

# Reynolds Advisory & Stewarding Body

September 22, 2022

4:00- 6:00

[Zoom Link](#)

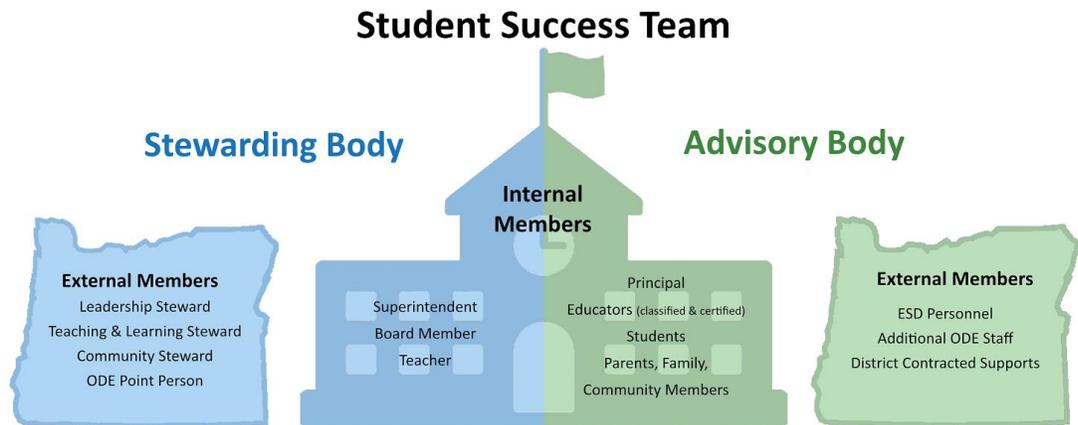
*Attendees:* Chelsea Mabie, Leslie Sykes, Anthony Lebron, Sheri Thomas, Joanna Williams, Deb Miller, April Olson, Pamela Marks, Michelle Cardenas, Karen Perez, Ady Romero, Elise Ferreira De Azevedo, Christopher Ortiz, Cayle Tern, Emmett Pearson-Brown, Tim Boyd, Chelsea Holcomb, Sara Hahn-Huston, Danna Diaz, Milissa Hicks, Deb Bufton, Angie Gilbert, Wei-Wei Lou, Gustavo Olvera, Karin Allen, Hank Bauer, Candice Vickers, Christine Whitaker

## Objectives:

- Begin developing community agreements and ways of working together for the 2022-2023 school year
- Learn about the integrated application process and find/propose connections to the work of the advising body

## 1. Welcome & Community Building`

- a. [Land Acknowledgement](#)
- b. [Community Agreements](#)
  - i. Build from ILT: What resonates, what needs to be modified, and/or what needs to be added?
- c. Overview of the Student Success Team



- d.
  - i. *Small Group Discussion:* While meeting in small groups, share what you appreciated from last year, what processes were clear, and what questions you still have.
    1. [Note Taking: Student Success Team Reflection](#)
  - ii. Share Out from Site Visits

## 2. Shaping Our Charge for 2022-2023 School Year

- a. Framing
- b. [Integrated Guidance on Six ODE Initiatives](#) (High Level)

- i. The Why, The Programs, Community Engagement
  - 1. [Integrated Guidance](#)
  - 2. [Community Engagement Tool Kit](#)
- c. Reynolds Team
  - i. Framing
  - ii. The Plan for the Fall (Community Engagement, Needs Assessment)
- d. *Small Group Discussion: Supporting this Work*
  - i. Framing
  - ii. Discussion Question: How can we leverage successful site-based community engagement strategies to engage communities at a district level? [Note Taking: Supporting this Work](#)

### **3. Open Space/Questions/Needs**

- a. Opportunity as a district to use this as a launching pad for family activity.
  - i. Family engagement is frequently put in a box- follow a script
  - ii. Need to shift to co-generating.
  - iii. Parent University: Good ideas coming in (e.g. what does a school budget look like?)
    - 1. In the past has been cloaked by design
    - 2. This process is the beginning, not a one-off.

### **4. Closing**

- a. Next Steps: October 6, 2022
  - i. What happens next with this information?
    - 1. Looking for trends and next steps that we will bring back to this team.
- b. [Calendar for 2022-2023](#)
- c. Site Visits: The stewarding body team will be visiting buildings more often this year, November and hopefully sooner. Please let us know if you'd be willing or interested in the team visiting.

## Note Taking: Student Success Team Reflection

**Prompt:** While meeting in small groups, share what you appreciated from last year, what processes were clear, and what questions you still have.

Group #	Notes
1	
2	<p>Unclear regarding the process for how to bring things forward for funding; do participants in the advisory group also make suggestions?            Can the advisory body develop questions that may guide administration in their research and recommendations?            What does the feedback loop like - how do we ensure that the feedback loop is closed &amp; continuous?;            May we have access to review previous notes and work?            Will we understand the budgeting and funding available?            Alignment or clarification between discussions/collaboration and something tangible to review</p>
3	<p>What's going well:            People were open to hearing each other            Sharing experiences, brainstorming across school sites            Shared documents to organize, share ideas and providing feedback - multiple perspectives were provided            Protocols for learning</p> <p>Not clear:            Where to find documents            Provide advanced notice when reviewing documents            Clarity around "the big picture" - provide updates, what decisions have been made?</p> <p>Concerns/Frustrations            Have not seen much outside agreement and processes            More clarity around what the advising body is doing/contributing            At what point will we engage in the conversations we thought we may be having as advising members</p>
4	<p><u>Appreciated?</u>            Having diversity in voice, perspective and knowledge within the group.</p> <p><u>What was clear?</u></p> <p><u>Questions?</u></p>

Group #	Notes
	<p>Wondering how we can be more efficient especially with the data analysis and discussion.</p> <p>How can we make better use of everyone's time?</p> <p>How to better leveraging the perspectives of attendees?</p> <p>What is the end goal / finish line?</p>
5	<p>Appreciated?</p> <p>Feeling like every time we came to the meeting there was a purpose (it could not have been done over email!)</p> <p>We had voice. Our feedback was heard and worked into</p> <p>Allowing us to have our cameras off and muted allows us to participate even when life is happening.</p> <p>The participants are diverse and all seem invested in what we can do.</p> <p>Carefully considered use of funds and approving the use of the funds.</p> <p>What was clear?</p> <p>Focus was clear, agendas were clear</p> <p>Questions?</p> <p>What are the processes for making sure that the funding allocated by this process is being put to use? (for example, how were principals informed that we had a budget for a kindergarten EA? Who was in charge of posting? etc)</p> <p>How is everyone in the community (staff, and families) being informed about these funding sources, how we are using them, how long they last, why were these particular things funded?</p> <p>How does this body learn when something goes from proposal to funded?</p>
6	<p><b>Appreciated:</b></p> <ul style="list-style-type: none"> <li>● Like being a part of a piloting group and being able to shape the work.</li> <li>● Love the iterative nature of this group</li> <li>● Love the opportunity to talk such a wide array of stakeholders serving our students from state, to board, to county, to district</li> <li>● Gets the MTSS brain humming</li> <li>● Don't feel in trouble, feel like everybody is on the same page trying to help our kids</li> <li>● Feels supportive and not punitive</li> </ul> <p><b>What was clear:</b></p> <ul style="list-style-type: none"> <li>● The intensive coaching provided the opportunity to have social work fte in all of our buildings (but that piece wasn't clear to all members).</li> <li>● Don't feel like there was transparency in the feedback loop.</li> </ul> <p><b>Questions:</b></p>

Group #	Notes
	<ul style="list-style-type: none"> <li>● Still not clear. Not clear on: Advisory to Stewarding, but now it feels like Stewarding to Advisory, but unsure if this is the intent; should it be pushing from the other direction? Should the advisory committee be bringing things to us to get feedback on? Maybe there needs to be a separate meeting among the advisory committee? Will the advisory committee meet and come with things to bring to the stewarding committee?</li> <li>● How do we make this more inclusive of the community?</li> <li>● Confused on where we are in the processes related to the outcomes of this group.</li> <li>● We need to make sure the members of our current community are able to be a part of this process.</li> </ul>
7	<p>Appreciated?  Meetings were run with flexibility and understanding.  Honesty about the process being new and unclear (unchartered)</p> <p>What was clear?  Structure. Stewarding Body is making the decisions.</p> <p>Questions?  How recommendations are developed - who brings them to who? Is the district leadership team bringing recommendations to the advisory body who passes them to the Stewarding Body or is the Stewarding Body making recommendations to the district?</p> <p>Wasn't clear that part of the IC work was to manage (?) the Integrated Guidance work. Lots of initiatives and cooks in the kitchen. Who wears the chef's hat for which one?</p>
Share Out Notes	<ul style="list-style-type: none"> <li>● People are ready to move</li> <li>● Frustration around process.</li> <li>● Good to share experiences <ul style="list-style-type: none"> <li>○ Ask for information about decisions</li> <li>○ Close feedback loop</li> <li>○ Where are we at? What can we do? What can we afford?</li> </ul> </li> <li>● Reflected on what happened last year <ul style="list-style-type: none"> <li>○ ELD TOSAs</li> </ul> </li> <li>● Wishes and expectations (didn't quite get to this!)</li> <li>● Having something tangible to review (notes, checklist, etc.) to go over accomplishments.</li> </ul>

## Note Taking: Supporting this Work

**Prompt:** How can we leverage successful site-based community engagement strategies to engage communities at a district level?

Group #	Notes
1	
2	<p>Have sessions where people are. Go to community instead of them coming to RSD, at a smaller level (group size). Utilize CBO's more to increase RSD capacity to reach marginalized communities. Create "Community Ambassadors" amongst well known business owners, faith leaders, students, alumni and have them hold their own engagement groups.</p> <p>Address turnover at district level - this can be frustrating and intimidating to families who had relationships. How can changes be communicated so people feel they know they have the info and know who is working at RSD</p> <p>Also community needs feedback from these sessions</p> <p>Utilize volunteer committee - RSD used to have a really strong volunteer program/structure how do we get that back?</p> <p>Recognize and honor those that are engaged</p> <p>PR campaign</p> <p>Champions Group- led by trained volunteers who know about school processes who can inform/educate families. They can meet at local businesses who also sponsor RSD sports teams and school events.</p>
3	<p>Short video via parent square before sessions? To provide more time at events for feedback/discussion.</p> <p>Survey at the end - what is the ultimate</p> <p>How to let parents and students from marginalized groups know the value of their voice?</p> <p>Offer sessions at different times.</p>
4	<p><b>school secretaries have the best info. The families all go to them, even before their teachers a lot of the time.</b></p> <p><b>They could literally track the questions being asked and use that data. And by school secretaries, I mean anyone in the front office.</b></p> <p><b>parent affinity groups</b></p>
5	<p>Our team is confused. What is our district applying for in this process? Is our community giving input on how we have already used our grant money? Or how we want to use them?</p> <p>If we work hard to mobilize our community for input, how will we make sure that their ideas are honored or that the job is clear? If they show up and offer their time and energy, how do they know it was worthwhile? How will feedback and ideas from community members who interact with a specific school be applicable at a</p>

Group #	Notes
	<p>district level? What happens if what our community offers doesn't match with what the needs assessment brings forward? What happens if we get incredibly different or conflicting feedback from our community?</p> <p>We don't want this work to feel like a rubber stamp. Feedback loop needs to exist.</p> <p>Things that have worked well in Special Education: moving to Zoom! Parents can show up so much more easily.</p> <p>Our families don't trust everybody. They reach out to specific members of the staff for their communications. They don't want to show up to meetings with people they don't know. They want to interact with the people they know and trust.</p> <p>Community to help should be very specific. Open-ended questions don't give enough framework for answers that are on target. That's when we go down the road of families giving answers that don't lead in the direction the schools need and then their feedback gets left behind.</p> <p>What do we want to know? The questions we will ask are absolutely vital. Who will decide what we will ask? Who should be asking the questions? How do we sell something this ambiguous to our community? What are we asking them to show up for?</p> <p><u>Have very small, targeted questions and invite folks to specific focus groups to answer specific questions. It needs to be about their own kid.</u></p> <p>If presentations are already being translated after feedback, how will the information from this meeting inform the process? This feedback seems too late...</p>
6	<ul style="list-style-type: none"> <li>● This cannot be a one off</li> <li>● How do we create engagement with families that is ongoing and consistent/predictable (e.g. trauma informed engagement) that we can push into, as opposed to the "one-off" engagement opportunities.</li> <li>● Should we have a Parent University that creates ongoing opportunities to teach families about school systems, identification processes, teaching and supporting key skill development, navigating the feeder pattern for their children, etc. There could be a robust PU course catalog that parents can engage with in an ongoing fashion, so that we can increase engagement in key meetings, like budget input sessions. <ul style="list-style-type: none"> <li>○ Offering insight into the systems of schools that aren't easily accessible for families</li> <li>○ Creates ongoing access to community fellowship for families</li> <li>○ Moving away from engagement, and moving toward true participation and collaborative learning opportunities for families</li> <li>○ How do we actively engage with our community partners in this predictable and consistent process to make sure that we are really reaching out to our most historically underserved scholars</li> </ul> </li> <li>● How do we have online, multilingual access opportunities that shares not only resources, but also opportunities to access these type of advocacy</li> </ul>

Group #	Notes
	<p>opportunities.</p> <ul style="list-style-type: none"> <li>● These need to be PREDICTABLE OPPORTUNITIES that include closing the feedback loop on whatever input we solicit from them (Freire, Voyeurism of experiential data)</li> <li>● These systems are hard to navigate for those who have agency and education, how do we address the extreme need for those who don't have those experiences?</li> <li>● How do families learn about the impetus and processes around school budgeting generally?</li> <li>● How do we combat the impacts of white supremacy culture by opening up our systems and processes inherent in public education?</li> </ul>
<p><b>Share Out</b></p>	<ul style="list-style-type: none"> <li>● Confused. Not sure what we're asking our community input for. Not sure what this meeting is for.</li> <li>● Timing is fast. How can what we offer here make a difference?</li> <li>● Struggled with pulling families together on an open ended question. <ul style="list-style-type: none"> <li>○ Can prevent re-engagement.</li> </ul> </li> <li>● Having small groups targeted towards specific problems, getting what they need. Once we get that, then we can return to discussion with restructuring funding.</li> <li>● school secretaries have the best info. The families all go to them, even before their teachers a lot of the time. <ul style="list-style-type: none"> <li>○ They could literally track the questions being asked and use that data. And by school secretaries, I mean anyone in the front office.</li> </ul> </li> <li>● Due in March = Due in January due to flow.</li> <li>● Repeating in two years: Using to evolve over continuum of engagement. Not only for continuity, but intentionality. <ul style="list-style-type: none"> <li>○ Once we are deciding how to spend funds, need an educated community.</li> </ul> </li> <li>● Open ended sessions– Hard to hone in on something. Don't think much can change when we're trying to make a bunch of changes at the same time. <ul style="list-style-type: none"> <li>○ We know where priority issues are. Include communities for ideas and how to solve it, and then act on it.</li> <li>○ Sometimes feels like we bounce from issue to issue without any closure or clarity about what happened.</li> </ul> </li> </ul>