



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**

October 12, 2022

7:00 PM

Wood Village City Hall

24200 NE Halsey

Wood Village, Oregon 97060

I.	6:00p - Executive Session	2
	The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.	
II.	7:00p - Call to Order	3
	A. Roll Call	
	B. Land Acknowledgement	4
III.	7:05p - Public to be Heard	5
IV.	7:20p - Superintendent Goal Performance Measures	6
	A. Concerns with Metrics	
	B. Ideas of How to Get There / Solutions	
	C. Questions	
	D. Bargaining Group Input (how can REA/OSEA support?)	
V.	7:40p - Board and Superintendent Guardrails	
	A. Concerns with Metrics	
	B. Ideas of How to Get There / Solutions	
	C. Questions	
	D. Bargaining Group Input (how can REA/OSEA support?)	
VI.	8:00p - Student Outcome Goals	
	A. Concerns with Metrics	
	B. Ideas of How to Get There / Solutions	
	C. Questions	
	D. Bargaining Group Input (how can REA/OSEA support?)	
VII.	8:30p - Adjourn	32



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To: Board of Directors
From: Ana Gonzalez Muñoz, Board Chair
Prepared by: Kaylie Jeffries, Board Secretary
Subject: Executive Session

Policy: [Executive Session – BDC](#)

Date: October 12, 2022

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

The Reynolds School Board will meet in Executive Session at 6:00p.

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: October 12, 2022

Action	<input checked="" type="checkbox"/>
Report	<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. Roll Call
 - Position 1: Vice Chair Aaron Muñoz
 - Position 2: Director Spencer Chao
 - Position 3: Director Michael Reyes
 - Position 4: Director Cayle Tern
 - Position 5: Director Yesenia Delgado
 - Position 6: Chair Ana Gonzalez Muñoz
 - Position 7: Director Francisco Ibarra
- c. Land Use Acknowledgement

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.



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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: October 12, 2022

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

Connection to School Board Core Beliefs and Commitments

Safety Equity Instructional Practice Organizational Culture

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 before the beginning of the meeting. The first 7 submissions will be able to speak for 3 minutes.

Written Public Comment can be submitted on the RSD website at any time.



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To: Board of Directors

From: Ana Gonzalez Muñoz, Board Chair

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Open Discussion with Bargaining Units on Goals, Performance Measures, and Guardrails

Policy: [District Goals – AE](#)

Date: October 12, 2022

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

Last summer, Board members began an extensive Board Governance training with Dr. Jacinto A. Ramos, Jr., Ed.D. Through these trainings, the Board decided to prioritize student outcomes (a measure of school system results that are focused on student results rather than adult results, measuring what students know).

The Board selected student outcome-based goals and created both Board and Superintendent Guardrails. Superintendent Goal Performance Measures were created to go with each Board Student Outcome Goal, focusing on students who have been marginalized. SMART goals were created to go with each Guardrail. These Goal Performance Measures and SMART Goals will be used for the Superintendent’s 22-23 Evaluation.

REA and OSEA members will have an open discussion with the Board of Directors about these goals, performance measures, and guardrails.

Previous Board Action:

Not Applicable

Background:

Not Applicable

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable



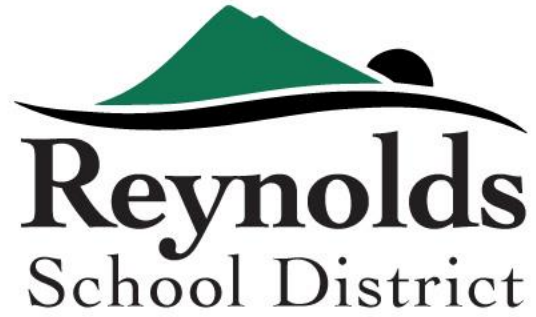
Student Outcomes Focused Governance Model

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

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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.

Board Student Outcome Goals & Superintendent Goal Performance Measures

Board Student Outcome Goals

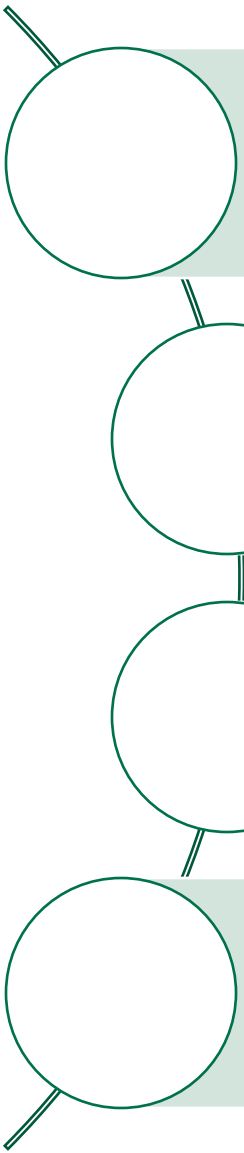
Goal 1.i: 3rd Grade Reading

Increase the percentage of 3rd grade students whose scores on STAR Reading meet or exceed grade level benchmark from 22% to 80% by August 2026.

11

Baseline (Fall 2021)	August 2022	August 2023	August 2024	August 2025	August 2026
22%	32%	(40%)	(52%)	(66%)	(80%)

Superintendent Goal Performance Measures



Goal 1.ii.a: Increase the percentage of 3rd grade students who receive English Language Learner services and whose scores on STAR Reading meet or exceed benchmark from 16% to 30% by August 2023.

Goal 1.ii.b: Increase the percentage of 3rd grade students who receive Special Education services and whose scores on STAR Reading meet or exceed benchmark* from 22% to 34% by August 2023.

12

Goal 1.ii.c: Increase the percentage of Black/African American 3rd grade students whose scores on STAR Reading meet or exceed benchmark from 27% to 38% by August 2023.

Goal 1.ii.d: Increase the percentage of Latino 3rd grade students whose scores on STAR Reading meet or exceed benchmark from 24% to 35% by August 2023.

Board Student Outcome Goals

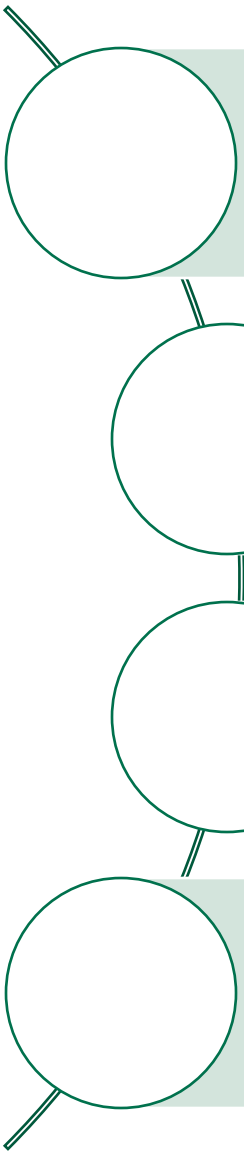
Goal 2.i: 5th Grade Math

Increase the percentage of 5th grade students whose scores on STAR Math meet or exceed grade level benchmark from 27% to 80% by August 2026.

13

Baseline (Fall 2021)	August 2022	August 2023	August 2024	August 2025	August 2026
27%	32%	(41%)	(51%)	(64%)	(80%)

Superintendent Goal Performance Measures



Goal 2.ii.a: Increase the percentage of 5th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark from 19% to 31% by August 2023.

Goal 2.ii.b: Increase the percentage of 5th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark from 20% to 32% by August 2023.

14

Goal 2.ii.c: Increase the percentage of Black/African American 5th grade students whose scores on STAR Math meet or exceed benchmark from 30% to 42% by August 2023.

Goal 2.ii.d: Increase the percentage of Latino 5th grade students whose scores on STAR Math meet or exceed benchmark from 27% to 37% by August 2023.

Board Student Outcome Goals

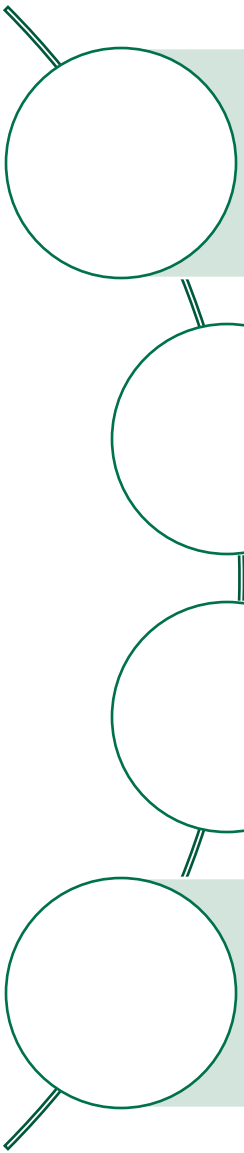
Goal 3.i: 8th Grade Math

Increase the percentage of 8th grade students whose scores on STAR Math meet or exceed grade level benchmark from 24% to 80% by August 2026.

15

Baseline (Fall 2021)	August 2022	August 2023	August 2024	August 2025	August 2026
24%	26%	(40%)	(53%)	(66%)	(80%)

Superintendent Goal Performance Measures



Goal 3.ii.a: Increase the percentage of 8th grade students who receive English Language Learner services and whose scores on STAR Math meet or exceed benchmark from 18% to 32% by August 2023.

Goal 3.ii.b: Increase the percentage of 8th grade students who receive Special Education services and whose scores on STAR Math meet or exceed benchmark from 15% to 30% by August 2023.

16

Goal 3.ii.c: Increase the percentage of Black/African American 8th grade students whose scores on STAR Math meet or exceed benchmark from 17% to 31% by August 2023.

Goal 3.ii.d: Increase the percentage of Latino 8th grade students whose scores on STAR Math meet or exceed benchmark from 32% to 46% by August 2023.

Board Student Outcome Goals


Goal 4.i: 9th Grade On Track

Increase the percentage of 9th grade students who are on track to graduate from 47% to 90% by August 2026.

17

Baseline (Fall 2021)	August 2022	August 2023	August 2024	August 2025	August 2026
47%	(55%)	(65%)	(77%)	(85%)	(90%)

Superintendent Goal Performance Measures



Goal 4.ii.a: Increase the percentage of 9th grade students who receive English Language Learner services that are on track to graduate from 52% to 62% by August 2023.

Goal 4.ii.b: Increase the percentage of 9th grade students who receive Special Education services that are on track to graduate from 49% to 59% by August 2023₁₈.

Goal 4.ii.c: Increase the percentage of Black/African American 9th grade students that are on track to graduate from 53% to 63% by August 2023.

Goal 4.ii.d: Increase the percentage of Latino 9th grade students that are on track to graduate from 48% to 58% by August 2023.

Board Student Outcome Goals

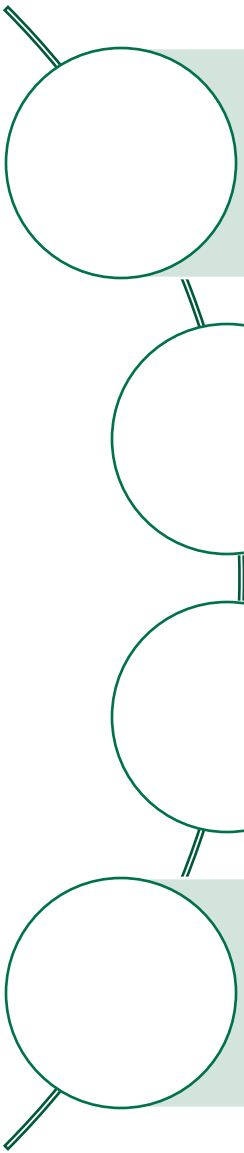
Goal 5.i: 4 Year Graduation Rate

Increase the percentage of the 4 Year cohort graduation rate from 57% to 85% by August 2026.

19

Baseline (Fall 2021)	August 2022	August 2023	August 2024	August 2025	August 2026
57%	(60%)	(65%)	(72%)	(81%)	(85%)

Superintendent Goal Performance Measures



Goal 5.ii.a: Increase the percentage of 12th grade students who receive English Language Learner services that graduate on time (4-Year Cohort) from 50% to 60% by August 2023.

Goal 5.ii.b: Increase the percentage of 12th grade students who receive Special Education services that graduate on time (4-Year Cohort) from 52% to 62% by August 2023.

20

Goal 5.ii.c: Increase the percentage of Black/African American 12th grade students that graduate on time (4-Year Cohort) from 60% to 68% by August 2023.

Goal 5.ii.d: Increase the percentage of Latino 12th grade students that graduate on time (4-Year Cohort) from 60% to 68% by August 2023.

Board Guardrails (iii)

Board Guardrails

Specific operational actions or class of actions the Board places on itself and/or members that support behaviors that keep the boards' focus on board work, align with the vision, and grounded in community values.

22

Board Guardrails

The Board, either collectively or through the actions of individual Board Members, shall not:

- 1.iii: Direct or appear to direct staff on day-to-day operations.
- 2.iii: Allow more than 12 months to pass from reviewing board operating policy and procedures
- 3.iii: Deviate from the agenda once it is set 72 hours in advance.
- 4.iii: Engage in personal or political attacks (publicly or privately) against one another.

23

Superintendent Guardrails (iv)

Superintendent Guardrails

Specific operational actions or class of actions the Superintendent may not use or allow that are aligned with the vision and grounded in community values.

Superintendent Guardrail Smart Goals

Guardrail 1.iv: The Superintendent shall not fail to address safety concerns from the Reynolds community.

- **1.iv.a:** By June 2023, 80% of all staff incident reports will be responded to within 48 hours.
- **1.iv.b:** By Fall 2022, Reynolds School District will implement a bullying prevention and education campaign in order to gather baseline data which will inform the Social/Emotional Curriculum Adoption.
- **1.iv.c:** By June 2023, 100% of all Campus Monitors will be Mandt System trained. (Mandt training helps to develop a culture that provides for the emotional, psychological, and physical safety for students and staff.)

26

Superintendent Guardrail Smart Goals

Guardrail 2.iv: The Superintendent shall not allow staff turnover rate to increase or remain the same, specifically for hard-to-fill positions.

- **2.iv.a:** By June 2023, the retention rate of certified staff will increase from 95% to 97%.
- **2.iv.b:** By June 2023, the retention rate of classified staff will increase from 92% to 94%.
- **2.iv.c:** By June 2023, the retention rate of BIPOC certified staff will increase from 94% to ²⁷96%.
- **2.iv.d:** By June 2023, the retention rate of BIPOC classified staff will increase from 93% to 95%.
- **2.iv.e:** By June 2023, the retention rate of high-need area certified staff will increase from 94% to 96%.
- **2.iv.f:** By June 2023, the retention rate of high-need area classified staff will increase from 88% to 90%.

Superintendent Guardrail Smart Goals

Guardrail 3.iv: The Superintendent shall not propose Board Action without first having engaged students, parents, community, and staff.

- **3.iv.a:** By June 2023, Reynolds School District will increase the participation of students, families, staff, and the community to participate in budget meeting decisions by 10%.
- **3.iv.b:** By June 2023, Reynolds School District will increase the number of opportunities⁸ for students, families, staff, and the community to participate in decision making around the Oregon Department of Education Integrated Guidance by holding a minimum of five listening sessions.

Superintendent Guardrail Smart Goals

Guardrail 4.iv: The Superintendent shall not make decisions without centering the impact on the mental well-being of students, their families, and staff.

- **4.iv.a:** By June 2023, Reynolds School District will increase the percent positive on the Center for Educational Effectiveness EES-Student Survey, "Supportive Learning Environment" 2-Year Trend from 60% to 65%.
- **4.iv.b:** By June 2023, the percentage of Reynolds School District students who say they identify someone at school they can ask for help will increase from 70% to 75% as evidenced by the Healthy Teen Survey.
- **4.iv.c:** By June 2023, Reynolds School District will increase the number of contacts made by School Counselors and Social Workers by 10%.

29

Superintendent Guardrail Smart Goals

Guardrail 5.iv.: The Superintendent shall not operate without examining data annually to ensure there are no inequitable impacts for students who have been marginalized.

- **5.iv.a:** By June 2023, Reynolds School District will increase the yearly attendance rate of Latino students from 72% to 82%* (*2020-2021 Data)
- **5.iv.b:** By June 2023, Reynolds School District will increase the yearly attendance rate of Black/African American students from 70% to 80%. ³⁰
- **5.iv.c:** By June 2023, Reynolds School District will increase the percentage of Latino students from 25% to 30% and the percentage of Black/African American students from 4% to 9% that are identified for Talented and Gifted Services (TAG).
- **5.iv.d:** By June 2023, Reynolds School District will decrease the disparity between the number of Black/African American students, in comparison to their peers, who are referred for discipline referrals by 5%.



Questions



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

To: Board of Directors
From: Ana Gonzalez Muñoz, Board Chair
Prepared by: Kaylie Jeffries, Board Secretary
Subject: Adjourn
Policy: [Board Meetings – BD/BDA, Conduct of Board Meetings – BDDF](#)
Date: October 12, 2022

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

Adjournment

