Reynolds Advisory & Stewarding Body
October 6, 2022
4:00- 6:00
[Zoom Link](#)
[SST Google Folder](#)

Attendees: Chelsea Mabie, Gustavo Olvera, Amber Brune, April Olson, Melissa Hicks, Wei-Wei Lou, Adam Swientek, Angie Gilbert, Christopher Ortiz, Rutila Galvan-Rodriguez, Deb Bufton, Karen Perez, Sheri Thomas, Anthony Lebron, Elise Ferreira De Azevedo, Leslie Skyes, Sarah Hahn-HUston, Joanna Williams, Michelle Cardenas, Pamela Marks

Objectives:
- Build clarity around topics brought forth on 9/22
- Set priorities as a team to focus the work of the student success team
- Envision the role the advising body should have for community engagement efforts

1. **Welcome & Connection**
   a. [Land Acknowledgment](#)
      i. [Orange Shirt Day](#)
      ii. Indigenous People's Day
   b. Affirmation & Celebration: Site Visit
      i. Visited Kindergarten, Impressive efficiency of teachers.
      ii. Community Meeting - 450 school attendees for event
         1. Potential learning for community engagement
      iii. Wonderful energy
      iv. MTSS Team
      v. Talking with Dr. Diaz about systems
   c. Revist [Community Agreements](#)
      i. Modified to fit body's comments at last meeting
      ii. Living document- we will revisit and revise as needed.

2. **Feedback Synthesis:** Update on Last Spring's Recommendations
   a. Reynolds Team: Update on Hiring
      i. 2 of 2 SPED TOSAs have been hired!
      ii. 3 of 4 DOME/ELD TOSAs have been hired!
      iii. 3 of 4 Media Assistants have been hired!
      iv. 8 of 11 Kinder EAs have been hired!
      v. 6 of 7 Social Workers have been hired!
         1. Gustavo is pulling together document with this information
   b. What will our measures of success be for these items?
      i. Discussion between Gustavo and Chelsea has happened, but will be brought to the larger group in a future meeting.

3. **Feedback Synthesis**: Funding Overview Q & A
   a. Follow-up from Video
      i. [Video Link](#)
      ii. Passcode for Video: bS&03.!p
      iii. SIA Preliminary amount is for next year.
         1. Good reminder that the Intensive Program is engaged with both SIA and IP funding.

4. **Feedback Synthesis:** Key Clarifying Questions & Suggestions
   a. Questions:
      i. How much impact do we have on the budget?
      ii. Can the advising body suggest recommendations?
      iii. Are we steering yet? What has happened to our feedback thus far?
         1. Not yet, but we're getting there
         2. Reynolds is helping us set up the program
         3. Community Engagement sessions for both community and staff have been scheduled, 3 total
            a. How do we ensure that our focal groups are engaged?
         4. Engaging community over long term
      iv. Helpful to explain where funds have been spent, to clarify the overall picture of spending.
         1. Show value added from investment. - if the value isn't seen during community engagement, shows need for further engagement.
   b. Logistics
      i. Coming Soon: Dashboard
         1. Hopefully ready by next meeting
         2. Agendas, minutes, etc. will be held here
      ii. Access to folders, minutes, agendas

5. **Moving into Action!** Setting Priorities
   a. Framing
   b. Identify Priorities tied to SIA
   c. Review Review [SIA Overview from Appendix H](#) & [SIA One-Pager](#)
   d. *Modified Goal Setting Protocol*
      i. [Note Taking](#)

6. **Looking Forward:** Community Engagement Feedback
   a. Framing
   b. Follow-up on Feedback
   c. [Continuum](#) to build common language as we review this fall's data
   d. *Discussion Prompt:* As community engagement efforts take place, what role do you envision this team providing? How can this team use information gathered during community engagement to steer priorities and recommendations?
      i. [Note Taking](#)

7. **Open Space/Questions/Needs**
   Current SIA Plan that explains the process used.
   https://www.reynolds.k12.or.us/district/student-success-act

8. **Closing**

Note Taking: Setting Priorities

Step 1 (5-minutes)**:** Review [SIA Overview from Appendix H](#) & [SIA One-Pager](#)

Step 2 (8-minutes): Individual brainstorm to capture items in each of the following categories on your own (write on paper, or your own notes, do <u>not</u> add to table yet).
- **Individual** work or items I would like to bring to this team connected to SIA
- **Topics** I would like to read or learn about, and process with the team connected to SIA or Integrated Application
- **District-wide** issues I would like to address as a group connected to SIA (these will become priorities for the team)

Step 3 (10-minutes) **:** Discuss list in triads, 3 minutes per person, talking through the lists people generated during the brainstorm.

Step 4 (8-minutes) **:** Individuals put <u>one</u> choice from each category in the table below (put names next to individual work column; this is not needed in other 2 columns). People can write something from their own lists or put up something that was discussed in their triad.

Once this is completed, individuals put an emoji/Initials next to the 2 choices that most interest them in the Topics and District-Wide columns. People do not put emojis/initials in the Individual Work category.

Group #	*Individual* work or items I would like to bring to this team connected to SIA	*Topics* I would like to read or learn about, and process with the team connected to SIA or the Integrated Application	*District-wide* issues I would like to address as a group connected to SIA (These will become priorities for the team)
1		Guidelines for students with disabilities and IEPs case manager over site as related to CCL and CTE.	Removing barriers for students with disabilities or on IEPs and other marginalized groups *DB
2	Support establishing a vision/framework for how everyone's role actively supports culturally responsive community engagement AG	Community Engagement Tool Kit-AG	Establishing a culturally responsive community engagement framework (that engagees both the K-12 student and their family) *AG😊⭐
3	Background information on programs that used	What does community engagement currently look	Well-rounded education: more electives/sports at secondary, enrichment at elementary, pre-K. How

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	```to exist - determine whether or not they were successful and review the research on that practice and why they went away, and maybe bring them back. - DB-AG```⭐ John Hattie's work around High Leverage strategies - AO	```like? Increasing level of true parent and student involvement. How the district leverages SUN infrastructure and partners. *DB```⭐	the district leverages SUN infrastructure and partners.DB⭐😀
4	I would like to bring the work of the Climate and Culture Team to the Advising Body so that we can build a common understanding of the work that is currently being funded from SIA and SIA intensive,and the still outstanding student needs that we are working to address.😀😁🙂MC😁👏	As a new team, it would be helpful to understand the current SIA plan and the thought process that went into its' development.👏 How will we decide what needs we will attempt to prioritize the student needs for funding?😀⭐🙂👏	Question: Does the current organizational structure allow for collaboration, alignment and efficiency in support of students thus allowing for cohesiveness.😀🙂😀*👏
5	Avenues of communicating and reaching out to our families, staff, and community. -JW High Reliability Schools Framework from Marzano Research (and supporting reading development in elementary school) - PM⭐😀	Use of the Community Engagement toolkit to serve as a guide, setting goals for how to engage with priority population students and families.* DB, AG😀👏 How do classified staff engage in professional development? How to effectively hold	Start with staff & students! Fund community engagement positions to help align this. Longevity of staff, especially administrators. Our admin turn over so rapidly, how can we sustain community engagement? *😁😁😀🙂👏

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		and facilitate ongoing community/family groups that are culturally specific and/or specific to other marginalized groups. * 🙂	Removing barriers for engagement for students, staff, and families. *
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7			
8			
9			
10			

Note Taking: Advising + Community Engagement

Prompt: As community engagement efforts take place, what role do you envision this team providing? How can this team use information gathered during community engagement to steer priorities and recommendations?

Group #	Notes
1	Wondering how to tie community engagement to the current positions funded. ● Deeping partnerships with Community Based Organizations to bolster parent activities. ● Making engagement sessions as accessible and "fun" and peppered in with already planned CBO events. ● Transforming parent engagement to align with liberatory design - co planning and co design . ● IT has to be **ONGOING !**
2	Toolkit is very helpful and very detailed. A desire to get our community involved (not just informed) Are our parents ready to tell us what they need? We don't have the trust level. We're talking to our families, not with them. This connected strongly to some of the ideas on the previous table. The admin turnover and our shaky organizational structure leads to a lack of trust and surface-level community engagement. How do we get the school board involved to prioritize community engagement? None of the money spent on FTE so far funds positions focused on community engagement. Longevity is very important! (came up around Parent Square, but applies to everything)
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4	
5	
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