

Reynolds Stewarding Body Meeting

September 17, 2024

4:00- 6:00 pm

Attendees: Wei-Wei, Gustavo, Chelsea, Frank, Laura, Angie, Cayle

1. Welcome & Connection

- a. Land Acknowledgment
 - i. Hispanic Heritage Month: White House Proclamation
- b. Community Agreements
- c. Welcome Angie & Laura!
- d. Introductions
 - i. Please share your name, pronouns, and role
 - ii. Share something you are excited about in the 2024-25 school year
 1. Taking on supporting ELD/sheltered instruction this year
 2. excited about the new site visit model
 3. working on the Dual Language Immersion program
 4. looking forward to all of the work, cosmetology getting launched, business/marketing, DLI (to just name a few)
 5. excited about connecting DLI/ELD and equity work together
 6. being in the building with solid leadership, positive happenings, and students so positive and engaged
- e. Agenda Check & Framing

2. District Updates

- a. Off to a good start, just getting a look at enrollment numbers (almost to 10-day drop). Tentatively looking at up approx. 100+ students.
- b. Frank working directly with academics, with no Chief Academic Officer.
- c. Focus on getting right sized
- d. Budget is lean but stable, visited all schools to welcome back (slide show can be shared)
- e. Excited to see 1st grade, most prepared 1st grade class in a long time, impact of Kinder EAs. Similar experience in freshman, prepared coming into HS.
- f. Dealt with heat to kick off the school year, 110 fans delivered. HVAC systems needs updated. Going to talk to board around setting aside a specific fund for this work.
- g. Wrapping up summer projects (covered play area at Alder; Woodland playground updates to make more ADA accessible; finishing up fixes from last year's ice storm)
- h. Tracking items for this year and future items
- i. Still bargaining with REA; classified settled in the spring (probably the best contract classified has had in years)

3. Proposed Site Visit & Connection Model: 2024-25

- a. **Framing:** Proposed structure and a response to going deeper after the previous few years of site visits. Giving you a window into our thinking, a lot of internal work still to be completed.
 - i. We have done different models over the years, broad site visits at lots of schools, specific focused look-fors, principal shadowing (last year)
- b. **Model:** Consistent meeting with the same person or people throughout the course of the 2024-24 year.
- c. **Desired Outcomes:**
 - i. Acquire a deeper vantage point of the Reynolds School District as it pertains to your lens
 - ii. Establish a mutually beneficial relationship with staff, schools, and departments
 - iii. Maintain ongoing and direct communications with staff, schools, and departments beyond the SST and offer guidance as necessary
 - iv. Collect and analyze impact data in collaboration with the district contact person
- d. Working on Proposed Meeting Guidance:
 - i. Proposed In-person Expectations
 1. Tentative Kick-off in October or November
 2. Release February site visit, to provide time and flexibility to come along RSD staff's flow
 3. Site Visit for Fall TBD
 - ii. Proposed Remote/Virtual Expectation
- e. DRAFT Goal Setting Template
 - i. Ask: Please take some time to provide feedback, when you have a chance.
- f. Next Steps:
 - i. Finalize plan and start reaching out to staff
 - ii. Be on the lookout for emails
- g. Questions/Comments:
 - i. Being in classrooms and debriefing with principals has been one of the most impactful part of these experiences. Though, it can be hard to analyze these interactions, as they can cover both personal, professional, and daily needs coming up that day (human flavor). That human flavor might not be flushed out fully in the Goal Setting Template.
 1. This model may help build a clearer focus or thru-line across the year; focus should be more narrowly focused.
 - a. We want the internal folks to be prepared as possible, so there is a specific focus. That is part of why it isn't quite ready to kick-off yet.
 - ii. Appreciate the thru-line across the year. Wondering through the focus, how to still bring in the student, teacher, leader perspectives.
 1. Serve as a critical thought partner, to bring in those perspectives.

4. Emerging Recommendation: DLI

- a. Review Recommendation Process
- b. DLI Update- What work is already taking place?
 - i. This recommendation will not be to approve a DLI program, the district already has this. The official recommendation will be around seeking funds to convene/engage in common learning of a DLI expansion committee.
 - ii. Gustavo and Marie's charge is to lead this DLI expansion committee. Committee will be composed of certified staff, classified staff, families, community, students.
 - iii. Potential needs may be paying for time, site visits, materials or resources, potential conferences. A budget will be needed to engage in the DLI expansion committee.
 - iv. Goal of expansion has been shared with DLT and all schools.
 - v. Wei-Wei will partner in drafting the recommendation
 - vi. Gustavo and Marie have already drafted communication to garner interest in the committee. ILT vetted the communication that will go out to staff; will go out in a Wednesday Memo.
 - vii. Committee will meet every third Wednesday of the Month for two hours after school, starting in October.
 - 1. Currently six applications; no clear cap of number of application
 - 2. Application (Name, role, a little bit of their interest around why they want to support the DLI expansion).
 - viii. Goal is by May to have research based recommendations on how to expand the DLI program, starting in the 2025-26 school year.
- c. DLI Recommendation DRAFT
 - i. Questions: Parents on the same committee or different?
 - 1. Envision that parents, students, and staff all in the same space.
 - ii. Question: How are inviting students and families/community?
 - 1. Plan to reach out to Community Partners, a similar structure as with the District Equity Committee.
 - 2. For students, joining in meetings that are already taking place (clubs, activities, etc). Sharing QR code for student to express interest.
 - iii. Question: Are community partners you are talking about, are they also going to be able to participate in this committee? Any reach out to business and industry?
 - 1. Feedback: Bridges being built back with the community partners, thank you for that work. Including them has helped them (and students) feel more heard.
 - iv. Question: Sustainability of funding. What does the funding look like beyond the committee?
 - 1. Feedback: Community/industry partners often want to support more fully when they know there is more longevity.
 - v. Question: When you said milestone, was that out (stewards) are thinking or do you have some ideas to share?

1. Feedback: Top of mind, getting clear on recommendations on how to expand and sustainability. Imagine that the fall would be data and sense of what a quality program would look like. Also, what the story around our data (qualitative and quantitative). Site visits, gaining knowledge. Second part of the year/work might be more like what does it look like in expansion for RSD.
 - vi. Question: What are the expenses? I know there is no budget yet, but what do you anticipate?
 - vii. Question: Is this a standing committee? Or, does it continue on beyond recommendations and start of the implementation?
 - viii. Feedback: Funding to really support bringing in student and family voice (example: listening groups, childcare, etc)
- d. Workshop the Recommendation:
 - i. What questions do you have? What should we consider as we work on this recommendation? Suggestions for additions?
 - ii. What kind of milestones should we be planning for in our yearlong work? (Ex. By December everyone should know the models, and you should have _____)
 - iii. Do we need to include specific examples of the types of learning and/research?
 - iv. Should we include types of site visits i.e. neighboring school districts?
 - v. What kind of milestones should we be planning for in our yearlong work? (Ex. By December everyone should know the models, and you should have _____)
 - vi. In the milestones, how could we capture more student, family, and other community member voices?
 - vii. Regarding committee members, who else needs to be included? Perhaps someone at the state level?
 - viii. Would providing monthly updates at the Stewarding Body meetings be helpful as an additional progress check?

5. If time allows: CTE Recommendation

- a. Recommendation
- b. Theory of action - what we know about the Intensive Program funding, it is short term and designed to make impact during participation. Funding staff is not a good idea, as the funds sunset. To get a CTE program started, the most expensive part is often getting it started (materials, remodeling, equipment). FTE for sustainability is easier to negotiate outside of short term funds.
- c. 50% of students want to enter the workforce right after high school; looking at the demand in healthcare is an area that there is continued growth. Idea borrowed from WESD, dental assistant (they had huge success at WESD).
- d. Multi-year program, to be field of study. Dental Assistant would be a foot in the door to allow continued education at Mt. Hood if student choose to go on to Dental Hygienist program.

- e. Lose students to CAL (approx 120 students), since RSD does not have any CTE healthcare tracks.
- f. Finding a large amount of money (\$1M) is hard to do in the general fund, using short term funds like IP makes sense.
- g. Bilingual/Bicultural students, entering the workforce in healthcare that is in need of bilingual/bicultural students
- h. Bringing early, as it might be a large undertaking
- i. Feedback: Sold! I think it will increase graduation and engagement.
- j. Question: How many students are we talking about per year?
 - i. Currently six classes for cosmetology
 - ii. For this, looking to graduate 30-60 kids per year. They would need to be on track by their junior year. With current requirements, they may have a 1-day or 1.5 days a week open to work in offices.
 - iii. Feedback: concern about some of the most marginalized students might not be able to participate.
- k. Feedback: Manufacturing and healthcare areas are the greatest need, incredible opportunities for our kids. Just had three students ask about healthcare fields today. There might be other funding sources.
 - i. looking at grant funds to pay for summer internships
- l. Question: How do we also ensure that RLA students can participate in these programs as we won't be able to have them at our site due to capacity and space?
- m. Feedback: For kids who were having a really hard time with "when will I ever use this", when they see something or a pathway they engage. Block schedule is helpful for this as well.
- n. Question: What is your timeline? Starting of September 2025?
 - i. Yes
- o. Question: Remember visiting the clinic, is it still there?
 - i. Yes, it is a spot where they could intern.
 - ii. You may want to think about other connection points with the clinic for future programs.
 - iii. Want to see a budget (more developed); might reach out to local dental offices for donations. Dentist who has a dental van (with migrant program), might be another good connection point.
- p. Feedback: Might want to reach out to teaching hospitals for dental programs as well
- q. Question: Thinking about the selection process seems to be coming forward, and the impact of having an educator bilingual/bicultural.
- r. Question: Why dental assistant as the first healthcare?
 - i. Feedback: high demand, bar to get certified is reasonable, can get done in HS in setting
- s. Add to next agenda: How much budget is left? History of spending? [and some mapping of strategic priorities /focus areas to the budget]
 - i. Loop with Laura and perhaps add to advising

6. Next Steps

- a. October Stewarding & Advising Body Meeting: 10/15
- b. Consideration: Stewarding Body & Advising Body meeting have always been virtual, we may want to consider bringing folks together for in-person
- c. Appreciation meeting for all the hard work everyone has been putting in