



*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**

April 13, 2022

7:00 PM

Virtual Meeting

I.	<b>5:30p - Professional Development</b>	
II.	<b>7:00p - Call to Order and Land Acknowledgement</b>	<b>2</b>
III.	<b>7:05p - Public to be Heard</b>	<b>4</b>
IV.	<b>7:20p - Bond Presentation</b>	<b>5</b>
V.	<b>7:50 - Policy Update</b>	
	A. JEBA: Early Entrance into Kindergarten/First Grade	38
VI.	<b>8:00p - Action Item: RHS Speech and Debate Field Trip</b>	<b>58</b>
VII.	<b>8:05p - Adjourn</b>	<b>68</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: Call to Order**

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

Date: April 13, 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 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.



*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: Public to be Heard**

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

Date: April 13, 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 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.



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

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Hank Bauer, Administrative Analyst to the Assistant Superintendent of Student & Family Services

**Subject: Reynolds School District Intro to School Construction Bonds**

Policy: [Board Powers and Duties – BBA](#)

Date: April 13, 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:**

The Board will hear a presentation from Construction Services Group (CSG), a program of ESD 112, introducing school facilities bonds for Reynolds School District. The presentation will include information that the Board needs to be aware of regarding the facilities bond process and timeline.

**Previous Board Action:**

On September 22, 2021, the Board of Education approved an intergovernmental agreement with CSG ESD 112 for planning and research for a future facilities bond for Reynolds School District.

**Background:**

Not Applicable

**Financial Implications:**

Not Applicable

**Alternatives:**

Not Applicable

**Staff Recommendation:**

Not Applicable

**Motion:**

Not Applicable



# REYNOLDS SCHOOL DISTRICT INTRO TO SCHOOL CONSTRUCTION BONDS

April 2022

7

BUILDING FOR OUR FUTURE – BOND/LEVY PLANNING



**CSG**

A program of ESD 112.

1

# PRESENTATION SUMMARY

- **What is a Bond?**
- **Why Ask Voters for a Bond?**
- **District Needs for a Bond**
- **Getting to the “Bond Story”**
- **Bond Costs and Taxpayer Impacts**
- **Key Next Steps for a Bond Election in 2023**

8



**CSG**

A program of ESD 112.

4/5/2022

2

# RSD PRINCIPLES FOR THE BUILT LEARNING ENVIRONMENT

## Equitable Learning

Support for hearing all voices and perspectives

## Long-Term Capacity

Meet changing enrollment and learning needs

## Adaptable & Durable

Meet current and future educational, functional, and community needs

## School as Community Hub

Available and Welcoming

## Safe & Healthful

Protecting Students, Faculty, Staff, Parents, & Community Visitors

9



**CSG**

A program of ESD 112.



10

# WHAT IS A BOND?



**CSG**

A program of ESD 112.

# WHAT IS A BOND?

**A bond is a type of loan – investors loan money to the school district to pay for large \$\$ capital projects which cannot be funded with district operating budgets**

11

**It is a formal written promise to repay a specified dollar amount at a certain time with a stated rate of interest**



**CSG**

A program of ESD 112.

# WHAT IS A BOND?

- **Used to finance large capital building renovations, new buildings, and/or replacements of facilities infrastructure systems which have gone beyond their useful life due to old age**
- **Must be approved by District voters**
- **Voter approval authorizes District to sell bonds (up to the \$ listed in the bond measure)**
- **Taxes will be levied in the amount necessary to pay the principal and interest on the bonds**
- **Tax amount is based on valuation of taxpayer's property**



# WHAT CAN A BOND PAY FOR?

Oregon Constitution specifies that capital “improvements” may include:

- New construction
- Reconstruction/Replacement
- Major Additions
- Remodeling, Renovation & Rehabilitation
- Furnishings, fixtures and equipment for the improvements
- Land Acquisition

13

May **NOT** be used for:

- Routine maintenance and repair
- Any other District Operating Budget expenditures



**CSG**

A program of ESD 112.

# ELECTION DATES

## Four election dates to choose from:

 **MAY**  
No Voter Turnout  
Requirement

**NOVEMBER**  
No Voter Turnout  
Requirement

*May or November are typically most successful for schools*

14

**MARCH**  
50% Voter Turnout  
Requirement

**SEPTEMBER**  
50% Voter Turnout  
Requirement



**CSG**

A program of ESD 112.

# DISTRICT TASKS FOR BOND MEASURES

- 1. Authorization to form Bond Planning Committee**  
**(May 2022)**
- 2. Authorization to form Bond Campaign Committee**  
**(Fall 2022 – District actions must follow public disclosure laws)**
- 3. District’s Bond Counsel (Attorney) Prepares 2 Board Resolutions:**
  - Resolution authorizing election and ballot title**  
**(November 2022)**
  - Resolution authorizing issuance and sale of the bonds** **(after successful election)**



# WHY ASK VOTERS TO PAY FOR A BOND?



**CSG**

A program of ESD 112.

# WHY DO WE ASK VOTERS FOR SUPPORT?

**School districts are the steward of public educational facilities with all financial responsibilities and liabilities to safely operate and maintain them. School districts invest in the renewal or replacement of school facilities due to:**

- **Aging, original poorly-designed facilities, or spaces which no longer can safely or efficiently serve as instructional areas.** <sup>17</sup>
- **Building systems (including expensive HVAC, Electrical Lighting, Fire & Life Safety) have reached the end of their useful life**
- **Aging infrastructure systems cannot support changing building code, indoor air quality, and energy conservation best practices**
- **Inequities in “facility quality” across the District**



# WHY DO WE ASK VOTERS TO APPROVE A BOND?

- **Construction and facility improvements are VERY EXPENSIVE and INCREASING EACH YEAR**
- **Not enough funds in the yearly capital reserves (for RSD ~\$3M per year) to fund needs**

18



**CSG**

A program of ESD 112.

4/5/2022

12

# MINOR CAPITAL PROJECTS

## FROM THE RSD 2021 LONG-RANGE FACILITY PLAN

- **Safety & Security**
- **Accessibility**
- **Hazardous Materials Abatement**
- **Site Improvements: Driveways, Sidewalks, Fencing, Fields, Drainage**
- **Building Systems: HVAC, Plumbing, Electrical**
- **Building Envelope: Roof, Windows, Doors**
- **Athletic Facilities & Gyms**
- **Playgrounds: Equipment, Surfacing, Covered Play**
- **Furniture, Fixtures & Equipment (FF&E)**
- **Minor Renovations for more Efficient Instructional Space**
- **Informational Technology and Management Tools**

19

**325+**  
**Minor Capital**  
**Projects @ ~\$150M**  
(in 2020 \$)



**CSG**

A program of ESD 112.

# MORE EXPENSIVE OVER TIME

**\$150  
Million**  
(3Q2020)



**\$170  
Million**  
(2Q2022)

Compare to the District's \$3M annual capital budget!



**CSG**

A program of ESD 112.

# WHY SO EXPENSIVE?

- **Building Longevity** – public school buildings are constructed to last 50+ years
- **Commercial-Quality** building equipment and materials are durable and long lasting before needed to be replaced
- **Public Works** construction must pay building code compliant, pay Prevailing Wage Rates, and meet new land use regulatory conditions
- **Escalation:** skilled building trade labor and material costs are accelerating

21



**CSG**

A program of ESD 112.

4/5/2022

15

# QUALITY IS A MAJOR DRIVER OF COST



**Yugo \$**



**Buick \$\$**



**Cadillac \$\$\$**

What is a reasonable level of quality for Reynolds School District?



**CSG**

A program of ESD 112.

# GOALS OF BOND 2023



# WHY A MAY 2023 BOND?

## Create a 21st Century Learning Environment

*Priorities to support student academic outcomes*

- Indoor Air Quality (HVAC)
- Safety & Security
- Athletic Facilities, Playgrounds & Covered Play Areas
- Technology Replacement & Upgrades
- Accessibility for All
- Equity Across District
- Community Partnerships

24



**CSG**

A program of ESD 112.

# DISTRICT-WIDE IMPROVEMENTS UNDER DISCUSSION

- **Repair or replace aging or worn-out building systems and finishes**
- **Replacement or modernization of oldest buildings**
- **HVAC Upgrades – thermal comfort, ventilation, energy savings**
- **Creation of space for expanded or new programs - Flexible learning spaces; specialty elective programs, CTE, STEAM**
- **Site Improvements – playgrounds, covered play, driveway/parking lots**
- **ADA & Special Ed Upgrades**
- **Safety and Security Upgrades – update/add cameras, exterior lighting, PA/Intercom**
- **Creation of Space for Future Enrollment – based on consideration of each school’s functional capacity / replace portables**
- **Technology Upgrades**
- **High School Stadium and districtwide athletic facility improvements**

25



**CSG**

A program of ESD 112.

# FOCUS ON INDOOR AIR QUALITY FOR IMPROVED LEARNING ENVIRONMENTS

- **State-of-the-art filtration systems and improved outside air circulation to mitigate virus transmission**
- **Ability to maintain school operations during wildfires, hazardous materials spills on rail/roadways, high heat or cold conditions**
- **Energy-efficient HVAC systems to ensure appropriate room temperatures for classroom and other instructional areas**



# BOND STORY FOR THE COMMUNITY



**CSG**

A program of ESD 112.

# HOW DO WE DECIDE?

**District Debt Capacity**  
*How much can we afford?*

*Max = 7.95% of District's  
real market value*

*Tempered by*

**Taxpayer Impact**  
*How much "pain" will taxpayers accept?*

*Determines*

**Maximum  
Bond Amount**

=

**Total Project Cost  
Major Capital**  
Construction of new or  
replacement schools, major  
modernizations

+

**Total Project Cost  
Minor Capital**  
Updating building systems,  
site improvements, roof  
replacements, etc.

**BOND SCENARIO**

28



**CSG**

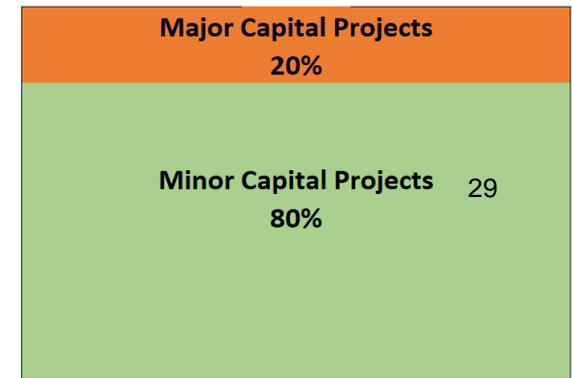
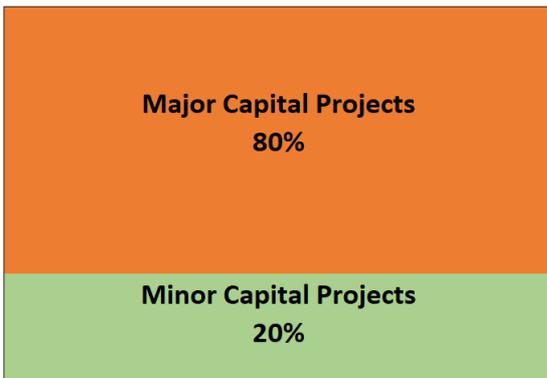
A program of ESD 112.

4/5/2022

22

# WHAT IS IN A BOND MEASURE?

## Ratio of Major Capital Projects vs Minor Capital Projects



Consider: Debt Capacity & Taxpayer “Support Threshold”



**CSG**

A program of ESD 112.

# POTENTIAL BOND SCENARIOS

**“Bare Bones”  
HVAC Upgrades  
\$92.4M**

*Note: Cost benchmarks are preliminary and have been escalated to Y2023\$*

**“Fix the Elders”  
HVAC Upgrades  
Remodel 4 Oldest  
Elementaries  
\$166.4M**

**“Fix the Elders +MS”  
HVAC Upgrades  
Remodel 4 Oldest  
Elementaries + RMS  
\$234.1M**

30

**“Replace the Elders”  
HVAC Upgrades  
Replace 4 Oldest  
Elementaries  
\$209.1M**

**“Replace the Elders +MS”  
HVAC Upgrades  
Replace 4 Oldest  
Elementaries + RMS  
\$297.5M**



**CSG**

A program of ESD 112.

# DISTRICT PROJECTED DEBT CAPACITY

	2023
Change in Assessed Value	3.25%
Statutory Capacity Rate	7.95%
Total Statutory Capacity	\$654,684,699
Less: Outstanding Voted Debt	(\$10,396,250)
Remaining Capacity	<b>\$644,288,449</b>

31



*Data provided by District's Financial Advisor, D.A. Davidson*



**CSG**

A program of ESD 112.

# TAXPAYER IMPACT EXAMPLES

Bond Scenario	Bond Amount	Tax Increase per \$1,000 over 30 years
Bare Bones	\$92.4M	\$0.474
Fix Elders	\$166.4M	\$0.853
Fix Elders +MS	\$209.1M	\$1.072
Replace Elders	\$234.1M	\$1.200
Replace Elders +MS	\$297.5M	\$1.525

32

The scenarios create a tax increase in FY2024 then a drop in 2036 when the 2015 bond drops off. The first 4 scenarios could be generated by maintaining the existing \$1.80 tax rate for less than 30 years.

**Note: These are not proposed taxes but are shown as example tax rates resulting from different potential bond amounts.**

*Data provided by District's Financial Advisor, D.A. Davidson*



**CSG**

A program of ESD 112.

# TIMELINE & TASKS

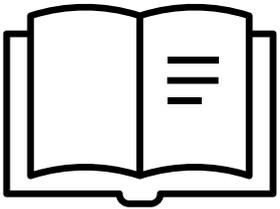


**CSG**

A program of ESD 112.

# BOND PLANNING PROCESS

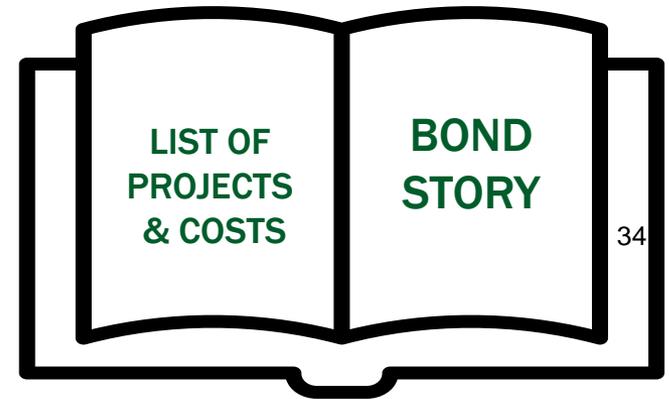
2014 & 2021  
Facility Plans



ANALYZE



SYNTHESIZE



Building Condition  
Assessments



Staff & Community Input



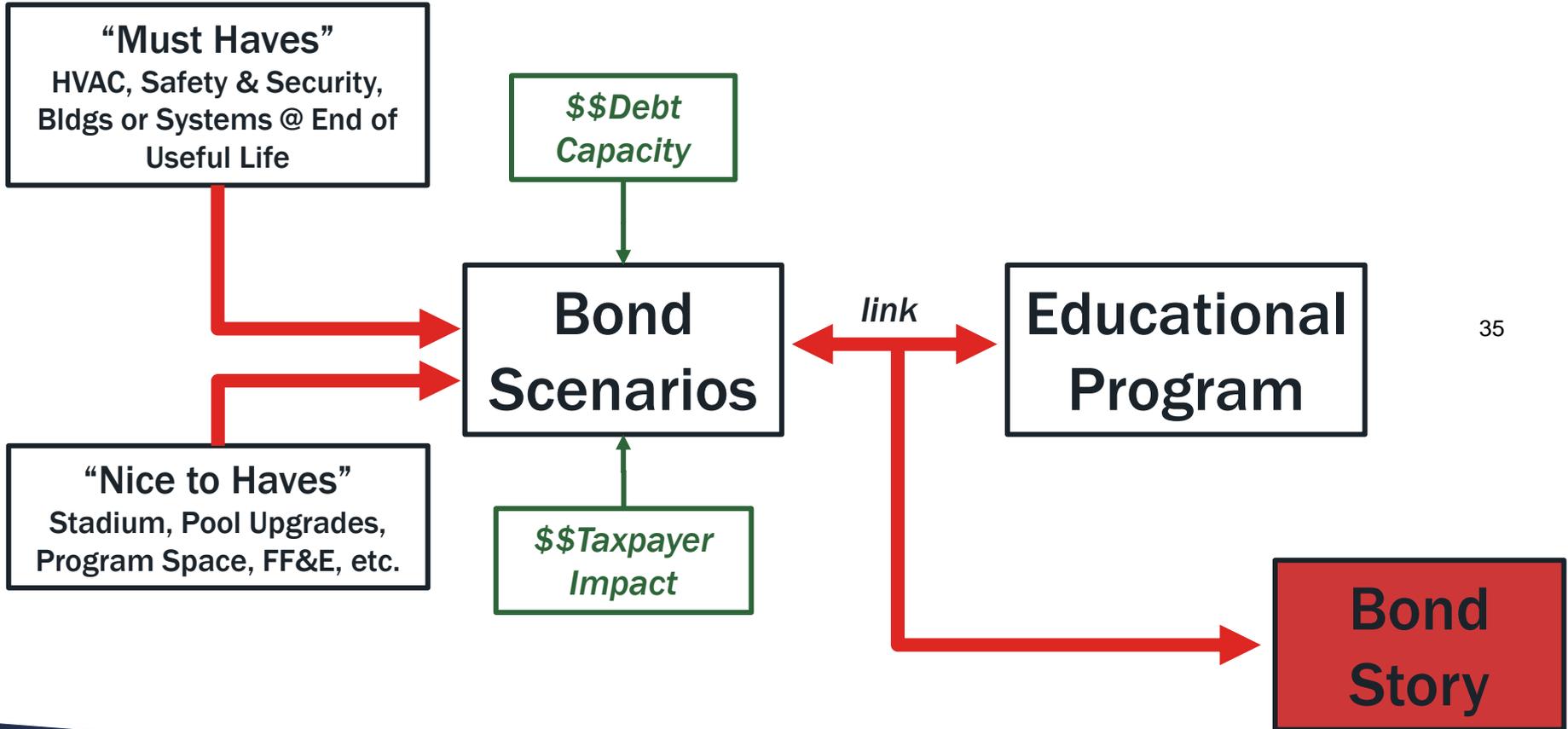
MAY 2023



CSG

A program of ESD 112.

# PATH TO YOUR BOND STORY FOR YOUR COMMUNITY



35



**CSG**

A program of ESD 112.

4/5/2022

29

# POTENTIAL TIMELINE

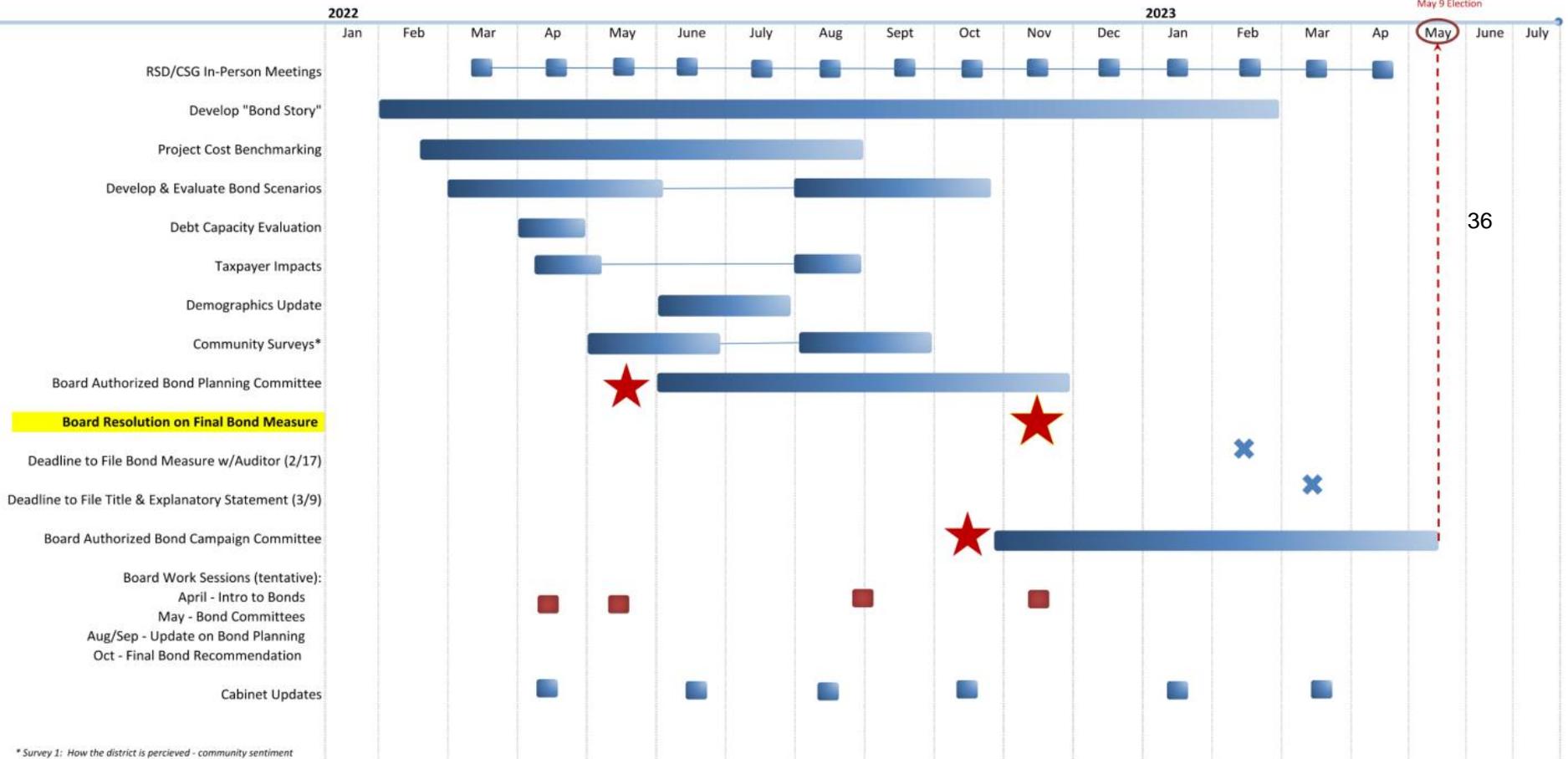


## Reynolds School District Visual Timeline

Draft for Discussion - Timeline will be updated as bond process evolves

★ = Board Action

Updated: 4/5/22



36

\* Survey 1: How the district is perceived - community sentiment  
 Survey 2: Scope of bond and cost implications...this is what we need to do and this is what it costs...testing multiple scenarios

# CLOSING THOUGHTS

- **A bond measure is not about space and facilities, but how those facilities will support the educational mission and the kids' futures.**
- **Building conditions have a direct impact on optimizing student learning outcomes.**

37



**CSG**

A program of ESD 112.



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

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Hank Bauer, Administrative Analyst to the Assistant Superintendent of Student & Family Services

**Subject: Early Entrance Policy (JEBA) Recommendations for the School Board – Presentation**

Policy: [Early Entrance into Kindergarten/First Grade – JEBA](#)

Date: April 13, 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:**

The Early Entrance Policy (JEBA) is being recommended by Reynolds School District staff to be eliminated or revised to create more equity for all students across the district. The following presentation will outline the reasons for eliminating or revising the policy backed by financial concerns and student academic achievement data.

**Previous Board Action:**

Not Applicable

**Background:**

A child turning age five or six after September 1 but prior to November 15 qualifies for consideration of admittance to kindergarten or first grade. Requests for early entry will be taken from June 1 to July 31 of each school year. Early entry into kindergarten or first grade may be allowed for a student whose needs would best be met in the school program based on an analysis by qualified professional staff of his/her: cognitive development; social development, including emotional development and behavioral development; physical development. Parent(s)/Guardian(s) will be informed that test scores should be in the 95<sup>th</sup> percentile for their age in order to be considered for early admission into kindergarten/first grade.

This policy should be reviewed as it creates an inequity in current practice – it relies exclusively on parent nomination. There are cost concerns for families – \$150 to have child considered for early entry; cost concerns for the district – costs about \$1,000 per student to be assessed. There are also staffing concerns as the current process occurs in the summer when contract staff are not available.

**Financial Implications:**

Eliminating the Early Entrance Policy would save the district \$1,000 per student as well as extra time it takes staff members to assess students and evaluate their overall readiness for Early Entry.

**Alternatives:**

Two alternatives to eliminating the Early Entrance Policy would be to keep the current policy as is causing extra financial and time hardship to the district, or to revise the policy to create a more efficient process and continue to offer Early Entry.

**Staff Recommendation:**

The Board will review the policies as presented as a first reading. Staff recommends elimination of the policy after a second reading at the April 27, 2022 Board meeting.

**Motion:**

Not applicable. This is the first reading.



# Early Entrance Policy - JEBA

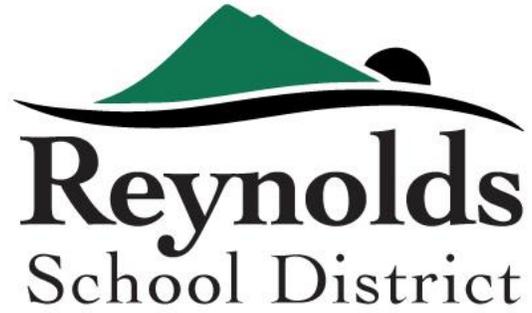
Recommendations for the School Board

*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.

# What is the current Early Entrance Policy (JEBA)?

- A child attaining age five or six after September 1 but prior to November 15 qualifies for consideration of admittance to kindergarten or first grade.
- Requests for early entry will be taken from June 1 to July 31 of each school year
- Early entry into kindergarten or first grade may be allowed for a student whose needs would best be met in the school program based on an analysis by qualified professional staff of his/her:
  1. Cognitive development
  2. Social development; including emotional development and behavioral development
  3. Physical development
- Parent(s)/Guardian(s) will be informed that test scores should be in the 95th percentile for their age in order to be considered for early admission into kindergarten/first grade.

42

# Reasons to review this policy:

- Inequity in current practice:
  - Process relies exclusively on parent nomination
  - Process relies heavily on cognitive and behavioral assessments which are historically biased against students from underrepresented populations
  - Inequitable for families who cannot access preschool
  - Majority families requesting early entry are white and English-speaking
- Cost concerns for families: \$150 to have child considered for early entry
- Cost concerns for the District: nationally standardized tests and staffing per current policy/practice costs about \$1000 per student being assessed
- Staffing concerns: current process happens during the summer when contract staff are not available

## Current assessment results for students accepted for early entry to kindergarten who are still in the district:

Student	Current grade	STAR math grade equivalent	STAR math percentile ranking	STAR reading grade equivalent	STAR reading percentile ranking
1	1	n/a	n/a	0.9 (kindergarten)	36 <sup>th</sup>
2	3	1.2 (1 <sup>st</sup> grade)	1 <sup>st</sup>	1.7 (1 <sup>st</sup> grade)	4 <sup>th</sup>
3	4	4.4 (4 <sup>th</sup> grade)	52 <sup>nd</sup>	4.8 (4 <sup>th</sup> grade)	61 <sup>st</sup>
4	4	greater than 7 <sup>th</sup> grade	97 <sup>th</sup>	greater than 7 <sup>th</sup> grade	99 <sup>th</sup>
5	4	5.4 (5 <sup>th</sup> grade)	80 <sup>th</sup>	greater than 7 <sup>th</sup> grade	99 <sup>th</sup>

44

Essentially, 3 students out of the 56 students assessed for early entry to kindergarten since the 2011-2012 school year were successful in completing the early entry process and maintaining or exceeding academic progress in a grade above their age-level peers.

## Recommendation:

### Eliminate JEBA Early Entry Policy entirely

- Early entry to kindergarten and first grade is **not** required by ODE
- RSD now conducts universal TAG screening in grades 2 and 3
- Committee\*\* surveyed 22 Oregon districts in the Portland metro area or of similar size to Reynolds School District
  - Four of the 22 districts do not allow early entry
  - North Clackamas SD does not permit early entry. Instead, they allow students to enter kindergarten at age 5 and then the district considers grade advancement once a student can be observed in the school setting and take universal kindergarten assessments.
  - RSD Grade advancement guidelines through the TAG program would allow a process similar to North Clackamas SD
- More equitable system as it is inclusive of all students and based on multiple data points collected within the school environment

45

**\*\*Committee consisting of Director of Special Education Services, several school psychologists, and the district TAG TOSA with input from multiple teachers and principals recommend this option.**

## Option if Board chooses NOT to eliminate policy:

### Revise JEBA Board Policy to:

- Change gendered language to gender neutral language
- Replace “Cognitive Development” with “Academic Readiness”

### Revise JEBA Early Entry Procedures to:

- Change dates to not have assessments completed in summer
- Replace cognitive assessments with academic readiness assessments
- Remove school psychologists from the assessment process
- Change cut score from the 95th percentile to the 80th percentile to be more inclusive of students from underrepresented populations.

## Option:

# Revise JEBA Early Entry Procedures

- Pros: Revised Procedures reduce some of the inequities in the current policy and process by using readily-available assessments that can be applied universally and conducted by a kindergarten or first grade teacher who is familiar with grade-level expectations both academically and behaviorally
- Pros: Reduces reliance on cognitive assessments that may be culturally biased.
- Cons: This revised process continues to charge a fee for early entry assessments, but the cost to the district is more aligned to the fee.
- Cons: Continues to rely on parent nomination rather than a universal standard by which all students are considered for advancement. This is less accessible to families who are unfamiliar with school processes or speak languages other than English.



Questions?

Thank you!



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

## Early Entry Policy—JEBA

### School Board talking points for policy review

#### Reasons to review this policy:

- Inequity in current practice:
  - Process relies exclusively on parent nomination
  - Process relies heavily on cognitive and behavioral assessments which are historically biased against students from underrepresented populations
  - Inequitable for families who cannot access preschool
- Cost concerns for families: \$150 to have child considered for early entry
- Cost concerns for the district: nationally standardized tests and staffing costs over \$1000 per student being assessed
- Staffing concerns: current process happens during the summer when contract staff are not available

The proposal to eliminate early entry to kindergarten and first grade aims to make the process for children and families more equitable by allowing all students access to kindergarten when they are 5 years old and then determining if students need grade acceleration after having opportunities to be assessed and observed in the school setting.

#### Data Collection:

Over the past 10 years, the district has received 56 requests for early entry to kindergarten. Of those 56 requests, all 56 students were assessed, and 6 students were recommended for early entry by the school psychologists following assessments and procedures for early entry. An additional 5 students were *not* recommended for early entry by the school psychologists but were granted early entry through the appeal process.

Due to staffing changes and recordkeeping discrepancies, **data is available on only 34 of the 56 students.**

Early Entry Information	Number of students
Nominated	56
Assessed	56
Found eligible through District assessment process	5
Accepted through appeal process	6
Total granted early entry	11
Available data	34
Assessed for EEK and still in District	23
Accepted to EEK and still in District	5

The following tables are based on the 34 students for whom data is available:

<b>Race / Ethnicity</b>	<b>Number of students</b>
American Indian / Alaskan Native	1
Asian	1
Black / African American	7
Hispanic	11
Native Hawaiian / Other Pacific Islander	0
Two or More	4
White	10

<b>Home Language</b>	<b>Number of students</b>
Arabic	1
Cambodian	1
English	26
French	1
Russian	1
Spanish	5

<b>EL Status</b>	<b>Number of students</b>
Active EL	8
Ineligible for EL services	3
Monitored EL	2
Not EL	21

<b>Additional Services</b>	<b>Number of students</b>
Eligible for Special Education services	3
504 plan	1
Title X	0
TAG	2

Current assessment results for students accepted for early entry to kindergarten who are still in the district:

<b>Student</b>	<b>Current Grade</b>	<b>STAR math grade equivalent</b>	<b>STAR math percentile ranking</b>	<b>STAR reading grade equivalent</b>	<b>STAR reading percentile ranking</b>
1	1	n/a	n/a	0.9	36 <sup>th</sup>
2	3	1.2	1 <sup>st</sup>	1.7	4 <sup>th</sup>
3	4	4.4	52 <sup>nd</sup>	4.8	61 <sup>st</sup>
4	4	>7	97 <sup>th</sup>	>7	99 <sup>th</sup>
5	4	5.4	80 <sup>th</sup>	>7	99 <sup>th</sup>

**Essentially, 3 students out of the 56 students assessed for early entry to kindergarten since the 2011-2012 school year were successful in completing the early entry process and maintaining or exceeding academic progress in a grade above their age-level peers.**

### **Recommendation: Eliminate JEBA Early Entry Policy entirely**

Early entry to kindergarten is *not* a required policy from ODE.

Of the 22 Oregon school districts that we surveyed in the Portland metro area or of similar size to Reynolds, 4 do not have early entry policies and they do not allow early entry at all.

North Clackamas is one school district that does not allow early entry. Instead, they allow students to enter kindergarten at the normal age (5) and will consider grade advancement once the student can be observed in the school setting.

We would recommend continuing our grade advancement practices as part of our TAG processes, similar to North Clackamas.

(See District Grade Advancement Guidelines

[https://www.reynolds.k12.or.us/sites/default/files/fileattachments/district/page/1759/rsd\\_grade\\_advancement\\_guidelines\\_revised\\_2019.pdf](https://www.reynolds.k12.or.us/sites/default/files/fileattachments/district/page/1759/rsd_grade_advancement_guidelines_revised_2019.pdf))

This is a more equitable system as it is inclusive of all students and based on multiple data points collected within the school environment and universal assessments conducted in kindergarten.

A committee consisting of the Director of Special Education Services, several school psychologists, and the district TAG TOSA with input from multiple teachers and principals recommend this option.

### **OPTION: Revise JEBA Early Entry Policy and Practices**

Revision of JEBA Early Entry Board Policy should include:

- Change gendered language to gender neutral language
- Replace “Cognitive Development” with “Academic Readiness”

Revision of JEBA-AR Early Entry Administrative Rule should include:

- Change the date by which a student must be 5 to enter kindergarten early (or 6 for 1<sup>st</sup> grade) from November 15 to September 30. This is consistent with other districts that allow early entry.
- Change the request date from June 15 to May 1 to avoid assessments being completed over the summer when contract staff are not available.
- Replace cognitive assessments with academic readiness assessments conducted by kindergarten and first grade teachers. Remove school psychologists from the assessment process.

- Change cut score from the 95<sup>th</sup> percentile to the 80<sup>th</sup> percentile to be more inclusive of students from underrepresented populations.
- An early entry committee at each building including the building principal and at least one kindergarten or first grade teacher will give the required assessments, review the student data, and determine whether a student qualifies for early entry. These school-based committees can calibrate assessment results with each other across the district for consistency and equity.

This revised process reduces some of the inequities in the current policy and process by using readily-available assessments that can be applied universally and conducted by a kindergarten or first grade teacher who is familiar with grade-level expectations both academically and behaviorally. It reduces reliance on cognitive assessments that may be culturally biased.

The revised process continues to charge a fee for early entry assessments, but the cost to the district is more aligned to the fee.

However, this process continues to rely on parent nomination rather than a universal standard by which all students are considered for advancement. This is less accessible to our families who are unfamiliar with school processes or speak languages other than English.

#### **Attachments:**

Proposed revised JEBA eliminating early entrance to kindergarten and first grade

Proposed revised JEBA

Proposed revised JEBA-AR



## Early Entrance\*\*

### Kindergarten Transfer

A student will be admitted to kindergarten if ~~his/her~~ their fifth birthday occurs on or before September 1, is a kindergarten student transferring from a public school in another district, or is recommended for early admission through the Early Intervention Program.

### First Grade Transfer

A student will be admitted into the first grade if ~~his/her~~ their birthday occurs on or before September 1. In addition, the student whose sixth birthday occurs after that date may be admitted to the first grade if ~~he/she~~ they:

1. Are a first-grade student transferring from a public school or from a district-approved private school;
2. Completed a successful year in a district-approved public kindergarten the previous year and would be continuing ~~his/her~~ their formal education.

### Early Entry for Kindergarten or First Grade

Early entry into kindergarten or first grade may be allowed for a student whose needs would be best met in the school program based on an analysis by qualified professional staff of ~~his/her~~ the student's:

- a. ~~Cognitive development~~; Academic readiness;
- b. Social development; including emotional development and behavioral development;
- c. Physical development.

The superintendent shall identify the screening processes and instruments, which will provide a dependable assessment of the preceding criteria.

Parents may be required to pay the cost of the special testing involved.

END OF POLICY

---

#### Legal Reference(s):

[ORS 327.006](#)

[ORS 339.115](#)

[ORS 336.092](#)

[ORS 343.395](#)

[ORS 336.095](#)

SB 321 (2015)



Code: JEBA  
Adopted: 1/04/07  
Revised/Readopted: 4/13/11; 6/26/13; 4/13/16;  
6/08/16  
Orig. Code(s): JEBA

## Early Entrance\*\*

### Kindergarten Transfer

A student will be admitted to kindergarten if ~~[his/her] their~~ fifth birthday occurs on or before September 1 or is a kindergarten student transferring from a public school in another district. ~~[or is recommended for early admission through the Early Intervention Program.]~~

### First Grade Transfer

A student will be admitted into the first grade if ~~[his/her] their~~ sixth birthday occurs on or before September 1. In addition, the student whose sixth birthday occurs after that date may be admitted to the first grade if ~~[he/she] they~~:

1. Are a first-grade student transferring from a public school or from a district-approved private school;
2. Completed a successful year in a district-approved public kindergarten the previous year and would be continuing ~~[his/her] their~~ formal education.

### Early Entry for Kindergarten or First Grade

~~The District does not permit~~ early entry into kindergarten or first grade. ~~[may be allowed. for a student whose needs would best be met in the school program based on an analysis by qualified professional staff of his/her:~~

- ~~1.—Cognitive development;~~
- ~~2.—Social development; including emotional development and behavioral development; and~~
- ~~3.—Physical development.~~

~~The superintendent shall identify the screening processes and instruments, which will provide a dependable assessment of the preceding criteria.~~

~~Parents may be required to pay the cost of the special testing involved.]~~

END OF POLICY

---

#### Legal Reference(s):

[ORS 327.006](#)  
[ORS 336.092](#)

[ORS 336.095](#)  
[ORS 339.115](#)

[ORS 343.395](#)  
SB 321 (2015)

### Early Entrance into Kindergarten/First Grade\*\*

If a request for early admission to kindergarten or first grade is received by the building principal of the student's home school or the district contact, the following guidelines will be used:

1. A child attaining age five or six after September 1 but prior to ~~[November 15]~~ September 30, qualifies for consideration of admittance to kindergarten or first grade, respectively. Requests for early entry will be taken from ~~[June 1 to July 31]~~ May 1 to June 15 of each school year;
2. The Request for Early Entrance forms must be filled out by a parent(s). The completion of these forms will activate an early entry referral. Members of the early entry committee are: kindergarten and/or first grade teachers, ~~[the school psychologist (or other licensed psychologist)]~~, building principal, and any other identified professional, as appropriate;
3. The parents will be informed that the child will be assessed in the following areas:
  - a. ~~[Cognitive development]~~; Academic readiness;
  - b. Social development, including emotional and behavioral development; and
  - c. Physical development.

Parent(s) will be informed that test scores should be in the ~~[95<sup>th</sup>]~~ 80<sup>th</sup> percentile for their age in order to be considered for early admission into kindergarten/first grade. The child's advanced development in ~~[cognitive]~~, academic readiness, social, including emotional and behavioral development and physical functioning, are taken into consideration in the evaluation. Opportunities in social settings are an important part of the consideration for early entry. This can be done in a variety of ways including preschool, daycare, Sunday school, play-dates with peers, etc.;

4. All early entry testing and recommendations must be received by the superintendent or designee on or before ~~[August 15]~~ July 15;
5. The early entry committee will review the test information and parent interview forms by ~~[the second week of August]~~ July 15;
6. The early entry committee will make recommendations for early school admission to the superintendent and parent(s) will be notified by ~~[the second week in August]~~ the first week of August. In addition, ~~[the Assessment Results Report]~~, a letter with the decision information, and directions for appeal will be mailed to the parent(s) within ten (10) school days of the decision;
7. A written appeal can be made by the parent(s) to the superintendent who may affirm, reverse or modify the early entry committee's decision. A subsequent hearing may be

held with the board if the respective decision does not meet with the approval of the parent(s).



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

To: Board of Directors

From: Dr. Sara Hahn-Huston, Executive Director of Schools

Prepared by: Elizabeth Pomykala, Administrative Assistant to the Executive Director of Schools

**Subject:** OSAA Speech State Championship

Policy: [Field Trips and Special Events - IICA](#)

Date: April 13, 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:**

The OSAA Speech State Championship will be held at Western Oregon University in Monmouth, Oregon, from April 21 to April 23. Four students from the RHS Speech & Debate team earned qualifications at the OSAA Mt. Hood District 12 competition last month in their respective events. They will be representing Reynolds at the State level competition. Three additional students from the team have been nominated to compete in Student Congress and will be joining the State qualifiers at WOU. The seven total students will be competing against schools from across Oregon. These students are honored to represent our team, school, and district. The State Championship will give our students a new level of competition and skill in their speech events. Students will receive an authentic pre-college experience of lodging, food, and campus life alongside the experience of the championship competition.

**Previous Board Action:**

This will be the first board approval of an overnight Speech & Debate event, but this trip is not unlike others that have been approved in the past.

**Background:**

All year students have been practicing and competing in various Speech & Debate events virtually and in person. At the district competition on March 11-12 at Sandy High School, Sophomore Dina Ibrahim earned 1st Place in LIELL (Literary Interpretation for English Language Learners), Senior Hayden Grindle earned 2nd Place in Extemporaneous Speaking, and Senior

Jeff Cervantes earned 2nd Place in Impromptu Speaking, all three gaining state qualification. Senior Destiny Tran earned 4th Place in Original Oratory (Persuasive Speaking) and was originally an alternate but is now a state qualifier along with the rest. Seniors Thien Jacobo Nguyen, Isabel Pagan, and Junior Isaias Damian will represent Reynolds in Student Congress. While staying in the WOU dorms, all of these students will be part of a “buddy” system of double rooms. The coach will supervise students outside the dorms while competing on campus.

**Financial Implications:**

The overall cost of lodging, food, transportation, and subs for two days at WOU is estimated at \$3000, covered by a pre-approved district budget.

**Alternatives:**

OSAA has only one State Speech Championship per year. There are no similar experiences offered for our students.

**Staff Recommendation:**

This trip has been approved by the building principal and assistant principal in charge of activities.

**Motion:**

- A. Motion Made by Board Member:
  - a. I move that the Board approve the RHS Speech and Debate Field Trip.
- B. Motion Seconded by Another Board Member
- C. Points of Clarification / Discussion
- D. Call for Board Vote



## **Field Trips and Special Events\*\***

The board recognizes the educational value of field trips and co-curricular activities involving transportation. The board is also accountable for expenditures and the effective and legal use of district vehicles. Therefore, all trips and costs must be approved within the following policy:

1. Principals, by delegation from the superintendent, may authorize the use of district vehicles for educational field trips and state sanctioned co-curricular activities for which funds have been budgeted.

Principals may also authorize the use of district vehicles for other school-related activities. Expenses for such activities shall be paid by the participants or student organizations;

2. Overnight trips shall have the approval of the board through the superintendent. Parents shall be provided an itinerary and give permission for student participation prior to the trip. Expenses for unbudgeted trips must be paid by the participants or student organizations;
3. Trips over an extended number of days require approval from the principal and the superintendent. Expenses are to be paid by the participants or student organizations. Use of district vehicles must be approved by the superintendent.

Emergency procedure plans and itineraries must be filed with the superintendent and the principal prior to the trip;

4. Scheduled departure times shall be maintained. Planned refreshment stops may be made on long trips. Discretion must be exercised in the duration of such stops. Refreshment stops must not unduly delay the return of the bus to the school;
5. Chaperons will maintain discipline and are responsible for the safety of students on educational field trips and co-curricular activity trips. However, bus drivers shall have the ultimate authority involving safety and disciplinary decisions relating to travel;
6. Students demonstrating unruly behavior may be prohibited from participating in future educational field trips or co-curricular trips. Disciplinary action is the responsibility of the principal or designee;
7. Students attending school functions via school transportation will return by the same transportation. The only exception will be if a parent requests, in person, of the supervisor that the student return with the parent;

8. Trips occurring outside the school year require the approval of the principal, the superintendent and the board. Expenses for such trips shall be paid by the participants or student organizations. Use of district vehicles beyond a 25 mile radius, for other than league competitions or other than a one-day basis, may be permitted. Legal and effective use of vehicles will be ascertained by the superintendent.

Emergency procedure plans and itineraries must be filed with the principal and the superintendent;

9. A bus field trip request for less than 15 people will not be authorized. If, upon arrival at the pick up site, there are less than 10 students and chaperons to be transported, the field trip will be cancelled;
10. Student travel requests over 100 miles out-of-state, one-way or any overnight travel must have prior board approval.

**Reynolds School District**  
**INITIAL REQUEST FOR STUDENT TRAVEL OVER 100 MILES ROUND TRIP**

Name of Group: \_\_\_\_\_ School: \_\_\_\_\_

Note: This initial request must be submitted and approved 30 days before any commitment can be made or before any money-making activities can be started.

Date Request Submitted: \_\_\_\_\_ Date(s) of Activity: \_\_\_\_\_

If sufficient space is not available on this form, supporting data should be attached.

1. Purpose of the trip. (Complete related section on the next page.)
2. List staff member(s) responsible for students. List all other supervisors on trip.
3. School equipment to be used:
4. Lodging:
5. Will Student Travel Insurance be obtained?  Yes  No
6. Estimated number of students: \_\_\_\_\_ Number of supervisors: \_\_\_\_\_
7. Parent permission slip on file:  Yes  No
8. Person or persons initiating request: \_\_\_\_\_ Date: \_\_\_\_\_
9. Principal approval: \_\_\_\_\_ Date: \_\_\_\_\_

Decision: Preliminary approval to continue with planning  Yes  No

If denied, reason \_\_\_\_\_

\_\_\_\_\_

District Activities Coordinator Date

Final Approval  Yes  No

\_\_\_\_\_

District Activities Coordinator

\_\_\_\_\_

Date

**Reynolds School District**  
**PURPOSE OF TRIP**

1. List itinerary.
  
2. What are the objectives of the trip and how are the experiences provided on the trip related to the class or school program?
  
3. How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge or appreciations?
  
4. What effect does the trip have on other classes or programs?
  
5. Estimated cost of trip \$\_\_\_\_\_. Describe how the trip will be funded. (School funding? Fund raisers? Student/Parent funding?)
  
6. Describe methods of transportation. List names of drivers, types of automobiles, and whether a Type 10/20 license will be required for drivers (see Policy EEAE).
  
7. Describe supervision plans to ensure maximum safety for students.

**Reynolds School District**  
**STUDENT CONTRACT: FIELD TRIPS AND AWAY-FROM-SCHOOL ACTIVITIES**

To: Student and Parent(s)

The Reynolds School District is proud of its students and is confident that in most circumstances student conduct on field trips and away-from-school activities will be reasonable and prudent. However, in the event that a student chooses not to abide by the rules established by the adult(s) in charge, he/she should be aware of the consequences. The student should fill in the information requested below and sign the contract. If the student is under 18 years of age, his/her parent should also sign.

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Description of field trip/activity: \_\_\_\_\_

Location/Destination: \_\_\_\_\_

Date(s) of field trip/activity: \_\_\_\_\_

Name(s) of person in charge of field trip/activity: \_\_\_\_\_

I understand that the above named trip is an official school activity and that all rules and regulations applying in the Reynolds School District are in effect. Among these rules are the following:

1. All directions and guidelines established by the adult(s) in charge will be followed;
2. There will be no use of alcoholic beverages or other drugs at any time;
3. There will be no smoking while on the bus or van;
4. All established time schedules will be followed;
5. Reasonable and proper behavior will be maintained at all times during the trip.

I recognize that in the case of serious violation of the rules, that my parent(s) will be called collect and that I will be sent at home at their expense.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

(Complete student health history on next page.)

**Reynolds School District**  
**HEALTH HISTORY FOR SCHOOL FIELD TRIPS**

Student Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Work Telephone: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Work Telephone: \_\_\_\_\_

Person to be called in case of emergency if parent/guardian cannot be reached:

Name: \_\_\_\_\_

Relationship: \_\_\_\_\_

Telephone: \_\_\_\_\_

Medical Contact Information:

Physician: \_\_\_\_\_

Telephone: \_\_\_\_\_

Please list any allergies (bee sting, medications, etc.) or illness that the school should be aware of:

Medications student is currently taking:

Any special information/instructions concerning medication:

I hereby give my permission for non-prescription medication (for example, aspirin) to be given to my child if deemed advisable by designated school personnel. In case of surgical emergency, I hereby give permission to the physician selected by the school director, or in his/her absence, his/her designee, to hospitalize, secure treatment for and to order injections, anesthesia or surgery for my child as named above.

Any directions to the contrary should be specified on the reverse side of this form and signed.

Activity:

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

# OSAA State Speech Championships

## Tentative Schedule

### Friday - April 22, 2022

### Debate/Congress Only

7:30	Registration	Student Center
8:00 - 10:00	Round I	All Debate - Double Flighted LD/PF
10:00- 12:00	Round II	All Debate - Double Flighted LD/PF
12:00 - 2:00	Round III	All Debate - Double Flighted LD/PF
2:00 - 4:00	Round IV	All Debate - Double Flighted LD/PF
	Ballot Release	
4:15 - 6:15	Out Round #1	All Debate - Double Flighted LD/PF

8:00 - 9:00	Preliminary Session	Student Congress
11:00 - 2:00	Session 1	Student Congress
3:00 - 6:00	Session 2	Student Congress

### Saturday- April 23, 2022

### IE and Debate Out Rounds

7:00 - 8:00 am	Registration	Student Center
8:00 - 9:30	Round 1	Individual Events Pattern A
8:30 - 11:30	Session 3	Student Congress
9:30 - 11:00	Round 1	Individual Events Pattern B
11:00 - 1:00	Debate	Out Round #2
1:30 - 3:00	Round 2	All Individual Events Pattern A
1:00 - 3:00	Finals	Student Congress
3:00 - 4:30	Round 2	All Individual Events Pattern B
	Ballot Release	
4:45 - 6:45	Debate	Out Round #3
	Semi Finals	All Individual Events
6:00 - 7:30	Finals	All Individual Events
7:30	Awards	Announcements

# REYNOLDS SCHOOL DISTRICT FIELD TRIP REQUEST

Trip Date

Reason For Trip

Trip Type  Reimbursable trips are an extension of the classroom (a lesson plan MUST be attached to the the Field Trip Request) and will be billed at 30%. Non-reimbursable trips are; athletic trips, competition drama, music, etc, traveling beyond 100 miles from the Oregon border, summer school transportation and any other trip that is not an extension of the classroom, will be billed at 100%.

Origination From (School Name)  Departure Date  Return Date

Departure Time From Origination Site  Arrival Time At Destination  Departure Time From Destination

Where should the buses load at the Originating School

**Allowable Field Trip Hours: 8:30am-2:00pm. On Late Start Days Hours Are: 9:40am-2:00pm**

Destination

Destination Address

# of Adult Males  # of Adult Females  # of Students  Grade Level  # of Wheelchairs

# of Vehicles (Buses)  Vehicle Capacity: 77 Elementary students (3 students per seat); 65 Middle School students (2.3 per seat); 52 High School students (2 per seat) - **WE TRY TO KEEP MAXIMUM BUS CAPACITY TO 50-52 PEOPLE PER BUS**

Will you need a bus with under storage?

Contact (Teacher's Name)  Contact Phone Number(Teacher's Cell Phone #)

Payment Information  Budget #

Grant Name & Number

Outside Source (Contact Person, Billing Address & Phone #)

Is the outside payment source, providing a service as a partnership to us:

You are responsible for lodging and meals for Reynolds and/or Charter company driver(s).

Before you schedule your field trip please review the Reynolds School District Policy [here](#), to determine if school board approval is required.

If Reynolds School Board approval is required, please attach the approved RSD Board Meeting Minutes.

I (the teacher) understands and have reviewed the bus rules with my students. \*\*\*Be sure to review attached web links\*\*\*

<http://policy.osba.org/reynolds/e/eeacc%20g1.pdf> [http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_581/581\\_053.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_053.html)

Teacher's Signature  Date

Administrator's Approval  Date

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: April 13, 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**

