



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

**Reynolds School District  
Board of Education Working**

January 13, 2021

7:00 PM

Virtual Meeting

I.	<b>6:00p - Executive Session</b>	<b>2</b>
II.	<b>7:00p - Call to Order and Land Acknowledgement</b>	<b>3</b>
III.	<b>7:05p - Public to be Heard</b>	<b>5</b>
IV.	<b>7:20p - Strategic Plan Presentation</b>	<b>6</b>
V.	<b>8:05p - Budget Update</b>	<b>26</b>
VI.	<b>8:35p - CDL Update</b>	<b>35</b>
VII.	<b>9:05p - Adjourn</b>	<b>37</b>



To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject:** Executive Session

Policy: [Executive Session - BDC](#)

Date: January 13, 2021

<b>Action</b>	<input type="checkbox"/>
<b>Report</b>	<input checked="" 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:**

The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(i) Staff Evaluation. Executive Session is closed to the public.

**Previous Board Action:**

Not Applicable

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable



To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Call to Order**

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

Date: January 13, 2010

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

**Connection to Board Goals**

- Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #3:** 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.

**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.

**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 Adopted 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.

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Public to be Heard**

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

Date: January 13, 2021

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

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**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.

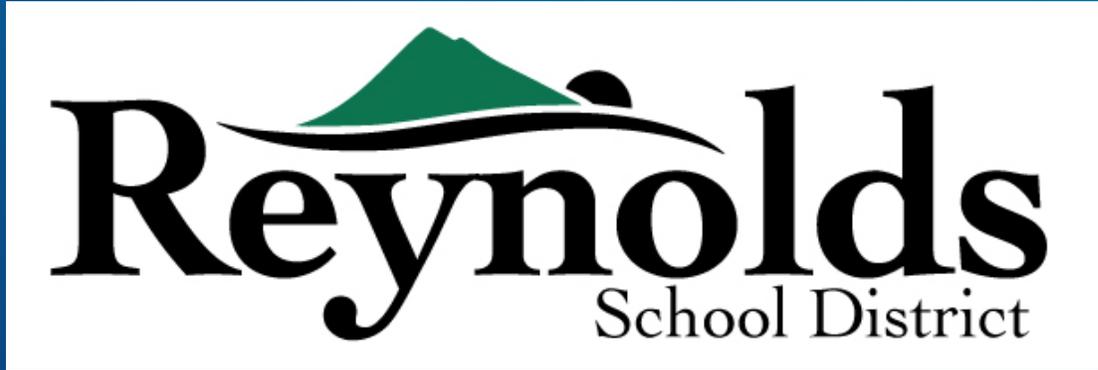
**Summary:**

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

Those wishing to speak must complete a Public Comment Form on the RSD website between Friday at 5p and Monday at 5p, before the meeting.

Public comment will be limited to the first seven forms turned in. All other submissions will be given to the Board as written comment.

Those providing spoken comment will be moved from attendee to panelists during the Public Comment portion of the agenda. Each speaker will have three minutes. There will be a timer on the screen, giving them warnings when they have one minute left and again at 30 seconds left.



*Strategic Plan 2021-2026*

*January 13, 2020*

# Discussion Flow

- Strategic Planning Methodology
- Core Beliefs and Commitments
- Creating a High-Level Architecture
- Detailed Goal Setting
- Aligning Our Work to the Plan



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# Methodology

During the 2019-2020 school year, the Reynolds School District Strategic Plan 2026 process gathered input from:

- 400+ Stakeholders
- 18 Focus Groups
- 3 Community Meetings
- 6 Steering Committee Meetings
- Online Feedback



# Core Beliefs and Commitments (Pillars)

Throughout the process, RSD stakeholders were asked to view the District through the lens of the Board of Education's Core Beliefs and Commitments. These are the Four Pillars of the strategic plan:

- Equity
- Safety
- Instructional Practices
- Organizational Culture



# High-Level Architecture

Utilizing community stakeholder input, the Steering Committee and Cabinet identified 4 major Goal Topic Areas that were vetted through the Four Pillars of the strategic plan.

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



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# Detailed Planning

The RSD Cabinet collaborated with Reynolds Administrators Association, Reynolds Education Association, and Oregon School Employee Association to form 4 Goal Topic Teams charged with fleshing out the plan.

- Review the Board Vision and Mission for input
- Review and revise the Goal Topic descriptions
- Establish the Goal/s for the Topic
- Develop target outcomes (metrics) for each Goal

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# Detailed Planning (Continued)

The RSD Cabinet will continue to collaborate with Reynolds Administrators Association, Reynolds Education Association, and Oregon School Employee Association review the plan based on stakeholder input.

- Revise and update the Goal Topic action steps
- Select target due dates for individual action step completion
- Assign leaders for each action step
- Identify tangible evidence and artifacts for the completion of each action step

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# Aligning Work to the Plan

Each Goal Topic Team will align their work with:

- Board Core Beliefs and Commitments (Pillars)

*Equity*

*Safety*

*Instructional Practices*

*Organizational Culture*

- Board and Superintendent Goals
- Student Investment Accounts Targets



# Goal Topic Teams: Review

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

# Reynolds School District Strategic Plan Organizer 2021-2026

## 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.**

*\*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. In Reynolds School district, our marginalized population are identified as our Black and Brown students and our students living in poverty.*

### GOALS/S:

1. Elevate Voice: We will create opportunities that allow voices that have been historically marginalized to be honored and elevated.
2. Remove Barriers: We will take action to identify and remove internal barriers (and provide tools to overcome external barriers) so that marginalized students have just and equitable access to a high-quality education.
3. Communication: We are committed to truly listen and create timely/efficient communication systems.

**Please choose one or more pillars this goal is aligned to:**

- Equity    
  Safety    
  Instructional Practices    
  Organizational Culture

### METRIC 1: *Elevate Voice*

- RSD schools and or departments will use annual input sessions, surveys and/or community feedback to identify internal and external barriers to student and community voice.

### METRIC 2: *Remove Barriers*

- Based on identified barriers, each school/department will assess programs, pedagogy, curriculum, etc. that addresses those barriers.
- Annually, RSD will analyze the data from graduation rates; acceptance rates to 4-year universities/trade programs and percentage rates of identified in Talented and Gifted Programs of Historically Marginalized students.

### METRIC 3: *Communication*

- RSD schools and or departments will use annual input sessions, surveys and/or community feedback to identify internal and external barriers to student and community communication.

Action Steps	Leader	Evidence
<b>ELEVATE VOICE</b>		
Create systems for which historically silenced populations are part of the decision-making process.	Schools	There will be an increase in positive feedback from students, families and community partners through surveys and input sessions.
Provide ongoing professional conversations to allow all staff to internalize the importance of having an ethnic and racial equity lens in communication.	Schools	There will be an increase in staff participation district or department provided equity conversation or professional development measured by attendance and surveys.

<p>Create sustainable systems (i.e. train counselors to advocate for students...) to ensure that all staff are trained in equity and anti-racism. All staff will be a voice and an ear for students who need them the most.</p>	<p>Student and Family Services</p>	<p>There will be an identified staff member(s) to which a student can count on to listen to them, advocate for them and work on behalf of their individual needs.</p>
<p><b>REMOVE BARRIERS</b></p>		
<p>Elicit perspectives of historically silenced populations in order to identify systemic barriers to access.</p>	<p>Communications</p>	<p>There will be an increase in positive feedback from students, families and community partners through surveys and input sessions.</p>
<p>Adopt a district-wide equity screener and utilize in all decision making.</p>	<p>Cabinet</p>	<p>There will be a research-based district-wide screener adopted.</p>
<p><b>COMMUNICATION</b></p>		
<p>Prioritize the act of “follow through” in the cycle of communication to honor the time and input by all.</p>	<p>Communications</p>	<p>There will be a positive increase on satisfaction surveys.</p>
<p>Provide dual pathways for parents and district/ schools to communicate in preferred languages.</p>	<p>Communications</p>	<p>There will be multiple pathways for parents to reach out to RSD schools and departments.</p>

# Reynolds School District Strategic Plan Organizer 2021-2026

## Goal Topic #2: Culturally Responsive Teaching

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

### GOAL/S:

1. Share decision making with all stakeholders.
2. Honor student ways of being and showing knowledge: Student voice and choice.
3. Eliminate control/ compliance as proof of learning.
4. Curate curriculum.

**Please choose one or more pillars this goal is aligned to:**

- Equity   
  Safety   
  Instructional Practices   
  Organizational Culture

**METRIC 1:** Annual improvement in stakeholder survey and listening session participation rates, mirroring student demographics.

**METRIC 2:** Annual improvement in student survey data about voice and choice.

**METRIC 3:** Annual progress toward equitable grading practices at each grade level.

**METRIC 4:** Annual progress curating curriculum toward culturally responsive teaching across all grades and subject areas.

Action Steps	Leader	Evidence
<b>SHARED DECISION MAKING WITH ALL STAKEHOLDERS</b>		
Establish shared definitions for Culturally Responsive Teaching.	Academics	Shared definition of Culturally Responsive
Establish a baseline. Do our stakeholders currently view our teaching practices as culturally responsive?	Academics	Baseline data established.
Establish a process to ask this every year, to track year over year data - Include in the CEE survey.	Academics	Standardized questions established for annual stakeholder survey.
Establish a process to annually listen and learn 'live' with stakeholder groups – to hear the actual voices of our community, with an equity lens on who our stakeholders are.	Academics	Annual stakeholder 'listen and learn' sessions complete and stakeholder feedback captured.
Establish student exit survey to determine why students 'leave' school.	Academics	Survey results collected and presented annually.

HONOR STUDENT WAYS OF BEING AND SHOWING KNOWLEDGE: STUDENT VOICE AND CHOICE		
Establish a baseline of student perception of their current level of voice and choice.	Academics	Baseline of student perception about voice and choice established.
Increase student voice and choice in their educational experience.	Academics	Clear evidence that student voice and choice have increased and that student response is representative of our student population.
Establish a way to measure student voice and choice year over year.	Academics	Standardized questions established for annual student survey. If insufficient evidence of student response, then re-open and re-communicate the survey.
Ensure addition of electives or choice. Especially equity in PE, art, music offerings in elementary.	Academics	Additional elective choices added to course catalogs at secondary, and choice coursework added at elementary. Full time PE and music in elementary.
ELIMINATE CONTROL/ COMPLIANCE AS PROOF OF LEARNING		
Establish equitable grading practices and accompanying communication strategy to families.	Academics	District wide grading policy established, adopted as Board policy, and communicated to families.
Separate 'will' from 'skill' in feedback.	Academics	Academic grading limited to information about mastery of curricular content.
Stop issuing summative grades for formative assessment.	Academics	Feedback about other student behaviors given separately or not at all.
Establish clear success criteria (i.e. rubrics) for summative grading, across a variety of assessment formats.	Academics	Clear success criteria established for all summative grading opportunities.
CURATE CURRICULUM		
Add ethnic studies coursework at all grade levels.	Academics	Ethnic studies courses offered at all secondary schools, and at elementary, incorporate ethnic studies into units of study.
Supplement adopted curricular materials with culturally responsive texts.	Academics	Culturally responsive texts adopted.
Ensure curricular materials present multiple perspectives on content.	Academics	Scope and sequence documents established, ensuring multiple perspectives in all content areas.
Implement social justice, multicultural education, and ethnic studies in curricular content and enhance cross-curricular approach.	Academics	Scope and sequence documents established, infusing social justice, multicultural education, and ethnic studies in all content areas.

# Reynolds School District Strategic Plan Organizer 2021-2026

## 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.**

### GOAL/S:

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

**Please choose one or more pillars this goal is aligned to:**

- Equity    
  Safety    
  Instructional Practices    
  Organizational Culture

**METRIC 1:** Draft plan presented to Board for adoption by .....

**METRIC 2:** Revision of related board policies

**METRIC 3:** Development of a wellness policy guide

**METRIC 4:** Evidence of ongoing meeting of wellness committee

Action Steps	Leader	Evidence
Form a standing Wellness Committee. At all levels – Elementary, Secondary, & Staff Wellness Committees.	Student & Family Services	Formation of a committee with elementary, secondary and staff representation
Review/revise Board policies and federal and state guidelines related to student and staff wellness. Review and offer recommendations to the Policy Review Committee.	Student & Family Services	Meeting minutes of the Wellness Committee that reflect a review and revision of Board policies and federal/state guidelines.
Revise board policies related to student and staff wellness.	Student & Family Services	Meeting minutes of the Wellness Committee that reflect a review and list of recommendations to the policy review committee.
With stakeholder input, draft a Wellness Policy Guide aligned to the revised Board policies related to student and staff wellness.	Student & Family Services	Completion of a Wellness Policy Guide.
Over the next five years, periodically survey student, staff, and families (parents) stakeholder groups and review Oregon Healthy Kids Survey results.	Student & Family Services	Committee develops a survey and annual survey schedule.
Ensure Wellness Committee meets quarterly every year.	Student & Family Services	Schedule of committee meetings and minutes that reflect quarterly meetings.

Build an action plan to commit to improving student, family, and staff wellness. Make other and online resources available.	Student & Family Services	Wellness Action Plan
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# Reynolds School District Strategic Plan Organizer 2021-2026

## 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.**

### GOAL/S:

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

**Please choose one or more pillars this goal is aligned to:**

- Equity
  Safety
  Instructional Practices
  Organizational Culture

**METRIC 1:** Voluntary staff retention less retirement and reduction in force.

**METRIC 2:** Measure the quality of delivery and content of professional development by using a standardized feedback form across departments

**METRIC 3:** Results from the annual community and staff RSD perception survey (CEE).

**METRIC 4:** Measure RSD recruitment of applicants, hiring, and retention of candidates of color.

Action Steps	Leader	Evidence
Build a rubric for culturally responsive practices.	Academics	Rubric
Utilizing PLC's, staff meetings, and conferences to measure implementation of the PD offerings.	Schools	Conferences/Book Study Data Review – adult and student data Meeting minutes
Develop and implement an effective coaching and mentoring model that provides ongoing support to staff.	Human Capital Management	Reestablish a mentoring program that is inclusive of all staff Research-based coaching model in place
Design a professional development tracking form for all staff in every department that outlines a professional development pathway focused on equity, safety, instructional practices, and organizational culture. PD Map by position designed for all staff from year 1 to retirement differentiated based on skill and all positions receive PD.	Human Capital Management	Results from the professional development tracking Development of professional development guide including registration and participation
SIP/DIP plans have a clearly articulated implementation plan for	Schools & Academics	SIP/DIP plans

professional development specific to culturally responsive practices.		
Articulate professional development standards.	Human Capital Management & Academics	Adopted standards
Design a standardized feedback form to measure the quality of delivery and content of all PD	Human Capital Management	Standardized PD feedback form
Departments and schools will examine and derive SIP/DIP action steps from community and staff perception survey results annually.	Schools & Academics	Documentation of data and steps taken
All staff who exit RSD will complete a feedback form focused on organizational improvement	Human Capital Management	Exit survey data
Review existing policies, resources, and practices with a culturally responsive lens to eliminate systems of racism and oppression in areas including, but not limited to: Recruitment, Selection/Hiring, Evaluation, and Coaching.	Human Capital Management	Recruitment and Hiring Data

# Mission and Vision Review

## MISSION:

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

## VISION:

**Option 1:** We partner with families and our community to prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

~~**Option 2:** Together, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.~~

**Option 3:** As a community, we prepare lifelong-learners to achieve their full potential in a complex and interconnected world.

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# Next Steps

- December 3, 2020**
- **Posted to RTT for review and feedback**
    - Review Vision and Mission for feedback
  - **Final Steering Committee Meeting**
    - Review Vision and Mission for feedback
  - **Community Forum**
    - Review Vision and Mission for feedback

- December 3 – 18, 2020**
- Gather Online Feedback

- January 4 – 8, 2021**
- Goal Teams will revise Plans based on Feedback

- January 7, 2021**
- Submit Final Plans to Kaylie for Boardbook

- January 13, 2021**
- First Reading Presented at Board Work Session

- February 10, 2021**
- Second Reading of Strategic Plan at Board Work Session

- February 24, 2021**
- Final Version Board Approval at Business Meeting

- March 1, 2021**
- Final Draft Presented to Community
    - Video
    - Website

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# Do you have any input or questions?



To: Board of Directors  
From: Dr. Danna Diaz, Superintendent of Schools  
Prepared by: Christina Weinard, Director of Financial Services

**Subject: Budget Focus and Input Results**

Policy: [District Budget - DB](#)

Date: January 13, 2021

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

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**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:**

We will provide you with an update on where we are in the budgeting process and what the Board chose as budget priorities at December's Work Session.

**Previous Board Action:**

Last year, the Board reviewed priorities for the 2020-21 Budget on December 11, 2019 and adopted them in January of 2020. Priorities were discussed at the December 9, 2020 Work Session.

**Background:**

The Board sets budget priorities every year to provide guidance and direction for the Superintendent to use when developing the annual budget.

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable



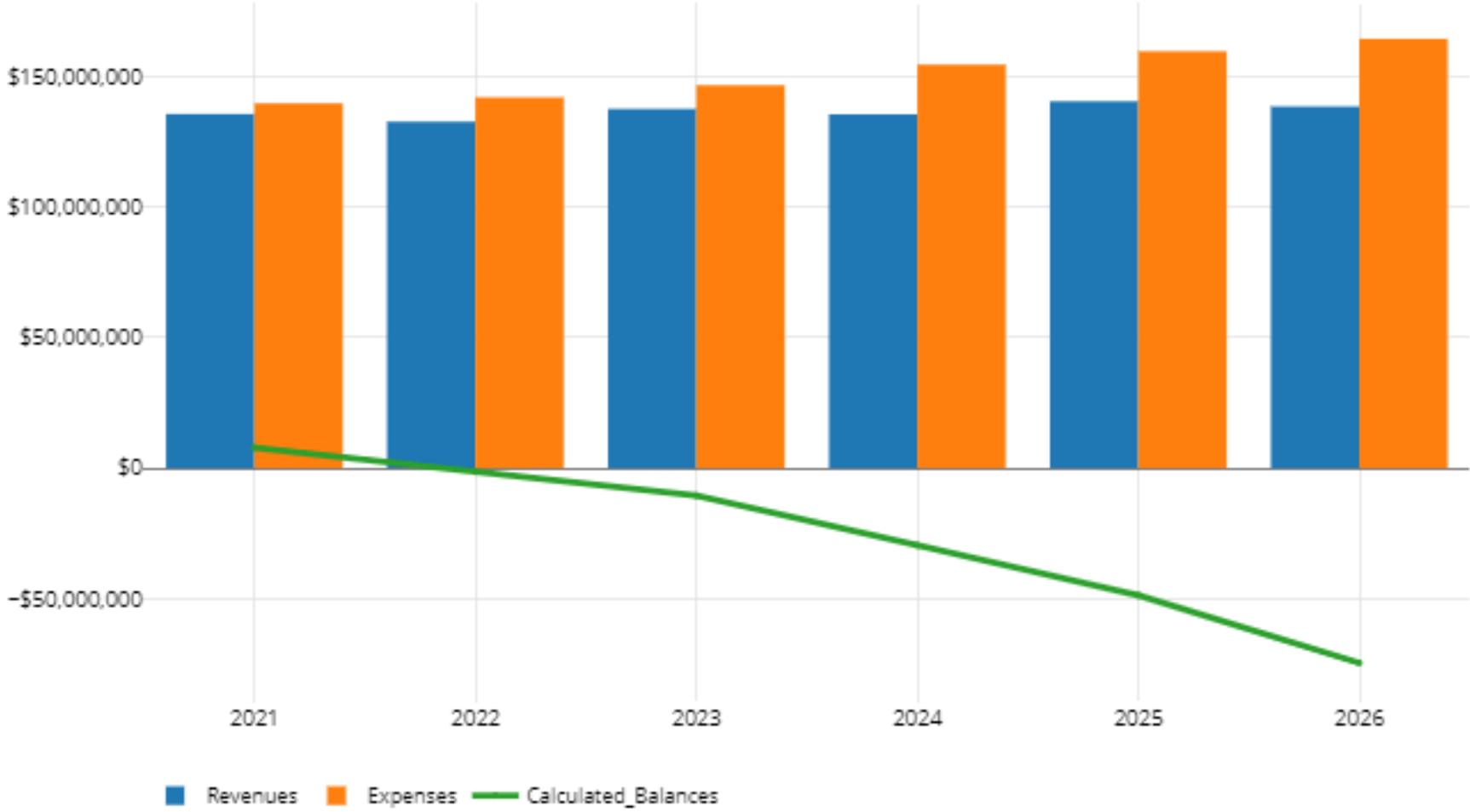
# Board Work Session – Budget Update

January 13, 2021

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



# General Fund Projected Financial Summary



# 2020-2021 Extended ADMw (includes Charter Schools)

This is what is used for our SSF Payment



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ADMw is a weighted average factoring in ESL, Pregnant and Parenting, Students experiencing Poverty, Students on IEP's and Students in Foster Care/Neglected/Delinquent

Prior to COVID-19 our ADMw was projected at 14,497.54 for 2020-21. This is about a \$1.9 million reduction in our SSF.

# Projected 2021-22 Enrollment

- 2021-22 (Submitted to ODE on 1/8/2021)
  - District – 9,532
  - Charter School – 1,070
  - Total – 10,602
  
- 2020-21 (as of 12/2020)
  - District – 9,545
  - Charter School – 1,034
  - Total – 10,579

# 2021-22 Budget Preparation

- Budget meetings with Principals, Directors and Supervisors
  - Nine meetings the last week in January (will continue in February)
    - Priorities
    - Needs
    - Current FTE
    - Allocations
- Board Adopting 2021-22 Budget Priorities
- SIA will be prioritized using Board Priorities
  - Assuming a 70% allocation
  - Using plan previously approved by the Board and ODE



# School Board Work Session

## Budget Priorities Discussion Summary

December 9, 2020 • 7:00pm



**BOARD PILLARS**

- 1 EQUITY
- 2 ORGANIZATIONAL CULTURE
- 3 INSTRUCTIONAL PRACTICES
- 4 SAFETY

Reynolds School Board met for the regular work session on December 9, 2020 through a public virtual meeting. The agenda included a presentation from the Superintendent of Schools and the Director of Financial Services to review the results from various community input sessions for Board discussion of budget priorities for the 2021-22 school year. Summary results were presented to the Board and key themes from that input were determined. The Board deliberated all community and staff input themes and then prioritized the themes to give the administration guidance for development of the 2021-22 budget.

### Presentation of Budget Theme Summaries:

#### Budget Goals & Priorities Input Sessions

- 2 Live Virtual Sessions (10/15/2020, 11/05/2020)
- Online Virtual Session (10/15/2020-11/15/2020)
- 109 Total Participation

#### Summarized Themes from Staff and Community Input:

- |                                |                      |
|--------------------------------|----------------------|
| Class Size                     | Salaries and Wages   |
| Art, Music, Physical Education | Library Media        |
| Retain Current Staff Levels    | Assistant Principals |
| Safety                         | Curriculum           |
| Mental Health Supports         | Technology           |

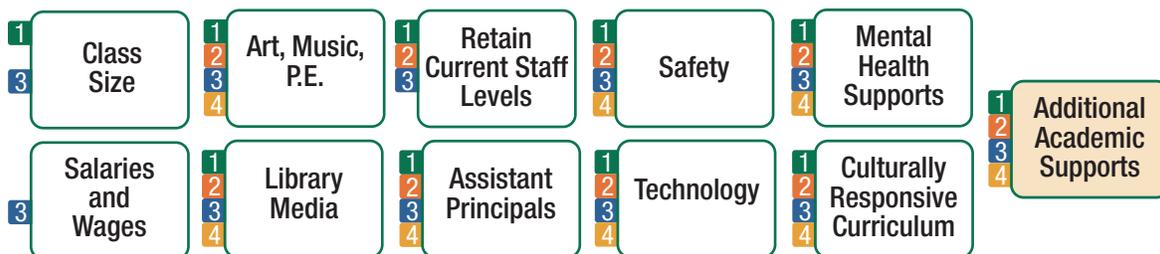
### Discussion:

Each summarized theme was categorized into one or more of the Strategic Plan Goal Topics to ensure prioritized themes are aligned with the Reynolds School District Strategic Plan.

During this discussion, key considerations for budget priorities based on community and staff input were evaluated. After careful discussion, the Board voted to add one category, Additional Academic Supports, to reflect the need to budget for supports focused on learning loss during closures, specifically for our most impacted students.

#### Strategic Plan Goal Topics

- Goal Topic #1: **Marginalized Students**
- Goal Topic #2: **Culturally Responsive Instruction**
- Goal Topic #3: **Student and Staff Wellness**
- Goal Topic #4: **Professional Development**



### Prioritization of Budget Themes:

Board members were advised by the Director of Financial Services that the 2021-2022 was expected to be a constraint budget due to anticipated level funding from the previous year, while accounting for increased overhead and staffing costs. Understanding that all the identified budget themes hold priority, the board was advised that it was important to identify the highest priority themes while in a constraint budget to give guidance in developing the budget.

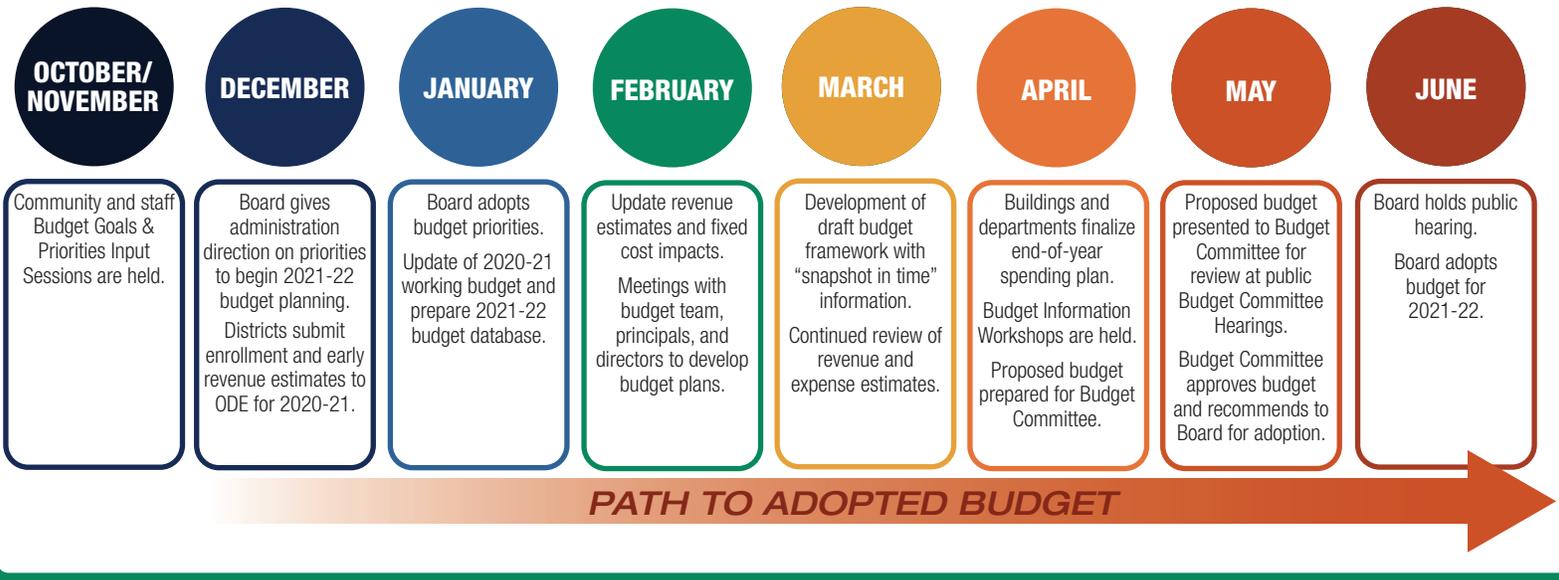
Individual board members were asked to identify their top three priorities for funding for the 2021-2022 school year while in a constraint budget. Results were tabulated to determine which themes were identified the most. After careful review and discussion, the Board determined the following budget themes should be used by administration in developing the 2021-22 Reynolds School District budget.

### Prioritized Themes: (in order of Board priority)

- 1 Mental Health Supports
- 2 Additional Academic Supports
- 3 Culturally Responsive Curriculum

The Superintendent of Schools and administration will use the Board's prioritized themes as guidance to make recommendations to the Budget Committee and Board when developing the proposed 2021-22 budget.

Internal/External Input Sessions	(live) October 15, 2020 November 5, 2020 (online) Oct. 15-Nov. 15, 2020	1st Budget Committee Meeting 2nd Budget Committee Meeting 3rd Budget Committee Meeting (if needed) Board of Directors Meeting	May 6, 2021 May 13, 2021 May 20, 2021 June 23, 2021
Budget Workshop Information Session #1	April 8, 2021	Conduct Budget Hearing	
Budget Workshop Information Session #2	April 15, 2021	Enact Resolutions: Adopt Budget	
Proposed Budget Published	April 29, 2021	Impose and Categorize Taxes	



**Budget Workshops**

Please join us for one or more of these information sessions to learn more about how the school district budget process works in Oregon!  
Public welcome.

**April 8, 2021 -or- April 15, 2021**  
**6:00pm**

For virtual meeting information, please visit:  
[www.reynolds.k12.or.us/district/2021-22-budget](http://www.reynolds.k12.or.us/district/2021-22-budget)

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Comprehensive Distance Learning Update**

Policy: [School Day - ID](#)

Date: January 13, 2021

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

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**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:**

Our students', families', and staff safety continue to be Reynolds School District's highest priority as we look toward offering in-person instruction in the future. Governor Brown recently issued a change to the guidance on the metrics to reopen schools on December 23rd. This change includes moving Oregon's COVID-19 Health Metrics for Returning to In-Person Instruction to advisory metrics effective January 1, 2021, rather than mandatory metrics as previously issued. This change allows school districts to determine a localized response to opening schools to any in-person instruction.

Although the mandate has changed, Reynolds School District maintains our priority for safety. The Reynolds School Board previously took action to approve continuing Comprehensive Distance Learning through the end of the first semester and directed the Superintendent of Schools to continue reviewing data to advise on any proposal to move into Hybrid Model (in-person instruction and comprehensive distance learning) no earlier than February 1, 2021.

While it is now a District decision to open schools to in-person instruction, the previously developed metrics are still considered advisory. Reynolds School District will continue using these metrics to determine when it may be safe to open for in-person instruction for our students and staff. The metrics for Multnomah County continue to remain in the "Extreme Risk" category.

The decision to offer in-person instruction while in a global pandemic is determined by multiple complex factors. District leadership are currently reviewing all input to determine the feasibility and timing of providing in-person instruction in the future. This includes careful review of current COVID-19 transmission rates in Multnomah County, survey results from families and staff, CDC and OHA health guidelines, ODE guidance, vaccine and testing availability, REA/OSEA/RAA negotiations, staffing capacity, building capacity, financial requirements, etc.

Using this collected information to determine our District's ability to open school buildings to students, I am recommending that the Reynolds School District should remain in Comprehensive Distance Learning through March 26, 2021.

This recommendation to the Board is intended to allow additional planning time to offer safe in-person instruction in the future and greater deployment of the COVID-19 vaccine to drop transmission rates.

If the Board comes to a consensus to support this recommendation, it will be placed on the January 27th Board Business Meeting agenda to take action for approval.

**Previous Board Action:**

The Board approved continuing Comprehensive Distance Learning until at least February 1 at the October 28, 2020 Business Meeting.

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable

To: Board of Directors  
From: Dr. Danna Diaz, Superintendent of Schools  
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Adjourn**

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

Date: January 13, 2021

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

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**Connection to Board Goals**

Student Achievement     Equity     Fiscal Responsibility     Communications

**School Board Core Belief/Commitment #2:** 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.

**Adjournment**

