

Reynolds School District Stewarding Body Meeting

March 6, 2024

Attendees: Gustavo Olvera, Chelsea Mabie, Wei-Wei Lou, Frank Caropelo, Rutila Galvan, Cayle Tern, and Karen Perez.

1. Welcome & Agenda Review

- a. Land Acknowledgment
- b. Community Agreements
- c. Agenda Review/Meeting Framing
 - i. Feedback (Stewards)
 - ii. Jamboards
 1. Family/Community Engagement Partnership
 2. FTE Additions

2. Recommendation Work Session

- a. Charette Protocol
 - i. **Step 1: Present the Work in Progress (7-minutes)**
 - ii. **Step 2: Set Focus of Feedback (2-minutes)** The recommender sets the specific focus of the feedback they would like. This focus is usually made in the form of a specific request, but it can be as generic as “How can we make this better?” or “What is our next step?”
 1. *Brief pause for any clarifying questions*
 - iii. **Step 3: Feedback Generation & Discussion (10-minutes)** The participants then discuss while the recommender listens and takes notes. There are no hard and fast rules here. The emphasis is on improving the work, which now belongs to the entire group. The atmosphere is one of “we’re in this together,” and our single purpose is “to make a good thing even better.”
 1. *Be sure to make sure feedback is helpful and specific*
 - iv. **Step 4: Wrap-up (3-minutes)** When the recommender knows they have gotten what they need from the group, they stop the process, briefly summarize what was gained, thank the participants and moderator, and return to the “drawing board.”
- b. Two Rounds of Charette
 - i. Round 1: Family/Community Engagement Partnership
 1. Presentation: Feedback from Stewards and Advisory body was not surprising. A few themes to the feedback
 - a. What does continued learning implementation look like - learning the fundamentals and that starts with building the capacity of educators to understand the connection between

year in unallocated funds. Opportunity to shift funding to support staff and increase FTE. SUN site coordinator has previously served in a social worker role in all schools. Reallocating current social worker assignments: elementary SWs with 2 schools each, 1 at each MS, and 2 at HS. EL Teachers: currently overstaffed. This recommendation is looking to sustain current staffing levels and manage caseload size for EL teachers. Also looking to fund the Cosmetology program teacher. Over 400 students are forecasted and showing interest.

4. Focus: General feedback welcomed.
5. Feedback:
 - a. What is the current EL teacher to student ratio? Each EL teacher has a caseload of under 30 with it being a little higher at the middle and high school. HS needs a program redesign. Data is showing that core instruction is needing strengthening across the district.
 - b. What percentage of funds for ELs are going to EL staffing? 100% of weighted funds are going to staffing.
 - c. Are there other ways the intensive program budget can be used so that it better aligns with programmatic goals?
 - d. What is more sustainable? Using funds to support EL teachers or CTE? Both have the same budgetary impact.
 - e. Tier 1 and ELD instruction need to be integrated. Consider implementing a differentiated student to teacher ratio based on ELPA scores for sustainability. Lower ratios for ELPA 1, 2 and higher ratios for students with higher ELPA scores.
 - f. After consideration, propose to remove the EL recommendation.
 - g. Powerful data point to share with the Advisory Body is the number of students expressing interest in the cosmetology program.

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

4. **Next Steps**

- a. March 19- Stewarding Body Meeting
 - i. We will run the consensus process for all recommendations during this meeting.
 - ii. Share any updates/responses to feedback regarding the recommendations with the Stewarding Body prior to the March 19th meeting.