



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

**Reynolds School District
Board of Education Work Session**

October 8, 2025

7:00 PM

Virtual Meeting

I.	7:00p - Call to Order	2
	A. Roll Call	
	B. Land Acknowledgement	3
II.	7:05p - Bond Planning Update	4
III.	7:30p - Adjourn	19



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To: Board of Directors

From: Frank Caropelo, Superintendent

Subject: Call to Order

Type: Action Item Report / Presentation

Policy: BDDF: Conduct of Board Meetings

Date: October 8, 2025

Connection to Strategic Plan Goal Topics:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Marginalized Students | <input checked="" type="checkbox"/> Student and Staff Wellness |
| <input checked="" type="checkbox"/> Culturally Responsive Teaching | <input checked="" type="checkbox"/> Professional Development |
-

Summary / Background:

Position 1: Director Aaron Muñoz
Position 2: Vice Chair Joyce Rosenau
Position 3: Chair Michael Reyes
Position 4: Director Cayle Tern

Position 5: Director Patty Carrera
Position 6: Director Ana Gonzalez Muñoz
Position 7: Director Francisco Ibarra

Land Acknowledgement

Mission and Vision

Land Acknowledgement

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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WRIGHT
PUBLIC AFFAIRS

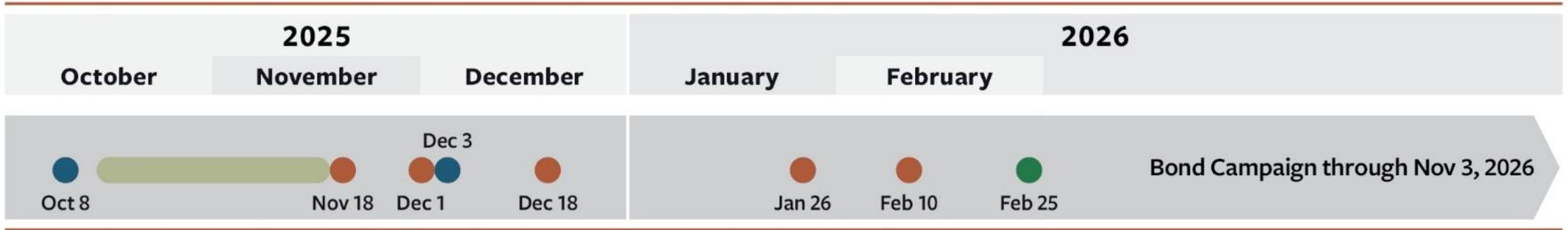
Reynolds School District Board Work Session

October 7, 2025

Meeting Agenda

- Introductions
- Overall Bond Timeline
- Bond Development Workplan
- Bond Engagement Overview
- Board bond vision exercise

Overall Bond Timeline



Keys: ● Listening and Learning Sessions ● Board Meeting Check-ins ● Bond Development Committee Meetings ● Final Recommendation to Board

Bond Development Workplan

	2025			2026		
	October	November	December	January	February	
Listening and Learning Sessions						
Bond Development Committee Meetings		 Nov 18	 Dec 1	 Dec 18	 Jan 26	 Feb 10
Board Meeting Check-ins	 Oct 8		 Dec 3			
Final Recommendation to Board				 Feb 25		
Bond Campaign						

Bond Development Workplan

October 2025

Steering Committee Kick-off Meeting (Virtual, Biweekly)

- Discuss engagement plan
- Confirm groups to center in Listening and Learning sessions
- Review bond planning timeline
- Confirm meeting dates

Listening and Learning Sessions (8) (Virtual or In-Person)

- Broad conversations with students, families, and staff to surface lived experiences, challenges, and what's needed for student success
- Open Community Meetings and Affinity Group Sessions

November 2025

Steering Committee Meetings (Virtual, Biweekly)

- Plan and prepare for Listening and Learning sessions
- Plan and confirm BAC meeting topics and deliverables

Bond Development Committee Meeting #1 (November 18, 2025)

- Review committee charter, roles and responsibilities, group norms and meeting schedule
- Present bond planning timeline
- District instructional vision
- Highlights from LRFP & Previous Bond Development effort
- Bond financing scenarios
- Listening and Learning session feedback

Bond Development Workplan

December 2025

Steering Committee Meetings (Virtual, Biweekly)

- Prepare and review polling
- Plan and prepare for BAC meetings
- Prepare for presentation to school board

Bond Development Committee Meeting #2 (December 1, 2025)

- Draft North Stars and Implications for bond planning
- Broad overview of documented facilities needs
- Small group project identification exercise
- Tension exercises & large group discussion

Bond Development Committee Meeting #3 (December 18, 2025)

- Small group development of bond project list
- Revisit prioritization and alignment with North Stars and planning implications

Bond Development Workplan

January 2026

Bond Development Committee #4 (January 26, 2026)

- Presentation of updated tiered project list (based on group work)
- Project cost estimates
- Community polling results
- “Build a Bond” exercise

February 2026

Bond Development Committee #5 (February 10, 2026)

- Presentation and discussion on final recommended bond package
- Vote on final recommendation
- Next steps

An equitable approach to planning



What audiences do we center in the work?

 AUDIENCES TO CENTER	 OUTREACH STRATEGIES	 TRUSTED CONNECTIONS	 OBSTACLES TO PARTICIPATION

Listening & Learning: Purpose & Intention

What can the people who are most impacted by inequity in our district tell us about our facilities?

We invite stories and experiences in Listening & Learning – and it’s important that these are facilitated in safer spaces! These are not sessions that are about opinions and reactions to something, but rather opportunities for people to share their own experiences. We work with the steering committee to set guardrails that give us the tools to set and manage expectations.

Listening & Learning: Outcomes

In Listening & Learning, we rarely get a laundry list of things people want to see or ‘demands’ – instead, we hear impactful stories. These are the kinds of things we have heard in sessions that ask those ‘big picture’ questions.

“In my household it is only one culture really, both of my parents only speak Spanish. They both come from Mexico, but I feel like I am bi-cultural because when I leave the house, it is like a different little world. Like I am crossing the border when I walk out my front door. I’ve been in Newberg my whole life. I was a student at the school that I teach in now. So I call it assimilating, you know, becoming like a clone of yourself. It’s just something that like, I’ve always had to live with. It’s kind of been like my family, like I’m known as Mexicana. Then over here, I’m in the other world of, you know, white people, and they’re like, ‘oh, but you sound different.’ And I was like, okay, so no one accepts me for me. I’m just stuck in the middle, I guess.”

- BIPOC Teacher

“The computer design classroom blocked off natural light, and reinforced stereotypes about computer people not liking to be outside. When we have windows and natural light in a classroom, I feel more welcome, and more creative.”

- High School student

“In the BSU room, there’s big windows on one side and [the teacher] always has natural light. And on the wall, she has put pictures of Black history leaders ...Every time I go in there, it lifts me up. I don’t see a lot of these things from the diverse side of this school. So being able to go in there and look at the wall and see that: it’s very enlightening. If I’m having a bad day, I can read it and be like, okay, motivation. Cool.”

- Black student

“I have a lot of kids who say passing time is scary for various reasons... four minutes to figure out your locker, maybe go to the bathroom if you can remember to do that in all that chaos. In four minutes. In a gendered bathroom. And you have to out yourself to ask for a key to go somewhere else, that’s actually used by staff and some staff may give you a difficult time about it...students have to ask for a key because it’s a staff bathroom.”

- LGBTQ staff

“If it’s just a little bit warm out, it gets really bad. Temperature control is really hard – it feels like every class is on a different continent.”

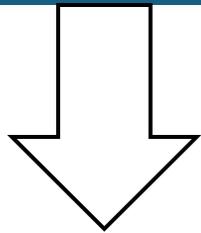
- GSA student

““We need better air filtration. 4th and 5th graders are smelly. And the gender non-conforming students are even more hyper aware of themselves.”

- LGBTQ staff

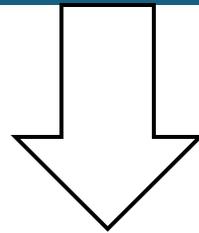
Listening & Learning: Outcomes

Incorporating these stories into our decision-making framework ensure that we're thinking about those impacted at every step – a more equitable process.



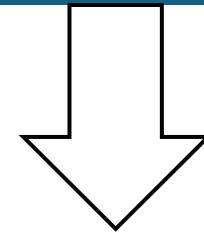
Development of Guiding Principles and Planning Implications by SBAC

These stories forms part of the 'why' of a bond – a complement to the quantitative data.



Key messages and communication tools

The stories we gather illuminate things we might not know, or think about – they tell us what we might be missing.



Potential refinement of the bond package/scope or information about other issues.

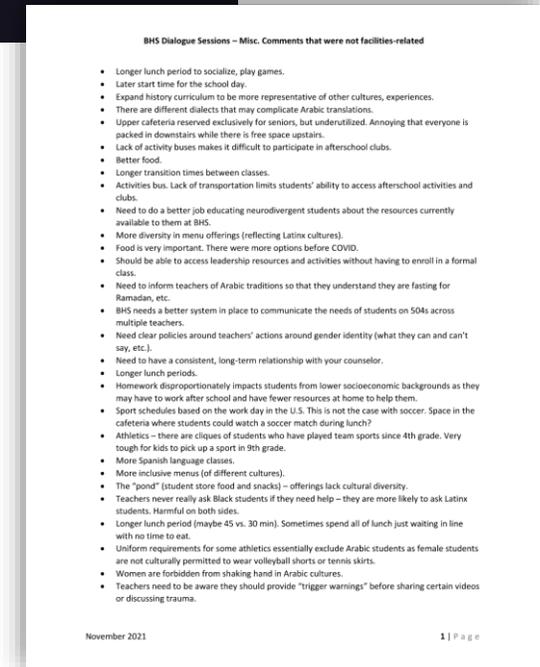
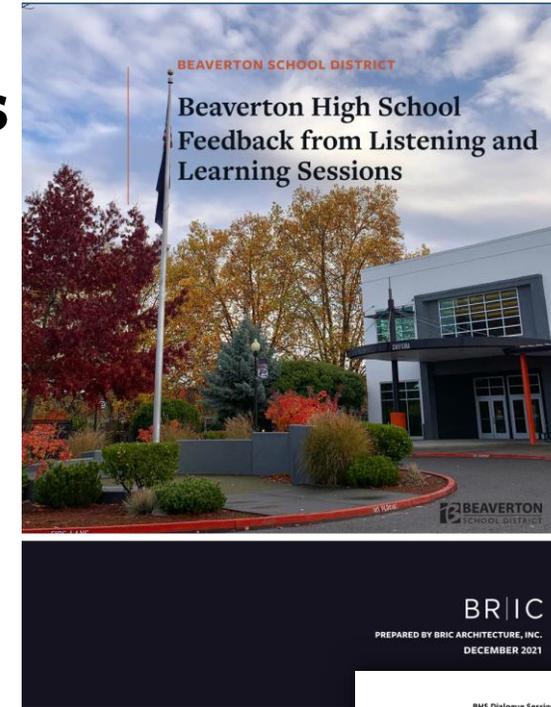
Listening & Learning: Managing Expectations

Possibility: People share things that they want that will not make it into the bond.

- **Ways to deal:** We'll set context during the start of sessions, and gently remind people of the purpose and intention of the bond – this isn't to limit their dreaming, but to ground them in reality. We'll carefully facilitate these sessions to bring folks back to the purpose and intention.

Possibility: People share feedback that has nothing to do with facilities – or things that might not make it into the bond.

- **Ways to deal:** This happens all the time. For our work with Beaverton School District, we gathered all feedback from L&L participants. Then, we created a Listening & Learning report that synthesized the feedback most relevant to facilities for the committee – but we also compiled other feedback (about policies, teaching and learning, etc.) into a separate document and brought that to District staff. Participants were made aware of the scope of our sessions (mostly looking at facilities), and this also offered an opportunity for staff to glean feedback without overburdening groups with more sessions.



Board Bond Vision

- What is your vision for a potential Capital Improvement Bond?

Board Bond Vision

- What is your vision for a potential Capital Improvement Bond?
- What would you like the Bond Development Committee to consider as they develop their recommendation?



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To: Board of Directors

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Summary / Background:

The Board Chair will adjourn the meeting.

Previous Board Action:

Not Applicable.

Financial Implications:

Not Applicable.

Motion:

Not Applicable.