



*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**

January 12, 2022

7:00 PM

Virtual Meeting

I.	<b>6:00p - Executive Session</b>	<b>2</b>
II.	<b>7:00p - Call to Order and Land Acknowledgement</b>	<b>3</b>
III.	<b>7:05p - Public to be Heard</b>	<b>5</b>
IV.	<b>7:25p - Update to COVID Guidance</b>	<b>6</b>
V.	<b>7:45p - Budget Priorities</b>	<b>16</b>
VI.	<b>8:30p - Revised Achievement Goals</b>	<b>26</b>
VII.	<b>8:45p - Adjourn</b>	<b>30</b>



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

To: Board of Directors  
From: Dr. Danna Diaz, Superintendent of Schools  
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent  
**Subject: Executive Session**  
Policy: [Executive Session – BDC](#)  
Date: January 12, 2022

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

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**Connection to School Board Core Beliefs and Commitments**

Safety     Equity     Instructional Practice     Organizational Culture

**Strategic Plan Goal Topic 3: Student and Staff Wellness**

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

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**Summary:**

The Reynolds School Board and the Superintendent will recess into Executive Session under ORS 192.660(2)(a) Personnel and ORS 192.660(2)(h) Negotiations.

Executive Session is closed to the public.



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

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

Date: January 12, 2022

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

**Connection to School Board Core Beliefs and Commitments**

- Safety    
 Equity    
 Instructional Practice    
 Organizational Culture

**Strategic Plan Goal Topic 3: Student and Staff Wellness**

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

**Summary:**

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

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

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

**Land Acknowledgement:**

We will open tonight’s meeting by acknowledging the traditional Indigenous inhabitants of this land. The purpose of these statements is to show respect for indigenous peoples and recognize their enduring relationship to the land. Practicing acknowledgment can also raise awareness about histories that are often suppressed or forgotten.

# Land Use Acknowledgment & Guidelines



*Approved and Adopted on May 27, 2020*

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

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

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

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

## Land Use Acknowledgment

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

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



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To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Public to be Heard**

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

Date: January 12, 2022

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

**Connection to School Board Core Beliefs and Commitments**

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**Strategic Plan Goal Topic 1: Marginalized Students**

In order to give voice to our marginalized populations, we will remove barriers, hold high academic expectations, and elicit and honor all voices.

**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.

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.

**Spoken Comments Submitted:**

1. Emilie Hoogewerff: Respect Educators
2. Julie Ho: Staffing at the High School
3. Mary Starrs: Teacher Compensation
4. Demond Bellard: Levying War

**Written Comments Submitted:**

1. Christian Dickey: Pulse of the District Community Opinion



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

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

Date: January 12, 2022

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

**Connection to School Board Core Beliefs and Commitments**

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**Strategic Plan Goal Topic 3: Student and Staff Wellness**

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

**Summary:**

The Multnomah County Health Department and the Oregon Department of Education held meetings with school districts this week to announce changes to the COVID guidance. They will be releasing the official guidelines soon but the Superintendent will present the highlights.

**Previous Board Action:**

The Board has been informed about all past COVID guideline updates.

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable



# New COVID-19 Guidance

January 12, 2022

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



## MISSION

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



## VISION

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

## CORE BELIEFS & COMMITMENTS



### SAFETY

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.



### EQUITY

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.



### INSTRUCTIONAL PRACTICES

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.



### ORGANIZATIONAL CULTURE

We believe that the heart of a high-performing organization is its people.  
We commit to becoming an inclusive and positive organizational culture.

# Our North Star... **Safely & reliably hold school in-person all year.**

**It is our highest priority to keep kids  
learning in person every day.**

Nearly all children learn better when taught in-person.

Children and families rely on schools to provide a caring and safe environment.

Many need access to a solid breakfast and a warm lunch.

For parents and families, consistency matters, and for many, school is a way to ensure they can go to work and support their family.

# Guidance Changes

1/11/2022 @ 8:00am

- Chair Kafoury, Multnomah County Health Department, area Superintendents

1/11/2022 @ 2:00pm

- OASE (Oregon Association of School Executives), Director of Oregon Department of Education, Oregon State Health Officer

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Changes to:

- Quarantine/Isolation (to meet new CDC guidance)
- Local Public Health Authority (Multnomah County Health Department) – Contact Tracing
- Changes effective immediately, guidance is being updated

# COVID-19 Positive (Presumed or Confirmed)

## ISOLATE

**Students or staff who have presumed or confirmed COVID-19 or are showing symptoms of COVID-19 should isolate regardless of vaccination status.**

- 1. End isolation after five (5) full days** since symptom onset if fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved.
  - Day 0 is the day symptoms began or the day of test for positive result.
  - If continued fever or other symptoms, continue to isolate until fever-free for 24 hours without the use of fever-reducing medication and other symptoms have improved.
- 2. Continue to wear a well-fitting mask** around others at home and in public places for 5 additional days (days 6 through 10) after end of isolation.

# On-Site Exposure (close contact to COVID-positive student/staff)

## NO QUARANTINE

No quarantine indicated for:

18 years and older if:

- Had booster shot *-or-*
- Completed Primary Series of Pfizer or Moderna within last 5 months *-or-*
- Completed Johnson & Johnson within the last 2 months

5-17 years if:

- Had booster shot *-or-*
- Completed Primary Series of Pfizer within last 5 months

1. **Wear a well-fitted mask around others for 10 days after exposure** (*resume regular face coverings after that!*)
2. **Get tested around day 5, if possible**
3. **If you develop symptoms at any time, STAY HOME - Get tested, if possible**

## QUARANTINE

### 5-Day Quarantine (*previously 10 or 14*)

18 years and older if:

- Have not had booster shot *-or-*
- Received only one (1) dose of Pfizer or Moderna vaccine *-or-*
- Unvaccinated

5-17 years if:

- Unvaccinated *-or-*
- Received only one (1) dose of Pfizer *-or-*
- Less than two (2) weeks since second dose Pfizer

1. **Quarantine: stay home for 5 days after exposure (Day 0 = last day of exposure)**
2. **After that, wear a well-fitted mask around others for 5 more days when you are around anyone** (*resume regular face coverings after that!*)
3. **Get tested around day 5, if possible.**

# On-Site Exposure Communication (RSD)



## Notification of confirmed positive COVID-19 case:

- School Administrator:
  - Determine if on-site exposure occurred
  - If YES, determine close contacts using guidelines
  - Notify close contacts of possible exposure and quarantine, if needed

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## Notes:

- We are finalizing the operational steps for notification of positive COVID-19 case with confirmed on-site exposure and will have more information very soon.
- Template letters will be modified soon, awaiting final guidance.

# Contact Tracing

Multnomah County Health Department has indicated they will no longer be providing contact tracing for COVID-19.

- The methodology is not as effective for the fast-moving omicron variant.
- Contact tracing has shown to have the least benefit to curbing the spread of COVID-19 in comparison with other safety layers.
- The sudden increase in cases to trace is making it near impossible to keep up with contact tracing.
- Therefore, contact tracing is not a good use of resources to control the spread of COVID-19 at this time.

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Questions?

Thank you!



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To: Board of Directors  
From: Anthony Lebron, Chief Financial Officer  
Prepared by: J.R. Shellmire, Executive Assistant to the CFO  
**Subject: Budget Input Sessions**  
Policy: [Budget Priorities - DBD](#)  
Date: January 12, 2022

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

**Connection to School Board Core Beliefs and Commitments**

Safety       Equity       Instructional Practice       Organizational Culture

**Strategic Plan Goal Topic 3: Student and Staff Wellness**

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

**Summary:**

Budget Input Sessions were held with Reynolds School District staff and community throughout the month of November. The purpose of these input sessions was to facilitate open discussion on priorities for the 2022-2023 Budget with staff, students, family, and community. These sessions were a combined interactive process, with a presentation for the development of a basic understanding of Reynolds’ budgets and breakout meeting rooms for group discussions. A comprehensive report from these sessions has been put together for the Board.

**Previous Board Action:**

The Board reviews the budget input information and creates Board priorities every year.

**Background:**

Budget input sessions were held by Reynolds School District with the intention of putting forth information and sharing this input with the Board with the goal of helping the Board determine which priorities to focus budgeting efforts towards for the 2022-2023 budget cycle.

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable



# Budget Themes Priorities

Anthony Lebron  
Financial Services

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1 PRIORITY:  
**ACADEMICS**

PRIORITIZED  
COMMUNITY  
INPUT THEMES

Arts, Music, Sports

Mental Health Support

Staff Diversity and  
Cultural Training

Class Size

Parent Engagement



# Prioritized Community Input Themes

- In order to improve student outcomes the following are the community input themes that will guide how we fund next year's budget.
  - **Arts, Music, PE(Sports)** – Currently working on equitable staffing for arts, music and PE programs. Research will take place on the sustainability and feasibility of PE and Athletics programming K-12.
  - **Mental Health Support** – Use the CASEL standards to elevate students' social, emotional, and academic development. Continue funding professional development for Restorative Practices through International Institute for Restorative Practices (IIRP)
  - **Staff Diversity and Cultural Training-** Grow Your Own, partnership with Mt. Hood Community College, RSD Job fairs.
  - **Class Size** – Continue maintaining small class sizes following the staffing for equity model.
  - **Parent Engagement** – Researching best practices for effective parent and community engagement tool. Create a framework where parents are involved, connected and invested in their students education in collaboration with community organizations. Increase capacity for language services, translation and interpretation.

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# Board Discussion



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

# Next Steps

## November 2021

- Staff & Community Budget Input Sessions  
*November 1<sup>st</sup> and November 10<sup>th</sup> 2021*
- Summary of Staff & Community Discussion/Recommendations Published

## January 2022

*January 26<sup>th</sup> 2022*  
Board Adopts Final Budget Goals & Priorities for 2022-2023 School Year

## December 2021

- December 8<sup>th</sup> 2021*
- Continuous Improvement Plan Submitted to ODE
  - Budget Work Session to Discuss Budget Goals and Priorities

## September & October 2021

- Internal Budget Process Calendar
- Budget Priority Input Session Planning

1

2

3

4<sup>23</sup>

# Next Steps

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## May 2022

Budget Committee 5/05/2022  
Budget Committee 5/12/2022  
Budget Committee 5/19/2022 (if needed)  
*All Open to the Public*

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## June 2022

Board of Directors Budget Hearing &  
Board Meeting to Adopt the Budget  
06/22/2022

7

## July 2022

Adopted Budget gets Filed  
with County Recorder

8<sup>24</sup>

## April 2022

Budget Training 4/07/2022  
Budget Training 4/14/2022  
Proposed Budget Published  
4/28/2022 *Open to the Public*



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

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

**Subject: Revised Achievement Goals**

Policy: Evaluation of the Superintendent - CBG

Date: January 12, 2022

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

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**Connection to School Board Core Beliefs and Commitments**

Safety     Equity     Instructional Practice     Organizational Culture

**Strategic Plan Goal Topic 4: Professional Development**

We will offer continuous learning opportunities from onboarding to retirement for all staff to develop skills, knowledge, and confidence to accelerate student outcomes.

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**Summary:**

The Superintendent set goals for the 21-22 school year, based on estimated benchmark passing rates. When the data was received, the percentages were lower than originally thought. Therefore, the Superintendent is presenting revised goals to reflect the current percentage of students reading at or above benchmark level. This is a first reading of the revised goals.

**Previous Board Action:**

The Board approved the original goals on September 22, 2021.

**Background:**

These goals will serve as part of the Superintendent's Evaluation.

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable



## 21-22 SUPERINTENDENT EVALUATION GOALS AND STANDARDS

**KEY:** 4 = Accomplished    3 = Effective    2 = Developing    1 = Needs Improvement

Goals	4	3	2	1
<b>GOAL 1</b> – By June 2022, all 3 <sup>rd</sup> grade students will increase from 33% to 40% reading at/above benchmark level.				
<b>GOAL 2</b> – By June 2022, all 3 <sup>rd</sup> grade English Language Learners (ELLs) will increase from 9% to 20% reading at/above benchmark level.				
<b>GOAL 3</b> - By June 2022, all 3 <sup>rd</sup> grade students receiving Special Education services will increase from 10% to 20% reading at/above benchmark level.				

Standards	4	3	2	1
<b>Inclusive District Culture</b>				
<ul style="list-style-type: none"> <li>• Develops and maintains a supportive, equitable, culturally responsive, and inclusive district culture.</li> <li>• Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.</li> <li>• Ensures equitable, inclusive and culturally responsive instructional and behavior support practices among teachers, administrators and staff.</li> </ul>				
<b>Culturally Responsive Instructional Leadership and Improvement</b>				
<ul style="list-style-type: none"> <li>• Evaluates, designs, fosters, and implements coherent systems of curriculum instruction, supports, assessment, and instructional leadership.</li> <li>• Implements coordinated systems of support, coaching and professional development for staff.</li> <li>• Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.</li> <li>• Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.</li> </ul>				
<b>Effective Organizational Management</b>				
<ul style="list-style-type: none"> <li>• Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success.</li> <li>• Establishes productive relationships with associations while managing labor relations and contracts effectively.</li> <li>• Creates and maintains organizational structures that maximize the district’s capacity to positively impact student learning.</li> <li>• Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.</li> </ul>				



## 21-22 SUPERINTENDENT EVALUATION GOALS AND STANDARDS

**KEY:** 4 = Accomplished    3 = Effective    2 = Developing    1 = Needs Improvement

Goals	4	3	2	1
<b>GOAL 1</b> – By June 2022, all 3 <sup>rd</sup> grade students will increase from 22% to 30% reading at/above benchmark level.				
<b>GOAL 2</b> – By June 2022, all 3 <sup>rd</sup> grade English Language Learners (ELLs) will increase from 6% to 16% reading at/above benchmark level.				
<b>GOAL 3</b> – By June 2022, all 3 <sup>rd</sup> grade students receiving Special Education services will increase from 12% to 22% reading at/above benchmark level.				

Standards	4	3	2	1
<b>STANDARD 1</b> – Visionary District Leadership				
<ul style="list-style-type: none"> <li>• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.</li> <li>• Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision.</li> <li>• Implements the district’s continuous improvement plan and communicate its progress.</li> </ul>				
<b>STANDARD 3</b> – Inclusive District Culture				
<ul style="list-style-type: none"> <li>• Develops and maintains a supportive, equitable, culturally responsive, and inclusive district culture.</li> <li>• Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.</li> <li>• Ensures equitable, inclusive and culturally responsive instructional and behavior support practices among teachers, administrators and staff.</li> </ul>				
<b>STANDARD 4</b> – Culturally Responsive Instructional Leadership and Improvement				
<ul style="list-style-type: none"> <li>• Evaluates, designs, fosters, and implements coherent systems of curriculum instruction, supports, assessment, and instructional leadership.</li> <li>• Implements coordinated systems of support, coaching and professional development for staff.</li> <li>• Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.</li> <li>• Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.</li> </ul>				



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## 21-22 SUPERINTENDENT EVALUATION GOALS AND STANDARDS

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<b>STANDARD 6 – Effective Organizational Management</b>				
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- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district’s capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

**Board Comments:**

REVISED

To: Board of Directors  
From: Dr. Danna Diaz, Superintendent of Schools  
Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent  
**Subject: Adjourn**  
Policy: [Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF](#)  
Date: January 12, 2022

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

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**Strategic Plan Goal Topic 3: Student and Staff Wellness**

We will promote a healthy learning and working environment which provides students and staff with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy behaviors.

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**Adjournment**

