Reynolds School District
Board of Education Working

May 12, 2021
6:00 PM
Virtual Meeting

I.	**6:00p - Call to Order and Land Acknowledgement**	**2**
II.	**6:05p - Public to be Heard**	**4**
III.	**6:10p - CEE Dashboard Presentation**	**5**
IV.	**6:40p - Policy Update Presentation**	**58**
V.	**7:10p - Adjourn**	**75**
VI.	**7:10p - Executive Session**	**76**

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:	**Call to Order**
Policy:	Board Meetings BD/BDA, Conduct of Board Meetings BDDF
Date:	May 12, 2021

Action ☒
Report ☐

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

Reynolds School District

Approved and Apdopted on May 27, 2020

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

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

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

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

Land Use Acknowledgment

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

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

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:	**Public to be Heard**
Policy:	Public to be Heard - BDDH, Public Comment at Board Meetings - BDDH-AR
Date:	May 12, 2021

Action ☐
Report ☒

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.

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.

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:	**Center for Educational Effectiveness Presentation**
Policy:	Academic Achievement – IK, Instructional Goal – IA
Date:	May 12, 2020

Action ☐
Report ☒

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:
John Steach, with The Center for Educational Effectiveness, will give the Board an overview of this year's CEE survey results as well as an over of how CEE will collect and report data for our Strategic Plan.

Previous Board Action:
Not Applicable

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

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Reynolds SD
Board Presentation

The Center for Educational Effectiveness

May 12, 2020

John Steach, CEO

Reynolds School District

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Targets

- Quick refresher on the EES terminology
- Review District EES Data (Trends, Celebrations, Action Areas)
- Share templates and status of the district strategic planning dashboard

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Looking Deeply at Effectiveness (9 Characteristics)

How we work

- Collaboration & Communication
- High Standards & Expectations
- Clear and Shared Focus

What we do

- Curriculum, Instruction, and Assessment
- Monitoring of Teaching and Learning
- Focused Professional Development

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Working as part of a system

- Supportive Learning Environment
- Parent and Community Involvement
- Effective Leadership
- District Support for Improvement*
- Culturally Responsive*

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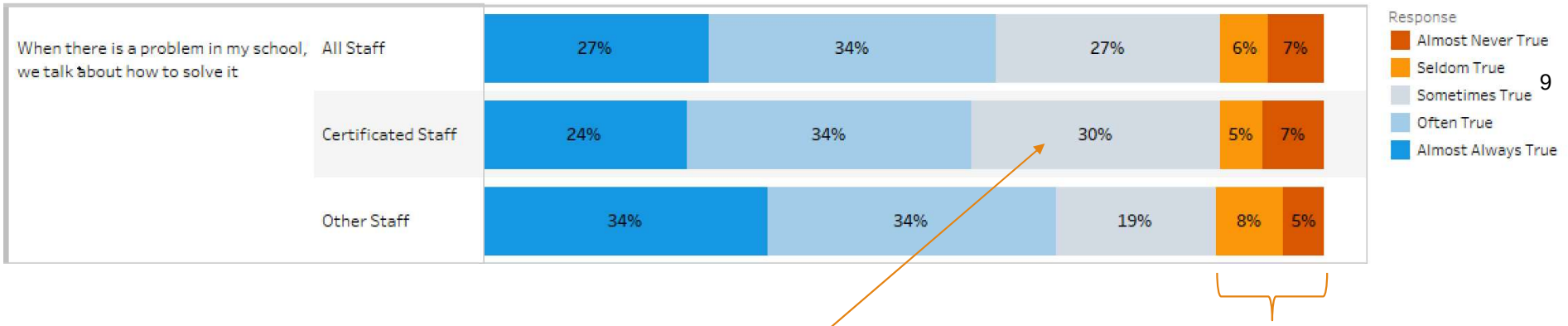
Terminology

Positive responses are the sum of *Almost Always True* and *Often True*



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Sometimes True: Land of Opportunity

Negative responses are the sum of *Almost Never True* and *Seldom True*

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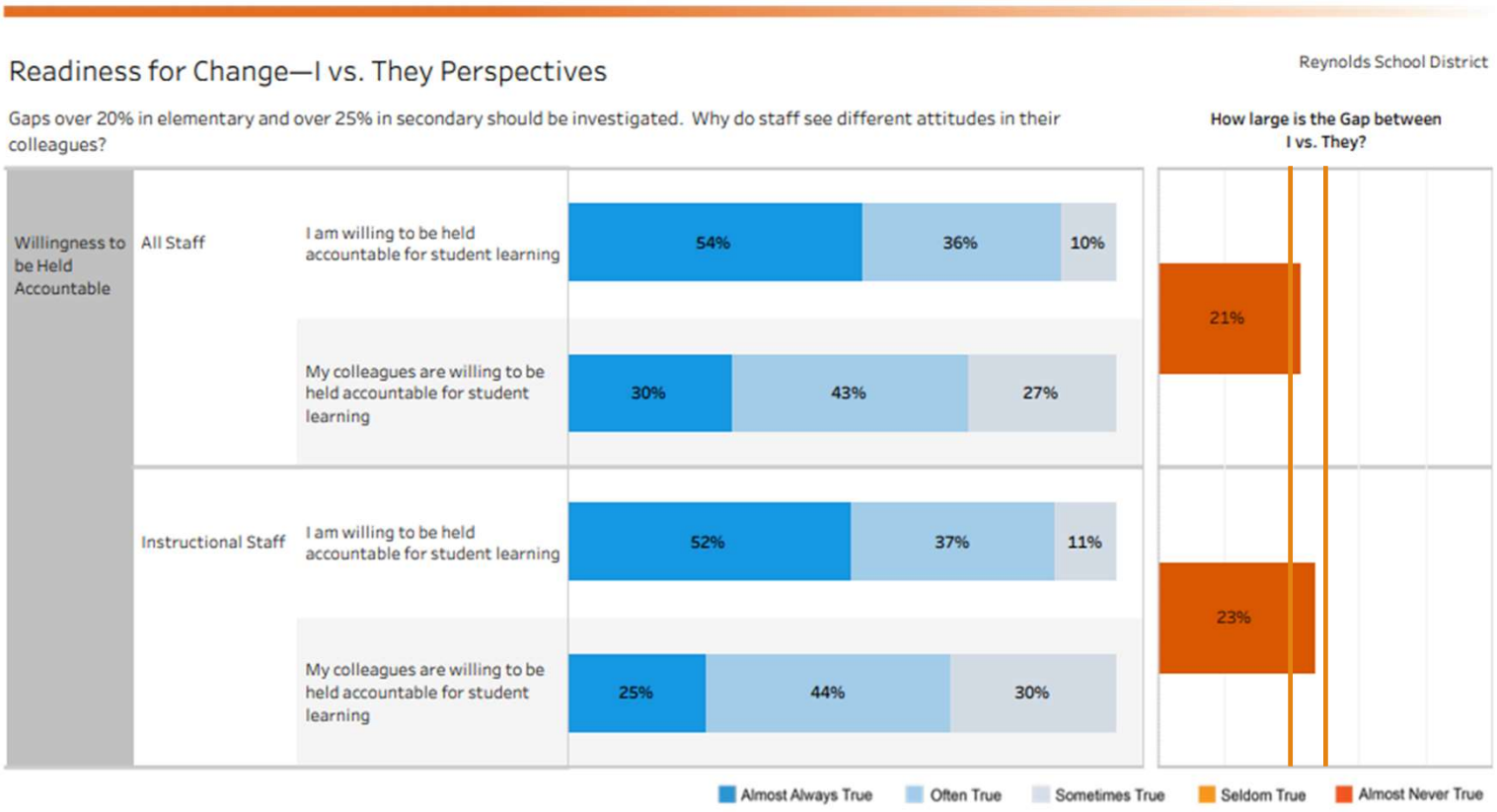

Chart Type: The "I" vs. "They" Gap Charts

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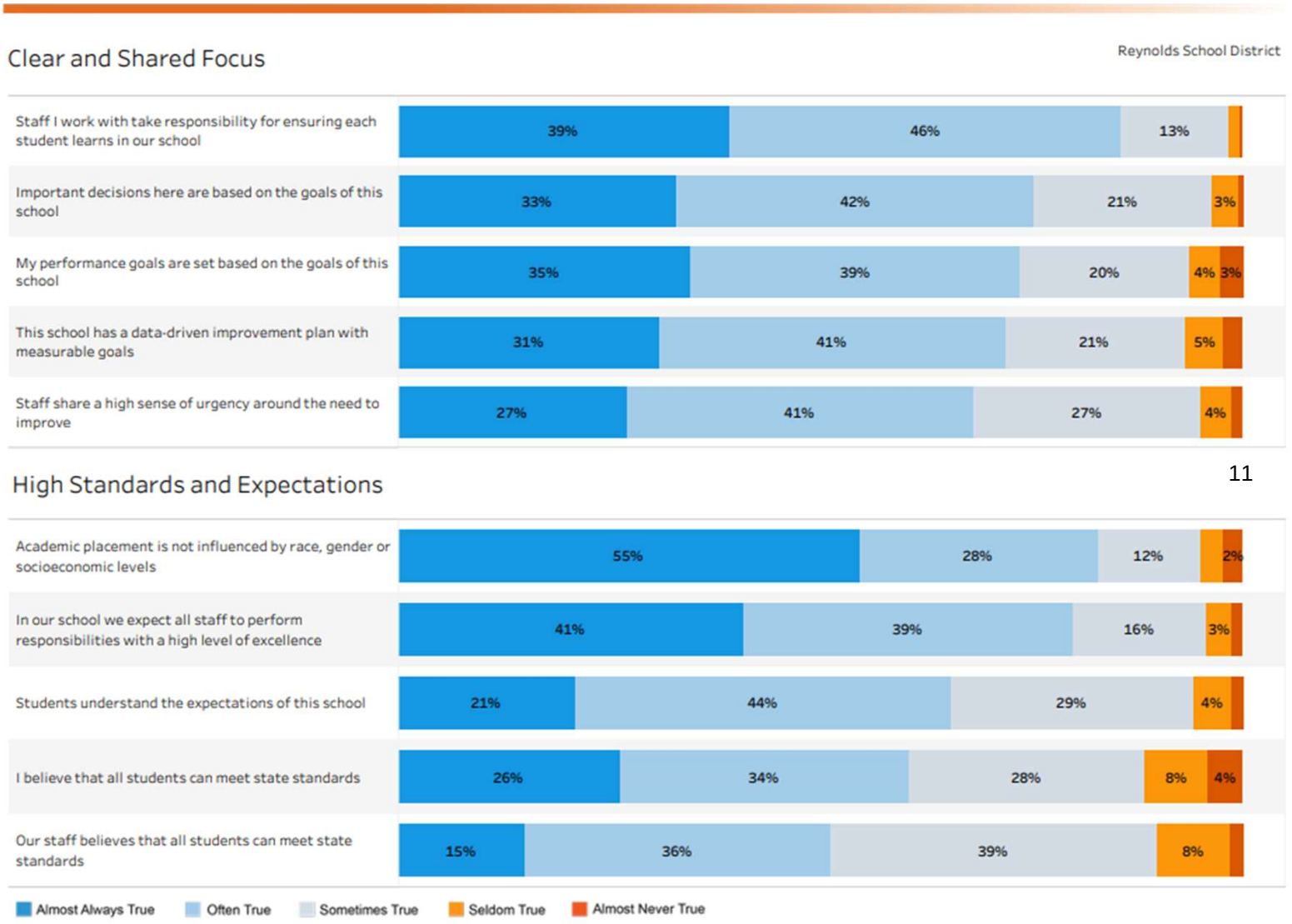
Items –vs- Constructs



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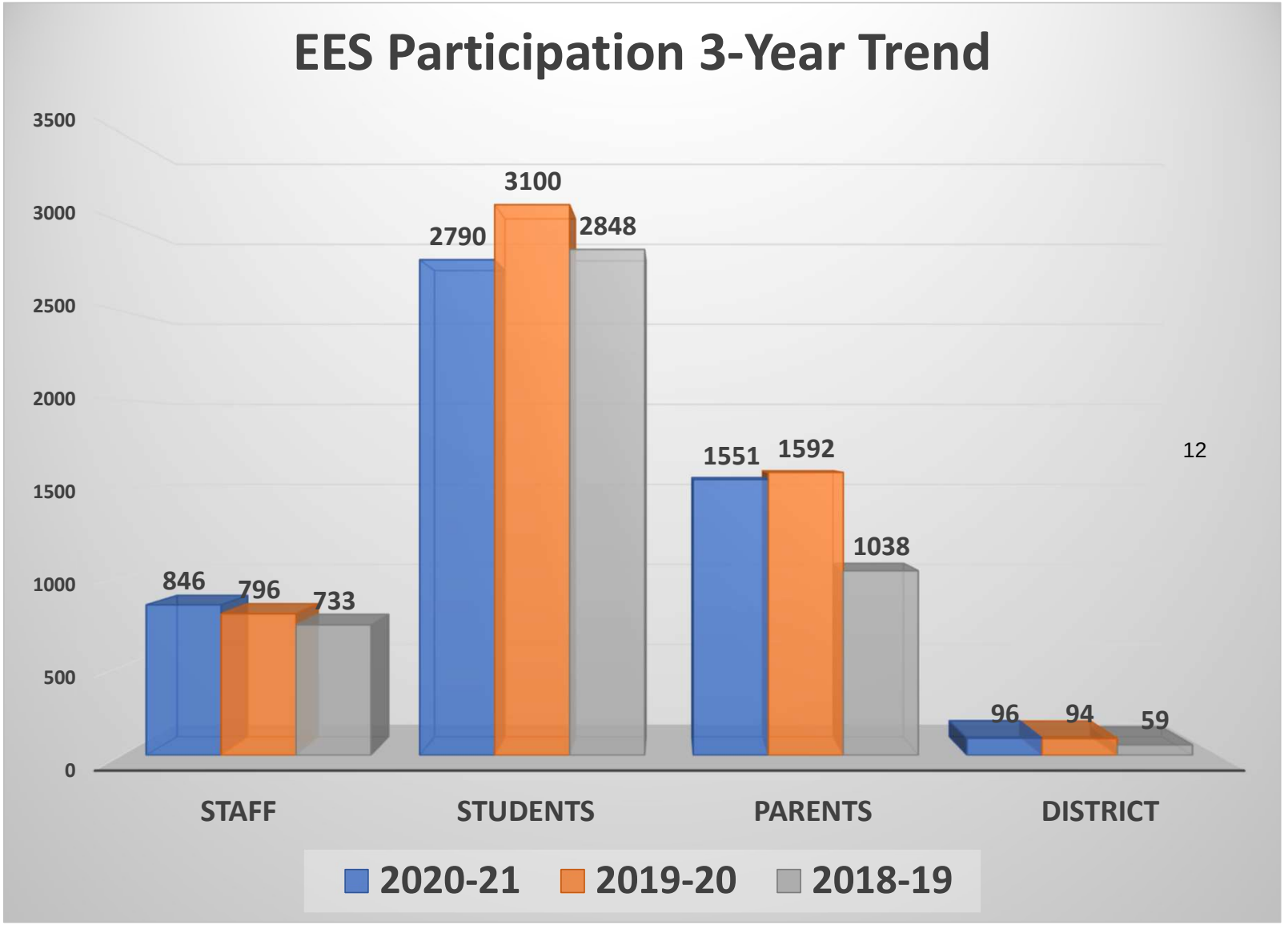
Response Rates:

Staff +6%
Student -10%
Parent -3%
District +2%

10% Enrollment Drop



District Trends

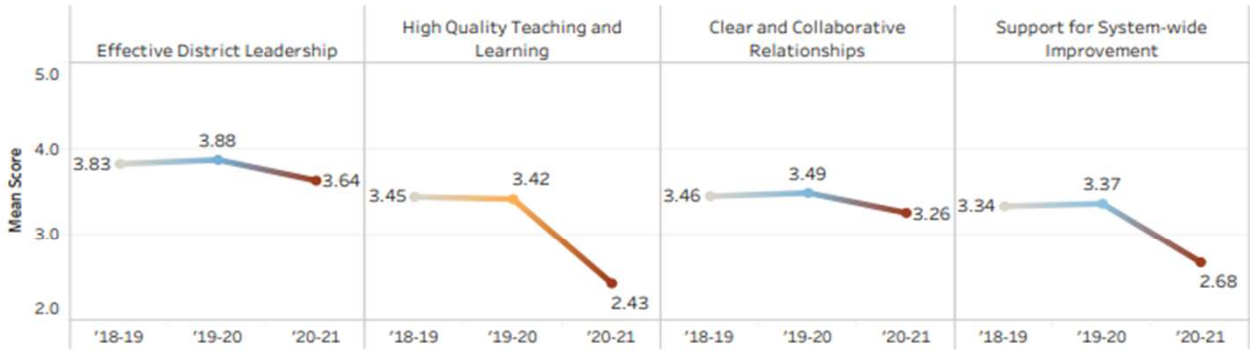
Percent Positive Increasing

while

Mean Scores Decreasing

Characteristics Comparison - **Mean Scores**

Reynolds School District



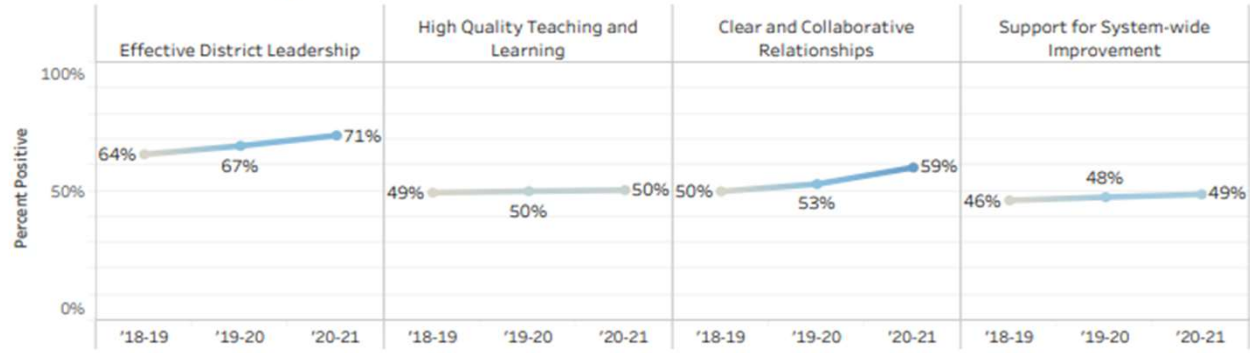
Difference in Mean Score

-0.15 0.15

The color shading of the bar indicates the strength of improvement or the significance of the decline. Celebrate the blue, and investigate the darker orange and red.

13

Characteristics Comparison - **Percent Positive Scores**



Difference in Percent Positive

-15% 15%

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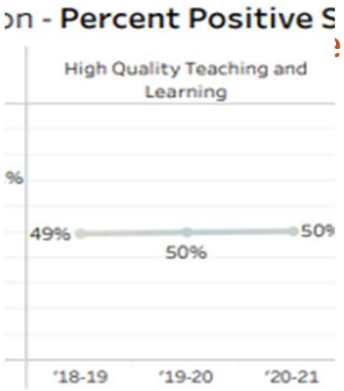
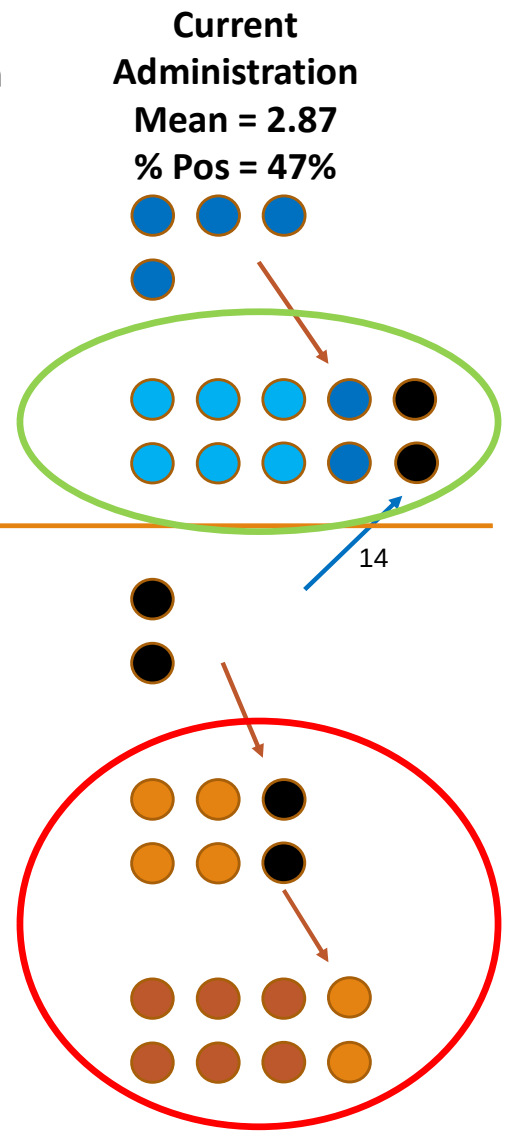
Mean Drop Effect

lues
= 5
= 4
= 3
= 2
= 1





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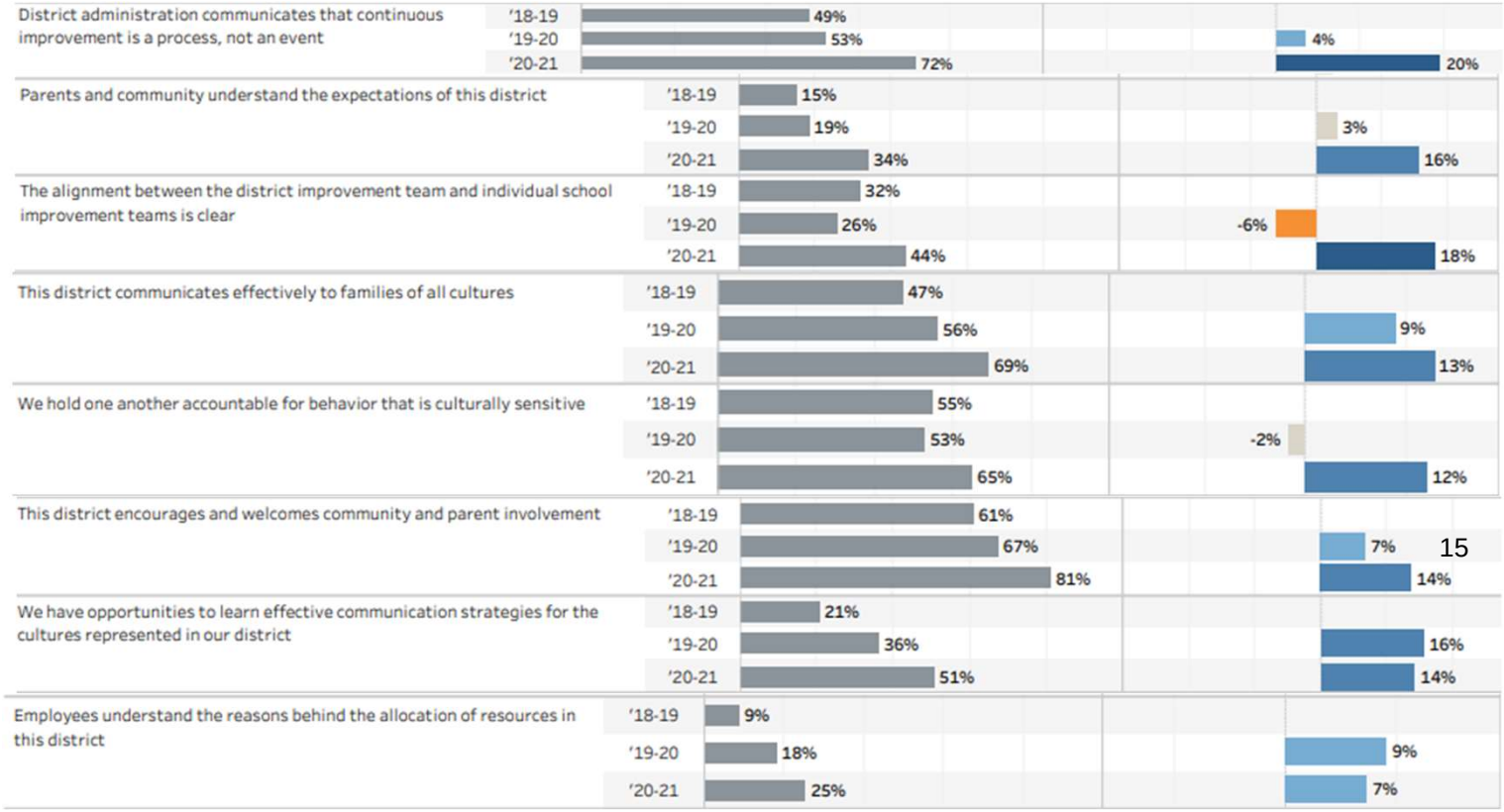
District Survey

Celebrations!



Positive Themes:

- Communication (Understanding, Welcoming, Inclusion)
- District/School Alignment
- Cultural Responsiveness
- Professional Development

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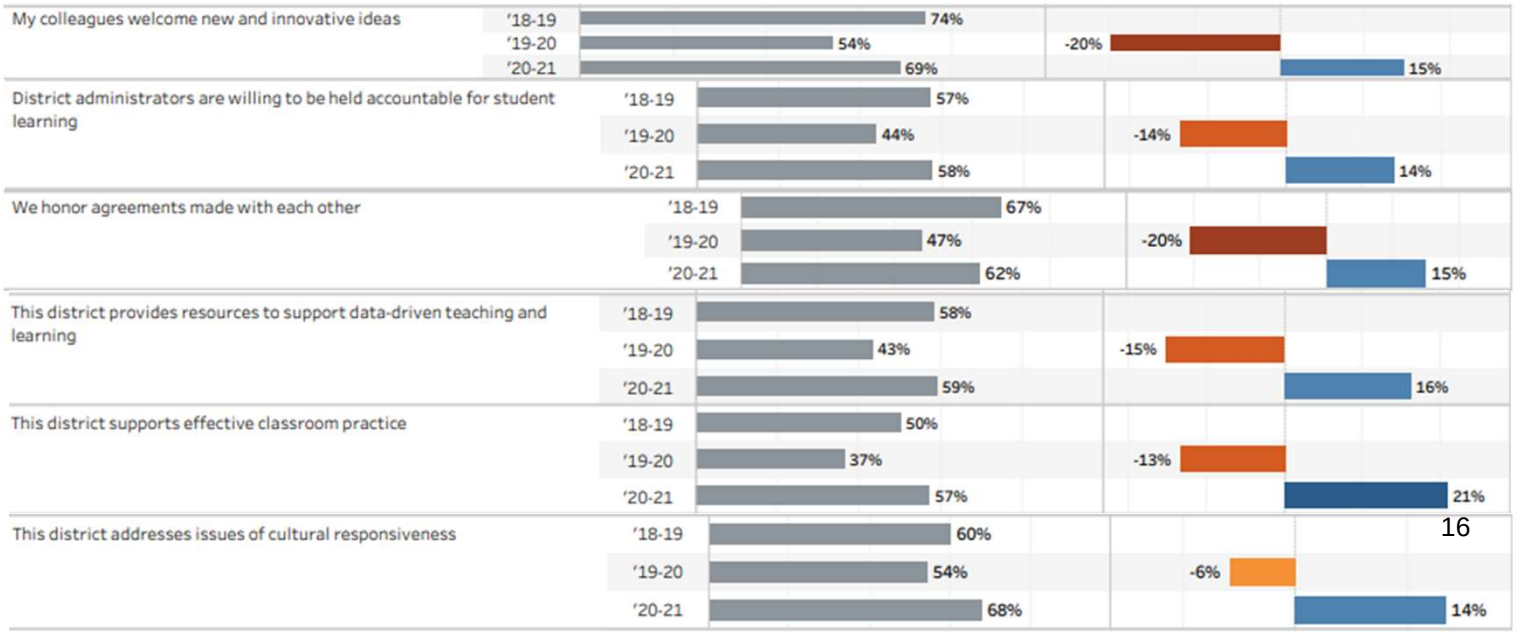
District Survey

Last Year's Things to watch



Last Year's Possible Concern Themes:

- My colleagues welcome new and innovative ideas
- Accountability for student learning
- Clear vision of good instruction
- Resources for teaching & learning
- Supports for classroom practices
- Honoring agreements

Significant Positive Progress!

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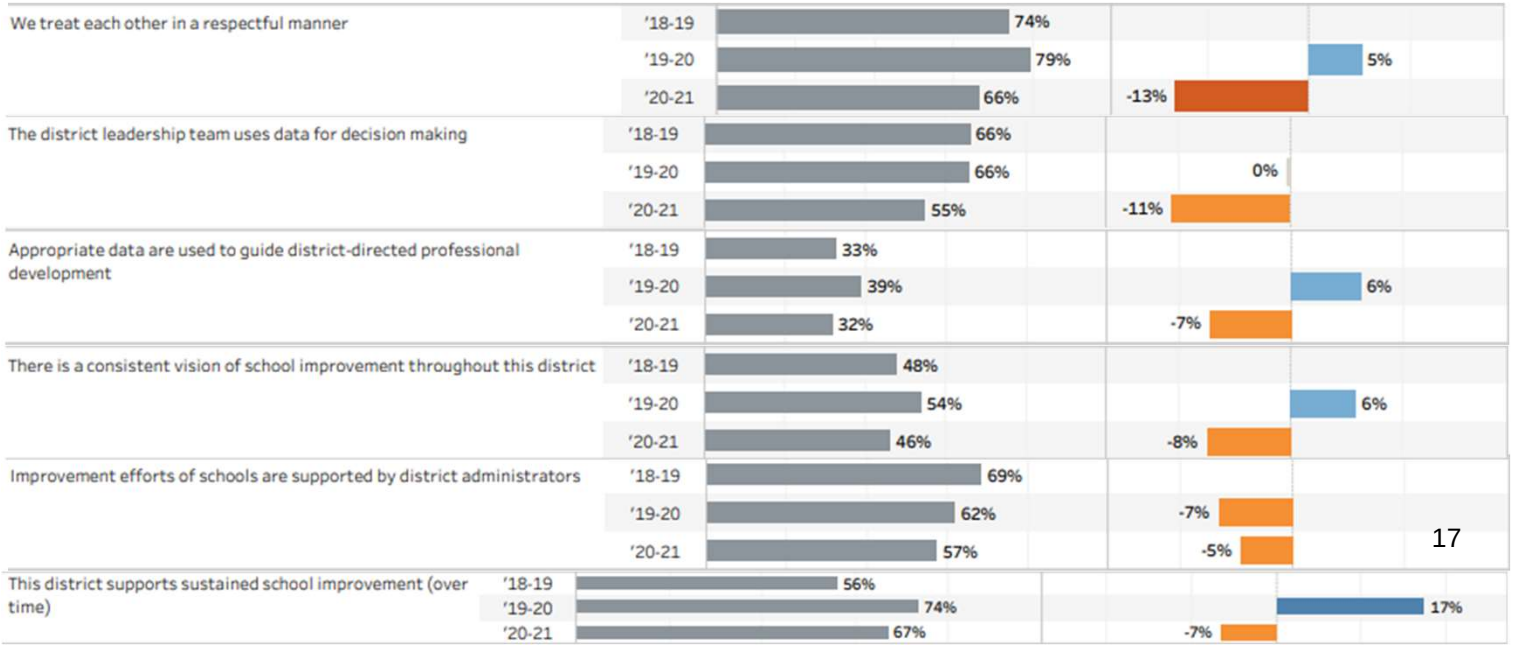
District Survey

Things to watch



Possible Concern Themes:

- DO Respectful Behavior
- Data-Based Decision Making
- District Support of School Improvement

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JS1

Customer Service

Reynolds School District

	Accessibility	Reliability	Responsiveness	Assurance (Quality)	Caring
Communications	82%	78%	74%	76%	77%
Custodial	86%	82%	83%	79%	89%
Facilities & Maintenance	72%	66%	64%	67%	73%
Finance	81%	84%	81%	84%	83%
Grounds	78%	75%	73%	75%	78%
Human Capital Management	71%	71%	66%	70%	71%
Information Technology Services	85%	80%	81%	82%	86%
Nutrition Services	95%	96%	96%	90%	95%
Student and Family Services - Counseling	86%	88%	88%	88%	93%
Student and Family Services - English Learner Programs	78%	78%	78%	78%	87%
Student and Family Services - Special Education	74%	76%	73%	75%	85%
Teaching and Learning	83%	84%	85%	81%	88%
Transportation	95%	96%	95%	96%	94%

Percent Satisfied

40% 100%

Customer Service 2020

Staff Perspectives

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Slide 13

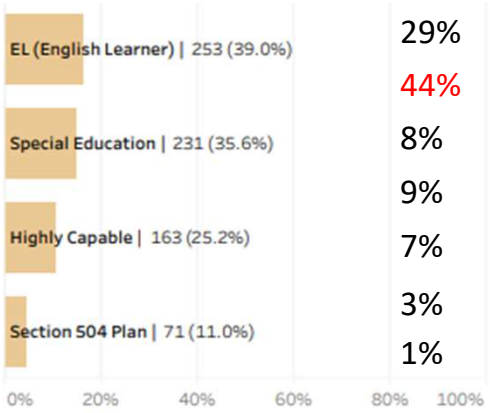
JS1 John Steach, 3/25/2021

Reynolds Parent Demographics

Demographics

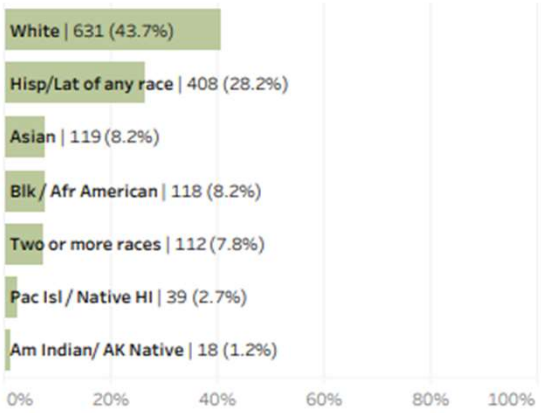
Reynolds School District

Services

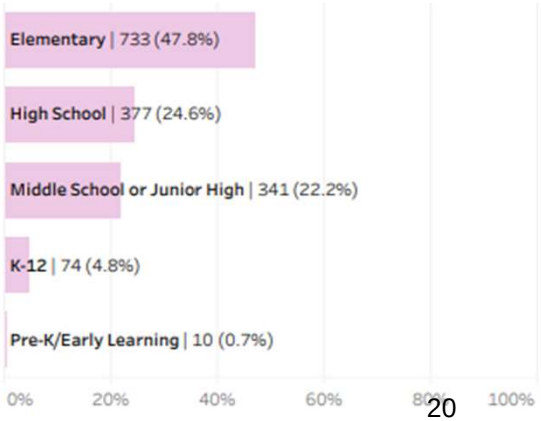


29%
44%
8%
9%
7%
3%
1%

Ethnicity



Level



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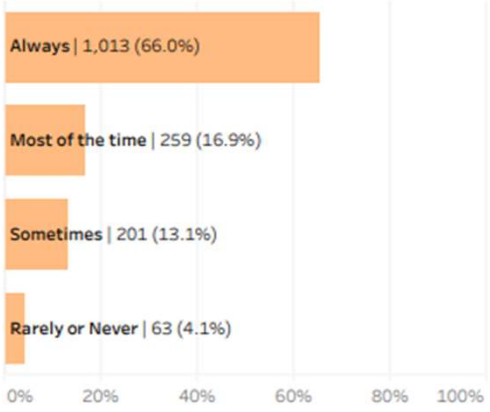
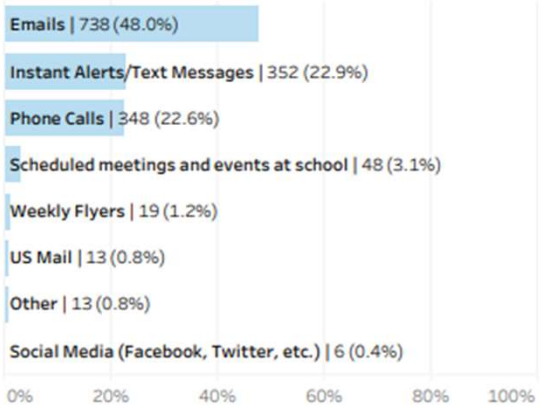
English at Home



Communication



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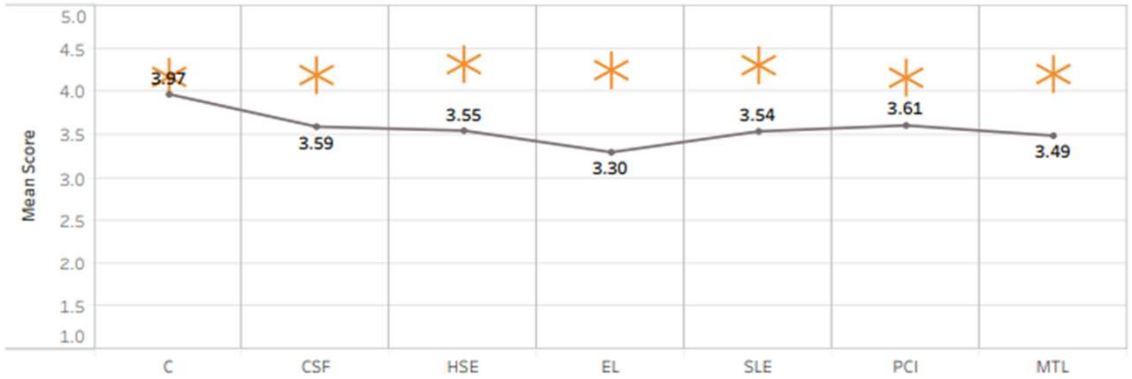
Parent Comparison to Norm

Comparison - **Mean Scores**

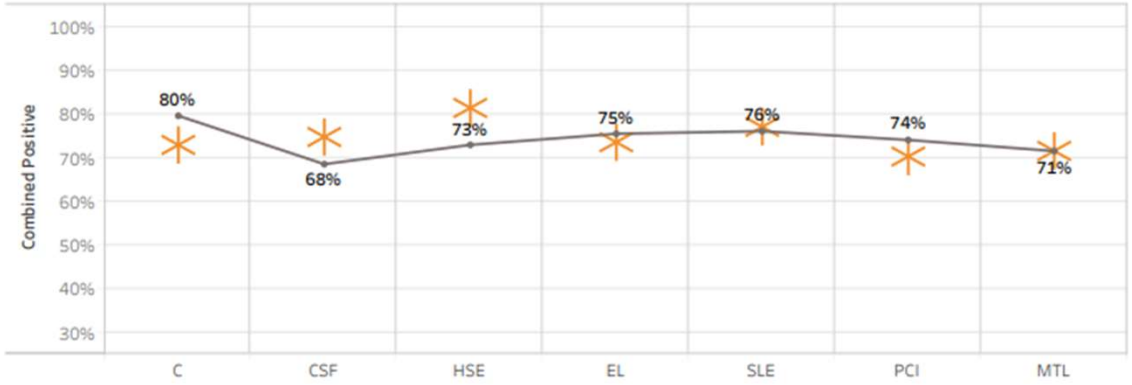
Reynolds School District



How does your school compare to:

- Avg. Nationwide Sample
- Staff Response

Comparison - **Percent Positive**



Characteristics

C — Collaboration & Communication
CSF — Clear & Shared Focus
HSE — High Standards & Expectations
EL — Effective Leadership
SLE — Supportive Learning Environment
PCI — Parent & Community Involvement
MTL — Monitoring of Teaching & Learning

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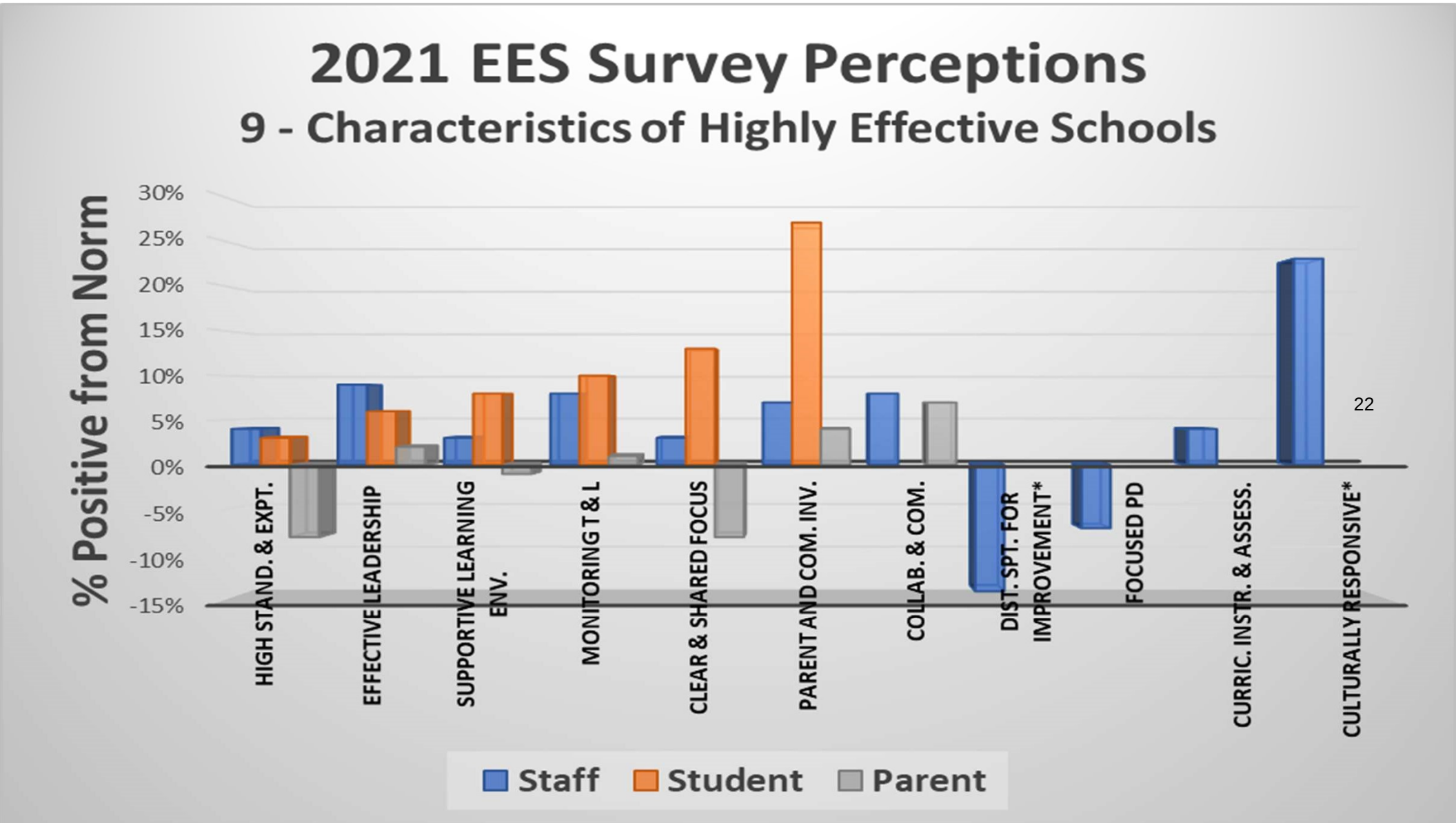
2021 EES Survey Perceptions

9 - Characteristics of Highly Effective Schools



Parent Highlights

Percent Positive Leveled Off.

9 Characteristics Comparison - **Mean Scores**

Reynolds School District

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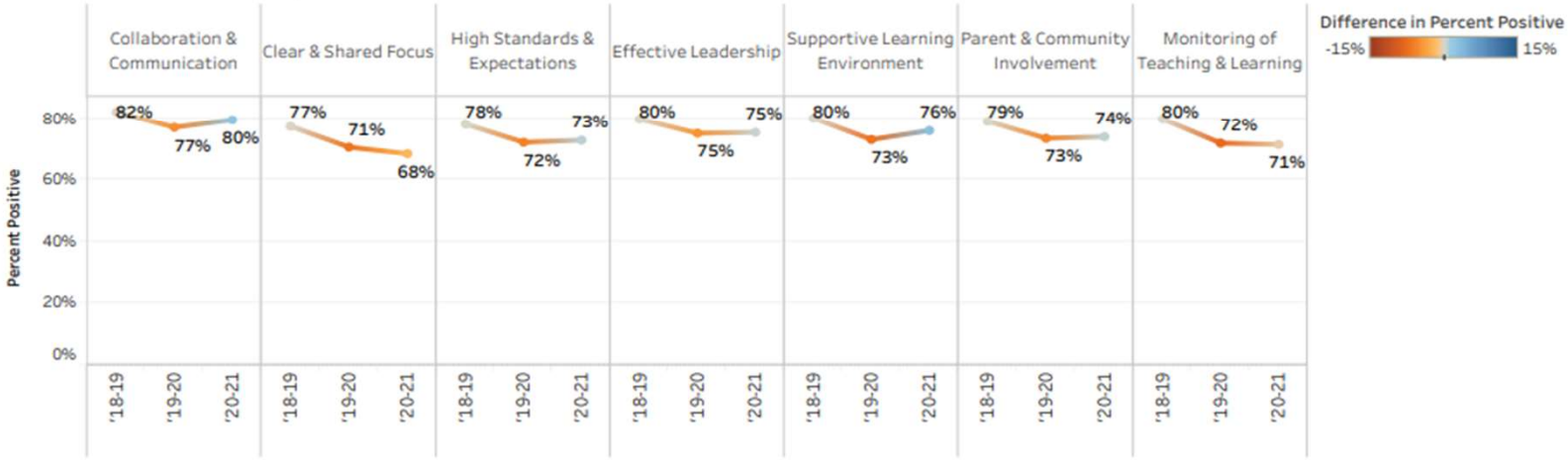
9 Characteristics Comparison - **Percent Positive Scores**



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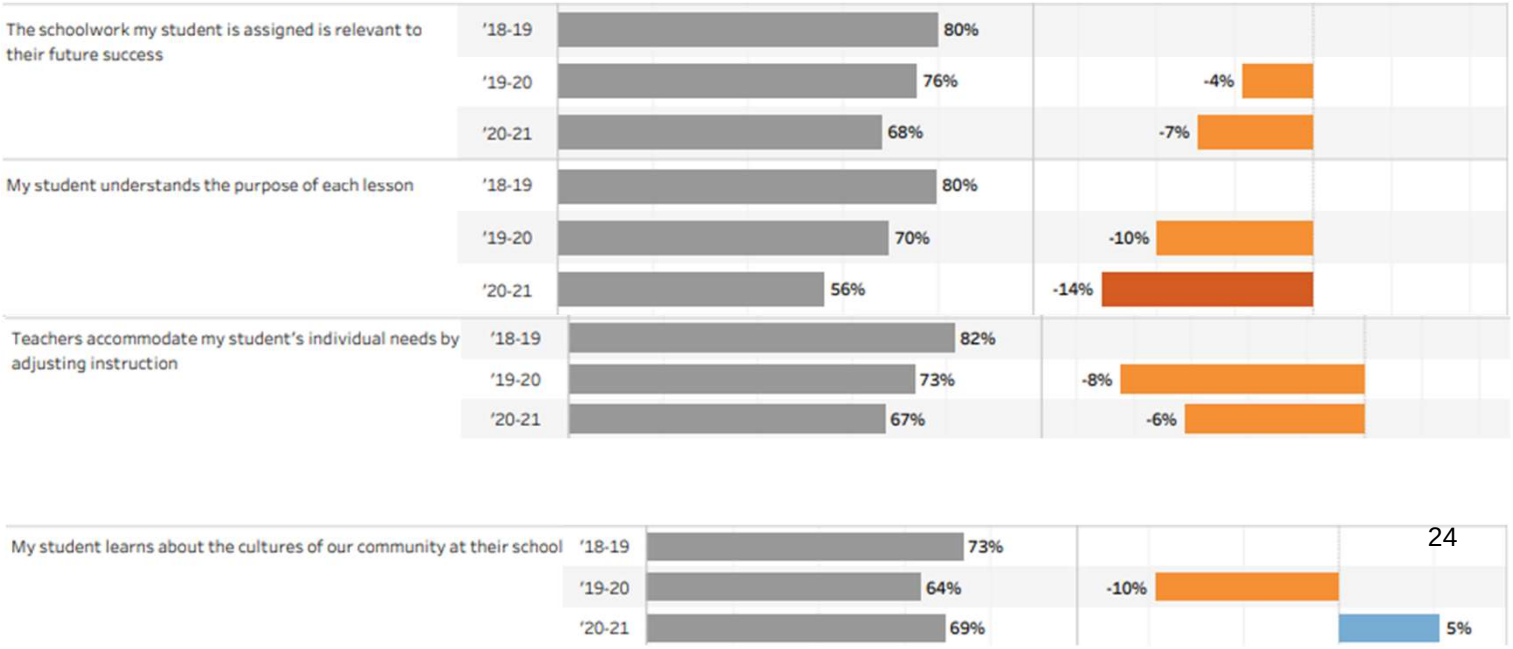
Parent Survey

Things to watch



Possible Concern Themes:

- Purpose and Relevance of School Work
- Personalized Learning

Improvement:

- Cultural Responsiveness

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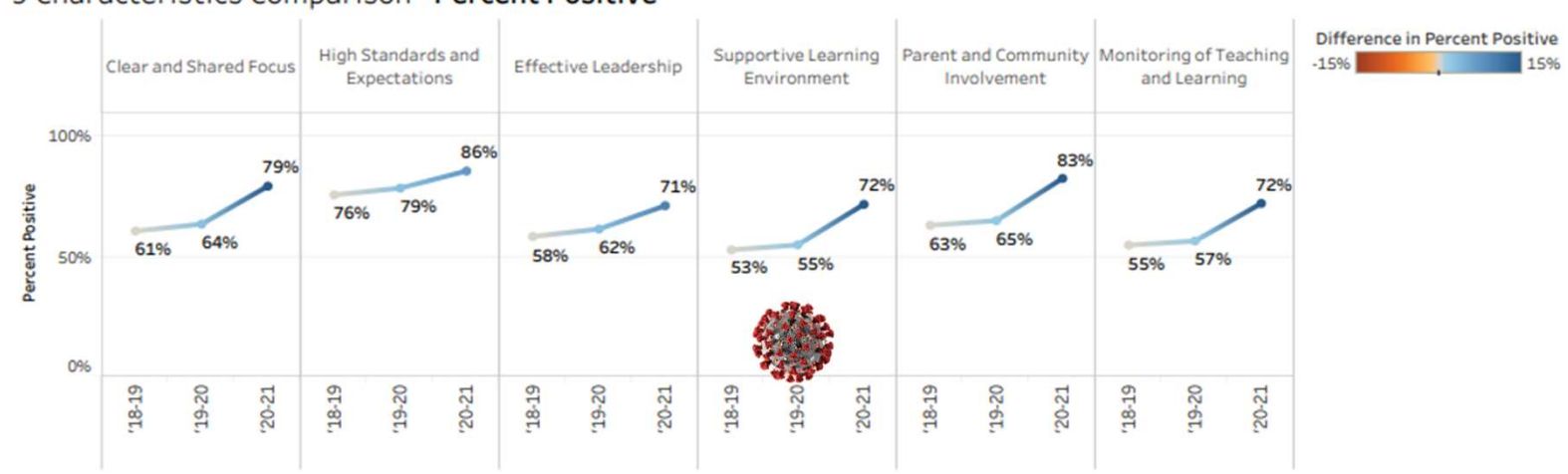
Student Highlights

All Characteristics increased a statistically significant amount!

Student PCI EXTREMELY high and CSF very high!

25



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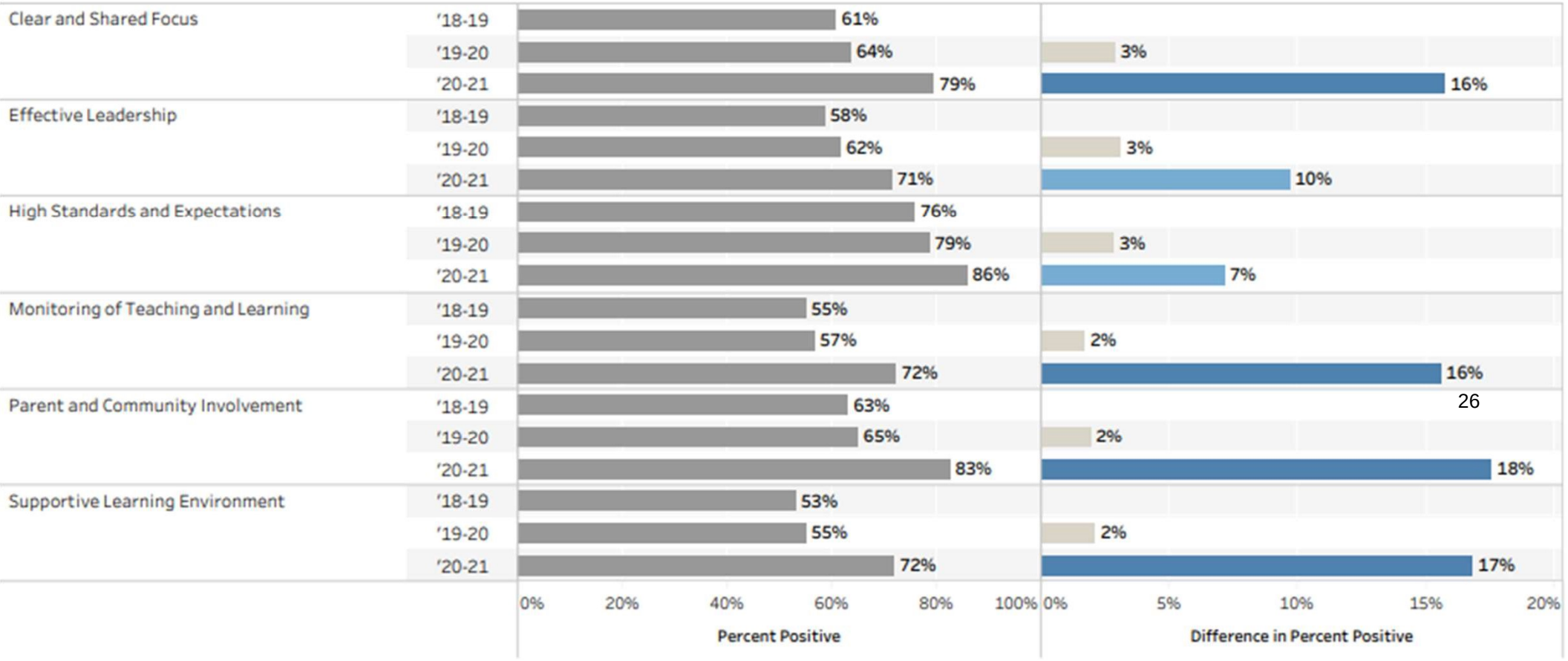

Student Survey

Celebration!

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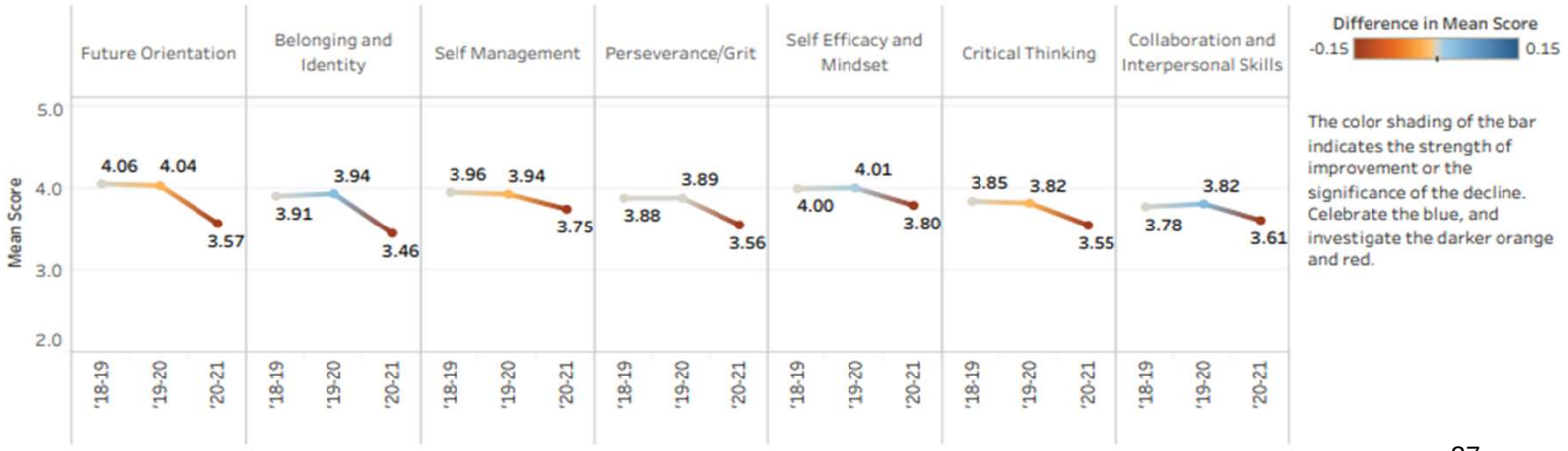
Student SEL

All Characteristics increased a statistically significant amount other than Future Orientation.

Percent Positive increased on every item.

Social Emotional Learning - **Mean Scores**

Reynolds School District



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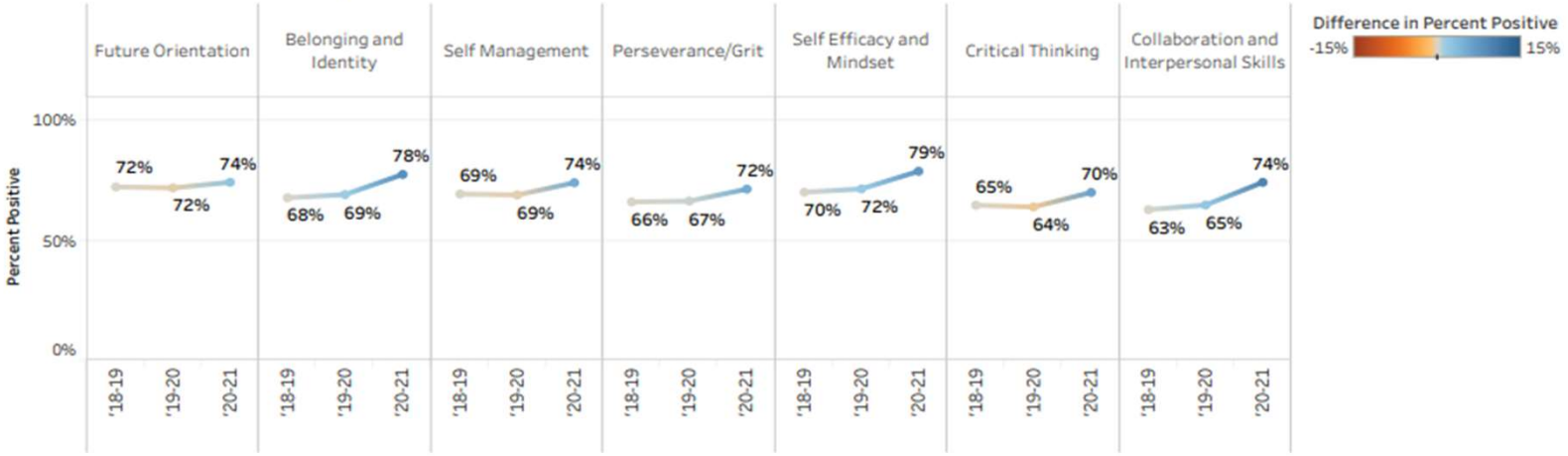
Social Emotional Learning - **Percent Positive**



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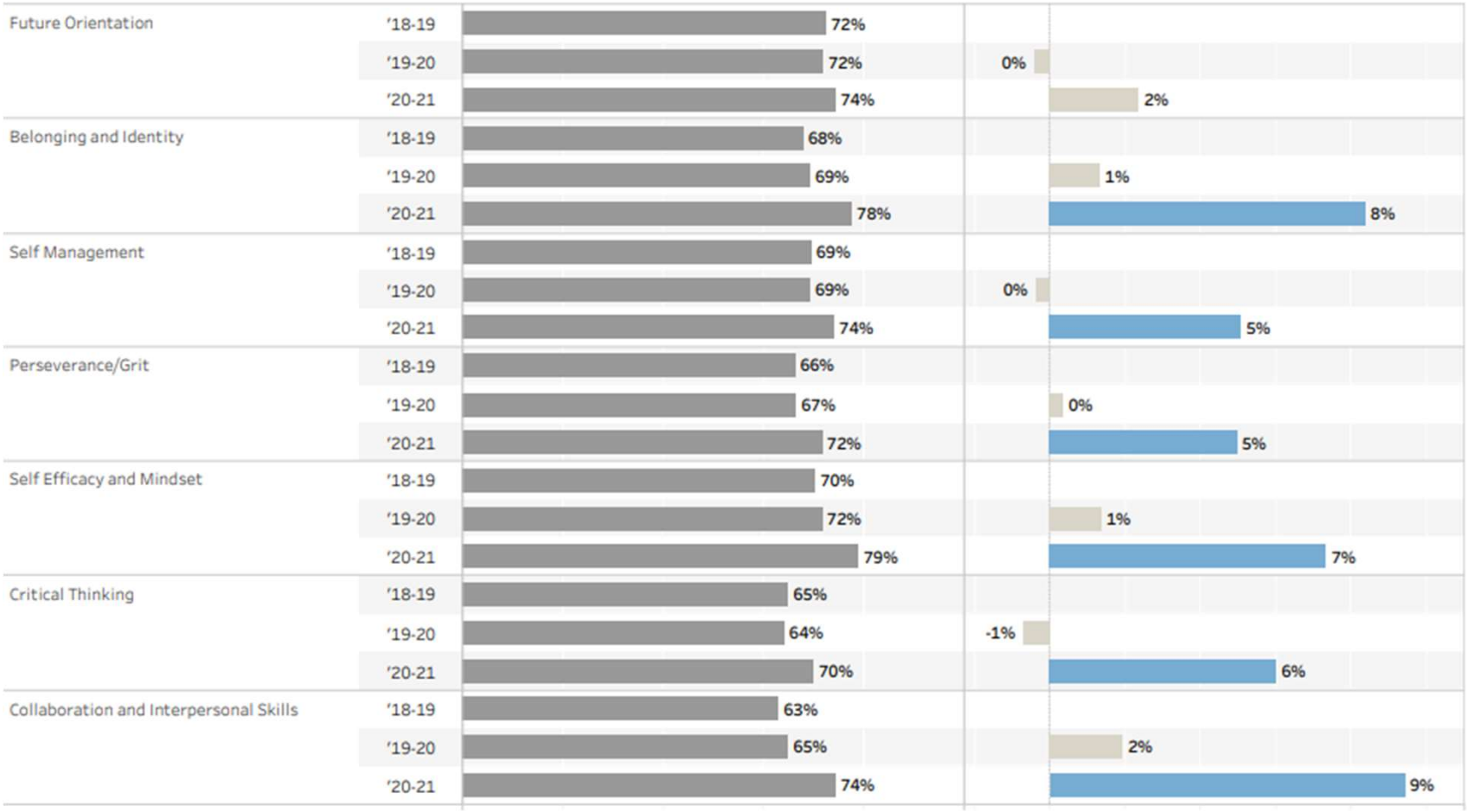

Student SEL

Do you know which kids are where?

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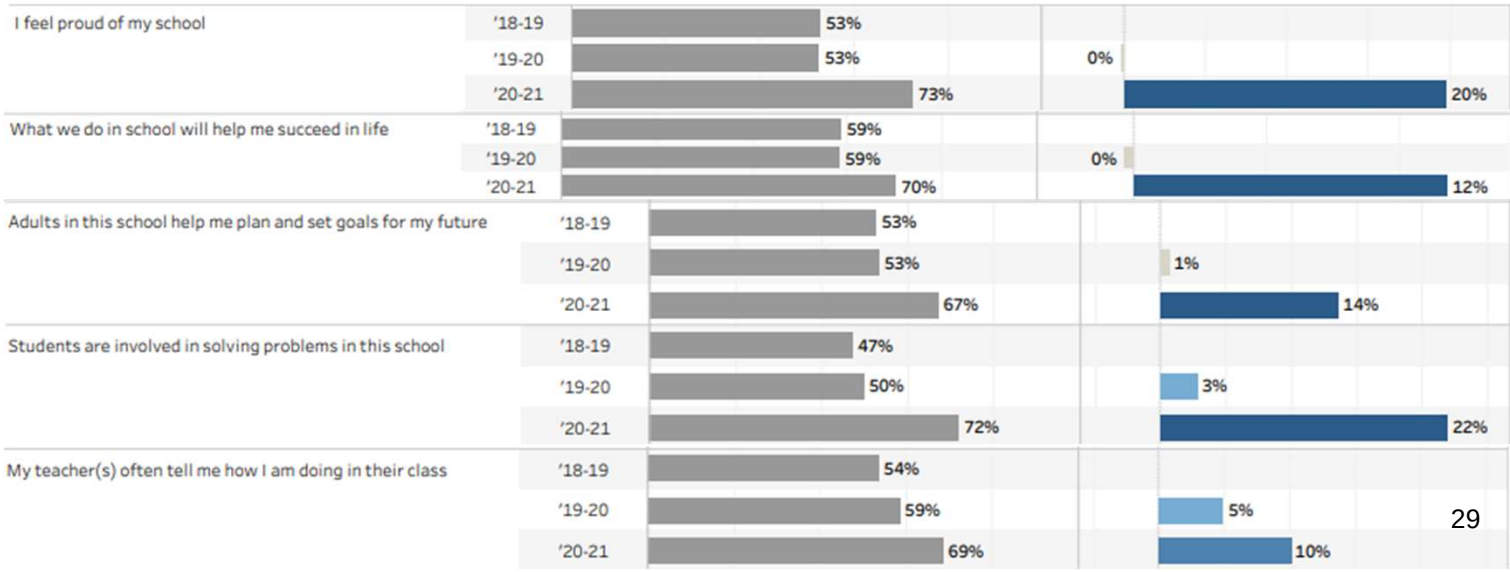
Student SEL

Significant Increases



Positive Themes:

- School Pride and Value
- Adult Support
- Problem Solving

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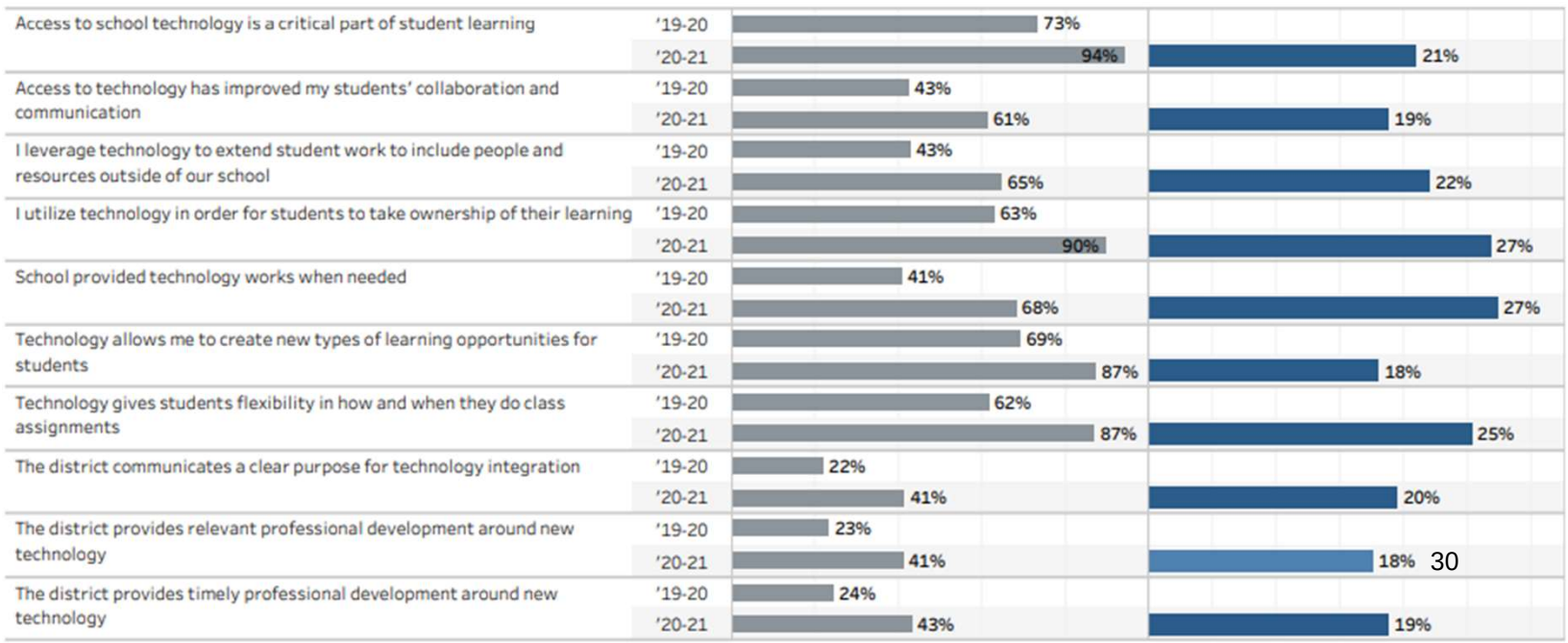
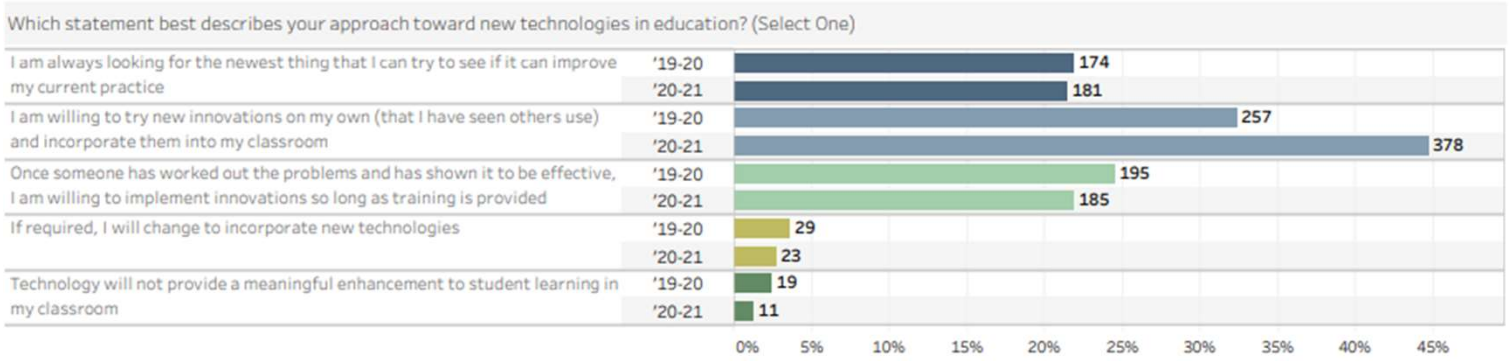
Staff Technology Effectiveness

Beyond Initiation





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Staff Trends

All Characteristics increased. Many by a statistically significant amount!

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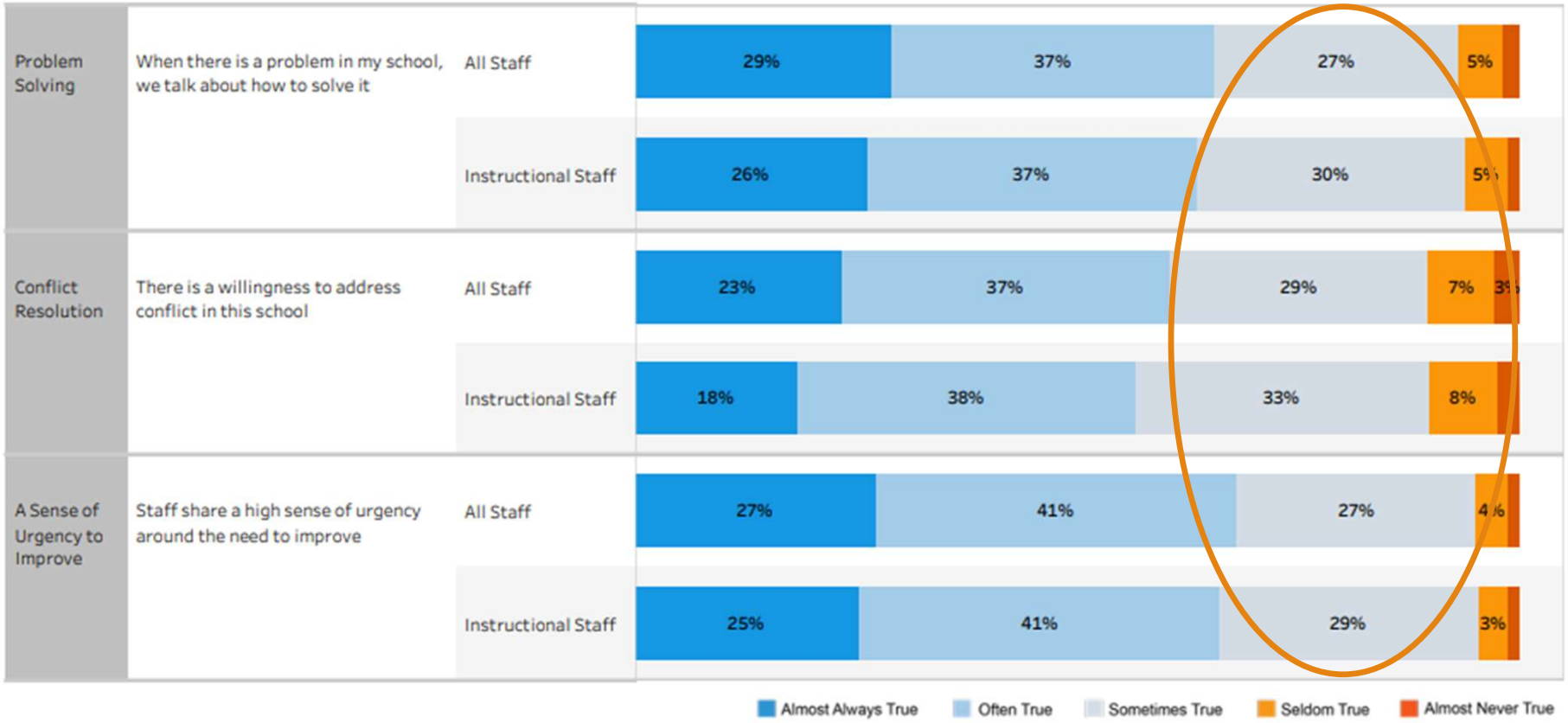

Readiness for Change:

Conflict Resolution

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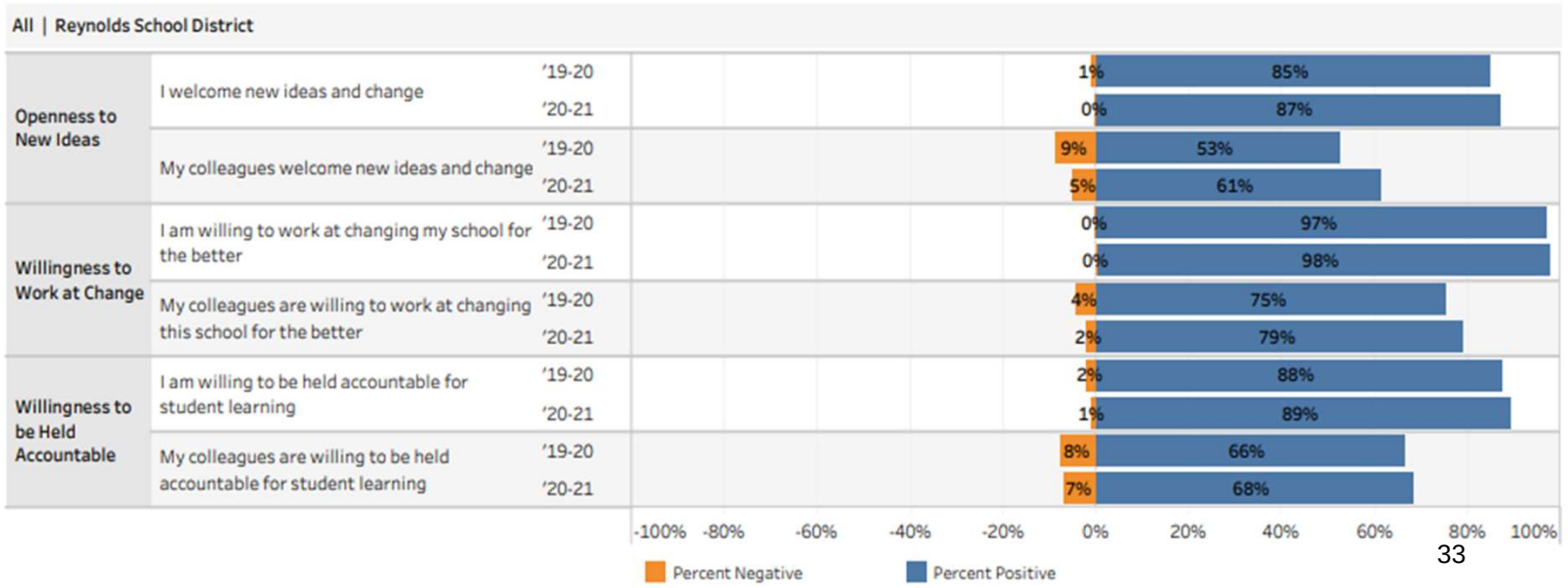
Districtwide Staff

Moving in the Right Direction: Building Trust

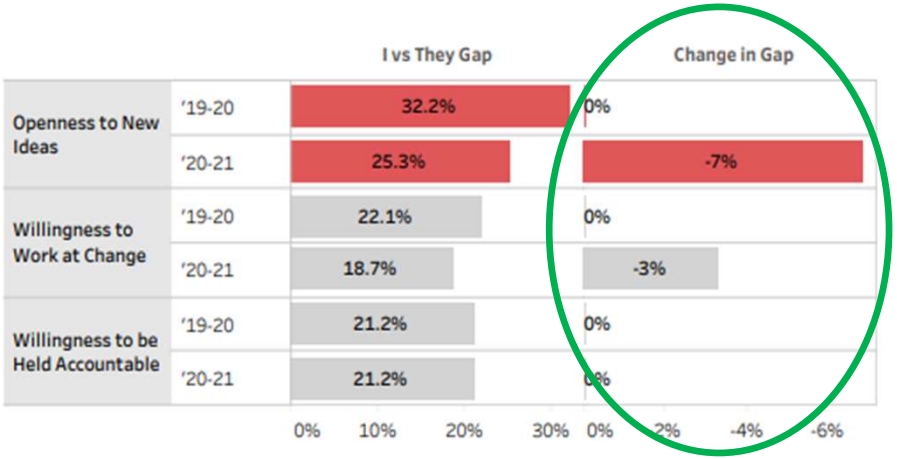


Why does the gap between I vs. They matter?

The more positive the beliefs and perceptions of the staff are about their readiness and willingness to change, the more efficiently change will happen.

Pay attention to large gaps in responses between the I and They paired survey items. Large gaps indicate differences in opinions and perceptions and may represent a lack of trust amongst staff. If the I vs They gaps to the right are red, the value is beyond a threshold to cause some concern and should be investigated. This threshold is **20% at the elementary** level and **25% at the secondary level**.

Note any growing gaps when looking at the longitudinal data (lower-right viz). If the most recent year's gap percentage is higher than the previous year's gap percentage, this means the gap is growing. If the gap has narrowed or decreased over time the change is represented by a negative value. Narrowing the gap is GOOD!



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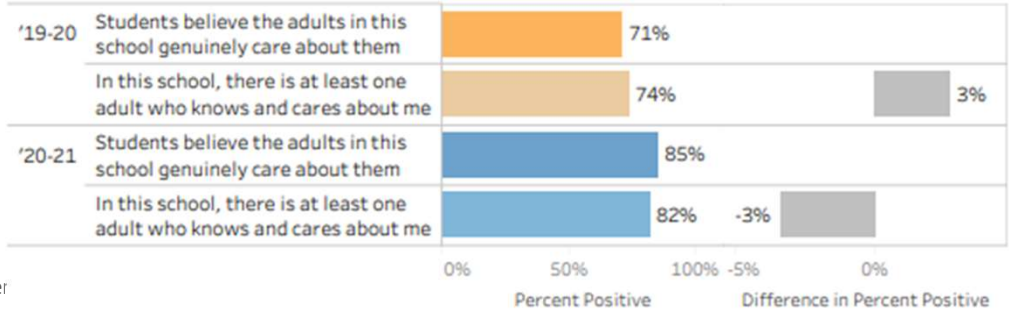
Districtwide Staff

Social Supports

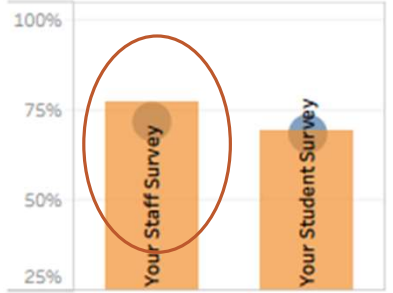
All | Reynolds School District

			'19-20	'20-21
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	Sta	67%	75%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	Sta		86%
	FPD — I receive training on instruction to support social emotional learning	Sta	35%	48%
	MTL — I incorporate social emotional instruction into my daily instructional delivery	Sta	72%	80%
	SLE — Staff at this school value and respect all students	Sta	77%	86%
	SLE — Students believe the adults in this school genuinely care about them	Sta	71%	85%
	SLE — The development of students' social emotional learning enhances the learning environment in ..	Sta	73%	92%
	SLE — This school has effective equity practices for all	Sta		65%
Student Survey	BELONG — I feel good about my cultural or ethnic background	Stu	81%	88%
	BELONG — There's at least one adult in this school I can talk to if I have a problem	Stu	73%	78%
	CSF — My teacher(s) believe student learning is important	Stu	84%	93%
	EL — If I want to talk with my teacher(s), they are available to me	Stu	60%	78%
	IS — Adults in this school help me plan and set goals for my future	Stu	53%	67%
	IS — Students are involved in solving problems in this school	Stu	50%	72%
	SLE — I enjoy coming to this school	Stu	51%	69%
	SLE — I feel safe at this school	Stu	55%	76%
	SLE — In this school, there is at least one adult who knows and cares about me	Stu	74%	82%
	SLE — This school has effective equity practices for all	Stu		81%

How large is your "Staff vs Student" Gap for these questions?



How does your school's Social Supports compare to other schools?



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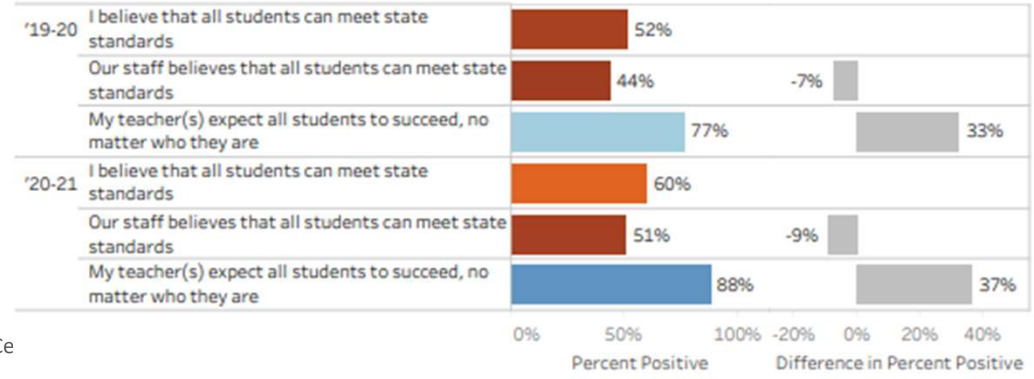
Districtwide Staff

Academic Press

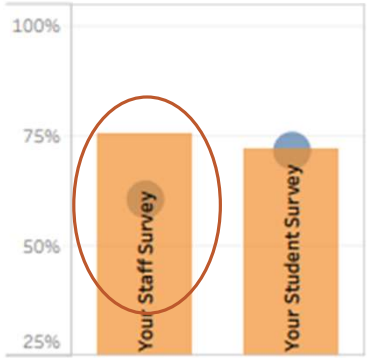
All | Reynolds School District

			'19-20	'20-21
Staff Survey	CIA — Instruction is personalized to meet the needs of each student	Sta	37%	36%
	CIA — Regular formative assessments are used to monitor student progress toward standards	Sta	68%	72%
	CIA — Students are provided tasks that require higher-level thinking skills	Sta	68%	74%
	HSE — Academic placement is not influenced by race, gender or socioeconomic levels	Sta		83%
	HSE — I believe that all students can meet state standards	Sta	52%	60%
	HSE — In our school we expect all staff to perform responsibilities with a high level of excellence	Sta	74%	80%
	HSE — Our staff believes that all students can meet state standards	Sta	44%	51%
	MTL — Assessment data are used to identify student needs and appropriate instructional intervention	Sta	70%	68%
	MTL — I provide timely feedback to students about their learning	Sta	73%	87%
	MTL — Struggling students receive early intervention and remediation to acquire skills	Sta	29%	30%
	MTL — We monitor the effectiveness of instructional interventions	Sta	64%	63%
Student Survey	CSF — This school is doing a good job of preparing me to succeed in my life	Stu	54%	72%
	FO — I have a plan for what I want to do after high school	Stu	66%	69%
	FO — I know I will graduate from high school	Stu	80%	79%
	HSE — All students have access to rigorous courses and supports	Stu		80%
	HSE — My teacher(s) expect all students to succeed, no matter who they are	Stu	77%	88%
	HSE — My teacher(s) expect me to do my best	Stu	85%	93%
	HSE — My teacher(s) provide lessons and activities that challenge me to learn	Stu	70%	80%
	HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	Stu		87%
	MTL — My teacher(s) help me learn by challenging me with interesting activities in class	Stu	54%	68%
	SE — What we do in school will help me succeed in life	Stu	59%	70%

How large is your "Staff vs Student" Gap for these questions?



How does your school's Academic Press compare to other schools?



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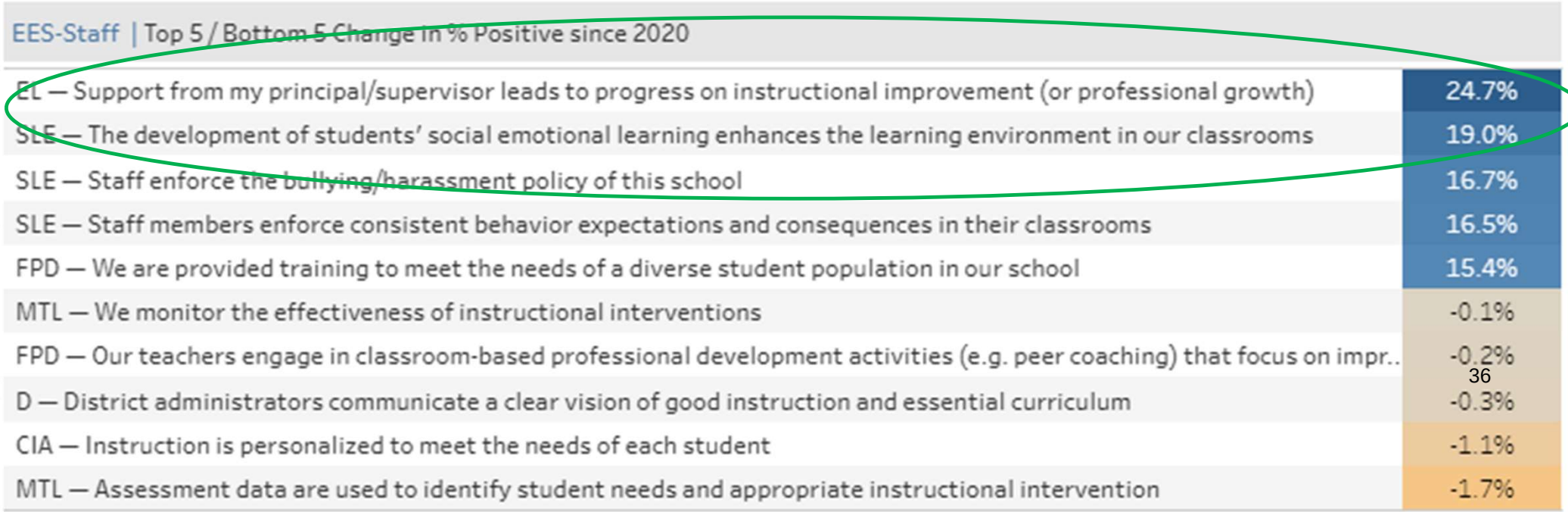

EES-Staff | Top 5 / Bottom 5 Change in % Positive since 2020

EL — Support from my principal/supervisor leads to progress on instructional improvement (or professional growth)	24.7%
SLE — The development of students' social emotional learning enhances the learning environment in our classrooms	19.0%
SLE — Staff enforce the bullying/harassment policy of this school	16.7%
SLE — Staff members enforce consistent behavior expectations and consequences in their classrooms	16.5%
FPD — We are provided training to meet the needs of a diverse student population in our school	15.4%
MTL — We monitor the effectiveness of instructional interventions	-0.1%
FPD — Our teachers engage in classroom-based professional development activities (e.g. peer coaching) that focus on impr..	-0.2%
D — District administrators communicate a clear vision of good instruction and essential curriculum	-0.3%
CIA — Instruction is personalized to meet the needs of each student	-1.1%
MTL — Assessment data are used to identify student needs and appropriate instructional intervention	-1.7%

Districtwide Staff

Top 5 & Bottom 5 Changes

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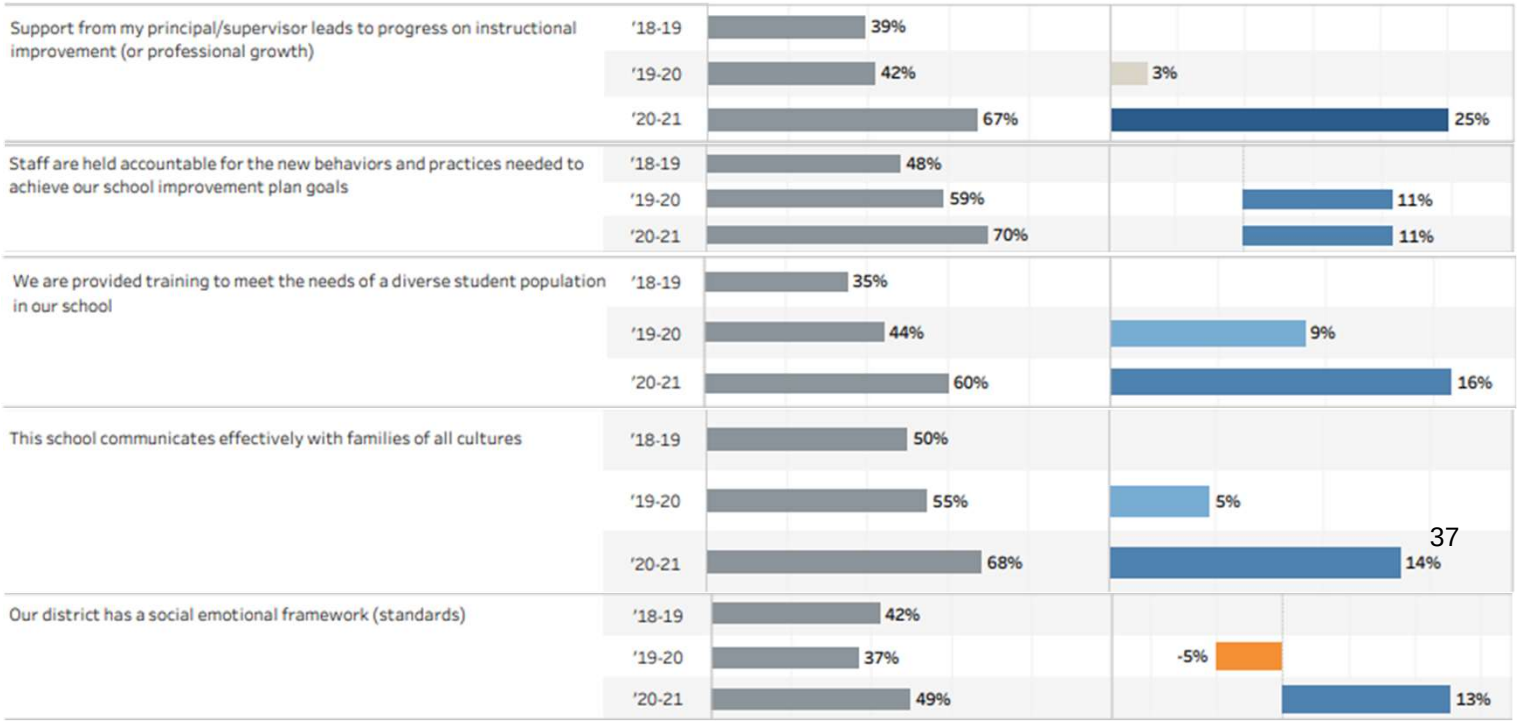
Districtwide Staff

Celebrations!



Increasing Items:

- Principal Support Leads to Improvement
- Staff Personal Accountability (2 years in a row)
- Diversity Training & Communications
- SEL Framework & Standards

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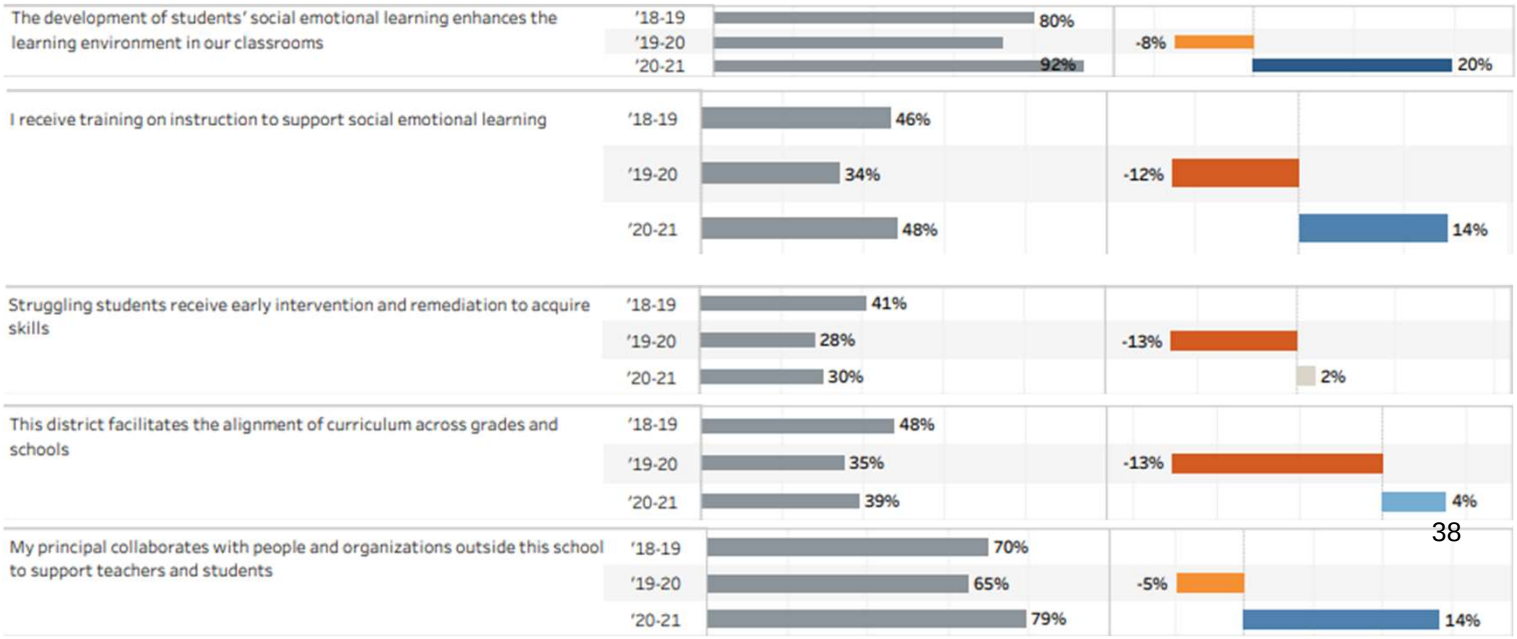
Districtwide Staff

Last Year's Items to watch



Showing Improvement:

- SEL training and value
- Early interventions
- Curriculum alignment
- District partnerships

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Districtwide Staff

This Year's Items to watch

Remember to Celebrate Progress!

- Student Interventions and Personalize Learning
- Conflict Resolution & Problem Solving (Don't loose momentum)
- Belief All Students Can Learn and Succeed
- District Communication with Schools (Including clear vision)

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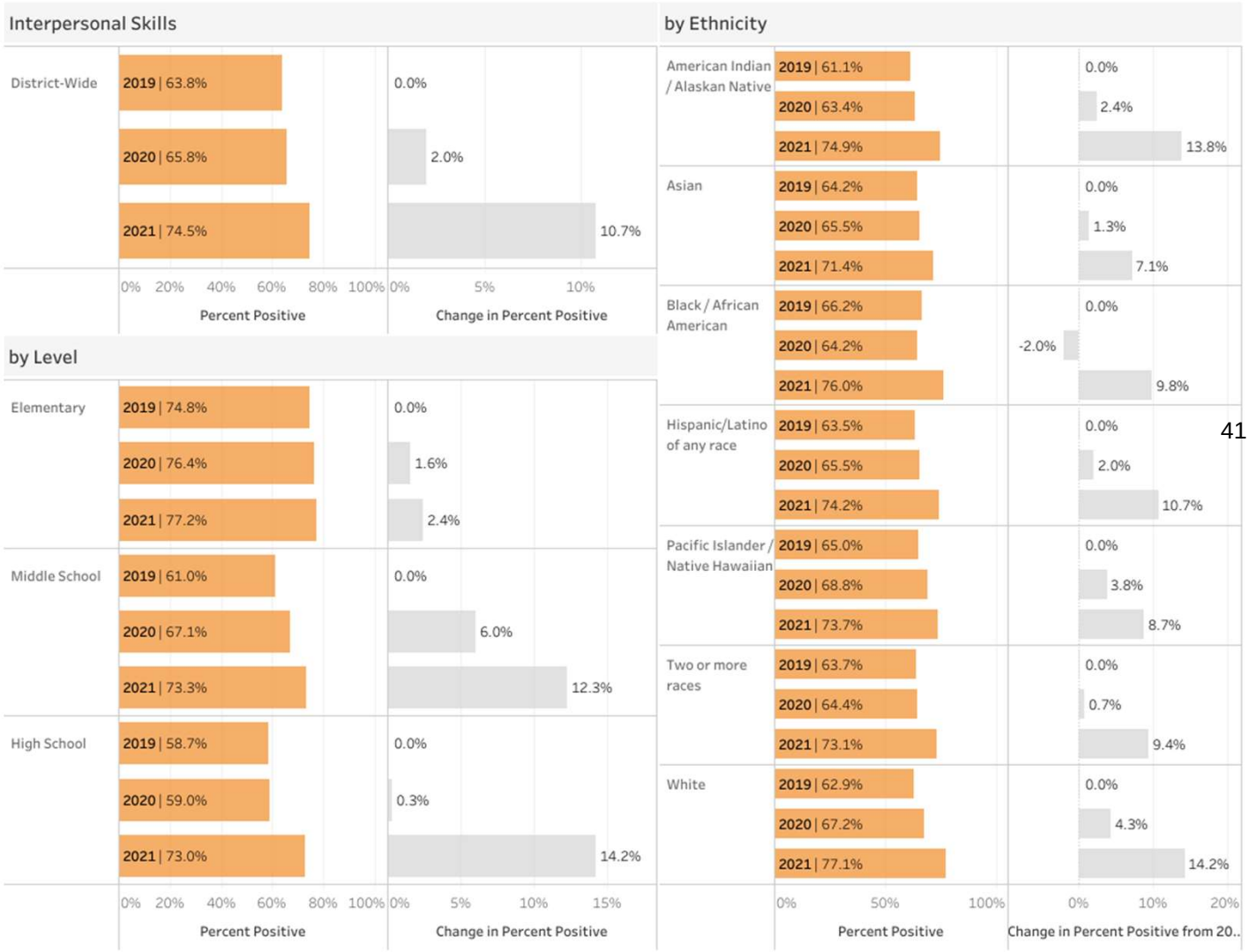
Monitoring Progress

Goal Topic #1: Marginalized Students

Metric #1: Elevate Voice

- EES Student Survey: Collaboration and Interpersonal Skills Disaggregated by Race



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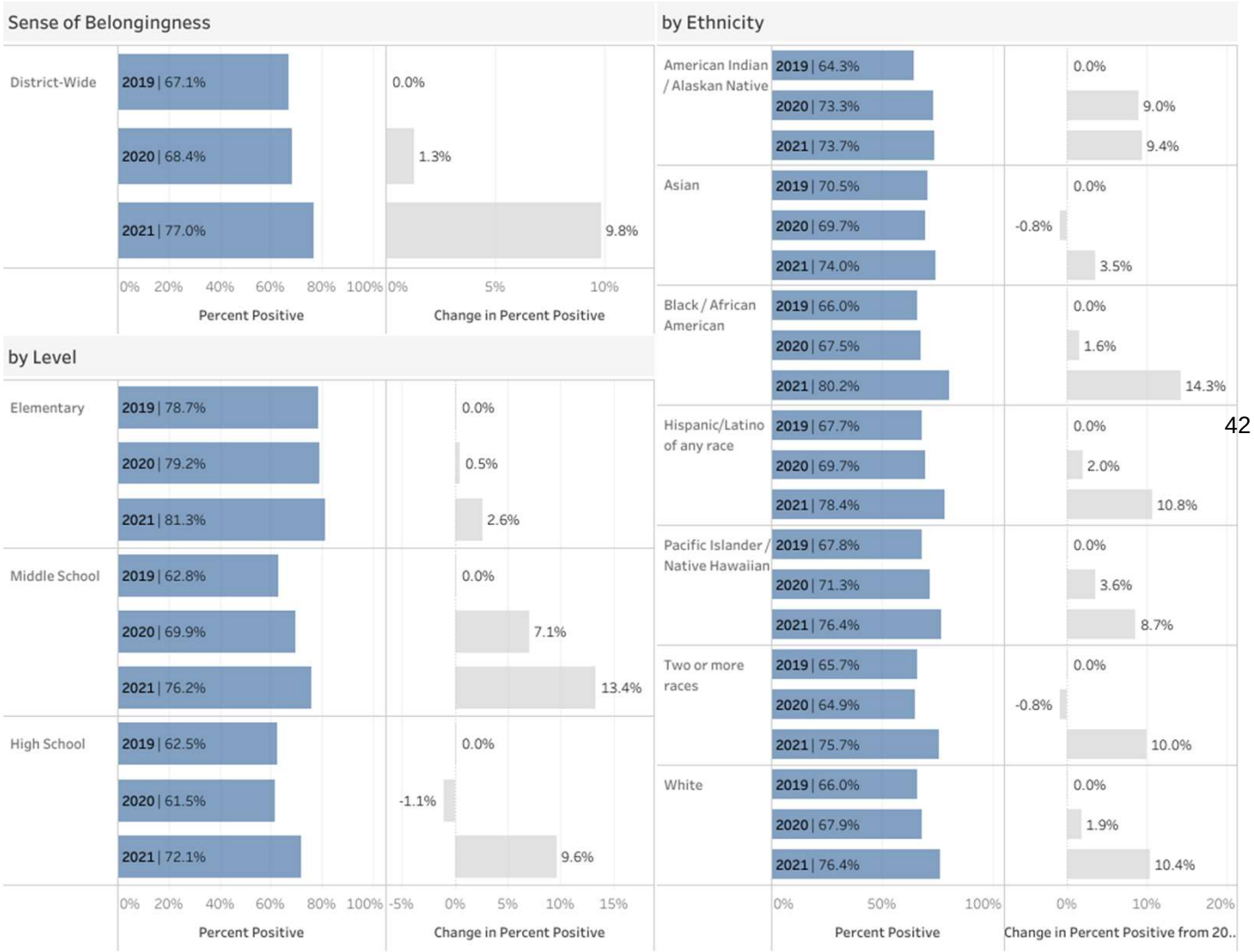
Goal Topic #1: Marginalized Students

Metric #1: Elevate Voice

- EES Student Survey: Sense of Belongingness Disaggregated by Race



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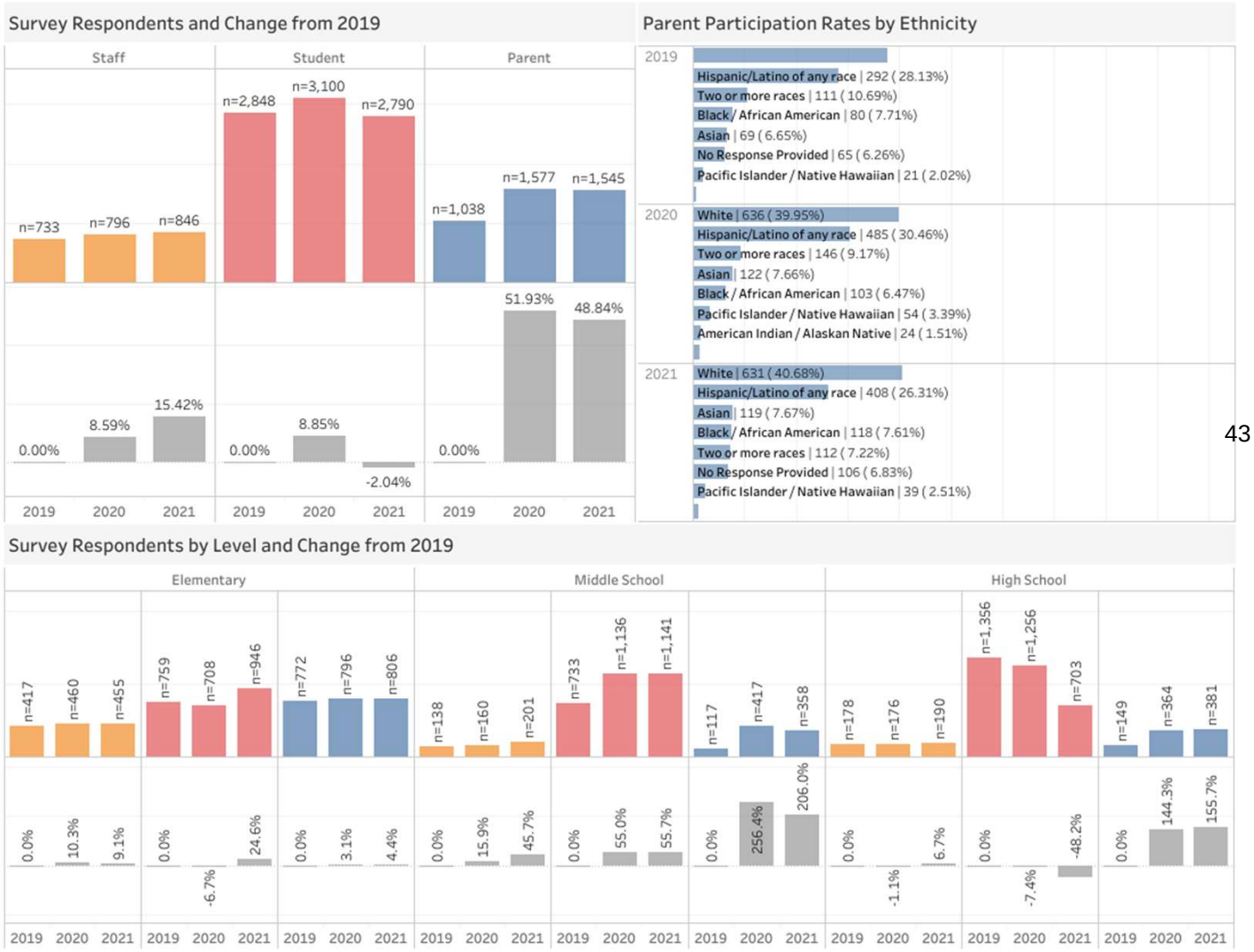
Goal Topic #1: Marginalized Students

Metric #1: Elevate Voice

- EES Parent Survey: Participation Rates



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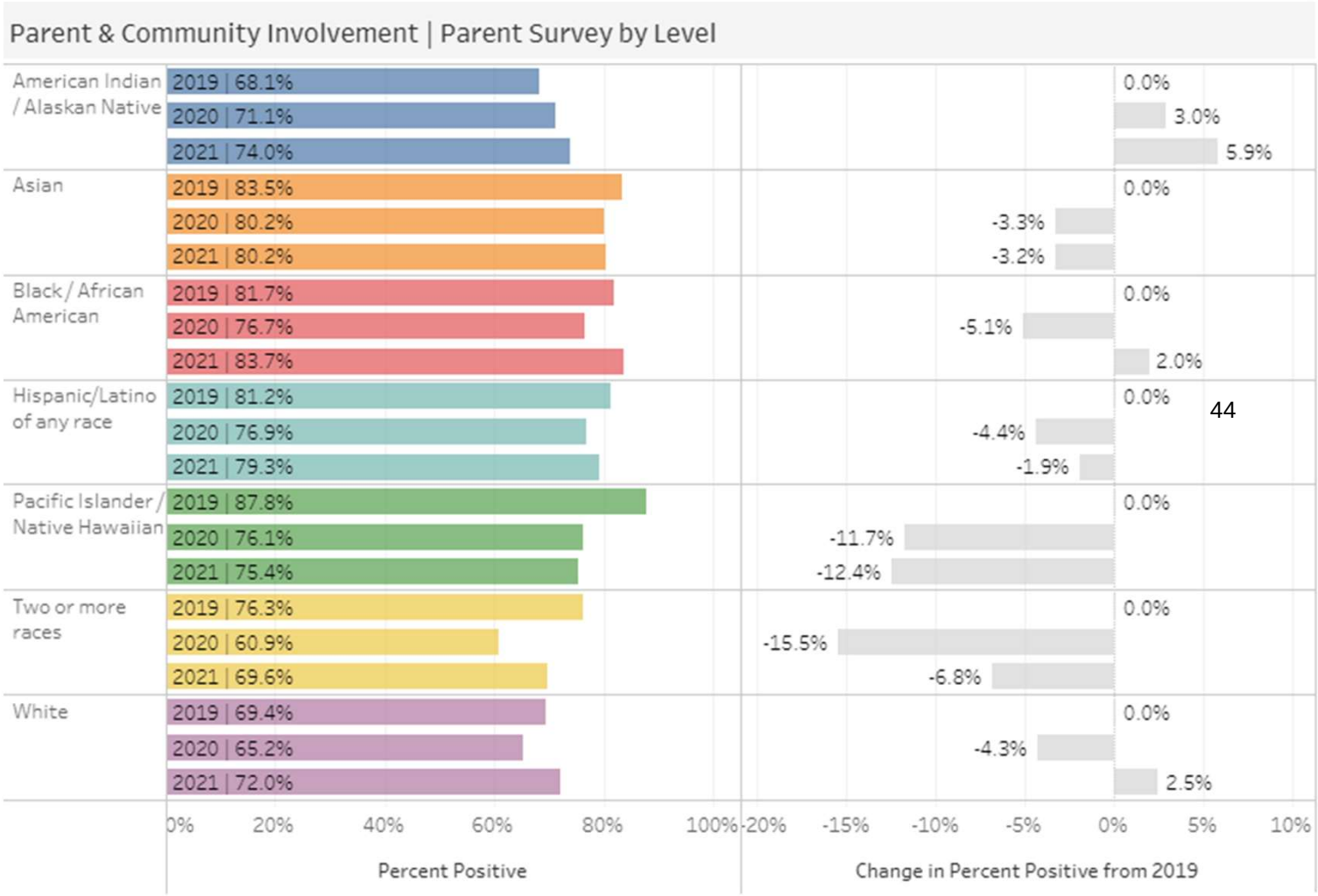
Goal Topic #1: Marginalized Students

Metric #1: Elevate Voice

- EES Parent Survey: Parent & Community Involvement Disaggregated by Race



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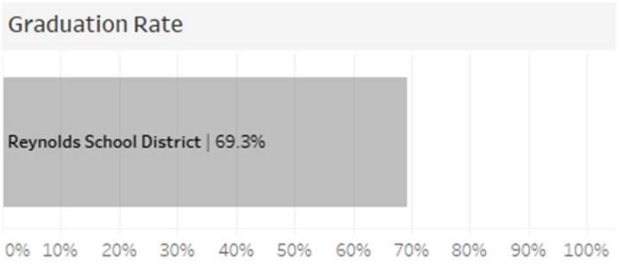
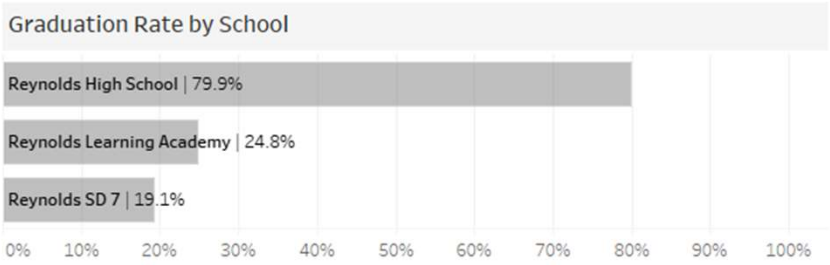
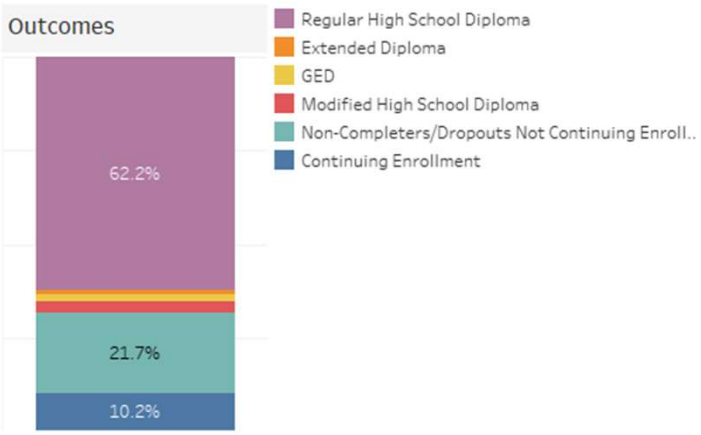
Goal Topic #1: Marginalized Students

Metric #2: Remove Barriers

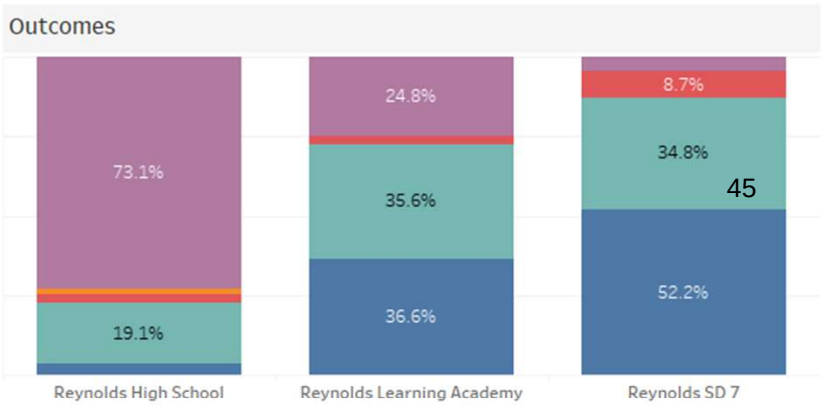
2020 Graduation Rate







	Reynolds School District
Regular High School Diploma	62.2%
Extended Diploma	1.3%
GED	1.8%
Modified High School Diploma	2.9%
Non-Completers/Dropouts Not Continuing Enrollment	21.7%
Continuing Enrollment	10.2%



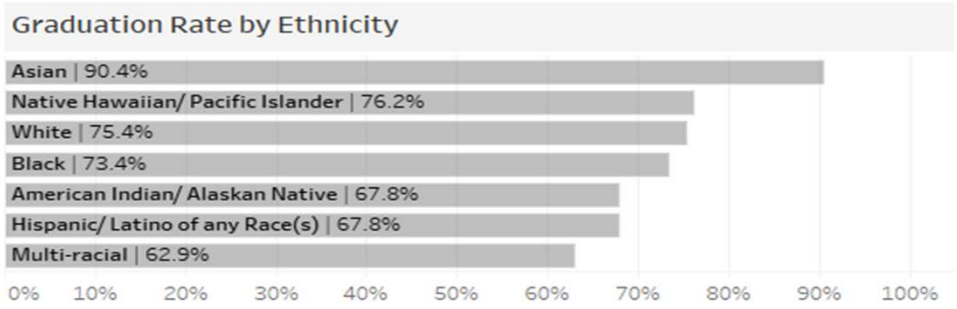
	Reynolds High School	Reynolds Learning Acade..	Reynolds SD 7
Regular High School Diploma	73.1%	24.8%	4.3%
Extended Diploma	1.6%		
Modified High School Diploma	2.8%	3.0%	8.7%
Non-Completers/Dropouts Not Continuing Enrollment	19.1%	35.6%	34.8%
Continuing Enrollment	3.5%	36.6%	52.2%

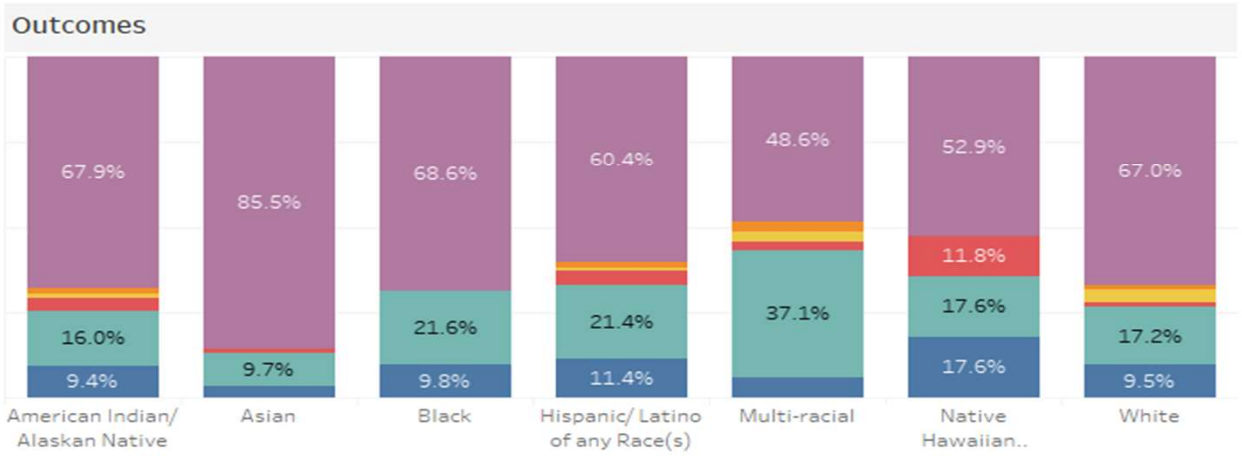
©

Goal Topic #1: Marginalized Students

Metric #2: Remove Barriers

2020 Graduation Rate Disaggregated by Race





	American Indian/ Al..	Asian	Black	Hispanic/ Latino of ..	Multi-raci..	Native Hawaiian/..	White
Regular High School Diploma	67.9%	85.5%	68.6%	60.4%	48.6%	52.9%	67.0%
Extended Diploma	1.9%			1.6%	2.9%		1.4%
GED	0.9%			1.0%	2.9%		3.6%
Modified High School Diploma	3.8%	1.6%		4.2%	2.9%	11.8%	1.4%
Non-Completers/Dropouts Not ..	16.0%	9.7%	21.6%	21.4%	37.1%	17.6%	17.2%
Continuing Enrollment	9.4%	3.2%	9.8%	11.4%	5.7%	17.6%	9.5%

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Goal Topic #1: Marginalized Students

Metric #2: Remove Barriers

- 4-Yr College/Trade Program Acceptance Rates Disaggregated by Race*

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Goal Topic #1: Marginalized Students

Metric #2: Remove Barriers

- Talented and Gifted Identification Rates Disaggregated by Race*

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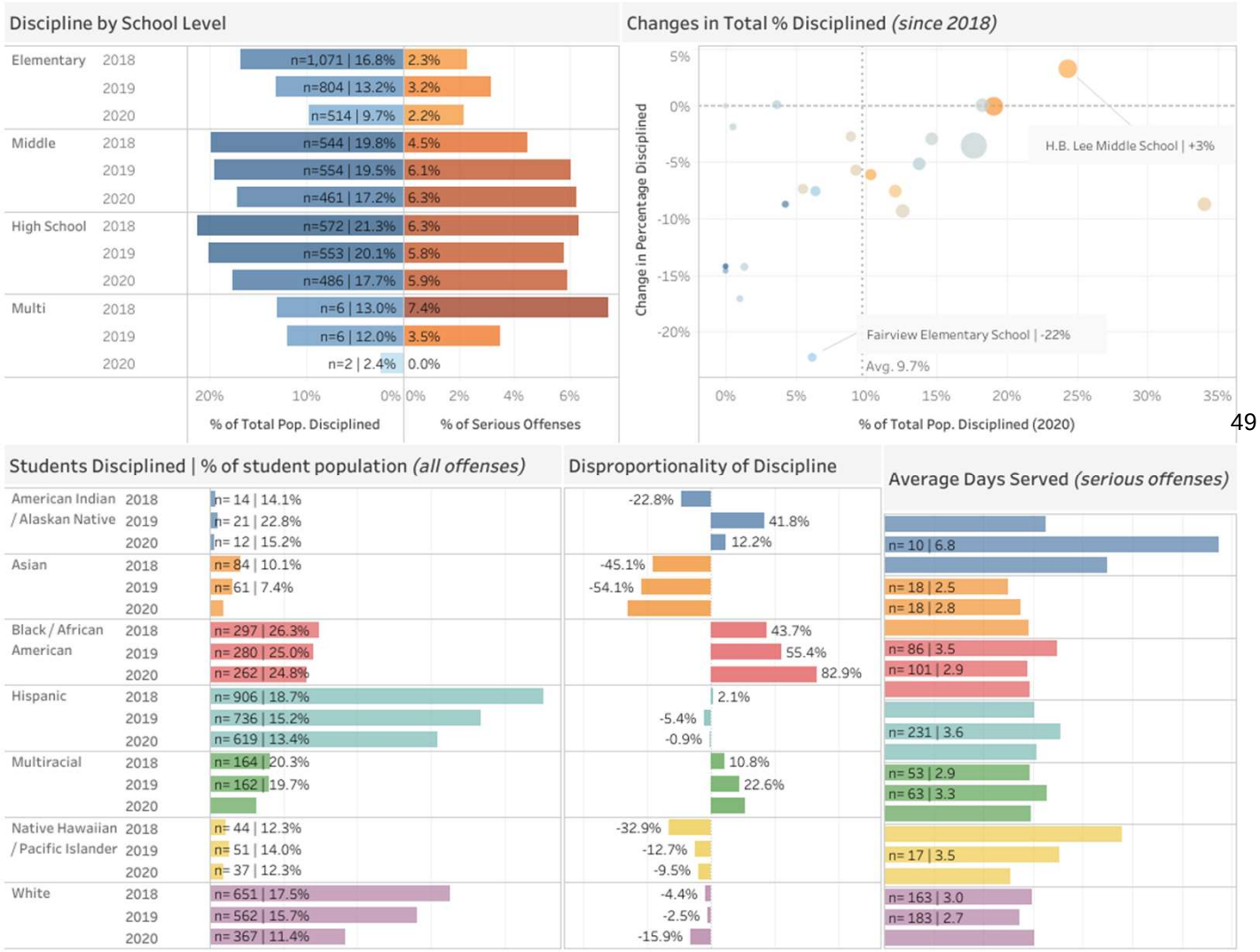
Goal Topic #1: Marginalized Students

Metric #2: Remove Barriers

- Student Discipline Disaggregated by Race



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Goal Topic #1: Marginalized Students

Metric #2: Remove Barriers

EES Staff & Student Survey: P2P Social Supports Constructs Disaggregated by Race

All | Reynolds School District

			'19-20	'20-21
Staff Survey	CIA — I understand instructional strategies to support social emotional learning objectives	Sta	67%	75%
	CSF — Staff I work with take responsibility for ensuring each student learns in our school	Sta		86%
	FPD — I receive training on instruction to support social emotional learning	Sta	35%	48%
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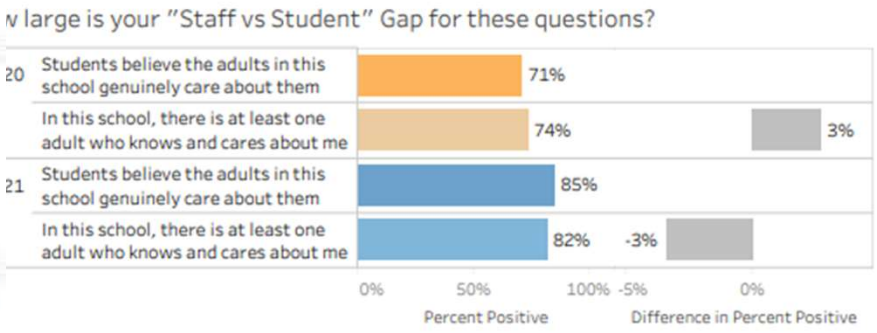
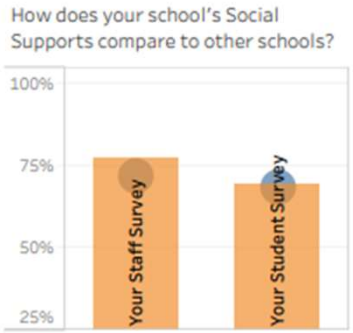
	SLE — This school has effective equity practices for all	Stu		81%

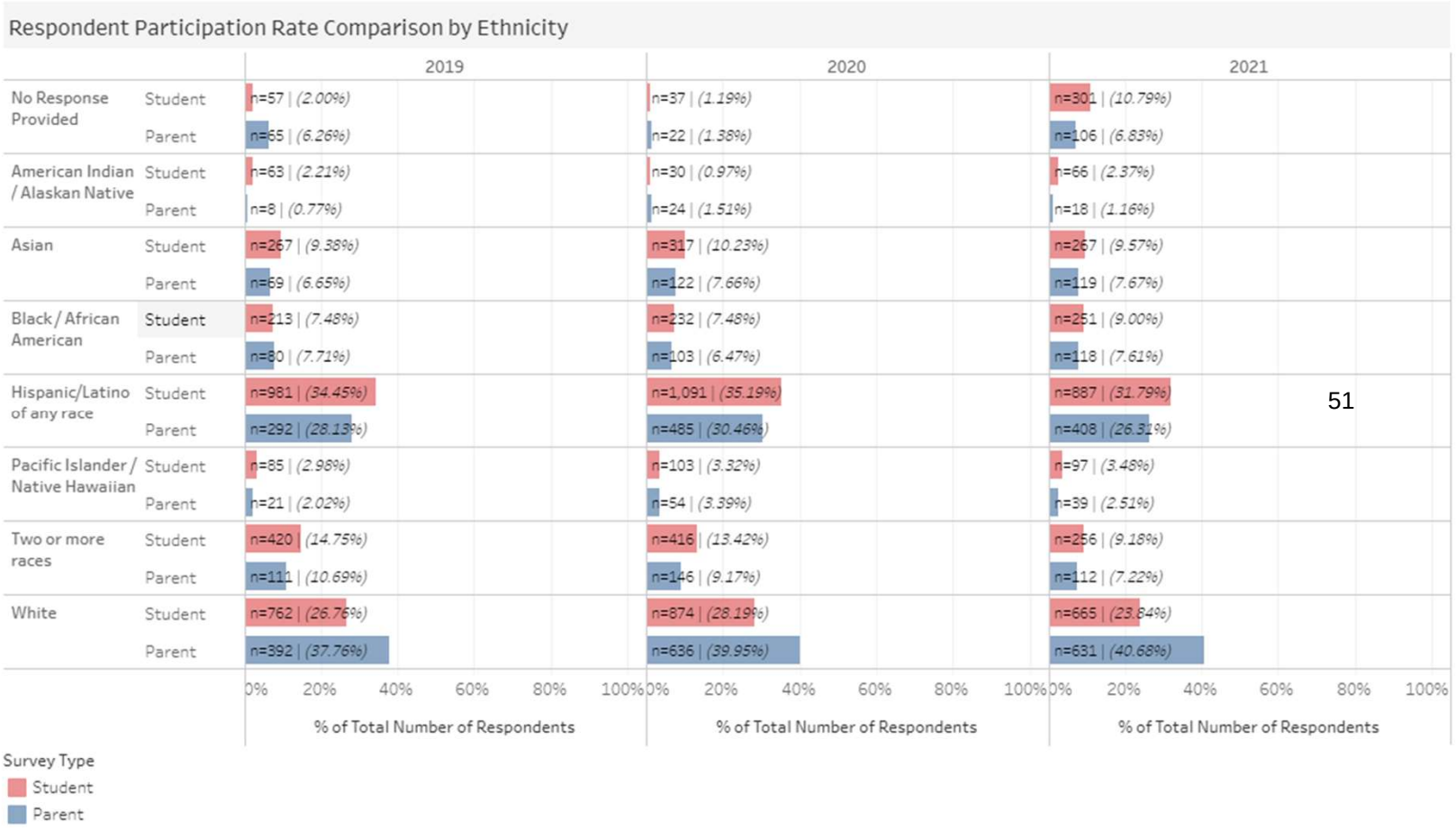




Goal Topic #2: Culturally Responsive Teaching

Metric #1: Listening

EES Parent Survey: Participation Rates to Match Student Demographics



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Goal Topic #2: Culturally Responsive Teaching

Metric #3: Equitable Grading

- Classroom Grades Disaggregated by Race*

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Goal Topic #2: Culturally Responsive Teaching

Metric #4: Culturally Responsive Teaching

- Monitor Elective Course Enrollment and Completion Disaggregated by Race*

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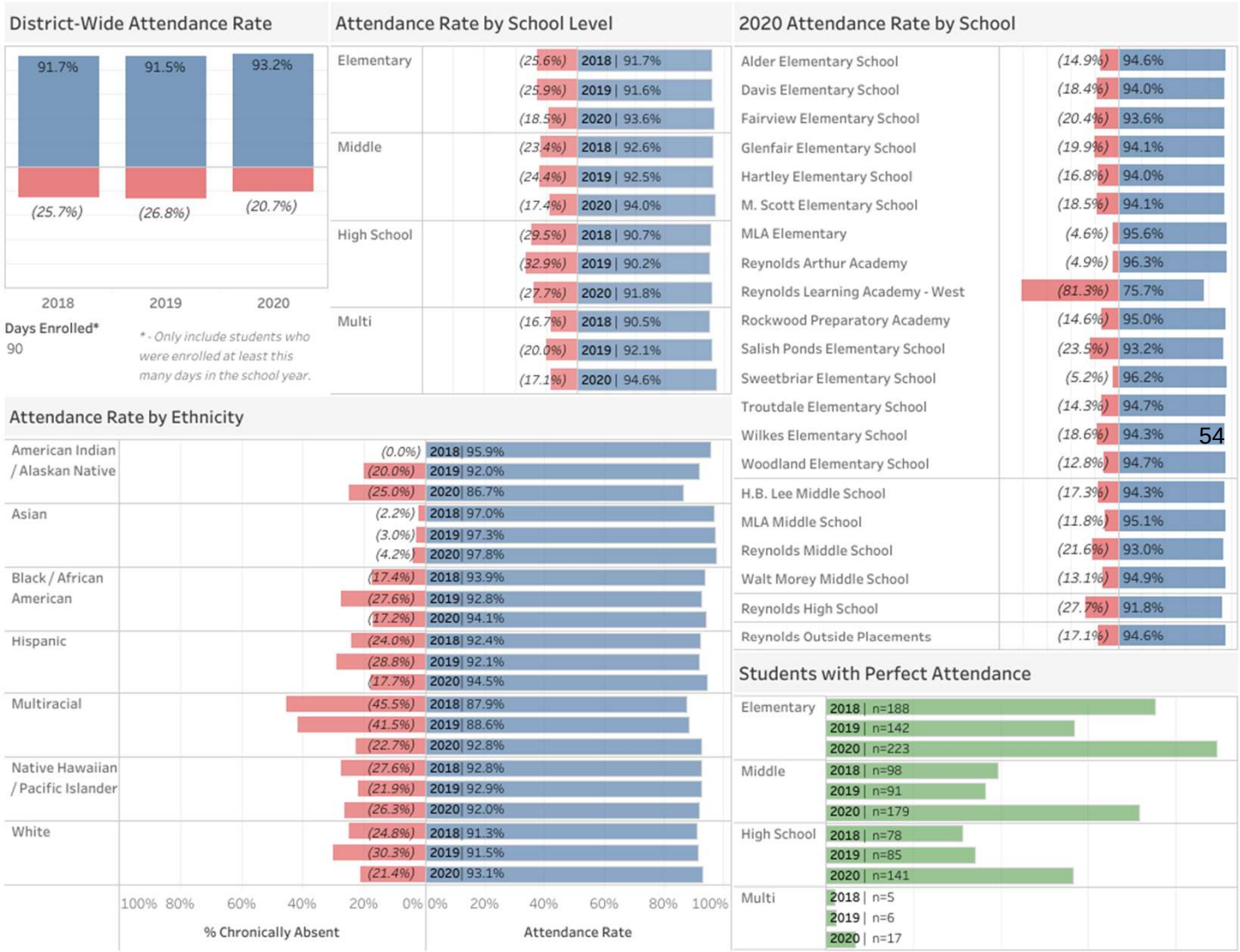
Goal Topic #2: Culturally Responsive Teaching

Metric #4: Culturally Responsive Teaching

Attendance Rates Disaggregated by Race.



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Goal Topic #2: Culturally Responsive Teaching

Future Measures Aligned to the Harvard RIDES Framework

- Metric #1: (Listening) EES Staff, Student, & Parent Survey: Diversity, Equity, & Inclusion Module (Commitment to Dismantling Racism and Oppression) Disaggregated by Race
- Metric #2: (Elevate Student Voice) EES Student Survey: Diversity, Equity, & Inclusion Module (Belongingness) Disaggregated by Race
- Metric #4: (Culturally Responsive Teaching) EES Staff, Student, & Parent Survey: Diversity, Equity, & Inclusion Module (Academics) Disaggregated by Race

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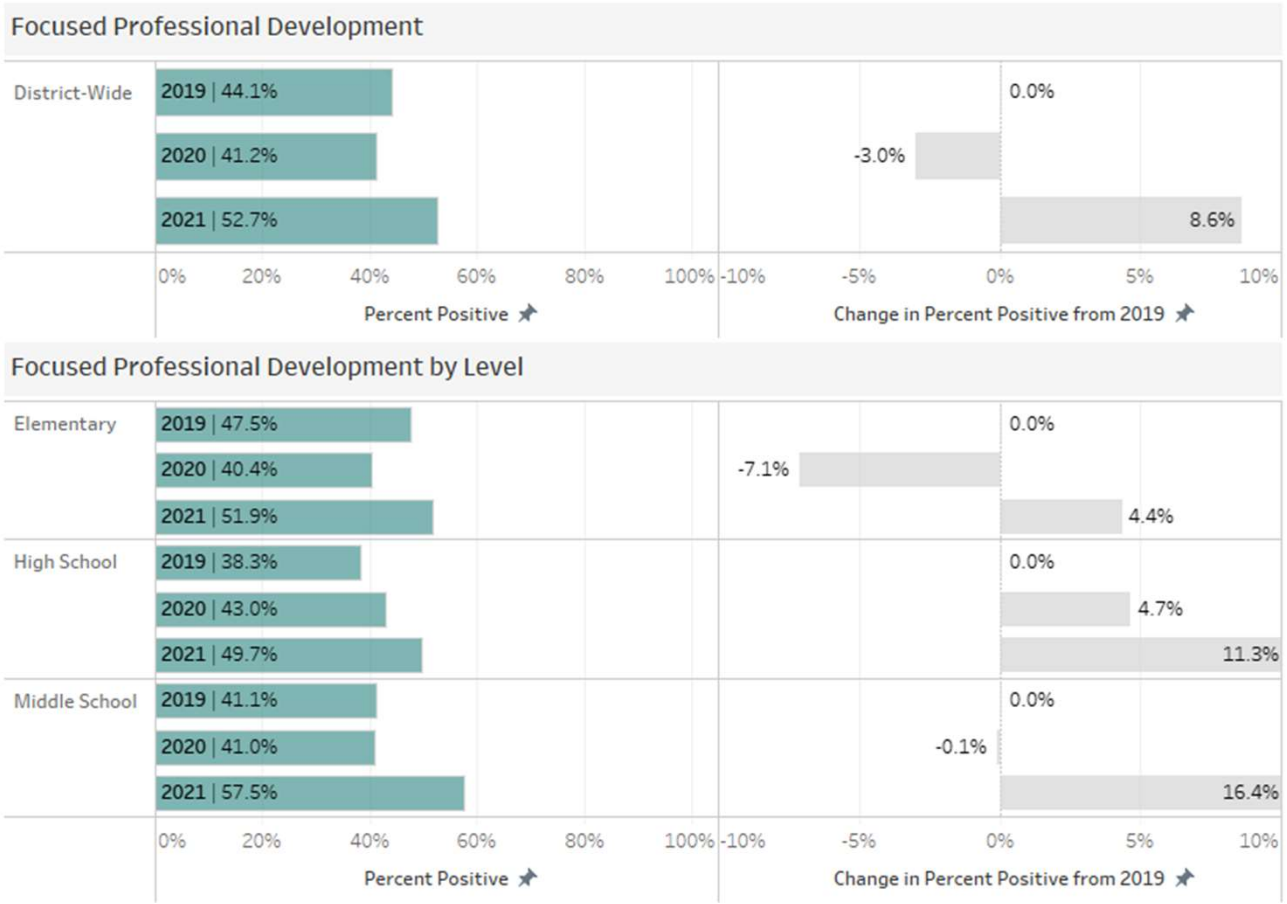
Goal Topic #4: Professional Development

Metric #3: EES Perception Survey on PD

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



Percentage of Staff reporting Almost Always True or Often True on the 5 survey items relative to Focused Professional Development

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Reynolds School District

The Center for Educational Effectiveness

Better Data. Better Decisions. Better Schools.

The Center for Educational Effectiveness

john@effectiveness.org

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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: **Call to Order**

Policy: Board Policy Review – BFG

Date: May 12, 2021

Action ☐
Report ☒

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 policy manual review and update service for the Reynolds School District will involve the consultant working with the district to conduct an analysis of the district policy manual. The goal is not just to attain an updated policy manual, but to identify and put into place a system and process that will ensure that the policy manual can be easily maintained and ultimately sustained in the future, despite unknown changes or future transitions of key staff and board members.

The consultant will compare district policies with the most current OSBA model showing the differences and providing recommendations for policies to be added, deleted or revised.
In consideration of the needs of the district, there will be a focus on:

- Updating district policies to comply with current mandates
- Identification of policy needs that are unique to the district

Previous Board Action:
The Board approves all district policies

Background:
Not Applicable

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

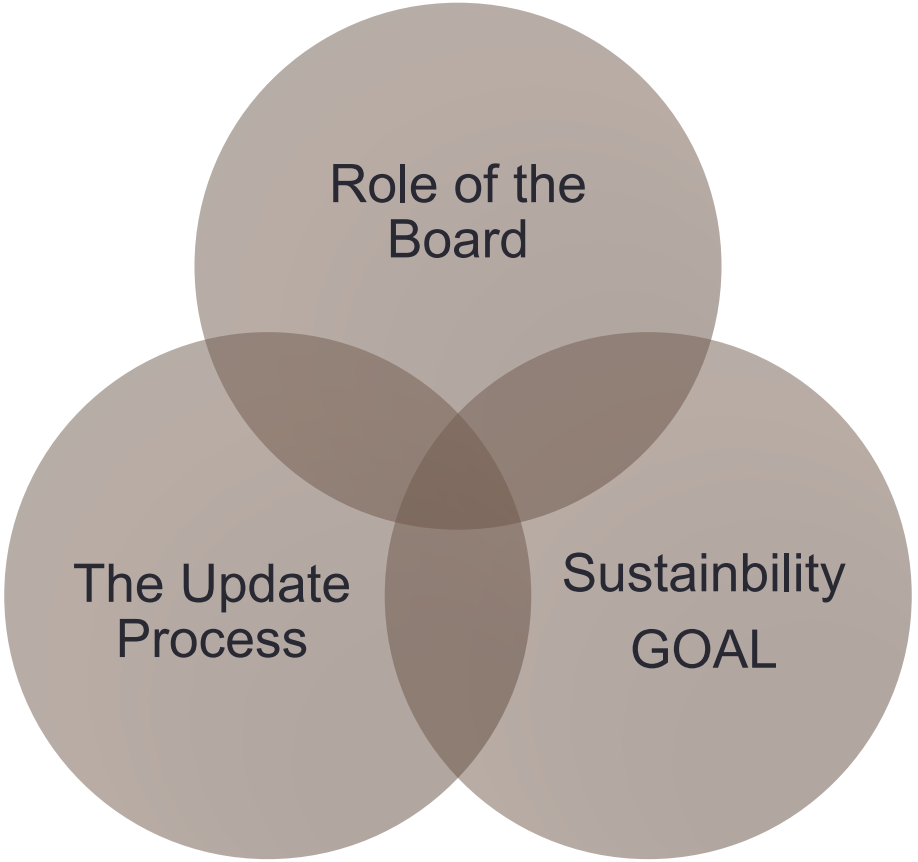
Motion:
Not Applicable

REYNOLDS SCHOOL DISTRICT

Policy Manual Update

MAY 2021

TOPICS for TODAY



DISTRICT POLICY MANUAL

Policies

- Governing framework of broad guidelines - with specific guidance
- Legally binding
- Requires Board action
- Reviewed and modified through formal analysis and adoption

Administrative Regulations

- Establishes mechanics to implement policy
- Lists the steps to be followed
- Important details: the Do's & Do Not's
- Responsibility of the Superintendent

THE ROLE OF THE BOARD:

specified in district policy

Policy BF: Policy Development

"The formulation and adoption of policies, recorded in writing, will constitute the basic method by which the board will exercise its leadership in the operation of the school system …"

Policy BFC: Adoption and Revision of Policies

"Proposed policies or policy changes and repeal of existing policies will be presented in writing for consideration by the board."

OSBA Review & Adoption Guidelines

1ST READING

"A first reading can occur at any meeting where a quorum of the board is present. This can include work sessions or policy committee workgroups. Such meetings fall under Oregon's Public Meetings Law. It is not necessary to read the policy aloud for it to be entered into the minutes. The purpose of a first reading is to provide notice and to allow for the opportunity for input from board members and others. Comments do not need to be made or recorded at the first reading as long as someone is designated to receive any such input."

2ND READING

"If no input is received after a first reading, districts can place a second reading, commonly referred to as an adoption, into the consent agenda to be voted on in the consent agenda motion. If the district does not use consent agenda, it can be listed as an action item; it requires a motion and majority vote of the board to adopt.

If there is input after the first reading, the adoption motion can be "adopt as revised." The board need not repeat the first reading step."

OSBA POLICY CLASSIFICATIONS

REQUIRED

- Mandated by Oregon Revised Statues, Oregon Administrative Rules or federal law and must be adopted by districts with limited discretion to change the language

CONDITIONALLY REQUIRED

- Required only in particular circumstances explained whenever a conditionally required policy is sent

HIGHLY RECOMMENDED

- An essential function that the district is required to perform, by a legal mandate or a response to a court ruling, whether or not a policy exists.

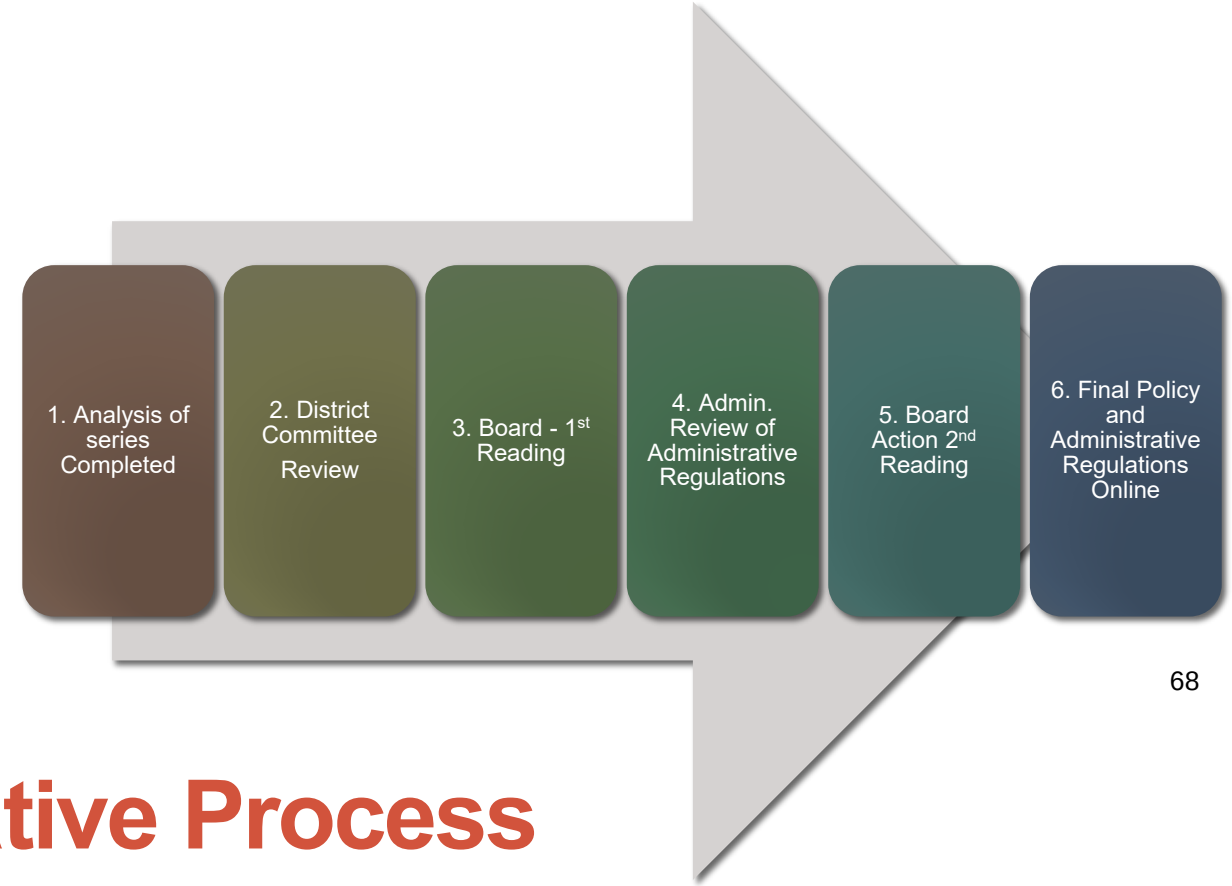
OPTIONAL

- Not required by state or federal law, administrative agencies, or courts, but represents best practice

A Policy Manual Update Is…

- An analysis comparing district policies and administration regulations with OSBA updates
- A review of Policies customized by the district to meet unique needs
- The district is informed of inconsistencies or non-compliance issues
- The process is approximately 12 months – involving approximately 430 district Policies and Administrative Regulations

The Policy Manual Review & Update in 6 Steps



A Collaborative Process

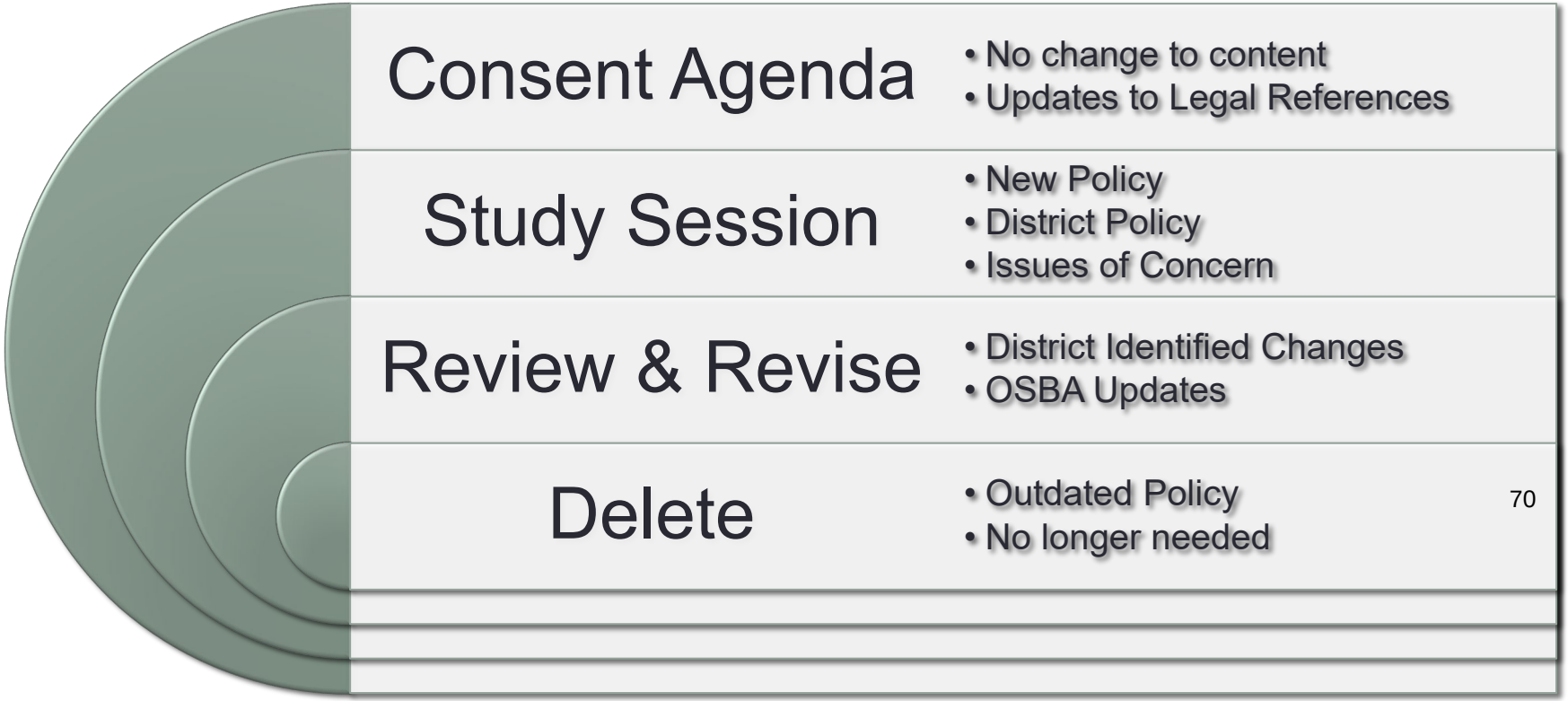
REYNOLDS SCHOOL DISTRICT

POLICY MANUAL REVIEW & UPDATE TIMELINE

POLICIES AND ADMINISTRATIVE REGULATIONS

Steps ➔	1. Analysis Submitted to the District –	2. District Review Completed	3. First Reading by the Board	4. AR Update Completed	5. Second Reading - Board Adoption	6. Policy Prepared for website
Lead ➔	Consultant (KLM)	Committee Review	Superintendent and Board	Administration and Consultant (D.Piper)	Superintendent and Board	Superintendent
MAY	NOV 2020					
JUNE	APRIL 2021	NOV 2020				
JULY	MAY & JULY 2020	APRIL 2021	NOV 2020			
AUG	FEB 2020	MAY & JULY 2020	APRIL 2021	NOV 2020	NOV 2020	NOV 2020
SEPT	JULY & NOV 2019	FEB 2020	MAY & JULY 2020	APRIL 2021	APRIL 2021	APRIL 2021
OCT	FEB & MAY 2019	JULY & NOV 2019	FEB 2020	MAY & JULY 2020	MAY & JULY 2020	MAY & JULY 2020
NOV	REVIEW AB, C & F	FEB & MAY 2019	JULY & NOV 2019	FEB 2020	FEB 2020	FEB 2020
DEC	JULY & NOV 2021	REVIEW AB, C & F	FEB & MAY 2019	JULY & NOV 2019	JULY & NOV 2019	JULY & NOV 2019
JAN	REVIEW D, E & G	JULY & NOV 2021	REVIEW AB, C & F	FEB & MAY 2019	FEB & MAY 2019	FEB & MAY 2019
FEB	REVIEW I & J	REVIEW D, E & G	JULY & NOV 2021	REVIEW AB, C & F	REVIEW AB, C & F	REVIEW AB, C & F
MAR		REVIEW I & J	REVIEW D, E & G	JULY & NOV 2021	JULY & NOV 2021	JULY & NOV 2021
APR			REVIEW I & J	REVIEW D, E & G	REVIEW D, E & G	REVIEW D, E & G
MAY				REVIEW I & J	REVIEW I & J	REVIEW I & J

Recommendations for Board Action



Policy Manual Update - In Action:

- Focus is on Legal Compliance
  - Delete outdated policies
  - Adopt missing policies
  - Revise outdated content
- Review of Administrative Regulations separate from board policy action
- Adapt policy model to district needs
- Prioritize getting ‘caught up’ – set up a Parking Lot

A PARKING LOT

- Identify policies for future review/revision if there are questions or confusion about a specific requirement or wording

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GOAL: A SUSTAINABLE PROCESS

- How to keep policies and administrative regulations up-to-date, legal and reflect current district practice
- Policies are alive and constantly changing
- OSBA sample policy updates can help a district develop new policy or revise existing policy
- OSBA sample policies are best used as a starting point for discussions and guidance for policies the district may decide to write

A Sustainable Process

- Ongoing
- Continuous
- Systemic
- Intentional

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:	**Adjourn**
Policy:	Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF
Date:	May 12, 2021

Action ☒
Report ☐

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

The Board will recess into Executive Session.

We are Reynolds

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:	**Executive Session**
Policy:	Executive Session - BDC
Date:	May 12, 2021

Action ☐
Report ☒

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)(f) Legal Counsel, 192.660(2)(h) Negotiations, and ORS 192.660(2)(i) Employee 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