



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

**Reynolds School District
Board of Education Working**

June 9, 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.	6:20p - 2021-2022 Planning	5
IV.	i)7:00p - Executive Session	27

The Reynolds School Board and the Superintendent will recess into Executive Session at 7:00p, under ORS 192.660(2)(f) Legal Counsel, ORS 192.660(2)(h) Negotiations, and ORS 192.660(2)(i) Employee Evaluation. Executive Session is closed to the public.

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: June 09, 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 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.

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: June 09, 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.

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. Sara Hahn-Huston, Executive Director of Schools

Prepared by: Sarah Winters, Administrative Assistant to the Executive Director of Schools

Subject: A Focus on Student Learning: 2021-2021

Policy: [Instructional Goal – IA](#)

Date: June 09, 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 #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:

District Administration will provide an overview of the student learning considerations for the 2021-2022 school year, with a focus on K-12 learning access and options for all students, which include on-campus and virtual learning programming.

Previous Board Action:

Not Applicable

Background:

ODE plans to change the RSSL guidelines, removing Hybrid Instruction for the 2021-2022 school year and transition school districts to in-person instruction.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



2020-2021 A Year in Numbers

Stephanie Field
Director of Communications & Community Relations

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427,000
Disposable Masks

12,720
Disinfecting Wipes

12,094
Hand Sanitizers

3,000
Face Shields

2,750
Disposable Gowns

12,500
Social Distancing
Stickers

20
New Buses
(19 propane, 1 electric)

80
Bus Routes
Running

135
New Hires

10
New Counselors

10
New Social
Workers

9
New School
Nurses

578
Social Media
Posts

1,410
Let's Talk
Dialogues

6,203,047
Remind App
Messages

272,465
Breakfasts

276,260
Lunches

57,996
Suppers

29,179
SeeSaw Logins

53,883
Schoology Logins

1,027
Hot Spots

10,500+
Devices

187,425
Zoom Meetings

7

467

Kindergarten Transitions

891

5th Grade Transitions

823

8th Grade Transitions

770

12th Grade Graduations



A Focus on Student Learning: 2021-22

Dr. Sara Hahn-Huston, Exec. Dir. of Schools

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Overview



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K – 12 Learning Model – 2021-22 School Year



Learning Access and Options



On-
Campus /
In-person
Learning

5 days a week – all day

OR

Virtual
Learning

100% Virtual /
Online Access

Parent Survey Overview and Initial Results

- Electronic Surveys were sent out to all district families on June 4 through School Messenger, Remind, and Social Media
- The survey is available in multiple languages with communications in our top four languages – English, Spanish, Russian, and Vietnamese

12

Parent Survey Overview and Initial Results

1,064 students	Elementary	Middle School	High School
<p>In-Person Learning 983 Students (92%)</p> <p>Student/Person/Family of Color: 46% English Language Learner or Bilingual: 16% Navigating Poverty: 2% Person with a Disability: 6% Immigrant: 2% Houseless: 1% LGBTQIA+: 3% Foster Care: 1%</p>	<p>24% 235</p>	<p>49% 469</p>	<p>27% 264</p>
<p>Virtual Learning 81 Students (8%)</p> <p>Student/Person/Family of Color: 57% English Language Learner or Bilingual: 11% Navigating Poverty: 6% Person with a Disability: 9% Immigrant: 1% Houseless: 0% LGBTQIA+: 0% Foster Care: 0%</p>	<p>25% 20</p>	<p>43% 35</p>	<p>32% 26</p>

13

Stakeholder Engagement and Input for Draft Plan

- Reopening Task Force Team
- Administrative Team from Schools
- District Level Team – Cabinet and Directors
- Collaboration team: One principal from each level, one REA Leader from each level, Exec. Director of Schools
- Student Advisory Committee

14



Leadership
Systems
Instruction
Culture



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Leadership – Virtual Learning K-12

	Elementary	Middle School	High School
Instructional Model and Leadership	<ul style="list-style-type: none"> • District model for consistency across all elementary schools • An identified administrator to oversee the virtual learners • Schedules may include some enrichment (specials) opportunities 	<ul style="list-style-type: none"> • District model for consistency across all middle schools • An identified administrator to oversee the virtual learners • Initial schedules are considering 6 periods a day 	<ul style="list-style-type: none"> • Instructional program with an on-side administrator to oversee virtual learning program • Oversight of athletics/activities participation for virtual learners • Key Communication with staff¹⁶

- Alignment to Strategic Plan (Where we are going)
- Aligned to District Improvement Plan (How we plan to get there)
- Integration of Key strategic initiatives as applicable
- Key Communication with Neighborhood School Principal (Elem / MS)



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Systems to Support Virtual Learners

Communication Plan

- English Learners
- Students on IEPs
- Students experiencing trauma
- Students who need challenging content
- Students new or returning to our district
- Supporting Relationships
- District VL Advisory Committee 2021-22



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Instruction for Virtual Learning

	Elementary	Middle School	High School
Instructional programming	<ul style="list-style-type: none"> Virtual learners may have a teacher from their school but if we have low enrollment, virtual learning students may be combined with other virtual learners from 'feeder' middle school elementary schools Continued academic program / scope and sequence alignment May need to reconsider K-2 assessments for virtual learners Options to change program to in-person learning at semester Consider a class size cap Maintain high quality instruction with a focus on core content and improving literacy skills 	<ul style="list-style-type: none"> Some courses may not be available with the virtual learning option (finalized before end of July) Initial planning to include an alignment of schedules Scope and Sequence Alignment Options to change program to in-person learning at semester Consider a class size cap Maintain high quality instruction with a focus on core content and differentiation to support learners 	<ul style="list-style-type: none"> Some courses may not be available with the virtual learning option (finalized before end of July) Scope and Sequence Alignment Options to change program to in-person learning at semester²⁰ Consider a class size cap Maintain high quality instruction with a focus on core content and differentiation to support learners



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Maintaining a Culture of Relationships

	Elementary	Middle School	High School
Social-Emotional Learning	<ul style="list-style-type: none"> Weekly check in meetings for virtual students from MTSS TOSA's or select staff at home school Communication connections to keep families engaged in school events and activities / assemblies Maintain connections with community partners that support students - outreach 	<ul style="list-style-type: none"> Continue with engagement teams for virtual learning students Include SEL with homerooms Weekly check in meetings with virtual students from MTSS TOSA's and/or select staff at home school identified by the MS team Maintain connections with community partners that support students - outreach 	<ul style="list-style-type: none"> Weekly check in meetings with virtual students from MTSS TOSA's and/or select staff identified by the HS team Include SEL focus and supports as determined by the HS team Maintain connections with community partners that support students - outreach

Maintaining a Culture of Relationships

	Elementary	Middle School	High School
Relationships: Home / School Connections	<ul style="list-style-type: none"> • Maintain relationships and connections with the 'home' school and virtual learner • Also create a virtual learning community of support for students and families • Maintain outreach teams • Consideration to have a dedicated counselor or social worker for virtual students if possible • Monitor attendance and academic success of virtual learner on an ongoing basis to address issues quickly • All virtual students can participate in athletics / activities / events 	<ul style="list-style-type: none"> • Maintain relationships and connections with the 'home' school and virtual learner • Also create a virtual learning community of support for students and families • Maintain outreach teams • Consideration to have a dedicated counselor or social worker for virtual students • Monitor attendance and academic success of virtual learner on an ongoing basis to address issues quickly • All virtual students can participate in athletics / activities / events 	<ul style="list-style-type: none"> • Maintain relationships and connections with the virtual learner and outreach teams • Also create a virtual learning community of support for students and families • Consider having some staff who may be interested in an option to teach both on-campus and virtually to maintain some connections with students²³ • Consideration to have a dedicated counselor or social worker for virtual students • Monitor attendance and academic success of virtual learner on an ongoing basis to address issues quickly • All virtual students can participate in athletics / activities / events



Next Steps Planning for Success



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Next Steps for Virtual Learning Plan Success

- Parent Survey Results – June for initial planning
- Parent Survey for Program Choice – First Week of August
- Collaboration Team – Staff Survey – June for initial staff planning based on needs by level / school if available
- Balancing enrollment: staffing for the virtual program for the First Semester.
- Communications with District Staff and District Communities regarding specific virtual learning plans (ongoing)
- Transition Lead to C.I.A Department
- Meeting Schedule for District VL Advisory Committee

25



Questions?



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Policy: [Executive Session - BDC](#)

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