



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

**Reynolds School District
Board of Education Working**

March 10, 2021

7:00 PM

Virtual Meeting

I.	6:00p - Executive Session	2
	The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel and ORS 192.660(2)(d) Negotiations. Executive Session is closed to the public.	
II.	7:00p - Call to Order and Land Acknowledgement	3
III.	7:05p - Public to be Heard	5
IV.	7:05p - Budget Committee Applicant Interviews	6
V.	7:50p - Special Education Review	8
VI.	8:20p - HB 3499 Directed Funding Update	54
VII.	8:35p - Update on Hybrid, CDL, and LIPI	85
VIII.	8:35p - Action Items	103
	A. Resolution 2020-2021-023 Requesting Board Member Resignation	104
IX.	8:45p - Adjourn	105



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: March 10, 2021

Action	<input type="checkbox"/>
Report	<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)(a) Personnel, and ORS 192.660(2)(d)Negotiations.
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: March 10, 2021

Action	<input checked="" type="checkbox"/>
Report	<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, 2020 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: March 10, 2021

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

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.

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Budget Committee Applicant Interviews

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

Date: March 10, 2021

Action	<input type="checkbox"/>
Report	<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 Board will interview potential Budget Committee members:

- Danielle Mayfield
- Bill Peterson
- Marissa Clarke

The Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies at public meetings and accept applications. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The board may appoint budget committee members to as many consecutive terms as deemed appropriate.

The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year. Appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members expire each year. If any appointive member is unable to complete the term for which he/she was appointed, the board will announce the vacancy at the

first regular board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular board meeting.

Previous Board Action:

The Board interviews Budget Committee applicants any time there are openings on the committee.

Background:

The budget committee is charged with making recommendations concerning financial priorities. The budget committee will have the responsibility for reviewing the financial programs of the district, reviewing the proposed district budget as presented by the superintendent, and recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

Educational policy decisions, however, are the responsibility of the board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease in arriving at a levy figure, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the board.

The budget committee consists of seven members appointed by the board plus the elected board members. To be eligible for appointment, the appointive member must: 1. Live and be registered to vote in the district; 2. Not be an officer, agent or employee of the district. No budget committee member may receive any type of compensation from the district.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Dr. Matthew Bennett, Director of Special Education

Subject: Report of Findings of the K-12 Special Education Services Review

Policy: [Individuals with Disabilities Education Act](#)
[Special Education - Free Appropriate Public Education \(FAPE\) - IGBJA](#)

Date: March 10, 2021

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

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.

Summary:

This report, produced by the Urban Collaborative of Arizona State University, provides the Board with information on the district-wide delivery of instruction and related services for students who qualify to receive special education services.

Previous Board Action:

Not Applicable

Background:

The most current version of IDEA is Public Law 108-446, passed in 2004, and is called the “Individuals with Disabilities Education Improvement Act of 2004.” It’s still most commonly referred to as IDEA, or IDEA 2004 (to distinguish it from other reauthorizations). Final regulations for IDEA 2004 were published in 2006.

IDEA §300.8 defines a child with a disability as follows: (a) General. (1) Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having an

intellectual disability**, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Sixteen-percent (16%) of students in the Reynolds School District have been identified as eligible to receive special education services.

Financial Implications:

There are none as of now but will be in order to implement listed recommendations from the Urban Collaborative Audit.

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

Reynolds School District Special Education Review

Urban Collaborative
Arizona State University
August, 2020

10

Purpose

Conduct a full review of their special education programs, systems, and student outcomes to support the district in developing a vision and strategic plan to help strengthen the district's practices and raise the outcomes of their students with disabilities. This work was done by examining the larger education systems, one of which, is special education. We believe in order for special education practices to shift, all systems, beliefs and values must be unpacked and explored in order to impact large scale change.

Reviewers: Urban Collaborative at Arizona State University

Reynolds School District Special Education Review

- Introduction
- Summary of Findings – Strengths, Observations, and Recommendations
 - Overarching District and School Strengths
 - District Organizational Structure and Culture
 - Students with Disabilities
 - Special Education Supports and Services
 - Multi-Tiered System of Supports
 - Vulnerabilities
- Conclusion and Next Steps

Overarching Strengths – District

- District Cultural and Linguistic Diversity
- District Superintendent
- District Leadership Team
- District Special Education Team
- District Structures for Collaboration
- District Structures for Alignment, Improvement and Focus

Overarching Strengths – Schools

- School Principals
- School Structures
- Schools' Whole Child Focus.
- School Staff
- Transition Services

District Organizational Structure and Culture

Observations

- Collaborative and Communication Structures
 - *District Leadership* *Aligned*
 - *District Leadership → Schools* *Becoming Aligned*
 - *Schools → Schools* *Not yet aligned*
- Organizational Culture
 - *Deficit based and fixed mindset*
 - *Students not whole people, but broken parts (EL, sped, and poor).*
 - *Students were “SPED Kids” and “Red Kids”, “worse than ever”, “violent” and “aggressive”*

Recommendations

- Strengthen Collaboration and Communication Structures and Foster a Constructive District Culture
 - Strengthen Existing/Develop Collaborative and Communication Structures
 - Strengthen Organization Culture
 - *Staff – Embrace history, survey*
 - *Families – Provide guidance/resources*
 - *Students – Raise expectations, presume competence (least dangerous assumption) develop strength-based language*

District Organizational Structure and Culture

Presumed Competence Least Dangerous Assumption

“The criterion of least dangerous assumption (LDA) holds that in the absence of conclusive data, educational decisions ought to be based on assumptions which, if incorrect, will have the least dangerous effect on the likelihood that students will be able to function independently as adults.”

Furthermore, “we should assume that poor performance is due to instructional inadequacy rather than to student deficits.” (Anne Donnellan, 1984)

Students with Disabilities

Observations

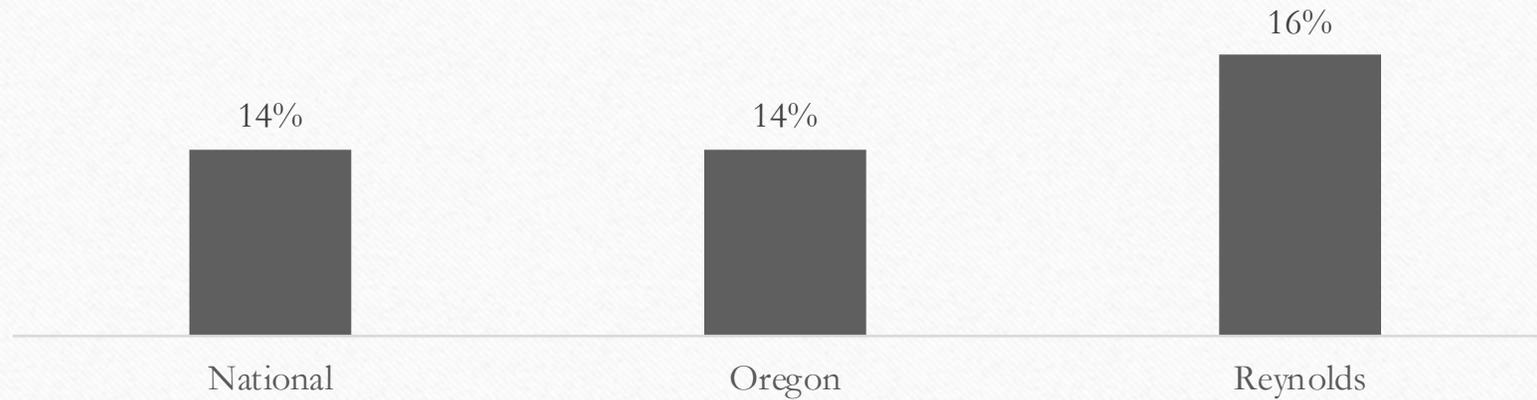
- Demographics
- Academic Achievement
- Time out of class
 - *Attendance*
 - *Suspension/Expulsion*
 - *Restraint and Seclusion*

Recommendations

Students with Disabilities

Demographics

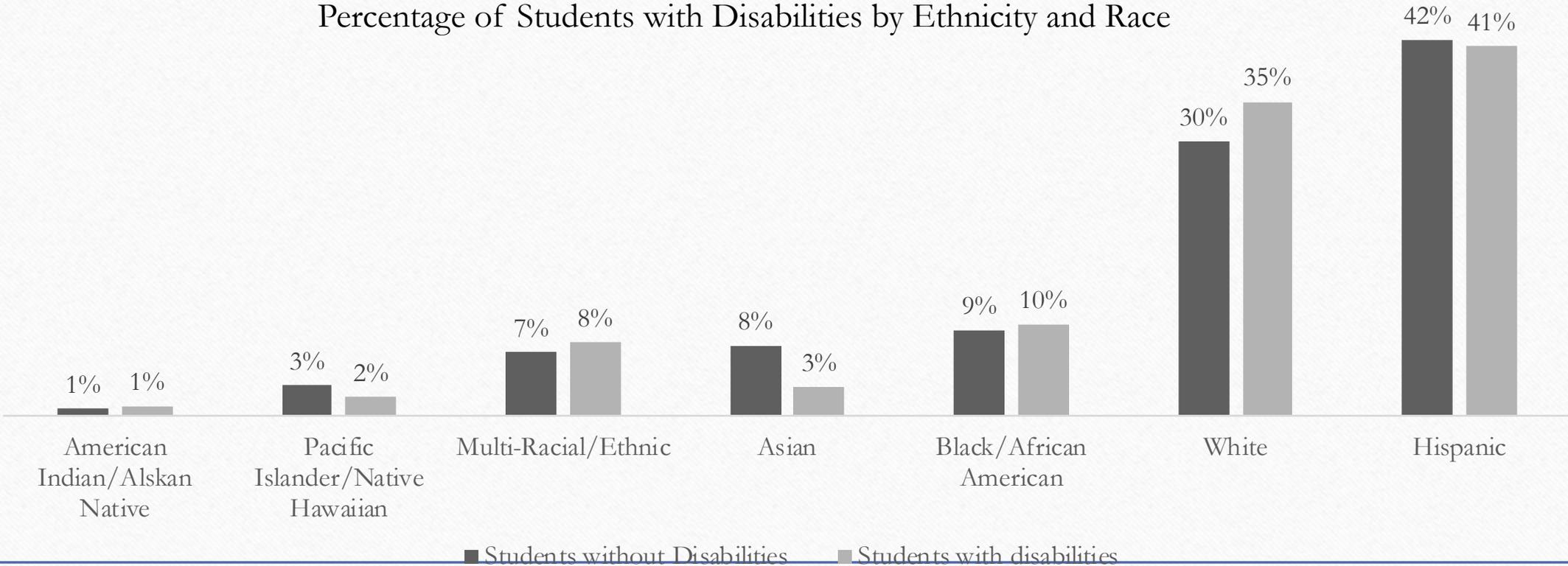
Percentage of Students with Disabilities - National, State, and Reynolds



Students with Disabilities

Demographics

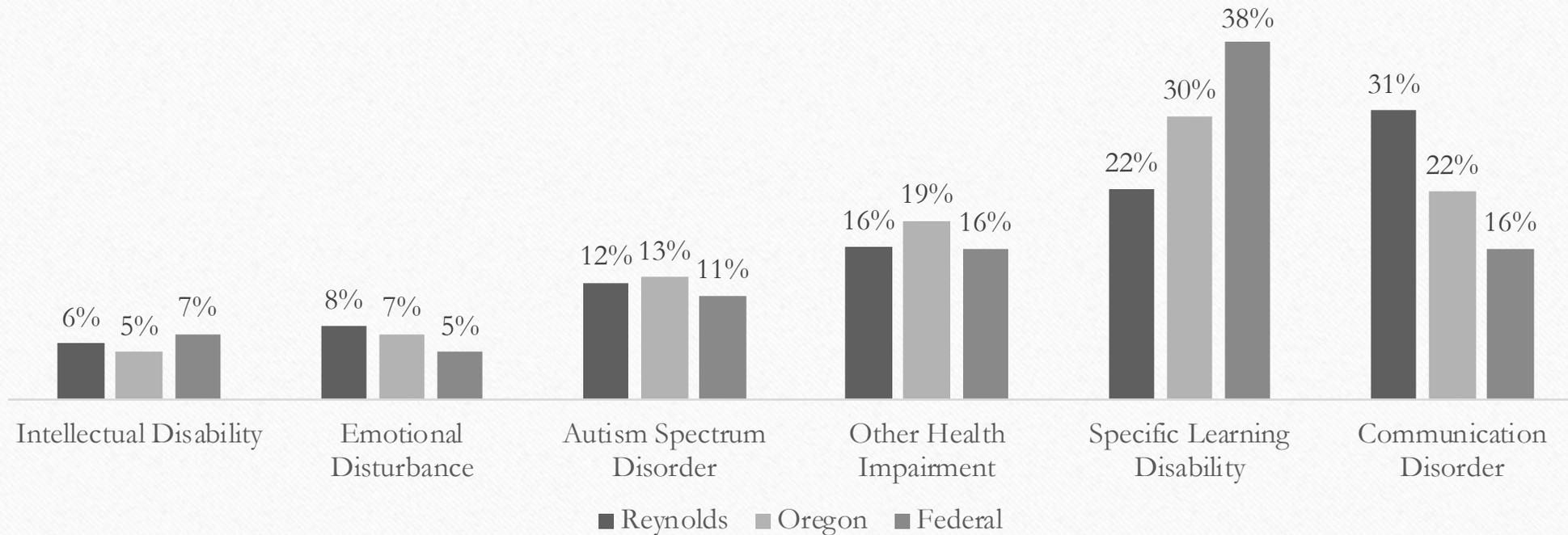
Percentage of Students with Disabilities by Ethnicity and Race



Students with Disabilities

Demographics

Percentage of Students with Disabilities by Disability Category - National, State, and Reynolds



Students with Disabilities

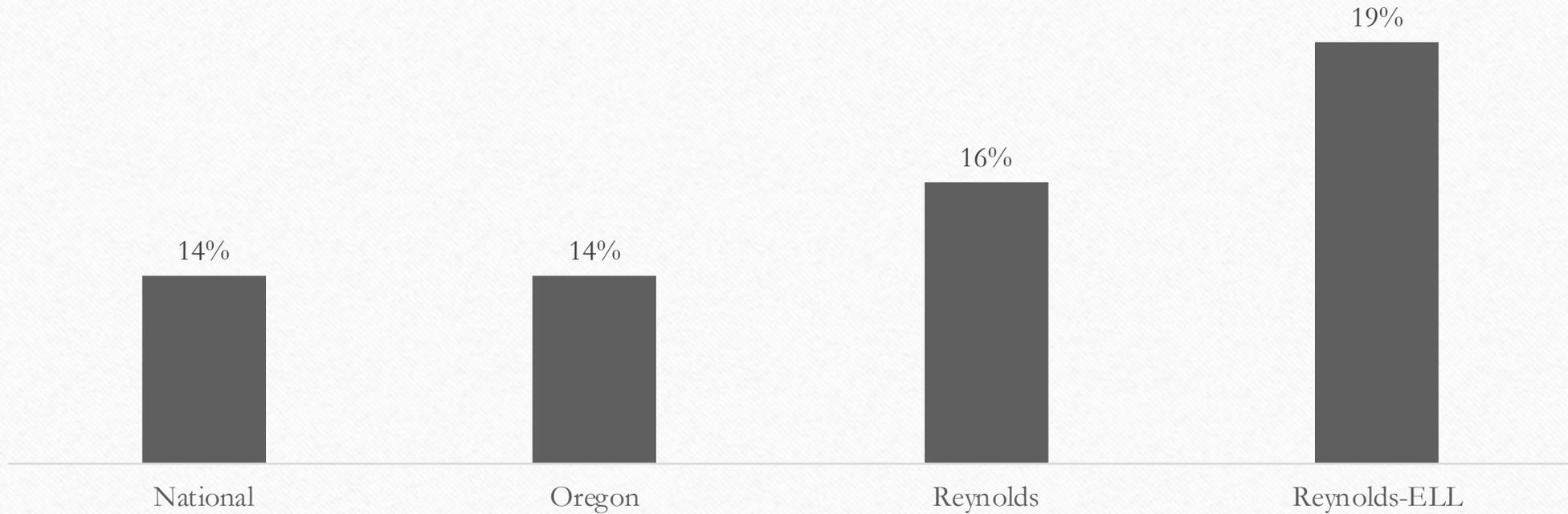
Demographics

- Close to 50% of students in Reynolds have needed some level of English language support.
 - Approximately 26% of students have been identified as English Language Learners
 - Another 21% of students are either “monitored” or “post-monitored” for English Language services

Students with Disabilities

Demographics

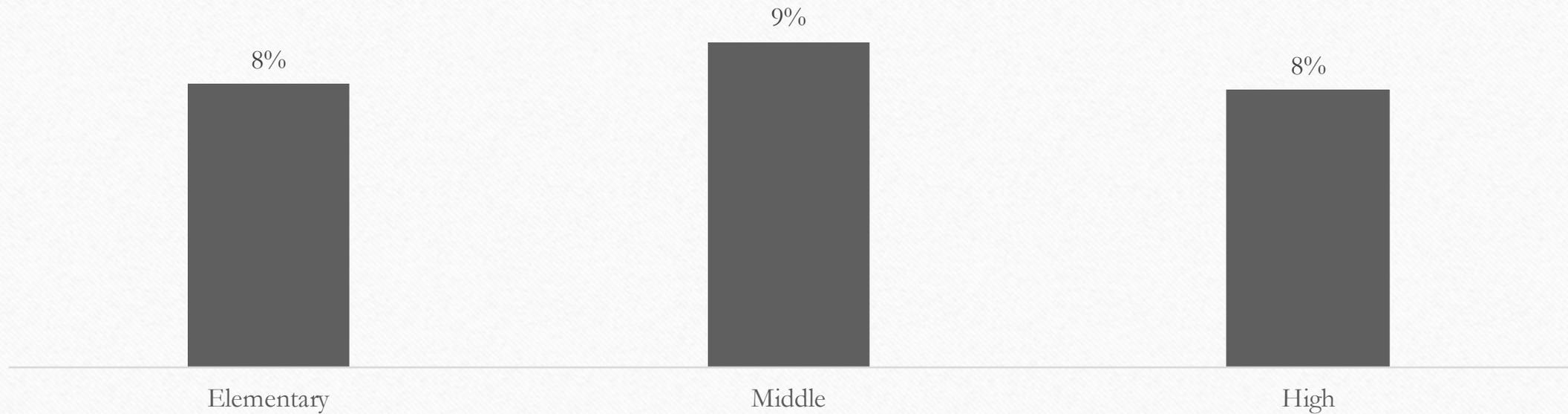
Percentage of Students with Disabilities - National, State, Reynolds, and Reynolds ELLs



Students with Disabilities

Demographics

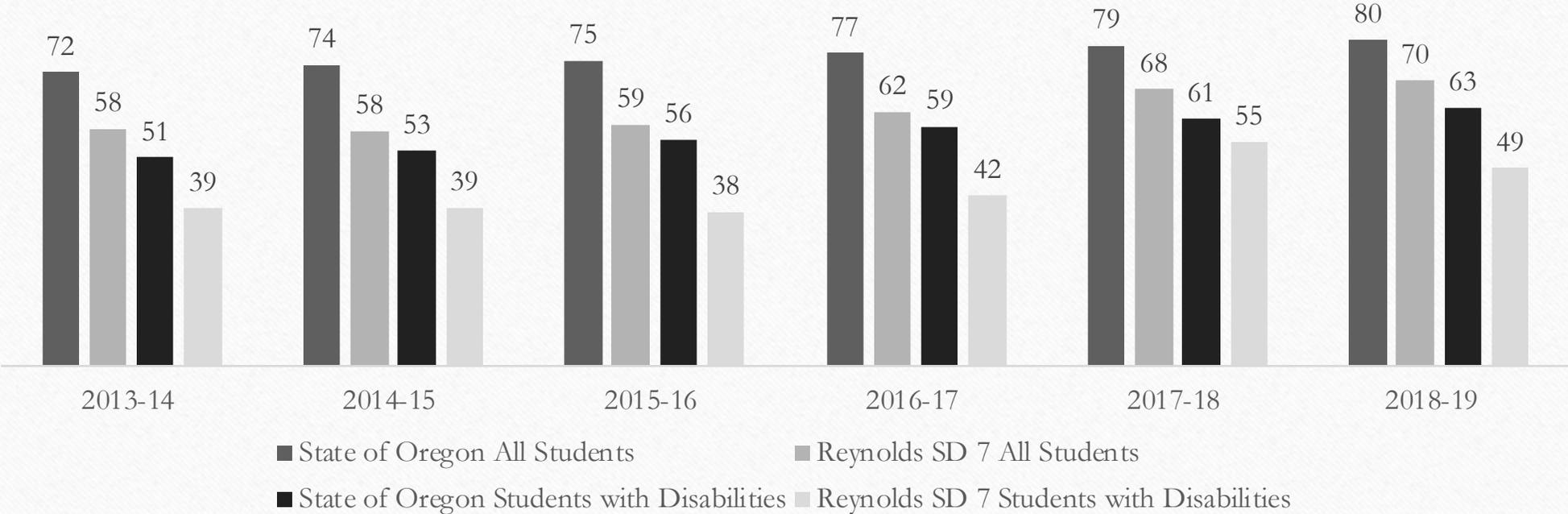
Percentage of Students with ELL Status and Communication Disorder Classification by Grade Span



Students with Disabilities

Academic Achievement

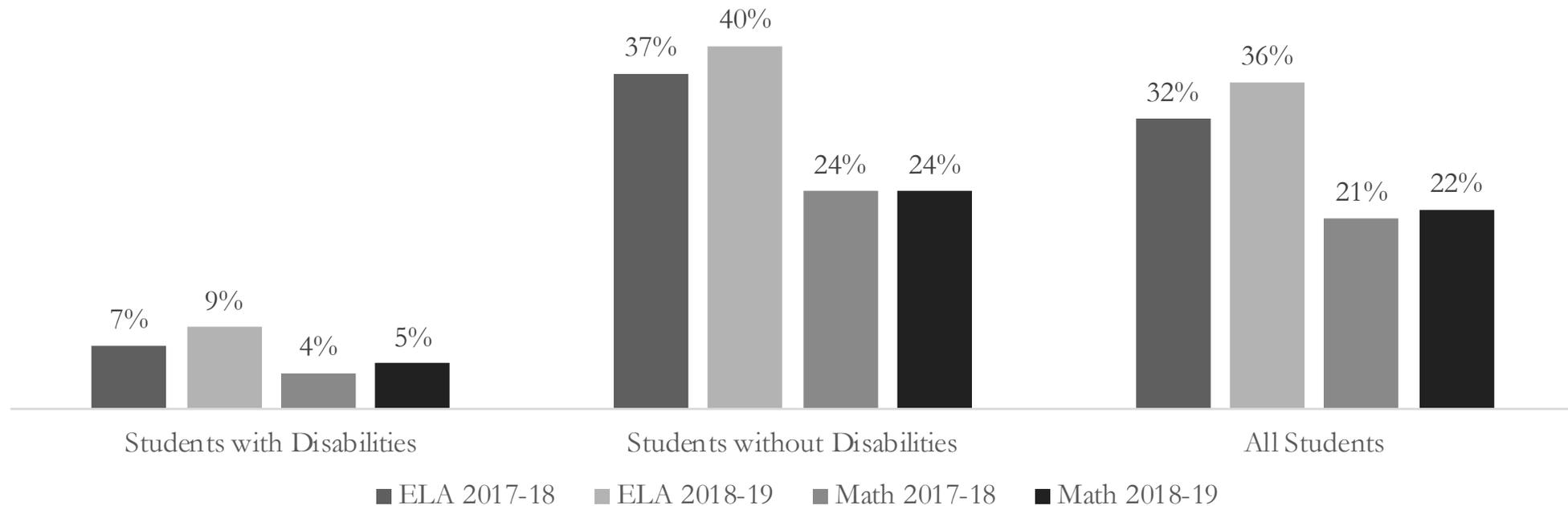
Graduation Rates – Students with and without Disabilities, by State and District



Students with Disabilities

Academic Achievement

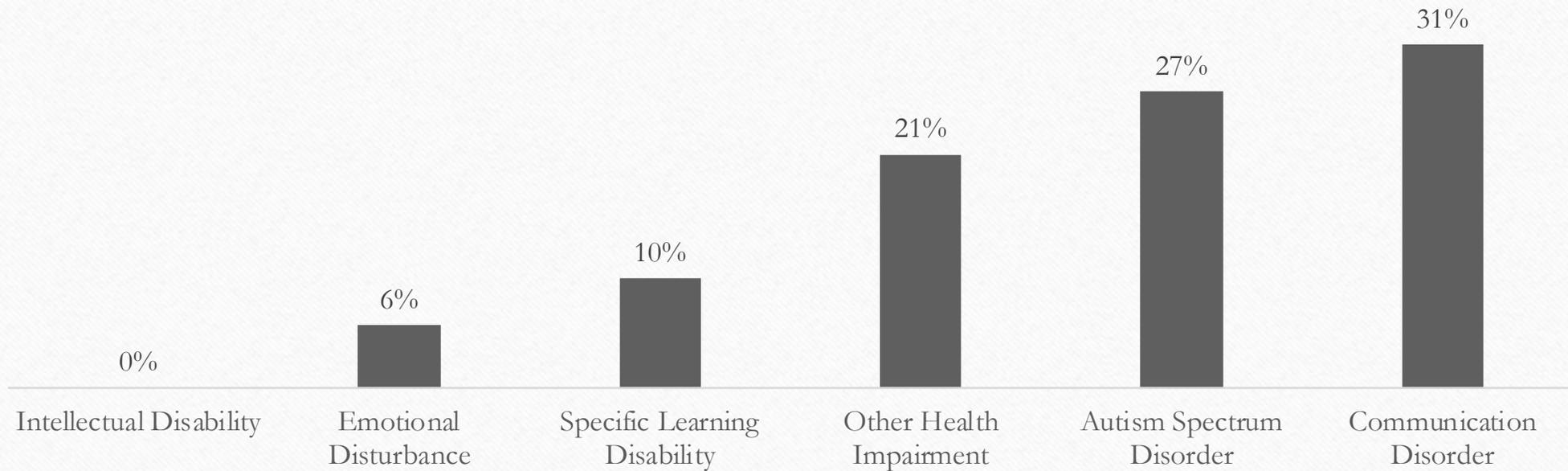
Percentages of SWD/SWoD Proficiency Rates on the ELA and Math Exams - 2 Years



Students with Disabilities

Academic Achievement

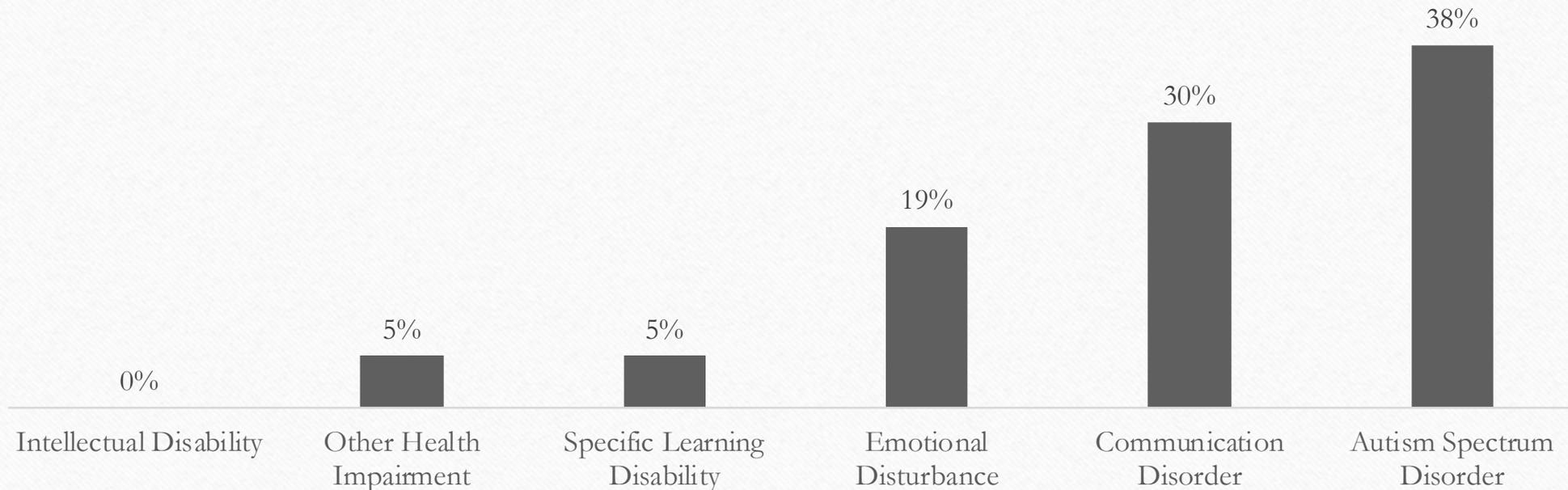
Percentages of SWD Proficiency Rates on the ELA Exam by Disability Classification



Students with Disabilities

Academic Achievement

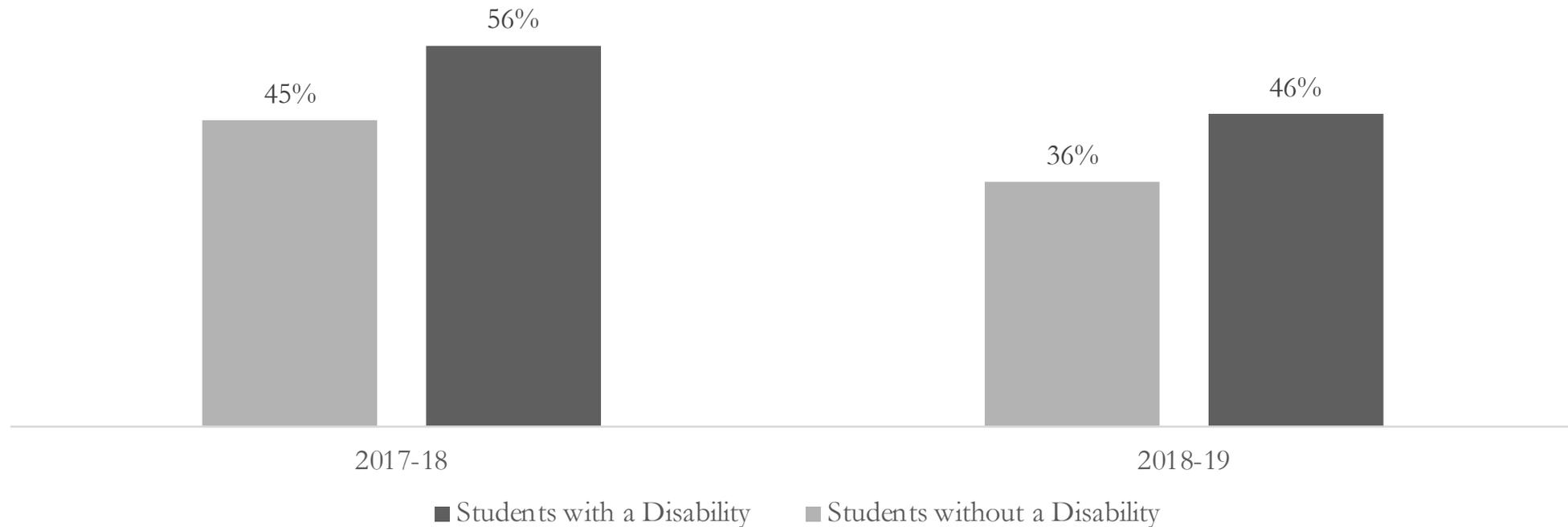
Percentages of SWD Proficiency Rates on the Math Exam by Disability Classification



Students with Disabilities

Time out of Class – Chronic Absenteeism

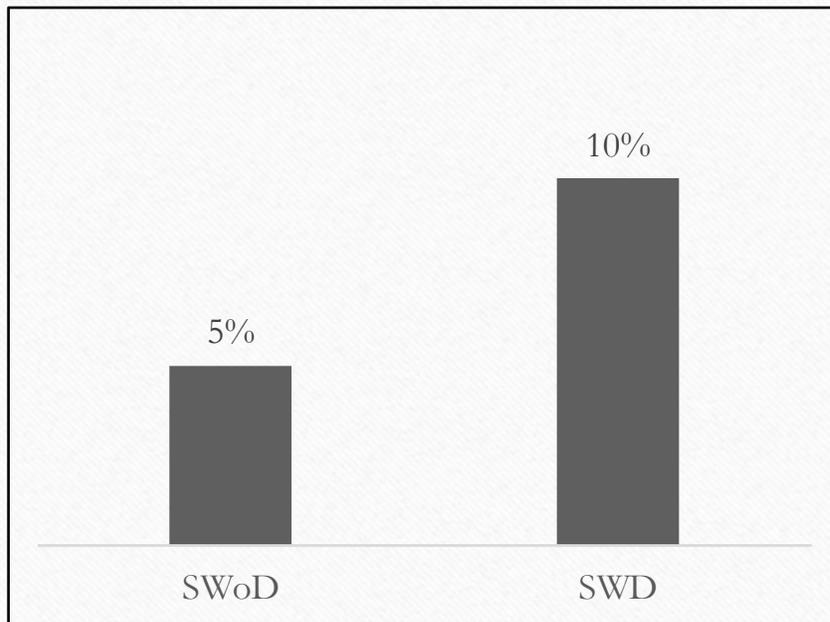
Percentage of Students with and without Disabilities Chronically Absent (10 or more days)



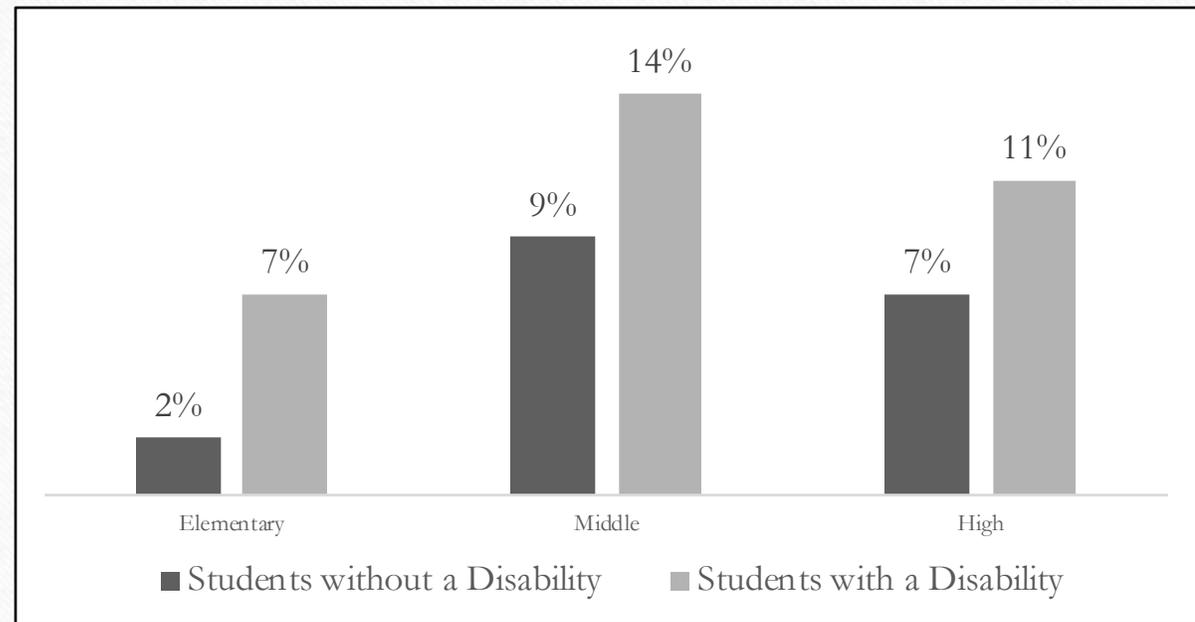
Students with Disabilities

Time out of Class – Suspensions

Percentage of Suspensions Out of School,
Students with and without Disabilities



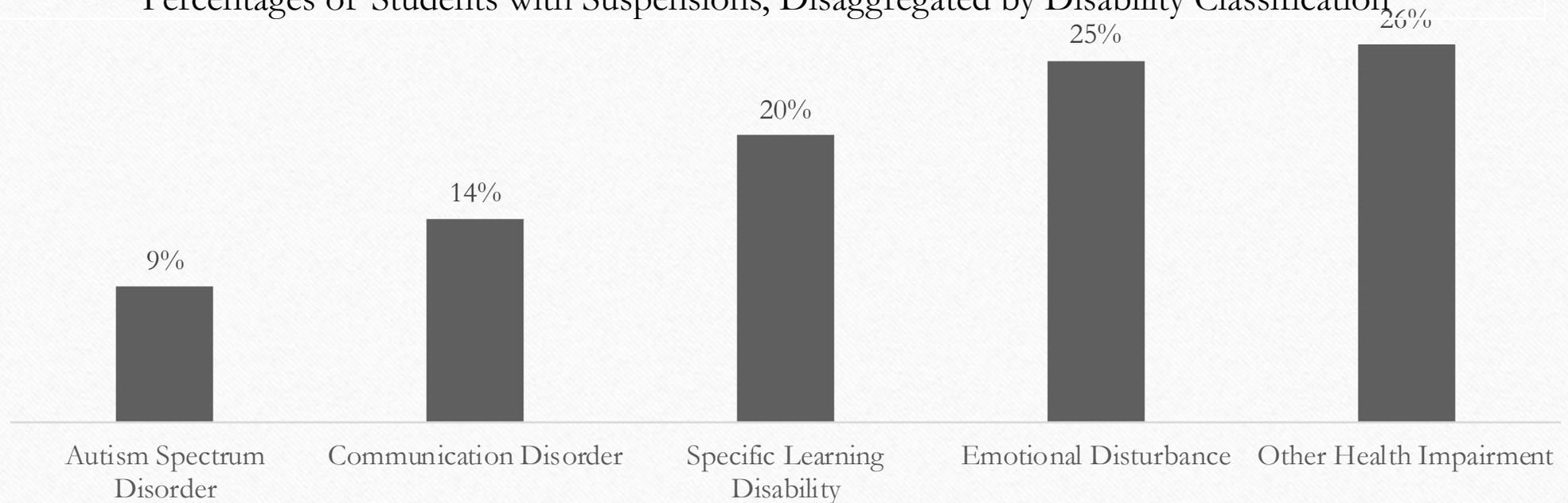
Percentage of Suspensions Out of School across Grade Spans,
Students with and without Disabilities



Students with Disabilities

Time out of Class – Suspensions

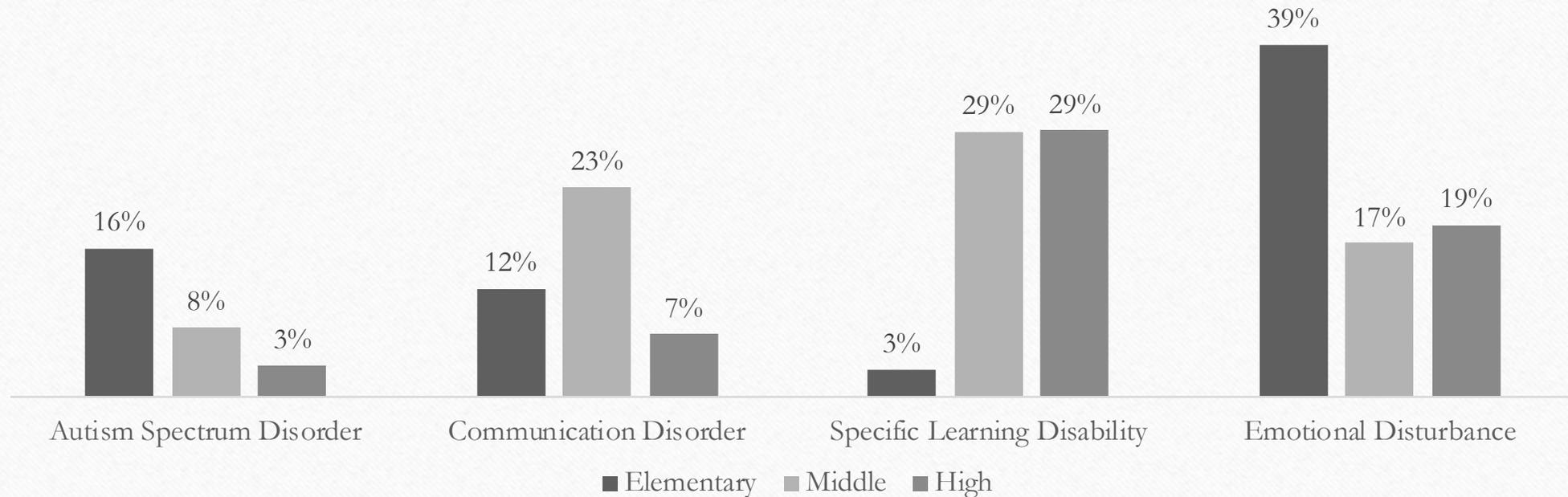
Percentages of Students with Suspensions, Disaggregated by Disability Classification



Students with Disabilities

Time out of Class – Suspensions

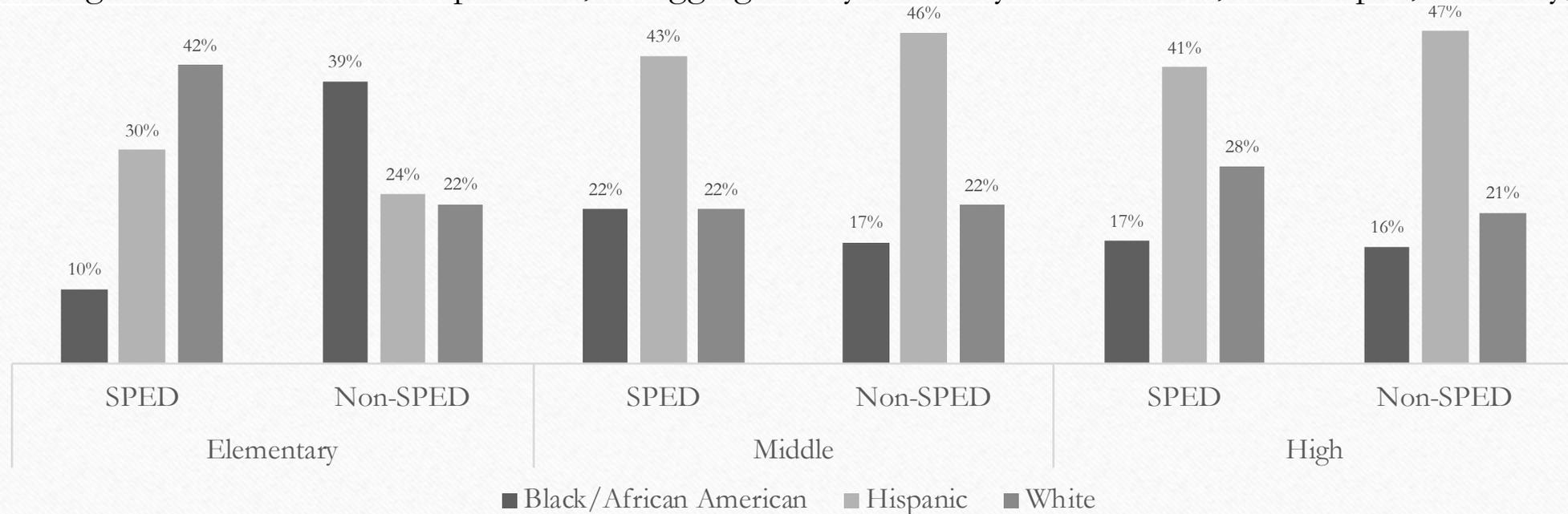
Percentages of Students with Suspensions, Disaggregated by Disability Classification and Grade Span



Students with Disabilities

Time out of Class – Suspensions

Percentages of Students with Suspensions, Disaggregated by Disability Classification, Grade Span, Ethnicity/Race



Students with Disabilities

Time out of Class – Restraint and Seclusion

Restraints	2018-19	2019-20 (Ending in March)
# Incidents	155	64
# Students	57	32
(# of SWD)	42	23
Seclusion	<5	<5

Students with Disabilities

Observations

- Demographics
- Academic Achievement
- Time out of class
 - *Attendance*
 - *Suspension/Expulsion*
 - *Restraint and Seclusion*

Recommendations

- Improve the special education eligibility process, the academic functioning of students with disabilities and increase students' time in class
 - Demographics – Special education eligibility process audit
 - *Focus on ELLs*
 - Increase Time in Class
 - *Build districtwide SEL within the MTSS model*
 - *Examine training and expand who can conduct FBAs and BIPs*
 - *Include a focus on SWDs in district's plan for addressing chronic absenteeism*
 - *Systemically collect and share attendance, suspension, and restraint/seclusion data*
 - Restraint and Seclusion
 - *Position Statement*
 - *Isolation Rooms → Sensory rooms*

Special Education Supports and Services

Observations

- Existing special education supports and services
- Transition services
- Collaborative practices
- Specially designed instruction
- Educational environment

Recommendations

Special Education Supports and Services

- Supported Behavior Classroom (SBC)
 - PASS Program model used successfully in Reynolds. PASS includes the use of a special education classroom, with a focus on including students who need behavioral supports in the general education class.
 - Recommendation: Move all SBC classes towards a PASS model or its equivalent.

Special Education Supports and Services

Educational Environment

- The more time students with disabilities spend in a general education classroom, the:
 - higher their scores are on standardized tests of reading and math;
 - fewer absences they have from school;
 - fewer referrals they have for disruptive behavior; and
 - better outcomes they have after high school in the areas of employment and independent living.
- This was found for all students with disabilities, regardless of:
 - their disability label;
 - the severity of their disability;
 - their gender; or
 - their family's socio-economic status.

(Wagner, Newman, Cameto, Levine, & Garza, 2006)

Special Education Supports and Services

Educational Environment

No studies conducted since the late 1970s have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings (Falvey, 2004).

Special Education Supports and Services

Educational Environment

IDEA - Sec. 300.114 LRE requirements

- Each public agency must ensure that—
- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special Education Supports and Services

Educational Environment

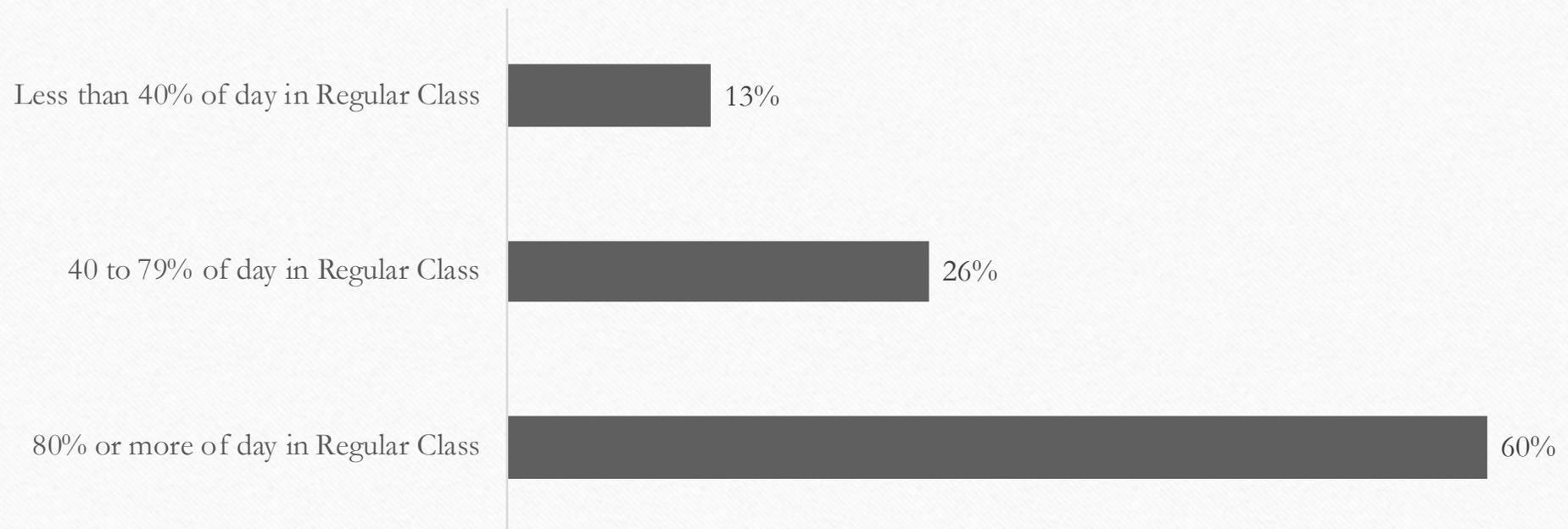
IDEA-Sec. 300.116 Placements

- In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that—
 - (b) The child's placement—
 - (3) Is as close as possible to the child's home;
 - (c) **Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;**
 - (d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and
 - (e) **A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.**

Special Education Supports and Services

Educational Environment

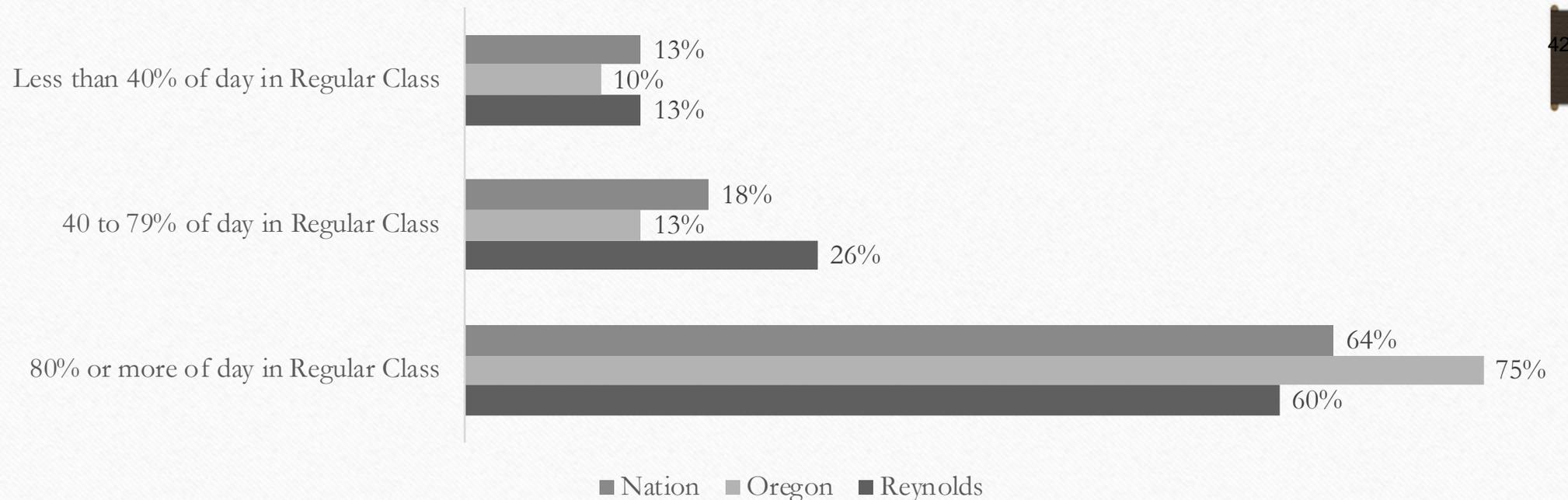
Educational Environment - Reynolds



Special Education Supports and Services

Educational Environment

Educational Environment – Reynolds, Oregon, Nation



Special Education Supports and Services

Educational Environment

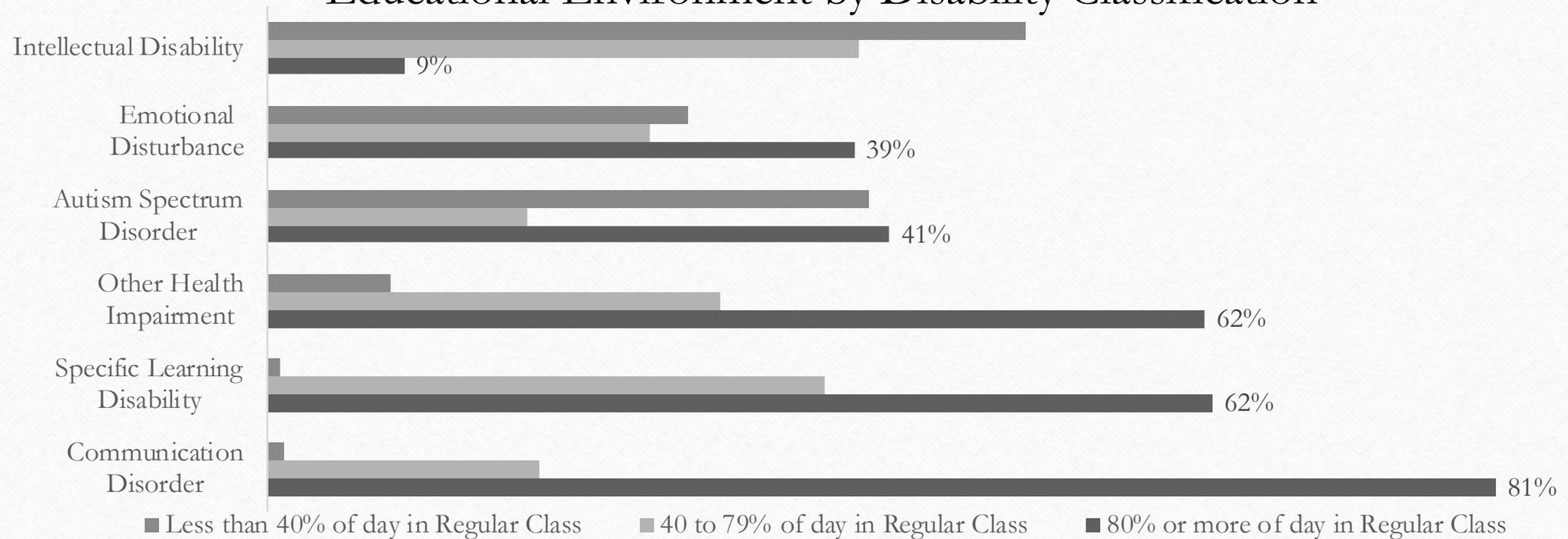
Educational Environment by Race/Ethnicity



Special Education Supports and Services

Educational Environment

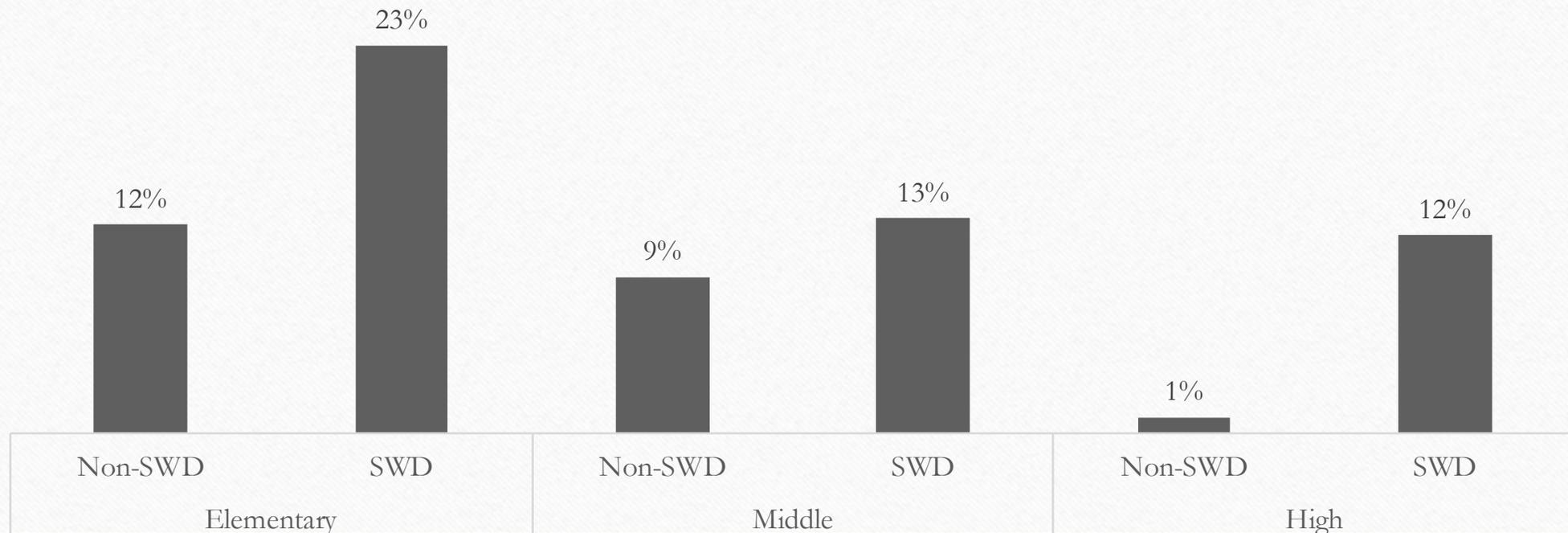
Educational Environment by Disability Classification



Special Education Supports and Services

Educational Environment

Percent of Students Not Enrolled in Home School



Special Education Supports and Services

Observations

- Existing special education supports and services – a place, rather than a service
- Transition services - successful
- Collaborative practices – not observed/discussed
- Specially designed instruction
 - *General education → ??? → Special education*
 - *Have Unique, but need more options*
- Educational environment

Recommendations

- Clearly define and build the capacity of special education supports and services in students' least restrictive environment
 - *Define special education*
 - *Shift to special education as a service, not a place*
 - *Enhancing the continuum of supports and service*
 - *Shift mindset and practice to presumed placement is general education class*
 - *Monitor changes in educational environment as recommendations are implemented*
 - *Move all SBC classes towards a PASS model or its equivalent.*

Multi-Tiered System of Supports

Observations

- Districtwide MTSS in process
- Academics and SEL are not aligned
- Lack of shared purpose/vision
- Curriculum
 - *Building "First Instruction" – Tier 1*
 - *Lacking/losing current - Tier 2*
 - *Undefined – Tier 3*
- Instructional Technology
 - *All have (or will have) technology*
 - *What is instructional purpose?*

Recommendations

- Continue to build a district MTSS model with the inclusion of special education supports and services
 - *Develop a clear instructional vision*
 - *Connect academics and SEL*
 - *Universal Design for Learning*
 - *Focus on language acquisition*
 - *Instructional resources*
 - *Instructional technology*
 - *Curriculum renewal and design cycle*

Staffing and Professional Development

Observations

- High caseloads
- Staffing structures not optimal
 - *Central office*
 - *Schools*
- Community partnerships
- Professional development

Recommendations

- Establish appropriate caseload sizes and supportive staffing structure, and provide professional development needed to provide effective and inclusive special education supports and services
 - *Establish caseload sizes that prioritize collaboration, specialized instruction and case management*
 - *Establish supportive staffing structures*
 - System
 - School
 - Class
 - *Professional development*
 - *Administrative support*

Staffing

	Educational Assistants		Special Education Teachers	
	<i>#</i>	<i>Staff-to-Student</i>	<i>#</i>	<i>Staff-to-Student</i>
Current	113	1:17	70	1:27
Scenario #1 (without 1:1 EAs)	96	1:20	76	1:25
Scenario #2	72	1:27	94	1:20

Vulnerabilities

- *Endrew F. v. Douglas School District*
- *Section 504 of the Rehabilitation Act of 1973*
- *Accessible parent rights, documents, IEP meetings*

Recommendations

1. Strengthen Collaboration and Communication Structures and Foster a Constructive District Culture
2. Improve the special education eligibility process, the academic functioning of students with disabilities' and increase students' time in class
3. Clearly define and build the capacity of special education supports and services in students' least restrictive environment
4. Continue to build a district MTSS model with the inclusion of special education supports and services
5. Establish appropriate caseload sizes and supportive staffing structure, and provide professional development needed to provide effective and inclusive special education supports and services

Next Steps

- Share report internally and publicly
- Infuse recommendations into strategic planning
- Share progress on an agreed-upon schedule
- Take teams to visit model systems to support implementation and visioning

Urban Collaborative Team Members

- **Dr. Lauren Katzman**, the Executive Director of the Urban Collaborative and Associate Research Professor at Arizona State University
- **Jennifer Apodaca**, Director of Student Services for the Sun Prairie, Wisconsin, Area School District
- **Dr. Jennifer Baribeau**, Special Education Supervisor for the Springfield Public Schools, Springfield, MA
- **Urban Collaborative:** urbancollaborative@asu.edu



To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Jennifer Hernandez, Director of Multilingual Education

Subject: House Bill (HB) 3499 Presentation regarding Directed Funding

Policy: [Graduation Requirements – IKF](#)

Date: March 10, 2021

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

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.

Summary:

Jennifer Hernandez, Director of Multilingual Education, will introduce herself and provide a brief overview of House Bill (HB) 3499 Directed Funding, and why the Oregon Department Education (ODE) selected Reynolds School District as a recipient of Directed Funding.

Previous Board Action:

Not Applicable

Background:

HB 3499 directed ODE to develop and implement a statewide education plan for English Language Learners (ELLs) who are in the K-12 education system. The plan will address disparities experienced by ELLs in every indicator of academic success, from the historical practices leading to disproportionate outcomes for students to the educational needs of students from K-12 education by examining and applying culturally appropriate best practices.

Financial Implications:

Reynolds School District will receive \$44,000 in HB 3499 Directed Funding from ODE, which needs to be spent by June 30, 2021.

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

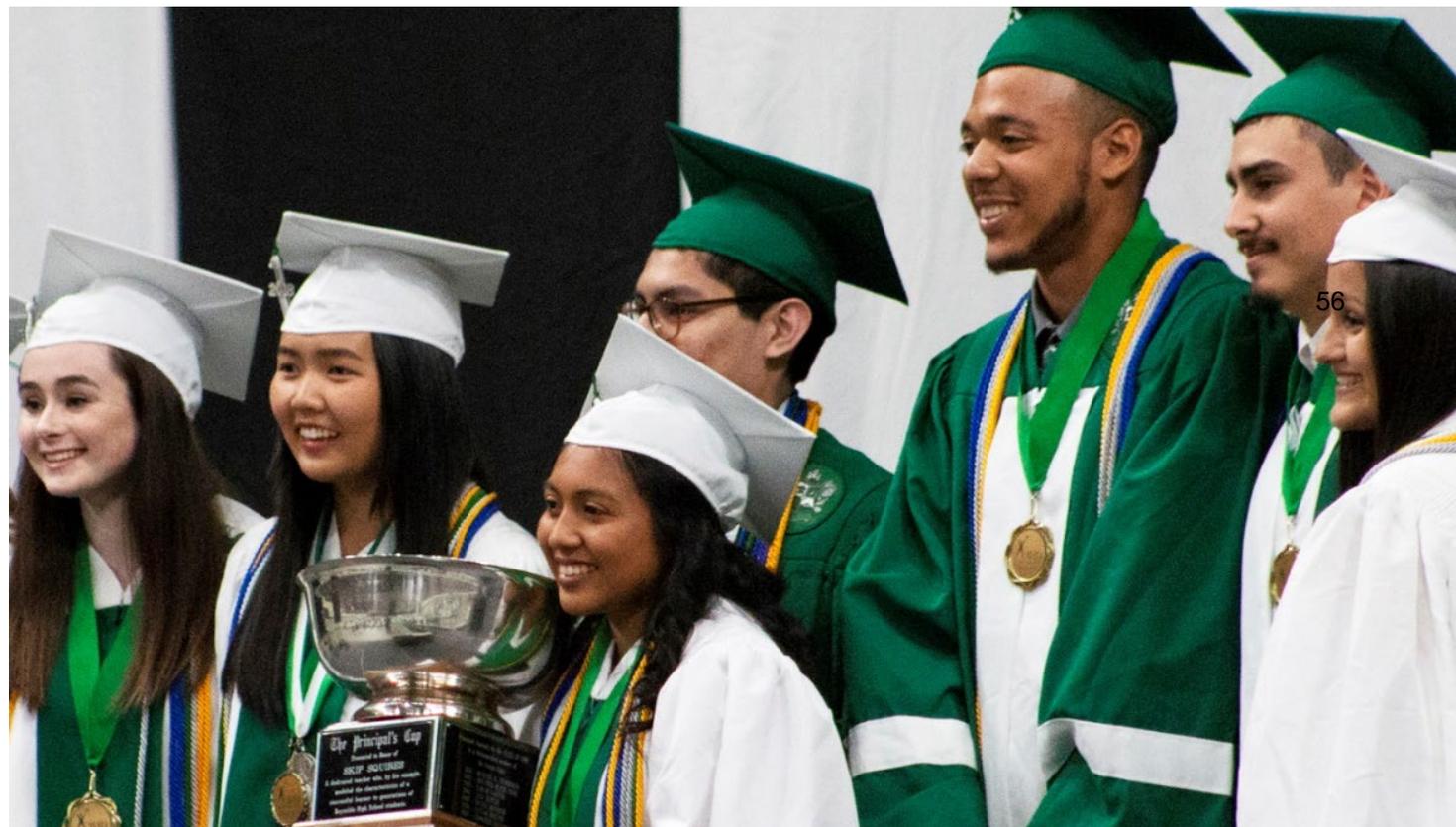
Motion:

Not Applicable



English Language Development HB3499

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



Purpose:



- HB3499 Then
 - *What is it?*
 - *What were our commitments?*
- HB3499 Now
 - *What was the outcome?*
 - *Now what?*

57

Vocabulary

ELs	English Learners
MLLs	Multilingual Learners
EBs	Emergent Bilinguals
Current English Learners (ELs)	Current ELs are students currently classified as ELs
Former English Learners (ELs)	Former ELs are students who have exited EL services
Ever English Learners (ELs)	Ever ELs includes all students ever classified as an EL
Never English Learners (ELs)	Never ELs are students who were never classified as an EL

Vocabulary

ELP

English Language Proficiency

SLIFE/ Interrupted Formal Education

Students with limited or interrupted formal education.

Newcomer/ Recent Arrivers

We define newcomers as students who are classified as English learners (ELs) and also meet the federal definition for immigrant students—individuals between the ages of 3-21, born outside the United States, and enrolled in U.S. schools for fewer than three academic years.

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SBAC

Smarter Balance Assessment Consortium

ADM

Average Daily Membership



Historical Context

HB3499

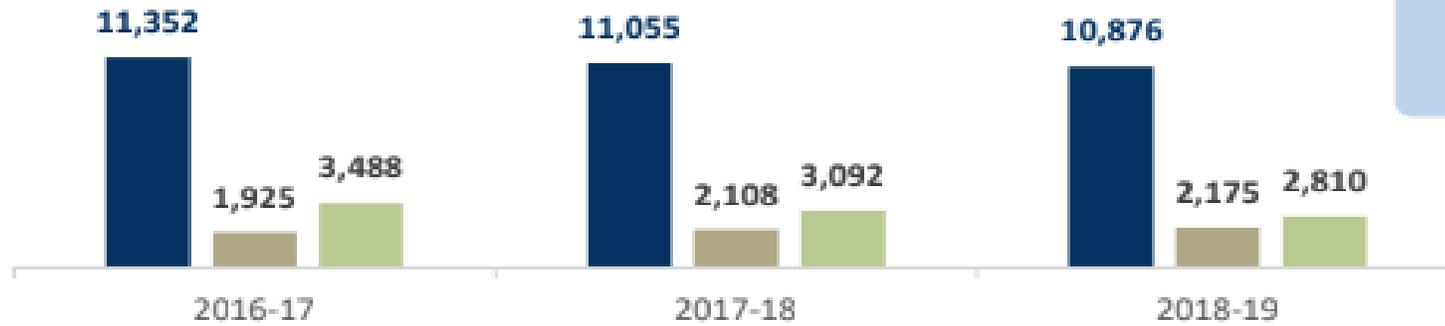


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DISTRICT CHARACTERISTICS

District Enrollment

■ All Students ■ Former ELs ■ Current ELs

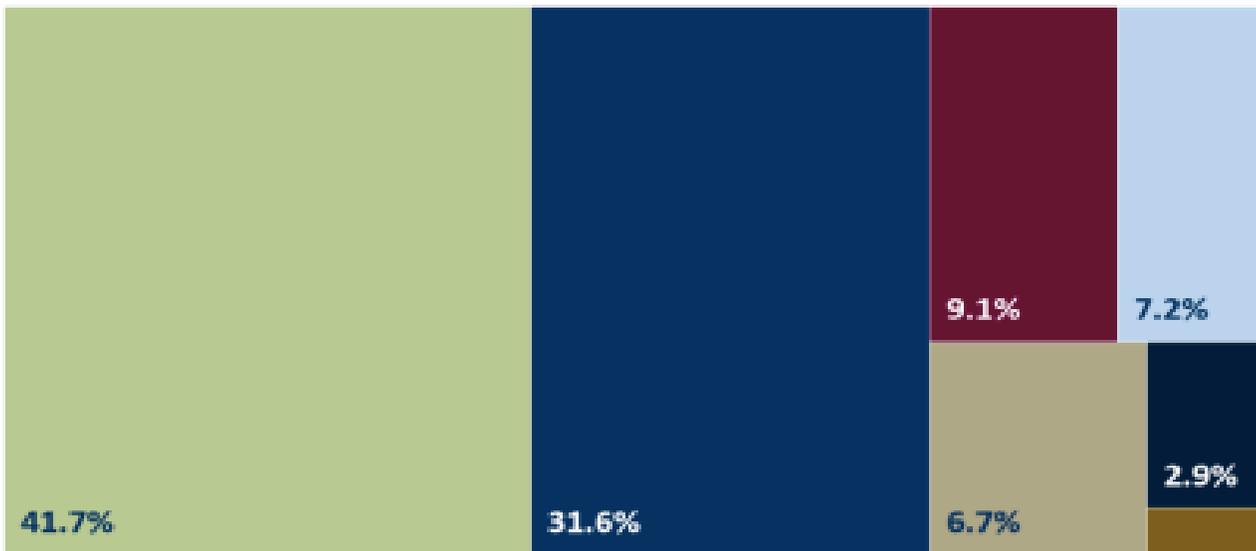


71 Languages spoken

20-21
2,892 Current
1,921 Former
61

Race/Ethnicity

- White
- Multiracial
- Hispanic/Latino
- American Indian/Alaska Native (< 1%)
- Asian
- Black/African American
- Native Hawaiian/Pacific Islander



HB 3499- What is it?



HB3499 English Learner School and District Improvement program is a highly complex and evolving program.



Identifies districts, allocate resources and provide technical assistance for four years, and direct the expenditure of monies for up to three years (weighted ADM for ELs) if districts do not make progress (i.e., successfully exit).



Cohort 1 includes 40 districts; 15 transformation and 25 target districts.

Transformation districts received \$180,000 per year

Target districts received \$90,000 per year

HB 3499

Outcome indicators used to identify in 2015-16 were:

5 year graduation rate

ELP Growth

Math Growth in 6-8

Post-Secondary Enrollment

Needs indicators were used to categorize districts into transformation or target.

Districts with high need and low outcomes were identified as transformation

Districts with low need and low outcome were identified as target

Reynolds was identified as a transformation district and received \$980,193.00

63



RSD Transformation District 2016-17

Goal: Create a welcoming school environment for newcomers.

64

Activities Included

Newcomer
Liaisons hired

Direct
classroom
language

Parent
engagement

Tutoring

Monitored
Newcomer
attendance

A parent group
was mobilized
into an advisory
group

HS Equity Plan

Professional
learning

65



Where are we
now?

HB3499



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Outcome Indicators

The outcomes index is the weighted combination of the following four outcomes:

English Language Proficiency Assessment (ELPA) growth for current English learners in grades 1-12. Weight = 0.45 –

Five-year adjusted cohort graduation rate for current and former English learners. • Weight = 0.35 –

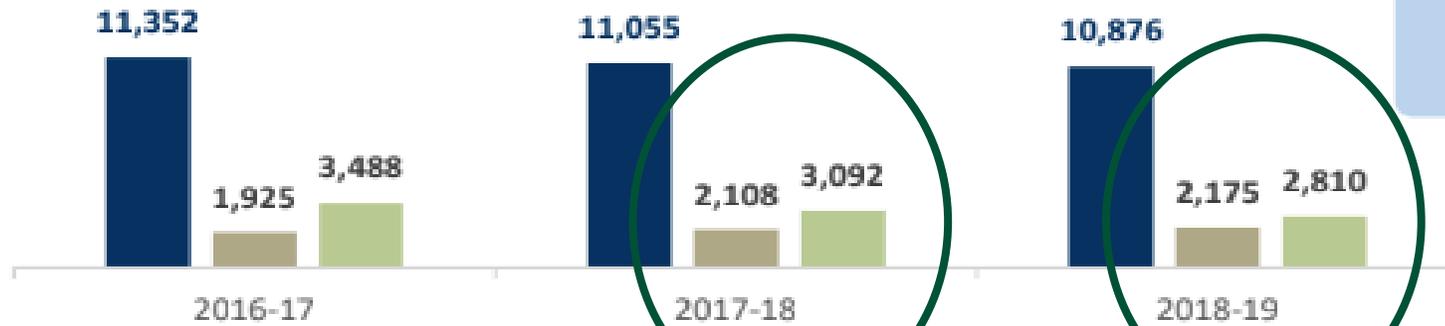
Smarter Balanced Mathematics growth for current and former English learners in grades 6-8 . Weight = 0.15

Post-secondary enrollment for current and former English learners. • Weight = 0.05 •

DISTRICT CHARACTERISTICS

District Enrollment

■ All Students ■ Former ELs ■ Current ELs

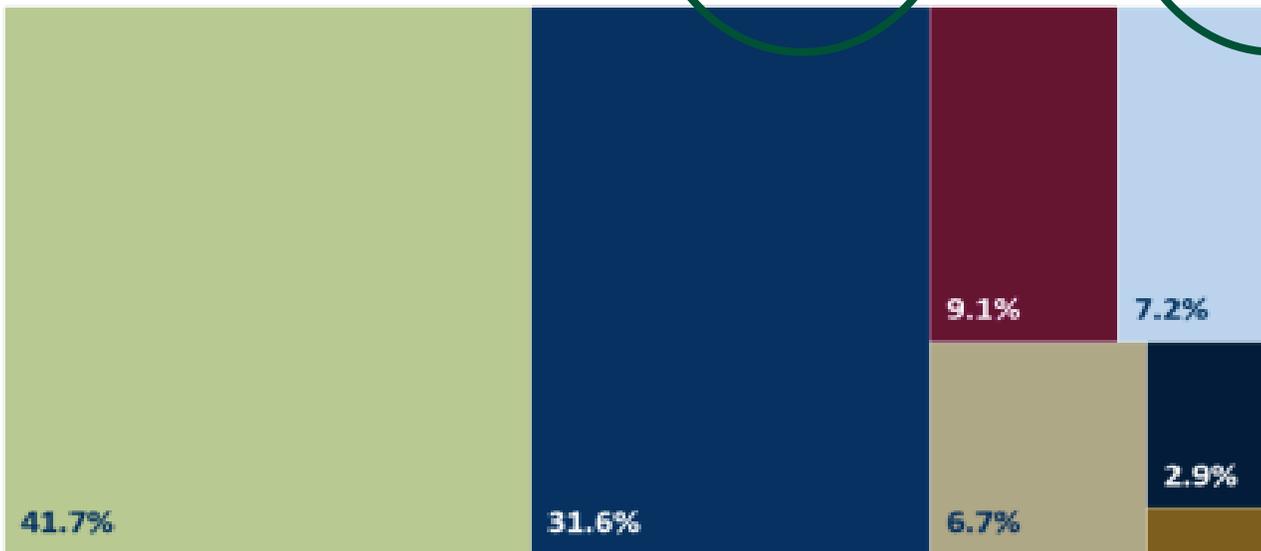


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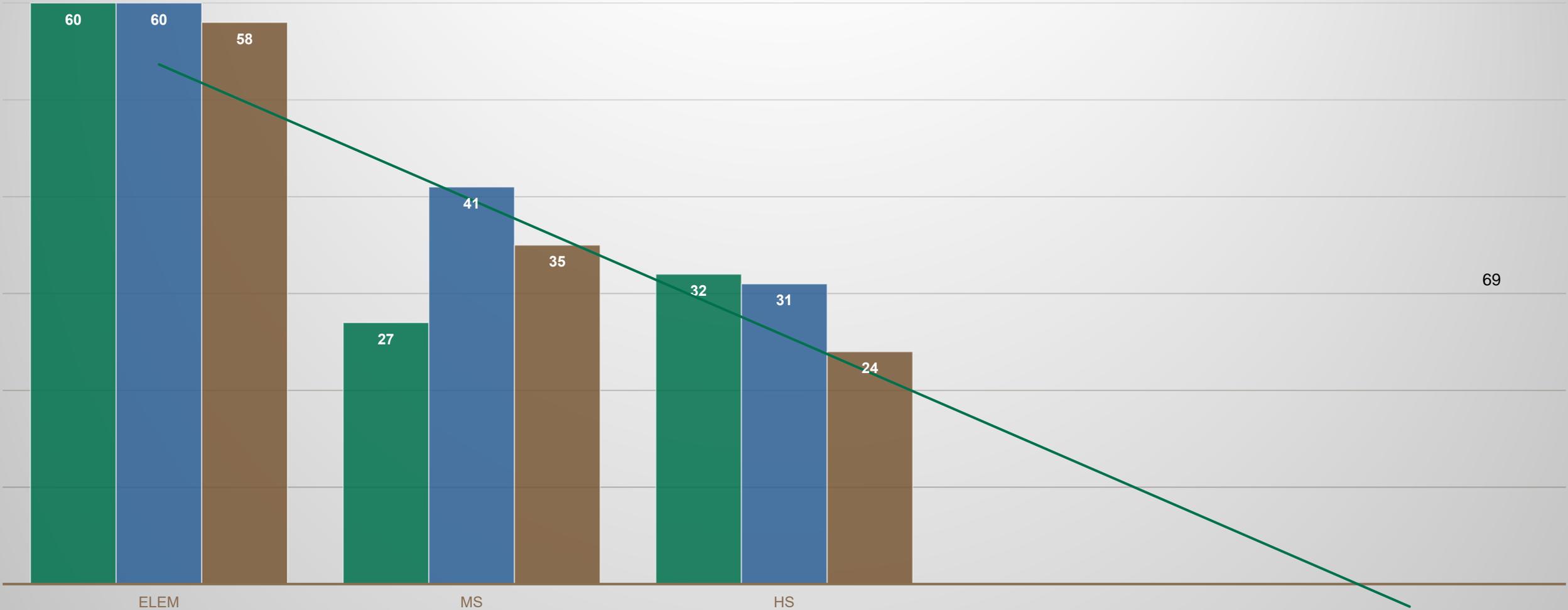
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68

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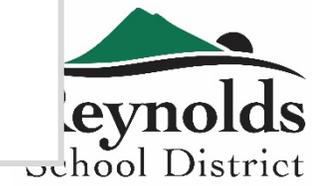
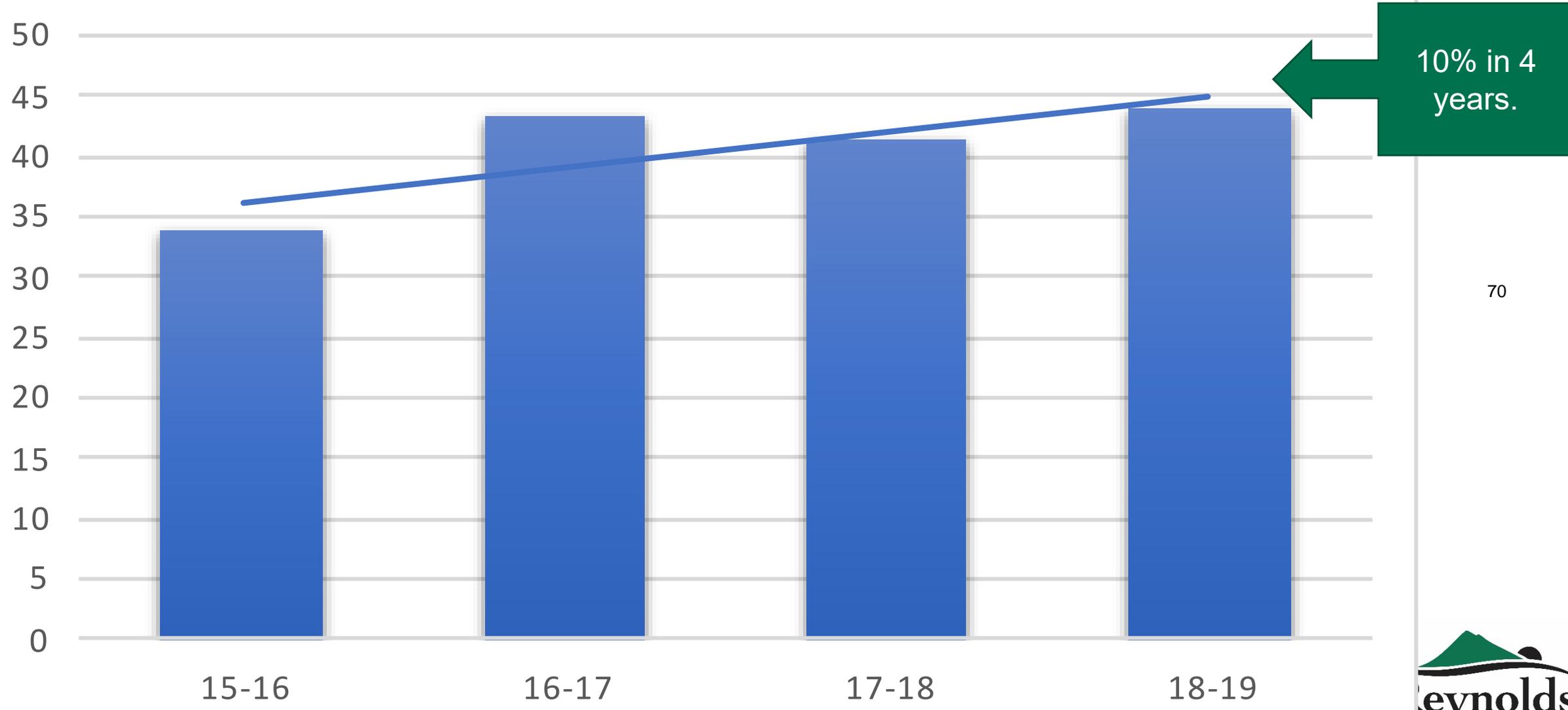


On track to English Language Proficiency

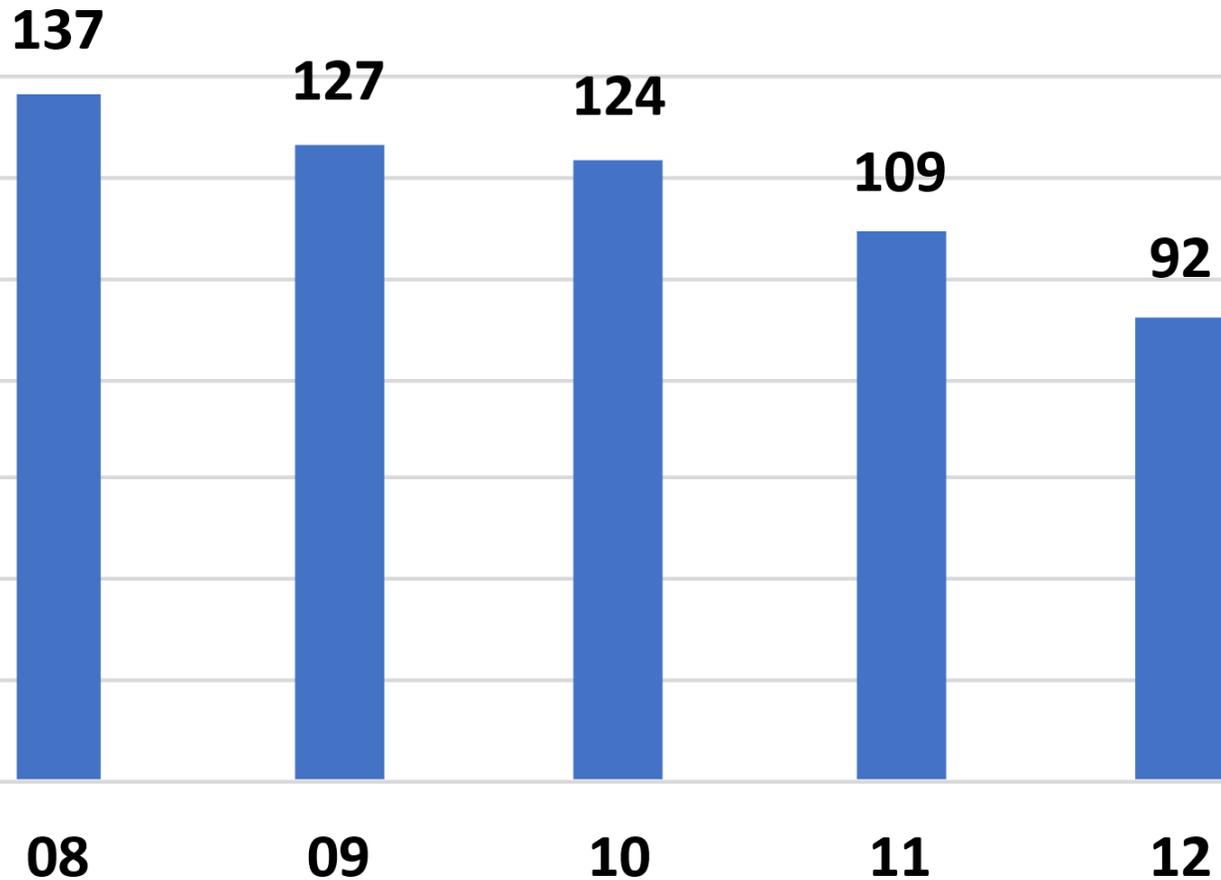


16-17 17-18 18-19 Linear (16-17)

Current EL Grad Rate



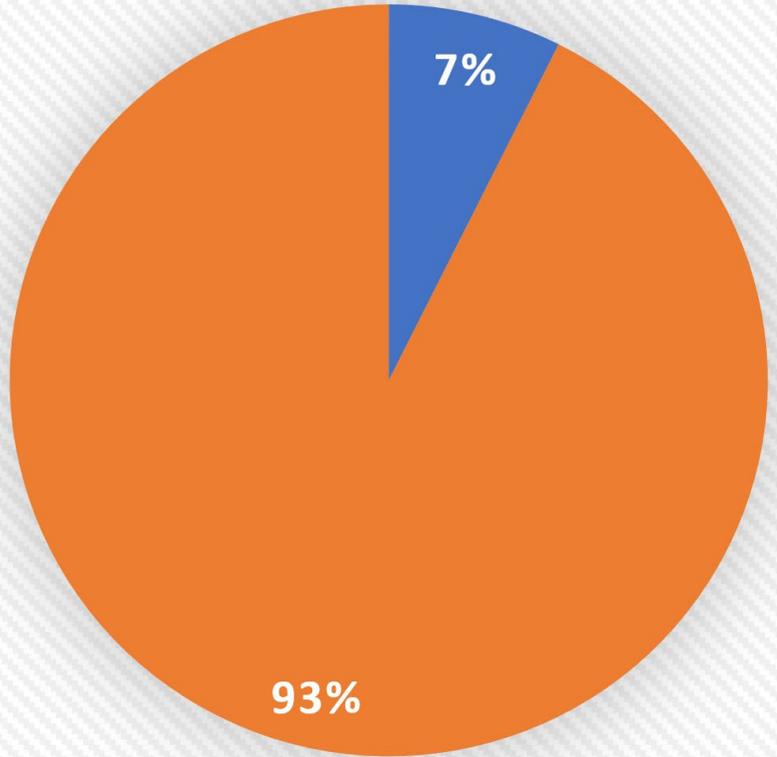
Count of LTELs by Grade



- 452/527 are long term English Learners (LTELs)
- 86% are LTELs
- 1 in 2 are not graduating

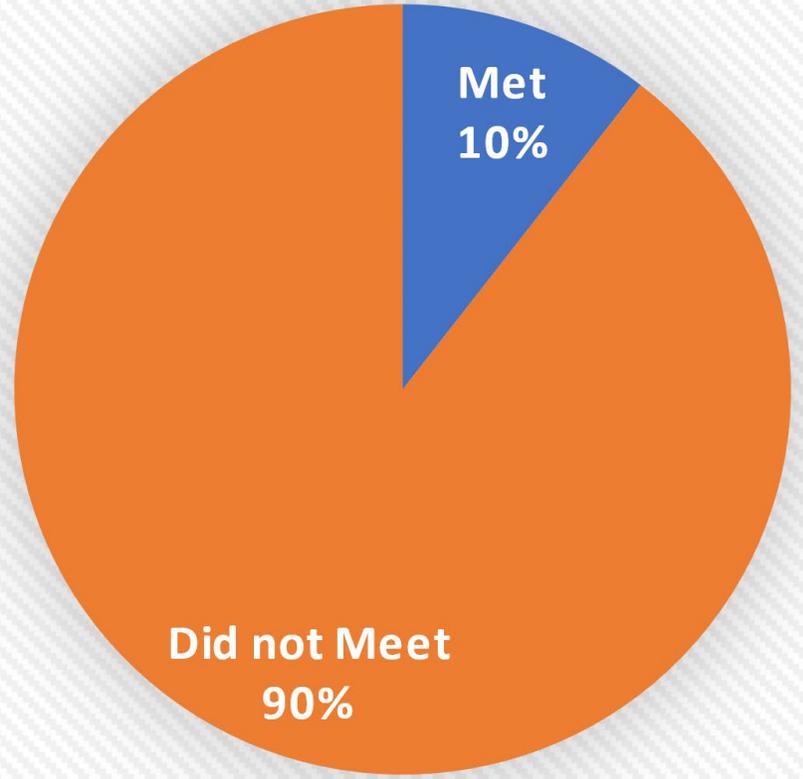
71

15-16 Math SBAC



■ Met ■ Did not Meet

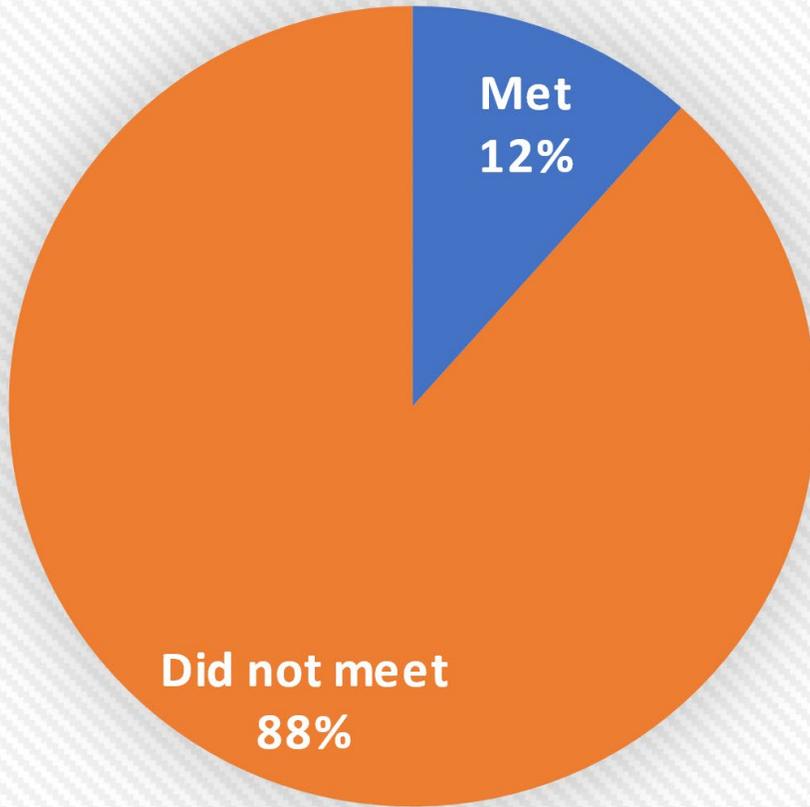
16-17 Math SBAC



■ Met ■ Did not Meet

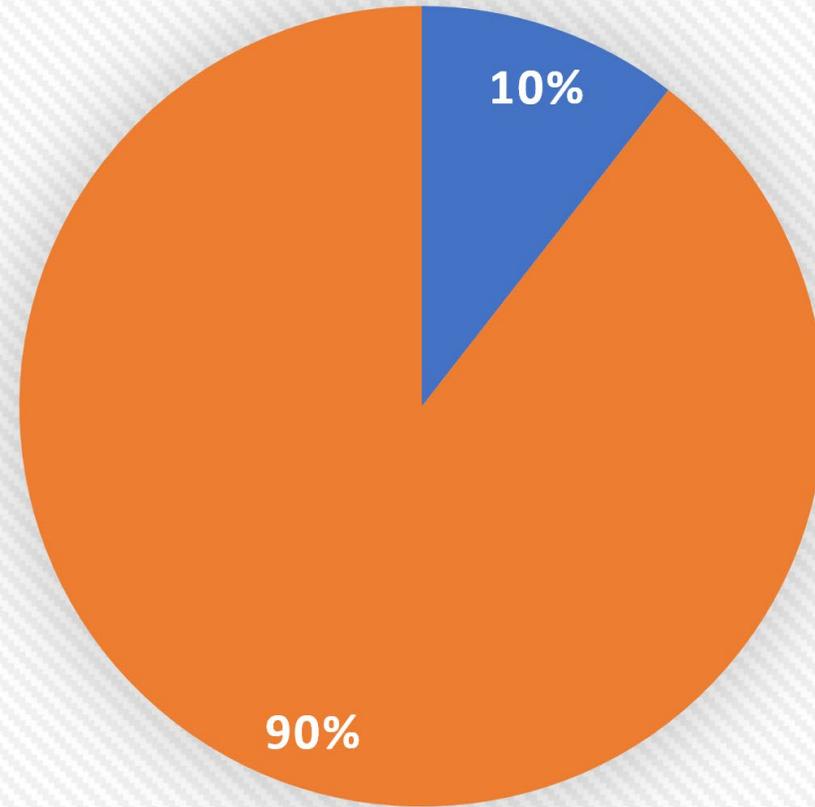
72

17-18



■ Met ■ Did not meet

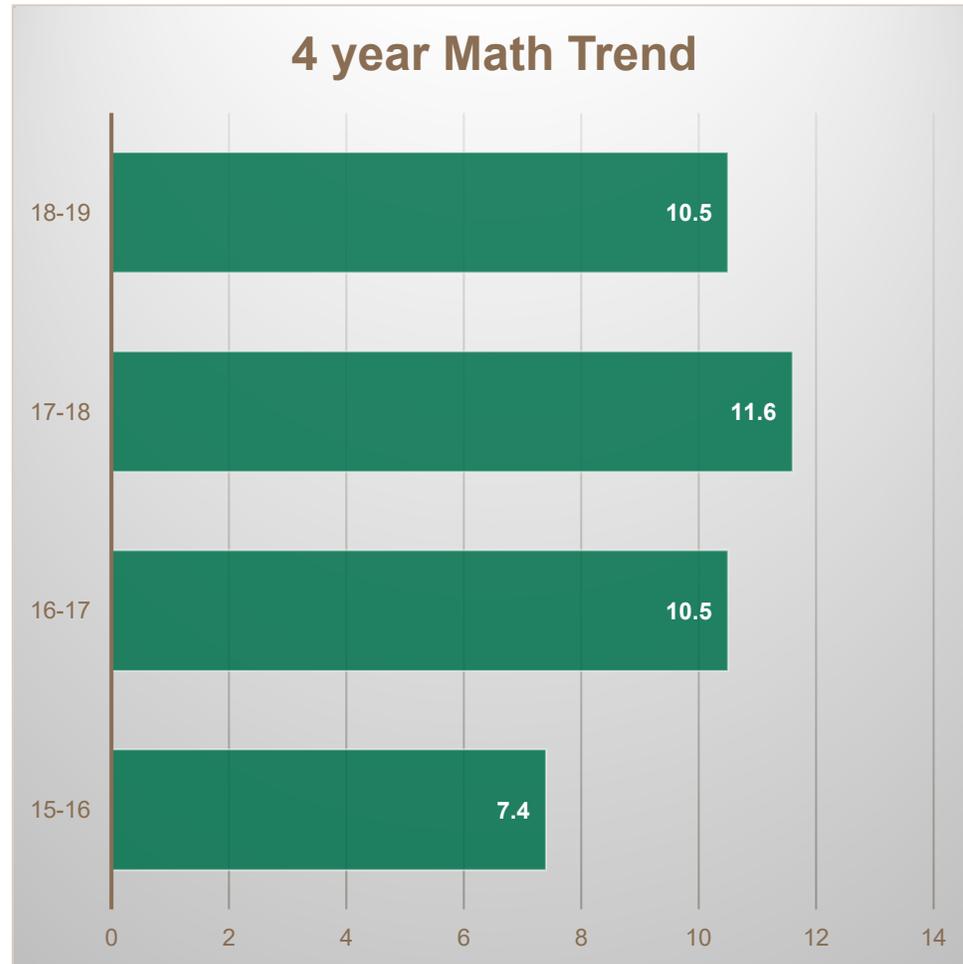
18-19



■ Met ■ Did not meet

73

4 Year Math Trend for MS



- Increase 3.5% over 4 years
- After 4 years, 90% of ELs are not meeting Math Benchmark

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District Name: Reynolds SD 7

Cohort 1 HB 3499 Identification: Transformation

Elementary Grades Indicators					Secondary Grades Indicators				
Indicator	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points	Indicator	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points
<i>On Track to ELP</i>	1		1	1 × 30	<i>On Track to ELP</i>	2		2	2 × 15
<i>Regular Attendance</i>	1	1	2	2 × 15	<i>Regular Attendance</i>	1	1	2	2 × 10
<i>Exclusionary Discipline</i>	5	1	6	6 × 15	<i>Exclusionary Discipline</i>	1	1	2	2 × 10
<i>ELA Achievement</i>	2	0	2	2 × 10	<i>Least Restrictive Environment</i>	1	1	2	2 × 10
<i>ELA Growth</i>	3	1	4	4 × 10	<i>9th Grade On-Track</i>	1	1	2	2 × 15
<i>Math Achievement</i>	1	0	1	1 × 10	<i>5-Year Graduation</i>	2	1	3	3 × 30
<i>Math Growth</i>	2	0	2	2 × 10	<i>Post-Secondary Enrollment</i>	2	0	2	2 × 10
Total Weighted Points				240	Total Weighted Points				230
Total Weighted Points Available				500	Total Weighted Points Available				500
Percent of Weighted Points				48.0	Percent of Weighted Points				46.0
Elementary Grades Rating Limited Progress					Secondary Grades Rating Limited Progress				

75

Ratings Criteria:

Notable Progress: ≥ 75.0% of weighted points available

Some Progress: 50.0 to 74.9% of weighted points available

Limited Progress: < 50.0% of weighted points available

Note. Districts may earn a bonus point for each indicator if the value for ever English learners is equal to or greater than the value for never English learners. The bonus point does not apply to *On Track to ELP*. *Exclusionary Discipline* refers to the percent of students who did not experience suspension (in-school and out-of-school) or expulsion. *Least Restrictive Environment* refers to the percent of time students with disabilities spend with non-disabled peers.

Determination: Direction of Weighted ADM

Direction of Weighted ADM:

Limited Progress on both ratings

Monitoring:

Limited Progress on one rating

Successful Exit:

Some Progress or **Notable Progress** on both ratings



Accountability Provision



- The law under ORS 336.079(5)(e) stipulated that if a school district does not meet expected growth and expected benchmarks for student progress indicator, the Agency would direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years.

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What does that
mean for us?

HB3499



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.5 EL Weighted ADM Funding - Directed

STUDENT COST WEIGHTS

	<u>Weight</u>	<u>ADMw</u>
Special Education and at Risk		
Special education	1.00	2.00
English as second language	0.50	1.50
Pregnant and parenting	1.00	2.00
Students in poverty	.25	1.25
Neglected and delinquent	.25	1.25
Students in foster homes	.25	1.25
Grade and School		
Kindergarten	- .50	0.50
Elementary district students	- .10	0.90
Union High district students	.20	1.20
Small School	Varies	

Note: Maximum additional weight is 2.0 but not all weights are counted



Centering in partnership
and collaboration

Understanding of all
funding sources

Ensuring transparency
and accountability

Focusing on high leverage
evidence-based practices

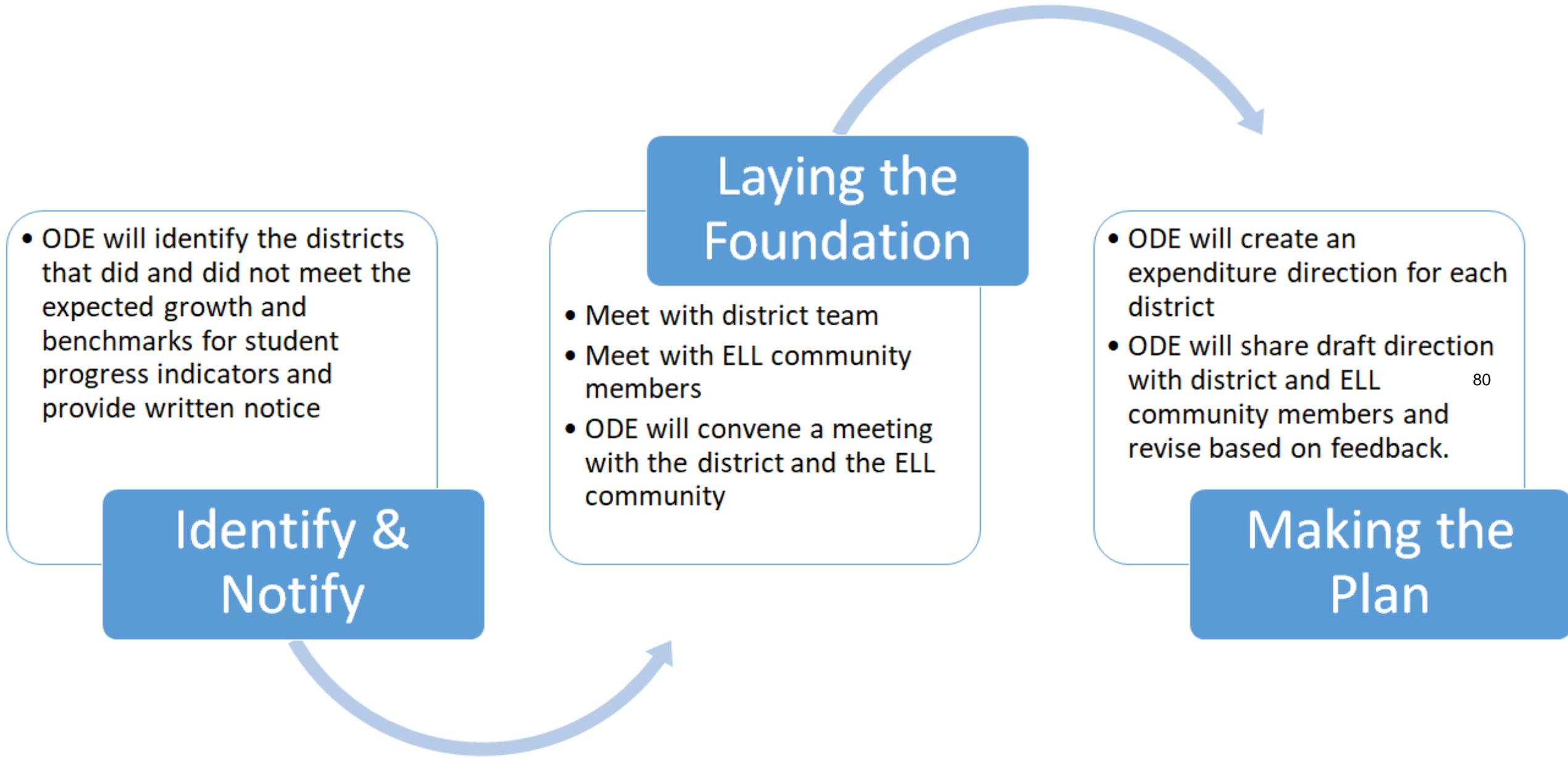
Going beyond
standardized test scores

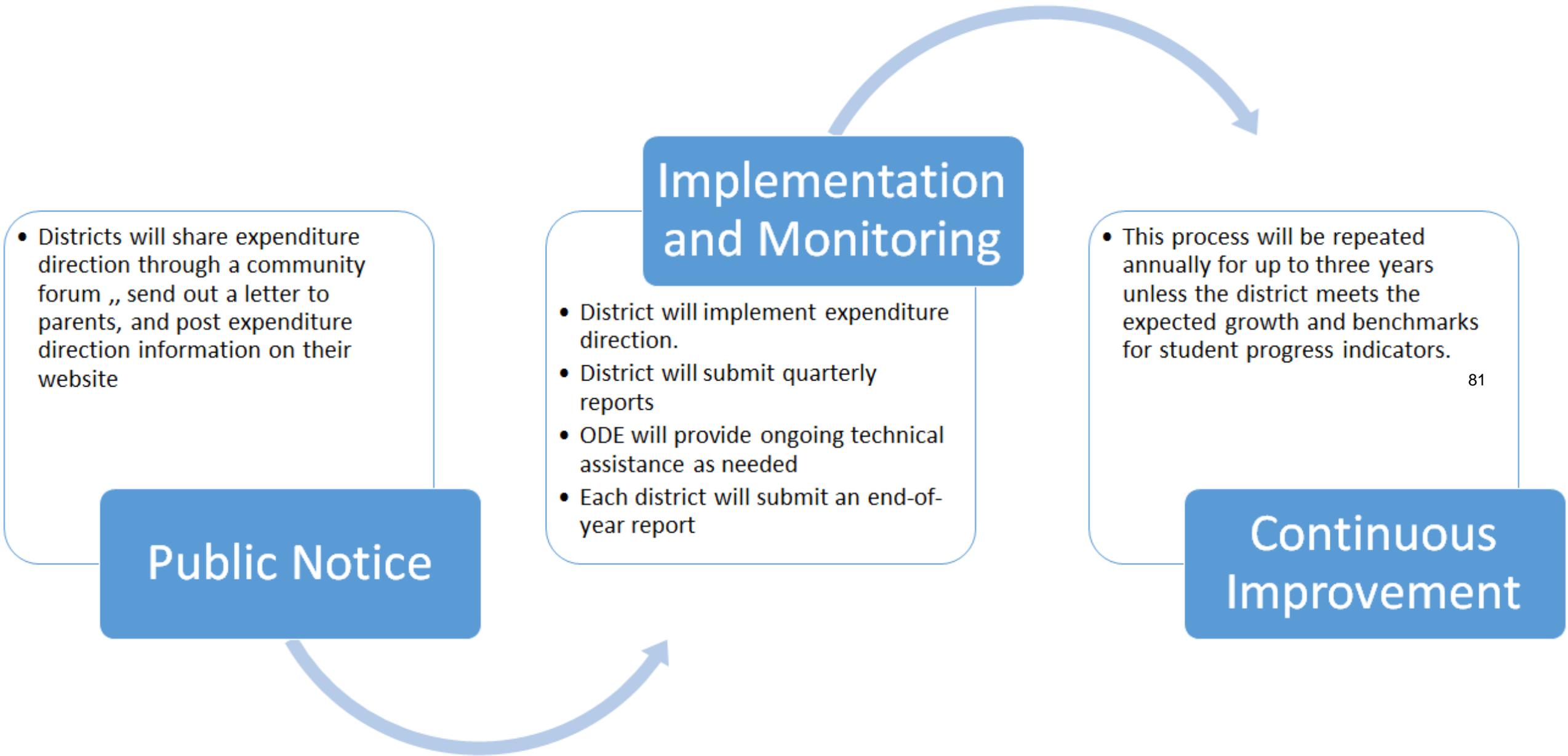
Contextualizing to meet
unique needs and goals
of ELL communities

79

Providing more
guidelines for schools and
districts

Attending to the complex
cultural and systemic
policy and practice that
produces disparate
outcomes for ELLs.





Public Notice

- Districts will share expenditure direction through a community forum ,, send out a letter to parents, and post expenditure direction information on their website

Implementation and Monitoring

- District will implement expenditure direction.
- District will submit quarterly reports
- ODE will provide ongoing technical assistance as needed
- Each district will submit an end-of-year report

Continuous Improvement

- This process will be repeated annually for up to three years unless the district meets the expected growth and benchmarks for student progress indicators.



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Thank you!

Q & A



Vocabulary

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SBAC	Smarter Balance Assessment Consortium
Lau v. Nichols, 414 U.S. 563 (1974)	<p>Nichols, 414 U.S. 563 (1974), was a United States Supreme Court case in which the Court unanimously decided that the lack of supplemental language instruction in public school for students with limited English proficiency violated the Civil Rights Act of 1964.</p> <p>The Lau v. Nichols case ended in a unanimous decision in favor of bilingual instruction to help non-native English speaking students improve their English language competency. The case eased the transition into education for students whose first language was not English</p>

Castañeda v. Pickard	<p>In 1981 the United States Court of Appeals for the Fifth Circuit ruled in favor of the Castañedas, and as a result, the court decision established a three-part assessment for determining how bilingual education programs would be held responsible for meeting the requirements of the Equal Educational Opportunities Act of 1974.^[2] The criteria are listed below:</p> <ul style="list-style-type: none"> • The bilingual education program must be “based on sound educational theory.” • The program must be “implemented effectively with resources for personnel, instructional materials, and space.” • After a trial period, the program must be proven effective in overcoming language barriers/handicaps.
Designated ELD	<p>Designated ELD in RHS is defined as instruction provided during a time during the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English.</p>
Integrated ELD	<p>Integrated ELD is defined as instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specifically designed academic instruction in English taught by both content and language teacher.</p>

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Update on Hybrid Plans

Policy: [District Equity Policy - GCCB/GDCB/IKAAA](#)
[District Goals - AE, Instruction Goal -IA](#)

Date: March 10, 2021

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

Connection to Board Goals

Student Achievement Equity Fiscal Responsibility Communications

School Board Core Belief/Commitment #1: We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

Summary:

On Friday, March 5, 2021, Governor Brown’s office announced that she will be issuing an Executive Order requiring schools to offer in-person instruction. The Executive Order has not yet been released, but the press release called for K-5 schools to be ready by the week of March 29 and for secondary schools to be ready by April 19. Governor Brown also directed the Oregon Department of Education (ODE) and Oregon Health Authority (OHA) to release a new version of “Ready Schools, Safe Learners” by March 19.

Dr. Diaz will share a proposed timeline for starting Hybrid learning with Reynolds School District. Dr. Ortiz will share pictures and descriptions of how schools have been preparing for Hybrid learning.

Previous Board Action:

Not Applicable

Background:

Reynolds School District will continue to work under the direction of ODE and OHA on how we can best provide a high quality, equity-focused education for all students. We are committed to providing a safe, effective learning environment in new and innovative ways and will continually adapt our approach as needed.



Hybrid Preparedness

March 10, 2021

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Sweetbriar Elementary



Sweetbriar Elementary



Glenfair Elementary



Glenfair Elementary



Glenfair Elementary



Reynolds Middle School



Reynolds Middle School



Troutdale Elementary



Troutdale Elementary



Reynolds High School



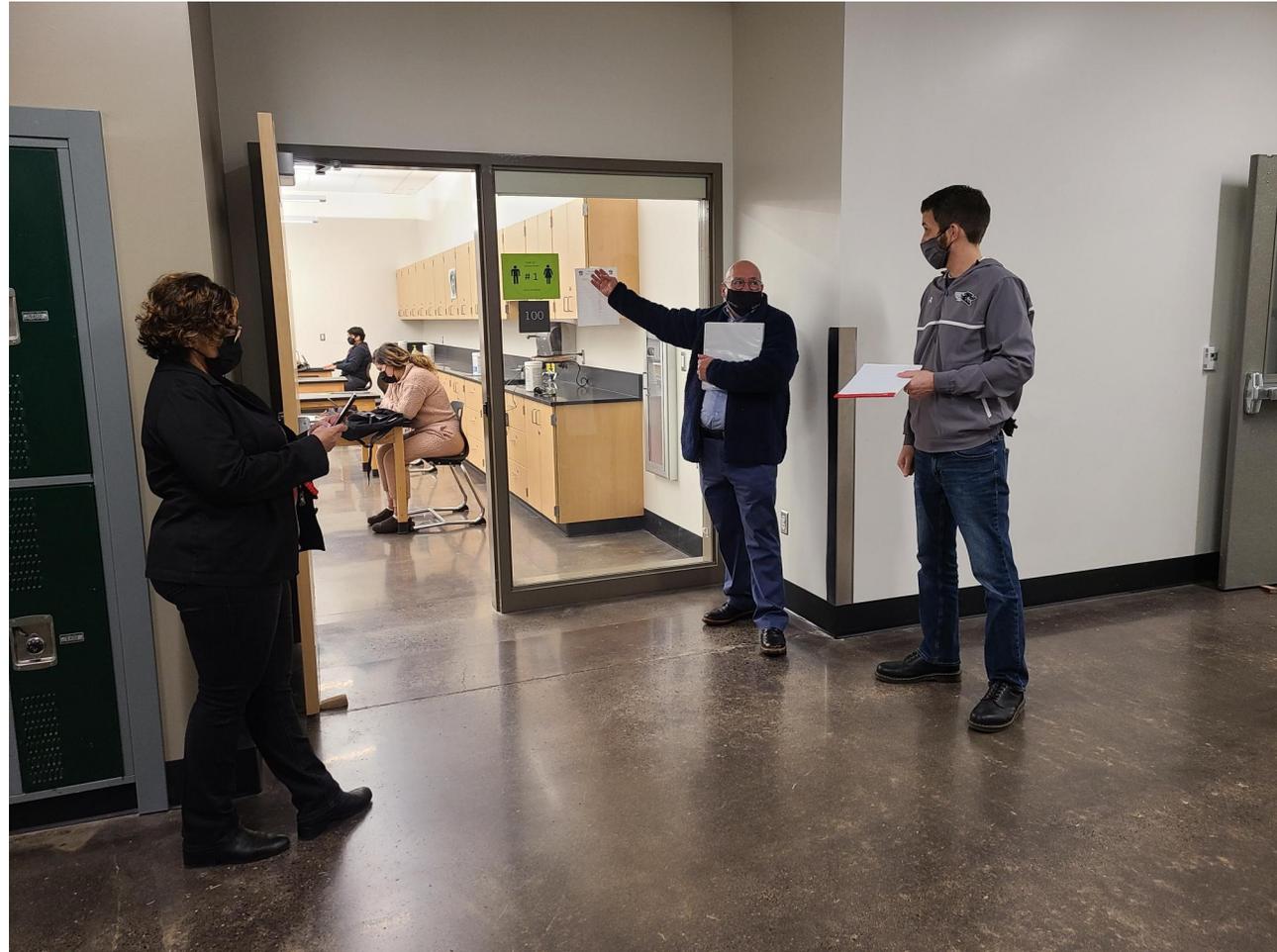
Reynolds High School



Reynolds High School



Reynolds High School



Reynolds High School



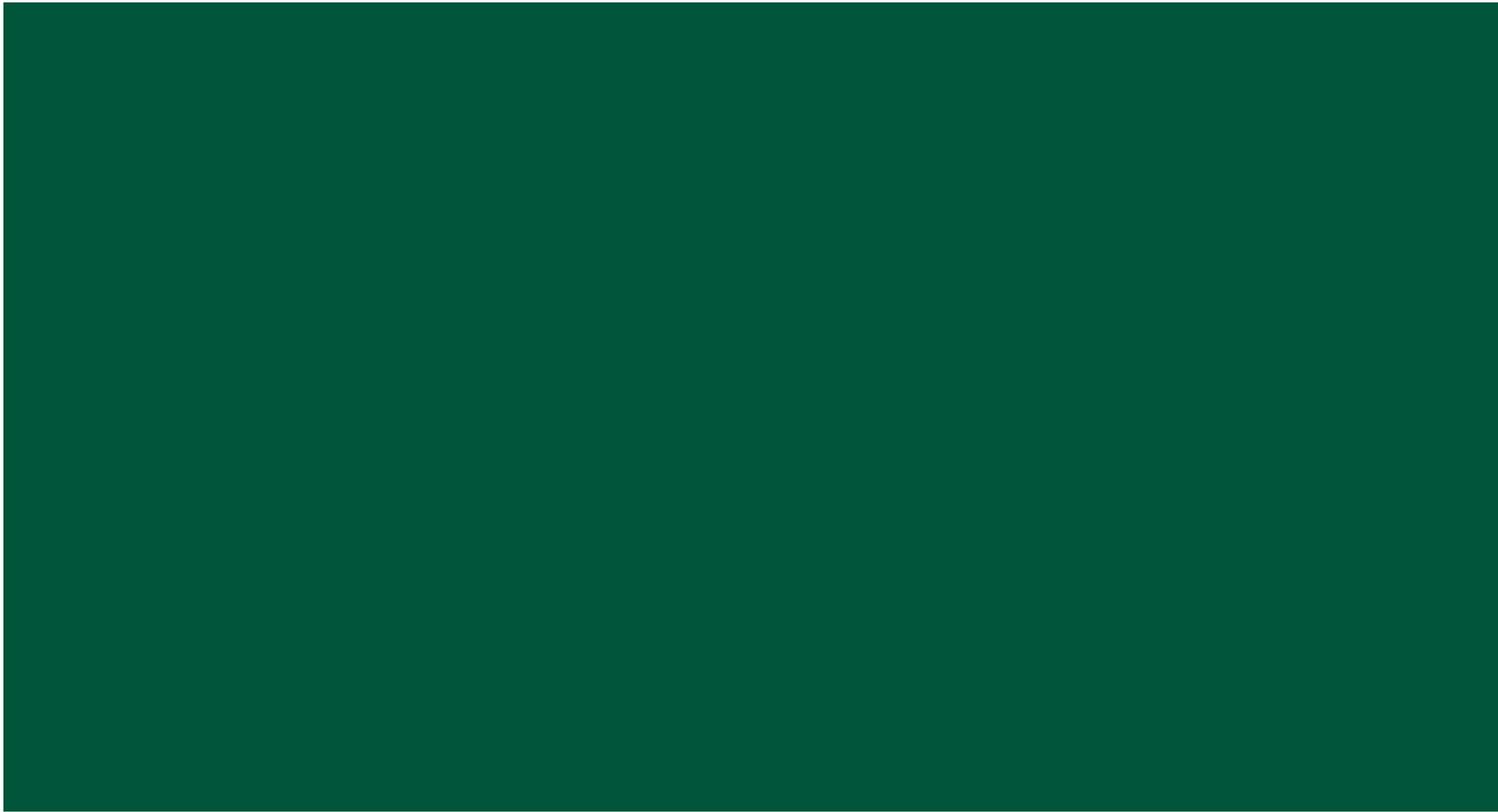
100

Reynolds High School



Reynolds

School District



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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Action Item: Resolution 2020-2021-023

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

Date: March 10, 2021

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:

The Board will read and discuss Resolution 2020-2021-023, a resolution requesting the resignation of a Board member.

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

I move that the Board approves Resolution 2020-2021-023, requesting the resignation of Director Hernandez.



RESOLUTION #2020-2021-023
RESOLUTION REQUESTION MEMBER RESIGNATON

WHEREAS, an investigation substantiated allegations that Representative Diego Hernandez created a hostile work environment in his role as an Oregon State Legislator;

WHEREAS, Representative Hernandez also is a current Reynolds School District Board Director in Position 2 whose term expires on June 30, 2021;

WHEREAS, the State Legislature Conduct Committee voted unanimously in favor of calling for a full house vote to expel Representative Hernandez from the House and Representative Hernandez resigned from his seat prior to that vote;

WHEREAS, under ORS 332.030, a school board can only declare a position vacancy if the elected member ceases to discharge his or her duties, is recalled by voters, or resigns his or her position.

NOW, THEREFORE, BE IT RESOLVED, the Reynolds School Board requests the resignation of Director Hernandez from the Reynolds School Board.

Adopted this 10th day of March 2021.

Signed:

Chair, Reynolds School District Board of Directors

Attest:

Superintendent/Clerk

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: March 10, 2021

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

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

