

Reynolds Stewarding Body

February 2, 2023

4:00- 6:00

Attendees:

Objectives for our time together:

- Build our collective definition of community engagement
- Continue to define milestones for recommendations

1. Welcome & Connection

a. [Land Acknowledgment](#)

Notes: Gustavo reading out land acknowledgment to the group. Acknowledge that we are all on borrowed land.

b. What does Community Engagement mean to you? What is your aspiration for community engagement for Reynolds? What would this aspiration feel like for students and families?

i. Capture your thoughts for each question on post-it-notes (single words, phrases, full sentences are all great)

ii. [Community Engagement Spectrum](#)

Notes: Activity, use sticky notes to write above request.

What does community engagement look like to you?

What is your aspiration for C.E. Reynolds?

What would this aspiration feel like for students and Families?

What does this look like and where is the funding coming from? We need a goal along with funding.

Who are our community partners and what can they do for our students? Need data on this.

After school partners are great but a “middle man” between us and our students/families. Our partners need to help us engage with students not on our behalf.

The food bank is a place that the district could engage with our community/families.

What is the purpose of the engagement?

Community engagement can depend on the event and who is involved.

Teacher + Parents engagement is needed at the school level.

Mindfulness is remembering whose engagement is this for? Asking parents before making a discussion is a way to impactfully engage them in our schools communities.

Parents being involved in policy making.

Need to get parents into our buildings.

Parent engagement funding, Maybe around 10k.

Who is the one engaging with the students and families? - Teachers, SW, etc.

How do parents want us to communicate?

Smaller engagement opportunity. 1 or 2 grades per night.

Give Parents the information so they understand what you're trying to engage with them for.

SFS and the communication department need to come together to allocate funding for these resources.

- Title III
- EL Students
- SPED Students

This to remember: Child care, transportation, food. Things to consider before planning community engagement especially for SPED, Title III and EL students.

School partners - Have an in person meeting with them.

How are you going to use these school partners? Are they supporting students or engaging parents? Dr. Ortiz: depends on the partner and what they offer. It would be good to have this data somewhere.

Need to hire a student & family engagement specialist. Once we figure out where this position should be housed we will start hiring. First step would be discussing this position description and job responsibility with Frank first.

Suggest not requiring a degree in education; or any education requirements.

2. Integrated Application: Updates & Next Steps (See notes above)

- a. Update on Morning Work Session
- b. Advising Feedback Heavy on Community Engagement
- c. Potential Creation or Addition of a Community Engagement Outcome
 - i. Community Engagement Spectrum
 - ii. unity Engagement Spectrum
- d.

3. Progress Checks for Approved Recommendations + Next Steps

- a. Reflection on this being beginning work, grounding for future recommendations
 - Work w/ frank on position requirements and description for Community Engagement Specialists.
- b. Social Worker Recommendation

Recommendation	Desired Outcome "If...then..."	Milestones			Data		Who?
		0-3 months	6-18 months	18+ months	Qualitative	Quantitative	
Social Workers	If each school has a full time social worker, then students and families will have better access to the supports needed for students to be able to attend school regularly and grow academically and socially.	All schools staffed with social workers	All social workers trained in trauma informed practices, Multnomah County and community partner family resources	Regular attenders increases by 10% at each school.	Parents and community seek out social worker as a trusted ally.	Increases over 18-19 baseline of students reporting having an adult they can trust at their school. 10% improvement in regular attenders.	Frank Caropelo

c. *Discussion:* Where do we go now with current recommendations?

4. Open Space/Questions/Needs

Need: Dr. Ortiz: MTSS TOSA - Supports the students, collects data on students and reviews data. If the MTSS TOSA could help guide teachers and or coach them. If they were in the schools full time they would also build better relationships with staff and students. MTSS TOSA collects data on students' needs and plans how to help them improve.

Teachers would like to know what data the MTSS TOSA needs from them.

Q: What training/skills do these MTSS TOSA have around EL students? Dr. Ortiz: The MTSS TOSA have been trained through restorative practices.

Q: how many instructional coaches? One at every school. How many MTSS TOSA? We only have ten. Some schools may only need ½ of MTSS TOSA and some may need as many as two.

Need: Wei Wei: I would like to talk to school staff in some future meetings.

5. Closing

- Gusatvo and Karen are going to look at desired outcomes next week and send revised outcomes out to the team.
- What would be your desired outcomes for SW. - DUE NEXT WEEK
- What kind of data do you want to see in our next meeting? - DUE NEXT WEEK