

The employee listed above has requested leave under the FMLA to care for your patient. Answer~~,~~ fully and completely, all applicable parts below. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be the best estimate based upon your medical knowledge, experience and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage. Limit your responses to the condition for which the patient needs leave. Do not provide information about genetic tests, as defined in 29 C.F.R. § 1635.3(f), C.F.R. § 1635.3(b). Extra space is provided, should you need it. Please be sure to sign the form on the last page.

Provider's name and business address: _____

_____

Type of practice/medical specialty: _____

Telephone: (_____) _____ Fax:(_____) _____

Email: _____

Medical Facts

1. The ~~A~~approximate date the condition commenced: _____

   The ~~P~~probable duration of the condition: _____

   Was the patient admitted for an overnight stay in a hospital, hospice or residential medical care facility?
   ☐ Yes ☐ No If yes, dates of admission: _____

   Dates(s) you treated the patient for the condition: _____

   Was medication, other than over-the-counter medication, prescribed? ☐ Yes ☐ No

   Will the patient need to have treatment visits at least twice per year due to the condition? ☐ Yes ☐ No

   Was the patient referred to other health care provider(s) for evaluation or treatment (e.g. physical therapist)?
   ☐ Yes ☐ No

   If yes, state the nature of such treatments and expected duration of treatment:

   _____

   _____

2. Is the medical condition pregnancy? ☐ Yes ☐ No

   If yes, expected delivery date:_____

3. Describe other relevant medical facts, if any, related to the condition for which the employee seeks leave (such medical facts may include symptoms, diagnosis or any regimen of continuing treatment such as the use of specialized equipment):

   _____

   _____

Amount of Leave Needed~~leave needed~~

When answering these questions, keep in mind that your patient's need for care from~~by~~ the employee seeking leave may include assistance with basic medical, hygienic, nutritional, safety or transportation needs, or the provision of physical or psychological care:

1. Will the patient be incapacitated for a single continuous period of time, including any time for treatment and recovery? ☐ Yes ☐ No

   If yes, estimate the beginning and ending dates for the period of incapacity: _____

   _____

   During this time, will the patient need care? ☐ Yes ☐ No

   Explain the care needed by the patient and why such care is medically necessary:

   _____

   _____

   _____

2. Will the patient require follow-up treatments, including any time for recovery? ☐ Yes ☐ No

   Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period: _____

   _____

   Explain the care needed by the patient, and why such care is medically necessary: _____

   _____

3. Will the patient require care on an intermittent or reduced schedule basis, including any time for recovery? ☐ Yes ☐ No

   Estimate the hours the patient needs care on an intermittent basis, if any:

   _____ hour(s) per day; _____ days per week from _____ through _____

Explain the care needed by the patient, and why such care is medically necessary: _____

_____

_____

4. Will the condition cause episodic flare-ups periodically preventing the patient from participating in normal daily activities? ☐ Yes ☐ No

Based upon the patient's medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the patient may have over the next six months (e.g. one episode every three months lasting one to two days):

Frequency: _____ times per _____ week(s) _____ month(s)

Duration: _____ hours or _____ day(s) per episode

Does the patient need care during these flare-ups? ☐ Yes ☐ No

Explain the care needed by the patient, and why such care is medically necessary _____

_____

_____

Additional Information (—Identify the question number with your additional answer):

_____

_____

_____

_____

_____

_____

_____ _____

Signature of health care provider ~~Health Care Provider~~ Date

Corrected 9/07/22

Code: GCBDA/GDBDA-AR(3)(C)
Adopted: 2/11/10
Orig. Code: GCBDA/GDBDA-AR(3)(C)

Military Family Leave

Certification of Qualifying Exigency for Military Family Leave

Section 1: (To be completed by the employee district)

The Family Medical Leave Act (FMLA) and the Oregon Military Family Leave Act (OMFLA) provide that a district may require an employee seeking FMLA or OMFLA leave due to a qualifying exigency or due to notification of impending call to active duty or deployment to submit a certification. Employees may not be asked to provide more information than allowed under the FMLA or OMFLA regulations.

District Name and Address: _____

[Superintendent or designee] information: _____

Section 2: (To be completed by the employee)

Complete the information below fully and completely. The FMLA or OMFLA permits the district to require that you submit a timely, complete and sufficient certification to support a request for FMLA or OMFLA leave due to a qualifying exigency or due to notification of impending call to active duty or deployment. Several questions in this section seek a response as to the frequency or duration of the qualifying exigency. Be as specific as you can; terms such as "lifetime," "unknown" or "indeterminate" may not be sufficient to determine FMLA or OMFLA coverage. Your response is required to obtain a benefit. While you are not required to provide this information, failure to do so may result in a denial of your request for qualifying leave. The district must give you at least 15 calendar days to return this form to the district.

Employee's name: _____
First Middle Last

Name of covered military member on active duty or call to active duty status in support of a contingency operation:

_____
First Middle Last

Relationship of covered military member to you: _____

Period of covered military member's active duty: _____

A complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes written documentation confirming a covered military member's active duty or call to active duty status in support of a contingency operation. Please check one of the following and attach the indicated document to support that the military member is on covered active duty or called to covered active duty status:

☐ A copy of the covered military member's active duty orders is attached.

☐ Other documentation from the military certifying that the covered military member is on active duty (or has been notified of an impending call to active duty). ~~in support of a contingency operation is attached.~~

☐ I have previously provided the district with sufficient written documentation confirming the covered military member's active duty or call to active duty status ~~in support of a contingency operation~~.

Part A: Qualifying Reason~~reason~~ for Leave~~leave~~

1. Describe the reason you are requesting qualifying leave due to a qualifying exigency (include~~including~~ the specific reason you are requesting leave):

_____

_____

_____

2. Describe the reason you are requesting OMFLA leave (include the specific reason below, either a) an impending call or order to active duty, or b) impending leave from deployment):

_____

_____

_____

3. A complete and sufficient certification to support a request for qualifying leave due to a qualifying exigency includes any available written documentation which supports the need for leave; such documentation may include a copy of a meeting announcement for information briefings sponsored by the military a document confirming the military member's Rest and Recuperation Leave;~~,~~ a document confirming an appointment with a third party, such as a counselor,~~ or~~ school official or staff at a care facility;~~,~~ or a copy of a bill for services for the handling of legal or financial affairs. Is available~~Available~~ written documentation supporting this request for leave ~~is~~ attached? ☐ Yes ☐ No ☐ None available

Part B: Amount of Leave Needed~~leave needed~~

1. The ~~A~~approximate date qualifying exigency~~/~~ or deployment commenced or will commence is: _____

   The ~~P~~probabl~~y~~e duration of such exigency or deployment is: _____

2. Will you need to be absent from work for a single continuous period of time due to the qualifying exigency~~/~~ or deployment? ☐ Yes ☐ No

   If yes, estimate the beginning and ending dates for the period of absence: _____

3. Will you need to be absent from work periodically to address this qualifying exigency~~/~~ or deployment?
   ☐ Yes ☐ No
   If yes, estimate the schedule of leave, including the dates of any scheduled meetings or appointments:

_____

_____

4. Estimate the frequency and duration of each appointment, meeting or leave event, including any travel time (i.e., One deployment-related meeting every month lasting four hours) (FMLA only):

Frequency: _____ times per _____ week(s) _____ month(s)

Duration: _____ hours or _____ day(s) per event

Part C: Third Party Certification~~party certification~~

If leave is requested to meet with a third party (such as to arrange for childcare, to attend counseling, to attend meetings with school or childcare providers, to make financial or legal arrangements, to act as the covered military member's representative before a federal, state or local agency for purposes of obtaining, arranging or appealing military service benefits, or to attend any event sponsored by the military or military service organizations), a complete and sufficient certification includes the name, address and appropriate contact information of the individual or entity with whom you are meeting (i.e. either the telephone or fax number or email address of the individual or entity). This information may be used by the district to verify that the information contained on this form is accurate (FMLA only).

Name of individual _____ Title _____

Organization _____

Address _____

Telephone (_____) _____ Fax (_____) _____

Email _____

Describe the nature of the meeting _____

_____

_____

_____

_____

_____

Part D: Employee Signature

I certify that the information I provided above is true and correct. (For OMFLA leave purposes, notice must be given by the employee within five business days of receiving an official notice).

_____ _____

Signature of Employee Date

~~Section 2: To be completed by the district:~~

~~The Family Medical Leave Act (FMLA) and the Oregon Military Family Leave Act (OMFLA) provide that a district may require an employee seeking FMLA or OMFLA leave due to a qualifying exigency or due to~~

~~notification of impending call to active duty or deployment to submit a certification. Employees may not be asked to provide more information than allowed under the FMLA or OMFLA regulations.~~

~~District: _____~~

~~Superintendent or designee information: _____~~

Corrected 9/07/22

Code: GCBDA/GDBDA-AR(3)(D)
Revised/Reviewed: 2/11/10; 5/14/14
Orig. Code: GCBDA/GDBDA-AR(3(D)

Military Family Leave

Certification for Serious Injury or Illness of Covered Servicemember for Military Family Leave

Notice and instructions to the district:

The Family Medical Leave Act (FMLA) provides that a district may require an employee seeking FMLA leave due to a serious injury or illness of a covered servicemember to submit a certification providing sufficient facts to support the request for leave. Employees may not be asked to provide more information than allowed under the FMLA regulations 29 C.F.R. § 825.310. The district will maintain records and documents relating to medical certification, recertifications or medical histories of employees or employees' family member, created for FMLA purposes, as confidential medical records in separate files from personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies.

Section 1

Part A: Employee Information~~information~~

Complete the employee and covered servicemember information below before giving this form to your family member or ~~his/her~~their medical provider.

District Name~~name~~ and Address~~address~~

Name of employee requesting leave to care for covered servicemember:

First Middle Last

Name of covered servicemember for whom employee is requesting leave to care for:

First Middle Last

Relationship of employee to covered servicemember requesting leave to care for:

☐ Spouse ☐ Parent ☐ Child ~~☐ Son ☐ Daughter~~ ☐ Next of kin

Part B: Covered Servicemember Information~~servicemember information~~

1. Is the covered servicemember a current member of the regular Armed Forces~~armed forces~~, the National Guard or Reserves, or a veteran? ☐ Yes ☐ No

If a current servicemember, please provide the covered servicemember's military branch, rank and unit currently assigned to:

_____

_____

If a qualifying veteran, when was the date of discharge? _____

Is the covered servicemember assigned to a military medical treatment facility as an outpatient or to a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients (such as medical hold or warrior transition unit)? ☐ Yes ☐ No

If yes, provide the name of the medical facility or unit:

_____

2. Is the covered servicemember on the Temporary Disability Retired List (TDRL)? ☐ Yes ☐ No

Part C: Care to be Provided~~provided~~ to the Covered Servicemember~~covered servicemember~~

Describe the care to be provided to the covered servicemember and an estimate of the leave needed to provide the care:

_____

_____

Section 2:

(For completion by a United States Department of Defense (DOD) Health Care Provider or a Health Care Provider who is either: (1) a United States Department of Veterans Affairs (VA) health care provider; (2) a DOD TRICARE network authorized private health care provider; (3) a DOD non-network TRICARE authorized private health care provider; or (4) a health care provider as defined in 29 C.F.R. § 825.125.)
~~**To be completed a health care provider as defined by FMLA regulations.**~~

If you are unable to make certain of the military-related determinations contained below in Part B, you are permitted to rely upon determinations from an authorized DOD representative (such as a DOD recovery care coordinator). Please ensure that Section 1 above has been completed before completing this section. Please be sure to sign the form on the last page.

Part A: Health Care Provider Information~~care provider information~~

Health care provider's name and business address:

_____

_____

Type of practice/medical~~Medical~~ specialty: _____

Please state whether you are either: (1) a DOD health care provider; (2) a VA health care provider; (3) a DOD TRICARE network authorized private health care provider; (4) a DOD non-network TRICARE authorized private care provider; or (5) a health care provider as defined in 29 C.F.R. § 825.125.

Telephone (____) _____ Fax (____) _____ Email _____

Part B: Medical Status~~status~~

1. Covered servicemember's medical condition is classified as (check one of the appropriate boxes):

   - ☐ (VSI) Very Seriously Ill/Injured – Illness/Injury is of such a severity that life is imminently endangered. Family members are requested at the bedside immediately. (Please note this is an internal DOD casualty assistance designation used by DOD health care providers.)
   - ☐ (SI) Seriously Ill/Injured – Illness/Injury is of such severity that there is cause for immediate concern, but there is no imminent danger to life. Family members are requested at bedside. (Please note this is an internal DOD casualty assistance designation used by DOD health care providers.)
   - ☐ Other Ill/Injured – A serious injury or illness that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank or rating.
   - ☐ None of the above. (Note to employee: If this box is checked, you may still be eligible to take leave to care for a covered family member with a "serious health condition". If such leave is requested, you may be required to complete the form *Certification of Health Care Provider for Family Member's Serious Health Condition.*)

2. Was the condition for which the covered servicemember is being treated incurred in the line of duty on active duty in the Armed Forces? ~~armed force?~~ ☐ Yes ☐ No

   If no, did the condition exist before the beginning of active duty and aggravated by service in the line of duty while on active duty? ☐ Yes ☐ No

3. Appropriate date condition commenced: _____

4. Probable duration of condition and/or need for care: _____

5. Is the covered servicemember undergoing medical treatment, recuperation or therapy? ☐ Yes ☐ No

6. If yes, please describe medical treatment, recuperation or therapy:

   _____

   _____

Part C: Covered Servicemember's Need~~servicemember's need~~ for Care~~care~~ by Family Member~~family member~~

1. Will the covered servicemember need care for a single continuous period of time, including any time for treatment and recovery? ☐ Yes ☐ No

   If yes, estimate the beginning and ending dates for this period of time: _____

2. Will the covered servicemember require periodic follow-up treatment appointments? ☐ Yes ☐ No

   If yes, estimate the treatment schedule: _____

3. Is there a medical necessity for the servicemember to have periodic care for these follow-up treatment appointment? ☐ Yes ☐ No

4. Is there a medical necessity for the covered servicemember to have periodic care for other than scheduled follow-up treatment appointments (e.g. episodic flare-ups of medical conditions)? ☐ Yes ☐ No

If yes, estimate the frequency and duration of the periodic care.

_____

_____ _____

Signature of health care provider Date

Corrected 9/07/22

Code: GCBDA/GDBDA-AR(4)
Revised/Reviewed: 2/11/10; 2/12/14; 1/13/16
Orig. Code: GCBDA/GDBDA-AR(4)

FMLA/OFLA Eligibility Notice to Employee

DATE: _____

TO: _____
(Employee's name)

FROM: _____
(Name of appropriate employer representative)

SUBJECT: Request for FMLA and/or OFLA Leave

On (date) you notified us of your need to take family/medical leave due to:

1. _____ The birth of your child or the placement of a child with you for adoption or foster care;

2. _____ A serious health condition that makes you unable to perform the essential functions of your job;

3. _____ A serious health condition of your ☐ spouse[1], ☐ child (including the biological, grandchild, adopted or foster child or stepchild of an employee or a child with whom the employee is or was in a relationship of "in loco parentis"), ☐ parent (biological parent of an employee or an individual who stood "in loco parentis" to an employee when the employee was a child), ☐ grandparent (OFLA leave only), ☐ parent-in-law or the parent of an employee's registered domestic partner (OFLA leave only), ☐ custodial parent, ☐ noncustodial parent, ☐ adoptive parent, ☐ foster parent for which you are needed to provide care;

4. _____ Sick child leave due to the closure of a child's school or child care provider;

5. _____ An illness or injury to your child which requires home care but is not a serious health condition (OFLA leave only);

6. _____ A qualifying exigency arising from a spouse, child or parent in the Armed Forces on covered active duty, or in the National Guard or Reserves on covered active duty;

7. _____ Your spouse has been notified of an impending call to active duty, has been ordered to active duty or has been deployed or on leave from deployment;

8. _____ A serious illness or injury, incurred in the line of duty, of a covered service member who is your spouse, child, parent or next of kin;

[1] "Spouse" means individuals in a marriage, including "common law" marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

9. _____ For the death of a family member (OFLA only).

You notified us that you need this leave beginning on _____ (date) and that you expect leave to continue until on or about _____ (date). The FMLA requires that you notify the district as soon as possible if dates of scheduled leave changes or are extended, or were initially unknown.

Except as explained below, you have a right under the FMLA and/or OFLA for up to 12 workweeks of unpaid leave in a 12-month period for the reasons listed above.[2] [3] The district will use ~~the calendar year~~ a "rolling" 12-month period measured backward from the date the employee uses any family and medical leave. FMLA leave and OFLA leave generally run concurrently. In order to care for an injured service member, you are entitled to up to 26 weeks of leave in a single 12-month period ~~to care for a qualifying service member~~.

Also, your health benefits under FMLA and OFLA must be maintained during any period of unpaid leave under the same conditions as if you continued to work, including you continuing to pay the same portion of the premiums you currently pay. ~~.~~ You will ~~must~~ be reinstated to the same position, or in some cases~~,~~ under state or federal law, to an equivalent position. ~~job with the same pay, benefits and terms and conditions of employment on your return from leave. The district is not required to maintain benefits during OFLA unless provided otherwise by board policy or collective bargaining agreement; however, all such benefits will be restored in full upon your return to the district.~~

If you do not return to work following FMLA and/or OFLA leave for a reason other than: (1) the continuation, recurrence or onset of a serious health condition which would entitle you to FMLA and/or OFLA; or (2) other circumstances beyond your control, you may be required to reimburse the district for health insurance premiums paid on your behalf during your FMLA and/or ~~/~~OFLA leave.

This is to inform you that *(check appropriate boxes, explain where indicated)*:

1. You are ☐ eligible ☐ not eligible for leave under ~~the~~ ☐ FMLA ☐ OFLA ~~or~~ ☐ both FMLA and OFLA.

2. The requested leave may be counted against your annual ☐ FMLA leave entitlement ☐ OFLA leave entitlement ☐ FMLA and OFLA leave entitlements~~, ☐ OFLA, ☐ both~~.

3. You ☐ will ☐ will not be required to furnish a medical certification of a serious health condition. If required, you must furnish the certification by _____ (date) (must be at least 15 days after you are notified of this requirement).

4. You may elect to substitute accrued paid leave for unpaid FMLA leave. We ☐ will ☐ will not require that you substitute accrued paid leave for unpaid FMLA and/or OFLA leave. If paid leave will be used, the following conditions will apply: (*Explain*)

5a. If you normally pay a portion of the premiums for your health insurance, these payments will continue during the period of FMLA and/or ~~/~~OFLA leave. Arrangements for payment have been discussed with you and it is agreed that you will make premium payments as follows: (*Set forth dates, e.g., the 10th of each month~~,~~ or pay periods, etc.~~,~~ that specifically cover the agreement with the employee.*)

[2] Oregon Military Family Leave Act allows for 14 days of leave per deployment.

~~[3] Oregon Military Family Leave Act allows for 14 days of leave per deployment.~~

~~5b. If the district pays any part of your share of disability, life or other insurance benefits while on OFLA or FMLA leave the district may deduct up to 10 percent of your gross pay each pay period after your return to work until the amount is repaid (OFLA leave only).~~

5~~e~~b. You have a minimum ☐ 30-day ☐ Other: _____ (~~*or,* ~~*indicate longer period, if applicable*) grace period in which to make premium payments. If payment is not timely made, your group health insurance may be canceled.~~cancelled.~~ We will notify you in writing at least 15 days before the date that your health coverage will lapse. At our option, we may also pay your share of the premiums during your FMLA and/or ~~/~~OFLA leave as provided by Board~~board~~ policy and/or collective bargaining agreement, and recover these payments from you upon your return to work. We ☐ will ☐ will not pay your share of health insurance premiums while you are on FMLA and/or OFLA leave.

5~~d~~c. We ☐ will ☐ will not do the same with other benefits (e.g., life insurance, disability insurance, etc.) while you are on FMLA and/or OFLA leave. If we do pay your premiums for other benefits, when you return from leave you ☐ will ☐ will not be expected to reimburse us for the payments made on your behalf.

5~~e~~d. Except as noted above, in the event you do not return to work for the district after your FMLA and/or~~, OFLA leave and the district has paid your share of benefit premiums, you ☐ will ☐ will not be responsible for reimbursing the district the amount paid on your behalf, with the exceptions noted in Section 104 (c)(2)(B) of the FMLA.~~ OFLA leave, and the district has paid your share of benefit premiums, you ☐ will ☐ will not be responsible for reimbursing the district the amount paid on your behalf with the exceptions noted in C.F.R. § 104 (c)(2)(B) of the FMLA.

6. ☐ You will be required to present a fitness-for-duty certification~~certificate~~ prior to being restored to employment following leave for your own serious health condition. If such certification is required but not received, your return to work may be delayed until the certification is provided. A list of essential functions for your position is attached. The fitness-for-duty certification must address your ability to perform~~preform~~ these functions.

☐ You will not be required to present a fitness-for-duty certification ~~certificate~~ prior to being restored to employment following leave for your own serious health condition. ~~If such certification is required but not received, your return to work may be delayed until the certification is provided.~~

7a. You ☐ are ☐ are not a "key employee" as described in C.F.R. §~~Section~~ 825.218 of the FMLA regulations. If you are a "key employee," reinstatement~~restoration~~ to employment may be denied following FMLA leave on the grounds that such restoration will cause substantial and grievous economic injury to the district.~~us.~~ (FMLA leave only.)

7b. We ☐ have ☐ have not determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to us. (FMLA leave only.) (*Explain (a) and/or (b) below.*)

8. While on FMLA and/or OFLA leave~~,~~ you ☐ will ☐ will not be required to furnish us with periodic reports every (*indicate interval of periodic reports, as appropriate for the particular leave situation*) of your status and intent to return to work. If the circumstances of your leave change and you are able to return to work earlier than the date indicated on this form, you ☐ will ☐ will not be required to notify us at least two workdays prior to the date you intend to report for work.

9. You ☐ will ☐ will not be required to furnish recertification relating to a serious health condition. (FMLA leave only.) (*Explain below, if necessary, including the interval between certifications as prescribed in C.F.R. §~~Section~~ 825.308 of the FMLA regulations.*)

10. You are notified that all leave taken for the purposes of the death of a family member ~~leave~~, counts toward the total period of authorized family leave.

Corrected 9/07/22

Code: GCBDA/GDBDA-AR(5)
Adopted: 2/11/10
Orig. Code: GCBDA/GDBDA-AR(5)

Sample Designation Letter to Employee - FMLA/OFLA Leave

The following is a sample cover letter to an employee notifying the employee that the employer is treating a request for leave as a request for FMLA and/or OFLA leave (either paid or unpaid) that will reduce the employee's FMLA and/or OFLA leave entitlement. This letter, along with the Designation Notice –FMLA/OFLA form ~~[~~GCBDA/GDBDA-AR(6)~~), FMLA/OFLA~~ or the FMLA/OFLA Eligibility Notice form GCBDA/GDBDA-AR(4),~~ OFLA only eligible],~~ should be mailed to the employee within five working days after receiving enough information to determine whether the leave qualifies under FMLA or OFLA.

Dear Employee:

On ____(date)_____ you advised the district that you were requesting a leave that may qualify for protected time under the Family and Medical Leave Act (FMLA) and/or the Oregon Family Leave Act (OFLA). Under our policy, a leave~~leaves~~ of absence that qualifies~~qualify~~ for family and medical leave under federal law (FMLA), may~~)~~ run concurrently with other types of leave such as sick leave, vacation leave, short-term disability leave, OFLA and leave for a workers' compensation injury or illness. A leave~~Leaves~~ of absence that qualifies~~qualify~~ for family and medical leave under state law (OFLA) may~~can~~ run concurrently with other types of leave such as sick leave, vacation leave, short-term disability leave, but cannot run concurrently with a leave for a workers' compensation~~compensatory~~ injury or illness (unless you refuse a light-duty assignment).

[IF APPROVED: [We have determined~~understand~~ the purpose of your requested leave qualifies as family or medical leave under [state] [and/or federal] law. Accordingly, this letter is to notify you that the leave will be counted against your annual family and medical leave entitlement. Also attached is a form titled~~entitled~~ Designation Notice which contains other information for you regarding federal and state family medical leave rights, including an estimate of time that will count toward your protected time.]]

[IF NOT APPROVED: [We have determined the purpose of your requested leave does NOT qualify as family or medical leave under state and/or federal law. You may be entitled to other leave time, under Board policy or the collective bargaining agreement, however the protections of FMLA/OFLA will not be observed for this leave.]]

If you have any questions regarding your leave, now or at any time during your leave, please contact, [the personnel office] as soon as possible.

Sincerely,

[Superintendent]
Enclosure (FMLA and/or OFLA Designation Notice form)

Corrected 9/07/22

Code: GCBDA/GDBDA-AR(6)
Adopted: 2/11/10
Orig. Code: GCBDA/GDBDA-AR(6)

Designation Notice – FMLA/OFLA

Leave covered under the Family and Medical Leave Act (FMLA) and/or Oregon Family Leave Act (OFLA) must be designated as FMLA and/or OFLA-protected, and the district must inform the employee of the amount of leave that will be counted against the employee's FMLA and/or OFLA leave entitlement.

In order to determine whether leave is covered under the FMLA and/or OFLA, the district may request that the leave be supported by a physician's certification. If the certification is incomplete or insufficient, the district will ~~employer must~~ state in writing what additional information is necessary to make the certification complete and sufficient.

Employee name: _____ Date: _____

We have reviewed your request for leave under the FMLA and/or OFLA and any supporting documentation that you have provided. We received your most recent information on _____.

Please be advised: ~~and decided:~~ _____

☐ Your request is approved for FMLA. All leave taken for this reason will be designated as FMLA leave.

☐ Your request is approved for FMLA and OFLA. This designation of leave will run concurrently.

☐ Your request is approved for OFLA. All leave taken for this reason will be designated as OFLA leave.

The FMLA and/or OFLA requires that you notify us as soon as practicable if dates of scheduled leave change or are extended, or were initially unknown. Based on the information you have provided to date, we are providing the following information about the amount of time that will be counted against your entitlement:

☐ Provided there is no deviation from your anticipated leave schedule, the following number of hours, days or weeks will be counted against your leave entitlement:

_____

☐ Because the leave you requested ~~will need~~ will be rescheduled, it is not possible to provide the hours, days or weeks that will be counted against your FMLA and/or OFLA entitlement at this time. You have the right to request this information once in a 30-day period (if leave was taken in the 30-day period).

Please be advised (check if applicable):

☐ You have requested to use paid leave during your FMLA and/or OFLA leave. Any paid leave taken for this reason will count against your FMLA and/or OFLA leave entitlement.

☐ We are requiring you to substitute or use paid leave during your FMLA and/or OFLA leave.

☐ You will be required to present a fitness-for-duty certification~~certificate~~ to be reinstated~~restored~~ to your position.~~employment.~~ If such certification is not timely received, your return to work may be delayed until certification is provided. The Fitness-for-Duty Certification form is attached, please have your medical provider complete this form prior to the termination of your leave. A list of the essential functions of your position ☐ is ☐ is not attached. If attached, the fitness-for-duty certification~~certifications~~ must address your ability to perform these functions:~~.~~

_____

☐ Additional information is needed to determine if your FMLA and/or OFLA leave request can be approved.

_____

☐ The certification you have provided is incomplete~~not complete~~ and insufficient~~sufficient~~ to determine whether the FMLA and/or OFLA applies to your leave procedures. You must provide the following information no later than _____ (date) (at least 15 calendar days), unless it is not practicable under the particular circumstances despite your diligent good faith efforts, or your leave may be denied. The information needed to make the certification complete and sufficient is[1]:

_____

_____

☐ We are exercising our right to have you obtain a second or third opinion medical certification at our expense, and we will provide further details at a later time.

****

☐ Your FMLA leave request is NOT APPROVED.

☐ The FMLA does not apply to your leave request.

☐ You have exhausted your FMLA leave entitlement in the applicable 12-month period. (Note: Federal Military Family Leave is on a separate 12-month period.)

☐ Your OFLA leave request is NOT APPROVED.

☐ The OFLA does not apply to your leave request.

☐ You have exhausted your OFLA leave entitlement in the applicable 12-month period.

Corrected 9/07/22

[1] If you fail to provide a complete and sufficient certification by the due date, we may (a) delay the commencement of your leave; or (b) withdraw any designation of FMLA leave, in which case your leave of absence may be unauthorized and subject to discipline, up to and including termination.

Code: GCBDA/GDBDA-AR(7)
Revised/Reviewed: 2/11/10
Orig. Code: GCBDA/GDBDA-AR(7)

Fitness-for-Duty Certification

To: _____ Date: _____

From: _____

Subject: Fitness-for-Duty Certification

Family and medical leave for your own serious health condition ends on (date) _____. Prior to returning to work you must provide a Fitness-for-Duty Certification verifying whether you are able to return to work, if you have any job-related restrictions and the duration of any restrictions. Please take this Fitness-for-Duty Certification to your healthcare provider for completion. The district will use this Fitness-for-Duty Certification to determine if you are able to return to work after your leave.

Return the completed Fitness-for-Duty Certification to the district prior to the end of your Family and Medical Leave or by (date) _____.

Fitness-for-Duty Certification

Health Care Provider Completes this Section

Instructions: Please complete all sections in order for the district to determine if the employee is able to return to duty. The employee's position description or a list of essential duties (district specifies which) is attached to this form.

1. The employee is able to return to work full-time without restrictions: ☐ Yes ☐ No

   a. If yes, list the effective date _____.
   b. If no, complete the following:

      (1) The employee will be able to return to work with no limitation on (date) _____.
      (2) I certify that from (date) _____ to (date) _____ the above named employee will be:

         (a) Unable to perform the physical requirements of their work; or
         (b) Is medically incapacitated: ☐ Totally ☐ Partially**

**If partially medically incapacitated, complete the following:

(c) Number of hours per day employee is able to work _____.
(d) Number of days per week employee is able to work _____.

(3) List any restrictions on the employee's work: _____
_____
_____
_____

_____ _____
Printed name of health care provider Type of practice

_____ _____
Signature of health care provider Date

Health care provider: Please return the completed form to the employee/patient.

Attached: Position description/description of essential duties (district specifies which).

Corrected 9/07/22

Code: GCBDB/GDBDB
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GCBDB/GDBDB

Early Return to Work

Efforts will be made, on a case-by-case basis, to reinstate~~return~~ ill or injured employees to work. The reinstatement~~Returns~~ will be within the requirements of the injury, the limitations of the law and the limitations of the district.

In the event an employee is not able to perform essential job functions completely after an illness or injury, the district will determine whether reasonable accommodations are appropriate that would provide a temporary light -duty assignment, restructuring of a position~~job~~ to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids and services. Reasonable accommodations must not result in an undue hardship on the district.

If an employee cannot be reasonably accommodated in ~~his/her~~their current position~~job~~, the district will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. If recovery is ongoing, sick leave is exhausted and~~If~~ no other assignment is possible, the district ~~will~~may provide temporary unpaid leave as an accommodation~~if recovery is ongoing and sick leave is exhausted. Unpaid leave will be provided~~ in accordance with state and federal~~Oregon~~ law.

The district will maintain current job descriptions for each position. Physical requirements for appropriate job categories will be established.

The superintendent or designee will develop procedures~~administrative regulations~~ as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 659A.043 ORS 659A.046 OAR 436-110-0001 to -0900

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016). Americans with Disabilities Act Amendments Act of 2008.

Corrected 8/17/22

Code: GCBDB/GDBDB-AR
Revised/Reviewed: 1/04/07; 10/14/10
Orig. Code: GCBDB/GDBDB-AR

Early Return to Work

The following procedures have been established to implement the district's Employee Managed Return-To-Work Program:

1. The district shall strive to accommodate a return to work program for all permanent regular employees that are injured on-the-job. However, the district is not obligated to "create" positions for injured workers, nor will the district jeopardize other employees' employment or safety to maintain a return-to-work program.

2. Upon notification of a work-related injury involving medical services and/or time loss from work, the supervisor will assist the employee in completing an online incident reporting or a Report of Occupational Injury or Disease (Form 801) and submit it to the ~~Business or H~~human ~~R~~resources office. It will then be forwarded to the district's Workers' Compensation Insurance carrier as soon as possible but no later than five days from the date of the district's knowledge of the filing of a workers' compensation claim;

3. In the case of a work-related or nonwork-related injury the injured employee should ~~take a~~access Physician's Return to Work Recommendations Record ~~Form~~ from the district's Intranet to the first physician visit in case the physician directs work limitations. When completed and returned, the original is to be sent immediately to the ~~personnel~~ human resources office. This form is to be taken and returned by the employee on each subsequent physician visit until released to regular work or restrictions are declared permanent. The district may require the employee to go to a physician designated by the district. In this case any cost will be paid by the district.

4. An employee with physician directed work restrictions is not to return to work until approved for return by the executive director of human resources. Based on written information from the physician and in conjunction with the supervisor, the executive director of human resources will determine whether the employee will be allowed to return under the restrictions, be reassigned to another position, or be allowed to use applicable paid or non-paid leave.

5. If a disability exists, any and all accommodations will be determined solely at the discretion of the district and may be discontinued at any time.

6. At any time, the district may request that a physician submit a Physician's Return-To-Work Recommendation form or review and approve a Job Analysis. Should an employee refuse to accept or fail to report to an offered position, the employee's worker's compensation benefits may be affected and the employee may be subject to disciplinary action for failure to perform assigned duties, up to and including dismissal.

7. In situations where physical limitations exist, the unit supervisor or the executive director of human resources will meet with the employee prior to return to work to review the limitations, any reasonable accommodations provided, and/or the Job Analysis and position description of the reassigned position. The employee will be directed to perform only within the most recent work limitations designated by the physician.

8. As determined by the executive director of human resources, the human resources office may contact the physician on a periodic basis to determine whether restrictions may be decreased, changed or discontinued.

9. Reassignment to a different position on a temporary or regular basis will not necessarily be at the same rate of pay, hours or days as prior to the restrictions, as determined by the district.

10. Once an employee is unable to perform the essential functions of ~~his or her~~their position, there is no guarantee of reinstatement or continence in the position, reassignment to another position, or continued employment.

Corrected 2/06/23

Code: GCBDC/GDBDC
Adopted: 6/11/09
Revised/Readopted: 3/13/13; 2/12/14; 8/28/19
Orig. Code: GCBDC/GDBDC

Domestic Violence~~/~~, Harassment~~/~~, Sexual Assault~~/~~ or Stalking Leave

Definitions

1. "Covered employer" means an employer who employs six or more individuals in the state of Oregon for each working day through each of 20 or more calendar workweeks in the year in which the eligible employee takes leave to address domestic violence, harassment, sexual assault or stalking, or in the year immediately preceding the year in which an eligible employee takes leave for domestic violence, harassment, sexual assault or stalking.

2. "Eligible employee" means an employee who is a victim of domestic violence, harassment, sexual assault or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault or stalking.

3. "Protective order" means an order authorized by Oregon Revised Statute (ORS) 30.866, 107.095(1)(c), 107.700 ~~-to~~ 107.735, 124.005 - 124~~to~~124.040 or 163.730 - 163~~to~~163.750 or any other order that restrains an individual from contact with an eligible employee or~~of~~ the employee's minor child or dependent.

4. "Victim of domestic violence" means an individual who has been a victim of abuse as defined by ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.

5. "Victim of harassment" means an individual against whom harassment has been committed as described~~describe~~ in ORS 166.065~~805~~ and any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.

6. "Victim of sexual assault" means an individual against whom a sexual offense has been committed as described in ORS 163.467 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.

7. "Victim of stalking" means an individual against whom stalking has been committed as described in ORS 163.732; or an individual designated as a victim of stalking by rule adopted under ORS 695A.805; or an individual who has obtained a court's stalking protective order or a temporary court's stalking protective order under ORS 30.866.

8. "Victim services provider" means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault or stalking.

A district (covered employer) shall allow an (eligible) employee to take reasonable leave for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault or stalking;~~.~~

2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to or harassment or stalking of the eligible employee or the employee's minor child or dependent;~~.~~

3. To obtain or assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, or stalking;~~.~~

4. To obtain services from a victim~~victims~~ services provider for the eligible employee or the employee's~~employees~~ minor child or dependent;~~.~~

5. To relocate or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

The district may limit the amount of leave, if the employee's leave creates an undue hardship on the district.

The district shall not deny leave to an employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regards to promotion, compensation or other terms, conditions or privileges of employment as a result of taking such leave.

The employee shall give the district reasonable advanced notice of the employee's~~their~~ intent to take leave unless giving advance notice is not feasible.

The district may require the employee to provide certification that:

1. The employee or minor child or dependent is a victim of domestic violence, harassment, sexual assault, or stalking; and

2. The leave is taken for one of the identified purposes in this policy.

Sufficient certification includes:

1. A copy of a ~~police~~ report from law enforcement indicating the employee or child or dependent was a victim of domestic violence, harassment, sexual assault, or stalking.~~;~~

2. A copy of a protective order or other evidence from~~form~~ a court, administrative agency, or attorney that the employee appeared in or was preparing for a civil, criminal or administrative proceeding related to domestic violence, harassment, sexual assault, or stalking.~~;~~

3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy or a victim~~victims~~ services provider that the

employee, employee's/ child or /dependent was undergoing counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault, or stalking.

All records and information kept by the district regarding the employee's leave, including the request or obtaining of leave is confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee's personnel file.

The employee may use accrued paid leave, including personal, emergency, sick, or accrued vacation leave. The employer may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with Board policies and/or any collective bargaining agreement.

END OF POLICY

Legal Reference(s):

ORS 192.355(38) ORS 659A.270 - 659A.290

Corrected 8/17/22

Code: GCBDC/GDBDC-AR
Revised/Reviewed: 6/08/16
Orig. Code: GCBDC/GDBDC-AR

Eligible Employee Request for Domestic Violence, Harassment, Sexual Assault or Stalking Leave

PLEASE PRINT

Where the need for the leave may be anticipated, a written request for leave under Oregon Revised Statute (ORS) 659A.270 - 659A.285 shall be made at least 30 days prior to the date the requested leave is to begin. In emergency situations, oral or written notice as soon as practical is allowed.

Name of Eligible Employee _____ Effective Date of the Leave _____

Department _____ Title _____

Status: □ Full-time □ Part-time □ Temporary Hire Date _____ Length of Service _____

The requested leave is for:

- □ Myself
- □ My minor child or dependent

The leave is for:

- □ To seek legal or law enforcement assistance or remedies to ensure the health and safety of the eligible employee or the eligible employee's minor child or dependent.
- □ To seek medical treatment for or to recover from injuries caused by domestic violence, harassment, sexual assault or stalking for the eligible employee or the eligible employee's minor child or dependent.
- □ To obtain or assist the eligible employee's minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault or stalking.
- □ To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent.
- □ To relocate or take steps~~step~~ to secure an existing home to ensure the health and safety of the eligible employee or the eligible employee's minor child or dependent.

The following has been provided by the employee to certify the leave:

- □ A copy of a ~~policy~~ report from law enforcement indicating that the eligible employee or the eligible employee's minor child or dependent was a victim or alleged victim of domestic violence, harassment, sexual assault or stalking.

- □ A copy of a protective order or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent, evidence from a court, administrative agency or attorney that the eligible employee appeared in or is preparing for a civil or criminal proceeding related to domestic violence, harassment, sexual assault or stalking or other order authorized by ORS 30.866, 107.095(1)(c), 107.700 ~~-to~~ 107.735, 124.005 - 124~~to 120~~.040 or 163.730 ~~-to~~ 163.750.

- □ Documentation from an attorney, law enforcement officer, health care professional, licensed mental health professional or counselor, member of the clergy or victim services provider with or from whom the eligible employee or the eligible employee's minor child or dependent is receiving services.

I understand that I ~~may~~ will use accrued paid leave, including personal and sick leave or accrued vacation leave for the ~~OFLA~~ leave period or as established by Board policy(ies) and/or collective bargaining agreement before taking leave without pay.

If my request for a leave is approved, it is my understanding that without an authorized extension when the need for an extension could be anticipated, I must report to duty on the first workday following the date my leave is scheduled to end. I understand that failure to do so will constitute unequivocal notice of my intent not to return to work and the district may terminate my employment. I understand if I am unable to return to work following the period of authorized leave I will notify my employer as soon as practical and provide any required information which will allow my employer to determine my eligibility for an extension of leave.

I authorize the district to deduct from my paychecks any employee contributions for health insurance premiums, life insurance or long-term disability insurance which remain unpaid after my leave, consistent with state law.

Signature of Employee: _____ Date: _____

Corrected 9/07/22

Code: GCBDD/GDBDD
Adopted: 1/18/17
Orig. Code: GCBDD/GDBDD

Sick Time

General Provisions

"Employee" means an individual who is employed by the district and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221. The definition does not include volunteers or independent contractors.

The district shall provide sick time to employees in accordance with Oregon law. Consistent with ORS 653.641, the district shall not deny, interfere with, restrain or fail to pay for sick time to which an employee is entitled, or retaliate against an employee as a result of the employee's lawful use of sick time.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district.

Non-represented/Non-contracted Employees

The following provisions shall apply only to those employees who are not covered by a collective bargaining agreement, group handbook/agreement or individual contract that provides for paid time off in a manner that is substantially equivalent to the benefits set forth in ORS 653.601 ~~to~~ - 653.661.

The district shall allow an eligible employee to earn up to 40 hours of paid sick time per year. Paid sick time shall accrue at the rate of at least one hour of paid sick time for every 30 hours the employee works, or 1-1/3 hours for every 40 hours the employee works.

Up to 40 hours of accrued sick time may be carried over to the subsequent year, with a usage limit of 40 hours per fiscal year. An employee is limited to accruing no more than 80 hours of sick time.

Sick time shall be taken in minimum of one-hour increments and may be used for the employee's or a family member's[1] mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with the Family Medical Leave Act (FMLA) or OFLA. Sick time may also be used in the event of a public health emergency.

The district reserves the right after five consecutive days of absence, to require proof of personal illness or injury from an employee, including a medical examination by a physician chosen and paid for by the

[1] "Family member" is defined by the Oregon Family Leave Act (OFLA).

district. An employee refusing to submit to such an examination or to provide other evidence as required by the district, shall be subject to appropriate disciplinary action, up to and including dismissal.

When the reason for sick time is consistent with FMLA/OFLA leave, the sick time and the FMLA/OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, the sick time and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the district will require the employee to provide advance notice of their intention to use sick time within 10 days of the requested sick time, or as soon as practicable. When the employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, in-service training, and mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district at least 12 hours in advance or as soon as practicable.

Unused sick time is forfeited upon termination, is not transferrable to other school districts and is not reportable to PERS. For accounting purposes, the district's leave year will match the fiscal year (July 1 through June 30).

The district shall establish a standard process to track the eligibility for sick time of non-represented/non-contracted employees.

END OF POLICY

Legal Reference(s):

ORS 332.507
ORS 342.545
ORS 342.610
ORS 653.601 to -653.661
ORS 659A.150 to -659A.186

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Family and Medical Leave Act of 1993, 29 U.S.C. §§ 2601-2654 (2012); Family and Medical Leave Act of 1993, 29 C.F.R. Part 825 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Corrected 9/07/22

Code: GCBDE/GDBDE
Adopted:

Military Leave of Absence

The district will grant military leave to employees on duty[1] with a uniformed service[2] in accordance with applicable state and federal law. Employees requesting military leave are required to provide written notice as soon as practicable following notification of military call up or reservist duty, unless precluded by military necessity.

Military leave exceeding 15 days is unpaid leave. Employees may use any accrued vacation or similar leave during the period of service exceeding 15 days.

While on military leave, the employee will receive the same benefits as other employees on leave, as well as the following:

1. The employee may continue enrollment in the district's health insurance plan. During the first 18 months of leave, the employee may be required to pay any employee contribution required of other employees on a leave of absence. If the leave extends beyond 18 months, the employee will be required to pay not more than 102 percent of the full premium;

2. Upon return from military service, the district will give retroactive employer contributions to the Public Employees Retirement System on the same basis as if the employee had not left, provided the employee was an enrolled member at the time of the leave. The employee may repay any required employee contributions over a period of three times the military service leave period or five years, whichever is less.

An employee on duty with a uniformed service is entitled to reemployment for a maximum of five years, unless retained on active duty because of war or national emergency. An individual returning from military leave shall notify the district of his/her intent to return as follows:

1. Employees who are veterans and reservists returning from training must only inform the district of their training obligations and report back at the next regularly scheduled working period;

2. Employees returning from active duty must notify the district of their intention to return to their former jobs within 90 days of release from duty.

[1] "Duty" means the performance of duty on a voluntary or involuntary basis in a uniformed service and includes active duty, active duty for training, initial active duty for training, inactive duty training, full-time U.S. National Guard duty and absence to determine fitness for duty.

[2] "Uniformed service" means the U.S. Armed Forces, the U.S. National Guard, the commissioned corps of the Public Health Service and any other category of persons designated by the President in time of war or national emergency.

An individual reemployed under this policy is entitled to the seniority and other currently existing rights and benefits the individual had when service started, plus the additional seniority and similar rights and benefits that would have been accrued if employment had been continuous.

This policy does not apply if the employee has been separated from service with a dishonorable or bad conduct discharge or under other than honorable conditions.

END OF POLICY

Legal Reference(s):

ORS 332.505 ORS 408.290

Consolidated Omnibus Budget Reconciliation Act of 1985, 42 U.S.C. §§ 300bb-1-300bb-8 (2012).
I.R.C., U.S.C. 26 § 4980B(f)(4) (2012).
Employment and Reemployment Rights of Members of the Uniformed Services, 38 U.S.C. §§ 4301-4334 (2012).

Corrected 8/17/22

PROPOSED

Code: GCBE/GDBE
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GCDC, GDBE

Leave and Holidays

Unless otherwise arranged for, leaves shall be taken during the summer months, winter break or spring break. Leave times shall be approved by the superintendent and shall be registered with the human resources department. Administrators shall take care not to schedule leave time during known administrator in service dates.

All 12-month employees shall be paid and shall not be required to work on the following holidays:

1. New Years Day - January 1;
2. Martin Luther King's Birthday - Third Monday in January;
3. President's Day - Third Monday in February;
4. Memorial Day - Last Monday in May;
5. Independence Day - July 4;
6. Labor Day - First Monday in September;
7. Veterans Day - November 11;
8. Thanksgiving Day - Fourth Thursday in November;
9. Day after Thanksgiving - Fourth Friday in November;
10. Christmas Day - December 25;
11. December 24 (if it falls on a week day).

If a holidays falls on a Saturday or Sunday, it shall be observed in accordance with state law.

END OF POLICY

Legal Reference(s):

ORS 187.010
ORS 336.010

Code: GCC
Adopted: 10/14/10
Orig. Code: GCC

Recruitment of Licensed Staff

The superintendent will develop and maintain a recruitment program designed to attract licensed personnel to the district.

It is the responsibility of the superintendent, with the assistance of other district administrators, to determine the personnel needs of the district and to locate suitable candidates to recommend for employment by the district. Those factors considered will include, but not be limited to, the diverse characteristics of the district.

The search for licensed staff members may extend to a variety of educational institutions and geographical areas.

Present employees who meet the stated requirements are encouraged to apply for any vacant district position.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 332.505
ORS 342.934
ORS 659.805
ORS 659.850
ORS 659A.009
ORS 659A.029
ORS 659A.030
ORS 659A.109
ORS 659A.142
ORS 659A.145
ORS 659A.233
ORS 659A.236
ORS 659A.309
ORS 659A.409

OAR 581-021-0045

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2012).
Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2012).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).
Title II of the Genetic Information Nondiscrimination Act of 2008.

Corrected 9/07/22

Code: GCCA/GDCA
Adopted:

Posting of Staff Vacancies

The district shall attempt to recruit the most suitably qualified applicants for filling licensed and classified positions. Announced vacancies will be posted in all buildings in an appropriate format to ensure effective communications with all individuals, including those with disabilities.

END OF POLICY

Legal Reference(s):

ORS 332.107

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2012).
Title II of the Genetic Information Nondiscrimination Act of 2008.
Section 503 of the Rehabilitation Act of 1973.
Americans with Disabilities Act Amendments Act of 2008.

Corrected 9/07/22; Corrected 9/21/22; Corrected 2/06/23

PROPOSED

Code: GCCA/GDCA-AR
Revised/Reviewed:

Posting of Staff Vacancies

All postings will notify applicants that equal employment opportunity and treatment shall be practiced by the district. The employers' duties under the Americans with Disabilities Act, including the duty to reasonably accommodate upon request and with appropriate advance notice, will be clearly stated.

A copy of the posting will be sent to association representatives. During the summer break such notices will be communicated to the president of the association.

Notices will be posted at least five working days prior to closing the application period.

All notices will include the following information:

1. Job title;
2. Qualifications (license required);
3. Essential job functions;
4. Special requirements;
5. Terms of employment;
6. Salary range;
7. Posting dates;
8. Closing dates;
9. Other – as may be required or requested by the administrator initiating the job order.

Added 9/21/22; Corrected 2/06/23

PROPOSED

Code: GCCB/GDCB/IKAAA
Adopted: 6/12/13
Revised/Readopted: 10/11/17
Orig. Code: GCCB/GDCB/IKAAA

District Equity Policy

(Revisions submitted by district 12/19/22.)

Reynolds School District is dedicated to closing the opportunity gap and creating learning communities that provide support and academic enrichment programs for all students. Additionally, the district believes that it is the right of every student to have an equitable educational experience within the Reynolds School District.

The concept of educational equity goes beyond formal equality where all students are treated the same. Educational equity fosters a barrier-free environment in which all students, regardless of race, ethnicity, class, or other personal characteristics such as creed, color, religion, ancestry, national origin, primary language, age, economic status, immigration status, sex, gender identity, gender expression, sexual orientation, ~~including but not limited to gender expression or identity,~~ pregnancy status, marital status, criminal history, physical appearance, the presence of any sensory, mental or physical disability, or the use of a service animal by a person with a disability, have the opportunity to benefit equally.

Equity requires differentiating resource allocation, within budgetary limitations, to meet the needs of students who need additional supports and opportunities to succeed socially, emotionally and academically.

A student, whose history and heritage are appreciated and celebrated, may enjoy higher levels of learning and success, than a student who is forced to overcome cultural barriers.

The Reynolds School District will work toward:

1. Raising the achievement of all students while narrowing the gap between the lowest and highest performing students;

2. Systematically using districtwide, school-level and classroom level data disaggregated by Oregon Department of Education data sets (e.g., race/ethnicity, national origin, language, qualifici~~a~~ation for special education services, gender, non-binary, socioeconomic or immigration status and mobility) to inform District decision making;

3. Eliminating the racial predictability and disproportionality in all aspects of education and its administration (e.g., the disproportionate over-application of discipline to students of color, their over-representation in special education and their under-representation in various advanced learning programs);

4. Supporting all students~~, regardless of race or class,~~ to graduate from Reynolds School District ready to succeed in a racially and culturally diverse local, national, and global community.

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

1. Equitable Access – The district shall provide every student with equitable access to a high quality curriculum, socio-emotional and academic supports, facilities and other educational resources, even when this means differentiating resource allocation;

2. Racial Equity Analysis – The district shall review existing policies, programs, professional development and procedures to ensure the promotion of racial equity, and all applicable new policies, programs and procedures will be developed ~~using a racial equity analysis tool~~to ensure the promotion of racial equity;

3. Workforce Equity – The district shall actively work to have the teacher and administrator workforce be balanced and reflect the diversity of the student body. The district shall~~intends to~~ recruit, employ, support and retain a workforce that includes racial, gender, and linguistic diversity, as well as culturally competent administrative, instructional and support personnel;

4. Professional Development – The district shall provide professional development to strengthen employees' knowledge and skills for identifying ~~eliminating~~ opportunity gaps and other disparities in achievement and using various strategies for eliminating them;

5. Welcoming School Environments – The district shall support ~~envisions that~~ each school in creating~~es a~~ welcoming ~~culture~~ and inclusive environments that reflect~~s~~ and support~~s~~ the diversity of the district's student population, their families, and communities;

6. Partnerships – The district shall~~will~~ include other partners who have demonstrated culturally specific expertise – including families, government agencies, institutes of higher learning, early childhood education organizations, community-based organizations, businesses, and the community in general – in meeting our high goals for educational outcomes;

7. Multiple Pathways to Success – The district shall provide multiple pathways to success in order to meet the needs of the diverse student body, and shall actively encourage, support and expect high academic achievement for all students;

8. Recognizing Diversity – Consistent with state regulations and district policy and within budgetary considerations, the district shall provide materials and assessments that reflect the diversity of students and staff, and which are geared towards the understanding and appreciation of culture, class, language, ethnicity and other differences that contribute to the uniqueness of each student and staff member.

The superintendent is authorized to develop procedures to implement this policy, including an action plan with clear accountability and metrics. At least annually the superintendent shall report to the ~~b~~Board on the progress toward achieving the goals outlined in this policy. The report shall be based on the district's annual goals ~~of the district's Equity Leadership Team~~, which are ~~set~~ developed in partnership with the superintendent and the ~~b~~Board.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 342.437 - 342.449

Corrected 12/19/22

Code: GCL
Adopted: 1/04/07
Revised/Readopted: 10/14/10
Orig. Code: GCL

Staff Development – Licensed *

(Version 1)

The board recognizes the need to establish a continuing professional development program for all licensed staff in order to enhance professional performance, promote achievement of high standards for all students and assist employees in meeting the licensure requirements of the Teacher Standards and Practices Commission (TSPC).

Employee continuing professional development (CPD) Plans shall be consistent with the district's mission and goals, assist educators to meet the requirements for license renewal as identified in OAR Chapter 584, Division 090, and may contain such other provisions as deemed appropriate by the district.

Administrators and teachers in the district shall follow all state requirements for professional development as it pertains to maintaining licensure or endorsements.

Any reimbursement for costs associated with professional development shall be within the guidelines or requirements of negotiated or group agreements.

END OF POLICY

Legal Reference(s):

ORS 329.095
ORS 329.125
ORS 329.704
ORS 342.138(3)
ORS 342.856
OAR 581-022-2250
OAR 581-022-2405
OAR 584-018-0205
OAR 584-255-0010 to -0030

Clackamas IED Assn. v. Clackamas IED, No. C-141-77, 3 PUB. EMPL. COLL. BARG. REP. 1848 (ERB 1978).
Eugene Educ. Ass'n v. Eugene Sch. Dist. 4J, No. C-93-79, 5 PUB. EMPL. COLL. BARG. REP. 3004 (ERB 1980).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Americans with Disabilities Act Amendments Act of 2008.

Corrected 9/07/22

Code: GCL-AR
Revised/Reviewed: 2/14/13
Orig. Code: GCL-AR

Staff Development

(Version 1)

District mission and goals, school and district improvement plan and report card data and other such information, will be considered in developing a district program of continuing professional development (CPD) for Board approval.

Board policy GCL - Staff Development - Licensed, this regulation and related district-issued handbooks and materials are recognized as the district's qualified, Continuing Professional Development program.

Completion of CPD requirements, as set forth in OAR Chapter 584, Division 090 by the Teacher Standards and Practices Commission (TSPC) for license renewal, are the sole responsibility of the employee.

Corrected 9/07/22

DELETE

Code: GCL/GDL
Adopted: 3/13/13
Orig. Code: GCL/GDL

Staff Development

(Version 2)

In order to strengthen and refine professional skills of district personnel, the superintendent or ~~his/her~~ designee will develop a staff development program for all employees.

District site councils will be encouraged to participate in the development and implementation of the district's staff development program including provisions for the professional growth of staff.

Staff development programs, whether provided directly by the district or through district contracts with third parties, will provide appropriate reasonable accommodations to ensure such programs are available to employees with disabilities.

~~Completion of continuing professional development (CPD) requirements, as set forth in OAR Chapter 584, Division 090 by the Teacher Standards and Practices Commission (TSPC) for license renewal, are the sole responsibility of the employee.~~
Each individual licensed employee is solely responsible for ensuring accurate completion of the professional development required for licensure. Once a licensed employee completes licensure requirements, the employee must submit evidence to the employee's supervisor and human resources, who will verify that the licensed employee has successfully completed the professional development requirements, on the Teacher Standards and Practices Commission (TSPC) Professional Educational Experience Report (PEER) form.

END OF POLICY

Legal Reference(s):

ORS 329.095
ORS 329.125
ORS 329.704
ORS 342.138
ORS 342.856
OAR 581-022-0606
OAR 581-022-2405
OAR 584-018-0205
OAR 584-255-0010 to -0030

Clackamas IED Assn. v. Clackamas IED, No. C-141-77, 3 PUB. EMPL. COLL. BARG. REP. 1848 (ERB 1978).
Eugene Educ. Ass'n v. Eugene Sch. Dist. 4J, No. C-93-79, 5 PUB. EMPL. COLL. BARG. REP. 3004 (ERB 1980).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Americans with Disabilities Act Amendments Act of 2008.

Corrected 9/07/22

Code: GCL-AR
Revised/Reviewed:

Staff Development - Licensed

(Version 2)

The completion of professional development requirements, as set forth in Oregon Administrative Rule (OAR) Chapter 584, Division 255 by the Teacher Standards and Practices Commission (TSPC) for licensing or license renewal, is the sole responsibility of the employee.

1. Each professional licensed staff member employed by the district shall meet the standards as stated in OAR 584-420-0030 for:

    a. Learner and Learning

        (1) Learner development;
        (2) Learning differences;
        (3) Learning environments.

    b. Content

        (1) Content knowledge;
        (2) Application of content.

    c. Instructional Practice

        (1) Assessment;
        (2) Planning for instruction;
        (3) Instructional strategies.

    d. Professional Responsibility

        (1) Professional learning and ethical practice;
        (2) Leadership and collaboration.

2. The continuing professional development of each licensed staff member shall conform to the following standards for professional development as stated in OAR 584-255-0020:

    a. Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment;
    b. Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who: develop capacity, advocate and create support systems for professional learning;
    c. Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring and coordinating resources for educator learning;

d. Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning;

e. Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes;

f. Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change;

g. Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

3. Each employee is responsible for acquiring the number of continuing professional development units (PDUs) to meet the requirements as stated by the TSPC.

4. The district will attempt to offer as many professional development activities as recognized needs warrant and resources permit.

5. Acceptable professional development activities shall be those reviewed and approved by the employee's supervisor or professional development advisor and for which evidence is submitted to verify completion.

6. Licensed individuals transferring to the district from other districts, including those educators hired without previous district experience, shall submit any PDUs of credit earned to their supervisor or professional development advisor for review.

7. Upon receipt of evidence from an employee, the employee's supervisor or professional development advisor shall verify completion of the required PDUs for license renewal on the TSPC-provided Professional Educational Experience Report (PEER) form, and submit the form to the superintendent or designee.

8. The superintendent shall ensure that the required forms are submitted to the TSPC.

9. Completed TSPC, PEER forms shall be filed in the employee's personnel file.

Corrected 9/07/22

PROPOSED

Code: GCN/GDN
Adopted: 10/14/10
Revised/Readopted: 5/14/14; 6/13/18
Orig. Code: GCN/GDN

Evaluation of Staff

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board~~board~~ policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal, dismissal and discipline.

Licensed Staff

The evaluations for licensed staff shall be based on the core teaching standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with teachers and any exclusive representatives of the licensed staff.

Evaluation and support systems established by the district for teachers must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;

2. Classroom-level student learning and growth goals set collaboratively between the teacher and the evaluator;

3. Consideration of multiple measures of teacher practice and responsibility which may include, but are not limited to:

    a. Classroom-based assessments including observations, lesson plans and assignments;
    b. Portfolios of evidence;~~.~~
    c. Supervisor reports; and
    d. Self-reflections and assessments.

4. Consideration of evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, that is both formative and summative. Evidence may also include other indicators of student success;

5. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities and student learning and growth to determine the teacher's professional growth path;

6. Customized by each district, which may include individualized weighting and application of standards.

An evaluation using the core teaching standards must attempt to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;

2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the individual needs of the teacher and the needs of the students, the school and the district;

3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including the classroom and other assignments;

4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;

5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher; and

6. Address ways to help all educators strengthen their culturally responsive practices.

Evaluation and support systems established by the district must evaluate teachers on a regular cycle. The superintendent shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.

Each probationary teacher shall be evaluated at least annually, but with multiple observations. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

Classified Staff

All classified employees will be formally evaluated by their immediate supervisor at least twice during their first year of employment and at least once each year thereafter.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.505
ORS 342.850
ORS 342.856
OAR 581-022-2405
OAR 581-022-2410
OAR 581-022-2415

Corrected 9/07/22

Code: GCPA
Adopted:

Reduction or Recall of Licensed Staff

When the Board is considering a reduction of staff due to a lack of funds to continue the educational program at its anticipated level or due to the elimination or adjustment of classes due to an administrative decision, it will discuss the matter at a regular or special Board meeting and will consider such factors and alternatives it deems necessary to arrive at a decision.

Using the goals and priorities of the district, the Board shall direct the superintendent to prepare a reduction plan identifying which programs are to be reduced or eliminated for Board approval. As a result of the program reductions or elimination, the superintendent shall bring a list of positions to be cut or eliminated to the Board for approval. The district shall consider cultural or linguistic expertise and seniority, and may consider merit and competence, in accordance with Oregon law.[1]

Nothing in this policy is intended to interfere with the right of the district to discharge, remove or fail to renew the contract of a probationary teacher, or to not extend the contract of or dismiss a contract teacher pursuant to the provisions of the Accountability for Schools for the 21st Century Law[2].

END OF POLICY

Legal Reference(s):

ORS 342.805 - 342.910 ORS 342.934

PROPOSED

[1] See ORS 342.934 (HB 2001 (2021)) for definitions and requirements.

[2] ORS 342.805 - 342.937.

Code: GCPA-AR
Revised/Reviewed:

Reduction or Recall of Licensed Staff

The Board will make the final decision on programs to be kept, cut or eliminated following a review of the reduction plan developed by the superintendent. The Board will determine when staff layoffs become necessary, and will approve positions to be cut or limited as after receiving a recommendation from the superintendent.[1] Individuals that may be impacted by the layoff shall not be discussed by the Board. The affected employees shall be notified within a reasonable time.

Definitions

1. "Competence" means the ability of a teacher to teach a subject or grade level based on consideration of any of the following:

   a. Teaching experience within the past five years related to the subject or grade level;
   b. Educational attainments, which may not be based solely on being licensed to teach; or
   c. The teacher's willingness to undergo additional training or pursue additional education.

2. "Cultural or linguistic expertise" means the expertise of one teacher, as measured against the expertise of another teacher, based on consideration of any of the following factors:

   a. A teacher's linguistic ability in relation to an in-district language, as determined by the district using a method of verification or attestation of fluency for all in-district languages;
   b. A teacher's completion of a teacher pathway program that is implemented by a teacher pathway partnership at the national, state, regional or local level and that has the primary focus of increasing the number of culturally or linguistically diverse teachers; or
   c. A teacher's current work assignment that requires the teacher to work at least 50 percent of the teacher's work assignment time:

      (1) At a school where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to one school; or
      (2) At programs, schools or school districts where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to multiple programs, schools or school districts.

3. "In-district language" means a heritage language or a language other than English that is spoken:

   a. By five percent or more of the students enrolled at the school where a teacher is assigned or, if the teacher is not assigned to a school, of the students enrolled in the schools of the district; or

[1] Districts are encouraged to consult with legal counsel and any applicable collective bargaining agreements prior to taking any action on reductions of staff.

b. At five percent or more of the homes of the students enrolled at the school where a teacher is assigned or, if the teacher is not assigned to a school, of the homes of the students enrolled in the schools of the district. "Merit" means the measurement of one teacher's ability and effectiveness against the ability and effectiveness of another teacher.

4. "Qualified" means the measurement of the teacher's ability to teach the particular grade level or subject matter in which the teacher is placed after the reduction in force.

5. "Qualified teacher with cultural or linguistic expertise" means a teacher who:

   a. Has more cultural or linguistic expertise than a teacher with more or equal seniority; and
   b. Holds proper licenses or other credentials to fill a remaining position.

6. "Student from a historically underserved background" includes a student who:

   a. Is an English language learner;
   b. Is from a racial or ethnic group that has historically experienced academic disparities, including racial or ethnic groups for which a statewide education plan has been developed under ORS 329.841, 329.843 or 329.845 for students who are black, African-American, American Indian, Alaska Native, Latino or Hispanic;
   c. Is economically disadvantaged; or
   d. Has a disability.

7. "Teacher" has the meaning given that term in ORS 342.120.

Procedures

When determining which teachers will be retained when the district reduces staff, the district shall prioritize seniority, except as follows:

1. A district shall retain a qualified teacher with cultural or linguistic expertise who has less seniority if the release of the less senior teacher would result in a lesser proportion of teachers with cultural or linguistic expertise compared to teachers without cultural or linguistic expertise.

2. If a qualified teacher with cultural or linguistic expertise is retained as described above and the district is determining which teachers to retain who do not have cultural or linguistic expertise, the district shall prioritize:

   a. Seniority[2]; or
   b. Competence or merit in accordance with law.

3. The district may retain a teacher with less seniority than a teacher being released if the district determines that the teacher being retained has more competence or merit than the teacher with more seniority who is being released.

PROPOSED

[2] Seniority shall be calculated from the first day of actual service as teachers with the district, inclusive of approved leaves of absence. In the event there is a tie in calculating seniority, it shall be broken by drawing lots.

The district shall not agree in any collective bargaining agreement to waive the right to consider competence in making decisions about reduction in staff or recall of staff. Retained teachers will be properly licensed and qualified, as defined in Oregon statutes, for the positions they fill.

The district will develop criteria and procedures for identifying in-district languages, verifying teacher language abilities, reviewing teacher pathway programs and determining which teachers teach in schools with 25 percent or more students from a historically underserved population. Procedures and timelines will be communicated to teachers.

Recall

A teacher who was released due to a reduction in staff will be eligible for recall for 27 months after the last date of release, unless waived by a rejection of a specific position. No new teacher shall be hired to any position until all staff who remain on a recall list who are licensed and qualified for the position have been given an opportunity to accept the position.

The district shall notify teachers on the recall list of a position opening by registered letter, return receipt requested, at their last known address. Teachers shall have 7 calendar days from receipt of such notification in which to indicate their acceptance or rejection of the position and an additional 14 days from date of acceptance in which to begin active employment unless otherwise mutually agreed upon.

If the teacher rejects any position offered for which the teacher is licensed and qualified, or the teacher fails to respond within the specified timeline, the teacher shall forfeit all recall rights.

Staff returning to work shall have all previously accrued sick leave and seniority reinstated, but shall not receive benefits for the period of the release.

Teachers will have recall rights for a maximum 27-month period. If they choose, released teachers may maintain their district insurance and health plans by paying their own premiums as prescribed by law, subject to the rules of the insurance carrier.

Teachers affected by a reduction in staff may be placed on the substitute list for any position requested when released. They will be notified for those positions requested before other substitutes are notified.

Corrected 9/21/22; Corrected 2/06/23

PROPOSED

Code: GCPB/GDPB
Adopted: 12/10/08
Readopted: 10/14/10
Orig. Code: GCPB/GDPB

Resignation of Staff

Any district employee who desires to resign ~~his/her~~their position shall submit in writing a letter of resignation indicating the date the employee would like as ~~his/her~~the last day at work. The ~~b~~Board encourages employees to provide advance notice that is appropriate for the position they hold.

The ~~b~~Board authorizes the superintendent or designee to accept an employee's written resignation and to set the effective date. Once the superintendent or designee has accepted and set an effective date, the resignation may not thereafter be withdrawn by the employee.

A licensed staff member who wishes to resign from their position with the district must give a written notice of at least 60 days upon or at the time of resignation. The superintendent is authorized to accept the resignation effective the day it is received and either release the teacher immediately from further teaching or administrative obligations or inform the teacher that they must continue teaching for part or all of the 60-day period.

Where less than a 60-day notice is given, the Board may request the Teacher Standards and Practices Commission to discipline the licensee. Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

~~The superintendent upon learning of an employee's verbal resignation, may accept that as the employee's effective resignation.~~

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 342.545
ORS 342.553
ORS 652.140
OAR 581-022-2405
OAR 584-050-0020

Pierce v. Douglas County Sch. Dist., 297 Or. 363 (1984).

Corrected 9/21/22

Code: GCPD
Adopted:

Discipline and Dismissal of Licensed Staff

The Board will use due process and comply with relevant portions of the collective bargaining agreement when disciplining and/or dismissing employees.

END OF POLICY

Legal Reference(s):

ORS 243.672
ORS 243.706
ORS 243.756
ORS 342.835
ORS 342.865 to -342.910
ORS 342.934
ORS 652.140
OAR 584-020-0040

Corrected 9/21/22

PROPOSED

Code: GCPD-AR
Revised/Reviewed:

Discipline and Dismissal of Licensed Staff

The Board will use due process and comply with relevant portions of the collective bargaining agreement when disciplining and/or dismissing employees.

Discipline

Staff members will be disciplined according to the severity and frequency of the conduct at issue. Discipline may be in the form of verbal reprimand, written reprimand or suspension depending on the circumstances of each case.

1. "Verbal reprimand": The administrator will hold a conference with the employee. The administrator will outline the nature of the problem and listen to any comments from the employee. The administrator will indicate compliance with specified procedures or cessation of certain conduct is required and future consequences if directives are ignored.

2. "Written reprimand": The administrator will hold a conference with the employee. The employee may have a representative present of their choice. The administrator will outline the nature of the problem and listen to any comments from the employee. The administrator will indicate compliance with specified procedures or cessation of certain conduct is required and future consequences if directives are ignored. A "letter of reprimand" shall be written and placed in the employee's personnel file.

3. "Suspension": Employees may be suspended in order to maintain the health and/or safety of other employees and/or students. Employees may also be suspended pending investigation of complaints regarding their job performance or conduct.

Dismissal

1. Probationary Teachers

   a. Contracts of probationary teachers may be nonrenewed for any reason or reasons deemed in good faith sufficient by the Board. Written notice of intended nonrenewal and reason(s) for nonrenewal must be given to the teacher by March 15 or sooner if so specified in a collective bargaining agreement. Written notice must be given prior to Board action on the nonrenewal. The teacher may request a hearing before the Board.
   b. Probationary teachers may be dismissed at any time for any reason or reasons deemed in good faith sufficient by the Board. Written notice of intended dismissal and reason(s) for dismissal must be given to the teacher prior to Board action on the dismissal. The teacher may request a hearing before the Board.
   c. The following procedures apply to hearings before the Board:

(1) The employee shall receive notice of the time, date and place of the hearing;
(2) The hearing shall be in executive session unless the employee has requested an open session;
(3) The employee shall have an opportunity to be present and be represented by anyone of their choice;
(4) The district may be represented by anyone of its choice;
(5) Both parties shall have the opportunity to make opening statements, to call witnesses and to cross-examine the other party's witnesses, to present documentary evidence and to make closing statements;
(6) The Board shall provide a written statement of the reasons for the final action taken (nonrenewal of contract or dismissal); and
(7) The Board may, at its option, designate an individual to preside over and conduct the actual hearing.

2. Contract Teachers

a. Contract teachers may be dismissed or their employment contract nonextended when their job performance or conduct falls within one or more of the broad reasons listed in Oregon Revised Statute (ORS) 342.865: inefficiency, immorality, insubordination, neglect of duty including duties specified by written rules, physical or mental incapacity, conviction of a felony or of a crime involving moral turpitude, inadequate performance, failure to comply with such reasonable requirements as the Board may prescribe to show normal improvement and evidence of professional training and growth, or any cause which constitutes grounds for the revocation of such contract teacher's teaching license.

b. The superintendent and employee shall meet to discuss the superintendent's proposed recommendation to the Board regarding dismissal or contract non-extension. The employee may be accompanied by anyone of their choice.

c. The employee shall be notified if the superintendent intends to recommend dismissal or contract non-extension.

(1) The notice shall contain:

(a) The statutory grounds upon which the superintendent believes such dismissal or non-extension is justified;
(b) A plain and concise statement of the facts relied on to support the statutory grounds for dismissal or non-extension;
(c) A copy of ORS 342.805 to 342.934; and
(d) The day and time of the Board meeting during which the recommendation will be made.

(2) A notice of intended dismissal must be given at least 20 days prior to the time a dismissal recommendation is made to the Board. It must be delivered in person or must be sent by certified mail.
(3) Notice of intended dismissal must be sent to the Board and to the Fair Dismissal Appeals Board.

d. The employee may be present at the Board meeting and be accompanied by anyone of their choice.

PROPOSED

e. The employee shall receive notice of the Board's action and the reasons for such actions. Notice shall be sent by certified mail, return receipt requested, or in the manner provided by law for the service of a summons in a civil action.

3. Illness/Other Circumstances

Sickness or other unavoidable circumstances which prevent the teacher from teaching 20 school days immediately following exhaustion of sick leave accumulated under ORS 332.507 may be sufficient reason for the Board to place the teacher on leave without pay for the remainder of the regular school year. The district may terminate the teacher's employment without penalty on August 1 if the Board determines that the teacher is unable to resume teaching responsibilities at the beginning of the next fall term and the teacher is not on workers' compensation leave or federal or state family illness leave.

4. Wages

Whenever an employee is dismissed or where such employment is terminated by mutual agreement all wages earned and unpaid at the time of discharge or termination shall be payable no later than the end of the first business day after discharge or termination.

Corrected 9/21/22

PROPOSED

Code: GCQ/GDQ
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GCQ

~~Professional Contracts~~Notice of Renewal/Nonrenewal ~~– Administrative and Licensed Staff~~or Continued Employment

Administrative and Licensed Staff

The district shall follow all procedural requirements of state law and relevant collective bargaining agreements in the renewal or nonrenewal of all employed teachers and administrators ~~contracts~~ who are not contract teachers as defined in ORS 342.815, and in accordance with ORS 342.513. These procedures include, but may not be limited to, legal timelines, appropriate status of individual employees (e.g., probationary status or contract status) and specific renewal or nonrenewal of individual contracts.

Classified School Employees

The Board shall give individual notices by May 30 to all employees for whom a teaching or administrative license is not required as a basis for employment.

The notices shall address reasonable assurance of continued employment as covered in the Oregon Revised Statutes and Oregon Administrative Rules.

END OF POLICY

Legal Reference(s):

ORS 243.672
ORS 243.706
ORS 243.756
ORS 342.513
ORS 342.549
ORS 342.815
ORS 342.835 – 342.845
ORS 342.865 - 342. 910
ORS 342.934
ORS 652.140
OAR 584-020-0040

Corrected 9/21/22

Code: GCQA/GDQA
Adopted:

Nonschool Employment

All employees are expected to accomplish those tasks required by the district.

Employees must avoid outside employment that interferes with the performance of their responsibilities and the maintenance of productive relationships with students, parents and other staff members. If outside employment interferes with job performance, the employee will be required to make a choice between district employment and outside employment.

No child care or other similar activity for which a district employee receives a fee will be allowed in a district-owned building on school time or while on duty.

END OF POLICY

Legal Reference(s):

ORS 332.107

Corrected 9/21/22

PROPOSED

Code: GCQAB
Adopted: 1/04/07
Readopted: 10/14/10
Orig. Code: GCQAB

Private Tutoring for Pay

No private tutoring for which a teacher receives a fee will be allowed in a school building on school time. District facilities, materials or equipment may not be used.

Generally it is expected that teachers will not receive reimbursement for tutoring or other private instruction of students enrolled in their classes except when a student is confined at home and home tutoring has been approved by the superintendent.

The use of school buildings for private instruction or tutoring for a fee is expressly prohibited except where authorized by the ~~board~~district, consistent with ORS Chapter 244. All employees are subject to the district ~~ethic b~~Board policy GBC – Staff Ethics.

END OF POLICY

Legal Reference(s):

ORS 244.010 ORS 332.505

Corrected 9/21/22

Code: GCQB
Adopted:

Research

Employees are encouraged to participate in research for the development and improvement of education. If an employee plans to engage in a research project during the workday or use district resources or students, either for study toward advanced work or for use in classroom instruction, approval must be secured from the superintendent. If the study results in material which would be useful to other employees, it is recommended that it be made available for distribution throughout the district. For the protection of all concerned, privacy rights of students or other individuals involved in research projects must be protected.

Research which is conducted by or for a nondistrict employee must be approved by the superintendent or designee.

Classroom-based research approved by the principal is not subject to this policy in regard to action-based research or professional learning community based research.

Research publications, articles, materials, models and other items produced by district personnel for district use with district time, money and facilities as part of an employee's job responsibilities remain the property of the district.

END OF POLICY

Legal Reference(s):

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2016).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2016).

Corrected 9/21/22; Corrected 10/17/22

Code: GCQB-AR(1)
Reviewed/Reviewed:

Research

The Reynolds School District (RSD) is a learning organization. Leading with equity to educate and support all students to graduate is the core of our mission. As such, we encourage participation in research for the development and improvement of education.

Criteria for Approval of Research

1. Research projects may be approved in compliance with Board policy GCQB - Research and any procedures outlined in applicable accompanying administrative regulation.

2. Research projects must have a potential impact to student achievement or meet the objectives and mission of the district.

Guidelines for District Employee or Student Project Research Requests

1. Staff or students must receive written approval from the superintendent or designee prior to engaging in research projects during the workday, using school resources or students, either for study toward advanced work or for use in classroom instruction. Classroom-based study, such as action research or the work of a professional learning community, approved by the principal is not subject to this policy.

2. All research must safeguard the confidentiality of all respondents, including individual students, staff members, schools and the district in order to avoid potential Family Educational Rights and Privacy Act (FERPA) violations.

3. Every effort will be made to approve reasonable research projects proposed by district staff and/or students.

4. Staff and/or students shall not use the district's name without prior written approval from the superintendent or designee when describing district activities or programs or to add authenticity to an authorship.

5. If the study results in material which would be useful to others in the district, these results should be made available for distribution throughout the district.

6. Research publications, articles, materials, models and other items produced by district personnel for district use with district time, money and facilities as part of an employee's job responsibilities remain the property of the district.

See GCQB-AR(2) – Submitting Research Requests – District Employees or Students for additional requirements.

Guidelines for Non-District Employee Research Requests

Due to the number of research proposals received and, because it is the mission of the district to educate students rather than to conduct research; not all research proposals will be approved. In the event that the Research Review Committee approves a proposal, it is still the prerogative of district staff and administrators to choose not to participate.

All written research proposals must:

1. Be accompanied by the Agreement for the Conduct of Research;

2. Be submitted to the director of assessment and systems improvement (DASI) prior to the researcher's contact with schools;

3. Have the potential to positively impact student achievement; and

4. Meet the objectives and mission of the district.

See GCQB-AR(3) – Submitting Research Requests – Non-District Employees for additional requirements.

Agreement for the Conduct of Research
with Reynolds School District

All proposals for permission to conduct research by researchers external to the district, or by district students or staff, or for district participation in test development, will be reviewed. All proposals must include the items listed in the applicable accompanying administrative regulation and submitted to the following address:

Director of Assessment and Systems Improvement
Reynolds School District
1204 NE 201st Ave
Fairview, OR 97024-2499

If the proposal is approved, the researcher will work with the director of assessment and systems improvement (DASI) to obtain the necessary cooperation from departments, schools and subjects. The researcher will not contact outside agencies on behalf of the district without prior written district approval.

Should researchers desire to make changes after the commencement of the approved research, they must receive prior approval from the Research Review Committee or superintendent or designee for all revisions to the initial proposal. Any deviation from the proposal will constitute grounds for withdrawal of permission to conduct the research.

Complaints from parents, research subjects or district staff about the conduct of the research will be investigated and could lead to retraction of permission to continue research.

All research must safeguard the confidentiality of all respondents, including individual students, staff members, schools, and the district. The district specifically prohibits publication of any report or documentation mentioning the district, specific schools, or research subjects without prior review and written approval of the report or documentation by the director of assessment and systems improvement or superintendent or designee.

I have read and agree to comply with the above guidelines.

Researcher Signature	Date	DASI Signature	Date

Corrected 12/13/22

Code: GCQB-AR(2)
Reviewed/Reviewed:

Submitting Research Requests – District Employees or Students

Please submit the following via email to director of assessment and systems improvement.

1. Research project rationale and logistics:

    a. Scope and significance of the study;
    b. Logistics and timeline of the study, including proposed start and end dates;
    c. The overall research design;
    d. All surveyor assessment instruments, protocols, and the informed consent form(s)for the study; and
    e. Procedures for data confidentiality and disposal of data after analysis.

2. Signed "Agreement for the Conduct of Research" form.

3. Additional letters of support may be included but are not required.

Evaluating Research Requests for District Employees and/or Students

The Research Review Committee meets monthly to review applications. Proposals must be submitted at least six weeks in advance of the beginning of the research project. A letter of approval or rejection will be sent once the Research Review Committee has made its determination. Individuals who receive a letter of rejection are welcome to reapply.

Priority is given to research that:

1. Aligns with the mission and vision of the Reynolds School District.

2. Provide maximal educational benefit to our students.

3. Causes minimal disruption to the educational environment.

4. Requires minimal time investment of students and staff.

5. Avoids potential Family Educational Rights and Privacy Act (FERPA) violations in regard to the confidentiality of all respondents and corresponding data.

Agreement for the Conduct of Research

1. All proposals for permission to conduct research by district students and/or staff will be reviewed. All proposals must include the items listed in administrative regulation GCQB-AR(1) - Research and submitted to the director of assessment and systems improvement (DASI) via email or mailed to the Reynolds School District office 1204 NE 201st Ave Fairview, Oregon 97024-2499, Attn: Director of Assessment and Systems Improvement.

2. If the proposal is approved, the researcher will work with the RSD Research Review Committee to obtain the necessary cooperation from departments, schools and subjects.

3. The researcher will not contact outside agencies on behalf of the district without prior written district approval.

4. Should researchers desire to make changes after the commencement of the approved research, they must receive prior approval from the Research Review Committee for all revisions to the initial proposal. Any deviation from the proposal will constitute grounds for withdrawal of permission to conduct the research.

5. Complaints from parents, research subjects or district staff about the conduct of the research will be investigated and could lead to retraction of permission to continue research.

6. All research must safeguard the confidentiality of all respondents, including individual students, staff members, schools, and the district. A copy of all collected data must be submitted upon request.

7. A criminal background check is required for all researchers (who are not RSD employees or RSD students) conducting research on school grounds and/or having contact with RSD students. Requirements can be found on the district website.

8. The district specifically prohibits publication of any report or documentation mentioning the district, specific schools, or research subjects without prior review and written approval of the report or documentation by the Research Review Committee.

9. A final report of the research and findings must be submitted to the DASI.

I have read and agree to comply with the above guidelines.

Researcher	Date	Academic Advisor (for students)	Date

Corrected 12/13/22

Code: GCQB-AR(3)
Reviewed/Reviewed:

Submitting Research Requests – Non-District Employees

Please submit the following via email to the director of assessment and systems improvement.

1. Research project rationale and logistics:

    a. Scope and significance of the study;
    b. Logistics and timeline of the study, including proposed start and end dates;
    c. The overall research design;
    d. All surveyor assessment instruments, protocols, and the informed consent form(s)for the study; and
    e. Procedures for data confidentiality and disposal of data after analysis.

2. Copy of Institutional Review Board (IRB) approval. Please include a copy of the full application that was submitted to the IRB.

3. Signed "Agreement for the Conduct of Research" form.

4. Additional letters of support may be included but are not required.

Evaluating Research Requests for Non-District Employees

The Research Review Committee meets monthly to review applications. Proposals must be submitted at least six weeks in advance of the beginning of the research project. A letter of approval or rejection will be sent once the Research Review Committee has made its determination. Individuals who receive a letter of rejection are welcome to reapply.

Priority is given to research that:

1. Aligns with the mission and vision of the Reynolds School District.

2. Provide maximal educational benefit to our students.

3. Causes minimal disruption to the educational environment.

4. Requires minimal time investment of students and staff.

5. Avoids potential Family Educational Rights and Privacy Act (FERPA) violations in regard to the confidentiality of all respondents and corresponding data.

Agreement for the Conduct of Research

1. All proposals for permission to conduct research by district students and/or staff will be reviewed. All proposals must include the items listed in administrative regulation GCQB-AR(1) - Research and submitted to the director of assessment and systems improvement (DASI) via email or mailed to the Reynolds School District office 1204 NE 201st Ave Fairview, Oregon 97024-2499, Attn: Director of Assessment and Systems Improvement.

2. If the proposal is approved, the researcher will work with the RSD Research Review Committee to obtain the necessary cooperation from departments, schools and subjects.

3. The researcher will not contact outside agencies on behalf of the district without prior written district approval.

4. Should researchers desire to make changes after the commencement of the approved research, they must receive prior approval from the RSD Research Review Committee for all revisions to the initial proposal. Any deviation from the proposal will constitute grounds for withdrawal of permission to conduct the research.

5. Complaints from parents, research subjects or district staff about the conduct of the research will be investigated and could lead to retraction of permission to continue research.

6. All research must safeguard the confidentiality of all respondents, including individual students, staff members, schools, and the district. A copy of all collected data must be submitted upon request.

7. A criminal background check is required for all researchers (who are not RSD employees or RSD students) conducting research on school grounds and/or having contact with RSD students. Requirements can be found on the district website.

8. The district specifically prohibits publication of any report or documentation mentioning the district, specific schools, or research subjects without prior review and written approval of the report or documentation by the RSD Research Review Committee.

9. A final report of the research and findings must be submitted to the DASI.

I have read and agree to comply with the above guidelines.

Researcher	Date	Academic Advisor (for students)	Date

Corrected 12/13/22

Code: GCQBA
Adopted:

Copyrights and Patents

The Board asserts the district's proprietary rights to publications, instructional materials and other devices prepared by district employees during their paid work time. The Board also recognizes the importance of encouraging its professional staff to engage in professional writing, research and other creative endeavors. Publications, articles, materials, models and other items produced by district personnel for district use with district time, money and facilities as part of an employee's job responsibilities remain the property of the district.

The district will apply for copyrights and patents when deemed appropriate by the superintendent. Employees will be expected to cooperate in the district's efforts.

In the event that an employee produces items described above partly on their own time and partly on district time, the district reserves the right to claim full ownership. The employee may petition the district for assignment of copyright or patent rights. Employees will not attempt to copyright or patent such items without the knowledge and consent of the superintendent or designee.

END OF POLICY

Legal Reference(s):

ORS 332.745

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2016).
Patents, 35 U.S.C. §§ 1-376 (2012).

Corrected 9/21/22

PROPOSED

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

To: Board of Directors

From: Frank Caropelo, Superintendent

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Section G (Personnel) – First Reading**

Policy: Adoption and Revision of Policies – BFC

Date: April 26, 2023

Action ☒
Report ☐

Connection to School Board Core Beliefs and Commitments

☐ Safety ☐ Equity ☐ Instructional Practice ☒ Organizational Culture

Strategic Plan Goal Topic 1: Marginalized Students
In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations, and elicit and honor all voices.

Summary:
The Board reviewed Section G policies at the April Work Session for a first reading. The policy section returns to the Board for action at this second reading.

A few policies have been updated since the Work Session on April 12:

Policy GBG: Staff Participation in Political Activities

- Original Text: "No employee will use district facilities, equipment or supplies in connection with their political activities, nor will they use any time during the work day for such political activities."
- Update: "No employee will use district facilities, equipment or supplies in connection with their political activities, nor will they use any time during the work day (other than duty free lunch) for such political activities."

Information on FMLA can be found in policies GCBDA/GDBDA, GCBDA/GDBDA-AR(1), and GCBDA/GDBDA-AR(2).

GCAB and GCBC are on hold while we gather more information.

Previous Board Action:
The Board is responsible for approving all policies.

Background:
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.

Financial Implications:
Not Applicable.

Alternatives:
Not Applicable.

Staff Recommendation:
Not Applicable.

Motion:

A. Motion Made by Board Member:
    a. I move that the Board approve all policies in section G with the exception of GCAB and GCBC.
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: Wade Bakley, Chief of Staff

Prepared by: Hank Bauer, Administrative Analyst

Subject: **McMenamins Parking Lease Agreement**

Policy: Personal Services Contracts – DJCA

Date: April 26, 2023

Action ☒
Report ☐

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:
Parking Lease Agreement between McMenamins Edgefield and Reynolds School District for additional parking during event season (May – October).

Previous Board Action:
Not Applicable

Background:
McMenamins Edgefield uses Reynolds School District property for event season parking. The agreement would be from January 2023 to December 31, 2027.

Financial Implications:
McMenamins will pay Reynolds School District $2,500 a month during event season for use of the area for parking. The annual base rent shall be increased by 10 percent (10%) over the prior year's annual base rent.

Alternatives:
McMenamins Edgefield wouldn't have access to the additional parking space during event season.

Staff Recommendation:
Staff recommends that the Board approves the Parking Lease Agreement with McMenamins.

Motion:

A. Motion Made by Board Member:
    a. I move that the Board approve the parking lease agreement with McMenamins.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

COMMERCIAL LEASE

THIS COMMERCIAL LEASE ("Lease") is entered into on November ___, 2022, by and between the following parties:

LANDLORD: **Reynolds School District, No 7.**
1204 NE 201st Avenue
Fairview, OR 97024-2499

and

TENANT: **McMenamins, Inc.**, an Oregon corporation

RECITALS:

A. Landlord owns fee title to the vacant real estate to the east of McMenamins Edgefield complex, more particularly described as the West one-half of the Southeast quarter of the Northwest quarter of the Section 35, Township 1, North Range 3 East, Willamette Meridian, Multnomah County, Oregon and owns a parking lot to the west McMenamins Edgefield complex located on real estate described as Lots 3, 5, and 7, Edgefield District, City of Troutdale, Multnomah County, Oregon. Tenant wishes to lease the portions of Landlord's real property depicted on attached **Exhibit 1** (the "Property") from Landlord, and Landlord wishes to lease the Property to Tenant.

B. The Parties now wish to enter into a lease pursuant to the terms below.

NOW, THEREFORE, effective upon the Commencement Date (as defined below), the parties agree to following terms and conditions:

AGREEMENT:

1. **Incorporation of Recitals**. The recitals listed above are hereby incorporated by reference.

2. **Lease of Property to Tenant; Lease Term; Possession**

2.1 **Lease of Property to Tenant**. Landlord hereby leases the Property to Tenant, and Tenant leases the Property from Landlord, for the term, at the rental, and upon all of the conditions set forth in this Lease.

2.2 **Term of Lease**. The Lease shall be for a term of 5 years, commencing on January 1, 2023 (the "Commencement Date") and ending on December 31, 2027, unless sooner terminated or extended as provided in this Lease (the "Term"). Notwithstanding anything this Lease to the contrary, during the Term, Tenant's right to occupy the Property, and Tenant's obligations under this Lease with respect to the Property, including, without limitation, Tenant's obligation to pay rent, shall be applicable only from May 1st through October 31st ("Event

Season") each calendar year. The parties agree that the existing fence posts installed in Area B as depicted on attached **Exhibit 1** may remain in place at the end of each Event Season and Tenant shall not be obligated to remove such fence posts.

2.3 **Delivery of Possession and Commencement**. Tenant previously occupied the Property under a year-to-year tenancy pursuant to an oral lease with Landlord (the "Oral Lease"). Rent under the Oral Lease was payable on an annual basis in arrears, and Tenant acknowledges and agrees that Tenant shall cause rent due under the Oral Lease for calendar year 2022 prior to February 1, 2023, to be paid to Landlord in accordance with past practices under the Oral Lease. Except for Tenant's foregoing obligation to pay rent for calendar year 2022, Landlord and Tenant acknowledge and agree that the Oral Lease is of no further force or effect and is superseded in its entirety by this Lease.

2.4 **Property Leased "As Is".** Except as otherwise expressly set forth in this Lease, the Property is leased to Tenant in its "*As Is*" condition, subject to any and all patent and latent defects and faults, without reliance upon any representation by Landlord as to the condition or suitability of Property for any intended use or purpose by Tenant without any representation or warranty by Landlord as to its compliance with applicable Legal Requirements (as defined below) or other matters, and Tenant further acknowledges that Tenant will be relying solely on its own skill, judgment and discretion in deciding whether to lease the Property.

3. Rental

3.1 **Monthly Base Rent (Initial Term)**. Tenant shall pay to Landlord as rent for the Property the sum of $2,500.00 per month of Event Season (the "rent" or sometimes referred to as the "base rent"), which shall commence as of May 1, 2023, and be due on the first day of each month thereafter during each Event Season of the Term.

3.2 **Rent Adjustment**. Effective May 1, 2024, and continuing on the first day of each Event Season thereafter, the annual Base Rent shall be increased by 10 percent (10%) over the prior year's annual Base Rent. Thus, monthly Base Rent due on May 1, 2024 and each month thereafter through October 31, 2024 shall be $2,750.00; and so on.

3.3 **Late Charges**. In the event that Tenant pays the rent over ten (10) days late, then Landlord shall be entitled to receive a late fee in the amount five percent (5%) of the portion of the rent which was late that month. Any amount of rent which remains due and unpaid for more than thirty (30) days and all unpaid late fees shall bear interest at the rate of twelve percent (12%) per annum. Nothing herein shall be construed as a waiver of any of Landlord's rights or remedies for Tenant's default.

4. Use of Property

4.1 **Permitted Use**. Tenant shall use the Property primarily for parking for events and for no other purpose (including no overnight camping). Area A as depicted on attached **Exhibit 1** is to be used as event staff parking only and Area B as depicted on attached **Exhibit 1** is to be used for event-related parking and storage of Tenant's personal property. At all times, Tenant shall use the Property in accordance with all applicable Legal Requirements (as defined

below). If Tenant proposes to change the use of the Property, Tenant will not do so without first obtaining the prior consent of Landlord to such change in use. Consent may be withheld in Landlord's sole discretion.

4.2 **Compliance with Legal Requirements**. In connection with its use, Tenant shall keep and maintain the Property in compliance with all applicable laws, rules, regulations and ordinances of all federal, state, county, municipal and other public authorities having or claiming jurisdiction, and other recorded covenants, conditions and restrictions affecting the Property (collectively, the "Legal Requirements").

4.3 **Hazardous Substances**. Tenant as to the Property, during the Term, shall not allow or permit any Hazardous Substances to be generated, released, used, stored or deposited on or in the Property or adjoining property, except in the ordinary course of maintaining and operating such property and in strict compliance with applicable Environmental Laws (as defined below). Landlord shall not allow or permit any Hazardous Substances to be generated, released, used, stored or deposited on or in the Property or adjoining property, except in the ordinary course of performing Landlord's maintenance and other obligations under this Lease, in strict compliance with applicable Environmental Laws (as defined below).

The term "hazardous substances" is used in its very broadest sense, and refers to materials which because of their quantity, concentration, or physical, chemical, or infectious characteristics may cause or pose a present or potential hazard to human health or the environment when improperly handled, treated, stored, transported, disposed of, or otherwise managed. The term shall include, but is not limited to, all hazardous substances, hazardous materials and hazardous wastes listed by the U.S. Environmental Protection Agency and the state in which the Property is located under the Comprehensive Environmental Response, Compensation and Liability Act (CERCLA), the Resource Conservation and Recovery Act (RCRA), the Toxic Substances Control Act (TSCA), and the Federal Water Pollution Control Act (FWPCA), the Emergency Planning and Community Right-to-Know Act (EPCRA), the Clean Air Act (CAA) and any and all other federal, state and local statutes or ordinances applicable to the protection of human health or the environment (the "Environmental Laws"). The parties may use, store, handle, treat, transport, dispose of, or otherwise manage products such as landscape fertilizer, cleaning and other products and materials that are used, stored, handled, treated, transported, disposed of, or otherwise managed by one of the parties in ordinary quantities and as customarily used by a similar landlord or tenant, as the case may be, in the cleaning, maintenance and operation of overflow parking (the "Permitted Products"), provided that such party will in any event cause any Permitted Products to be used, stored, handled, treated, transported, disposed of, or otherwise managed in accordance with all applicable Environmental Laws.

4.4 **ADA Law Compliance**. Landlord and Tenant acknowledge that the provisions of the Americans with Disabilities Act (the "ADA") allow allocation of responsibility for compliance with the terms and conditions of the ADA in this Lease. Responsibility for compliance with the ADA is allocated as set forth in this Section. To the extent applicable, Tenant is responsible for compliance with the applicable provisions of the ADA with respect to Tenant's use of the Property and all improvements within the Property made by Tenant.

4.5 Tenant will indemnify, defend and hold harmless Landlord and its respective partners, directors, officers, agents, and employees from and against any and all claims to the extent arising from or in connection with the violation of Laws including but not limited to the ADA and Environmental Laws, occurring in, at, or about the Property due to the acts or omissions of Tenant or its partners, directors, officers, members, managers, agents, and employees, together with all costs, expenses, and liabilities incurred or in connection with each such claim, action, proceeding, or appeal, including, without limitation, all attorney fees and expenses. Landlord will indemnify, defend and hold harmless Tenant and its partners, directors, officers, members, managers, agents, and employees from and against any and all claims to the extent arising from or in connection with the violation of Laws, including but not limited to the ADA and Environmental Laws, occurring in, at, or on the Property, due to the acts or omissions of Landlord or its partners, directors, officers, members, managers, agents, and employees, together with all costs, expenses, and liabilities incurred or in connection with each such claim, action, proceeding, or appeal, including, without limitation, all attorney fees and expenses.

5. **Maintenance; Taxes; Utilities**

5.1 **Tenant Maintenance**. Tenant shall at all times during each Event Season of the Term of the Lease at Tenant's sole cost and expense, keep the following items in the Leased Premises in good order, condition, well maintained, mowed and in good repair:

5.1.1 All of Tenant's Property (as defined in Section 11.2 herein);

5.1.2 Any damage caused by Tenant's act or omission;

5.1.3 All pest control maintenance and actions on the Property;

5.1.4 Any and all tenant improvements; and

5.1.5 All other repairs to the Leased Premises.

5.2 **Landlord Maintenance**. Landlord is not responsible for maintenance or repair to any aspect of the Property during any Event Season of the Term.

5.3 **Taxes and Assessments**. Tenant shall be responsible for and shall pay for any taxes assessed against the personal property owned by Tenant which is located on the Property.

5.4 **Tenant's Election to Contest**. Tenant may withhold payment of any tax or assessment on Tenant's personal property which is located on the Property if a good faith dispute exists as to the obligation to pay, so long as Landlord's property interest in the Property is not jeopardized.

5.5 **Utilities**. Landlord and Tenant acknowledge and agree that there are no utilities serving the Property.

6. **Liens and Indemnification**

6.1 **Liens**.

6.1.1 Tenant shall pay (or caused to be paid) as due all claims for work done on or for services rendered or material furnished to the Property at Tenant's request and pursuant to work ordered or contracted by Tenant, and shall keep the Property free from any such liens which could result in foreclosure of Landlord's or Tenant's interest in the Property, except for work ordered by Tenant and payable by Landlord as provided in Section 6.1.2 below and except for financing by Tenant on its leasehold estate (which will bind Tenant's interest but not constitute a lien against Landlord's fee title). If Tenant fails to pay such claim or to discharge such a lien, Landlord may elect (in its discretion) to do so after at least ten (10) days' written notice to Tenant of Landlord's intention to do so, and in that event, Landlord may collect back from Tenant the amount so paid, as additional rent. Amounts paid by Landlord shall bear interest and be repaid by Tenant as provided in paragraph 14.5 ("Cure of Tenant's Default") below. Such payment by Landlord shall not constitute a waiver of any right or remedy Landlord may have because of Tenant's default.

6.1.2 Landlord shall pay (or caused to be paid) as due all claims for work done on or for services rendered or material furnished to the Property and ordered or contracted by Landlord or ordered or contracted by Tenant pursuant to a request by Landlord.

6.2 **Indemnification**. Tenant (the "Indemnitor") shall indemnify the Landlord (the "Indemnitee") from any loss, liability, claim of liability or expense (including reasonable attorneys' fees and litigation expenses) to the extent arising out of or related to Tenant's use of the Property which is arising out of or related to (i) any violation of law by the Indemnitor or its owners, agents, independent contractors, invitees, and employees (the "Covered Persons"), (ii) for any loss, injury or damage to Tenant or to any other person, or to its or their property, caused upon or about the Property during Event Season, irrespective of the cause of such injury, damage or loss except to the extent caused by or resulting from the negligence or intentional torts of Landlord, or (iii) any negligent action or inaction of the Indemnitor or its Covered Persons. Further, Landlord shall not be liable: (i) for any damage caused by other persons in, upon or about the Property, or caused by operations in construction of any work on the Property; or (ii) in any event for consequential damages, including lost profits of Tenant or any person claiming through or under Tenant. The provisions of this section shall survive the expiration or earlier termination of this Lease.

6.3 **Disclaimer of Landlord's Responsibilities**. Except as provided for in this Lease, Landlord shall not under any circumstances be liable to pay for any work, labor or services rendered or materials furnished to or for the account of Tenant, and no construction lien or other lien for such work, labor or services or material furnished shall attach to or affect the reversionary interest of Landlord in any building(s) or any construction, alteration, repair, or improvement erected or made by Tenant on the Property. Nothing contained in this Lease shall be deemed or construed in any way as constituting the request or consent of Landlord, either express or implied, to any contractor, subcontractor, laborer or materialman for the performance of any labor or the furnishing of any materials for any specific construction, alteration, repair or improvement to or on the Property or any part thereof, nor as giving Tenant any right, power or authority to contract for or permit the rendering of any services or the furnishing of any materials on behalf of Landlord that would give rise to the filing of any lien against Landlord's interest in the Property.

7. **Insurance; Restoration of Damage** [BEING REVIEWED BY TENANT'S INSURANCE AGENT]

7.1 **Liability Insurance**. Tenant (as to the Property, during the Term) shall continuously maintain, at its expense, commercial general liability ("CGL") insurance with a combined single limit initially of $2,000,000, or such greater amount approved by the parties as may from time to time customarily be furnished by tenants under comparable leases. Tenant shall name the Landlord as an additional insured, and the liability insurance will otherwise comply with paragraph 7.3 ("Form of Insurance") below.

7.2 **Form of Insurance**. All policies may be part of blanket coverage relating to properties owned or leased by Tenant. Tenant will deliver to Landlord certificates of such insurance coverage prior to or concurrent with Tenant's obtaining possession of the Property and thereafter, as to policy renewals, Tenant will deliver to Landlord certificates of coverage (or other confirmation of arrangements for coverage) within fifteen (15) days prior to the expiration of the term of each such policy. Tenant's insurance shall name Landlord as an additional insured. All of Tenant's insurance shall provide for thirty (30) days' written notice to Landlord prior to cancellation, non-renewal or material modification.

8. **Condemnation**

8.1 If the entire Property is condemned, or if a portion is taken which causes the remainder to be reasonably unusable for the use permitted hereunder, then this Lease shall terminate as of the date upon which possession of the Property is taken by the condemning authority. The net condemnation proceeds shall be divided between Landlord and Tenant in proportion to the value of their respective interests in the Property immediately prior to the taking. If only a portion of the Property is taken and this Lease is not terminated, then (i) Tenant shall use the condemnation proceeds to make necessary repairs and alterations to the Property to permit Tenant to continue its operations thereon, and (ii) the remaining balance, if any, of the condemnation award attributable to the Property shall be divided between Landlord and Tenant in proportion to the value of their respective interests in the Property immediately prior to the taking.

8.2 Tenant will be entitled to retain any award specifically made to Tenant for interruption of business, moving expenses, or the taking of Tenant's improvements, equipment or fixtures. Landlord will be entitled to any award specifically made to Landlord as severance damages for the effect of any taking on any adjoining property owned by Landlord that is not part of the Property under this Lease.

8.3 In the event of condemnation, rent shall be abated during the period of restoration, and shall be reduced for the remainder of the lease Term to the extent and in the same proportion as the reduction in the fair market rental value of the Property. Sale of all or a part of the Property to a purchaser with the power of eminent domain in the face of a threat or the probability of the exercise of the power shall be treated as a taking by condemnation.

9. **Casualty**. If the Property is damaged by fire or other casualty, Landlord shall forthwith repair the same unless this Lease is terminated as permitted herein. Landlord agrees to refund to

Tenant any Rent previously paid for any period of time subsequent to such date of termination. Landlord shall not be required to repair any damage by fire or other cause to the property of Tenant.

10. **Alterations**. Tenant shall not make or suffer to be made any alterations, additions, or improvements in, on, or to the Property, Property, or any part thereof in excess of $5,000 without the prior written consent of Landlord as provided below, which consent may not be unreasonably withheld by Landlord. In the event Landlord consents to the making of any such alterations, additions, or improvements by Tenant, the same shall be made by Tenant, at Tenant's sole cost and expense, in accordance with plans and specifications approved by Landlord, and any contractor or person selected by Tenant to make the same must first be approved in writing by Landlord. Nothing in this Section 10 shall be interpreted or construed as in any way limiting Tenant from repairing, maintaining, or replacing any alterations, additions, or improvements located at the Property as of the Effective Date pursuant to Tenant's obligations under Section 5.1 above, regardless of the cost of such repair, maintenance work, or replacement.

11. **Landlord's and Tenant's Property**

11.1 **Landlord's Property**: All appurtenances attached to or built into the Property at the commencement of or during the term of this Lease, whether or not by or at the expense of Tenant, shall be and remain a part of the Property, shall be deemed the property of Landlord and shall not be removed by Tenant, except as provided herein; provided, that at Landlord's written request, Tenant shall, at its sole expense and upon termination of the Lease, remove those items specified by Landlord, including any or all fixtures, equipment, improvements, appurtenances and other personal property, which are deemed herein the property of Landlord. Tenant's covenant to remove property specified by Landlord shall survive the termination of this Lease.

11.2 **Tenant's Property**: All of Tenant's personal property, and all unattached business and trade fixtures, machinery and equipment, communications equipment and office equipment which are installed on the Property by or for the account of Tenant without expense to Landlord and which can be removed without structural damage to Property and other articles of movable personal property owned by Tenant and located on the Property (herein collectively called "Tenant's Property") shall be and remain the property of Tenant and may be removed by Tenant at any time during the term of this Lease; provided, that if any of Tenant's Property is removed, Tenant shall repair or pay the cost of repairing any damage to the Property resulting from the installation and/or removal thereof, if any.

11.3 **Abandonment**: Any items of Tenant's Property which shall remain in or on the Property after the expiration date of this Lease, or after a period of thirty (30) days following an earlier termination date, at the option of Landlord, may be deemed to have been abandoned, and in such case such items may be retained by Landlord, without accountability, in such manner as Landlord shall determine at Tenant's expense, provided that during such 30-day timeframe, Landlord provides Tenant with reasonable access to the Property to enable Tenant to remove Tenant's Property and comply with Tenant's obligations under this Lease relating to the removal of Tenant's Property from the Property; provided, however, that if Tenant elects to leave Tenant's Property for such a thirty-day period, Tenant shall be treated as a holdover tenant and

shall owe to Landlord rent for such thirty-day period, and such rent shall be at the same rate as was paid by Tenant during the thirty-day period immediately preceding the abandonment.

12. **Transfers by Tenant**

12.1 **Transfers Prohibited Without Consent**. Tenant shall not assign, pledge, hypothecate, encumber or otherwise transfer its leasehold interest and interest in the improvements on the Property without the written consent of Landlord, which consent may be exercised at Landlord's sole discretion.

13. **Events of Default**

The following shall be "**Events of Default**":

13.1 **Unauthorized Transfer**. Tenant's assignment, pledge, sublease, encumbrance or other transfer of Tenant's leasehold interest on the Property without the prior written consent of Landlord.

13.2 **Payment Default**. Failure of Tenant to make any rent or other payment to be made to Landlord under this Lease within ten (10) days of the due date without written notice of nonpayment.

13.3 **Default in Other Covenants**. Failure of Tenant to comply with any other term or condition or fulfill any other obligation of this Lease within thirty (30) days after written notice by Landlord specifying the nature of the default with reasonable particularity. If the default is of such a nature that it cannot be remedied fully within the 30-day period, this requirement shall be satisfied if Tenant begins correction of the default within the thirty (30) day period and thereafter proceeds with reasonable diligence and in good faith to effect the remedy as soon as practicable.

13.4 **Notice of Action to Retake or File Suit.** Prior to taking any action to re-enter or retake possession of the Property, or to sue Tenant for damages for default except for a default stemming from the non-payment of rent, Landlord will provide Tenant with at least ten calendar (10) days' notice of Landlord's intent to pursue the particular remedy or remedies if the default is not cured within such time period. Such notice may be given concurrently with or separately from the notices specified above.

14. **Remedies on Default**

14.1 Upon default, after expiration of notice and cure periods, Landlord may exercise any one or more of the following remedies:

14.2 **Termination.** In the event of a default, the Lease may be terminated at the option of Landlord by written notice to Tenant. Whether or not the Lease is terminated by election of Landlord or otherwise, Landlord shall be entitled to recover damages from Tenant for the default, and Landlord may reenter, take possession of the Property and remove any persons or personal property by legal action or by self-help with the use of reasonable force and without liability for damages and without having accepted a surrender, provided that Landlord's remedy

under this Section is subject to Tenant's rights to recover Tenant's Property in accordance with Section 11.2 above.

14.3 **Re-letting.** Following reentry or abandonment, Landlord may re-let the property and in that connection may make any suitable alterations or refurbish the Property, or both, or change the character or use of the Property, but Landlord shall not be required to re-let for any use or purpose other than that specified in the lease or which Landlord may reasonably consider injurious to the Property or to any tenant that Landlord may reasonably consider objectionable. Landlord may re-let all or part of the Property, alone or in conjunction with other properties for a term longer or shorter than the term of this lease, on any reasonable terms and conditions, including the granting of some rent-free occupancy or other rent concession.

14.4 **Damages for Default**. Landlord may recover all damages caused by the default. Landlord may sue periodically to recover damages as they accrue during the remainder of the lease term without barring a later action for further damages. Landlord may at any time bring an action for accrued damages plus damages for the remaining lease term equal to the difference between the rent specified in this Lease and the reasonable rental value of the Property for the remainder of the term, discounted to the time of judgment at the rate of nine percent (9%) per annum.

14.5 **Cure of Tenant's Default**. Without prejudice to any other remedy for default, Landlord may perform any obligation or make any payment required to cure a default by Tenant. The reasonable cost of performance, including reasonable attorneys' fees and all disbursements, shall immediately be repaid by Tenant upon demand, together with interest from the date of expenditure until fully paid at the rate of twelve percent (12%) per annum, but not in any event at a rate greater than the maximum rate of interest permitted by law.

14.6 **Other Remedies**. Landlord may exercise any other remedy available under applicable law. Landlord may terminate this Lease and take possession of the Property, and Landlord may pursue any other legal remedy for breach of contract, including (without limitation) specific performance, collection of damages, and collection of attorneys' fees and other costs and expenses.

15. General Provisions

15.1 **Modifications**. This Lease may not be modified except by endorsement in writing attached to this Lease, dated and signed by the parties. Neither party shall be bound by any statement of any agent or employee modifying this Lease, except for any person which the party has specifically designated in writing as its representative.

15.2 **Proration of Rent**. If this Lease starts or ends during a rental period, the rent (including taxes and any other charges) shall be prorated as of such date. Upon termination other than for default, prepaid rent shall be refunded, if applicable.

15.3 **Nonwaiver**. Waiver of performance of any provision shall not be a waiver of nor prejudice the party's right otherwise to require performance of the same provision or any other provision.

15.4 **Succession**. Subject to the limitations on transfer of Tenant's interest, this Lease shall bind and inure to the benefit of the parties, their respective heirs, successors, and assigns.

15.5 **Entry by Landlord**. Landlord or its authorized representatives may enter the Property at any time during normal business hours without any restrictions from Tenant, provided that absent an emergency or Landlord fulfilling its obligations, Landlord shall provide at least twenty-four (24) hours written or oral notice of Landlord's intent to enter.

15.6 **Estoppel Certificates**. Within ten (10) days after receipt of written request, each party shall deliver a written statement to the requesting party stating the date to which the rent and other charges have been paid, whether the Lease is unmodified and in full force and effect, and any other matters that may reasonably be requested.

15.7 **Attornment**. For purposes of this Section, the term "Successor Landlord" shall mean any party that succeeds to the rights of Landlord under this Lease whether through foreclosure action or conveyance by deed, or any third party that succeeds to the rights of Landlord under this Lease by virtue of having purchased the Property at a foreclosure sale. The Successor Landlord shall accept Tenant's attornment, assume Landlord's obligations under the Lease and shall not disturb Tenant's quiet possession of the Property. Tenant shall attorn to and recognize such Successor Landlord as Tenant's Landlord under this Lease and shall properly execute and deliver any instrument that such Successor Landlord may reasonably request to evidence such attornment. Upon such attornment this Lease shall continue in full force and effect as a direct Lease between the Successor Landlord and Tenant upon all of the terms, conditions and covenants as are set forth in this Lease and any modifications hereof.

15.8 **Surrender of Property**. Upon the termination of this Lease for any reason whatsoever, Tenant shall promptly vacate the Property and deliver the same to Landlord in as good order and repair as said Property was at the commencement of this Lease, ordinary wear and tear excepted, except that Tenant may remove Tenant's Property consistent with Section 11.2 above. All additions to or alterations of the Property, whether installed by Landlord or by Tenant, excluding Tenant's Property, shall at once become part of the realty and belong to Landlord. Tenant agrees to restore any damage caused by the removal of any property Tenant is entitled to remove pursuant to this section.

15.9 **Removal of Property**. If Tenant shall fail to remove any of Tenant's Property or any other property Tenant owns, of any nature whatsoever, that is located at the Property, or if Tenant fails to remove leasehold improvements that Landlord does not want to retain at the termination of this Lease, or when Landlord has the right of reentry, Landlord may, at Landlord's option, remove and store said property without liability for the loss thereof or damage thereto, such storage to be for the account and at the expense of Tenant, subject to Landlord first notifying Tenant of Landlord's intent to exercise its right to store such property as required under this Lease and applicable law, and further subject to Tenant's rights to recover Tenant's Property as provided in Section 11.2 above. If Tenant does not pay the cost of storing any such property after it has been stored for a period of thirty (30) days or more, Landlord may, at Landlord's option, take possession, sell, or permit to be sold, any or all of such property at public or private sale, in such manner and at such times and places as Landlord in Landlord's sole discretion may deem proper, without notice to Tenant and shall apply the proceeds of such sales: first, to the

cost and expenses of such sale, including reasonable attorneys' fees actually incurred; second, to the payment of the costs or charges for storing any such property; third, to the payment of any other sums of money which may then be or thereafter become due Landlord from Tenant under any of the terms hereof; and fourth, the balance, if any, to Tenant.

15.10 **Notices**. Unless otherwise specifically provided herein, all notices, consents, directions, approvals, instructions, requests and other communications required or permitted by the terms hereof to be given (collectively "Notices") shall be given in writing and effective upon receipt. Notices may be served: by certified or registered mail, postage paid with return receipt requested; by private courier, prepaid; by device capable of transmitting or creating a written record; or personally. Mailed Notices shall be deemed received three (3) business days after mailing, properly addressed. Couriered Notices shall be deemed received when delivered as addressed, or if the addressee refuses delivery, when presented for delivery notwithstanding such refusal. With respect to any notice sent by email or fax the term "receipt" will mean electronic verification that transmission to the recipient was completed, if such transmission occurs during the normal business hours, or otherwise on the next business day after the date of transmission. Personal delivery of Notices shall be effective when accomplished. Unless a party changes its address by giving notice to the other party as provided herein, Notices shall be delivered to the parties at the addresses first set forth above. From time to time any party may designate a new address for purposes of Notices hereunder by Notice to the other party as used in this Lease. The term "business day" means a day, other than Saturday or Sunday and national holidays, on which banking institutions in Portland, Oregon are generally open for business to the public, and "normal business hours" means 9:00 a.m. to 5:00 p.m. on any such business day.

15.11 **Attorneys' Fees**. In the event suit or action is instituted to interpret or enforce the terms of this Lease, the prevailing party shall be entitled to recover from the other party such sum as the court may adjudge reasonable as attorneys' fees at trial, upon appeal and on any petition for review, including in any U.S. bankruptcy court case, in addition to all other sums provided by law.

15.12 **Relationship of Parties**. The relationship of the parties to this Lease is that of landlord and tenant. Landlord is not a partner or joint venturer with Tenant in any respect or for any purpose in the conduct of Tenant's business or otherwise.

15.13 **Applicable Law**. The Property is located in the State of Oregon. The parties agree that the law of such State shall be applicable for purposes of construing and determining the validity of this Lease.

15.14 **Prior Agreements**. This Lease (including all exhibits, incorporated herein) is the entire, final, and complete agreement of the parties with respect to the matters set forth in this Lease, and supersedes and replaces all written and oral agreements previously made or existing by and between the parties or their representatives with respect to such matters.

15.15 **Validity of Provisions**. If any of the provisions contained in this Lease shall be invalid, illegal, or unenforceable in any respect, the validity of the remaining provisions contained in this Lease shall not be affected, and the invalid, illegal or unenforceable provision

shall be modified to the minimum extent necessary to make such provision valid, legal, and enforceable, and such provision shall then be fully enforced as modified.

15.16 **Recording; Quitclaim**. Tenant shall not file or record this Lease without the specific prior written consent of Landlord, but the parties may execute a good and sufficient memorandum of lease for purposes of recording in a form acceptable to Landlord. Upon expiration or earlier termination of this Lease, Tenant shall promptly execute, acknowledge and deliver to Landlord any quitclaim deed or other document required by Landlord or a title company to remove the cloud of this Lease from the Property and to evidence the termination of Tenant's interests in the Property and improvements that will remain on the Property.

15.17 **Merger of Estates**. In the event and at such time as Landlord may own and hold both the landlord's and tenant's interest under this Lease, this Lease will terminate automatically by merger of estates.

15.18 **Authorization of Lease; Email Signatures**. Each party covenants and warrants to the other that the person(s) executing this Lease on behalf of the party is duly authorized to execute and bind the party under this Lease. E-mail transmission of any signed original document, and retransmission of such document, shall be the same as delivery of an original. At the request of either party, the parties shall confirm email transmitted signatures by signing an original document.

15.19 **Brokers**. Neither party has used a real estate broker in connection with this transaction. Each party will defend, indemnify, and hold harmless from any claim, loss, or liability made or imposed by any other party claiming a commission or fee in connection with this transaction and arising out of its own conduct.

15.20 **Section Headings**. The headings to the sections and paragraphs of this Lease are included only for convenience and shall not affect the interpretation of its terms.

15.21 **Joinder in Instruments**. Upon reasonable request from time to time, Landlord shall join with Tenant in any conveyance, dedication, grant of easement or license or other instrument as shall be reasonably necessary or convenient to provide public utility service to the Property or in order to allow development or use of the Property by Tenant. Landlord shall not be required to incur any cost or expense by virtue of the provision of this paragraph.

15.22 **No Third-Party Beneficiaries**. Nothing in this Lease, express or implied, is intended to confer on any person, other than the parties to this Lease, any right or remedy of any nature whatsoever.

15.23 **Exhibits**. All exhibits and attachments to the Lease are hereby incorporated as part of the body of this instrument.

15.24 **Representation of Counsel**: This Lease was prepared by Garrett Hemann Robertson P.C. which represents the Landlord only in this matter. It is not representing Tenant, individually or jointly, in the preparation of this Lease. Tenant acknowledges that it has been advised of these facts and has the right to and is encouraged to seek independent legal counsel of its choosing regarding its rights and obligations under this Lease. Tenant acknowledges its right

to negotiate the terms of this Lease and agree that although this Lease was drafted by attorneys for the Landlord, it shall not be interpreted or construed against any party.

15.25 **Tenant's Termination Right**. Tenant may terminate this Lease at any time during the Term upon 90-days written notice to the Landlord.

15.26 **Landlord's Reserved Parking Rights**. Notwithstanding anything in this Lease to the Contrary, Landlord reserves the right to use the parking area located within Area A as depicted on attached **Exhibit 1** during Event Season on the second and fourth Wednesday of each month in connection with Landlord's school board meetings, or, following reasonable advance notice to Tenant, on such other dates as may be necessary for Landlord's scheduled school board meetings.

[Signature page follows.]

IN WITNESS WHEREOF, the undersigned has caused this Commercial Lease to be duly executed by an officer thereunto duly authorized as of the date and year first above written.

LANDLORD: **Reynolds School District, No. 7**
1204 NE 201st Ave, Fairview, Oregon 97024

By: _____
Frank Caropelo, Superintendent

TENANT: **McMenamins, Inc.**,
an Oregon Corporation

By: _____
Name:
Title:

SCHEDULE 1

Edgefield & Edgefield East Properties
A = Event staff Parking
B= overflow Parking and other McMenamins use
Halsey St
RSD Edgefield Campus
A
McMenamin's Edgefield
B
22 Acres
Reynolds School District

RESOLUTION #2022-2023-019
PROCLAIMING THE CELEBRATION OF NATIONAL ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH

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

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

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

WHEREAS, seven percent (7%) of enrolled students are Asian or Pacific Islanders; and

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

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

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School Board of Directors proclaims May 2023 as Asian American and Pacific Islander Heritage Month. The struggles and achievement of Asian Americans and Pacific Islanders contributed profoundly to the culture and community of the United States. The Reynolds School District affirms the contributions and reaffirms its ongoing commitment to building awareness and an inclusive society.

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

Adopted this 26th day of April 2023.

Signed: Attest:

Chair, Reynolds School Board of Directors

Superintendent of Schools / Clerk

RESOLUTION #2022-2023-020

PROCLAIMING THE CELEBRATION OF TEACHER APPRECIATION WEEK

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

WHEREAS, teachers encounter students of widely differing backgrounds; and

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

WHEREAS, teachers are entrusted with the educational development of all children to reach their full potential; and

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

WHEREAS, teachers fill many roles including but not limited to; listeners, role models, motivators, mentors, leaders, and advocates; and

WHEREAS, the importance and impact of teachers on students is widely acknowledged, and teachers make a difference in the lives of students every day;

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

NOW, THEREFORE, BE IT RESOLVED that the Reynolds School District Board of Directors proclaims May 8-12, 2023, to be **TEACHER APPRECIATION WEEK**; and

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

Adopted this 26th day of April 2023.

Signed: Attest:

Chair, Reynolds School Board of Directors

Superintendent of Schools / Clerk

RESOLUTION #2022-2023-021

RESOLUTION PROCLAIMING THE CELEBRATION OF SCHOOL LUNCH HERO DAY FRIDAY, MAY 5, 2023 REYNOLDS SCHOOL DISTRICT

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

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

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

WHEREAS, the men and women who prepare and serve school meals help nurture our children through their daily interaction and support; and

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

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

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

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

BE IT FURTHER RESOLVED, that the Superintendent and Board of Education do express appreciation to all School Nutrition professionals and commend their good work on behalf of the District's children.

Adopted this 26th day of April 2023.

Signed: Attest:

Chair, Reynolds School Board of Directors

Superintendent of Schools / Clerk

RESOLUTION # 2022-2023-022

RESOLUTION PROCLAIMING THE CELEBRATION OF NATIONAL SCHOOL NURSE WEEK IN REYNOLDS SCHOOL DISTRICT

WHEREAS, students are the future and, by investing in them today, we are ensuring our world for tomorrow; and

WHEREAS, families deserve to feel confident that their children will be cared for when they are at school; and

WHEREAS, all students have a right to have their physical and mental health needs safely met while in the school setting; and

WHEREAS, students today face more complex and life-threatening health problems requiring care in school; and

WHEREAS, school nurses have served a critical role in improving public health and in ensuring student's academic success for more than 120 years; and

WHEREAS, Reynolds School District contracts with Multnomah Education Service District (MESD) to have 11 School Nurses cover all 17 schools in the district; and

WHEREAS, school nurses address the home and community factors (e.g. social determinants) that impact students' health; and

WHEREAS, school nurses are professional nurses that advance the well-being, academic success, and life-long achievements of all students by serving on the frontlines and providing a critical safety net for our nation's most fragile children; and

WHEREAS, school nurses act as a liaison to the school community, families, and healthcare providers on behalf of children's health by promoting wellness and improving health outcomes for our nation's children; and

WHEREAS, school nurses support the health and educational success of children and youth by providing access to care when children's cognitive development is at its peak; and

WHEREAS, school nurses are members of school-based teams (e.g. school health services, 504/IEP, disaster/emergency planning) providing care coordination to address the school population; and

WHEREAS, school nurses understand the link between health and learning and are in a position to make a positive difference for children every day; and

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

BE IT FURTHER RESOLVED, The Superintendent or his designee shall celebrate National School Nurse Week from May 6-12, 2023.

Adopted this 26th day of April 2023.

Signed:	Attest:
Chair, Reynolds School Board of Directors	Superintendent of Schools / Clerk

RESOLUTION # 2022-2023-023

RESOLUTION PROCLAIMING THE CELEBRATION OF JEWISH AMERICAN HERITAGE MONTH IN REYNOLDS SCHOOL DISTRICT

WHEREAS, May is Jewish American Heritage Month, a month that provides an opportunity for all people to appreciate the achievements and contributions of Jewish Americans throughout history, and

WHEREAS, in 1980 President Jimmy Carter adopted a proclamation annually recognizing Jewish American Heritage Week, and in April 2006, President George W. Bush adopted a proclamation that May would be recognized as Jewish American Heritage Month, and

WHEREAS, Jewish Americans often face unspeakable discrimination and adversity, yet for hundreds of years they have fought heroically in battle, pursued peace, and always persevered; and

WHEREAS, Jewish Americans have made significant contributions to our Nation, our communities, and our schools in the fields of arts, business, education, entertainment, finance, government, law, medicine, politics, science, military service, and philanthropy; and

WHEREAS, this month, we not only celebrate their heritage and express our appreciation for those contributions, but reaffirm our commitment to combating racism and discrimination against Jewish Americans; and

WHEREAS, this month Reynolds School District encourages staff, students, and community members to remember, celebrate, and educate future generations about Jewish Americans and the importance of their role in communities across our Nation.

NOW, THEREFORE, BE IT RESOLVED, the Reynolds School District recognizes May 2023 as Jewish American Heritage Month.

Adopted this 26th day of April 2023.

Signed: Attest:

Chair, Reynolds School 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: Wade Bakley, Chief of Staff

Prepared by: Rehana Nelson, Director of Transportation

Subject: **Board Approval to spend over $500k**

Policy: Student Transportation Services – EEA

Date: April 26, 2023

Action ☒
Report ☐

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:
Approval to spend over $500,000 for specialized transportation for our DHS, Title 9a, and Special Education students that Reynolds School District is unable to provide due to out of district students and staff shortages.

Previous Board Action:
Not Applicable

Background:
Specialized groups, Title 9A, Special Education, and DHS students often require out of district transportation. Staff shortage and increase in these populations have increased our cost exponentially.

Financial Implications:
All costs for these services are subject to 70% reimbursement from the State School Fund.

Alternatives:
Without this authorization, Transportation cannot coordinate the needed services.

Staff Recommendation:
Staff recommends the Board approve authorization to spend over $500,000 to provide these services.

Motion:

A. Motion Made by Board Member:
    a. I move that the Board authorize the expenditure of over $500,000 for specialized transportation services with Assist Services LLC.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

DocuSign Envelope ID: 28A8D8C4-DD9D-476F-BB74-BAF75A28CD3B

RSD#7 Assigned Contract#:
RSD2223.244.1

REYNOLDS SCHOOL DISTRICT #7
PERSONAL/PROFESSIONAL SERVICES AGREEMENT
ADDENDUM

THIS AGREEMENT amends the Personal/Professional contract stated above entered into by and between the Reynolds School District #7 "RSD" and Assist Services LLC "Contractor".

WHEREAS, the parties hereby agree to the following modifications of the Agreement:

1. **Statement of Work**: Contractor agrees to perform the following services for the District (please be specific as to nature and dates of performance and expected time involved) *Attach an exhibit if needed.*
   Specilized transportation for Special Needs, Title 9A and DHS students, that Reynolds School District does not have the drivers for.

Use additional sheet if needed.

2. **Contract Term.** This Contract becomes effective on 07/01/2022. Unless terminated earlier as provided below, this Contract shall continue through 06/30/2023.

3. Contractor shall be compensated in the manner provided in either subsection (a) or (b) below, whichever is completed.
   a. The agreed-upon compensation for the services to be performed under this addendum is $ 493,000.00 to be paid according to the following schedule of payments per monthly invoices
   Use additional sheets if needed.
   b. If services are to be charged at a periodic rate, rate charged and period: $ n/a per n/a .
   What is the total estimated compensation $; Additional description of pay, if applicable .
   Increased original contract $93,000.00, not to exceed $493,000.00 for Specialized transportation for Special Needs, Title 9A and DHS Students

If it appears during the course of this contract that the actual compensation will exceed the estimated amount, the contractor shall notify the RSD Fiscal Department in writing. No payment in excess of the total estimated compensation shall be paid unless the Contractor has notified the Fiscal Office of the increase in time required to complete the services, and received approval of Fiscal Office to perform services up to the newly approved contract time. Except as modified by the changes set forth above, all remaining terms of the Agreement between the District and the Contractor remain the same.

Exhibits. As a condition to receiving the compensation above, the Contractor shall provide, in addition to the services above stated the following additional documents or reports relating to the service performed: *(Check all that apply)*
Exhibit A: Statement of Work ☐ Exhibit B: Contractor's Proposal ☐ Exhibit C: Insurance Requirements ☐
Other ☐ *describe*

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

Reynolds School District #7	**Contractor**	
DocuSigned by: Christopher Ortiz 583B862B78B8473...	DocuSigned by: Jared K Henderson 93FEADDD6F79421...	Jared K Henderson
Superintendent or Authorized Signer	Contractor Signature	Printed Name
1/24/2023	1/17/2023	CEO
Date Signed	Date Signed	Title

RSD Internal Review required for final authorization

DocuSigned by: Rehana Nelson DB28C559084349D... 1/20/2023

Program Director/Date Signed — Site Manager/Date Signed

☒ Account Code for applicable charges 100.2550.0331.041.072.000, 100.2550.0 required for revenue, expense & pass thru funds.

☐ *Background check completed - Required if in direct contact with students*

841

RSD#7 Assigned Contract#:
RSD22223.244.1

REYNOLDS SCHOOL DISTRICT #7
PERSONAL/PROFESSIONAL SERVICES AGREEMENT
ADDENDUM

THIS AGREEMENT amends the Personal/Professional contract stated above entered into by and between the Reynolds School District #7 "RSD" and Assist Services LLC "Contractor".

WHEREAS, the parties hereby agree to the following modifications of the Agreement:

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

   Specilized transportation for Special Neesd, Title 9A and DHS students, that Reynolds School District does not have the drivers for.

Use additional sheet if needed.

2. **Contract Term.** This Contract becomes effective on 07/01/2022. Unless terminated earlier as provided below, this Contract shall continue through 06/30/2023.

3. Contractor shall be compensated in the manner provided in either subsection (a) or (b) below, whichever is completed.
   a. The agreed-upon compensation for the services to be performed under this addendum is $ 900,000.00 to be paid according to the following schedule of payments per monthly invoices
   Use additional sheets if needed.
   b. If services are to be charged at a periodic rate, rate charged and period: $ n/a per n/a .
   What is the total estimated compensation $; Additional description of pay, if applicable .

   Increased original contract and 01.24.2023 addendum by $700,000.00 for Specialized transportation for Special Needs, Title 9A and DHS students.

If it appears during the course of this contract that the actual compensation will exceed the estimated amount, the contractor shall notify the RSD Fiscal Department in writing. No payment in excess of the total estimated compensation shall be paid unless the Contractor has notified the Fiscal Office of the increase in time required to complete the services, and received approval of Fiscal Office to perform services up to the newly approved contract time. Except as modified by the changes set forth above, all remaining terms of the Agreement between the District and the Contractor remain the same.

Exhibits. As a condition to receiving the compensation above, the Contractor shall provide, in addition to the services above stated the following additional documents or reports relating to the service performed: *(Check all that apply)*
Exhibit A: Statement of Work ☐ Exhibit B: Contractor's Proposal ☐ Exhibit C: Insurance Requirements ☐
Other ☐ *describe*

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

Reynolds School District #7	**Contractor**	
		Jared K Henderson
Superintendent or Authorized Signer	Contractor Signature	Printed Name
		CEO
Date Signed	Date Signed	Title

RSD Internal Review required for final authorization

Program Director/Date Signed

Site Manager/Date Signed

☒ Account Code for applicable charges 100.2550.0331.041.072.000; 100.2550.0 required for revenue, expense & pass thru funds.

☐ *Background check completed - Required if in direct contact with students*

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REYNOLDS SCHOOL DISTRICT #7
PERSONAL/PROFESSIONAL SERVICES AGREEMENT

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

Contractor: Assist Services, LLC

WITNESSETH:

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

a. Company Legal Name Assist Services, LLC

b. Contract Signer Name Jared K Henderson Contract Signer Email jared@assistservicesonline.com

c. Mailing Address 9450 SW Gemini Dr. PMB #63721, Beaverton, OR 97008

d. Telephone Number 503.277.9007

e. Federal Tax ID No. 83.3111108 **Contractor must submit W-9 to RSD's Finance Department*

f. Business Designation (check one) ☐ Individual ☐ Sole proprietorship ☐ Partnership

☐ Corporation ☐ Community College ☒ Other: LLC

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

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

☑ i. Corporation
☐ ii. Tax Exempt Charity under 501(a), or IRS
☐ iii. The United States or any of its agents or instrumentalities
☐ iv. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions
☐ v. A foreign government or any of its political subdivisions
☐ vi. District will deduct taxes from pay, which will occur monthly

f. Does Contractor now have, or have had within the prior year, contracts with other persons or entities to perform services similar to the services being performed hereunder? ☐ Yes ☐ No ☒ N/A

g. Does Contractor have current statutory Worker's Compensation Insurance coverage for all persons performing services under this contract? ☒ Yes ☐ No ☐ N/A

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

3. Contract Term:

This Contract becomes effective on: 07.01.2022

Unless terminated earlier as provided below, this Contract shall continue through: 06.30.2023

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

a. The entire, agreed-upon compensation for the services to be performed under this contract is: $ 400,000.00 NTE
**Use additional sheets if needed.*

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

What is the total estimated compensation? $ _____

Additional description of pay, if applicable:
Not to exceed $400,000.00 for Specialized transportation for Special Needs, Title 9A and DHS students.

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

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

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

☐ Other (please describe): _____

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

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

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

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

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

8. Contractor covenants and warrants to RSD that Contractor is an independent business, has performed such services for others in the past or is now performing such services for others, and is skilled and duly qualified to provide the services required under this Agreement.

9. This provision is required by statute. In addition to applicable federal and state laws, ORS 279B.220 requires that Contractor shall:

    a. Make payment promptly, as due, to all persons supplying to the contractor labor or material for the performance of the work provided for in the contract.
    b. Pay all contributions or amounts due the Industrial Accident Fund from the contractor or subcontractor incurred in the performance of the contract.
    c. Not permit any lien or claim to be filed or prosecuted against the state or a county, school district, municipality, municipal corporation or subdivision thereof on account of any labor or material furnished.
    d. Pay to the Department of Revenue all sums withheld from employees under ORS 316.167.

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

10. Payment for Medical Care: This provision is required by statute. As required by ORS 279B.230 and to the extent any of Contractor's employees are covered by Oregon employment laws, Contractor shall promptly, as due, make payment to any person, co-partnership, association, or corporation, furnishing medical, surgical, and hospital care or other needed care and attention, incident to sickness or injury, to the employees of Contractor, of all sums that Contractor agrees to pay for such services and all moneys and sums that Contractor collected or deducted from the wages of employees under any law, contract, or agreement for the purpose of providing or paying for such service.

11. Non-Appropriation; Adequate Funding: RSD is prohibited from contracting for services for which it has not received appropriated funds. If payment for work under this Contract extends into RSD's next fiscal year, RSD's obligation to pay for such work shall be subject to approval of future Board of Education ("Board") appropriations to fund this Contract. Moreover, continuation of this Contract at specified levels is specifically conditioned on adequate funding under the RSD's budget adopted in June of each year. RSD reserves the right to adjust the level of services provided for in this Contract in accordance with funding levels adopted by the Board. In the event that the RSD is not adequately funded, or funds are cut back, the RSD reserves the right to cancel all, or part of this contract.

12. Contractor shall fully indemnify, defend, and hold RSD harmless from any claims, actions, demands, judgment, losses, or costs (including attorney fees) directly resulting or arising out of any negligent act or omission by Contractor. This also applies when only RSD is the sole defendant in the action or lawsuit.

13. Contractor warrants to RSD that it/he/she has general liability insurance coverage in excess of $2,000,000 per occurrence, $3,000,000 in the annual aggregate for General Liability and Property Damage, and that Contractor shall maintain such insurance during the term of this agreement or for such longer time as RSD may request at the time of execution hereof. If Contractor will have physical or virtual access to any RSD students, Contractor is also required to provide proof of insurance for Sexual Abuse and Molestation coverage at the same levels required above.

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

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

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

14. Contractor acknowledges that RSD is a public entity, and that persons or entities contracting with public entities are subject to certain state or federal law, rules, or regulations. To the extent any state or federal law, rule, or regulation is applicable to this Agreement, it is hereby incorporated by reference as if stated herein. It shall be Contractor's responsibility to become acquainted with the applicable laws, rules, and regulations, and Contractor shall indemnify and defend RSD in the event Contractor fails to comply with any applicable state or federal law, rule, or regulation.

15. Successors in Interest. This Contract shall bind and inure to the benefit of the parties, their successors, and approved assigns, if any.

16. No Third-Party Beneficiaries. RSD and Contractor are the only parties to this Contract and are the only parties entitled to enforce its terms. Nothing in this Contract provides any benefit or right, directly or indirectly, to third parties unless they are individually identified by name in this Contract and expressly described as intended beneficiaries of this Contract.

17. Hours of Labor. This provision is required by statute. As required by ORS 279B.020(5), 279B.235(3), and 279C.540(6), for Contractor's employees subject to Oregon employment laws:
    a. Maximum Hours: Employees shall be paid at least time and a half pay for all time worked in excess of 40 hours in any one week and for work performed on Saturdays, Sundays, New Year's Day (Jan. 1), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (first Monday in September), Thanksgiving Day (fourth Thursday in November), and Christmas Day (December 25).
    b. Exemption: The requirements of Section 15(a) do not apply to individuals who are excluded under ORS 653.010 to 653.261 or under 29 U.S.C. 201 to 209 from receiving overtime.
    c. Notice to Employees: Contractor must give notice in writing to its employees who perform work on this Contract, either at the time of hire or before commencement of work on this Contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work.

18. Time Limitation on Claim for Overtime. This provision is required by statute. For Contractor's employees subject to Oregon employment laws and as required by ORS 279C.545, any worker employed by Contractor shall be foreclosed from the right to collect for any overtime provided in ORS 279C.540 unless a claim for payment is filed with Contractor within 90 days from the completion of this Contract, providing Contractor has: (1) Caused a circular clearly printed in boldfaced 12-point type and containing a copy of this section to be posted in a prominent place alongside the door of the timekeeper's office or in a similar place that is readily available and freely visible to workers employed on the work, and (2) Maintained such circular continuously posted from the inception to the completion of this Contract on which workers are or have been employed.

19. Hazardous Materials. Contractor shall notify RSD before using any products containing hazardous materials to which RSD employees, students, or the general public may be exposed. Products containing hazardous materials are those products defined by Oregon Administrative Rules, Chapter 437. Upon RSD request, Contractor must immediately provide Material Safety Data Sheets to RSD for all materials subject to this provision.

20. Errors. Contractor shall perform any and all additional work necessary to correct errors in the work required under this Contract without undue delays or additional cost to RSD.

21. Access to Records; Contractor Financial Records. Contractor agrees that RSD and its authorized representatives are entitled to review all Contractor books, documents, papers, plans, and records, electronic or otherwise ("Records") directly pertinent to this Contract for the purpose of making audit, examination, excerpts, and transcripts. Contractor shall maintain all Records, fiscal and otherwise, directly relating to this Contract in accordance with generally accepted accounting principles so as to clearly document Contractor's performance. Following final payment and termination of this Contract, Contractor shall retain and keep accessible all Records for a minimum of three years, or such longer period as may be required by law, or until the conclusion of any audit, controversy, or litigation arising out of or related to this

Contract, whichever date is later.

22. Ownership of Work Products. Contractor agrees that any and all goods or services provided by or developed for RSD are intended as "works made for hire" by Contractor for RSD. As a work made for hire, all work products (including intellectual property) created by the Contractor, as part of Contractor's performance under this Contract shall be the exclusive property of the RSD. If any such work products contain Contractor's intellectual property that is or could be protected by federal copyright, patent, or trademark laws, Contractor hereby grants RSD a perpetual, royalty-free, fully-paid, non-exclusive, and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, and use or re-use, in whole or in part, and to authorize others to do so, all such work products. RSD claims no right to any pre-existing work product of Contractor provided to RSD by Contractor in the performance of this Contract, except to copy, use, or re-use any such work product for RSD use only.

23. Work Performed on RSD Property. Contractor shall comply with the following:
    a. Identification: When performing work on RSD property, Contractor shall be in appropriate work attire (or uniform, if applicable) at all times. If Contractor does not have a specific uniform, then Contractor shall provide identification tags and/or any other mechanism the RSD in its sole discretion determines is required to easily identify Contractor. Contractor and its employees shall (i) display on their clothes the above-mentioned identifying information and (ii) carry photo identification and present it to any RSD personnel upon request. If Contractor cannot produce such identification or if the identification is unacceptable to RSD, RSD may provide, at its sole discretion, RSD-produced identification tags to Contractor, with costs to be borne by Contractor.
    b. Sign-in Required: As required by schools and other RSD locations, each that day Contractor's employees are present on RSD property, those employees must sign into the location's main office to receive an in-school identification/visitors tag. Contractor's employees must display this tag on their person at all times while on RSD property.
    c. No Smoking: All RSD properties are tobacco-free zones; Contractor is prohibited from using any tobacco product on RSD property.
    d. No Drugs: All RSD properties are drug-free zones as enforced by local law enforcement.
    e. No Weapons or Firearms: Except as provided by statute and RSD policy, all RSD properties are weapons- and firearms-free zones; Contractor is prohibited from possessing on its persons or in its vehicles any weapons or firearms while on RSD property.

24. Unsupervised Contact with Students. This provision is required by statute. "Unsupervised contact" with students means contact that provides the person opportunity and probability for personal communication or touch with students when not under direct RSD supervision. As required by ORS 326.603, Contractor shall ensure that Contractor, any subcontractors, and their officers, employees, and agents will have no direct, unsupervised contact with students while on RSD property. Contractor will work with RSD to ensure compliance with this requirement. If Contractor is unable to ensure through a security plan that none of its officers, employees, or agents or those of its subcontractors will have direct, unsupervised contact with students in a particular circumstance or circumstances, then Contractor shall notify RSD before beginning any work that could result in such contact. Contractor authorizes RSD to obtain information about Contractor and its history and to conduct criminal background checks, including fingerprinting, of any Contractor officers, employees, or agents who will have unsupervised contact with students. Contractor shall cause its employees and/or subcontractors, if any, to authorize RSD to conduct these background checks. Contractor shall pay all fees assessed by Oregon Department of Education for processing the background checks. RSD may deduct the cost of such fees from a progress or final payment to Contractor under this Contract, unless Contractor elects to pay such fees directly. If Contractor has unsupervised contact with students, Contractor acknowledges District's obligations related to reporting of child abuse and sexual conduct. If there are reports or allegations of sexual conduct or abuse involving one of Contractor's employees, Contractor agrees to immediately remove that employee from providing services to the District. Contractor will follow District's requests for removal of such employees following a report or allegation. Contractor will cooperate in any investigation being conducted by District, law enforcement, DHS, ODE and/or TSPC. Contractor has received information regarding abuse and sexual conduct and District will provide current information to Contractor on an annual basis.

25. Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Except in very specific circumstances, Contractor shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students or their families that Contractor may learn or obtain in the course and scope of its performance of this Contract. Any redisclosure of confidential student information must be in compliance with the redisclosure laws of FERPA. Contractor is not to redisclose information without prior written notification to and written permission of RSD.

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26. Security. Any disclosure or removal of any RSD matter or property by Contractor shall be cause for immediate termination of this Contract. Contractor shall bear sole responsibility for any liability including, but not limited to, attorney fees resulting from any action or suit brought against RSD because of Contractor's willful or negligent release of information, documents, or property contained in or on RSD property. RSD hereby deems all information, documents, and property contained in or on RSD property privileged and confidential.

27. Employee Removal. At RSD's request, Contractor shall immediately remove any Contractor employee from all RSD properties in cases where RSD in its sole discretion determines that removal of that employee is in RSD's best interests.

28. Remedies. In case of Contractor breach of this Contract, RSD shall be entitled to any other available legal and equitable remedies. In case of RSD breach, Contractor's remedy shall be limited to termination of the Contract and receipt of Contract payments to which Contractor is entitled.

29. Controlling Law; Venue. The parties agree that Oregon law will govern any dispute related to this Contract, and any litigation arising out of the Contract shall be conducted in courts located in Multnomah County, Oregon.

30. Amendments; Renewal. Any amendments, consents to or waivers of the terms of this Contract must be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.

31. Counterparts. The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.

32. Entire Agreement. When signed by both parties, this Contract (and any attached exhibits) is their final and entire agreement. As their final and entire expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.

33. Notices. All notices or demands of any kind required or desired to be given by RSD or Contractor must be in writing and shall be deemed delivered upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the addresses herein.

34. This contract may be terminated by either party with a 30-day written notice. The RSD can immediately terminate the Agreement if the Contractor and/or any of the Contractor's employees or agents endanger the health or safety of RSD students or employees.

35. Standards. Contractor shall meet the highest standards prevalent in the industry or business most closely involved in providing the appropriate goods or services.

36. Performance. Should the Contractor fail to perform the scope of work or meet the performance standards of the RFP and/ or contract, the Contracting Agency may (a) reduce or withhold payment under the contract, (b) require the Contractor to perform, at the Contractor's expense, any additional work necessary to perform the scope of work to meet the performance standards established under the contract, and/or (c) to declare a default of the resulting Contract, to terminate the resulting Contract, and to seek damages and other relief available under the resulting Contract and/or applicable law.

(Sign on following page)

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

Reynolds School District #7	**Contractor**
DocuSigned by: Danna Diaz 2F7195168D924D3...	DocuSigned by: Jared K Henderson 93FEADDD6F79421...
Signature of Superintendent or Authorized Signer	Signature of Contractor
Danna Diaz	Jared K Henderson
Printed Name	Contractor Name
Superintendent	CEO
Title	Contractor Title
11/8/2022	11/7/2022
Date Signed	Date Signed

Review required for final authorization

DocuSigned by: Rehana Nelson DB28C559084343D...	11/7/2022
Signature of Program Director	Date Signed
Signature of Site Manager	Date Signed

☑ **Account code for applicable charges** 100.2550.0331.041.072.000, 100.2550.0331.041.075.000, 100.2558.0331.04
(Required for revenue, expense, and pass-through funds)

☐ Board approval required if estimated charges exceed $500,000 Board approval date: _____

☐ Background check completed (required if in direct contact with students)

☐ Certificate of insurance provided

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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 contactors and volunteers may not continue to provide services to the District even with these exceptions.

(Sign on following page)

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REYNOLDS SCHOOL DISTRICT #7

WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM FOR COVID-19

Reynolds School District #7

DocuSigned by:
Danna Diaz
2F7195168D924D3...
Signature of Superintendent or Authorized Signer

Danna Diaz
Printed Name

Superintendent
Title

11/8/2022
Date Signed

Contractor

DocuSigned by:
Jared K Henderson
93FEADDD6F79421...
Signature of Contractor

Jared K Henderson
Contractor Name

CEO
Contractor Title

11/7/2022
Date Signed

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November 1, 2022

From: Jared Henderson; *Chief Executive Officer*, Assist Services, LLC

To: Reynolds School District, Fairview, OR

Re: Statement of Work

Assist Services, LLC has been driving students for school districts and select state agencies for more than 15 years. Founded in northern Oregon, the organization to date has served more than 100 school district partners in 10 states and 15 metro areas.

For the Reynolds School District, Assist Services is proud and grateful to provide door to door transportation services following types of students/situation:

- McKinney Vento
- Foster
- Special needs and/or IEP
- And/or students designated for transportation services by DHS

In support of these operations, Assist Services will provide full service routing and route tracking services, day to day hotline support and problem resolution, a full array of insurance (including but not limited to: automotive, general liability and workers comp) and Type 10 certified drivers and vehicles (with all applicable documentation provided upon request).

These services will be available to Reynolds School District for the entirety of the 2022-2023 school year and indefinitely thereafter unless cancelled in writing by Assist Services or a representative of the 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: Wade Bakley, Chief of Staff

Prepared by: Nathan Fant, Network Administrator

Subject: **Approve 2023 E-RATE Network Switch Contract with CDW-G**

Policy: Capital Improvement - Educational Program - FEA

Date: April 26, 2023

Action ☒
Report ☐

Connection to School Board Core Beliefs and Commitments

☐ Safety ☒ Equity ☒ Instructional Practice ☐ Organizational Culture

Strategic Plan Goal Topic 4: Professional Development
We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.

Summary:
On January 17, 2023 Reynolds School District issued a request for proposal (RFP # 2023 E-Rate RSD7 Access Layer Switches). The winning bid for APs was submitted by CDW-G.

Please refer to the following attachment: CDW Government LLC - RSD2223.346 2 - 2023 E-Rate - $724,325.37 – Executed

Previous Board Action:
The Board previously approved 2022 E-Rate Agreements with CDW-G and IES Communications.

Background:
On January 17, 2023 Reynolds School District issued a request for proposal (RFP # 2023 E-Rate RSD7 Access Layer Switches) as part of its E-rate application Form 470 submitted to the Universal Service Administrative Company (USAC). USAC administers the Universal Service Fund under the direction of the Federal Communications Commission (FCC). The Universal Service Fund helps schools and libraries across the U.S. stay connected to information and resources through the internet with the E-rate program. The Eligible Services List (ESL) for each funding year provides guidance on the eligibility of products and services under the Schools and Libraries Program. Category One services includes Data Transmission Services and/or Internet Access for which Multnomah Education Service District (MESD) applies. Category Two includes equipment, materials, supplies, and labor for “internal connections” which are used to connect the district to the internet Access provided by MESD. Reynolds School District is applying to USAC for Category Two services under which the Access Layer Switches fall.

USAC funds projects as a percentage of the project depending the school district's Free and Reduced Lunch (FRL) count. At the time of the RFP, Reynolds School District received 85% discount. Reynolds chooses a BEAR billing method which Reynolds paying the full amount and then the 85% discount is reimbursed to RSD7 by USAC.

For Access Layer Switches, the RFP asked for bids to replace 111 end-of-life network switches currently in use at school sites in order to support additional Wi-Fi and internet bandwidth. The quote does not include installation or configuration services as it will be performed by Reynolds staff after delivery to the Technology Services office.

The need is to support additional Wi-Fi and internet access for devices being used in the classroom. The 111 new network switches will provide faster and more reliable internet and Wi-Fi to staff and student devices in the classroom and other school areas.

Install will occur at the following sites who have not been upgraded during a previous building project:

- Reynolds High School
- Reynolds Middle School
- Walt Morey Middle School
- H.B. Lee Middle School
- Fairview Elementary School
- Glenfair Elementary School
- Hartley Elementary School
- Sweetbriar Elementary School
- Troutdale Elementary School
- Wilkes Elementary School
- Woodland Elementary School

The network switches ensure that each school has the capability to access internet bandwidth of 10 Gigabits per second (Gb/s) from each site which is to be provided by MESD. All this is necessary as bandwidth and access needs continue to increase for students, teachers, and staff, all of whom have devices accessing the internet for learning, information, resources, and communication.

On March 28, 2023 Reynolds School District completed Form 471 to USAC to name CDW-G our selection for Access Layer Switches.

Financial Implications:
CDW-G bid for Access Layer Switches is for $724,325.37. Given Reynolds School District 7 FRL percentage, Reynolds will be responsible for $108,648.81 once USAC provides the 85% reimbursement of $615,676.56.

Alternatives:
The alternative would be to keep things status quo and not upgrade Access Layer Switches.

Staff Recommendation:
Staff recommends the Board authorizes staff to proceed with executing the attached agreement with CDW-G.

Motion:

A. Motion Made by Board Member:
    a. I move that the Board authorizes staff to proceed with executing the attached agreements with CDW-G.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

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3/14/2023

CDW Government LLC
Attn: E-Rate Sales
230 N. Milwaukee Avenue
Vernon Hills, IL 60061
Phone: 800-328-4239

Subject: Contract for Service

Dear E-Rate Sales:

This letter will confirm our decision to purchase products/services from your company as specified in Request for Proposal (RFP) 2023 E-Rate RSD7 Access Layer Switches at the cost specified in Quote NGMF982. The time period that this contract will remain in place will coincide with E-rate rules for Funding Year 2023. The service(s) will be performed between April 1st before the start of the funding year and September 30th after the end of the funding year. Invoicing will not take place before the start of the funding year on July 1st.

The invoicing method used for the duration of this contract will be:

BEAR ☒ SPI ☐

The procurement of these product(s)/service(s) will be dependent upon the following conditions:

1. Final approval of next year's fiscal budget;
2. Award of associated E-rate funding.

In order to stay within the Category Two budgets set by USAC quantities may vary from those requested in the RFP and provided in the quote. Additional products and services may be purchased that will not be eligible for reimbursement from USAC at the districts discretion.

To accept the terms of this agreement, please sign below and return a copy as soon as possible. Signature form both the applicant and Services Provider will constitute a binding agreement between the parties.

Applicant	**Service Provider**
DocuSigned by: Frank Caropelo C59E84A8527D473...	Anup Sreedharan, Sr. Mgr., Program Sales
Frank Caropelo, Interim Superintendent	[service provider representative name], [title]
3/28/2023	[date] 3/15/2023
Date	Date

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Reynolds School District 7

Form 470 Number 230014327 |
3/6/2023
E-Rate Year 26 / Funding Year 2023-2024
Digital Copy

CDW Government LLC
230 N. Milwaukee Ave.
Vernon Hills, IL 60061

To the extent allowable, all information and documents hereby submitted in response to the FCC Form 470 furnished by Reynolds School District 7 are the Proprietary and Confidential property of CDW Government LLC ("CDW•G").
© CDW Government LLC 2023

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Reynolds School District 7
1204 NE 201st Ave
Fairview, OR, 97321

03/06/2023

One CDW Way
230 N. Milwaukee Avenue
Vernon Hills, IL 60061
P: 847.371.5800
F: 847.465.6800
Toll-free: 800.808.4239
cdwg.com/PeopleWhoGetIT

RE: CDW•G's Response to Reynolds School District's Form 470 Number 230014327

Dear Nathan Fant,

CDW•G understands the objective of the RFP is for Reynolds School District 7 to identify a reliable and experienced supplier partner capable of managing your network infrastructure needs. Our response demonstrates CDW•G's ability to contribute to the overall success of this initiative. Specific advantages of partnering with us include:

- CDW•G has been providing E-Rate support to K-12 customers since our inception in 1998, and CDW•G is one of the largest E-Rate providers in the country. We have a dedicated internal team that is highly trained and knowledgeable regarding the E-Rate program. Since the E-Rate Modernization in 2015, CDW•G has been awarded over 18,050 E-Rate projects totaling over $677M in total equipment delivered to schools throughout the United States.
- CDW•G maintains strong relationships with more than 1,000 vendor partners to provide the best products, services, and support to our customers, including leading networking partners well versed in Internal Connections (IC) and Basic Maintenance of Internal Connections (BMIC).
- With CDW•G, you are supported by a highly trained and experienced account team, including a dedicated account manager who is responsible for coordinating all your needs and ensuring customer satisfaction.

CDW•G is proud to support you through your E-Rate journey with our dedicated resources and technical expertise. Should you have any questions regarding our response, please contact your Executive Account Manager, Kelvin Johnson, at (312) 705-9540, or via email at kelvjoh@cdw.com. We thank you for the opportunity to participate in the 470 response process and are confident you will find our response advantageous from both a strategic and budgetary standpoint.

Sincerely,

Justin Schwier
Manager, Proposals
CDW Government LLC

To the extent allowable, all information and documents hereby submitted in response to the FCC Form 470 furnished by Reynolds School District 7 are the Proprietary and Confidential property of CDW Government LLC ("CDW•G").
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Request for Proposal
RFP # 2023 E-Rate RSD7 Access Layer Switches

ISSUE DATE: January 17, 2023
QUESTION DEADLINE: January 31, 2023
CLOSING DATE: March 6, 2023
CLOSING TIME: 2:00 PM, Pacific Time

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Request for Proposal
RFP # 2023 E-Rate RSD7 Access Layer Switches

A. NOTICE OF REQUEST FOR PROPOSAL (RFP)

The Reynolds School District 7 (RSD7) is inviting proposals from qualified individuals, firms, partnerships, corporations, associations, or professional organizations for proposals and quotes to supply network switches in many of our school buildings.

The system must be in compliance with all applicable state and federal regulations, in addition to the performance standards described below. Any proposer must be an eligible service provider willing to complete the necessary communications and paperwork associated with the E-rate program.

B. PROPOSAL SUBMITTAL

All responses must be received by 2:00 pm, March 6, 2023.

All proposals shall be firm offers subject to acceptance by RSD7 and may not be withdrawn for a period of 90 calendar days following the last day to submit proposals. Proposals may not be amended once submitted to RSD7, except as permitted by RSD7.

It is the sole responsibility of the person submitting the proposal to ensure that it is delivered on time. Any proposal submitted after the deadline will be returned without consideration.

To submit a response to this request please **email one (1) electronic copy to** IT_RFP@rsd7.net. The email must be clearly marked with the proposer's name/identification and the subject must be the words:

"PROPOSAL RESPONDING TO RFP # 2023 E-Rate RSD7 Access Layer Switches"

RSD7 shall not be responsible for, nor accept as a valid excuse a late proposal delivery, any delay in email service.

FOR YOUR CONVENIENCE:
An electronic copy of this RFP can be accessed and reviewed via Reynolds School District website. URL: https://www.reynolds.k12.or.us/rfps.

C. QUESTIONS, POSSIBLE ADDENDUMS AND WITHDRAWAL OF PROPOSALS

For questions or comments regarding this RFP process or the RFP documents, please submit your questions or comments in writing. You may submit requests for information and/or clarification in writing until 2:00 pm January 31st, 2023. Questions must be typewritten or printed and sent to RSD7 via e-mail address IT_RFP@rsd7.net. RSD7 shall not be obligated to answer any questions received after the above-specified deadline or any questions submitted in a manner other than as instructed above.

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RSD7 will respond to questions as an RFP addendum by 5:00 pm February 23, 2023. All answers will be posted to the RFP Page https://www.reynolds.k12.or.us/rfps.

If it becomes necessary for RSD7 to revise any part of this RFP, or to provide clarification or additional information after the documents are released, RSD7 will upload an addendum to this RFP document to https://www.reynolds.k12.or.us/rfps.

RSD7 shall not, under any circumstance, be liable for any pre-contractual expenses incurred by potential contractors, and potential contractors shall not include any such expenses as part of their RFP. Pre-contractual expenses are defined as any expenses incurred by a potential contractor in: (1) preparing its proposal in response to this RFP; (2) submitting that proposal to RSD7; (3) negotiating with RSD7 any matter related to this RFP, including a possible contract; or (4) engaging in any other activity prior to the effective date of award, if any, of a contract resulting from this RFP.

Withdrawal of Proposal: Any proposer may withdraw a proposal, either personally or by written request at any time prior to the scheduled closing time for receipt of proposals.

To withdraw your proposal, contact: IT_RFP@rsd7.net

D. GENERAL INSTRUCTIONS

1. **Scope of Contract**. Replace 111 existing Cisco 2960 access layer switches that do not support UPoE and Multi-Gigabit ethernet connections to support additional Wi-Fi bandwidth.

1. Vendor must provide Access Layer Switches equivalent in functionality and performance and in the quantity requested in the table below.

1.2 Specifications

- All equipment must be in new condition. No refurbished or used equipment will be accepted
- Dell PowerSwitch N2248PX-ON series or equivalent
- Each access layer switch should have two redundant 120/240v AC power supplies
- Each access layer switch will have 740W or more PoE+
- Each access layer switch must have 2 or more SFP+ uplink ports
- Each access layer switch will have at least 48 copper Ethernet Multi-Gigabit Ports supporting at least 100mbps, 1000mbps, 2.5G
- Individual switches can be stacked together using stacking cables to act as one managed switch “stack”, supporting at least 9 individual switches per stack
- Equipment must support ingress/egress QoS/CoS traffic classification, marking, policing, queuing, and shaping for DSCP and/or IP Precedence based traffic prioritization
- Equipment pricing must include appropriate licenses to use all ports and licensing for use with full Layer 2 switching, QoS, remote management, and stacking features
- Equipment pricing must include any required stacking modules and stacking cables

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School	Quantity	Model or equivalent
Reynolds H.S.	39	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
Reynolds M.S.	4	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
Walt Morey M.S.	2	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
H.B. Lee M.S.	4	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
Fairview E.S.	17	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
Glenfair E.S.	2	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
Hartley E.S.	3	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
Sweetbriar E.S.	3	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
Troutdale E.S.	17	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
Wilkes E.S.	18	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
Woodland E.S.	2	Dell PowerSwitch N2248PX-ON, licenses, stacking cables
Total	111	Dell PowerSwitch N2248PX-ON, licenses, stacking cables

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1.3 Warranties All warranties by Vendor and manufacturer on both products and labor must be specified in the proposal. The Vendor's warranties shall commence with acceptance of/or payment for the work in full. Minimum acceptable warranty on hardware, parts, and labor is 3 years.

2.0 Evaluation Methodology

Vendor is expected to be thoroughly familiar with any rules or regulations required for the E-rate program. Each proposal will be evaluated based on criteria and priorities as defined by RSD7, who will choose the submission that, taken as a whole, and in RSD7's sole opinion, is in the best interest of the organization. Proposals should address the evaluation criteria itemized below.

The evaluation criteria include, but are not necessarily limited to, the following:

- Price for all parts, labor, design, project management, programming, and shipping and handling.
- The proposal's alignment with the desired solution as described in section 1, above.

2.1 Evaluation Criteria

- Price – 45%
- Understanding of Needs – 15%
- Compatibility with Existing Systems 35%
- Prior Experience – 5%

3.0 Response to Request for Proposal. Response to Request for Proposal to receive consideration shall be made in accordance with the following instructions:

A. Items not eligible for reimbursement under E-rate must be itemized in the proposal.

B. The price must be separated by schools as well as totaled for all schools.

C. Service Provider must provide a Service Provider Identification Number (SPIN) and meet all other qualifications for "Service Providers" as defined by USAC (http://www.usac.org/sl/service-providers/default.aspx).

D. Response to Request for Proposal shall be delivered to District, on or before the day and hour set for the receipt of Response to Request for Proposal and bearing the name of the Responding Contractor. Any Response to Request for Proposal received after the scheduled closing time for receipt of Response to Request for Proposal shall be returned to the Responding Contractor unopened.

E. Response to Request for Proposal shall include a written description of each evaluation criteria that demonstrates how proposal meets each criterion. Describe your Understanding of Needs as it relates to this RFP, describe the proposal's Compatibility with RSD7 Existing Systems, describe your Prior Experience with RSD7.

4.0 Withdrawal of RFP. Any Responding Contractor may withdraw their proposal, either personally or by written request, at any time prior to the scheduled closing time for receipt of Response to Request for Proposal. However, a Responding Contractor is prohibited from responding again on the same RFP after withdrawing their proposal.

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5.0 Agreement. The form of agreement for the Contract, which the successful Responding Company, as Contractor, will be required to execute is included in and forms a part of this section and the Contract documents.

6.0 Addenda. Any addenda or bulletins issued during the time of RFP issuance, or forming a part of the documents furnished for the preparation of RFP, shall be covered in the RFP and shall be made a part of the contract. Failure to acknowledge receipt of all addenda on the proposal response page 10 or to include all addenda with the RFP proposal documents may be sufficient cause for rejecting the submitted proposal.

7.0 Opening of Response to Request for Proposal. At the time and place set forth for the opening and reading of Response to Request for Proposal, each and every RFP received prior to the scheduled closing time for receipt of Response to Request for Proposal will be publicly opened. Responding Contractors or their representatives and other interested persons may be present at the opening of Response to Request for Proposal. No award will be made at this time.

8.0 Award or Rejection of Response to Request for Proposal. The contract will be awarded at District's sole discretion. District reserves the right to reject any or all Response to Request for Proposal and/or waive any RFP informality. It is the intent of the District to award Contract(s) either "individually", "as a whole" or "in any combination", whichever would be in the best interest of the District. Award is contingent upon timely compliance with all RFP conditions and specifications, and negotiations. Pursuant to ORS 279B, the District reserves the right to award a Contract to the qualified responder(s) whose proposal meets the evaluation standards and will be most advantageous to the District with price and all other factors considered, or to reject all Response to Request for Proposals, whichever is in the best interest of the District. The District further reserves the right to award RFP items on an individual per line item basis to one or more Responses, whichever is in the best interest of the District. The successful Responder(s) will be notified in the event of an award.

9.0 Inspection of Responding Contractor's Facility. As part of the District's evaluation process, the District reserves the right to inspect the facilities of the Responding Contractors prior to award of the contract. If representative(s) of the District determine after such inspection that the Contractor may not be capable of providing proper and satisfactory service/product to the District, the Contractor may not be considered for an award. Additionally, the District reserves the right to inspect the Contractor's facility during the contract period, any time during normal business hours upon prior notice. Responding Contractor may also be required to show evidence of their ability to furnish standard material from identified manufacturer. The District will make these contacts as a verification of availability, and may act as sole judge as to the responsiveness; and therefore, the Contractors' available facility.

10.0 Contractor's Past Performance. A Contractor may be ruled "Non-Responsive"/"Non-Responsible" based upon Contractor's unacceptable past performance which may include but not limited to: constant late/non deliveries, constant partial deliveries, delivery of wrong materials, products not meeting specification, providing incorrect prices, invoicing problems, default, etc.

11.0 Contractor Qualifications. In order to be considered for an award, the Contractor shall meet the following requirements:

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The Contractor shall be required to verify that they have been "In The Business" of providing this type of equipment/services for a minimum period of three (3) consecutive years.

The successful proposer will be responsible for qualifying for and adhering to the Federal E-rate program.

12. **Conflict of Interest**. By their signature, Contractor certifies that no District employee whose position in the District's service enable them to influence any award of Contractor's offer or any competing offer and no District employee, spouse or economic dependent of such employee, shall have any direct financial interest in any transaction resulting from this request for proposal. If such conflict exists, the Contractor will notify the District in writing.

13. **Affected Person Protest**. Any affected person who submitted a proposal to the District may file a protest provided that each and all of the following are complied with:

13.1 The protest is in writing;
13.2 The protest is filed and received by the District's Chief Financial Officer or designee not more than three (3) calendar days following the date of the District's award of a contract to a proposer;
13.3 The written protest sets forth, in detail, all grounds for the protest, including without limitation all facts, supporting documentation, legal authorities and argument in support of the ground for the protest; any matters not set forth in the written protest shall be deemed waived. All factual contentions must be supported by competent, admissible and credible evidence.

The District will only consider timely protests submitted in conformity with the foregoing. Provided that a protest is filed in strict conformity with the foregoing, the District's **Chief Financial Officer** or such individual(s) as may be designated in their discretion, shall review and evaluate the basis of the protest, and shall provide a written decision to the affected person submitting the protest concurring with or denying the protest. The District's written decision shall be final and not subject to reconsideration or appeal. No affected person shall seek judicial relief, in any form, relative to the District's intent to award the Contract, or the protest thereof, unless the foregoing protest procedure has been strictly and timely complied with by the affected person. The issuance of a written decision by the District shall be an express condition precedent to the institution of any legal proceeding relative to the proposal process, the District's intent to award the Contract, or the District's determination to reject all proposals.

14. TERM OF CONTRACT. Any contract will be contingent upon the approval of E-Rate funding and governing board approval. The Universal Service discount mechanism for schools and libraries, commonly known as the E-Rate program, administered by the Universal Service Administrative Co. (USAC) for the Federal Communications Commission will fund a portion of this RFP. This proposal will be funded only if approved by USAC and if USAC appropriates the funds. Term of this agreement shall be July 1, 2023 through September 30, 2024. RSD7 reserves the right to extend the contract annually for up to four (4) additional years; not to exceed a total of five (5) years. In addition, the district reserves the right to fund, (proceed with project or purchase) or not to fund, regardless of E-rate approval.

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The Contract is expected to begin on or about 7/1/2023, and extend to 9/30/2024.

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RFP FORM A **This form is required to be submitted with your proposal.**

TO: REYNOLDS SCHOOL DISTRICT 7, an Oregon School District, acting by and through its Board of Education ("District"), 1204 NE 201st, Fairview, OR 97024

FROM:

CDW Government LLC - 143005588
(Name of Company) (SPIN NUMBER)

230 N. Milwaukee Ave
FEIN - 36-4230110
(Address) (Fed. Tax ID #)

Vernon Hills, IL 60061
(City, State, Zip Code)

P: (312) 705-9540 F:(312) 881-1411
(Telephone) (Fax)

kelvjoh@cdw.com
(Email Contact)

Justin Schwier
(Authorized Signature)

Justin Schwier - Manager, Proposals
(Name(s) of Proposer's Authorized Representative(s) & Title)

(Date) 03/03/2023

RFP Proposal Amount:
The proposal must be in ink or typewritten. Write out the total amount of your proposal:

Numeric Proposal Amount: $Seven hundred eighteen thousand, six hundred and fifty four dollars and eighty-five cents

In the event of a conflict between the written and numeric version of the proposal, the written will prevail.

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RFP FORM B **This form is required to be submitted with your proposal.**
CERTIFICATION

I certify that I have read Request for Proposal #2023 E-Rate RSD7 Access Layer Switches and the instructions for submitting an RFP. I further certify that I must **email one (1) electronic copy to** IT_RFP@rsd7.net of the firm's proposal in response to this request and that I am authorized to commit the firm to the proposal submitted.

In submitting this Request for Proposal, the undersigned acknowledges receipt of all Addendums issued by or on behalf of the District, as set forth below. The undersigned further confirms that this Request for Proposal incorporates and is inclusive of, all items or other matters contained in Addendums _____ (if any) issued. The **Addendum Nos._____ received, acknowledged and incorporated into this Request for Proposal are noted above.** The undersigned hereby proposes and agrees to furnish and deliver the goods or services as quoted in accordance with the terms, conditions, specifications, and prices herein quoted.

Justin Schwier	Justin Schwier
Signature	Typed or Printed Name
Manager, Proposals	CDW Government LLC
Title	Company
230 N Milwaukee Ave	Vernon Hills, IL 60061
Address	Address
(312) 705-9540	(312) 881-1411
Telephone	Fax
03/02/2023	kelvjoh@cdw.com
Date	E-Mail

If you are responding as a corporation, please place your corporate seal in the space below:

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RFP FORM C **This form is required to be submitted with your proposal, if applicable.**

SUBCONTRACTORS LIST N/A - CDW G is providing hardware only

The following is a list of the subcontractors that will be used in the work if the Proposer is awarded the contract, and no subcontractor not listed below will be used without the written approval of the Reynolds School District 7. Additional numbered pages outlining this portion of the Proposal may be attached to this page. NOTE; Subcontractor's address, telephone number, license number, and expiration date information may be omitted from this form but MUST be submitted within twenty four hours; (1) working day, following the opening of Proposals. Subcontractor's name, city of location, and type of work must be stated on the Proposal enclosed in the sealed envelope. Proposer must certify that it has not and will not discriminate against a subcontractor in the awarding of a subcontract because the subcontractor is certified under ORS 200.055 as a disadvantaged business enterprise, a minority-owned business, a woman-owned business, an emerging small business, or a business that a service-disabled veteran owns.

<table>
<tr><td colspan="2">SUBCONTRACTOR:</td><td rowspan="3">TYPE OF WORK:

Phone: ( )</td></tr>
<tr><td colspan="2">Location/Address:</td></tr>
<tr><td>LICENSE NO.:</td><td>Expiration Date:
/ /</td></tr>
<tr><td colspan="2">SUBCONTRACTOR:</td><td rowspan="3">TYPE OF WORK:

Phone: ( )</td></tr>
<tr><td colspan="2">Location/Address:</td></tr>
<tr><td>LICENSE NO.:</td><td>Expiration Date:
/ /</td></tr>
<tr><td colspan="2">SUBCONTRACTOR:</td><td rowspan="2">TYPE OF WORK:

Phone: ( )</td></tr>
<tr><td colspan="2">Location/Address:</td></tr>
</table>

Proposer Name

SUBCONTRACTORS LIST All subcontractors in excess of ½ of 1% of total Proposal must be listed

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SUPPLEMENTARY GENERAL CONDITIONS

A. The implementation of this RFP is contingent on E-rate funding. Any contract will be contingent upon the approval of E-Rate funding and governing board approval. The Universal Service discount mechanism for schools and libraries, commonly known as the E-Rate program, administered by the Universal Service Administrative Co. (USAC) for the Federal Communications Commission will fund a portion of this RFP. This proposal will be funded only if approved by USAC and if USAC appropriates the funds. Term of this agreement shall be July 1, 2023 through September 30, 2024. The Reynolds School District 7 reserves the right to extend the contract annually for up to four (4) additional years; not to exceed a total of five (5) years. In addition, the district reserves the right to fund, (proceed with project or purchase) or not to fund, regardless of E-rate approval.

B. The agreed liquidated damages provision established in Article 4 of the General Conditions is Not Applicable on this Requirements Contract.

C. Vendor will provide performance bond within 10 days of being awarded the contract.

D. Insurance. Within 10 days after notification of award, the vendor shall furnish to the Reynolds School District #7 a Certificate of Insurance showing compliance within the following limitations: 1) The Vendor agrees to comply with the provisions of Worker's Compensation Laws of the State of Oregon.

E. The Proposer's Federal Tax ID # and W-9 form are required for payment of invoices.

F. The number of Contract Agreements to be fully executed is to be four (4) sets. This allows one (1) original to be provided to the awarded proposer. There are no drawings to be furnished on this RFP. The RFP specifications and addendums are available online.

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Exhibit A

RSD2223.346

Financial Services Department
1204 NE 201st Avenue, Fairview, OR 97024
Phone: 503-661-7200 | Fax: 503-667-6932
www.reynolds.k12.or.us

N/A - CDW G is providing hardware only

Maintenance, Repairs, and Installation Contract

This Contract is between Reynolds School District (District) and the Vendor named below (Contractor).

Vendor Name: _____

Project Name: _____

The parties agree as follows:

Date of Commencement and Substantial Completion.

The date of commencement of the Work shall be _____

The Contract Time shall be measured from the date of commencement.
The Contractor shall achieve Substantial Completion of the entire Work not later than _____

Contractor's Agreement to Provide Services. Contractor agrees to provide District the Services described in Exhibit 1.

Statement of Work. Contractor shall perform the work described in Exhibit 1.

Payment for Work. The District agrees to pay Contractor in accordance with Exhibit 1 and this Contract.

Contract Documents. The Contract Documents consist of the following documents, which are listed in descending order of precedence: this Contract; exhibits to this Contract, including Exhibit 1 (Statement of Work, Compensation, Payment and Renewal Terms); Exhibit 2 [if applicable] (Insurance Requirements). A conflict in the Contract Documents shall be resolved in the priority listed above, with this Contract taking precedence over all other documents. The Contract Documents are the entire contract between the parties and shall supersede any prior representation, written or oral.

STANDARD TERMS AND CONDITIONS

1. **Other Contractors.** The District may undertake or award other contracts for additional or related work, and the Contractor shall fully cooperate with such other contractors and with any District employees concerned with such additional or related work, and shall coordinate its performance under this Contract with such additional or related work. The Contractor shall not commit or permit any act that will interfere with the performance of work by any other contractor or by District employees.

2. **Independent Contractor Status.** Contractor certifies it is an independent contractor.

3. **Nonperformance.** In the event of nonperformance under this Contract, the District, after seven (7) days' written notice, shall have the right to obtain from other sources such services as may be required to accomplish the work not performed, and it is agreed that the difference in cost, if any, for said work or goods shall be borne by the Contractor. For purposes of this section, nonperformance shall be defined as failure to appear and perform work as specified and scheduled.

4. **Escalation.** Any price or cost adjustments shall be submitted by the Contractor prior to the time in which such changes are to become effective and work is performed. The District reserves the right to reject any modifications of the Contract unacceptable to the District.

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5. Termination. This Contract may be terminated as follows:

a. Termination by Mutual Agreement: The District and Contractor, by mutual written agreement, may terminate this Contract at any time.

b. Termination for Convenience: The District, in its sole discretion, may terminate this Contract for any reason on 30 days' written notice to Contractor.

c. Termination for Breach: Either the District or Contractor may terminate this Contract in the event of a breach of the Contract by the other. Prior to such termination, the party seeking termination shall give to the other party written notice of the breach and intent to terminate. If the party committing the breach has not entirely cured the breach within 15 days of the date of the notice, then the party giving the notice may terminate the Contract at any time thereafter by giving a written notice of termination.

d. Termination for Failure to Maintain Qualifications: Notwithstanding paragraph 5(c), the District may terminate this Contract immediately by written notice to Contractor upon denial, suspension, revocation, or non-renewal of any license, permit or certificate that Contractor must hold to provide services under this Contract.

e. Payment on Early Termination: Upon termination pursuant to paragraph 5, payment shall be made as follows:

i. If terminated under 5(a) or 5(b) for the convenience of the District, the District shall pay Contractor for work performed prior to the termination date if such work was performed in accordance with the Contract. The District shall not be liable for direct, indirect, or consequential damages. Termination shall not result in a waiver of any other claim the District may have against Contractor.

ii. If terminated under 5(c) by the Contractor due to a breach by the District, then the District shall pay the Contractor for work performed prior to the termination date if such work was performed in accordance with the Contract.

iii. If terminated under 5(c) or 5(d) by the District due to a breach by the Contractor, then the District shall pay the Contractor for work performed prior to the termination date provided such work was performed in accordance with the Contract, less any setoff to which the District is entitled.

6. Payment of Invoices. Unless otherwise provided in Exhibit 1, the payment period shall be one calendar month. Payments are due and payable thirty (30) days from receipt of Contractor's complete invoice or fifteen (15) days after payment is approved by the District, whichever is earlier.

7. Inspection and Acceptance of Work. District shall inspect Contractor's work and advise Contractor of any deficiencies, or if there are none, that the work has been accepted. Contractor shall perform all additional work necessary to correct any deficiencies without undue delay and without additional cost to District.

8. Compliance With Applicable Law. Contractor shall comply with all federal, state, and local laws applicable to the Work under this Contract, and all regulations and administrative rules established pursuant to those laws, including without limitation, the following requirements of the Oregon Public Contract Code:

9. Quality of Goods and Services. Unless otherwise specified, all materials shall be new and both workmanship and materials shall be of the highest quality. All workers and subcontractors shall be skilled in their trade. Contractor guarantees all work against defects in material or workmanship for a period of one (1) year from the date of acceptance or final payment from District, whichever is later. Contractor shall assign all manufacturers' warranties to District and all guarantees and warranties of goods supplied under this Contract shall be deemed to run to the benefit of District. Contractor shall provide District with all manufacturers' warranty documentation and operations and maintenance manuals.

10. Ownership of Work. All work products created by the Contractor as part of Contractor's performance of this Contract, including background data, documentation, and staff work that is preliminary to final reports, shall be the exclusive property of the District. If any such work products contain intellectual property of the Contractor that is or could be protected by federal copyright, patent, or trademark laws, Contractor hereby grants the District a perpetual, royalty-

free, fully paid-up, non-exclusive and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, use, re-use, in whole or in part, and to authorize others to do so, all such work products. The District shall have no rights in any pre-existing work product of Contractor provided to the District by Contractor in the performance of this Contract except to copy, use, and re-use any such work product for District use only. If this Contract is terminated by either party or by default, the District, in addition to any other rights provided by this Contract, may require the Contractor to transfer and deliver such partially completed work products, reports, or other documentation that the Contractor has specifically developed or specifically acquired for the performance of this Contract.

11. When Work Is Performed on District Property (Including Schools) Contractor Shall Comply With the Following:

a. Identification. Contractor performing works on District property or for District shall be in full uniform at all times. Uniforms shall include shirt with company identification attached. In addition, all such persons shall carry photo identification and will present such to anyone on request. If such identification cannot be produced by Contractor, or is not acceptable to District, District may provide at its sole discretion, such identification tags to Contractor. Contractor shall bear the entire cost of producing and assigning such identification. Contractors that do not have specific uniforms for employees shall provide identification tags as described above, and/or any other mechanism the District in its sole discretion determines is required to easily identify Contractors.

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

c. No Smoking. Smoking or other use of tobacco is prohibited on District property.

d No Drugs. District property sites are designated drug-free zones enforced by the Portland Police Bureau.

e. No Weapons or Firearms. Except as provided by Oregon statutes and District policy, weapons and firearms are prohibited on District property.

12. When Work Is Performed in or on School Sites, Contractor Shall Comply With the Following:

a. No Unsupervised Contact with Students: "Unsupervised contact with students" means contact with students that provides the person with opportunity and probability for personal communication or touch when not under direct supervision. The Contractor will ensure that the Contractor, any Subcontractors, and their officers, agents, and employees will have no direct, unsupervised contact with students while on the District's property. The Contractor will work with the District to ensure compliance with this requirement. If the Contractor is unable to ensure through a security plan that none of its officers, agents, or employees will have direct, unsupervised contact with students in a particular circumstance or circumstances, the Contractor shall so notify the District prior to beginning any Work that could result in such contact. The Contractor authorizes the District to obtain information about the Contractor and its history and to conduct a criminal background check, including fingerprinting, of any officer, agent, or employee of the Contractor who will have unsupervised contact with students. The Contractor also agrees to cause the Contractor's employees and/or Subcontractors, if any, to authorize the District to conduct such background checks. The Contractor shall pay all fees assessed by Oregon Department of Education and the District for processing the background check. The District may deduct the cost of such fees from a progress or final payment to the Contractor under this Contract, unless the Contractor elects to pay such fees directly.

b. Confidentiality: The Contractor will not disclose any information or records regarding students or their families that the Contractor may learn or obtain in the course and scope of the Contractor's performance of this Contract.

c. Child Abuse and Sexual Conduct Reporting The Contractor shall comply with the child abuse reporting law (ORS 419B.005 through 419B.055) and Oregon's sexual conduct law (ORS 339.370 to 339.400) and shall immediately report to the proper state or law enforcement agency circumstances supporting reasonable cause to believe that any child has been abused or has been the subject of sexual conduct. The Contractor shall report to the principal or designated school authority the circumstances supporting reasonable cause to

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believe that any child has been abused or been the subject of sexual conduct. If there are reports or allegations of sexual conduct or abuse involving one of Contractor's employees, Contractor agrees to immediately remove that employee from providing services to the District. Contractor will follow District's requests for removal of such employees following a report or allegation. Contractor will cooperate in any investigation being conducted by District, law enforcement, DHS, ODE and/or TSPC. Contractor has received information regarding abuse and sexual conduct and District will provide current information to Contractor on an annual basis.

13. **Employees of Contractor.** At the direction of the District, Contractor will immediately remove any employee of Contractor from all District premises where the District determines, in its sole discretion; removal of such employee would be in the best interests of the District.

14. **Indemnification.** The parties agree to indemnify and hold harmless each other for, from and against all claims, costs, expenses (including attorney fees), losses, damages, fines, charges, actions, or other liabilities solely to the extent arising from their own intentional or negligent acts or those of their agents, contractors, or employees and, to the extent applicable, the above indemnification is subject to and shall not exceed the limits of the Oregon Tort Claims Act (ORS 30.260 through 30.300) and the Oregon Constitution. The parties intend to provide reciprocal indemnity obligations.

15. **Insurance.** Prior to beginning the Work, the Contractor shall provide insurance in accordance with Exhibit 2, if requested by the District.

16. **Governing Law.** The provisions of this Contract shall be construed in accordance with the laws of the State of Oregon and rules of the District, as they appear at the time of signing or any subsequent addenda. Any legal action involving any question arising under this Contract must be brought in Multnomah County Circuit Court. If the claim must be brought in a federal forum, then it shall be brought and conducted in the United States District Court for the State of Oregon.

17. **Severability.** If any term or provision of this Contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if the Contract did not contain the particular term or provision held invalid.

18. **Merger Clause.** This Contract and the attached exhibits constitute the entire agreement between the parties. All understandings and agreements between the parties and representations by either party concerning this Contract are contained in this Contract. No waiver, consent, modification, or change in the terms of this Contract shall bind either party unless in writing signed by both parties. Any written waiver, consent, modification, or change shall be effective only in the specific instance and for the specific purpose given.

19. **Nondiscrimination Clause**. Contractor must comply with all applicable requirements of federal and state civil rights law and rehabilitation statutes and shall not discriminate based on race, religion, color, sex, marital status, familial status, national origin, age, mental or physical disability, or political affiliation in programs, activities, services, benefits, or employment.

20. **Attorney Fees.** If a suit or action is filed to enforce any of the terms of this Contract the prevailing party shall be entitled to recover from the other party, in addition to costs and disbursements provided by statute, any sum which a court, including any appellate court, or arbitrator may adjudge reasonable as attorney fees. In the event the prevailing party is represented by "in-house" counsel, the prevailing party shall nevertheless be entitled to recover reasonable attorney fees based on the reasonable time incurred and the attorney fee rates and charges reasonably and generally accepted in the metropolitan Portland, Oregon area for the type of legal services performed.

21. **Rule of Construction**. The rule of construction that a contract is construed against the drafter shall not apply to any dispute over the interpretation of application of the Contract.

22. **Removal of Debris.** Contractor shall remove all trash and debris from the site for disposal. Contractor shall clean the work area and remove all trash, debris, and tools at least daily prior to leaving the job site and as needed to maintain a safe work area.

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CONTRACTOR DATA AND SIGNATURE

Business Name: _____

Business Address: _____

Contractor Phone: _____

Contract Signer's Name: _____

Contract Signer's Email: _____

Federal Tax ID #: _____

Is Contractor a nonresident alien? ☐ Yes ☐ No

Business Designation (check one):
☐ Sole Proprietorship ☐ Partnership
☐ Corporation (for profit) ☐ Corporation (non-profit)
☐ Other: _____

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

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

Signature _____ Name _____

Title _____ Date _____

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

REYNOLDS SCHOOL DISTRICT NO. 7 SIGNATURE

(This Contract is not binding on the District until signed by the appropriate signing authority)

Signature _____ Name _____

Title _____ Date _____

----------*RSD Internal Use Only*----------

Department Director Signature _____ Date _____

875
Account Code

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EXHIBIT 1

REYNOLDS SCHOOL DISTRICT NO. 7
PROCUREMENT AND INSTALLATION CONTRACT

STATEMENT OF WORK, COMPENSATION, PAYMENT, and RENEWAL TERMS

1. **Contractor shall perform the following work:**
Provide all necessary equipment, labor and materials necessary to perform scope of work, including:

hardware

2. **The maximum total payment under this Contract, including expenses, is as set forth in Section 1 of this Exhibit:**

$ $718,654.85

3. **The District shall pay Contractor on the following basis:** See Section 11 in the Contract.

Payments shall be made to the address below:

230 N. Milwaukee Ave
Street Address

Vernon Hills	IL	60061
City	State	Zip

4. **Contractor will invoice the District for the Work as follows:**

Invoices shall be submitted to the address below:

Reynolds School District
Attn: Accounts Payable
1204 NE 201st Ave.
Fairview, OR 97024

Or via email to:

ap@rsd7.net

5. **District will pay expenses on the following terms and conditions:**

6. **This Contract may be renewed on the following basis:**

7. **The payment terms will be net 30 from the date on the invoice.**

8. **Invoices should at a minimum have listed:**

I. PO number
II. RSD contract number
III. Name of the RSD Project Manager/Contact who coordinated the work.
IV. Dates of service performed
V. Location where services were performed
VI. Brief scope summary

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EXHIBIT 2

REYNOLDS SCHOOL DISTRICT NO. 7
PROCUREMENT AND INSTALLATION CONTRACT
PROJECTS CONTRACT

INSURANCE REQUIREMENTS

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

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

THIS COVERAGE IS REQUIRED. Attach Certificate of Insurance. If Contractor does not have coverage and claims to be exempt, attach Exhibit 4 in lieu of Certificate.

Professional Liability / Errors & Omissions (E&O) insurance with a combined single limit of not less than:
☐ $500,000, ☐ $1,000,000, ☒ $2,000,000 each claim, incident, or occurrence, with an annual aggregate limit of
☐ $500,000, ☐ $1,000,000, ☒ $2,000,000. This is to cover damages caused by error, omission, or negligent acts related to professional services provided under this Contract. This coverage must be provided and remain in force for two years after the completion of the Contract.

☐ Required by District ☒ Not required by District

Commercial General Liability insurance, on an occurrence basis, with a limit of not less than:
☐ $500,000, ☐ $1,000,000, ☒ $2,000,000 each occurrence for Bodily/Personal Injury and Property Damage, with an annual aggregate limit of ☐ $500,000, ☐ $1,000,000, ☒ $3,000,000. This insurance must include contractual liability coverage.

☒ Required by District ☐ Not required by District

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

☒ Required by District ☐ Not required by District

Builders All-Risk insurance policy to cover the course of construction and all materials or equipment furnished or incorporated into the Work. The policy shall be equal to 100% of the contracted value of the Work, and cover all property of an insurable nature, which is either in place or intended to be used as part of the permanent structure. This insurance shall include the interest of District in the Work and shall insure against the perils of fire and extended coverage and shall include "all risk" insurance for physical loss or damage, including without limitation and without duplication of coverage, for theft, vandalism, and malicious mischief. Losses up to the deductible amount shall be the responsibility of the Contractor.

This insurance shall be primary and not contributory to any District-provided insurance. No Work shall be performed, nor shall Contractor's equipment or materials be stored on District's premises, until a certificate evidencing such insurance has been delivered to and approved by District.

☐ Required by District ☑ Not required by District

Additional Requirements. Coverage must be provided by an insurance company admitted to do business in Oregon or rated A- or better by Best's Insurance Rating. Contractor shall pay all deductibles and retentions. A cross-liability clause or separation of insureds condition must be included in all commercial general liability policies required by this Contract. Contractor's coverage will be primary in the event of loss. 877

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

Reviewed by: Justin Schwier, Manager, Proposals Justin Schwier Date: 03/03/2023

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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 contactors and volunteers may not continue to provide services to the District even with these exceptions.

(Sign on following page)

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REYNOLDS SCHOOL DISTRICT #7

WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM FOR COVID-19

Reynolds School District #7

DocuSigned by:
Frank Caropelo
C69E84A8527D473...
Signature of Superintendent or Authorized Signer

Frank Caropelo
Printed Name

Superintendent
Title

3/28/2023
Date Signed

Contractor

Justin Schwier Digitally signed by Justin Schwier Date: 2023.03.03 13:25:50 -06'00' **
Signature of Contractor

Justin Schwier
Contractor Name

Manager, Proposals
Contractor Title

03/03/2023
Date Signed

**waiver of liability to the extent limited by the terms presented in our E-Rate Purchase Agreement which does present terms that would impact this statement. Should there be a conflict, CDWG is open to negotiate the terms in good faith.

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RSD2223.346

CERTIFICATE OF LIABILITY INSURANCE

DATE(MM/DD/YYYY) 09/29/2022

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
Aon Risk Services Central, Inc.
Chicago IL Office
200 East Randolph
Chicago IL 60601 USA

CONTACT NAME:
PHONE (A/C. No. Ext): (866) 283-7122 **FAX (A/C. No.):** (800) 363-0105
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A:	The Travelers Indemnity Co of CT	25682
INSURER B:	Travelers Property Cas Co of America	25674
INSURER C:	Lloyd's Syndicate No. 2623	AA1128623
INSURER D:	The Travelers Indemnity Co of America	25666
INSURER E:	The Charter Oak Fire Insurance Company	25615
INSURER F:		

INSURED
CDW Corporation
200 North Milwaukee Avenue
Vernon Hills IL 60061 USA

COVERAGES **CERTIFICATE NUMBER:** 570095689947 **REVISION NUMBER:**

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. **Limits shown are as requested**

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
D	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO-JECT LOC OTHER:			H6605D53096ATIA22 see addendum	10/01/2022	10/01/2023	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$1,000,000 $1,000,000 $10,000 $1,000,000 $2,000,000 $2,000,000
E	**AUTOMOBILE LIABILITY** X ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED AUTOS NON-OWNED AUTOS ONLY			BA-6N190234-22-13-G	10/01/2022	10/01/2023	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$1,000,000
B	X **UMBRELLA LIAB** X OCCUR **EXCESS LIAB** CLAIMS-MADE DED X RETENTION			CUP6J538679221 3 SIR applies per policy terms & conditions	10/01/2022	10/01/2023	EACH OCCURRENCE AGGREGATE Retained Limit	$5,000,000 $5,000,000 $10,000
A B	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER/MEMBER EXCLUDED? N **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		UB8P79604A2251K AOS UB8P8306872251R AZ, MA, WI	10/01/2022 10/01/2022	10/01/2023 10/01/2023	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE-EA EMPLOYEE E.L. DISEASE-POLICY LIMIT	 $1,000,000 $1,000,000 $1,000,000
C	E&O-MPL-Primary			W19A8C220801 Cyber Liab & Network Sec. SIR applies per policy terms & conditions	10/01/2022	10/01/2023	Each Claim Aggregate	$5,000,000 $5,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Evidence of Coveage
Named Insured includes: CDW Government LLC, CDW LLC, CDW Direct LLC, CDW Logistics LLC, CDW Technologies LLC and CDW Finance Corporation, Sirius Computer Solutions LLC, Amplified IT, LLC, Infogroup Northwest, LLC and Focal Point Data Risk, LLC

CERTIFICATE HOLDER
CDW Corporation
200 North Milwaukee Avenue
Vernon Hills IL 60061 USA

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
Aon Risk Services Central Inc.

Holder Identifier :
Certificate No : 570095689947

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ADDITIONAL REMARKS SCHEDULE

AGENCY		NAMED INSURED
Aon Risk Services Central, Inc.		CDW Corporation
POLICY NUMBER		
See Certificate Number: 570095689947		
CARRIER	NAIC CODE	EFFECTIVE DATE:
See Certificate Number: 570095689947		

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
FORM NUMBER: ACORD 25 **FORM TITLE:** Certificate of Liability Insurance

Commercial General Liability

Commercial General Liability

Policy# 6605D53096A

State and Insurer(s) Affording Coverage

California	Travelers Property Casualty Company of America	NAIC# 25674
All Other	Travelers Indemnity Company of America	NAIC# 25666

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CDW Government Overview

CDW is a leading multi-brand technology solutions provider to business, government, education and healthcare organizations in the United States, the United Kingdom and Canada. A Fortune 500 company with multi-national capabilities, CDW was founded in 1984 and employs approximately 15,100 coworkers. We have an expansive network of offices near major cities and a large team of field coworkers across the United States.

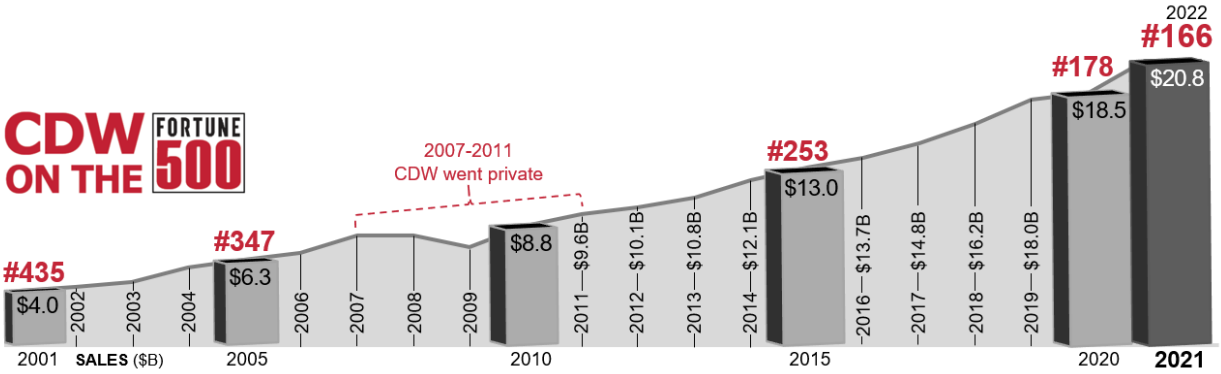
CDW QUICK FACTS

- **Headquarters:** Vernon Hills, IL
- **2022 Annual Net Sales:** $24B
- **# of Coworkers:** 15,100
- **# of U.S. Offices:** 52
- **# of Customers:** 250,000+
- **Fortune 500 Rank (2022):** 166

Our broad array of offerings range from discrete hardware and software products to integrated IT solutions such as mobility, security, data center optimization, cloud computing, virtualization and collaboration. We are technology neutral, with a product portfolio that includes more than 100,000 products from more than 1,000 brands. We provide our products and solutions through our sales and service delivery teams, consisting of nearly 6,000 customer-facing coworkers, including more than 2,000 field sellers, highly skilled technology specialists and advanced service delivery engineers.

CDW debuted on the Fortune 500 in 2001, at No. 435. CDW's rise in the rankings highlights its sustainable, profitable growth over the years, from $4 billion in sales in 2001 to $24 billion in 2022. CDW now ranks at number 166 on the FORTUNE 500 list for 2022. CDW ranks at No. 4 on CRN's 2022 Solution Provider 500 list.

CDW Government LLC is the wholly-owned subsidiary of CDW LLC. Our customer base is quite diverse, ranging from state and local government, federal, healthcare, K-12 and higher education.



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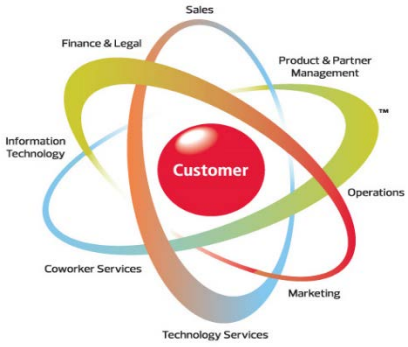
Total Solutions

CDW offers a full range of products and services that enable your organization to develop the best total solution to meet your specific needs while attaining the most value for your organization. CDW provides expert consulting, design, configuration, installation, and lifecycle management services. Our offerings are extremely comprehensive as follows:

CDW OFFERINGS	
PRODUCTS & PARTNERSHIPS	**100,000+ products** from more than 1,000 vendors including Acer, Adobe, Cisco, Dell, EMC, HP, IBM, Lenovo, Microsoft, NetApp, and VMware
TECHNOLOGY SERVICES	• e-Procurement integration • Leasing services • Managed services • Pre-shipment configuration • Professional services • Warranty and maintenance
TOTAL SOLUTIONS	• Cloud • Collaboration • Data center and networking • Managed Print Services • Point of Sale • Security • Software management • Total Mobility Management

Customer-Focused Philosophy

CDW continues to maintain the strong customer focus that has been the key to our success. We adhere to a core philosophy known as the CDW Circle of Service, which means that everything we do revolves around you – the customer. It drives us to provide outstanding customer service and the best value. Our objective is to have Reynolds School District 7 view us as a valuable extension of your IT staff. We seek to achieve this goal by providing superior customer service through our large and experienced sales and service delivery teams. Our Market Research Team works with a third-party research firm to measure customer loyalty and satisfaction through customer surveys.



CDW Circle of Service

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Strengths, Best Practices, and Value

By aligning with CDW, your organization can take advantage of our strengths, best practices, and value-added services. Highlights include:

- Experienced account team supports your day-to-day IT needs and also helps develop appropriate strategies for future product and service needs.
- Value-added presales consulting resources ensure solutions are tailored to meet your operational and budgetary requirements.
- Strong partnerships with vendors enable us to provide technology roadmaps, quick responses to questions, and competitive pricing.
- On-line procurement capabilities streamline and standardize purchasing as well as support flexible reporting and improved decision making.
- Two large ISO 9001 certified distribution centers, efficient inventory management capabilities, and distribution channel partnerships result in quick product turnaround.
- Highly trained and experienced technicians provide pre-shipment configuration services and quality assurance checks to maximize productivity.
- Flexible logistical capabilities accommodate standard or urgent delivery.
- Our breadth and depth of capabilities enables us to deliver a streamlined and cost-effective total solution from planning to ongoing management.
- CDW's business model provides local and nationwide support.
- Our financial strength and leadership will enable us to continue supporting Reynolds School District 7 with leading-edge technology solutions.

Large Onsite Inventories

CDW has two large strategically located distribution centers controlled by a state-of-the-art Warehouse Management System (WMS) that ensures speed and accuracy throughout the order fulfillment and distribution processes. CDW has a 450,000-square-foot distribution center located at our headquarters in Vernon Hills, IL and a 513,000-square-foot distribution center located in North Las Vegas, NV. These locations facilitate quick distribution of products to our growing customer base throughout the country. The Vernon Hills (VH) distribution center focuses on distributing products to customers east of the Mississippi River while the Las Vegas (LV) distribution center primarily serves the western part of the United States.

CDW holds more than $300M of available inventory in our two CDW-owned distribution centers that total almost 1M square feet. Our ISO 9001, 14001 and 28000 certified strategically located distribution centers provide speed, accuracy, and excellent geographic coverage across the United States. We have access to more than 100,000 top brand-name products from more than 1,000 leading manufacturers.

450,000-square-foot distribution center in IL

513,000-square-foot distribution center in NV

Due to the size of our facilities that span four levels of storage and three level picking modules, forklifts are required to stock and pick products as needed. Our product lineup includes desktops, notebooks, servers, peripherals, networking and communications equipment, software, accessories,

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plotters, network printers, desktop printers, and print supplies. CDW offers everything your IT operation could possibly need – from enterprise solutions to mouse pads.

Funding Information & Resources – K12

While we utilize many avenues to lower costs, our primary focus is being the best-valued solution for Reynolds School District 7. While providing strategic cost savings for our customers, we do not sacrifice our unique value-added offerings, because we know long term, we are providing substantial savings and support. As a vendor agnostic technology integrator, we do not push brands; we orchestrate best fit solutions. This is because is better off with solutions that make the most sense for their need. We have relationships with all the top manufacturers and service partners and have compared each of their offerings to your unique needs and objectives. For 's deployment, we have tailored a custom solution which provides the most value to you for every stage of your program.

We know 's need for vendor support does not stop at deployment completion. Maintaining technology program innovativeness and alignment with your education goals is a continuous and daunting task. In fact, in a year, your program will look very different. You need a vendor that does more than meet your RFP's technology requirements; you need a vendor partner that shares a passion for education and continued development. CDW•G does not rest on our laurels; we pledge to remain dedicated to supporting the full scope of 's technology and related educational needs. Our partners all offer the same enthusiasm, ensuring we achieve all your program goals.

CDW•G addresses 's requirements to highlight our proposed value-added services; aimed at increasing educator effectiveness, saving you budget dollars and saving you valuable IT staff time.

Get-Ed Funding Overview

GetEdFunding.com

CDW•G hosts GetEdFunding.com, a free grant-finding resource, providing access to billions of dollars' worth of educational funding opportunities. As the sponsor of the GetEdFunding website, CDW•G's mission is to help educators and institutions to uncover the funds they need to supplement shoestring budgets, expand innovative programs, prepare students for the increasingly complex skills they'll need to participate in tomorrow's workforce and help close the equity gap in educating students from all backgrounds and circumstances. This tool is dedicated to helping educators identify the funding that is needed to take learning to the next level.

This site is current, built by tapping by a wide range of print and electronic sources, web searches, organizations' web pages, communication with program administrators, and conversations with long-standing contacts. In the case of federal grants, which rely on congressional approval for continued funding, best efforts have been made to tie down agencies' sense of the likelihood of future funding. Those programs pending congressional approval are included in this collection so that they may get on your radar as future possibilities.

GetEdFunding is created by educational professionals, for educational professionals. It is designed to be an easy-to-use, relevant and reliable database. Former and currently practicing educators from various levels of pre-K through higher education and experienced educational publishing writer/editors have touched every stage of this database development. Their work included conducting research, writing entries, fact-checking, aligning curriculum, copyediting, data entry, and beta testing, among others. In addition to experienced educational publishing professionals, the team includes an education grant specialist, community college instructor, high school math teacher, special needs educator, district technology coordinator, library/media specialist, ELL teacher and elementary teacher.

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This site helps Reynolds School District 7 reduce the energy your teachers are spending to search for programs and money. This rich resource of grant and funding opportunities is expanded, updated, and monitored daily. You can search by six criteria, including 41 areas of focus, eight content areas and any of the 21st century themes and skills that support your curriculum. Once you are registered on the site, you can save the grants of greatest interest, then return to read about them at any time. Further, this site provides a tool for your teachers to tap into resources that are already available and applicable to their learning plans. For example, there are over 60 STEM specific programs currently available for application.

Please reach out to your Account Manager for more information and accessibility to these great programs that are here to serve your school or district. Having the expertise to connect schools and districts like your own to the government programs and their relief efforts, we can take the tedious work out of your schedule and optimize the overall process. Then you can take more time to consider your long-term options, determine what is right for you, and be on your way to greater education initiatives. Thinking about what new technology can bring for future innovation in education, is a process that starts today, with the right financial mindset and tools on your side.

Our Part in the Newest Government Funding Initiative

Approximately 30% of all public K-12 students live in households either without an internet connection or device adequate for distance learning at home. With the onset of the COVID-19 pandemic, this “homework gap” has widened exponentially, and nearly 16 million students lack the baseline technology requirements for distance learning, including reliable highspeed internet, sufficient data plans, and a computer, laptop or tablet device.

The **Emergency Connectivity Fund (ECF)-** part of the American Rescue Plan- was established in March 2021 to enhance digital equity to internet access in homes in order to support distance learning. Given that we have been providing reimbursement to K-12 & Library customers since our inception in 1998, we have the upper hand when it comes to helping customers get the right support they need for the project of their choosing. For instance, our dedicated internal team is highly trained and knowledgeable regarding all FCC reimbursement programs; we know the lay of the land when it comes to working all angles within this domain for over 20 years. More specifically, we have stayed informed and connected around the emergence of the Emergency Connectivity Fund, so that we can assist in the global crisis most effectively in the short-term and the long-term. Again, we have been awarded over 17,000 projects totaling over $511M in total equipment and services delivered to U.S. schools, and we have never lost funding for a school, as substantiated by countless audits. CDW can be the asset that a school or district needs in securing funding, gaining leverage, and emerging with confidence.

With over 200 government and education contracts, we are the nation’s largest direct response provider of multi-brand technology products and services to date. We are proud to offer our vendor-agnostic expertise towards future goals and initiatives that will benefit the new generation of schools and their students. Reynolds School District 7 can count on our coworkers to maintain drive and momentum through economically difficult times our customers may face, and thereby put our best foot forward and serve up high-quality and cutting-edge technology, maintenance and support, for the growing demands of educators. Let us know how we can help you get from point A to point B, and your Account Management team will be ready to begin the collaborative process.

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CDW•G as a Partner in Student Development

We believe that technology empowers students and educators to make the learning process more interactive, individualized, and hands-on. If properly deployed, technology fosters a more effective learning environment that helps students develop the necessary 21st century skills to succeed in their current environment, at the college level, and in their future careers.

Commitment in Action

Christine Leahy, President and CEO of CDW, was recently named to the **New York 2021 Education Power 100 list**.

This list recognizes the public officials and policymakers, superintendents and scholars, advocates and activists, and labor, business and nonprofit leaders who are putting in countless hours to ensure New York's students get a top-notch education.

For this reason, we applaud Reynolds School District 7 for your work in providing students the opportunity to unlock their potential through individualized, technology-based education and the impact you have had in the success of so many students. We are humbled to contribute to this mission and have enjoyed our history collaborating with Reynolds School District 7 to provide students affordable access to technology. Like technology, we continue to focus on process improvements to ensure we remain a contributing factor to the success of the Reynolds School District 7 program.

We have experience handling complex deployments for the largest school districts in the country. We have deployed devices nationwide, and we have the logistics capabilities to get your devices to your students, even in adverse conditions. Over the past 20+ years, CDW's technology infrastructure solutions have stayed in line with emerging technologies. Keeping up with those technologies, such as collaboration solutions, cloud, mobility and virtualization, has been a major aspect of our ability to grow as a company. In 2020, CDW acquired Amplified IT, a leading provider of education-focused services and cloud-based software, enabling and empowering schools to leverage the innovation of Google for Education and Google Cloud

We have actively expanded our catalog, certifications and solutions to address the latest developments in technology, including cloud, IoT, drones and esports, in order to support the changing needs of our customers. In addition, we have dedicated CDW•G resources aligned to these solution areas to help our customers understand and implement them. Moving forward, we expect the landscape in which we compete to continue to evolve as new technologies are developed, and we will continue to evolve with those technologies.

Supporting Equity in Digital Learning

Every space can become a learning space. The structures designed and set up by teachers in the classroom to promote autonomous student learning can be transposed onto a virtual classroom with some basic steps. You get the best of both worlds- educators retain aspects of learning present in a brick-and-mortar classroom, and you earn the tech benefits, including: friendly one-stop application interfaces, hands-on collaboration tools for student-to-teacher or student-to-student interactions, organizational materials for teachers and students, data modeling tools for higher-level instruction, videos and podcasts at the tips of your fingers, advanced tools, and more. All these tools can feed into learning that is systematized, organized, collaborative, fun, fairly administered, fairly assessed, and finally, not too overwhelming.

CDW•G has been actively supporting educational institutions transition to online education, as the pandemic has shown that education can no longer just rely on the traditional classroom to teach future generations. School leaders, teachers, IT teams and other departments are also coming together to reassess, learn and engage with technology in new ways with a shared goal in mind: improving the quality and reach of education.

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Comprehensive Solutions for the Modern Learning Environment

Forget blackboards — the classroom of today is a student-centered, collaborative environment that supports a wide range of abilities and learning activities. Education, reimagined: Teachers empowered to inspire students. Students immersed in personalized learning environments that improve academic outcomes. Parents engaged in supporting student progress. That's what can happen when you integrate technology into K-12 education. CDW•G can help you get the right classroom technology and layout in your schools to motivate your students and enable better educational outcomes. We have been providing support to K-12 customers since our inception in 1998. We have experience handling complex deployments for the largest school districts in the country. We have deployed devices nationwide, and we have the logistics capabilities to get your devices to your students, even in adverse conditions.

We are a trusted technology partner to more than 15,000 K-12 schools.

You will find that CDW•G addresses Reynolds School District 7's RFP requirements to highlight our proposed value-added services; aimed at increasing educator effectiveness, saving you budget dollars and saving you valuable IT staff time. We hope to bring forth the kinds of solutions that will make for more smiles and success among parents, teachers, students, and staff.

Drive your Vision with Our K-12 Collaborators

CDW•G provides K-12 educational collaborators to assist in aligning Reynolds School District 7's Standards-Based Teaching & Learning Framework with your technology roadmap. CDW•G's Classroom Modernization Specialists team are available for future discussion with Reynolds School District 7 when strategizing your technology program roadmap. Working with the leading OEMs in the industry, the role of the Classroom Modernization Specialist serves as a critical vendor-agnostic voice to assist Reynolds School District 7 in sorting through all the major education platforms when making your mobility and hardware decisions. With the Classroom Modernization Specialists being vendor-neutral, Reynolds School District 7 can be confident you are getting suggestions for solutions that best fit your systems and processes.

Academics and Technology have become so intertwined, it only makes sense to blend these program goals into one. This furthers collaboration, as you get both IT Staff and Educators providing expert insight in the development and vetting of what works and does not work for your schools. The available CDW•G resources unite both viewpoints and ensure Reynolds School District 7's technology program is successful from both an operational and an academic perspective. Lock-stepping your programs provides a greater benefit to your classrooms than struggling to keep two programs on pace with each other.

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CDW•G E-Rate Experience

CDW·G is the wholly owned subsidiary of CDW LLC that focuses on the public sector, including federal, state, and local government agencies, educational institutions, and healthcare facilities. With over 200 government and education contracts, we are the nation's largest direct response provider of multi-brand technology products and services.

We focus on building strong relationships with our K–12 customers by leveraging our knowledgeable account managers and technical specialists to provide extensive pre- and post-award support. Our experts lead the industry in public-sector customer service and product knowledge, directly benefitting the officers, administrators, and staff of our education customers.

Based upon both exponential growth within the K–12 & Library market and accolades from our OEM partners, CDW•G has continued our investments into resources to support our customers nationwide. Those resources include our Business Development team, which consists of former educators and classroom technology specialists whose primary focus is helping our customers implement solutions attuned to the needs of IT, leadership, and curriculum. These solutions are created with realistic budget constraints in mind, often in conjunction with E-Rate funding initiatives, led by Classroom Modernization Specialists advising on the top issues in the changing 21st century classroom environment.

Credentials and Certifications

CDW·G holds several ISO certifications, including 9001:2008. Our 9001:2008 certificate of registration covers a scope of sales, configuration, repair, and support of computer and related technology. Our 14001:2004 certificate of registration includes environmental activities related to product/service management, inventory control, shipping, customer service, returns management, and receiving computers and related technologies (excluding the office, cafeterias, and lessee areas).

A Powerful E-Rate Partner

CDW•G is proud to have participated in E-Rate Projects for Category 2 since 1998, when our company was founded. Since the E-Rate Modernization in 2015, we have been awarded over 18,050 E-Rate projects totaling over $677M in total equipment delivered to schools throughout the United States. Due to our streamlined and best-practice system of checks and balances, we have never lost funding for a school, as substantiated by countless audits. Our **dedicated E-Rate invoice team** ensures expert handling of both BEAR and SPI E-Rate invoicing.

E-Rate Program Management

Anup Sreedharan, Manager, Program Management, **Jeff Hagen**, Manager, Program Management – K12, and **Amy Passow**, Senior Manager, Education Funding Solutions, and **Dave LeNard**, E-Rate Manager offer K–12 entities their knowledge, assistance, and advisement on E-Rate matters, including but not limited to Program compliance and adherence. Mr. Sreedharan and Mr. Hagen prepare contract deliverable reports and makes modifications, as necessary, including price reductions, additions, discontinued products, replacements, and version changes. They ensure that price and supply agreements are in place from award through completion and that the E-Rate bidding, ordering, invoicing, and funding are all seamless and easy for entities to complete.

Ms. Passow and Mr. LeNard ensure CDW•G is working with E-Rate applicants in compliance with rules and regulations throughout the process. They advise on the appropriate engagement before and after Form 470 filings and works with our operations teams to ensure E-Rate ordering, invoicing,

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and delivery are compliant; additionally, Mr. LeNard assists applicants with PIA reviews and preparation of Item 21 Forms as part of the Form 471 process.

Account Management Team Resources

CDW offers an account management structure that focuses on providing value-added presales consulting and comprehensive support throughout the lifecycle management of your assets. When you work with CDW, you have access to expertise that is not available within your organization. Your CDW Account Management Team coordinates with the applicable value-added resources to help your organization develop the best solution for your specific needs, challenges, and long-term goals.

Whether you need software, network communications, notebooks/mobile devices, data storage, video monitors, desktops and printers—or you require more advanced virtualization, collaboration, security, mobility, data center optimization and cloud computing solutions—CDW gets IT. Our team of technology experts and dedicated Account Teams will tailor a piece of equipment or an entire network to deliver the most effective and sustainable results. We will work closely with your organization and respond with solutions that provide robust functionality, efficiencies, and cost savings.

Account Management Resources	
Kelvin Johnson Executive Account Manager P: (312) 705-9540 E: kelvjoh@cdw.com	**Scott Swanson** Sales Manager P: (312) 705-9525 E: scott.swanson@cdw.com
E-Rate Program Management Resources	
Jeff Hagen Manager, Program Management – K12 P: 813-462-4055 E: jeff.hagen@cdwg.com	**Yolanda Blomquist** Program Manager P: 630-531-5478 E: yolanda.blomquist@cdwg.com
Anup Sreedharan Manager, Program Management P: 312-705-1873 E: anusree@cdw.com	**Dario Bertocchi** VP, Contracting Operations Direct Phone: 203-851-7049 Email: dariber@cdw.com

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FCC FRN E-Rate Display System Status

The above screen shot is from August 17th, 2022 – CDW•G remains in Green Light Status. Upon request, CDW•G can provide an updated screenshot.

Spin #143005588

FCC Registration #0012123287

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Pricing Offer & Purchase Agreement for E-Rate Customers

Things to consider when preparing your funding request (Form 471):

- Enter only one manufacturer part number per line item (do not bundle part numbers)
- All software should be requested under Internal Connections, Software
    - Even when bundled with warranty support from manufacturer for purchase, as long as warranty cannot be purchased on its own
    - If warranty can be purchased separately, then it should be separated for funding request, and warranty funding requested under Basic Maintenance
- Warranty only part numbers should be requested under Basic Maintenance
    - List months of service, should only be for coverage July 1 – June 30 (Funding Year)
    - List hardware supported part number
    - List site where hardware sits

CDW can complete Bulk Submission Forms if chosen as the Service Provider for your funding request, please email E-Rate@cdw.com for assistance.

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E-RATE PURCHASE AGREEMENT

This E-Rate Customer Purchase Agreement (this "Agreement") is entered into on April 1, 2023 ("Effective Date") and is made by and between CDW Government LLC an Illinois limited liability corporation with an office at 230 N. Milwaukee Ave., Vernon Hills, Illinois 60061 ("Seller"), and Reynolds School District 7, a non-profit school or library eligible for Universal Service funding, as defined below.

E-Rate Contract Number	101845	**Spin #**	143005588
E-Rate Funding Year	**2023**	**FCC Registration #**	0012123287
Customer	Reynolds School District 7 1204 NE 201st Ave Fairview, OR, 97321	**Seller**	CDW Government LLC 230 N. Milwaukee Avenue Vernon Hills, IL 60061
Effective Date	April 1, 2023	**Quoted Items (see exhibit 1)**	**470#** 230014327

1. DEFINITIONS

As used in the Agreement, the following terms shall have the meanings set forth below:

A. "Universal Service Administrative Co." or "USAC" – The not for profit organization designated by the U.S. Federal Communications Commission ("FCC") to administer and ensure compliance with the Universal Services Fund.
B. "SLP" - The Schools and Libraries Program of the Universal Service Fund, which includes the E-Rate Program and that is administered by USAC under the direction of the FCC.
C. "E-Rate" – The education rate funding program that is a part of SLP that provides discounts to keep students and library patrons connected to broadband and voice services and which is one of the programs that form the Universal Service Program.
D. "Funding Commitment Decision Letter" or "FCDL" – A letter that a Customer receives from USAC which indicates the applicable discount amount for a specific funding year.
E. "Products" – E-Rate eligible products or services that include computer related hardware but are not limited to caching servers, routers, switches, wireless access points, installation, and warranty maintenance and other items which are eligible for E-Rate discounts in accordance with the rules issued by USAC.
F. "Funding Year" – The specific calendar period, as defined by the SLP, during which the Customer is approved for funding or discounts on Products. FY 2023 is in reference to the program year.

2. TERMS AND CONDITIONS

All orders submitted to Seller by Customer for Products under this Agreement are subject to the terms and conditions on Seller's website at https://www.cdwg.com/content/cdwg/en/terms-conditions/sales-and-service-projects.html (the "Sales and Service Projects"), unless otherwise stated herein.

3. PURCHASE AUTHORIZATIONS

A. E-Rate Status

i. Customer represents and warrants that it qualifies as eligible under the SLP to receive E-Rate funding.

ii. CUSTOMER FURTHER ACKNOWLEDGES AND AGREES THAT THIS AGREEMENT, WHEN EXECUTED, CONSTITUTES A CONTRACT AS REQUIRED BY USAC and the SLP.

B. E-Rate Purchases

i. Customer represents and warrants that all purchases made under this Agreement shall be for its own use and that it is eligible to receive E-Rate funding as specified by USAC.

ii. IN ACCORDANCE WITH FCC REQUIREMENTS, THE CUSTOMER SHALL SUBMIT A COMPLETED AND SIGNED FCC FORM 486 TO USAC The Form 486 shall be approved by USAC prior to order placement with Seller.

4. ORDERING AND ASSISTANCE

A. Ordering

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Purchase orders shall be submitted directly to Seller at:

CDW Government LLC
Attn: E-Rate Sales
230 N. Milwaukee Avenue
Vernon Hills, IL 60061
Phone: 800-328-4239
Facsimile: Please fax Purchase Orders to your Account Manager

B. Other Requirements

i. All purchase orders shall include 1) a contact name; 2) phone number; 3) purchase order number; 4) part number; 5) Product description; 6) original and discounted Product price 7) percentage Customer owes and percentage SLP owes (if applicable) 8) ship to location; 9) bill to location; and 10) FRN number for each part number. SEPARATE PURCHASE ORDERS SHALL BE SUBMITTED FOR PRODUCTS THAT ARE NOT ELIGIBLE FOR E-RATE FUNDING. ALL ORDERS SHALL BE SUBJECT TO ACCEPTANCE BY SELLER.

ii. If the Customer is unable to commit the full purchase order amount, any balance remaining that was not funded or approved for payment by USAC will be the responsibility of the Customer. The Customer must add the following language to its purchase order:

"The total cost of this purchase order is $_____. The E-Rate portion is $_____, and is committed by USAC. If there is any issue with the E-Rate portion, Reynolds School District 7 accepts full responsibility for the cost of this purchase, $_____."

C. Assistance with Order

i. Customer may call 1-800-328-4239 to get assistance on any purchase order. Any terms or conditions stated in or on the Customer's purchase order which are inconsistent with or in addition to the terms and conditions in this Agreement or the Product Sales Terms and Conditions shall not be valid, are considered null and void and shall not be applicable to or binding on Seller.

ii. FOR PRODUCTS WHICH ARE DISCONTINUED AFTER A CUSTOMER ORDER HAS BEEN ACCEPTED BY SELLER BUT BEFORE THE PRODUCT HAS SHIPPED, SELLER WILL MAKE REASONABLE EFFORTS TO OFFER A COMPARABLE OR BETTER PRODUCT AT THE SAME OR LESSER PRICE, IF AVAILABLE, UPON SLP'S APPROVAL OF THE PRODUCT SUBSTITUTION.

5. PRICE AND PAYMENT TERMS

i. Payment terms are subject to continuing credit approval by Seller. Seller may change credit or payment terms at any time when, in Seller's opinion, Customer's financial condition, previous payment record, or the nature of Customer's relationship with Seller so warrants.

ii. Seller may discontinue performance under this Agreement (i) if Customer fails to pay any sum when due under this Agreement or any other agreement with Seller until payment is received or (ii) if Customer is in violation of applicable laws and regulations.

A. Price

The Price shall be as set forth on the Customer's quote from Seller and which is in the form attached hereto as Exhibit I, and as amended from time to time. All prices are exclusive of federal, state, local, or other taxes, which shall be the responsibility of the Customer.

B. Payment Terms

i. Customer must choose one of the following payment methods. However, Customers that choose to order Products prior to receiving their FCDL must follow the BEAR payment method.

☐ **Form 474 Service Provider Invoice (SPI) Method**
Seller will invoice the Customer for the Product price, as set forth on the Product quote, net of the FCDL amount. Customer shall be responsible for making payment within thirty (30) days from date of invoice.

☐ **Form 472 Billed Entity Applicant Reimbursement (BEAR) Method**

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Seller will invoice Customer, upon Product shipment, for the total purchase price without regard to any SLP funding applied to that purchase price for the Products. Customer shall pay the invoiced amount within thirty (30) days from the date of invoice.

ii. Seller accepts BEAR orders beginning April 1 before the beginning of the Funding Year. Seller accepts SPI orders beginning July 1 of the Funding Year when Customer has received its FCDL. Seller DOES NOT accept SPI orders before July 1 of the Funding Year.

iii. All payments, regardless of method, shall be submitted to "Accounts Receivable" at the Seller's address listed above.

iv. CUSTOMER MAY EITHER WAIT TO PLACE AN ORDER PRIOR TO OR AFTER RECEIPT OF ITS FCDL. IN THE EVENT THAT CUSTOMER PLACES AN ORDER PRIOR TO RECEIPT OF THE FCDL, CUSTOMER SHALL BE RESPONSIBLE FOR PAYMENT OF THE ENTIRE PURCHASE PRICE WITHOUT REGARD TO SLP FUNDING.

6. NON-ASSIGNABILITY AGREEMENT

Customer shall not assign or otherwise transfer its rights or delegate its obligations under this Agreement without Seller's advance written consent. Any attempted assignment, transfer or delegation without such consent shall be void.

i. The term of this Agreement shall commence on April 1, 2023 ("Effective Date") and be valid through the later of the Funding Year 2023 or 9/30/2024.

ii. Seller may terminate this Agreement at any time for any reason upon thirty (30) days prior written notice to the Customer.

Customer may terminate this Agreement or withdraw an order upon written notice to Seller if: (a) funds are not appropriated to Customer under this program, or (b) Customer's School Board rejects this Agreement ("Termination Notice"). In the event that Customer terminates this Agreement due to non-appropriation of funds, or termination for convenience, then Seller may immediately cease performance. However, the Customer shall remain liable for any Products that have shipped or services, already provided, or have been subscribed or purchased prior to Seller's receipt of the Termination Notice. Customer shall also be responsible for any of Seller's out-of-pocket costs arising as a result of any such termination.

iii. In the event Customer receives an extension of funding from SLP, Customer will notify Seller in writing and the parties may agree to execute an amendment to extend this Agreement.

7. NOTICES

All notices and other communications required or permitted under this Agreement shall be served in person or sent by U.S. mail, Federal Express, or equivalent carrier to the party's address listed above.

8. GENERAL

If any term or provision herein is determined to be illegal or unenforceable, the validity or enforceability of the remainder of the terms or provisions herein will remain in full force and effect.

9. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between Seller and Customer and supersedes and replaces any and all previous and contemporaneous communications, representations or agreements between the parties, whether oral or written, regarding transactions hereunder. No provision of this Agreement may be waived or modified except by an amendment signed by an authorized representative of each party.

10. GOVERNING LAW

This Agreement will be governed by the laws of OR, without regard to conflicts of law rules. Any litigation will be brought exclusively in a federal or state court located in the state or commonwealth where Customer's location identified above, and the parties consent to the jurisdiction of the federal and state courts located therein, submit to the jurisdiction thereof. The parties further consent to the exercise of personal jurisdiction.

11. DOCUMENT RETENTION

All documents related to this Agreement will be kept on file by both parties for a period of ten (10) years after the project completion in accordance with the rules of the SLP.

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E-RATE PURCHASE AGREEMENT

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written.

CDW Government LLC	**Reynolds School District 7**
_____	_____
(Authorized Signature)	*(Authorized Signature)*
_____	_____
Printed Name	*Printed Name*
Title: _____	Title: _____
Date: _____	Date: _____

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E-RATE PURCHASE AGREEMENT

EXHIBIT I
03/01/2023 - 3/6/2023 12:00:00 AM

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Price Quotation

NGMF982

RSD2223.346

Date: 3/14/2023

Customer:
REYNOLDS SCHOOL DISTRICT 7
ATTN: NATHAN FANT
1218 NE 201ST AVE
FAIRVIEW, OR 97024-9642 US

CDWG
230 N Milwaukee Ave
Vernon Hills, IL 60061

Contact:
NATHAN FANT
(503) 667-7104
nfant@rsd7.net

Kelvin Johnson
kelvjoh@cdw.com
866-223-1455

Part Number	Description	Service Duration (Months)	Lead Time (Days)	Qty	Price	Extended Price
STACK-T1-50CM=	50CM Type 1 Stacking Cable	N/A	203	89	$39.75	3,537.75
STACK-T1-3M=	3M Type 1 Stacking Cable	N/A	203	22	$144.21	3,172.62
C9300-48UXM-EDU	Catalyst 9300 48-port(12 mGig&36 2.5Gbps), K12	N/A	206	111	$4,973.80	552,091.80
C9300-NW-E-48	C9300 Network Essentials, 48-port license	N/A	14	111	$0.00	0.00
SC9300UK9-176	Cisco Catalyst 9300 XE 17.6 UNIVERSAL UNIVERSAL	N/A	14	111	$0.00	0.00
PWR-C1-1100WAC-P	1100W AC 80+ platinum Config 1 Power Supply	N/A	154	111	$0.00	0.00
C9300-SPS-NONE	No Secondary Power Supply Selected	N/A	14	111	$0.00	0.00
CAB-TA-NA	North America AC Type A Power Cable	N/A	14	111	$0.00	0.00
C9300-SSD-NONE	No SSD Card Selected	N/A	14	111	$0.00	0.00
C9300-STACK-NONE	No Stack Cable Selected	N/A	14	111	$0.00	0.00
C9300-SPWR-NONE	No Stack Power Cable Selected	N/A	14	111	$0.00	0.00
NM-BLANK-T1	Cisco Catalyst Type 1 Network Module Blank	N/A	14	111	$0.00	0.00
PWR-C1-BLANK	Config 1 Power Supply Blank	N/A	14	111	$0.00	0.00
C9300-DNA-E-48	C9300 DNA Essentials, 48-Port Term Licenses	N/A	14	111	$0.00	0.00
C9300-DNA-E-48-3Y	C9300 DNA Essentials, 48-port - 3 Year Term License	36	N/A	111	$490.19	54,411.09
C9300-NM-NONE	No Network Module Selected	N/A	14	111	$0.00	0.00
NETWORK-PNP-LIC	Network Plug-n-Play Connect for zero-touch device	N/A	3	111	$0.00	0.00
C9300-NM-8X=	Catalyst 9300 8 x 10GE Network Module, spare	N/A	140	111	$1,001.01	111,112.11

900

Product Total	724,325.37
Tax (0%)	0.00
Freight	0.00
Total Price:	**724,325.37**

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Review and Complete Purchase

NATHAN FANT,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
NGMF982	3/1/2023	ERATE 2023	6833550	$724,325.37

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Cisco StackWise 480 - stacking cable - 1.6 ft Mfg. Part#: STACK-T1-50CM= UNSPSC: 26121609 Contract: MARKET	89	2987613	$39.75	$3,537.75
Cisco StackWise 480 - stacking cable - 10 ft Mfg. Part#: STACK-T1-3M= UNSPSC: 26121604 Contract: MARKET	22	2944939	$144.21	$3,172.62
Cisco Catalyst 9300 - switch - 48 ports - managed - rack-mountable Mfg. Part#: C9300-48UXM-EDU UNSPSC: 43222612 Contract: MARKET	111	4926379	$4,973.80	$552,091.80
Cisco Digital Network Architecture Essentials - Term License (3 years) - 48 Mfg. Part#: C9300-DNA-E-48-3Y UNSPSC: 43233204 Electronic distribution - NO MEDIA Contract: MARKET	111	4728329	$490.19	$54,411.09
Cisco - expansion module - 100M 1G 2.5G 5G 10 Gigabit Ethernet x 4 Mfg. Part#: C9300-NM-4M= UNSPSC: 43201404 Contract: MARKET	111	5099886	$1,001.01	$111,112.11
			SUBTOTAL	$724,325.37

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SHIPPING	$0.00
SALES TAX	$0.00
GRAND TOTAL	**$724,325.37**

PURCHASER BILLING INFO	DELIVER TO
Billing Address: REYNOLDS SCHOOL DISTRICT 7 ACCOUNTS PAYABLE 1204 NE 201ST AVE FAIRVIEW, OR 97024-2499 **Phone:** (503) 661-7200 **Payment Terms:** ERATE QUOTES ONLY	**Shipping Address:** REYNOLDS SCHOOL DISTRICT 7 NATHAN FANT 1218 NE 201ST AVE DMC FAIRVIEW, OR 97024-9642 **Shipping Method:** DROP SHIP-GROUND
	Please remit payments to:
	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515

Sales Contact Info

Kelvin Johnson | (866) 223-1455 | kelvjoh@cdw.com

Need Help?

My Account | Support | Call 800.800.4239

About Us | Privacy Policy | Terms and Conditions

This order is subject to CDW's Terms and Conditions of Sales and Service Projects at
http://www.cdwg.com/content/terms-conditions/product-sales.aspx
For more information, contact a CDW account manager

© 2023 CDW•G LLC, 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239

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ERATE Order Process

1. **Ordering**
   Purchase orders should be submitted directly to Seller at the following address or fax number:
   CDW Government LLC
   Attn: E-Rate Sales
   230 N. Milwaukee Ave. Vernon Hills, IL 60061
   Phone: 800.328.4239
   Fax: Please fax Purchase Orders to your Account Manager, see 'Account Team' section.
2. **Required Information**
   All orders must include
   a. Contact name, Phone number
   b. Purchase order number
   c. Part number, Product description
   d. Pre-discount and discounted product price
   e. Percentage Customer owes and percentage SLD owes (SPI – Form 474 Method)
   f. Ship to location, Bill to location
   g. FRN (Funding Request Number) for each part number
   h. Billing method (BEAR – Form 472 or SPI – Form 474)

   SEPARATE PURCHASE ORDERS SHOULD BE SUBMITTED FOR PRODUCTS THAT ARE NOT ELIGIBLE FOR E- RATE FUNDING. ALL ORDERS ARE SUBJECT TO ACCEPTANCE BY SELLER.

   PO TOTAL SHOULD REFLECT FULL PURCHASE PRICE OF ORDER
3. **Assistance With Order**
   Customer may call 1-800-328-4239 for assistance on any purchase order. Any terms or conditions stated in or on the Customer's purchase order which are not consistent with or in addition to the terms and conditions in this Agreement or the Product Sales Terms and Conditions shall be null and void and shall not be applicable hereto or binding on Seller. IN THE CASE OF CHANGES TO PRODUCTS AFTER A CUSTOMER ORDER HAS BEEN ACCEPTED BUT BEFORE THE PRODUCT HAS SHIPPED, SELLER WILL MAKE REASONABLE EFFORTS TO MAKE AVAILABLE TO THE CUSTOMER A COMPARABLE OR BETTER PRODUCT AT THE SAME OR LESSER PRICE WHEN OR IF AVAILABLE, UPON APPROVAL FROM SLD ON PRODUCT SUBSTITUTION.
4. **Price and Payment Terms**
   a. **Price**
      Price shall be as stated in the quotation attached hereto as Exhibit I by Seller's Account Manager. Prices are exclusive of federal, state, local, or other taxes, which shall be the responsibility of the Customer. Any taxes will be listed separately on the invoice.
   b. **Payment Terms (Customer must choose one)**
      i. **Form 474 Service Provider Invoice (SPI) Method**
         - Seller will invoice Customer for their portion of the Products upon shipment of Product and Customer shall pay the invoiced amount (discounted amount owed by Customer) within thirty (30) days from date of invoice.

      ii. **Form 472 Billed Entity Applicant Reimbursement (BEAR) Method**
         - Seller will invoice Customer for pre-discount portion of the Products upon shipment of Product and Customer shall pay the invoiced amount (full amount owed by Customer) within thirty (30) days from the date of invoice.
5. **Payment Method**
   In adherence to Federal E-rate compliance regulations, CDW-G's quoted price is all-inclusive of any and all discounts, if applicable. No further discounts will be applied during time of invoice.

   All payments for both methods shall be submitted to the address presented below:
   CDW-G - Attn: Accounts Receivable
   230 North Milwaukee Avenue
   Vernon Hills, IL 60061

   i. Payment terms are subject to continuing credit approval by Seller. Seller may change credit or payment terms at any time when, in Seller's opinion, Customer's financial condition, previous payment record, or the nature of Customer's relationship with Seller so warrants.
   ii. Seller may discontinue performance under this Agreement (i) if Customer fails to pay any sum when due under this Agreement or any other agreement with Seller until payment is received or (ii) if Customer is in violation of applicable regulations.

NOTWITHSTANDING ANYTHING TO THE CONTRARY, CUSTOMER IS RESPONSIBLE FOR PAYMENT OF 100% THE PRICE OF PRODUCTS IN THE CASE WHERE CUSTOMER PLACES ORDER FOR PRODUCTS SLD DISALLOWS CUSTOMER'S REQUEST FOR DISCOUNT AND REFUSES PAYMENT TO SELLER OF THE DISCOUNT AMOUNT FOR PRODUCTS. IF SLD DISALLOWS CUSTOMER'S REQUEST FOR DISCOUNT CUSTOMER IS IN NO WAY REQUIRED TO PLACE ORDER FOR PRODUCTS.

To the extent allowable, all information and documents hereby submitted in response to the FCC Form 470 furnished by Reynolds School District 7 are the Proprietary and Confidential property of CDW Government LLC ("CDW•G").

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

To: Board of Directors

From: Frank Caropelo, Superintendent of Schools

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

Subject: **2023 - 2024 Certified Staff and Student Calendars**

Policy: School Year/School Calendar – IC/ICA

Date: April 26, 2023

Action ☒
Report ☐

Connection to School Board Core Beliefs and Commitments

☐ Safety ☒ Equity ☒ Instructional Practice ☐ Organizational Culture

Strategic Plan Goal Topic 3: Student and Staff Wellness

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

Summary:

The Calendar Committee, comprised of district staff and administrators, met monthly starting in October 2022 to create the 2023-2024 academic calendars. After each meeting, committee members reported back to their constituent groups and gathered feedback / input on the calendars. As part of the work, the committee consulted previous Reynolds School District calendars, state higher education calendars, and calendars of surrounding school districts as well as consulted with certificated, classified, and administrative RSD staff. These data sources, as well as input from committee members, led to the recommended certified staff calendars presented to the Board today: Elementary School, Middle School, Reynolds High School, Reynolds Learning Academy, and Community Transition Program (CTP) certified staff calendars for the 2023-24 school year.

From these certificated staff calendars, the committee created five corresponding student calendars also presented today for the Board's consideration.

Previous Board Action:

Not Applicable

Background:

The Calendar Committee, comprised of administrators, certified staff, and classified staff, met monthly starting in October 2022 and collaboratively created the 2023-2024 school calendars presented today.

Per the Collective Bargaining Agreement between the District and Reynolds Education Association (REA):

> *Prior to winter break, the calendar committee, including at least three members appointed by the Association, shall establish the employee work year calendars, including the first and last employee contract days and the dates for winter and spring breaks for the following year. The Board shall take action on these dates in the month of February.*
>
> *The proposed calendars, including instructional, grading, in-service and conference days, shall be given to the Association by April 1 of each year for the purpose of identifying negotiated days and receiving Association recommendations regarding non-negotiated days. The Association shall have at least two (2) weeks to review the calendars prior to adoption by the Board. (Article 7, Section C).*

Additional professional development days were added to staff calendars in an effort to provide our educators with critical ongoing training. However, student instructional minutes remain above the minimum required by ODE.

In February the Board accepted the recommendations of the Calendar Committee and voted to approve the proposed first and last days of work, as well as winter and spring breaks, for the 2023-24 school year.

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Staff recommends the Board adopt the 2023-2024 school year certified staff and student calendars as presented by the Calendar Committee.

Motion:

A. Motion Made by Board Member:
    a. I move that the Board adopt the 2023-2024 school year certified staff and student calendars as presented.
B. Motion Seconded by Another Board Member
C. Points of Clarification / Discussion
D. Call for Board Vote

Reynolds School District

2023-24 School Year Certified Staff and Student Calendars

April 26, 2023

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.

Reynolds School District

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.

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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.

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.

RSD Calendar Committee

- Met monthly starting in October
- Made up of staff from across the district
- Gathered constituent input between meetings
- Staff first and last days of work, and winter and spring breaks, were approved by the board in February

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Article 7 of Collective Bargaining Agreement

C. Calendar Development

Prior to winter break, the calendar committee, including at least three members appointed by the Association, shall establish the employee work year calendars, including the first and last employee contract days and the dates for winter and spring breaks for the following year. The Board shall take action on these dates in the month of February.

The proposed calendars, including instructional, grading, inservice and conference days, shall be given to the Association by April 1, of each year for the purpose of identifying negotiated days and receiving Association recommendations regarding non-negotiated days. The Association shall have at least two (2) weeks to review the calendars prior to adoption by the board.

Calendars for any alternative programs and calendars that operate beyond the regular school year shall be developed with staff involvement and be reviewed by the Association.

25

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PD Days and Instructional Hours

- Additional staff PD days would be added to provide our educators with critical ongoing training – proposed dates are Nov. 1 for Elementary, and Jan. 2 for Secondary.

- While added PD days will reduce the total number of instructional hours for students, minimum required hours for all grade levels would still be met.

911

Breakdown of Instructional Minutes:

	Required Instructional Hours to Meet Division 22 Requirements	Instructional Hours in Reynolds	(+) Staff Professional Development Hours	(+) Parent Teacher Conferences Hours	Sum of Hours	Minus (-) Proposed Professional Learning Days-Hours	Equals (=) the Amount of Instructional Hours Remaining	In Compliance
Grade K	900	963.7	30	30	1023.7	18	1005.7	Yes
Grades 1-3	900	1010.2	30	30	1070.2	18	1052.2	Yes
Grades 4-5	900	950.2	30	30	1010.2	18	992.2	Yes
Grade 6	900	982	30	30	1042	5.33	1036.67	Yes
Grades 7-8	900	976	30	30	1036	5.33	1030.67	Yes
Grade 9	990	948.69	30	30	1008.69	5.33	1003.69	Yes
Grades 10-11	990	942.86	30	30	1002.86	5.33	997.53	Yes
Grade 12	966	926.55	30	30	986.55	5.33	981.22	Yes

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Reynolds School District

Questions?

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

Reynolds School District | 2023-24 Elementary Certified Staff Calendar

24 New Teachers Only
28 Teacher Work Day
29 Building Staff Development
30 District/Building Staff Development
31 Teacher Work Day

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Non-Contract
4 Holiday
5 Students' First Day
(Grades 1 - 5)
(K - Gradual Entry)

11, 18, 25 1 hr 10 min Late Start for Teacher PD

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

13 Non-Contract/Statewide Inservice

2, 9, 16, 23, 30 1 hr 10 min Late Start for Teacher PD

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 Professional Development
9 Grading/Evaluation
10 Holiday
20 Conference Prep
21 Conferences
22 Conferences
23 Holiday
24 Thanksgiving Break

6, 13, 27 1 hr 10 min Late Start for Teacher PD

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18-21 Winter Break
22 Holiday
25 Holiday
26-28 Winter Break
29 Holiday

4, 11 1 hr 10 min Late Start for Teacher PD

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Holiday
2 Mid-Year Planning
15 Holiday
26 End of Semester
29 Grading/Evaluation

8, 22 1 hr 10 min Late Start for Teacher PD

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

19 Holiday
23 Professional Development

5, 12, 26 1 hr 10 min Late Start for Teacher PD

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 ½ PD / ½ Conference Prep
21 Conferences
22 Conferences
25-29 Spring Break

4, 11, 18 1 hr 10 min Late Start for Teacher PD

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

12 Grading/Evaluation

1, 8, 15, 22, 29 1 hr 10 min Late Start for Teacher PD

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 Professional Development
27 Holiday

6, 13, 20 1 hr 10 min Late Start for Teacher PD

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

13 Students' Last Day
14 Grading/Evaluation
17 Post Instructional Day

3, 10 1 hr 10 min Late Start for Teacher PD

DRAFT

Reynolds School District
2023-24 Middle School Certified Staff Calendar

24 New Teachers Only
28 Teacher Work Day
29 Building Staff Development
30 District/Building Staff Development
31 Teacher Work Day

AUGUST 2023

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Non-Contract
4 Holiday
5 Students' First Day (6th Grade)
6 Students' First Day (7th and 8th)

11, 18, 25 1 hr 10 min Late Start for Teacher PD

SEPTEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

13 Non-Contract/Statewide Inservice

2, 9, 16, 23, 30 1 hr 10 min Late Start for Teacher PD

OCTOBER 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 Grading/Evaluation
10 Holiday
20 Conference Prep
21 Conferences
22 Conferences
23 Holiday
24 Thanksgiving Break

6, 13, 27 1 hr 10 min Late Start for Teacher PD

NOVEMBER 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18-21 Winter Break
22 Holiday
25 Holiday
26-28 Winter Break
29 Holiday

4, 11 1 hr 10 min Late Start for Teacher PD

DECEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Holiday
2 Professional Development
15 Holiday
25 End of Semester
26 Grading/Evaluation
29 Mid-Year Planning

8, 22 1 hr 10 min Late Start for Teacher PD

FEBRUARY 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

19 Holiday

5, 12, 26 1 hr 10 min Late Start for Teacher PD

MARCH 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

20 ½ PD / ½ Conference Prep
21 Conferences
22 Conferences
25-29 Spring Break

4, 11, 18 1 hr 10 min Late Start for Teacher PD

APRIL 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

12 Grading/Evaluation

1, 8, 15, 22, 29 1 hr 10 min Late Start for Teacher PD

MAY 2024

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Holiday

6, 13, 20 1 hr 10 min Late Start for Teacher PD

JUNE 2024

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

13 Students' Last Day
14 Grading/Evaluation
17 Post Instructional Day

3, 10 1 hr 10 min Late Start for Teacher PD

DRAFT

BOARD APPROVED _____

Reynolds School District
2023-2024 RHS Certified Staff Calendar

24 New Teachers Only
28 Teacher Work Day
29 Building Staff Development
30 District/Building Staff Development
31 Teacher Work Day

AUGUST 2023

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Non-Contract
4 Holiday
5 Students' First Day
(9th Grade Only)
6 All Students 9 –12 Grade

11, 18, 25 1 hr 10 min Late Start for Teacher PD

SEPTEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

13 Non-Contract/Statewide Inservice

2. 9, 16, 23, 30 1 hr 10 min Late Start for Teacher PD

OCTOBER 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 Grading/Evaluation
10 Holiday
20 ½ PD/½ Conference Prep
21 Conferences
22 Conferences
23 Holiday
24 Thanksgiving Break

6, 13, 27 1 hr 10 min Late Start for Teacher PD

NOVEMBER 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18-21 Winter Break
22 Holiday
25 Holiday
26-28 Winter Break
29 Holiday

4, 11 1 hr 10 min Late Start for Teacher PD

DECEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Holiday
2 Professional Development
15 Holiday
25 ½ Day Finals/½ Day Mid-Year Planning
26 ½ Day Finals/½ Day Mid-Year Planning/End of Semester
29 Grading/Evaluation

8, 22 1 hr 10 min Late Start for Teacher PD

FEBRUARY 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

19 Holiday

5, 12, 26 1 hr 10 min Late Start for Teacher PD

MARCH 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21 Conferences
22 Conferences
25-29 Spring Break

4, 11, 18 1 hr 10 min Late Start for Teacher PD

APRIL 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

12 Grading/Evaluation

1, 8, 15, 22, 29 1 hr 10 min Late Start for Teacher PD

MAY 2024

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Holiday

6, 13, 20 1 hr 10 min Late Start for Teacher PD

JUNE 2024

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6 Last Day for Seniors
12 ½ Day Finals/½ Day Conf. Prep
13 Students' Last Day/½ Day Finals/ ½ Day Conference Prep
14 Grading/Evaluation
17 Post Instructional Day

3, 10 1 hr 10 min Late Start for Teacher PD

DRAFT

Reynolds School District
2023-2024 RLA Certified Staff Calendar

24 New Teachers Only
28 Teacher Work Day
29 Building Staff Development
30 District/Building Staff Development
31 Teacher Work Day

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Non-Contract
4 Holiday
5 New Students First Day
6 Returning Students First Day

11, 18, 25 1 hr 10 min Late Start for Teacher PD

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

12 End of First Hexter
13 Non-Contract/Statewide Inservice

2. 9, 16, 23, 30 1 hr 10 min Late Start for Teacher PD

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 Grading/Evaluation
10 Holiday
20 ½ PD/½ Conference Prep
21 Conferences
22 Conferences
23 Holiday
24 Thanksgiving Break

6, 13, 27 1 hr 10 min Late Start for Teacher PD

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1 End of Second Hexter
18-21 Winter Break
22 Holiday
25 Holiday
26-28 Winter Break
29 Holiday

4, 11 1 hr 10 min Late Start for Teacher PD

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Holiday
2 Professional Development
15 Holiday
25 End of Third Hexter
26 Grading/Evaluation
29 Mid-Year Planning

8, 22 1 hr 10 min Late Start for Teacher PD

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

19 Holiday

5, 12, 26 1 hr 10 min Late Start for Teacher PD

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 End of Fourth Hexter
20 ½ PD/½ Conference Prep
21 Conferences
22 Conferences
25-29 Spring Break

4, 11, 18 1 hr 10 min Late Start for Teacher PD

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

12 Grading/Evaluation

1, 8, 15, 22, 29 1 hr 10 min Late Start for Teacher PD

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Holiday

6, 13, 20 1 hr 10 min Late Start for Teacher PD

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6 Last Day for Seniors
13 Students' Last Day / End of Sixth Hexter
14 Grading/Evaluation
17 Post Instructional Day
26 End of Fifth Hexter

3, 10 1 hr 10 min Late Start for Teacher PD

DRAFT

Reynolds School District
2023-2024 CTP Certified Staff Calendar

24 New Teachers Only
28 Teacher Work Day
29 Building Staff Development
30 District/Building Staff Development
31 Teacher Work Day

AUGUST 2023

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Non-Contract
4 Holiday
5 Students' First Day

11, 18, 25 1 hr 10 min Late Start for Teacher PD

SEPTEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

13 Non-Contract/Statewide Inservice

2. 9, 16, 23, 30 1 hr 10 min Late Start for Teacher PD

OCTOBER 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 Grading/Evaluation
10 Holiday
20 ½ PD/½ Conference Prep
21 Conferences
22 Conferences
23 Holiday
24 Thanksgiving Break

6, 13, 27 1 hr 10 min Late Start for Teacher PD

NOVEMBER 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

18-21 Winter Break
22 Holiday
25 Holiday
26-28 Winter Break
29 Holiday

4, 11 1 hr 10 min Late Start for Teacher PD

DECEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Holiday
2 Professional Development
15 Holiday
25 End of Semester
26 Grading/Evaluation
29 Mid-Year Planning

8, 22 1 hr 10 min Late Start for Teacher PD

JANUARY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19 Holiday

5, 12, 26 1 hr 10 min Late Start for Teacher PD

FEBRUARY 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

20 ½ PD/½ Conference Prep
21 Conferences
22 Conferences
25-29 Spring Break

4, 11, 18 1 hr 10 min Late Start for Teacher PD

MARCH 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

12 Grading/Evaluation

1, 8, 15, 22, 29 1 hr 10 min Late Start for Teacher PD

APRIL 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

27 Holiday

6, 13, 20 1 hr 10 min Late Start for Teacher PD

MAY 2024

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 Last Day for Students
14 Grading/Evaluation
17 Post Instructional Day

3, 10 1 hr 10 min Late Start for Teacher PD

JUNE 2024

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

REYNOLDS SCHOOL DISTRICT
Elementary School Student Calendar
2023-2024 SCHOOL YEAR

Board Approved:

September 2023

5 First Day of School (Grades 1-5) Staggered start for Kindergarten – check with school
11 Late Start
18 Late Start
25 Late Start

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	F	6	7	8	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30

School Start Times
Fairview, Salish Ponds, and Woodland
8:50 AM to 3:20 PM Late Start 10:00 AM

Hartley and Wilkes
8:15 AM to 2:45 PM Late Start 9:25 AM

Alder, Davis, Glenfair, Margaret Scott, Sweetbriar, and Troutdale
9:20 AM to 3:50 PM Late Start 10:30 AM

October 2023

2 Late Start
9 Late Start
13 *No School for Students or Staff
16 Late Start
23 Late Start
30 Late Start

OCTOBER 2023						
S	M	T	W	Th	F	S
1	L	3	4	5	6	7
8	L	10	11	12	N	14
15	L	17	18	19	20	21
22	L	24	25	26	27	28
29	L	31				

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	8	9
10	L	12	13	14	15	16
17	L	19	N	PC	PC	23
24	H	H	H	H	H	30
31						

March 2024

4 Late Start
11 Late Start
18 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
25-29 *No School/Spring Break

November 2023

1 *No School/Staff Training
6 Late Start
9 *No School/ Pupil Evaluation
10 *No School/Veterans Day
13 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
23-24 *No School/Thanksgiving Break
27 Late Start

NOVEMBER 2023						
S	M	T	W	Th	F	S
			N	2	3	4
5	L	7	8	G	H	11
12	L	14	15	16	17	18
19	N	PC	PC	H	H	25
26	L	28	29	30		

APRIL 2024						
S	M	T	W	Th	F	S
	L	2	3	4	5	6
7	L	9	10	11	G	13
14	L	16	17	18	19	20
21	L	23	24	25	26	27
28	L	30				

April 2024

1 Late Start
8 Late Start
12 *No School/Pupil Evaluation
15 Late Start
22 Late Start
29 Late Start

December 2023

4 Late Start
11 Late Start
18-29 *No School/Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	8	9
10	L	12	13	14	15	16
17	H	H	H	H	H	23
24	H	H	H	H	H	30
31						

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	N	18
19	L	21	22	23	24	25
26	H	28	29	30	31	

May 2024

6 Late Start
13 Late Start
17 *No School/Staff Training
20 Late Start
27 *No School/Memorial Day

January 2024

1 *No School/New Year's Day
2 *No School/Planning
8 Late Start
15 *No School/MLK Day
22 Late Start
27 End of 1st Semester
29 *No School/Pupil Evaluation

JANUARY 2024						
S	M	T	W	Th	F	S
	H	N	3	4	5	6
7	L	9	10	11	12	13
14	H	16	17	18	19	20
21	L	23	24	25	26	27
28	G	30	31			

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	7	8
9	L	11	12	F	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 2024

3 Late Start
10 Late Start
13 Last Day of School

February 2024

5 Late Start
12 Late Start
19 *No School/Presidents' Day
23 *No School/Staff Training
26 Late Start

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	L	6	7	8	9	10
11	L	13	14	15	16	17
18	H	20	21	22	N	24
25	L	27	28			

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

DRAFT

REYNOLDS SCHOOL DISTRICT
Middle School Student Calendar
2023-2024 SCHOOL YEAR

Board Approved:

September 2023
5 1st Day of School (Grade 6)
6 1st Day of School (Grade 7 and 8)
11 Late Start
18 Late Start
25 Late Start

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	F	F	7	8	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30

School Start Times
H. B. Lee
Walt Morey
Reynolds Middle

7:30 AM to 2:15 PM Late Start 8:40 AM

October 2023
2 Late Start
9 Late Start
13 *No School for Students or Staff
16 Late Start
23 Late Start
30 Late Start

OCTOBER 2023						
S	M	T	W	Th	F	S
1	L	3	4	5	6	7
8	L	10	11	12	**N**	14
15	L	17	18	19	20	21
22	L	24	25	26	27	28
29	L	31				

November 2023
6 Late Start
9 *No School/Pupil Evaluation
10 *No School/Veterans Day
13 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
23-24 *No School/Thanksgiving Break
27 Late Start

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	**G**	**H**	11
12	L	14	15	16	17	18
19	**N**	**PC**	**PC**	**H**	**H**	25
26	L	28	29	30		

December 2023
4 Late Start
11 Late Start
18-29 *No School/Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	8	9
10	L	12	13	14	15	16
17	**H**	**H**	**H**	**H**	**H**	23
24	**H**	**H**	**H**	**H**	**H**	30
31						

January 2024
1 *No School/New Year's Day
2 *No School/Staff Training
8 Late Start
15 *No School/MLK Day
22 Late Start
25 End of 1st Semester
26 *No School/Pupil Evaluation
29 *No School/Planning

JANUARY 2024						
S	M	T	W	Th	F	S
	H	**N**	3	4	5	6
7	L	9	10	11	12	13
14	**H**	16	17	18	19	20
21	L	23	24	25	**G**	27
28	**N**	30	31			

February 2024
5 Late Start
12 Late Start
19 *No School/Presidents' Day
26 Late Start

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	L	6	7	8	9	10
11	L	13	14	15	16	17
18	**H**	20	21	22	23	24
25	L	27	28	29		

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	8	9
10	L	12	13	14	15	16
17	L	19	**N**	**PC**	**PC**	23
24	**H**	**H**	**H**	**H**	**H**	30
31						

March 2024
4 Late Start
11 Late Start
18 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
25-29 *No School/Spring Break

APRIL 2024						
S	M	T	W	Th	F	S
	L	2	3	4	5	6
7	L	9	10	11	**G**	13
14	L	16	17	18	19	20
21	L	23	24	25	26	27
28	L	30				

April 2024
1 Late Start
8 Late Start
12 *No School/Pupil Evaluation
15 Late Start
22 Late Start
29 Late Start

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	L	21	22	23	24	25
26	**H**	28	29	30	31	

May 2024
6 Late Start
13 Late Start
20 Late Start
27 *No School/Memorial Day

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	7	8
9	L	11	12	F	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 2024
3 Late Start
10 Late Start
13 Last Day of School

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

DRAFT

REYNOLDS SCHOOL DISTRICT
High School Student Calendar
2023-2024 SCHOOL YEAR

School Board Approved:

September 2023
5 1st Day of School (Grade 9)
6 1st Day of School (Grades 10 - 12)
11 Late Start
18 Late Start
25 Late Start

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	F	F	7	8	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30

School Start Times
Reynolds High School

8:10 AM to 3:13 PM Late Start 9:20 AM

October 2023
2 Late Start
9 Late Start
13 *No School for Students or Staff
16 Late Start
23 Late Start
30 Late Start

OCTOBER 2023						
S	M	T	W	Th	F	S
1	L	3	4	5	6	7
8	L	10	11	12	**N**	14
15	L	17	18	19	20	21
22	L	24	25	26	27	28
29	L	31				

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	8	9
10	L	12	13	14	15	16
17	L	19	20	**PC**	**PC**	23
24	**H**	**H**	**H**	**H**	**H**	30
31						

March 2024
4 Late Start
11 Late Start
18 Late Start
21-22 *No School/Conferences
25-29 *No School/Spring Break

November 2023
6 Late Start
9 *No School/Pupil Evaluation
10 *No School/Veterans Day
13 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
23-24 *No School/Thanksgiving Break
27 Late Start

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	**G**	**H**	11
12	L	14	15	16	17	18
19	**N**	**PC**	**PC**	**H**	**H**	25
26	L	28	29	30		

APRIL 2024						
S	M	T	W	Th	F	S
	L	2	3	4	5	6
7	L	9	10	11	**G**	13
14	L	16	17	18	19	20
21	L	23	24	25	26	27
28	L	30				

April 2024
1 Late Start
8 Late Start
12 *No School/Pupil Evaluation
15 Late Start
22 Late Start
29 Late Start

December 2023
4 Late Start
11 Late Start
18-29 *No School/Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	8	9
10	L	12	13	14	15	16
17	**H**	**H**	**H**	**H**	**H**	23
24	**H**	**H**	**H**	**H**	**H**	30
31						

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	L	21	22	23	24	25
26	**H**	28	29	30	21	

May 2024
6 Late Start
13 Late Start
20 Late Start
27 *No School/Memorial Day

January 2024
1 *No School/New Year's Day
2 *No School/Staff Training
8 Late Start
15 *No School/MLK Day
22 Late Start
25 ½ Day Finals/*½ Day No School
26 ½ Day Finals/*½ Day No School/ End of Semester
29 *No School/Pupil Evaluation

JANUARY 2024						
S	M	T	W	Th	F	S
	H	**N**	3	4	5	6
7	L	9	10	11	12	13
14	**H**	16	17	18	19	20
21	L	23	24	**N**	**N**	27
28	**G**	30	31			

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	L	4	5	F	7	8
9	L	11	**N**	F **N**	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 2024
3 Late Start
6 Last Day for Seniors
10 Late Start
12 ½ Day Finals/*½ Day No School
13 Last Day of School/½ Day Finals/ *½ Day No School

February 2024
5 Late Start
12 Late Start
19 *No School/Presidents' Day
26 Late Start

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	L	6	7	8	9	10
11	L	13	14	15	16	17
18	**H**	20	21	22	23	24
25	L	27	28	29		

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

DRAFT

REYNOLDS SCHOOL DISTRICT
Reynolds Learning Academy Student Calendar
School Board Approved:

2023-2024 SCHOOL YEAR

September 2023

5 First Day - New Students
6 First Day - Returning Students
11 Late Start
18 Late Start
25 Late Start

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	F	F	7	8	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30

School Start Times
Reynolds Learning Academy

9:05 AM to 3:45 PM Late Start 10:15 AM

October 2023

2 Late Start
9 Late Start
13 *No School for Students or Staff
16 Late Start
23 Late Start
30 Late Start

OCTOBER 2023						
S	M	T	W	Th	F	S
1	L	3	4	5	6	7
8	L	10	11	12	**N**	14
15	L	17	18	19	20	21
22	L	24	25	26	27	28
29	L	31				

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	8	9
10	L	12	13	14	15	16
17	L	19	**N**	**PC**	**PC**	23
24	**H**	**H**	**H**	**H**	**H**	
31						

March 2024

4 Late Start
11 Late Start
18 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
25-29 *No School/Spring Break

November 2023

6 Late Start
9 *No School/Pupil Evaluation
10 *No School/Veterans Day
13 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
23-24 *No School/Thanksgiving Break
27 Late Start

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	**G**	**H**	11
12	L	14	15	16	17	18
19	**N**	**PC**	**PC**	**H**	**H**	25
26	L	28	29	30		

APRIL 2024						
S	M	T	W	Th	F	S
	L	2	3	4	5	6
7	L	9	10	11	**G**	13
14	L	16	17	18	19	20
21	L	23	24	25	26	27
28	L	30				

April 2024

1 Late Start
8 Late Start
12 *No School/Pupil Evaluation
15 Late Start
22 Late Start
29 Late Start

December 2023

4 Late Start
11 Late Start
18-29 *No School/Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	8	9
10	L	12	13	14	15	16
17	**H**	**H**	**H**	**H**	**H**	23
24	**H**	**H**	**H**	**H**	**H**	30
31						

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	L	21	22	23	24	25
26	**H**	28	29	30	31	

May 2024

6 Late Start
13 Late Start
20 Late Start
27 *No School/Memorial Day

January 2024

1 *No School/New Year's Day
2 *No School/Staff Training
8 Late Start
15 *No School/MLK Day
22 Late Start
26 *No School/Pupil Evaluation
29 *No School/Planning

JANUARY 2024						
S	M	T	W	Th	F	S
	H	**N**	3	4	5	6
7	L	9	10	11	12	13
14	**H**	16	17	18	19	20
21	L	23	24	25	**G**	27
28	**N**	30	31			

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	L	4	5	F	7	8
9	L	11	12	F	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 2024

3 Late Start
6 Last Day for Seniors
10 Late Start
13 Last Day for Students

February 2024

5 Late Start
12 Late Start
19 *No School/Presidents' Day
26 Late Start

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	L	6	7	8	9	10
11	L	13	14	15	16	17
18	**H**	20	21	22	23	24
25	L	27	28	29		

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

DRAFT

REYNOLDS SCHOOL DISTRICT
Community Transition Program Student Calendar
2023-2024 SCHOOL YEAR

School Board Approved:

September 2023
5 Students' First Day
11 Late Start
18 Late Start
25 Late Start

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	F	6	7	8	9
10	L	12	13	14	15	16
17	L	19	20	21	22	23
24	L	26	27	28	29	30

School Start Times
Community Transition Program

7:40 AM to 1:25 PM Late Start 8:50 AM

October 2023
2 Late Start
9 Late Start
13 *No School for Students or Staff
16 Late Start
23 Late Start
30 Late Start

OCTOBER 2023						
S	M	T	W	Th	F	S
1	L	3	4	5	6	7
8	L	10	11	12	N	14
15	L	17	18	19	20	21
22	L	24	25	26	27	28
29	L	31				

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	8	9
10	L	12	13	14	15	16
17	L	19	N	PC	PC	23
24	H	H	H	H	H	30
31						

March 2024
4 Late Start
11 Late Start
18 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
25-29 *No School/Spring Break

November 2023
6 Late Start
9 *No School/Pupil Evaluation
10 *No School/Veterans Day
13 Late Start
20 *No School/Conference Prep
21-22 *No School/Conferences
20 Late Start
23-24 *No School/Thanksgiving Break
27 Late Start

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	G	H	11
12	L	14	15	16	17	18
19	N	PC	PC	H	H	25
26	L	28	29	30		

APRIL 2024						
S	M	T	W	Th	F	S
	L	2	3	4	5	6
7	L	9	10	11	G	13
14	L	16	17	18	19	20
21	L	23	24	25	26	27
28	L	30				

April 2024
1 Late Start
8 Late Start
12 *No School/Pupil Evaluation
15 Late Start
22 Late Start
29 Late Start

December 2023
4 Late Start
11 Late Start
18-29 *No School/Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	L	5	6	7	8	9
10	L	12	13	14	15	16
17	H	H	H	H	H	23
24	H	H	H	H	H	30
31						

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	L	7	8	9	10	11
12	L	14	15	16	17	18
19	L	21	22	23	24	25
26	H	28	29	30	31	

May 2024
6 Late Start
13 Late Start
20 Late Start
27 *No School/Memorial Day

January 2024
1 *No School/New Year's Day
2 *No School/Staff Training
8 Late Start
15 *No School/MLK Day
22 Late Start
26 *No School/Pupil Evaluation
29 *No School/Planning

JANUARY 2024						
S	M	T	W	Th	F	S
	H	N	3	4	5	6
7	L	9	10	11	12	13
14	H	16	17	18	19	20
21	L	23	24	25	G	27
28	N	30	31			

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	L	4	5	6	7	8
9	L	11	12	F	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 2024
3 Late Start
10 Late Start
13 Last Day for Students

February 2024
5 Late Start
12 Late Start
19 *No School/Presidents' Day
26 Late Start

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	L	6	7	8	9	10
11	L	13	14	15	16	17
18	H	20	21	22	23	24
25	L	27	28	29		

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H = No school for students or staff for holiday break
G = No school for students; staff report for grading/evaluation

DRAFT

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

To: Board of Directors

From: Shaunice Silas, Executive Director of Human Resources

Prepared by: Jordan Carlman, Administrative Analyst, Human Resources

Subject: **Proposed OSEA Summer School Memorandum of Understanding**

Policy: Board Powers and Duties – BBA

Date: April 26, 2023

Action ☐
Report ☒

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 District ("District") and the Oregon School Employees' Association, Reynolds Chapter 37 ("Union"), enter this Memorandum of Agreement (MOA) regarding the wages, benefits, and working conditions of bargaining unit members during the District's 2023 Summer School. This Memorandum of Agreement is effective during Summer School sessions from July 5, 2023 through August 3, 2023.

Previous Board Action:
Not Applicable

Background:
The Reynolds School District ("District") and the Oregon School Employees' Association, Reynolds Chapter 37 ("Union"), enter this Memorandum of Agreement (MOA) regarding the wages, benefits, and working conditions of bargaining unit members during the District's 2023 Summer School. This Memorandum of Agreement is effective during Summer School sessions from July 5, 2023 through August 3, 2023.

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

MEMORANDUM OF AGREEMENT

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 Agreement (MOA) regarding the wages, benefits, and working conditions of bargaining unit members during the District's 2023 Summer School. This Memorandum of Agreement is effective during Summer School sessions from July 5, 2023 through August 3, 2023.

WAGES:

The District and the Union agree that less than 12-month employees hired for the entire Summer School program will receive five dollars ($5.00) per hour in addition to their 2023-2024-hourly wage for time worked while Summer School is in session.

In addition to the rate of pay ($5.00 hr. in additional to their 2023-2024-hourly), staff who miss 2 days or less of the summer program will be entitled to an additional $500 bonus paid in August 2023.

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, 2023 paycheck. This change is possible due to State-level funds not traditionally available and does not establish precedent.

Proposed

STAFF SELECTION:

Current non-12-month employees who have indicated interest by April 24, 2024 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.

4. The District shall not hire non-bargaining unit employees for the Summer School program unless there are not enough bargaining unit applicants to fulfill the program needs.

   a. The hiring of non-bargaining unit employees for 2023 Summer School program will not set precedent for any future action.

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.

For the Chapter

_____	_____
Susan Mutschler President Date	Dr. Frank Caropelo, Superintendent Date
_____	_____
Teri Staudinger Field Representative Date	Wade Bakley Chief of Staff Date
_____	_____
Shelia Holt Treasurer Date	Dr. Koreen Barreras-Brown Chief of Academics Date
	_____
	Shaunice Silas Executive Director of HR Date

Proposed

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

To: Board of Directors

From: Shaunice Silas, Executive Director of Human Resources

Prepared by: Jordan Carlman, Administrative Analyst, Human Resources

Subject: **REA Summer School Memorandum of Understanding**

Policy: Board Powers and Duties – BBA

Date: April 26, 2023

Action ☐
Report ☒

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 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 Summer School programs in accordance with current guidelines set forth by the Governor, ODE, and local health authorities.

Previous Board Action:
Not Applicable

Background:
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 Summer School programs in accordance with current guidelines set forth by the Governor, ODE, and local health authorities.

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

DocuSign Envelope ID: 82A54C82-6334-4564-97AF-246E22F3390E

Memorandum of Agreement Between Reynolds School District and

Reynolds Education Association on 2023 Summer School

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 Summer School programs in accordance with current guidelines set forth by the Governor, ODE, and local health authorities.

1. The work schedule for the 2023 Summer School session must comply with Articles 7 and 9 of the current Collective Bargaining Agreement. Class and cohort size will comply with Article 27.

2. The District will follow the most current RSSL guidance.

3. As part of Summer School programming, administrators may assign necessary duties that are not ordinarily a part of an educator's regular work responsibilities, so long as such duties are equitably shouldered by all educators through a schedule rotation. Examples of such duties might include bus off and on-boarding, breakfast, lunch or recess supervision, transitions between cohorts, etc. Schedules may be flexed by mutual agreement between administrator and member. This could include starting or leaving 15 minutes earlier, exchanges of additional break or lunch or prep time for duty, or compensation at per diem if the contract day should need to be extended.

4. Appropriate Personal Protective Equipment (PPE) and/or Essential Protective Gear (EPG) will be made available to any staff member who requests them during the summer school session. Every classroom and workspace shall be provided hand sanitizer. All hand washing/hand sanitizing supplies provided shall be checked and restocked immediately as needed and prior to the beginning of each day.

5. All staff will be provided a confidential space to conduct tasks requiring confidentiality when appropriate and needed for their assignment.

DocuSign Envelope ID: 82A54C82-6334-4564-97AF-246E22F3390E

6. Job postings for Summer School positions will be building-specific and advertised via an email survey provided by the District. Such positions will be filled by interested in-building staff first who are qualified by endorsement. In the event that no in-building personnel are interested or qualified by endorsement to fill a position, a candidate will be sought elsewhere within the District. When more than one candidate is interested in a position, the process currently used for voluntary transfers within the district, including internal interviews if necessary, will be implemented to determine selection. If no qualified staff members are interested in advertised summer school positions, such jobs will be posted on the District website and standard hiring protocols will be used to fill the position.

7. Certified staff members who fill Summer School positions for the 2023 session will be paid at their hourly rate for all working hours and will be protected by the current Collective Bargaining Agreement, regardless of their assignment including those serving in administration positions. Certified staff members shall be paid based on the 2022-2023 salary schedule as of March 1, 2023. If such members fill positions which traditionally fall under the SUN Schools umbrella, those positions will be funded by the Reynolds School District at the hourly rate. This change is possible due to state level funds not traditionally available and is not intended to establish precedent. Hours worked will be entered into Timeclock Plus on weekly basis every Friday. Timeclock Plus codes shall be entered into the system and staff will be provided the correct codes prior to the start of Summer School. Staff will be paid on August 1, 2023, August 19, 2023, September 1, 2023 and September 16, 2023. Bonus will be paid by September 16, 2023. Any late entries will be paid no later than the following scheduled pay date. Staff working Summer School shall not be evaluated as per Article 5, H. of the CBA; all other provisions of Article 5 will be adhered to during Summer School.

8. Certified staff members who work full time will be afforded a minimum of one (1) hour of paid prep time per day and paid lunch breaks per day commensurate with current contract language in Article 9**.** All certified staff members shall be given eight (8) hours of pre-instructional preparation time before students begin summer school at their per diem rate. This day is to be used by members to prepare classrooms, materials, and lessons. There shall be no required district and/or building staff meetings on this day. Any professional development will occur prior to the start of summer school and will be paid at the certified staff member's per diem rate.

9. In addition to the rates of pay, staff who miss 2 days or less of the summer program will be entitled to a bonus.

    a. For staff working positions listed as "Full Day," the bonus will be $500.
    b. For staff working positions listed as "1/2 Day," the bonus will be $250.

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c. Job shares are allowable and encouraged. Staff who opt for job sharing will split the applicable bonus 50/50. For "Full Day" job shares, the bonus will be $250 each. For "1/2 Day" job shares, the bonus will be $125 each.

d. Bonuses cannot be split into smaller increments.

10. It is understood that staff who are hired to perform in-person duties during Summer School will do so on site and will not be allowed to work remotely for such work. Any staff member who cannot report due to illness, including quarantine, will need to request a substitute through the Summer School Coordinator or designated administrator. Designated administrators will be identified for staff prior to the start of summer session.

11. If a classroom or school program is permanently dissolved or closed, staff will be given the option to be reassigned to other buildings for the remainder of the summer program. Staff who elect to be reassigned for the summer will be afforded a minimum of one transition day prior to beginning an assignment at a new work site. At least half of any transition period will be member directed.

    a. If a classroom or school program is closed, and staff choose not to be reassigned, they will qualify for half the applicable bonus as outlined in section 9 if the closure takes place on or before July 25th. If the closure takes place after July 25th, those staff will qualify for the entire applicable bonus as outlined in section 9.

12. By mutual agreement, the 2023 Summer School 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.

13. This Summer School agreement will expire on August 28, 2023.

For the Association:

DocuSigned by: 4/10/2023
548D0D8576624FC...
Jeffrey Fuller — Date
REA President

DocuSigned by: Brian Jay, Bargaining Chair 4/10/2023
7A22BBDCD33D43B...
Brian Jay — Date
Bargaining Chair

For the District:

DocuSigned by: Frank Caropelo, Superintendent 4/10/2023
C59E64A8527D473...
Dr. Frank Caropelo, — Date
Superintendent

DocuSigned by: Wade Bakley, Principal, Chief of Staff 4/11/2023
1DCBA950F4DA448...
Wade Bakley — Date
Chief of Staff

DocuSigned by: Dr. Koreen Barreras-Brown 4/11/2023
0F63C50F56D34B3...
Dr. Koreen Barreras-Brown. — Date
Chief Academic Officer

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

To:	Board of Directors
From:	Ana Gonzalez Muñoz, Board Chair
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Board Reports and Discussion**
Policy:	Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF
Date:	April 26, 2023

Action ☐
Report ☒

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. Individual Board Member Reports or Announcements
b. Upcoming Board Meetings
    i. Board Work Session: May 10, 2023
    ii. Board Business Meeting: May 24, 2023
c. Budget Committee Meetings:
    i. May 4, 2023
    ii. May 11, 2023
d. Board Discussion

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

To:	Board of Directors
From:	Frank Caropelo, Interim Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Adjourn**
Policy:	Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF
Date:	April 26, 2023

Action ☒
Report ☐

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