

Reynolds Stewarding Body Meeting

January 21, 2025

4:00- 6:00

Attendees: Gustavo, Samarra, Laura, WeiWei, Rutila, Angie, Frank

1. Welcome & Connection

- a. Land Acknowledgment
- b. Community Agreements
- c. Agenda Check & Framing

2. District Updates

- a. Starting the budget process
- b. Governors current spending level will cover PERS increase
- c. Moving forward with the year two cosmetology program
- d. Off to a good start in this new year!

3. New Allocation: Setting Intention, Focus for Remaining 18-month

- a. Silent Reflection: How does the additional allocation open up possibilities for our work?
How can we focus on some key strategic initiatives with these funds and the remaining time? What do we still need to learn?
 - i. Future Protocol
 - ii. Context:
 - 1. Active and pending recommendations
 - 2. Why now?
 - 3. District priorities
 - iii. Future brainstorm: If wildly successful by June 2026, what will be in place in RSD? What will it look like, sound like, feel like?
 - 1. Where do we invest in our business? In people or in facilities? Where would we see the greatest return?
 - a. Reynolds experiences a high level of staff turnover due to frustration regarding not being able to meet the needs of students and staff (leaking roofs, too few restrooms)
 - b. Causes a lack of consistency – in order to retain staff basic needs must be met
 - c. End up doing a little bit of both and this causes a lack of funds to invest in anything but staff
 - 2. Changing the face and feeling of the district – making repairs with the relationship with the staff and healing the wounds that have occurred over time. If wildly successful, trust, mutual respect, and confidence in the district would be repaired.
 - a. How do we follow through with the things we say we are going to do?

3. Dual language program flourishing
 4. Dental program up and running
 5. Rethinking what 11 and 12 grade look like and rethink the alt ed program
 6. A student body that respects, interacts, and cares for the school and believes in what the school believes
 - a. Sports and extracurriculars are a large part of this
 - b. Improved athletic facilities to feel pride in
 7. What would the community partners and families say if asked where the money should go in their district?
 8. A priority in repairing relationships with the community
 9. The positions funded through the Intensive Program have positively impacted students lives
 10. Engaging with the community
 - a. Less complicated requirements for volunteers
 11. Open channel of communication with ODE
 12. Dependable systems with structures in place that create a cohesive and stable environment
 13. Focus on admins of color to reflect the diversity of the district
 14. Key elements of Early literacy are in place and joy in learning
 15. The experience of EL and multilingual learners is one of support and consistency
- iv. Focus: From our brainstorm, what should be our top strategic priorities, and why?
1. Are the recommendations with the additional aid creating a funding cliff?
 2. Focus on programs that can outlast the grant money
 3. What can we do with that money that will support our kids – the students can see disparities between their facilities and the facilities of schools in the Portland metro area
 4. Learn from the mistakes from the past – interested in investing in facilities rather than positions
 5. Re-engage the community – can continue to pay back the district
 6. Directed by ODE guidelines on where and how the money can be spent
 7. Invest back in the humanity of the district and learn from the long-time district experts
 8. Coming together in person to brainstorm x2
- v. Our role / guiding criteria:
1. As a stewarding body, how should we guide our funding and supports toward your hopes?
 2. What do we want/need to better understand in order to know we are making strategic investments?

4. Recommendations:

- a. Recommendation Process
- b. Dual Language Immersion Committee Recommendation
 - i. Consensus Process
 - ii. Four votes of 5 and one vote of 4
 - iii. The recommendation is approved
- c. Admin Teacher Leader PD
 - i. Feedback (Clarifying Questions, Probing Questions, Feedback)
 - 1. Funding is narrow
 - 2. What are the exemplars?
 - a. Teacher leaders
 - 3. Is there a criteria for who is chosen?
 - 4. Could be beneficial to have a specialist go through the training
 - 5. Is it mandatory or voluntary
 - a. Invitation, not mandatory
 - b. If its invitational then it may give chosen teachers the sense that they aren't doing well
 - 6. It could be more impartial to make it mandatory and also allows for an expanded training
 - 7. Admin select teachers who already have strengths
 - 8. Go all in and fully invest in the training – what would the cost be?
 - 9. Starting small can allow us to ramp up, build capacity, and spend less money as we test to see if the training will be effective. Making it invitational gives it more power
 - 10. The sustainable cost allows it to be a program that can grow after the Intensive Program
 - 11. Sparks excitement and involuntary word of mouth enthusiasm flourishes much better than mandatory
 - 12. What can be learned from the remainder of this school year and how will it inform next school year?

5. Next Steps

- a. February 18: Advisory + Stewarding Body → Integrated Guidance