

# Reynolds Stewarding Body

March 17, 2022

[Zoom Link](#)

Attendees: Dr. Danna Diaz, Dr. Christopher Ortiz, Dr. Sara Hahn-Huston, Cayle Tern, April Olson, Dr. Karen Perez, Chelsea Mabie, Rulila Galvan-Rodriguez, Deborah Bufton

## Objectives for our time together...

- Build connection with each other as a team
- Discuss the recommendation process
- Learn more about Reynolds and explore what learning we still need to engage in

## 1. Welcome & Connection

- a. Community Steward Update: Welcome Rutila!
- b. Focus Student: Share with the team who your focus student is
  - i. *Dr. Ortiz (RSD) – Chose student from Outside Placement, gifted African American student, struggling and not doing well. High School team should support her and give her opportunities. Many of our students of color struggle especially those who are gifted. Unique BIPOC student. As a system, champion for those under represented.*
  - ii. *Dr. Hahn-Huston (RSD) – Middle school student, champion for marginalized students. Feels like majority of other teachers/admin are white. Strong and active role. Love to work with parents, be that bridge between the school and family. Help them be empowered, feel like their child can be welcomed back even though things went sideways. Try to re-set expectations. Using the experience I have in education.*
  - iii. *April Olson (RSD) – Sub in a 5<sup>th</sup> grade class, met a young man who was stressed by other's behaviors. The student said he needed to refocus. Got into a verbal disagreement. The student started crying and April held space with him as long as it takes. Trusted her in the moment. The class experienced a lot of change – first month of school. A lot of things our students bring with them.*
  - iv. *Cayle (RSD) – thought about my own experience, always struggled with feeling welcomed. One of the biggest transitions was being shoved into an ELD classroom. It can of discouraged me and the work is a little different. I like to place emphasis on making sure students feel welcome. Providing support when they want to do more.*
  - v. *Dr. Diaz (RSD) – 5<sup>th</sup> grade student at Salish Ponds. Being raised by single dad. How would dad feel if the student was in office. I bought him some sweet bread. I'll check back in with him to make sure he's on track. I get to see him on recess. He checks on me and waves.*
  - vi. *Dr. Karen Perez (Steward) – Kindergarten teacher with a PhD. Currently at Ed NW. Currently on Beaverton SD. Moved student to home school.*
  - vii. *Chelsea (ODE) – 5<sup>th</sup> grade student, reading intervention. Whole community of adults to help participate. 17 books that she has.*

- viii. *Rutila (Steward) – Expectation for student to show up as a Latino. I'm her mentor through a mentorship program. All of my kids are biracial as well.*

## 2. Community Agreement Review

### 3. Current SIA Plan + Board Goals Update

#### i. SIA Plan

1. *Mental Health Supports, Art, Music, PE, Restorative Practices, Library/Media*
2. *This was before the pandemic so some items became unnecessary*
3. *13 of our 16 schools are targeted/comprehensive as well as one of our charter schools*
4. *Added 10 FTE of social workers and 10 FTE of counselors – mental health supports.*
5. *Added Library Media specialists*
6. *Restorative Practices turned more into MTSS*
7. *Create Student & Family Services – advocate for our underrepresented students.*
8. *Added additional 6 nurses and a health assistant for the high school. 8 school nurses. Middle schools and High School each have a full-time nurse.*
9. *Contracted with Jeffrey Sprague – look at PBIS/Restorative practices – need to move to MTSS. RJ practice is ineffective, PBIS is half implemented. Taking away RJ was controversial.*
10. *Human Resources audit. Looking at what we can do to improve our services to our students.*
11. *Those needs have driven our SIA plan.*
12. *Lobbied the state legislature – in 2019, fund the school based health center. Last session, funded the school based health center. Includes a dental clinic – at the high school. Cost over \$2.5 million. Got the money from the state once it was built. We're glad to have it.*
13. *Advocate for all of our students, no matter what. Know it's a lofty goal.*
14. *Hired a Program Administrator for MTSS and also hired MTSS TOSAs. Those folks are helping support the tiered systems of supports at the school sites. Implementation that looks similar across the district.*
15. *Culturally responsive curriculum. Knew that our texts weren't representative of our students and their lived experiences. Using that lense for new Language Arts curriculum – funded out of SIA.*

16. *Aligning with ESSR. Many of the teachers were balance of the year due to class size. Picked some of those up to help with low class numbers. Using ESSR to fund class size reduction positions.*
17. *We've gone a great job lowering class sizes – focus on first time instruction*
18. *Always remember as a teacher. Texas always had class ratio. Always had 22:1 and always had an Educational Assistant. Make sure the teachers have the same experience as I did to make sure they have the support they need.*
19. *Had opportunity to revise our plan – real focus on classroom first time instruction. Used ESSR and partnership \$ for LTRS training for general ed and ELD teachers. It's been really highly desired and highly respected training. Seeing fruits of that already in master schedule building. Because of challenge of subs, had to increase the cost for the trainings.*
20. *Started a cross walk of the initiatives to make sure everything is consistent across the board. Worked on developing a new Strategic Plan. Been a beautiful part of the work that Dr. Diaz has done*

ii. Who are your current community partners? What community partners can enhance or expand your community connections?

1. [Community Partners](#)

- a. *Think about this list and if there are opportunities*
- b. *When I started, many of the community organizations were getting more from us than we were getting from them*
- c. *Now we have a partner engagement form that all partners need to complete. They need to be aligned with our strategic plan/mission. We've transformed how they're aligned with us.*
- d. *They want to help improve our data. There's been transformation to ensure partners help us achieve our strategic goals.*
- e. *We appreciate this because partnerships seemed strange. Middle school sports were a huge motivational factor. Teachers couldn't report to the coaches. As the community partners picked up and took over, they were so wonderful, they still spoke to the teachers to makes sure they were working as a team. It's such a huge motivational factor to tie those things together, made a huge difference, leverage that relationship. Make sure students were attempting to do well in school and have those interactions. Appreciate leadership did that.*
- f. *The research reflects this, it's important to have the engagement. Especially students who are prone to having*

*chronic absenteeism – having the school attachment piece and connection to adults.*

*g. We are researching middle school sports. It is one of the Board priorities.*

iii. Board Goal Process

1. Student behaviors won't change until adult behaviors change

*a. Focusing on 3<sup>rd</sup> grade reading, 5<sup>th</sup> grade math, 8<sup>th</sup> grade math, 9<sup>th</sup> grade on track, 12<sup>th</sup> grade graduation*

*b. Professional Development – Board student outcomes*

*i. Department and School Improvement Plans – taking specific strategies, focused on culturally responsive teaching. Believe in shared leadership, outstanding principals. Provide the opportunity to stay connected. Are we getting return on investment? Evidence suggest that what we're doing is working. Budget alignment, meet all of our targets and discretionary funds, align with our goals at the school level. Did a lot of the alignment. Positive momentum, do whatever it takes to have a positive impact.*

*ii. LTRS training is so important for all teachers. I love the goals that have been set, wish expectations were higher. Looking at 3<sup>rd</sup> grade reading level. In (Deb) my experience, students who are in Special Education, delayed, haven't been diagnosed. Usually wait until 3<sup>rd</sup> grade those who are in Special Ed. When you're looking at scores, usually there's more going on, not just the disability. Need to split newcomers versus long-term ELs for ELD students. Need to disassemble those numbers. We have a difficult issue with students who get stuck in ELD and can't get out. Need to compare EL based on how long they've received EL services.*

*iii. Looking at 9<sup>th</sup> grade success, those transition points. That SIA \$ can help create additional staff during those transitional points. It's exciting that what you've put in place is connected to metrics.*

*iv. Currently under Title III Review with ODE – based on our support to ELs. ODE is working with us on recommendations.*

*v. Need to think about what would be the best model for our students. In a multi-lingual high school, I succeeded. Need to find a successful system, not an oppressive system. What can we offer to the*

*Reynolds students. How can we help them thrive? I know students who speak 5 languages.*

- vi. Over 45 languages represented in one classroom. Math is universal. Come in with high school experience, but only do reading/writing when they come here. They need to keep their second/third languages – truly multilingual education.*
- vii. Tend to have expectations, but the resources don't match up. Expectation for students to learn English and do well in other classes. Need more 1:1 time or more aids. Go into ELD classes, sometimes you have an aid, sometimes you don't. Need to support any plan with the resources. Need to invest in more support. We're better at identifying students who don't need to be there. Lose motivation and that leaks out into other classes, expectations low.*

#### 4. Recommendations

- a. Observing/Noticing
  - i. What are we observing? Where might recommendations come from? When might they come forward?
- b. Proposing Recommendations

Proposed Recommendation			
Framing	Intended Impact	Proposed Opportunity	Potential Change from Rec.

- c. Consensus
  - i. Trying to find things that we wanted to fund out of SIA, but couldn't. Or we just noticed this and this is something we can tackle.*
  - ii. Frame our recommendation this way. Anybody on the Stewarding Body can propose a recommendation. Reynolds has so much context and their experiences. The specific proposed opportunity. It can be organic or done ahead of time. We can switch the model if we want. More or less structure. Want things to come from that place. Are there any questions about this structure for a proposed recommendation?*
  - iii. Possibly add a column – on the left-hand side – what goal # from the Strategic Plan?*
  - iv. Guard rails are going to be created – Dr. Diaz can share as soon as we have them. Guard Rails for Superintendent and the Board.*
  - v. We can have recommendations at any point from this Stewarding Body. Naturally it comes from observing, based on what we're seeing.*

vi. *We can get started at any moment. If its clunky, we can still change.*

**5. What do we know? What do we still need to learn?**

- a. Transformation Cycle (Safir, 2021)
  - i. What data, information and stories do we have?
  - ii. What data, information, and stories could be helpful?
  - iii. What deep listening needs to happen? What barriers may be in place to make this happen?
    - 1. *Do this another day*

**6. Open Space/Questions/Needs**

- a. *We'll have Advisory in April and Stewarding again in May*
- b. *Would love to have time with different people based on the topics – do the back work. Have to follow Public meeting law – is the tricky part.*
- c. *2 is quorum*
- d. *Need to adjust time?*
- e. *Will change the June date – same day as graduation now*
- f. *Will have time to work together after the Advisory meeting*
- g. *We don't need to go right to recommending. All is welcome!*

**7. Closing**