



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

**Reynolds School District
Board of Education Working**

October 14, 2020

6:00 PM

Virtual Meeting

I. **6:00p - Call to Order and Land Acknowledgement**

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To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Call to Order and Land Use Acknowledgement

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

Date: October 14, 2020

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

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

- a. Call to Order
- b. Land Use Acknowledgement

On March 17, Governor Kate Brown temporarily suspended public gatherings in response to the COVID-19 pandemic. Because of this order, Reynolds School District Board Meetings will be virtual until further notice.

Although members of the board are not gathered in a central, physical location, we do have a quorum present at this meeting by video-conferencing.

Meeting procedures will adhere to Board policy to the extent that is practical in this setting. All public comments will be submitted in written form. They will be given to Board members for review and will be posted online for public access.

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



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.

Alder Elementary School



ABOUT OUR SCHOOL

Alder is a diverse preK-5 school with a dynamic and engaged community. Alder also serves approximately 40 students in a free Montessori pre-school to Kindergarten program. There are 26 different languages spoken at Alder. Alder also has 63% of our students for whom English is not their native language. We are a Hispanic/Latino majority school with 54% of our population falling into this category. The remaining populations comprise 16% White, 13% Black/African American, 7% Asian, and 6% Multiracial. These percentages have been similar over the past few years. Currently, our enrollment is 438 students. Alder is also a high poverty school, with over 95% of our families qualifying for free and reduced lunches. Due to this high percentage Alder is able to provide free breakfast and lunch to all students, regardless of socio-economic status. Sixteen percent of students at Alder are on Individualized Education Plans (IEP) and receive special education services, which is similar to past years. Approximately, 12% of Alder's student are experiencing homelessness. Eighty percent of Alder's certified and classified staff identify as White. All teachers are highly qualified and approximately 72% of certified staff have 3 years of experience or more. Alder experienced a 16% turnover rate in its staff, which is similar to previous years.

STRENGTHS

Pride points



- Diversity of students and families
- Oregon's only free public Montessori PreK-Kindergarten program
- Reynolds School District's only K-5 Spanish Immersion program
- Latinx/Hispanic parents advocate through their parent group, Books and Breakfast.
- Provides assistance for rent, utilities, food and clothing
- Community Partners:
 - Greater Than
 - SUN School Program
 - Metropolitan Famil Services (MFS)
 - HOLLA Mentoring
 - Friends of the Children
 - Alder Housing Program

GOALS

Opportunities for growth



- Robust Equity PD for teachers and staff
- Trauma informed teaching practices
- Embed Restorative Practices in Alder teaching and learning
- Raise student scores on Oregon state assessments
- Increase family participation through PTA

Davis Elementary School



DAVIS
Elementary School

ABOUT OUR SCHOOL

Davis Elementary is SUN community school serving a diverse community of learners located in the Rockwood neighborhood. Our school is comprised of 448 students with a make-up of 48% Latino students, 20% white students, 11% African American students, 8% Asian students, 4% Native Hawaiian/Pacific Islander students, less than 1% Native American students, and 7% multi-racial students. We have students that speak 23 different languages at our school. Davis is a Title I school with 100% of our students receiving free lunch services. Our average class size is 24 students and we have 77% of our students meeting the regular attenders requirement.* 16% of our students are identified as students with disabilities. 55% are Ever English Language Learners. Our teaching staff is comprised of 2 administrators, 27 licensed staff and 21 classified staff. We work with the following community partners: DHS, All Hands Raised, Oregon Food Bank, Trillium, MFS, Experience Corps, Reading Results, Growing Gardens, Trillium, Headstart, Juntos Aprendemos, CAIRO, and IRCO. Davis is a community school and we are proud of our Davis Dragons!

STRENGTHS

Pride points



On the 2019-2020 CEE Survey students reported over 90% in the following categories:

- My teacher(s) expect me to do my best.
- My teacher(s) believe student learning is important.
- It's important to me that improve my skills this year.
- The school respects student differences.
- The principal of this school believe student learning is the #1 priority.

Davis Book van visits two apartments with lunches, books, and tech support two times a week.

Davis utilizes community partners to support family needs mental health, accessing resources, and technology.

All recent assessment: 2018-2019 State ELA,

GOALS

Opportunities for growth



- Staff, students, and connected adults are working toward strengthen student achievement in ELA and Math.
- Staff are working toward increased awareness of equity issues and increased equitable practices.
- The Davis staff will streamline and increase communication during distance learning to ensure connected adults understand expectations and learning goals of the school.
- Staff, students, and connected adults are learning together to identify and respond appropriately to feelings.

Fairview Elementary School



ABOUT OUR SCHOOL

Fairview Elementary School now occupies a new state-of-the-art building in the heart of “Old Fairview”. Our school serves a diverse community of learners comprised of 300 students with a make-up of 42% Latino students, 40% white students, 8% multi-racial, 4% Asian, 3% black students, 2% American native, and % Pacific Islander students (percentages taken from 2019-19 state report card). Fairview is a Title I school where all students receive free meal services. Our average class size is 20 students and we have 74% of our students meeting the regular attenders requirement. Our teaching staff is comprised of 1 administrator, 17 licensed classroom teachers, 9 certified specialists and 16 classified staff. We have one “Flexible’ structured-behavior classroom that now supports all tier three students with the goal of over 80% of each of those students time spent in their general education classes. Fairview has several strong partnerships with community businesses, and agencies.

STRENGTHS

Pride points



- * Well-established Restorative Systems and community buy-in
- * Student Study Team designed to reduce the percentage of students identified for Special Ed Services.
- * MTSS process - intervention planning for students in tier 2
- * ELPA growth: 82% progressing 10% exited.
- * Full-time Physical Education and Music
- * Community Care Team
- * Strong partnerships with community organizations.
- * Beautiful new mural being painted on our playground wall.

GOALS

Opportunities for growth



1. All students regularly attending and actively engaged in Comprehensive Distance Learning.
2. Academic Language practice and goals embedded in all online lessons.
3. Application of Writing skills across the curriculum.
4. Students all making at least one years growth as measure by Star baseline Reading and Math assessments.

Glenfair Elementary School



ABOUT OUR SCHOOL

Glenfair is a diverse community of learners located on the outskirts of the Portland metropolitan area. Our school is comprised of 512 students with a make-up of 35% Latino students, 20% white students, 22% African American students, 11% Asian students, 3% Pacific Islander students, 3% Native American students, and 6% multi-racial students. Glenfair is a Title I school with 100% of our students receiving free lunch services. Our average class size is 23 students and we have 72% of our students meeting the regular attenders requirement.* While our entire area is not encompassed in the Glenfair community neighborhood, the vast majority of it is. In the Glenfair community neighborhood over 70% of the residents rent their homes. This community is ranked as the 2nd most diverse neighborhood in the city.** Our teaching staff is comprised of 2 administrators, 33 licensed staff and 27 classified staff. We are proud to work with several community partners including: DHS, All Hands Raised, Oregon Food Bank, Trillium, Metropolitan Family Services and Multnomah University. These partnerships are a highlight of our school and bring many resources to our school and community.

* Data taken from the 2018-19 school report card

STRENGTHS

Pride points



-We facilitate opportunities to hear student voice. Through open forums to discuss school climate to starting a social justice club. In our most recent survey taken by our 4th and 5th grade students they reported:

- 98% My teacher(s) believe student learning is important
- 97% My teacher(s) expect me to do my best

-We foster collaboration. Staff engage in a minimum of 1 hour 40 min of PLC each week to co-plan and calibrate student learning experience.

-All recent assessments- 2018-19 State ELA, Math and STAR reading, math, and early literacy (fall to winter 2019) show student learning gains.

GOALS

Opportunities for growth



- Staff, students and connected adults are working toward strengthen student achievement in ELA and Mathematics
- Staff are working toward Increased awareness of equity issues and increased equitable practices
- Staff is working toward Increased communication of expectations and standards to students and connected adults
- Staff, students, and connected adults are learning together to identify and respond appropriately to feelings.

Hartley Elementary School



ABOUT OUR SCHOOL

Hartley is a diverse community of learners located between the cities of Portland, Gresham and Fairview. Our school is comprised of approximately 400 students with diverse backgrounds and cultures represented by 51% Hispanic, 20% White, 11% Black/African American, 11% Multi-Racial, 4% Asian, and 3% Native Hawaiian/Pacific Islander. 41% of students are Ever English Learners, with 26 languages being spoken by our families. 23% of Hartley students are being served on Individual Education Plans based on their disability. Hartley is a Title I school with 100% of our students receiving free breakfast and lunch services. Our average class size is 21 students. Our teaching staff is comprised of 1.5 administrators, 31 licensed staff and 16 classified staff. We are proud to work with several community partners including SMART, SUN, Latino Network, Juntos Aprendemos, and others. These partnerships are definitely a highlight of our school and we are proud to work together to bring resources to our amazing Hartley community.

STRENGTHS

Pride points



Student Achievement:

~Grade level teams were on track to meet their end of year goals for student achievement in reading and math based on the WINTER STAR data for the 19-20 school year.

~PLC's met weekly to discuss student performance and to adjust teaching and learning to meet the students' needs.

Equity:

~Started Book Study and had deep and rich conversations regarding CRT principals.

~CARE team approach during Distance Learning for ALL in spring

~Processes for inclusional practices were developed

Communication:

Safety:

~Use of REMIND by staff to reach most families
~CEE survey shows students and families are increasing their trust in Hartley as a safe and welcoming school.

GOALS

Opportunities for growth



Student Achievement:

~ Use the RSD K-10 Standards and UDL framework for instructional planning

~EL and SPED support will be provided through real-time opportunities within the Gen. Ed Setting

Equity:

~Culturally Responsive Teaching and The Brain Book Study

~Develop a Hartley Equity Team

~Daily Check-ins with students and CARE team for supports

~Access to technology

Communication:

~Increase 2-way communication systems for our families

~Scheduled parent meetings, newsletters, surveys, social media, Remind, Conferences

Safety:

~Professional Development in areas of co-regulation and de-escalation strategies

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Margaret Scott Elementary School



ABOUT OUR SCHOOL

Margaret Scott is a K-5 elementary school committed to academic excellence in a caring and nurturing educational environment that embraces cultural diversity, intervention practices, and small group instruction. We are a home to 409 students with approximately 85% students of color and 21 spoken languages. We offer our students instruction in all of the core subject areas along with computer literacy, art, music and physical education. Margaret Scott presently houses 17 homeroom teachers, 2 full time educational assistants and 2 part-time educational assistants. We also have 2 guidance counselors, 1 media specialist and part-time art teacher. We are lucky to have a full-time music and pe teacher.

STRENGTHS

Pride points



Goal driven professional educators with a solid background in creating school environments for academic and social growth in every child. Versatile individuals with the talent to develop engaging lessons that capture a child's imagination and breeds success. Highly motivated, enthusiastic educators who want "all" children to be successful learners. High standards and expectations for students, consistent assessment reviews and frequent monitoring of learning and teaching. Clear targets and objectives to maximize time management and student achievement. RTI team that is focused on early and continuous identification, assessment and assistance of students who have learning and behavioral needs. We are very proud to be the first school in Oregon certified level II in High Reliability School status (HRS Certified level II).

GOALS

Opportunities for growth



Revisit the framework for High Reliability Schools. Because re-certified to meet the needs of Comprehensive Distance Learning. Build a computer based educational model. Develop a Math intervention program. On-going professional development training in the areas of cultural responsive teaching and student engagement. Develop a social/emotional wellness plan to support students and families. Consistent pre/post assessments to determine growth in targeted areas and consistent data collection and review.

Salish Ponds Elementary School



ABOUT OUR SCHOOL

Salish Ponds Elementary is located in Fairview and currently serves 377 students. We are a Title 1 school and qualify for 100% free lunch and breakfast.

Our student population is represented by 54% Hispanic/Latino, 25% white, 6% Black/African American, 6% multi-racial, 5% Native Hawaiian/Other Pacific Islander and 4% Asian. 41% of students receive English Language services. 27% of students receive Special Education services. This includes students enrolled in a specialized, district program.

We are a SUN Community School and proud partner of Metropolitan Family Services. MFS offers enrichment opportunities to students after school and a variety of services to Salish families including food, assistance with utilities and housing. MFS facilitates family engagement activities throughout the year and host a program that serves children from birth to pre-kindergarten. We are a Champions Daycare site. Students come from around the district to receive after school care at Salish.

STRENGTHS

Pride points



Student Council engage in activities that foster community building, help support school wide systems and partake in service – learning projects.

Staff are committed to equity work. This year, we will examine school wide systems with an equity lens, identify ways to disrupt racism and partake in professional development opportunities.

Community Partnerships are strong! Staff and partners collaborate regularly to provide support to students and families.

Tier 1 PBIS Systems are clear! Positive behavior is reinforced with fidelity. Life skills are taught on a monthly basis and student accomplishments are celebrated once a month.

GOALS

Opportunities for growth



Student Achievement: Teachers will implement UDL to meet the needs of all learners. ELD and Special Education services will be provided in the Gen. Edu. classroom.

Equity: We will re – establish the equity team and increase knowledge of culturally responsive teaching practices. Tiered systems for attendance, academics, behavior and technology support will be put in place.

Communication: Communication will be streamlined through the school office. The school newsletter will be distributed bi-weekly and we will establish a social media presence on Facebook. In addition, teachers will host 4 parent/teacher conference opportunities/year.

Safety: Teachers will build capacity for restorative practices in the classroom, implement the Second Steps SFI curriculum

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Sweetbriar Elementary School



ABOUT OUR SCHOOL

Over the past 5-7 years Sweetbriar has served between 445 – 300 students. We currently have 300 students enrolled and regularly attending. Our families represent eleven languages and twelve percent of our students are on the path to becoming bilingual. Sweetbriar, along with all elementary schools in the district, is a Title One school. We serve free and reduced meals to 50% of our population. Five percent of our students are identified as Talented and Gifted through standardized testing, but one hundred percent of our students have talents and gifts and we thrive in the discovery of each student's uniqueness.

Our staff is dedicated to the growth and education of ourselves for the betterment of our students. As we continue to learn about the prevalence and effects of racism and the strength inherent to culturally diverse practices, we become stronger educators. We strive to create an environment that infuses joy in the educational process that fosters creativity and academic growth.

STRENGTHS

Pride points



Strength in Community

A consistent and involved volunteer base
A compassionate student body
Staff willingness to grow personally and professionally

Strength in Academics

Last spring we were on track to meet our academic goals for 3rd – 5th grades as measured by OSAS. The goals were to have 54% of students at or above in ELA, which is above the state average and 43% at or above in math, which matched the state average.

Strength in Attendance

Our attendance is consistently at above 95% and we are situated to maintain or come close to that percentage in Comprehensive distance learning as well.

GOALS

Opportunities for growth



Our goals for this year are to maintain academic rigor, joy of learning, and connection to community while closing the achievement & opportunity gap, despite the necessary restrictions to in-person learning. We are addressing these goals by:

- Adding professional development that is specific to the virtual environment while continuing professional development around pedagogical approaches that are universally productive.
- Creating experiences, opportunity, and resources that allow creativity to flourish.
- Increasing connection points to families via emails, text messages, and in-person phone calls, hosting virtual learning sessions and feedback conversations, and utilizing surveys

Troutdale Elementary School



ABOUT OUR SCHOOL

Troutdale Elementary School is a brand new state-of-the-art building that is nestled in a neighborhood often referred to as the "Gateway to the Gorge." Our school serves a diverse community of learners comprised of approximately 400 students with a make-up of 21% Latino students, 64% white students, 3% African American students, 4% Asian students, 1% Pacific Islander students, 1% Native American students, and 6% Multi-racial students. Troutdale is a Title I school with 62% of our students receiving free lunch services. Our average class size is 24 students and we have 77% of our students meeting the regular attenders requirement. Our teaching staff is comprised of 1 administrator, 20 licensed classroom teachers and 16 classified staff. We have two structured-behavior classrooms that support k-5 students who mostly reside outside of the Troutdale Elementary School catchment area. Troutdale has several strong partnerships with community businesses, and agencies included, but not limited to: Start Making a Reader Today (SMART), US World Class Taekwondo, Ecology in Classrooms and Outdoors (ECO), Mad Science, Champions, and the YMCA.

STRENGTHS

Pride points



As per the Winter 2019-20 STAR Data, Troutdale Elementary School had the following results:

STAR Reading Current Growth:

81.2% Overall Growth: Latinx=87.9%, Asian=83.3%, White=80.2 %, Black=80%, and Multiple=70.8%

STAR Math Current Growth:

84.9% Overall Growth- Latinx=84.5%, Asian=93.8%, White=85.2%, Black=77.8%, and Multiple=79.2%

2019- 2020 Distance Learning Attendance:

84% of students engaged in distance learning

GOALS

Opportunities for growth



Increase Student Engagement:

Troutdale Elementary School will form an engagement committee that will monitor each student's engagement level.

Implement tiered system of attendance support (I.e., Tier I- teachers will connect with families who are not engaged, Tier II- Students who continue a pattern of limited engagement will be contacted by grade level support teams, Tier III-Principal will schedule a meeting with families to develop a plan to increase engagement.

Clear and Concise Communication/Focus on Supporting Families:

TES will host monthly parent academies based the survey results where parents provided feedback on topics that they would like to discuss including: best practices in reading

Wilkes Elementary School



ABOUT OUR SCHOOL

Wilkes is a diverse community of learners located on the outskirts of the Portland metropolitan area. Our school is comprised of 430 students and 67 staff members. Some accounts report that the original Wilkes Elementary School was the first school built in Oregon. In the early 1860s, in a spot chosen for its beauty, convenience and central location, the early pioneers of what is now known as the Wilkes School District, built a schoolhouse of logs about 16X20 feet in dimension, having two windows and a door on the Southside, and named it the WILMOT SCHOOL, after one of the builders. We have continued to serve a diverse population with over half of our students being forever English learners, and our families represent 31 different languages native languages spoken.

STRENGTHS

Pride points



We have an active community that consistently advocates for the students and families. We learn from each other and continue to build a school community through our Bucket Filling incentive and monthly character trait focus. We are a community coming together to bridge the connection between home and school. Our teachers have embraced online teaching and the students and families have been engaged in our temporary structure of school.

GOALS

Opportunities for growth

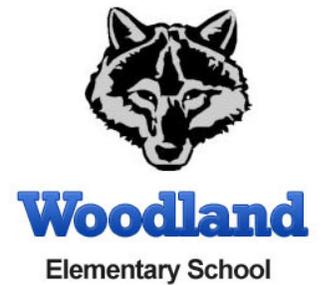


Our top priority is student engagement and wellbeing. The start of this school year was unknown due to our current circumstances, and though we have started strong with student attendance and engagement, this will be a focus in addition to academic growth.

Attendance Postcards - We miss you postcards
Great Job when we see attendance improving
Home Visits
Weekly attendance team targeting students below 90% attendance- staff assigned to grade levels
Parent meeting for attendance improvement with plan
Attendance letters for concerning attendance
Student meetings
Work with families to address barriers to school attendance: resources to provide transportation, daycare, housing, and other family needs

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Woodland Elementary School



ABOUT OUR SCHOOL

Woodland School is a community of 399 learners serving portions of Troutdale, Gresham, Wood Village, and Fairview in East Multnomah County. Our school is a Title 1A school. We're represented by students who identify as 34% White, 53% Hispanic or Latinx, 5% Asian, 4% Multiracial, 3% Black, and 1% of both Pacific Islander and Native American. 68% of our students receive (or are eligible for) free or reduced lunch. 47% of our students are Ever English Learners, and 14 languages are spoken by Woodland families.

Our staff is made up of 18 Classroom teachers, 4 Student Services teachers, 3 English Language Development teachers, a half-time Social Worker, a half-time Assistant Principal, and a Counselor. Among teachers 97% are White. We have 18 classes across the K-5 grade bands with three sections in each grade. We also serve 2 classes of Life Skills and 1 of Functioning Life Skills. Supporting our work are 20 Classified staff members, of whom 80% are white.

STRENGTHS

Pride points



Woodland's diverse community of learners is represented, in part, by 47% of our students are multilingual, bilingual or are learning to speak read and write English. We have 14 different languages spoken in our families. These strengths lead to a wider appreciation in our community around culture, values and their roots.

We are fortunate to have an added layer of appreciation for diversity in hosting our Life Skills and Functioning Life Skills classrooms. Students gain a richer appreciation for the outward and inward struggles we face as people through their interactions with our most heavily impacted students.

Our teaching staff, though not as diverse as our student population, benefits from being a

GOALS

Opportunities for growth



Academics:

- All students will increase their reading and math proficiency in their grade level standards. 100% of students will show average or better growth on the established standardized assessment for the 20-21 school year.
- Grade level Teams will work together to develop a SMART goal using the Reynolds K-10 Instructional Framework

Community Involvement:

- Increase of parent involvement and engagement in school activities.
- Increase in knowledge and application of Culturally Responsive Teaching practices.
- Increase in number of chronic attenders.

Safety:

- Increase of students and families feeling that

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ABOUT OUR DEPARTMENT

Department: Academics

The Academics Department oversees Curriculum, Instruction, Assessment, Instructional Technology, State and Federal Programs, Career and Technical Education, Early Learning, AVID, Montessori, Indian Education, Dual Credit & Middle College.

Prior to last spring, we were focused on completion of the written Student Investment Account plan and accompanying documentation, budget, and narrative. We were also focused on K-5 ELA and math professional development and supporting our new curriculum in those areas, as well as adopting our 6-12 social studies curriculum.

During March of 2019, our focus shifted to standing up Distance Learning for all of RSD.

STRENGTHS

Pride points



The strengths of our department are our team members. Each TOSA, support staff member, and administrator in our department is deeply committed to Excellence in First Time Instruction for our students. The team is wonderfully collegial within the department and with other departments, and incredibly hard working. We have worked tirelessly since last March to build an entire structure and system for Distance Learning, to create, deploy and assess the professional development to support it, and to adopt materials, platforms, software, and curricular supplements to ensure our educators and students have what they need to be successful.

Together we celebrate innovation, perseverance, cross-departmental collaboration, and relentless commitment to our children.

GOALS

Opportunities for growth



Our goals this year include:

- 1) Adopt high quality online curricular supplements for K-5 ELA and K-5 mathematics instruction to support asynchronous learning time.
- 2) Assess the RSD Career and Technical Education program and determine a 5 year plan and accompanying budget to grow it to a signature offering in our district offering robust pathways to high demand, high wage careers for our students.
- 3) Create and maintain a current Parent handbook for Distance Learning on the RSD website to serve as a resource for families and staff.

ABOUT OUR DEPARTMENT

Department: Assessment

The Director role shifted greatly in 2019-20 due to the inability to administer the Oregon statewide assessments in English/Language Arts, mathematics, science, ELPA, and extended assessments. The management of Oregon Department of Education data collections that fed the metrics reported in the state and federal report cards and other statewide accountability measures was realigned. Many collections were suspended, thus reducing the overall number of data validations over the summer. Impacted accountability measures included data tied to academic achievement, growth, and participation; attendance; class size; physical education minutes; and class rosters. The remaining collections that were or will be submitted include discipline, 9th Grade on Track, staff assignments, and upcoming graduation and dropout rates. Despite the pivot, work efforts focused on the full implementation of Distance Learning for All guidance tied to tracking student engagement, recording school outreach efforts, posting grade marks, and awarding Oregon diplomas.

STRENGTHS

Pride points



- + Calculated and produced SIA Longitudinal Growth Goal Targets for timely submission to ODE
- + Reconfigured Synergy student information system to capture weekly student engagement tracked in TeacherVUE attendance module.
- + Created and published an internal district report to record and report all student and parent outreach efforts made throughout the Distance Learning for All pandemic academic calendar. The Student Contact Log (SCL) reports identified all students with no to limited engagement over time, as well as all student family needs and referrals.
- +Set up Distance Learning for All Oregon Diplomas in Synergy with new diploma requirements
- +Developed Grading/Credit district guidance for school report cards aligned to DL4A requirements

GOALS

Opportunities for growth



- + Increase academic performance, growth, and participation rates through reliable training, valid test administration, consistent progress monitoring, and support of state and local assessments.
- +Develop virtual administration plan for STAR assessments.
- +Manage CEE Survey distribution and collection efforts for parents, staff, and community stakeholders.

ABOUT OUR DEPARTMENT

Department: Curriculum, Instruction & Innovation

The focus of this department is to ensure that ALL students are engaged in rigorous, inclusive, high-quality core instruction. We do this by providing teachers and instructional leaders with tools and resources that meet or exceed Oregon Department of Education Curriculum and Instruction requirements. Our department facilitates the adoption, purchase and implementation of instructional materials. We provide Professional Development for all staff to enhance their capacity to serve our students. Professional Development encompasses the use of instructional materials as well as pedagogy (the interaction between teachers, students, the learning environment and the learning tasks).

STRENGTHS

Pride points



- * Facilitated a committee of more than 50 teachers to collaboratively build an Instructional Framework, identifying priority standards in grades K-12, in both English Language Arts and Math.
- * Provided Reading and Math supplemental, digital programs for all students, K-8, to enhance individual achievement.
- * Provided professional development opportunities for administrative, certified, and classified staff.
- * Supported the transition from On-Site Learning to Distance Learning For All, and then to Comprehensive Distance Learning with digital curriculum materials and instructional guidance for ODE requirements.

GOALS

Opportunities for growth



- * Enhance the AVID program in all secondary schools to support student readiness for College and Career opportunities.
- * Facilitate the adoption of Culturally Relevant Text into core English Language Arts instructional materials.
- * Provide access, training and implementation strategies to ensure instructional approaches are inclusive of all learners in every classroom.

ABOUT OUR DEPARTMENT

Department: The Instructional Technology Department

Director of Instructional Technology - Chris Greenhalgh

Instructional Technology TOSA - Gary Schuh

Schools: Troutdale, Fairview; Wilkes; Davis; Glenfair; RMS; WMMS

Instructional Technology TOSA - Adam Davis

Schools: Sweetbriar; Hartley; Alder; Salish; M. Scott; Woodland; HB Lee

Instructional Technology TOSA - Clarissa Thiel

Schools: Reynolds High School and Reynolds Learning Academy

The Instructional Technology Department is focused on supporting all district staff with the use and implementation of technology into their daily practice. We provide training through staff meetings, grade level or department meetings and one to one coaching.

STRENGTHS

Pride points



Implementation of 1:1 devices for all K-12 students.

Implementation and training in new platforms to support CDL.

Seesaw

Nearpod

Zoom

Digital citizenship materials loaded into Schoology for teachers and students.

GOALS

Opportunities for growth



Provide equitable access to devices, the internet and educational applications for all students.

Continue to provide quality customer service to all staff.

Implement a technology environment that is well-managed, secure, reliable, and sustainable.

Continue to support the Instructional Technology department with training.

ABOUT OUR DEPARTMENT

Department: Communications & Community Relations

The Communications Department oversees:

Internal and External Communications • Community Partnerships • Media Relations • Website
Social Media • Public Records Requests • Volunteer Program • Reynolds Education Foundation

We serve a diverse student and family population of 10,800+ students, 1,200+ staff, and 20 schools (11 elementary, 3 middle, 2 high, 4 charters). Our students come from over 125 different birth countries, speak 61 different languages, and are 32% English Learners. Students receiving special education are at 16%, students experiencing poverty are 81%, and students experiencing homelessness are 6%. These demographics allow many communication opportunities in developing equity-driven, clear communication for our families, which we are proud to work on daily.

STRENGTHS

Pride points



Strong department skills in:

- Graphic Design
- Marketing
 - "Knowing the Target Audience"
- Communication Strategy
- Developing Process Flows
- Content Creation
- Website Redevelopment
- Virtual Applications
- Social Media
- Customer Service
- Crisis Communications
- Volunteer Management
- Community Engagement
- Partner Relations

GOALS

Opportunities for growth



Communication:

- Ensure completion and launch of new websites for District, all school sites, and staff intranet.
- Build process flows to reduce response time.

Equity:

- Release press releases to create positive promotional public relations.
- Develop and communicate monthly videos for students, families, and staff
- Continue development of K12 Insight's Let's Talk online customer service platform.

Student Achievement:

- Continue implementation, launch, train, and communicate through the Remind app.
- Analyze and build equitable solutions for communications.

ABOUT OUR DEPARTMENT

Department: Finance Department

The finance department manages the district money. Our functions include accounts payable, accounts receivable, grant accounting, budget, audit, payroll, procurement, travel, and bids, contracts and RFP's. Our department consist of nine employees.

Our department serves 10,800 students, 1,200 staff members and the Reynolds community. Our district has 20 Schools (11 elementary, 3 middle, 2 high, 4 charters)

General Fund Budget: \$150,067,323

STRENGTHS

Pride points



This last year we have worked on approving our budget process while we continue to issue an award winning budget document.

We continue to have a strong Comprehensive Annual Financial report. Last year was the first year we submitted our document to ASBO and we received an award, Certificate of Excellence.

The payroll team will continue to grow with the responsibilities that were added from Human Capital Management.

Finance is committed to reviewing our processes to see how we can improve systems for our customers while continuing to meet requirements.

GOALS

Opportunities for growth



1. Student Achievement and Fiscal Responsibility - During the 2020-21 school year finance department will staff will create and improve guidelines and processes for payroll, travel and contracts.

2. Student Achievement and Fiscal Responsibility - For the 2020-21 academic year ensure that stakeholders have a clear understanding of district resources and how it is being used towards reaching district goals.

3. Equity - During the 2020-21 academic year, we will increase the number of participants in our stakeholder engagement budget input process compared to last year.

ABOUT OUR DEPARTMENT

Department: Human Capital Management

We are a department with a combined 70 years of human resource experience.

To date, since the pandemic started, we've learned that adapting quickly to new rules, environments and challenges are imperative to our success. We feel we've done an exceptional job as a team given the unforeseen circumstances we have had to adapt to in a short period of time, and in some cases overnight.

In a six-month period, HCM has changed leadership and its staffing configuration, converted all processes to a virtual environment, and handled the significant challenges of the WorkShare/CARES Act program. We've done all of this while continuing to provide the breadth and depth of our normal service offerings.

STRENGTHS

Pride points



1. The ability to adapt quickly to unforeseen challenges caused by the COVID-19 pandemic.
2. Reacting quickly to staffing changes in our department while handling a significant increase in workload brought on by the WorkShare program.
3. Hiring nearly 85 staff members prior to the start of the school year, which is the most we've done in recent years.
4. During the COVID closure in March, HCM was able to ensure payroll was still successfully processed for business services to upload.
5. The WorkShare program: Enrolled 1200+ eligible or non-eligible staff members and uploaded all applications to OED in a 7-day period.

GOALS

Opportunities for growth



- To improve our comprehensive human capital management system featuring recruit and hire, licensure, on-boarding, employee benefits, and leave management.
- HCM department is enrolled in a national virtual cohort to become stronger Human Capital Leaders in Education (HCLE).
- To become more involved from a support standpoint in employee relations issues.
- To strengthen and align the District employee evaluation system.
- To continue to think ahead and be prepared to adapt to change.
- To be more efficient and strengthen our department to affect our day-to-day processes and duties.

ABOUT OUR DEPARTMENT

Department: Operations

Operations Department consists of:

Assistant Superintendent of Student & Family Services and District Operations- Dr. Christopher Ortiz

Custodial Services Supervisor- Steve Gallagher

Facilities Services Supervisor- John La Du

Nutrition Services Coordinator- Christy Foote

Technology Services Interim Director- John Krull

Transportation Services Coordinator- Rehana Nelson

STRENGTHS

Pride points



Custodial Services supported school staff in transitioning to the expectation of the model classroom, ensuring that all buildings are continually sanitized, secured and distributed PPE.

Facilities Services has been aggressively focusing on catching up on work orders with minimal staffing.

Nutrition Services staff provided more than 127,000 meals for children and 31,000 meals for their families over the summer.

Technology Services has facilitated the fall device returns, wiped and re-formatted the devices and supported schools in device distribution for all students.

Transportation Services leadership have had an innovative approach to keeping drivers engaged. Drivers have provided support of other departments including serving meals and helping Facilities with ground and maintenance.

GOALS

Opportunities for growth



Custodial is focusing on training all custodians on district-wide standards.

Facilities has a goal to become fully staffed this fall.

Nutrition is committed to improving communications with other departments into order to better affect systemic change.

Technology Services has weathered the transition of the Director and is currently led by Interim Director John Krull. The addition of a project manager will allow for a systematized approach to tech projects in the future.

Transportation is focused on using student management trainings they have received to reduce student referrals.

ABOUT OUR DEPARTMENT

Department: Custodial

Reynolds Custodians clean over 1.3 million square feet *every day!*

18 school sites staffed daily, from 5:00 a.m. - 11:30 p.m., supporting after-school, community, extracurricular and weekend programs

50 Full-time Custodians with a 10 year average length of service / 8 Part-time staff

STRENGTHS

Pride points



Custodial Responsibilities:

- building security
- daily custodial care
- biohazard clean-up
- snow/ice removal
- create work orders
- preventive maintenance:
 - * HVAC systems
 - * Roof drains/gutters
 - * AED defibrillators
 - * Fire extinguishers
 - * Playground safety
 - * Drinking fountains
 - * Emergency generators

GOALS

Opportunities for growth



Improve Professional Development:

- monthly training on custodial cleaning
- custodial standards district-wide
- training manual
- safety training

Implement Communication Plan

- monthly meetings
- celebrate with recognition
- weekly newsletter

Cultural-Socioeconomic-Societal Equity

- educate staff on our diversity
- show how equity benefits everyone!

ABOUT OUR DEPARTMENT

Department: Facilities Services

Our Facilities Services department maintains electrical, heating and air conditioning (HVAC), card access, locksmith, carpentry, plumbing, security, safety, landscape maintenance, courier service and warehousing across the district. We are here to help with emergency response 24 hours a day 365 days a year. We supply support to schools and departments across the district.

Our current team consists of three maintenance technicians, two warehouse/delivery staff, three groundskeepers and a facilities support specialist. We are actively trying to fill our ranks.

Our teams have responded to more than 2,400 reactive work orders this year as well as emergency response and preventative maintenance. We are also actively involved with systems upgrades small projects and capital projects.

STRENGTHS

Pride points



Our team is dedicated to the maintenance of our schools and all of our assets. We care that the students have a safe and comfortable place to learn.

Our team maintains their certifications and actively seek training as better technology and best practices improve.

Our team has been with the district for many years and have an institution knowledge that is amazing and they share that wealth of knowledge.

GOALS

Opportunities for growth



We look to fill our ranks by hiring three skilled tradesman, two groundskeepers and a preventative maintenance/ work order specialist.

We look to continue our equity training, customer service training, technical training and safety training.

We will continue our bi-weekly staff meetings.

ABOUT OUR DEPARTMENT

Department: Nutrition

In Reynolds, we participate in National School Breakfast and Lunch (NSLP & SBP), Fresh Fruit and Vegetable Program (FFVP), Supper meal programs and daycare programs (CACFP), summer meal programs (SFSP) and the Farm to School grant. We are also participating in the Department of Defense (DoD) commodity produce program which allows us to use our commodity dollars on fresh fruits and vegetables.

Reynolds nutrition takes opportunity to participate in all programs we can qualify for. Our kitchen team members take pride in their work and it shows in the presentation of the products they produce each day.

STRENGTHS

Pride points



Many of our staff are ServSafe certified which is a higher level of the food handling certification. This is currently voluntary to participate. ServSafe is a food and beverage safety training and certificate program administered by the National Restaurant Association. The program is accredited by ANSI and the Conference for Food Protection.

Our staff are compassionate and caring. Our staff take pride in what they do.

We are looking at feedback from students, parents and buildings and we are striving to make changes within the department using the feedback received.

We apply for and receive many federal and state grants to help move forward the work we are doing. During the COVID-19 closure we have applied and received many grants.

GOALS

Opportunities for growth



Communication - Continue to improve over all Nutrition communication with all our stake holders. Build on the successes we had in the 19/20 improvements on our CEE survey. Nutrition is focused on improving communications between the department and Nutrition team members, building staff and parents to create a better understanding of what we do to allow for better collaboration to address systematic challenges.

Equity - We are committed to improve our interview processes with the ability to translate interview tools. We would like to create tools for our kitchens in additional languages. Work on getting more schools on the CEP program.

Fiscal Responsibility - Manage and control waste for all programming. Review menu for popularity and compare meal counts to promotions.

ABOUT OUR DEPARTMENT

Department: Technology Services

Technology Services is a department of 8 supporting technology for Teaching & Learning and Operations. The department has 4 technology professionals providing direct support to schools with 3 splitting elementary schools and the three middle schools and another working for the high schools. "Tech Services," as we like to be called, has two engineers who architect and support our network and enterprise systems, respectively. Two system administrators support integrations and Apple environments. The team is in the process of hiring a Project Manager and a new Director.

STRENGTHS

Pride points



- Good customer service
- Teamwork
- Positive attitudes
- Sharing freely, transfer of knowledge
- Technical curiosity
- Empathy for folks in stressful situations
- Support for each other
- Supporting new staff
- Urgency to resolve
- Tech Services and Instructional Tech coming together (CDL actually helped)
 - Can-do attitude no matter what your position
 - Support for staff for start of school and getting classes up and running

GOALS

Opportunities for growth



- Change Management
- Communication
- Training - weekly presentations, documentation
- Role & expertise clarification
- Teaming Tech Services and Instructional Tech to proactively help schools
- Project on-boarding
- Team building events
- Supporting Families and students in conjunction with schools
- On-boarding new employees

ABOUT OUR DEPARTMENT

Department: Transportation

School Bus transportation is the safest mode of transportation in the U.S.
RSD transports 6,768 students daily. This includes all RSD sites and 18 Outside Placement Sites.

We provide transportation for 800+ Field Trips annually.
Our fleet is comprised of 110 Vehicles; 60 Diesel - 58 Propane
Our fleet travels 1,120,534 miles annually

Currently our driver pool is represented by retired military staff, stay at home parents looking to return to the workforce, college students, pastors, retired postal workers, retired engineers, retired firefighters and emergency responders, etc. 50% of our 100 drivers have been on staff 5 or more years. Our most senior driver has been on staff for 24 + years!

STRENGTHS

Pride points



We are regulated by the Federal Motor Carrier Safety Administration and Oregon Department of Education. We have a robust training program that meets the qualifications for both agencies. This includes support to new applicants to acquire a commercial learners permit and completion of behind-the-wheel-training. For licensed drivers our team coordinates; 8 hours of classroom training as mandated by ODE annually, DOT Medical Card renewals and ODE School Bus Driver certificate renewals. In addition we offer First Aid Training, Transporting students with special needs training, ODE CORE (Core information shared about school bus driving that is not covered in the Behind-the-Wheel Training curriculum), CORE Refresher, Inclement weather training and on-going training in student management and equity.

GOALS

Opportunities for growth



- Improved student management
Reduce referrals
- Customer service
- Improve on-time performance
- Reduce accidents
- Improve the process and turn around time for transportation requests and field trips

ABOUT OUR DEPARTMENT

Department: Student & Family Services

Student & Family Services supports the 10,000 students of the District with programs and services to support English Language Development, health services, mental health services and family/parent engagement. Counseling, , English Language Development, Family Liaisons and Family Engagement Services, Formal Student Discipline, Language Services Unit, Nursing, Mental Health, Out of District Alternative Education Placements, Social Emotional Learning, Social Work, Special Education, Talented and Gifted Education, and Transfers are all programs and services provided by Student and Family Services.

STRENGTHS

Pride points



- Dedicated and committed staff and teachers
- Board and District Leadership
- Positive Working Relationship with MESD and other external partners

GOALS

Opportunities for growth



- Provide professional development and support for social-emotional learning
- Reduce disproportionate disciplinary practices for students of color and students in poverty
- Use data from the EL Survey to develop an updated Master Plan for English Language Learners aligned to the Strategic Plan
- Identify strategies and resources to support chronically absent students and their families
- Review all departments under the purview of Student and Family Services to improve access, ensure equity and targeted, research-based allocation of resources to improve student outcomes
- Promote the development of positive social-emotional learning supports for general education students and students receiving special education services.
- In collaboration with the Division of Academics, develop the District's locally designed Multi-Tiered System of Student Supports

ABOUT OUR DEPARTMENT

Department: Special Education

The goal of the Reynolds School District is to minimize the impact of the disability and maximize access through high quality specially designed instruction and support services. We are committed to being communicative and collaborative and work intentionally with our district staff to ensure that our special education programs and services align to the specific and individual needs of our students. The Special Education Department serves approximately 1700 students, which constitutes 16% of district student population. We offer a full continuum of programs and services, based on the needs of the student and the impact of their disability. Our vision is that all students receiving special education in the Reynolds School District will be educated, to the maximum extent, in the general education setting, general education curriculum, and with their non-disabled peers.

STRENGTHS

Pride points



- Recurring and collaborative meetings within and across district departments.
- Processes that align with state and federal guidelines as well as special education best practices.
- Timely and accurate state and federal reporting. -Budget that promotes student learning and achievement.
- Emphasis on data system that provide staff clear and accurate data.
- Regular review and analysis of data.

GOALS

Opportunities for growth



- Equip all staff and administration with the knowledge, skills, confidence and support to effectively include students with special needs in the general education setting to the maximum extent appropriate.
- Engage more parent/families as full and active participants in their child's special education program.
- Improve the quality of our data tracking system to ensure our data drives department and district priorities.
- Improve direct support to site staff by focusing on programs (i.e. resource, functional life skills, etc.).

ABOUT OUR DEPARTMENT

Department: English Language Development

Throughout Reynolds School District, the ELD team will facilitate equitable and meaningful access to academic language development and content instruction, delivered through a collaborative model at the elementary level, integrated content and ELD at the middle levels, and both integrated language and sheltered content services models at the high school level. At all levels, ELD teachers will collaborate with general education teachers to design classrooms that deliver language-enriched and content accessible grade level core instruction.

STRENGTHS

Pride points



Core beliefs specific to students receiving services for English language development:

- Becoming multilingual is an asset
- Knowing English is not a prerequisite to accessing grade level content
- Students receiving English language development services will learn at grade level, while opportunities in language and access to content are addressed
- With scaffolding and intentional language instruction, embedded in excellent first-time instruction, students receiving English language development services will learn alongside peers
- Relevant language and academic skill instruction will be embedded in core instruction, not as a prerequisite to, or replacement for, core instruction.

GOALS

Opportunities for growth



Goal 1: ELD teachers will use a formative assessment protocol to intentionally identify and address the academic and linguistic needs of students receiving ELD services. ELD Teachers will collect and evaluate ELPA, observation and work samples for students assigned. They will use this data and the English Language Proficiency Standards to record and track individual student progress. This data will be used collaboratively by ELD and core teachers to design core classwork that supports English language development and access to content.

Goal 2: RSD Program for English Learners will create and implement a Multilingual Leadership Team (MLT) that will meet a minimum of 5 times in the 2020-2021 academic year. The team will be comprised of certified and classified staff, REA representation, community members and

- II. **6:05p - School and Department Improvement Plans: Breakout 1**
- III. **6:35p - School and Department Improvement Plans: Breakout 2**
- IV. **7:05p - School and Department Improvement Plans: Breakout 3**
- V. **7:35p - School and Department Improvement Plans: Breakout 4**
- VI. **8:05p - Adjourn**