

Reynolds Stewarding Body

May 19, 2022

4:00- 6:00

[Zoom Link](#)

Attendees:

Objectives for our time together...

- Review and refine draft recommendation process
- Learn about the Intensive Program Budget
- Process and move forward April Recommendations

1. Welcome & Connection

2. [Intensive Program Budget Information](#)

- a. SSA Passed in 2019 through Corporate Activity Tax
- b. Tricky thing about this program is that it is optional– with invites, there are fluctuations with funding.
 - i. Floor and roof to ensure that all participating districts are receiving enough funds.
 - ii. Revised rules help us project future funds.
- c. Dr. Diaz- Wondering about when year 1 starts
 - i. With the first grant agreement
 - ii. The exact start of funding being spent and end of year 4 is a bit more ambiguous.
- d. Tapered Distribution over four years.
- e. Debra Bufton- Appreciation for funds rolling over– not feeling pressured in figuring out how to spend the money
- f. Karen Perez- How does this look to Reynolds? How does it impact what you're thinking?
 - i. Dr. Diaz- Minimum that we believed we got was 2.5, so planned for that. Glad to see revised rules.
- g. Dr. Ortiz- Is it possible to parse money out and keep it going past the 4 years?
 - i. Tim Boyd- Recognize that there may be need to spend these funds down past the 4 years. Research shows change takes 5-7 years. Right now it's vague where we would end the grant, but 5 years is on the table. Statue says a minimum of 4 years. Right now, not adding GIA for 5th year, but that may happen in the future.
- h. WeiWei Lou- Question of the integration with other ODE grants?
 - i. Tim Boyd- Statue frames this as stewarding body having direct control over this GIA, as well as SIA dollars in general. As we work with the Integrated Plans, our hope is that the Stewarding body is helping develop those strategies and plans. Recommendations for these funds don't have

the restrictions that other funds do, and can be more flexible between them.

- i. Timeline:
 - i. Executed Grant Agreement in Feb/March - 3+million in account. If the rules are put through, we will supplement the initial grant with the funds to match the revised rules allocation.
 - ii. In the fall, a second allocation will be distributed (Y2)

3. Recommendation Process Draft

- a. Karen Perez- Bigger Picture funding questions. What would be the best time to ask these?
 - i. Chelsea Mabie- Formality of Public Meeting Law means that it will likely need to take place in this space. Need to have the conversation around how recommendations tie to strategic goals.
 - ii. Karen Perez- Would be nice to talk about the foundation so questions around these won't slow down the process. It will also be nice to talk about ahead of time, so that Reynolds staff will be prepared for the questions that will be asked.
- b. Rutila Galvan-Rodriguez- Where does the community get to give feedback? Wanted to have some conversations with the larger group before making recommendation.
- c. [Process Draft](#)
 - i. Feedback
 - 1. Karen Perez- Questions around the length of time for the Advisory Body review and questions. How do we make sure they have enough time to understand and discuss?
 - 2. WeiWei Lou- Question about the entire time frame. If June is our last meeting, not sure that this is sufficient time, or something we're working out the bugs of. Regarding staffing, something should have happened about 2 months ago to get the best timing for hiring.
 - a. Chelsea Mabie - Hit it on the head. This is part of getting the bugs work out. A little of what we are doing today is to look at the ones we have already heard and discuss. We're trying to map into a process and we started at a funny time in the year. The hope is that this is an isolated spot for staffing, and we will be more able to fully loop in as we get it rolling.
 - ii. *Discuss: Board Engagement with Recommendations*
 - 1. This is not something we have to solve right now, but want to get it into our thinking. Want to ensure that the board is looped in.
 - 2. Dr. Diaz- Have Board work meeting 2nd Wednesday of month, have other meeting 4th Wednesday of the month. Normally have a board packet 2 weeks before, and the board gets packet Thursday

before. They have already gotten the next packet. We just have to get the timing sorted to work the board meetings into the process.

- a. Cayle Tern- Concerned that if the board has a lot of questions and clarification needs, it will draw out the process.
 - b. Chelsea Mabie- We are sharing that the recommendation is being made, but they won't be deciding on a recommendation.
 - c. Tim Boyd- Having it in Board Minutes will help with the transparency around the process and how it will move forward. Less about input, and more about sharing with community.
 - d. Dr. Ortiz (Cut out and notes unavailable)
 - e. Karen Perez- Wanting to think about where the board is making decisions about SIA and budgets so we can align our decision making with that timeline. For example, many districts use their SIA plans for social workers. Here, we are making the decision around adding more social workers. Deciding what funding that is coming from can be helpful.
 - f. Cayle Tern- Maybe inform board before it gets into stewarding body process, then we can capture their input and let them know beforehand, then the recommendations will be just that.
 - g. Dr. Diaz- Calendar that maps out all meetings and budget information and meetings. We can share this with stewarding body. We will be bringing master calendar for next year to the board in July for action.
 - h. Cayle Tern- It is more for information. It shouldn't hold up the internal decision making process that we have. If we make board members aware of input sessions and meetings, I believe that should suffice.
 - i. Chelsea Mabie- Us looking at the calendar will help us be strategic about timing and map forward about where we go from there.
 - j. Dr. Diaz- Have comprehensive system of calendaring. Will discuss and bring forward.
 - k. Karen Perez- One of the special pieces of this funding is that it doesn't have to go through the board. While we want to be as transparent as possible, there are decisions that may be made that won't have the board seeing eye-to-eye.
 - l. Chelsea Mabie- We can track in for transparency, but you're right. We do not need to have board approval.
- d. Modified [Consultancy Protocol](#)

1. Chelsea Mabie– Appreciated having recommendations early so we can bring good clarifying and probing questions.
2. Noting that the process we are engaging in today will be a little different than the protocol linked.
- ii. Clarifying Questions
- iii. [Probing Questions](#)
- iv. Discussions
- v. Reflection

4. Recommendations from April Meeting

- a. Recap Recommendations
 - i. [Presentation linked here](#)
- b. Special Education TOSAs
 - i. Clarifying Questions
 1. WeiWei Lou- What is the TOSA to Teacher ratio?
 - a. Dr. Ortiz- We have not calculated that, but we're happy to add it to future requests.
 - b. Dr. Diaz- 1:91 (by all staff, includes everyone who is licensed)
 2. WeiWei Lou- Worried about feasibility around hiring more TOSAs. We are facing a staffing crisis. How are we hiring TOSAs when there is also a need for teachers?
 - a. Dr. Ortiz- Working with REA (teacher's union) to do a signing bonus. Unfortunately with hiring, it's the cart before the horse. We don't know how recruitment will go until we get the money.
 3. Karen Perez- Why 2? If there is such a need, how was that number gotten to? How are the TOSAs spread out?
 - a. Dr. Ortiz- They are partially distributed by expertise, such as behavior. They are generally assigned to several schools so they get to know the teachers and schools. If the stewards want to give us 10 TOSAs, we won't say no, but we won't want to over ask. There is a high need for an Autism specialist, which would free up other TOSAs. We also need a staff member to ensure that the IEP process is doing well. Adding a program administrator will also free up TOSAs. We also were thinking about adding two, and seeing how that will go.
 - b. Karen Perez- You're showing data around students with special needs, and ELL. Trying to map out needs.
 - c. Dr. Ortiz- Part of the ODE Audit findings is that we overidentified our ELD for special needs. We want to make sure that our system is more solid. We have reduced students receiving support from 20% to 17%. My

understanding is that the SIA is to help build capacity and our equity process. We made an analysis, and this is what we came up with.

- d. Karen Perez- As we are analyzing how these are being used, we want to look at how they're structured and who they are helping.

- 4. Cayle Tern- I would ask the same thing. There is so much need, why are we settling at 2. The other thing I would note is that there is money left over.

- 5. WeiWei Lou- Wondering about the layers of needs of the kids. Earlier we heard that you have 30%+ with language support needs, and 17% of special needs, and some of these are overlapping. Would you clarify how this strategy of TOSAs who do not visit classrooms instead of staying in the classroom would address these layers of needs. How would this strategy address these students, especially high needs students.

- a. Dr. Ortiz- SPED TOSAs don't work in isolation. They communicate with TOSAs assigned to buildings. We have been dedicated to building capacity with teachers and working away from the pull-out model. One of our goals is to have Special Ed children in gen ed classrooms as much as possible. The TOSAs will help build capacity & efficacy with teachers.

- ii. Probing Questions

- iii. Discussion

- iv. [Consensus](#) Check

- 1. All 4s and 5s!

- c. DOME TOSAs

- i. Clarifying Questions

- 1. WeiWei Lou- Wondering about the role of the DOME TOSAs. We were fortunate enough to have Molly guide us while we were there. Talking to her, it sounds like the DOME department hasn't had a stable leadership in a while. I want to go back to the question about how you arrived at 2 DOME TOSAs instead of more? I know you want to build gradually, but there is a lot of need here.

- a. Dr. Ortiz- We consulted with our new head of multilingual education, and she felt that as a start, this would help us support professional development teachers. There will now be one for every 4 schools or less. I agree that we have a great need. ELD wasn't a department when Dr. Diaz began. It was lumped under academics and forgotten. She hired me as a champion for that department. She got resistance for hiring an ELD director. Part of the issue has

been the culture and support for our students, which is why we're in an audit. The directors we have tried to put basic things in place. I think two would help initially. We want to ensure we are sustainable in building capacity. We want to make sure that they feel sure about how to build supports for students.

- b. Wei-Wei Lou- I mention it because the ELD students are all over the district. We are not only talking about ELD teachers, but all teachers. The ELD TOSAs mean a whole lot more than the SpED TOSAs. There is a smaller group, where as with EL they are spread out all over the district.
- c. Dr. Ortiz- We do have some additional Title III funding stream, so we are thinking about hiring from that stream too. We want to show that we are not just using the IC/SIA funding, but we are committed to using other funding streams to support TOSAs
- d. Karen Perez- When we visited your schools, we saw some rockstar teachers doing language development, and we saw some that needed support. It is good to hear that you are thinking about adding 2 more TOSAs from somewhere else. I would love to see training. I see that you are doing some co-teaching model work. We have a lot of teachers to train. We have to be intentional about the structures you are building. How do we have the teachers catch up to the skills they need to support all of your students?
- e. Dr. Ortiz- I liked your feedback on the TOSAs and coming back to see if they're having an impact, or if there is a greater need. Hopefully there will be a mid-year report on how it is going, and maybe come back with a recommendation to add one or two more, depending on the needs assessment
- f. Cayle Tern- Our plan really starts to take effect 4 years from now. In the mean time, I feel that the current high schoolers are struggling and need additional help. Are there any plans that these TOSAs stay at the HS? I feel that they lose effectiveness when they serve multiple schools. Can we reevaluate how we are coming to the number of TOSAs that we need, and can we present something that is a little more than we need, but add on to it. In these times, there's a lot to overcome.
- g. Dr. Diaz- At Reynolds it has been challenging to change the mental model. When you want to do systems change, the change is implicit. When I saw the data when I came here, it was clear that we needed a lot of reviews. I got a

lot of resistance for the EL review. Our teachers have gotten resistance for serving our English Learners. This is racism. We have to disrupt the system of oppression for our English learners. This is the first time in my experience that I have EL students passing with single letter passing. I have been trying to get into our culture to change the mental model. Lastly, we want all of our students to have access to first time instruction. What I want us to embrace as a system is that all students are our students, and we teach them with high level instruction. It will take time to change that mental model. We are thinking about that mental model that you are thinking about to change the experience of our students.

- h. WeiWei Lou- Reynolds has had challenges, but also had support. Because of that history and how things are, and how serious the problem is, I would (this is just a suggestion, I don't know where we are in the process) strongly suggest we go boldly forward. Kids cannot wait.
- i. Rutila Galvan-Rodriguez- I want to say that was very powerful (to Dr. Diaz). EL is at the center of my world. I want to thank you for your time and leadership, and that you have started to address the issues and make the changes. We can use this as an opportunity to see that this is an area we can make the change and be bold. We witnessed it in the classroom, we witnessed it in the schools. It was so beautiful and so sad at the same time. What you said was powerful and impactful, and what I was feeling in the space.
- j. Cayle Tern- If we have the dollars, spend it, and spend it wisely. There is a time to be conservative, and a time to say "what do we have and what can we get?"
- k. Chelsea Mabie: Will you take our recommendation to give you more? What would feel appropriate?
- l. Dr. Diaz: I see inequity between SpED TOSAs and EL TOSAs. I want to give April, or DOME director, what she needs to develop that system wide. We want to ensure our TOSAs are working together to ensure our kids are getting the support we need.
- m. Chelsea Mabie: Can we do a consensus check for 4 DOME TOSAs?
- n. Yes!
- o. Karen Perez (via chat): I also wanted to point out that all of your TOSAs will need training to be advocates and to have the skills needed to help English Language Learners

- ii. Probing Questions
- iii. Discussion
- iv. [Consensus](#) Check
 - 1. All 4s and 5s!

5. Review or Preview Additional Recommendations

- i. Dr. Diaz- These recommendations come from the Budget Info Sessions. I shared these with the principals. Let them know we may not have a decision until June. They were ecstatic. Our schools are in need of social workers because our students experience poverty and homelessness.
- ii. Karen Perez- Would love to send some questions to Reynolds ahead of time, if possible.
- b. Library Media Specialists
 - i. Clarifying Questions
 - ii. Probing Questions
 - iii. Discussion
 - iv. Reflection
- c. Kindergarten Educational Assistants
 - i. Clarifying Questions
 - ii. Probing Questions
 - iii. Discussion
 - iv. Reflection
- d. Social Workers
- e. Director of Equity & Student Success

6. Open Space/Questions/Needs

7. Closing