



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**

May 11, 2022

7:00 PM

Virtual Meeting

I.	6:00p - Executive Session	2
II.	7:00p - Call to Order and Land Acknowledgement	3
III.	7:05p - Public to be Heard	5
IV.	7:20p - Early Entry Policy Update	6
V.	7:35p - Communications Audit Board Focus Group	16
VI.	8:20p - Adjourn	18



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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: Executive Session

Policy: [Executive Session – BDC](#)

Date: May 25, 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 and the Superintendent will recess into Executive Session under ORS 192.660(2)(a) Personnel.

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: May 11, 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
- c. Land Use Acknowledgement
- d. Agenda Approval

Roll Call:

- Position 1: Director Aaron Muñoz
- Position 2: Director Spencer Chao
- Position 3: Director Michael Reyes
- Position 4: Director Cayle Tern
- Position 5: Vice Chair Yesenia Delgado
- Position 6: Chair Ana Gonzalez Muñoz
- Position 7: Director Francisco Ibarra

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.

Agenda Approval:

I move to amend the agenda by adding an action item for a field trip request from Reynolds High School.

Land Use Acknowledgment & Guidelines



Approved and Adopted on May 27, 2020

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

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

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

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

Land Use Acknowledgment

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

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



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To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: Public to be Heard

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

Date: May 25, 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.



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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) – Second Reading

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

Date: May 11, 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 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:

The Board reviewed the policies as presented as a first reading during the April 13, 2022 Board Work Session.

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 95th 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:

Staff recommends elimination of the policy JEBA after a second reading and review on May 11, 2022 and a vote during the May 25, 2022 Board meeting.

Motion:

Not Applicable

Early Entry Policy (JEBA) Recommendation
Response to Observations from Board Member Chao
Provided by Deb Miller, Director of Special Education, and Christine Riley Taylor, Teacher on Special Assignment for Talented and Gifted (TAG)

Responses to the Board provided in italics below.

In the Data Collection passage (pg. 12), it was noted that over the previous ten years, the District received a total of 56 requests for early entry into K, of which all 56 students were given assessments, resulting in 6 students being recommended into early entry and an additional 5 students being granted into early entry via the appeals process after initial non-recommendation. My observations:

1. Data is only available from 34 of the original 56 students.

Response: Correct. As stated in the April 13, 2022 "Rationale for the School Board" on the issue of Early Entrance, data is slim on Early Entry due to staffing changes and recordkeeping practices. We have a list of initials for the students for whom the district contracted a school psychologist to complete cognitive assessments. If the student did not meet the eligibility criteria, we may have no further information on the student. If the student was recommended for Early Entry we have the student name and, if they ended up registering in our district, we have their demographic data.

2. The first data table listed just below the above passage shows 5 students were recommended with an additional 6 being granted via appeals. While it seems minor in its discrepancy, it's reversed from what was stated in the above paragraph and may be relevant in data interpretation.

Response: Five students were recommended for early entry via the process and six were granted via appeals. Data is only available on 5 of those 11 students because they are the only students still in the district.

3. Out of the 11 total students *eligible* into early entry into kindergarten or EEK, 5 were accepted and still in the District.

Response: All 11 were granted early entry. Only 5 are still in the district.

4. Demographic information is presented for the 34 available students (pg. 13).

Response: Correct

5. Current assessment results disclosed for the 5 EEK students, showing 3 of which are maintaining or exceeding academic progress at or above their peers. Based on the current grade during the assessment, it is noteworthy that all 5 students were accepted within the previous five years.

Response: Correct. These are the students still enrolled in our district.

6. Page 7 slide states that essentially, that 3 out of 56 students assessed for EEK since 2011-2012 school year were successful in completing the process and maintaining or exceeding academic progress in a grade above their age-level peers. This is repeated on top of page 14.

Response: Correct. These are the students still enrolled in our district.

7. No such datasets are presented for early entry to 1st grade students or EE1 over the previous ten years.

Response: Our Early Entry data is for all students who have been referred by their parents for the Early Entry process. It appears that the vast majority were seeking early entrance to kindergarten although we cannot rule out that some of the students for whom we are missing demographic data may have been requesting early entrance to grade 1.

Here are some thoughts/questions:

- In **Observation 6**, I don't see how the *original* 56 figure is relevant in this context. 3 out of 56 represents a 5.36% "success rate" for, I assume, judging the effectiveness of the existing policy. As established, any parent or guardian may nominate their child(ren) for early entry, whether it be K or 1st, so this statistic is flawed. The *original* 56, *available* 34, nor the *eligible* 11 figures should not be used in connection with the 3 EEK students that are maintaining or exceeding academic progress. The 5 currently assessable EEK students still in the District should be the denominator in this equation, so 3 out of 5 or 60% is the better measure to use.

Response: We respectfully disagree. By noting the 56 students assessed and only 6 found eligible via the process, we show that an enormous amount of time and resources were spent on students who did not qualify for early entry. This is an expense both to the district and to families.

- As noted in **Observation 5**, all 5 EEK students were accepted within the previous five years (1-1st grader, 1-3rd grader, 3-4th graders), and given what we have learned of the impacts on students across the board over the previous two-plus years of COVID policies & practices, 60% "success rate" is pleasantly surprising.

Response: We are pleased that 3 out of 5 are doing well, but are concerned that 2 students who were granted early entry are clearly struggling in the grade to which they were advanced.

- For **Observations 4 & 5**, do we have the demographic data breakdown for the 11 total eligible students, the 5 EEK and still in District students, the 3 students at or above peers, and the recommended/granted via appeals group? Furthermore, of the 5 EEK and still in District students, do we know which or how many were recommended versus granted through appeals? I think we can come up with a matrix chart that could capture all these data points.

Response: We are unable to share this data as the N is too small to provide without potentially sharing personally-identifiable information of students.

- Do we have the same data for EE1 students since 2011-2012 school year? If so, I'd like for it to be available in the same presentation.

As noted above, our Early Entry data is for all students who have been referred by their parents for the Early Entry process. It appears that the vast majority were seeking early entrance to kindergarten although we cannot rule out that some of the students may have been requesting early entrance to grade 1.

We stand firm on our original claim that the cost and effort to assess students using cognitive assessments during the summer is an unnecessary burden on school staff. It is a board policy that is not required by the state and could simply be eliminated to reduce workload on school staff and cost to the district.

However, if not eliminated, we recommend the policy be revised to reduce the summer workload to staff and to use less costly and potentially biased assessments. The workload would shift from school psychologists to teachers and principals and the timeline would move up from summer to spring to assess students for fall early entry.



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 ~~[95th]~~ 80th 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).

To: Board of Directors

From: Stephanie Field, Executive Director of Communications & Community Relations

Prepared by: Joanna Williams, Administrative Communications Analyst

Subject: SCoPE Communications Audit Focus Group

Policy: [Community Relations – KAA](#)

Date: May 11, 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:

During this virtual focus group, National School Public Relations Association (NSPRA) auditors will ask the Board a series of questions designed to determine the effectiveness of current communication efforts, identify current perceptions and areas needing improvement or enhancement, and identify communication issues and challenges to address.

Previous Board Action:

Not Applicable

Background:

Over the past three years, the district has conducted other program reviews. Communications & Community Relations has partnered with NSPRA and School Communication Performance Evaluation (SCoPE) to conduct a Communications Audit which includes a district-wide Communications Survey and Focus Groups.

Financial Implications:

Not Applicable

Alternatives:

Not Applicable

Staff Recommendation:

Not Applicable

Motion:

Not Applicable

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: May 25, 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

