

Reynolds Stewarding Body Meeting

Ad Hoc Meeting Agenda

Monday, February 10, 2025

4:30-6:30

In-person

Superintendent's Office

Attendees: Frank, Wei-Wei, Laura, Rutila, Gustavo, Angie, Cayle and Vilay (notetaker)

1. Welcome & Context
 - a. Agenda check & framing
 - b. [Community Agreements](#)
2. [Review Ideas From Previous Meeting](#)
 - a. What's missing?
 - i. Less complicated requirements for volunteers; remove barriers
 1. When reviewing the board minutes, there was discussion to remove the fees for volunteers.
 2. There is no fee for background checks, that may be in reference to community partners. Community Partners there is a fee as defined by the length and frequency of their "volunteering" and if they are having unsupervised access.
 3. Confusion around who, what, and when fees applied. Now clarified by Frank, see note above.
 4. Added this to the "review ideas from previous meeting" document.
3. Analyze Data
 - a. Framed by the [ATLAS](#) protocol
 - i. 2025-2026 Budget Priorities Input Results
 - ii. Analysis of staff feedback (Spring 2024)
 - iii. Educational Effectiveness Survey (April 2024)
 - iv. RSD 3-year trends
 - v. RHS student focus groups (Fall 2022)
 1. Held a focus group last week with neurodivergent students. Will share that data once it is ready.
 - b. [9th grade OT](#)
 - b. Noticings/Observations
 - i. Budget priorities
 1. Clear pattern of #1 ranking of academics and #2 of staff wellness and retention

2. Consistency in responses identifying “Robust, culturally specific community partnerships” as the 6th priority
 3. School board ranking not included.
 4. 165 licensed staff responded to the survey, 1 student responded to the survey, and 4 community members responded to the survey.
- ii. EES
 1. Multiple comments about the challenge of responsiveness from the HR department and difficult to contact/communicate with folks at the district office.
 - iii. Student Listening Session
 1. Consistency in responses and similar language across student focal groups.
 - iv. 3 Year Trend Data
 1. EL on track some schools showed improvement, some by greater numbers and some stayed the same or dropped but overall improvement.
 2. Increase in attendance for students experiencing poverty.
 3. All students' category for regular attenders show a steady increase until high school. Significant increases for some elementary schools.
 4. 5 year completion data, RHS increased 10 percentage points
 5. 5% increase in ELA, two elementary schools showed 6% positive jump.
- c. What does the data suggest?
- i. ELA: what are you seeing and learning this year? Evidence of improvement? Are you seeing outliers?
 1. Holding folks accountable to the curriculum, added K EAs to do high dosage tutoring and behavior management, providing PD for curriculum.
 2. Shifting to greater integrity of implementation of the adopted curriculum. Working with elementary building principals to encourage staff to use it.
 - ii. Positive momentum. Alder jumps out.
 - iii. Concerns for students safety
 1. Students feel unsafe in the larger community (not school) and that leads to students feeling like they need to arm themselves when they come to school.
 2. Student focus group in 2022 mentioned physical safety, fights happening in the commons. Increase in physical SMT and SRO presence addresses this concern.
 3. Students being targeted if students are close in proximity to a fight happening. Having cell phone recordings, other students are able to identify and target bystanders.

4. How much, what is the capacity of teachers being able to protect and support students? What can the school/adults do to create a stronger sense of safety for students?
5. RHS is focusing in on strengthening teacher/student relationships.
6. Curious about what current student focus data would show regarding student safety?

4. Identify Bright Spots

- a. Anecdotally, things are getting better and settling down. Students are finding their rhythm again and doing better self-regulating.
- b. Beginning of 24-25 school year, secondary staff attended a PD offering on proactive vs reactive responses. Adults are mindful of how they show up when interacting with students.
- c. Students are able to identify a person or space in school where they have a strong sense of belonging and safety.
- d. Ongoing PD with admin facilitated by the department of equity, stepping into spaces and understanding physical and emotional safety and the intersectionalities with identity. Seeing a positive shift.
- e. Updating student behavior handbook, prioritizing maintaining the student in school, and having those difficult conversations about keeping kids at the forefront and not being too quick to discipline/expel students from school.
- f. Principals, directors, and staff are engaging in the work around prioritizing student engagement, connection and belonging.
- g. Seeing restorative practices unfold at RLA and having a positive impact on the school community. That reflects the wraparound effort of the counselor and social worker and other school staff to help shift how schools are responding to behaviors.
- h. Culture is slowly shifting towards a more collaborative, trusting one between staff and admin. Seeing more cooperation between teachers and administrators. Wanting to see this shift towards excellence for students.
- i. Seeing a positive trend in attendance, at times even growth in the double digits.

5. Questions

- a. What is the purpose of the budget priority survey? The comments are very telling. How will this survey be used in the budgeting process?
 - i. Shared with the school board and they used it to create their budget priorities.

6. Discern Priorities

- a. Individual reflection on top priorities

7. Open conversation

- a. As a stewarding body, how should we guide our funding and supports toward your hopes?

- i. Making more connections pathways from elementary to middle/high school
 - 1. How can we keep students engaged from elementary through secondary?
 - 2. Introducing CTE pathways earlier on in elementary school.
 - ii. Academic Success - Sustaining
 - 1. Continue focusing on how to train, develop and support teachers so they can teach.
 - 2. Continue with school safety efforts.
 - iii. Robust cultural specific community partnerships - Sustaining
 - 1. Services, programming to help connect with students of color
 - iv. Focus on ELL monitors/everers will show huge academic gains in school district data
 - v. Center multilingual learners and families
 - 1. What district systems need to focus on?
 - 2. What trust needs to be bolstered
 - 3. Adult capacity building/PD?
 - vi. Investing, elevating community partnerships
 - 1. Build upon/leverage those who RSD has a foundational relationship with.
 - 2. Focus on focal priority students.
 - vii. Workbased learning opportunities
 - 1. Students who engage in programs with real world application, it helps improve student achievement across all focal groups.
 - b. What do we want/need to better understand in order to know we are making strategic investments?
 - i. Would having a laser focus on a specific program or school be a possibility?
 - ii. What about unfunded, technical fixes—Refining current systems, improving communication, and changing behaviors of central office staff.
 - iii. Equipment, software, technology and facilities to improve the student learning experience.
 - iv. Focus on consistency and support versus creating new programming.
8. Next Steps
- a. Advising Meeting - Tuesday, February 18, 2025