



2013 Education Summit Report

Summary of Outcomes • Reynolds High School Multipurpose Room • February 28, 2013



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2013 Education Summit Report

Introduction



Reynolds School District hosted an Education Summit on February 28, 2013.

Attendance: 208

Speakers: Rob Saxton, Oregon's Deputy Superintendent of Public Instruction

Linda Florence, Reynolds School District Superintendent

Format: Participants were randomly assigned to tables as they arrived. Each table recorded their discussion of four areas: student achievement; closing the achievement gap; school/community relationships; and vision/mission statements. The appendices found on pages 8-61 contain the recorded notes by table.

Outcomes: A broad group of staff, parents and patrons participated in a rich discussion about education. A complete report, which summarizes and publishes all input is, completed. Specific suggestions are being reviewed and incorporated into department plans.



2013 Education Summit Report

Topic: Student Achievement



Discussion Question:

What does Reynolds need to do to reach the 40-40-20 goal by 2025?

Summary: The participants have many excellent ideas on how to improve achievement at all levels. There is strong support for preschool, after-school, and advanced coursework. The community is concerned about class size. Activities, athletics, social services, academic supports, access to technology, parent/community involvement, and better communication are also essential.

Sample Comments:

- Summer school for all levels. (District sponsored with more of both academic and social programming than the current approach.)
- Effectively use different technologies to tap into students' learning styles – training staff and having success – still structured with textbooks.
- Larger push for up-to-date technology.
- Teaching parents what education is and how to do it.
- Support for families to maintain stability.
- Reach kids in many levels (sports, music, arts, Outdoor School.)
- Smaller class sizes.
- More kids (all sub-groups) in Advanced classes at all levels.
- Pre-K program, for a full day.
- Educate the parents on how to support their children on this elevated educational trajectory. Include the parents in this expectation.
- Reach deeply into the community to tie businesses, parents, organizations together and share the vision/mission of Reynolds School District.



2013 Education Summit Report

Topic: Closing Achievement Gap



Discussion Question:

How can Reynolds ensure that each and every child meets his or her potential?

Summary: The community recognizes that addressing issues of equity, poverty, and race are the keys to closing the achievement gap. High expectations and collaboration are important. There is a need to work together and to address the basic needs of students.

Sample Comments:

- Attendance is a major issue in high poverty schools; we need to think outside the box to deal with this.
- Believe that each and every student can meet high standards and really mean it!
- Challenging the child, higher expectations. Expecting more at a younger age.
- With challenge there has got to be adult support from the district as well as parents.
- Classes need to be smaller in order to focus on each child's needs.
- More diversity in hiring.
- Stop suspending or expelling students of color and make sure that they either have a tutor or online schooling or not stop the learning of the student. Get the community more involved in other languages as well.
- Bring in real life mentors who are there consistently. Students in STEM should have access to a real scientist, for example. They need access to people they might not have access to in their life without school providing that opportunity. Move away from misconceptions to conceptions. STEM achievement for poverty students.
- Start relationships with students and parents early on; then it will be easier to get them invested in their education-hook parents early on.
- We all take responsibility/ todos somos responsables.
- Collaboration between the child's social environments, school, educators, librarians, social services, WIC. Early developmental stages in an infant; install reading and math games in each stage. So when the child goes to school they are prepared.



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Topic: School/Community Relationships



Discussion Question:

Capitalizing on our diversity, how can Reynolds build a sense of community that results in confidence, pride, commitment, ownership, and investment in our schools and school district?

Summary: The school should offer additional services to children, parents, and community members beyond the school day. Having parents and community involved in activities and functions at the school helps connect and build understanding. Diversity is a strength and there is support for embracing difference and seeking to have staff who understand, welcome, and reflect the community's diversity.

Sample Comments:

- Confidence, pride, commitment, and investment come from ownership. We need to help people become involved with us. We need to do a better job of opening up the schools to have the community come together.
- All sports/activities/clubs – need to reach out to the district's younger students – show them what they have to look forward to in the future.
- Not all groups feel accepted and welcome. We need to help parents who speak another language to access their children's teachers and school.
- Opportunities for involvement where they feel their time is valued and worthwhile.
- Groups/activities/clubs available for community too.
- Community networking.
- Local businesses involved.
- Share cultural experiences as part of a family night.
- Frequent communication opportunities/fun for the whole school.
- We need to have more activities for the community.
- It would be nice to have our diversity represented more widespread in our staff.
- Respect our culture, our traditions, and our language.
- How do we better serve?
- Organizing resources of the community.
- More options for English Language Learning high school students.
- Create more events that are open to the communities such as carnivals, summits.



2013 Education Summit Report

Topic: Vision and Mission Statements



Discussion Question:

How are the vision and mission meaningful to you? Would you make changes? If so, what would the new statement say?

Summary: Many positive changes and suggestions to the mission and vision were recommended. A list of value statements was added to the mission and vision in order to capture the suggested changes.

Sample Comments:

- The word “successful” should be in the vision statement.
- “Each and every child” must stay.
- The vision statement does not provide a road map or description of what our schools should/will look like to achieve our mission.
- There is no realistic vision in our Vision Statement. Needs to be more specific. We want children to be respected as individuals.
- Would like to include some wording about each student being ‘known’ and having their unique gifts honored.
- Add language around social skills and inquiry-based curriculum.
- “in creating a world yet to be imagined” is the most meaningful part.
- Would like to include some wording about each student being ‘known’ and having their unique gifts honored.
- Each child has the skills needed to move to the next level and is ready to graduate on time, college and/or career ready.
- Don’t like “move” but the idea is that students are ready to move and are just not moved (social promotion.)
- Goal of 40-40-20 should be mentioned in vision/mission.
- If you really want to tie into the 40/40/20 goal, then we need to be explicit in our vision statement that the expectation is graduation and education beyond high school.



2013 Education Summit Report

Next Steps

Summary: The participants were specific and thorough in the small group discussions. We plan to have additional education summits in the coming years. Periodic updates on progress and ideas implemented will be shared out to participants, parents and the community.

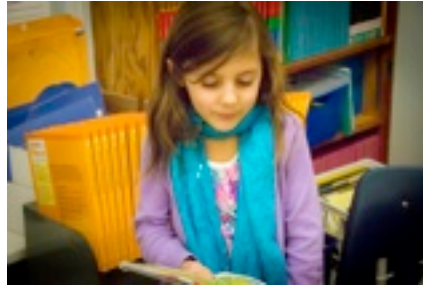
- Focus on academic achievement.
- Eliminate the achievement gap(s.)
- Welcome the community.
- Improve communication and outreach.
- Finalize the mission and vision statements through School Board adoption.
- Continue to have community conversations.
- Keep community informed of progress.
- Share the positive things happening in our schools.



2013 Education Summit Report

Appendix: Student Achievement

All Comments



Student Achievement Discussion Question:

What does Reynolds need to do to reach the 40-40-20 goal by 2025?

Table 1

- Revamp current credit recovery program to make it more rigorous.
- Establish a culture where parents feel welcome and engaged in our schools and as a result parents are more connected to the system and their students long-term goals of graduation.
- Have more enrichment opportunities to engage students in their schools.
- Reduce class size.
- Ensure rigorous science and social studies instruction in elementary grades to ensure students are engaged in meaningful content and are reading and writing for meaning.
- Ensure time for teachers to collaborate as a professional learning community.
- Listen to and invest in teachers as professionals with high quality professional development.
- Manage the use of student technology and increase the access to technology.

Table 2

- Preschool:
 1. Need community members to be involved with preschool more. It is essential for readiness.
 2. Quickest way forward would be to move up our time line with graduation. Need a full year kindergarten to accelerate this.
 3. Many “actors” needed for our kids? What can we do to provide education to our parents to help them begin teaching their kids. This means that the parents need to feel engaged and invested.
 4. Preschool should be not only a place to focus on reading and math but also social play and development. Need to make it fun for parents—not a chore.
 5. We can’t rely on other groups reaching out. We the district need to reach out. A teacher and/or a principal going to an apartment complex as an example. We need to be seen.

6. The socialization of kids is important. Kindergarteners are not ready for learning. Preschool is an opportunity to prepare these kids.
7. Have more resources for families. Especially for kids in the womb.
8. Reynolds could create stronger partnerships, more of them, with organizations that already exist.
9. Collaborating to minimize expenses and conserve resources.

- Kindergarten:

1. We need to create district-level goals, landmarks that will help us achieve our time lines.
2. These milestones can be formative in nature, but they need to exist.
3. Backwards planning is something that needs to be in place to get there.
4. "I'm not a big fan of an assembly line." At elementary each school has its own personality.
5. Each school builds itself based on its need.
6. Landmarks can allow for individual school pride.

- Middle School

1. When you rebuild a middle school program you have to consider what is taught at the high school. Classes need to be relevant that they can utilize at the high school.
2. "Ideally I would mix grades." Address the kids' needs as they development.
3. A proficiency-based system that is fluid means that kids will be able to move so that they can be challenged.
4. Dismantle the English Language Learning and Special Education Department models. It doesn't work in one community member's opinion.
5. Put the responsibility on the entire staff to teach each kid, rather than departmentalizing them.
6. When you pull kids out of a teacher's class that kid is pulled out of the community.
7. What needs to happen to help the kids with transitions like from elementary to middle and middle to high?
8. Transition points are critical and they are weak.
9. Spanish meetings by principals to introduce parents to the new middle school expectations. Was well received by some parents at a school that did this in the past.
10. Basic things like that high school is credit based is one thing that parents need to know explicitly.
11. Share explicitly with parents how grades are calculated.

Table 3

- A systematic approach to add funds, facilities, and people to have a pre-K through high school plan.
- All-day kindergarten.
- Summer school for all levels. (District sponsored with more of both academic and social programming than the current approach.)

- An expansion of Ninth Grade Counts Program to include all eighth-graders plus a targeted group of at-risk students.
- Districtwide technology upgrades and updates of the machines.
- Better technology awareness and skills for students and for staff. Skills as basic as typing and then moving up the levels of acquisition.
- Lower class sizes. Kids drop out because they aren't connected, and teachers are more effective when they know all their students' strengths and weaknesses.
- Is it possible to make these changes without increasing the amount of money spent? What's successful right now that doesn't cost more?
- Visit, find, and model successful schools in the area. What systems are they using? What could work for us? How can we build sustainable systems and schools that withstand the realities of staff retiring, transferring, or being cut?
- Systemically we need to change what we do. What we have isn't working.
- Unity doesn't cost anything. Some research shows that it doesn't matter what method people use to find an outcome. What matters is that the people involved believe in the system.
- Expand our schools to be a community gathering point, possibly something along the line of the public library system, where adults and kids are accessing community resources on a daily and nightly basis. Reinvigorate our sense of community.
- Addressing mobility and the reality that our students are shifting into the area.

Table 4

- Preschool –
 - Early childhood facilities at each of our elementary schools. Have a preschool on site at each school – encourage and help families enroll, so it's not a financial burden.
 - Parents need to witness how to teach their children.
 - Resources for parents to better help their child. Because people might not attend a meeting, we need people going into homes to teach parents how to help their child.
 - Funding issue – reorganize our funding to make this work.
 - Legislative level --- make requirement for all students to attend full-day kindergarten (state wide) and provide the funds to make this happen.
- Elementary
 - Strive to meet the goal of reading by third-grade.
 - Retention could be used – or ability grouping rather than age-based classes.
 - Interventions – to help those who are struggling.
 - Smaller class sizes.
- Middle –
 - Grades don't count toward passing from grade to grade.
 - Class sizes are too large: 37-45 in core classes.
 - Suck them in before they stop caring – music, sports, activities, etc.
 - Interventions have taken over some students schedules – nothing interesting offered, so school becomes this place that isn't "fun."

- High School –
 - Entire school is too large.
 - Kids get lost in the middle -- high end and low end are served.
 - Matching students with their interests (vocational study.)
 - Business-partnerships.
 - More programs like CAL.

Table 5

- Ideas:
 - Retaining students at middle and high school level.
 - Higher standards.
 - Discussion on vouchers.
 - Consistent/Strong Leadership.
 - Stronger intervention programs.
 - Better connections between the three schools.
 - Does a strong attendance program help?
- Concerns:
 - Empower Lunch Systems.
 - Higher Standards.
 - Getting parents involved.
 - Are we competing with the Welfare System. Is college better than welfare?
 - We need to raise the bar, yet all systems may need to lower to meet this 40-40-20?
 - How do we make the credits count between the colleges?
 - Are our homeless numbers skewed?

Table 6

- Raise the goal higher than 40.
- Different options for students to learn.
- Effectively use different technologies to tap into students' learning styles – training staff and having success – still structured with textbooks.
- Diminishing resources struggle to meet goals, class sizes at elementary
- Lack of educational assistants for special education students – needs to be addressed.
- Cost of college - students can't afford, other factors to be considered.
- Supports in place to reach the goals.
- Area district has fallen – strong vision of classroom instruction (elementary schools) and applying technology.
- District has “wounds” that need to be discussed and healed. Programs/staff change every year. Don't know what's happening next.
- Need stability from the top.
- Parents taking an active role in child's education – more parent involvement .
- Community Nights (high school) to bring in parent involvement and volunteering in the schools (some families can't afford to do this.)
- Child drops out of school it's all of the adults who failed in the child's life
- Bringing the culture into the district.

- Agree about a common path – stop the “blame game.” Everyone has responsibility.
- Schools not sharing resources among other schools.

Table 7

- Bring back Career Pathways at HS Level.
- Larger push for up-to-date technology.
- Availability for students to access computer labs after school.
- Equity for all students to have access to technology.
- Support from PTO at all schools in Reynolds School District.
- Availability of classes for parents of students who do not have access?
- Availability of classes for students beyond technology classes.
- What would it cost to open the computer lab for students after school for projects?
- How can we assign inventive, interesting, applicable assignments that require technology to push the technology interest/abilities of our students when there is not equity of access at home as well as at schools?
- Where is the technology equity across the district schools with iPads/ carts of computers vs. breaking down Dells? School to school?
- Increase the numbers of EAs in every classroom.
- More bilingual instructors.

Table 8

- Focus on early intervention especially in literacy. The early intervention evaluation team has identified students with special needs early. We need to offer other preschool programs to get students involved. All-day Kinder will eventually be in place.
- Work on transitions from levels between schools with an Administrator in charge of just transitions. Not just academics but age-appropriate skills (i.e.: binder organization, using a combination lock.) Possibly have a proficiency achievement that students need to complete before high school or attend summer school to meet the proficiency standards.
- Math is essential. Students need to be competent in math skills and mathematical thinking so that all kids are ready and prepared to be successful in Algebra as freshmen and possibly even have more seventh and eighth-graders completing Algebra so they can complete even higher levels of math and science to prepare for those STEM careers.
- How can we deal with the motivation issue? We have students who are capable but lack motivation to do well or even try. More kids fail because of motivation than lack of skills.

Table 9

- What was taking place in Saxton’s prior district that was successful at Tigard/ Tualatin?
 - How is it that Oregon is fourth from the bottom?
 - Opinion - curriculum is the ultimate tool (quit changing the curriculum).

- The expectation of the student, we don't hold kids back, there is no threat of "you're not going to pass."
- Opinion - what does the research say about social retention?
- Ability group- can we do that?
- Opinion - We have to understand the diversity...what does it do but divide us?
- More charter school options.
- What if there were volunteer hours required whether they be a class or work experience, community engagement.
- Mentor.
- Recreational representative from Troutdale - open to ideas to target self esteem, self concept, work skill experience, volunteer hours.
- Mentoring by others.
 - Teachers need to "take back the power" there is no teeth in consequences
- Current 7 year olds would be at the 2025 mark for the 40-40-20.
- Strong teacher development in evidence-based interventions or curriculums.
- Cultural competency.
- Courageous Conversations- we contracted out with an organization to have those deep conversations in the community about cultural competency.

Table 10

- More than one track to succeed.
- Options for individualized education (alternative, other emphasis to gain core instruction, after school and within school, CAL, ACE, RLA (high and middle.)
- Getting information about these programs out to students and parents at a younger age than high school.
- Emotionally preparing for the next level.
- Mentor programs and pairing with the community.
- Smaller class size.
- Bring back middle school sports.
- Every kid connected to a caring adult.
- Resources for our population/parent engagement
- Teaching not just the academics, but the whole student.
- Teaching parents what education is and how to do it.
- Teaching to the Information Age, using that to our advantage and within our teaching techniques.
- Teaching kids how to think and problem solve, tools to be successful as a whole student.
- Adults need to lead by example.

Table 11

- With the way things are now most college graduates can't get jobs in their field.
- Starting younger is great but they should be getting more than 2 hours of kindergarten.
- Every child is going to learn at their own rate. Is it fair to move them forward before they are ready?

- Students shouldn't be advanced (grade) before they're ready.
- More advanced students need to be challenged.
- Lack of challenge creates boredom and encourages the chance of "dropping out."
- Perhaps reworking the system changing from grade level to proficiency level.
- The goal is great but is it attainable? Finding a job is difficult as it is.
- Vocational training? Maybe a 30% 50% 20% ratio would be more realistic.

Table 12

- Have them within the district (preschool); need to be challenged/rigor for all levels. Flexibility for students who need more challenge.
- Support for families to maintain stability.
- Social workers involved with every school.
- Student mentoring for younger students.
- More parent/community involvement.

Table 13

- Have 100% attend preschool (full day.)
- Full-day kindergarten.
- Literacy plan that includes full-day kindergarten.
- Align curriculum to accommodate the mobility within the District (common throughout the District.)
- Organized and standardized intervention systems.
- Reduce class size at the lower grades.
- Accountability at the middle school level. How do we motivate our middle school students to work within our current system?
- Articulate a plan (look at successful school practices.)
- Increase the level of parental engagement (from preschool forward) with specific parent training/orientation
- Accountability at a younger age to prepare students for credit-earning situations.
- Attendance issues (including aligning the Reynolds School District calendar.)
- Create a system that allows families to feel comfortable in the high school environment.
- Standardize the job description of the counselor.
- Grant writer needed.
- Redemption opportunities.

Table 14

- Reading intervention.
- A Newcomers Center for the elementary grades.
- Consistency with flexibility.
- Building a cohesive vision.
- Reach kids in many levels (sports, music, arts, Outdoor School.)
- Smaller class sizes.

- Middle school level- transition to tracks depending on what they want to be or do / be prepared for their occupational choices.
- Classroom size at elementary- provide assistants to help move learning along in the class.
- Year round (alternative schedule)a school opportunity- less learning time down in the summer/ reduce the learning gaps/ same number of days spread them out differently.
- High school- more classes that interest the student for electives- more than now- involve students in those choices.
- Programming so students interested in education- pair them up at elementary schools to help out and see if that is what they truly want. Internships for other areas of occupations also.. give them credit for assisting in the schools/ shadow parents in their jobs for credit/ partner with business to offer internship.
- 40-40-20 assumes 100% graduation rates. Look at the continuum of learning. Is it realistic for all small children to read by third-grade? Let's not set them up for failure at an early age- stabilize their early years experience with less focus on remediation.
- Kids should have one on one interaction with the adults of the learning. My sons class is learning Spanish- doesn't the curriculum need to be appropriate for each child? Go back to basics.
- Should be progressing at his level of learning / teachers had more time to address individual needs in the past/ lower class sizes so this can happen.

Table 16

- Recommend that schedules and programs be consistent across the District.
- PreSchool:
 - Preschool students age eligible should be able to attend, regardless of socioeconomic class. (Dawn at the table stated she works with Head Start and they serve 900 students and have 500 more eligible students on a waiting list to be served but lack funding.
 - DDS has some early childhood programs and classrooms for serving more students. School funds some head start slots.
 - Smooth transition from preschool to Kinder.
 - Multnomah County has a summer program for 3 weeks prior to starting Kinder. Have a session time with parents of those students as well that helps build relationships with parents and help parents on how to help educate their students in the home.
 - Need to pay close attention to the Kinder assessments to make sure it gives the data needed to determine what we are doing.
- Elementary:
 - Need to look at proficiency movement, not just moving grades when it is time.

- Middle School:
 - It would be nice to be consistent on scheduling – dual endorsed teachers to minimize the drastic change in daily schedule between fifth- and sixth-grade.
 - Not sure how the Smarter Balance model works with the multiple subject types.
 - Need to have teams of staff that really know the kids to help with the transition from elementary to middle and middle to high school.
- High School:
 - It would be nice to be consistent on scheduling – dual endorsed teachers, etc.
- Community Services and Supports:
 - Include them in the conversations about Achievement Compacts.
 - Be collaborative with the service providers.

Table 17

- Class size needs to be reduced, especially in early childhood education. Many Kindergarten students enter without any skills because they did not attend preschool. The teaching of social skills should be made a priority...without it kids get labeled as “good” or “bad” at an early age and their future is almost predictable. Activities such as sports, music, dance, etc. can help to build positive relationships and social skills. As educators we need to understand how to engage and inspire our students who come from families with severe instability, conflict, and/or lack of support.

Table 18

- more kids (all sub-groups) in advanced classes at all levels.
- decreasing classroom sizes or getting assistants for the teachers.
- 1:20 ratio K-3 student/teachers—especially if we are going to focus as a state on this for reading. California passed a law many years ago requiring all first-grades to be this ratio.
- Teacher –Prep programs: can we add the teaching of reading into their programs at all levels.
- Require teacher candidates for Reynolds to be multiple endorsed.
 - Concern: this might limit the already limited pool of teachers of color because it would be harder for them .
- Require teachers to be bilingual.
- Or, demonstrate cultural competency in one other than theirs.
- Increase our district support for Title I programs at all levels.
- Preschool for all kids.

Table 19

- Full-time kindergarten.
- Focus schools.
- More Hispanic professionals and other ethnicities in schools.

- Integrate the role of technology in school such as elementary schools; kids are looking at technology as a toy.
- People need visions of why they need to go to college. Technology seen as a tool.
- Individual identity in students.
- Mobility and families getting evicted. Need some sort of protection for students to stay in one place for their education.
- Kids who stay at one school tend to achieve a higher education.
- Boundaries of school districts.
- An analysis of the reason: Why are students moving and what are the things that cause people to move around and see if we can affect that?
- Online schooling as an option for students and night classes for people who need to leave.
- What about our system identifies cultures and adapts the culture to the education?
- Have teachers retake classes.
- Teach the students how to respect teachers. More respect for the teachers and showing them that they have value.

Table 20

- Focus on the preschools by developing the program.
- For example: The students who are having trouble reading (slow learners) don't have a chance to have good one-on-one time with teachers because the class are too large for the teacher to get to all the students.
- Students' reading skills should be developing at an elementary by high school most students don't even have a high school reading skill level. The plan that will work to get to this 40-40-20 vision is by starting at the pre-school and the younger students.
- Students need programs that are "fun."
- Make better connections with Mt.Hood college for students to get college credit.

Table 21

- Mt. Hood Community College employee talked about a lab to take start test and register to streamline moving to CC level. Also noted that the scores have been lowered on the test over the last 10 years.
- Student discussed retaking the test, then move on theory, not causing kids to work to high levels. I've already passed so what else do I need to learn.
- More \$ to provide more teachers and smaller classes.
- Less administrators.
- Outreach for staff at the school to encourage kids to move on. Instead there is discouragement happening from the staff and teachers.
- Benefits from local community colleges for identifying a school early and getting special treatment for early registration, etc.
- Don't cut French program. Students who are exposed to rigorous course work are more likely to succeed in college.

- System is failing because the kids are getting too much input into the way things go and don't have the buy in or understanding to make good decisions.
- We need to expand our preschool offerings to get kids ready to start school on a better foot.
- Full-day kindergarten classes.

Table 23

- Pre-K program, for a full day.
- Lacks continuity within the elementary schools, middle schools, and high schools.
- Being strict on attendance policies. Getting push backs from parents (lack value of school.)
- Focus on literacy.
- We need to focus on the problem instead of the symptoms (look into the student's lives to let them know resources that are available to them.)
- Make sure students are getting their credits instead of slacking and just passing by.
- Get families on board at an early stage/age.
- Start connecting with the community/parents. With their help and encouragement, it will help the students become more invested in school.
- Transition from middle school to high school, and ensuring success in the transitions.

Table 24

- Better communication regarding the instruction that happens in pre-K with the kinder teachers would help them to understand where those students are starting from and to bridge the gap to where they need to go. Kinder teachers are not made aware of who has had Head Start. Increase the connection and be provided reports on successes – it would be helpful to know what their exposure has been. We also need full-day kindergarten. First-grade is such a shock to many after half-day kindergarten.
- The importance of getting a diploma and going to college needs to be communicated in the community. It needs to be communicated in East County. There needs to be some sort of carrot at the end of the stick. If you are educated you can do things; and it's hard for our students to see that. When they live in low-income housing, education may not seem like a feasible reality. A teacher from Alder was at the table and was asked if being a Dreamer School makes a difference. Many parents came to the area thinking it was a gateway to their children going to college for free and they were disappointed to hear that's not what the Dreamer School provides.
- Professional development for teachers every week on Wednesdays next year will be really helpful to provide real coaching opportunities.
- Class size is an issue as well – something has to be done to deal with it. Having a fourth-grade classroom of 35 makes it difficult. With current class sizes of 21 and 20 for one teacher at the table has made a huge difference (smallest classes she has ever had) and she has been able to really get to know the students.

- Dept of Ed is putting a very high focus on pre-K for the next four years. Giving the kids the chances they need so they don't start out behind.
- Sun programs and other community programs also make a huge difference. It gives us a chance to see our families in the buildings after school which helps us to build the relationships.
- Middle school students are very often forgotten. When kids get to high school and don't have a clue what they need to take and if college is an option for them, for some kids it's too late. They need to understand what the options will be. 60% of students come to RHS below bench mark. AVID is a great program to help with this.
- STEM organizations outside of schools need to focus on encouraging students to be involved with them.

Table 25

- Year Round School
- Instead of 4 year program go by months or quarters.
- Make time the variable by allowing students to move through the system at their own rate.
- Summers off are wasted time for some students.
- Offer extra classes for students who are not in sports.
- Sports classes are offered as PE credit.
- Push in instead of pull out teachers in classroom.
- Kids of different ages in same level classes allowing all kids to reach their potential – classes divided by achievement level not age – flexible achievement
- Earlier parent and community outreach providing information and services to help support the families.
- Resolve the boundary question – agencies meeting the needs of the students rather than the schools being responsible.

Table 26

- Early childhood education (funded very well.)
Smaller class sizes, need more intimate education.
- Parents need to take a bigger step into their child's education. Everyone needs ownership, especially the parents. Hardly any teachers slacking, parents need to take a bigger part of education.
- Make Kindergarten mandatory. Let parents know their child must start early. Need more incentives for parents to get involved.
- Perhaps relieve parents of the financial pressure to connect to early childhood education.
- Can 40/40/20 be reached by 2025? We need funds to reach this goal.
- Perhaps need another high school to be more accessible to students. Public transportation is tough.

- Year round school. It could be very effective but every school would need to be involved so kids didn't find it unfair. Summer can be very long and catalyze forgetfulness from the students. (Some are very opposed to this idea knowing that a large part of the Reynolds community travels during the summer months.)

Table 27

- The 40-40-20 goals should be in place at "conception." Educate and prepare potential parents in the community for what it takes to become a parent to raise a successful child.
- Kindergarten "ready assessment" is a definitely a great requirement.
- Have an "individualized" plan for each child.
- Elementary School – CLASS SIZE!
- Reading by third-grade. If the child can't read by the end of third-grade, don't give up, have extra programs available to help the student succeed.
- Social Services should be easily accessible, if not on campus, at least make them offered.
- Middle School and High School – Nurture what the student's strengths are, and let them excel based on their interests. Be sure to offer several different programs that the student can participate in. A very WIDE realm of opportunities.

Table 28

- Preschool and full-day kindergarten.
- Open buildings for parents with pre-K children to offer opportunities for students to come to the building, such as literacy nights, arts and crafts, etc.
- Efforts to connect families of minority students to feel welcome at our schools.
- Create community partnerships to connect families to schools such as IRCO and other agencies who can help schools understand the cultures they serve.
- Teach families how to navigate the education system such as reporting absences, reading report cards, including post-secondary options.
- Educate teachers on the different cultures they serve and cultures' educational practices.
- Give families feelings of understanding and belonging at schools to bring people in.
- Educate school staff about the different services available to them and their students; work collaboratively with these agencies.
- Give teachers information about their students and the services they are receiving from community service providers.
- Offer after-school services such as tutoring and classes for parents, e.g. ESL and computer classes.
- Identify student groups at-risk and give their teachers the opportunities to collaborate in assisting students to make transitions from fifth-to-sixth-grade and from eighth-to-ninth grade and from graduation to college.
- Collaboration and communication across schools by grade level.

- State college and universities should be required to adopt or sponsor public schools.
- Begin offering additional academic support at an early age instead of waiting for students to get to high school.

Table 29

- Ratio students to teacher – ideal: middle school 25 students / teacher.
- Ed Assistant is needed in the classroom so every child can be cared for. Last year we had 1:1 EA, not this year.
- Give teacher a focus on instruction. Common core program that can help teacher stay focus. SAP: district office should help teachers with the curriculum plan. Give the teachers the right curriculum, so teachers can just teach. Each school is working independently and it is not effective.
- Teachers should have curriculum chosen that aligns with the common core so teachers can just concentrate on teaching.
- Every week doing SAP plan, teachers should spend more time with students. District should be providing the plan for the teachers.
- Should look at David Douglas SAP plan.
- Comments from a community member:
 - K-3 does a good job, 5-6 ok, HS programs is not strong enough in math and science and critical thinking.
- Leadership problem in the Reynolds School District for the last twenty years.
- Lack a real development of professional development.
- Resources not used wisely – Reynolds Middle School – implementation of new curriculum, then District pulls back resources every year.
- Racism - the district has failed for kids in different background.
- Teachers did not know how to handle kids with color. Many teachers are incompetent.
- Leadership problems, school board, superintendent.
- Frustration from teacher.

Table 30

- Need full pre-K and full-day K - urgent. What does that mean for Reynolds School District?
- Principals need to have the authority and be held accountable for meeting the goals of their school, replace them if they can't achieve it.
- Hold teachers, parents, students, everyone accountable to do their part.
- Attendance, readiness, parents need to be more accountable, use text for absences, use the new truancy policies, more home visits, parents must tell the kids that teaching is an honored profession, kids must value and respect education. Kids today have no respect for it.
- Critical to stop out of school suspensions, in school instead and restorative justice strategies.

- Curriculum and how technology is used; in digital age this is a necessity. Hold focus groups with kids. Critical thinking difficulties – students can look up and access anything online but common sense strategies like knowing how to do things they don't know where to start. Entire system needs to be revamped to meet the need of today's learner.
- Insist on classroom management techniques taught at college level.
- Change the system - Money, money, money – cannot achieve anything without resources or stabilized revenue streams, Quality Education Model is unstable in this economic climate, where is the money, Reynolds probably needs 2M more to start, discussed the disinvestment of education no good solution.
- Change the system – reduce non-teaching and shift to classroom.
- If there was more money or district is willing to cut something else to provide (a) an EA for every teacher (b) smaller classes may be able to achieve 40-40-20.
- Culturally responsive, standards based teaching.

Table 31

- High school assembly – encourage seniors to wear their college sweatshirts (where they are going) for all of the underclassmen to see.
- This idea could work for elementary too.
- Seniors – once they have their caps and gowns, they can visit the elementary schools and do a “parade.”
- Articulate from high school to elementary what the 40/40/20 is and help students internalize this as a goal/expectation.
- Set the expectation at elementary that a 4 year degree will be earned.
- Educate the parents on how to support their children on this elevated educational trajectory. Include the parents in this expectation.
- We need to address the economics in the communities where our students live. Help students learn how to access resources that will get them into and be successful in university. Help students learn about alternative programs for accessing 4 year university opportunities.
- Reach deeply into the community to tie businesses, parents, organizations together and share the vision/mission of Reynolds School District.
- Early in high school experience, we need to bring students together and help them commit to the expectation of graduating and going to college. Then we need to have some systems of support in place (and interventions) to help students with academics through the system. Track student success and struggles.
- Incentivize students to be successful. Example: GPA of 3.5 or above = free access to extracurricular events. Or, breakfast w/principal, etc.
- Make positive role models available and visible to students at all levels.
- Students may drop out or disengage because they don't feel connected. Find ways to reach out and do some things to connect with students who are not engaged or participating.
- Offer preschool.
- Offer full-day kindergarten.
- Smaller class sizes to create greater sense of community.

- Be mindful of infrastructure and facilities so students have safe, healthy environment in which to learn and be proud of.
- High quality, ongoing PD for teachers and administrators.
- Embedded community service requirements at elementary, middle and high school. (Reynolds HS currently does not require community service from students)
- Teachers display diplomas in classrooms as a visual reminder.
- Offer parenting classes to help bring the community in, and educate them on how they can help/support their children through the educational process.
- Display map at high school showing where graduates will be going to college.
- College visitations for students to spark interest.
- Assembly to encourage seniors to wear college gear so freshmen can see.
- Elementary have a parade with caps and gown.
- Articulate goal as expectation.
- Educate the parents to support and encourage their children.
- Educate on variety of programs that help with tuition.
- Reach deeply into the community with businesses.
- Freshman commitment pledge.
- Support guidance progress tracked.
- Grade incentives: if you have a 4.0 you get....GPA dramatically increases from semester, (special breakfast.)
- Positive role models, high school to elementary school.
- Connect students who aren't regularly engaged.
- Start preschools.
- Professional development for teachers at all levels.
- Community service embedded, requirement.
- Diploma displayed in classrooms (reminder.)
- Offering parent classrooms.
- Help minorities.

Table 33

- I have two children and the library has been very helpful for them in school. When it is accessible it motivates our children. Also I think that communication within the district is very valuable especially when our language is included.
- I think that the children need to have a more profound vision. I think that schools should show our kids what the outcome would be if they take advantage of their education and if they don't.
- When children are moved from class to class because of the language barrier (Spanish/English) it does not allow them to be at the same level of the other children. There should be a different approach starting at the Elementary level. It saddens parents when we ask our kids what they plan to do in the future and they don't know.

- If we give our children a “culture of college”, vision of the future, they start thinking and envisioning that future. There are many opportunities for dual language students and we need to talk to our students about the enormous benefits and how colleges/universities are for everyone.
- I tell my student that if he has conversations with professionals he will start thinking like one. If we can get these professionals to reach out to our students, it opens doors for them in their vision for the future. Parents and our community should always be involved and encourage our children to widen out.
- We need more communication between teachers and parents. Teachers need to be more sensible with what and how they address the needs and expectations of our children. They are learning and when their dreams are shattered, “no, you will not be able to be that” they lose interest and unfortunately that happens often.
- Need for school information to be more accessible to us in our language.
- Show/walk our children to success in the future.
- If my child is not doing well in one subject, we need for teachers to focus more on that subject.
- When staff members say that they will help my student, follow through please.

Table 34

- Have preschool, we have young children who would benefit.
- Full-time kindergarten kids want to be there longer.
- More parent involvement from the start (preschool.)
- Lack of communication with students/school at the high school level.
- Create good habits for students.
- More support from teachers and counselors (communication gap; need bilingual counselors, we need more bilingual staff.)
- More informational workshops for parents to become leaders in their children’s communities.
- Puente program- to help students transition to high school.

Table 35

- Poner ayudantes a los maestros para lectura matematicas y escritura in the elementary school.
- Los padres de familia tienen que poner de su parte apoyando a los hijos en casa.
- Teacher should be trained to be able to move grade levels according to the school needs, especially in low income schools when the families move around frequently.
- Preschool focus in reading.
- More technology has to be provided to all students.
- provide more incentive to kids to participate in the programs that the community and schools have to offer.

Table 36

- Nosotros los hispanos somos los menos graduado en el distrito de Reynolds School District.
- Nosotros somos los modelos de nuestros niños. Los padres somos responsables en la casa de la educación moral.
- Tenemos una cultura que no tuvimos mucha educación. Tratar de instimular para invitar a los padres y niños.
- Conocer el sistema educativo académico. Tener mas organización.
- Es bonito ser voluntario en la escuela.
- Saber que le esta enseñado al niños en la escuela.
- Los padres dedicarles también tiempo a nuestros estudiantes.
- Ayudar a los padres por medio de reuniones y poder entender la importancia de la educación temprana.

Table 37

- We're at 58%, that's better than the forty percent from last year. Stated that she's an Alder parent. Glad that Alder has an all-day kindergarten program. She is happy to see the K teachers from Alder at the meeting. She is interested in seeing the all-day K in other buildings and was glad to hear there is pre-K screening occurring.
- Daughter that is 10. There weren't many options when she was pre-K. Day care was an issue. Would have appreciated the option of pre-K and added exposure to reading strategies.
- Stated the importance of what pre-K does for kids. Worked with pre-K kids last year.
- Is not sure the 'go to college' is clear or not. Sounded interested in knowing that aspect. H.S. is more test based than homework based than last year.
- Would like communication opened up between H.S. teachers and parents but understands the need for the students to step up and take the responsibilities, too.
- Appreciates the weekly emails from his kids Biology teacher and offers Wed after-school help.
- brought up effects of I-tax and classroom size relief as possible affect to current graduation rate increasing.
- Brought up question as to how can we engage parents prior to kids coming to school.
- SUN enhances community partnerships. Brought up difficulty of high mobility having a – effect on education. SUN also helps stability of students' lives when they don't have it at home.

Table 38

Establishing a system that will allow all of the parents to realize the importance of their participation in the child's educational success. Not just go to the school for help or resources but become part of a partnership in the resources for the school.



2013 Education Summit Report

Appendix: Closing Achievement Gap

All Comments



Closing the Achievement Gap Discussion Question:

How can Reynolds ensure that each and every child meets his or her potential?

Table 1

- Connect with parents in meaningful ways
- Attendance is a major issue in high poverty schools; we need to think outside the box to deal with this.
- Believe that each and every student can meet high standards and really mean it!
- Give kids experiences to fill the experience gap (achievement gap.) Really need to rethink the field trip policy.
- Consider school uniforms for all schools.
- Every teacher needs to see themselves as a language teacher! We need more university partnerships to help teachers get their ESOL endorsements and become experts in language teaching.
- Rethink the school calendar and consider year-round schools. It better fits a high poverty community like Reynolds School District.
- Train all teachers in Project GLAD (Guided Language Acquisition Design) and support them to use the strategies with structured follow up. All the model schools visited so far have had this as a major component of their success.

Table 2

- Not being afraid to have conversations about race, for instance, at board meetings.
- Race must be central to our discussions about the achievement.
- Community needs to come together to discuss poverty and race.
- We have to stop expecting our children to adapt to our system.
- Leadership that provides understanding and a welcoming approach.
- "We've been operating under a feudal system."
- Need a uniform vision, working together. Currently, we don't do that here in Reynolds.
- The culture is changing in this district.

Table 3

- Focused staff development. No more piece-meal approaches, Trainer of Trainer methods. Everyone in a building accessing a specific idea revisited several times over the course of a school year.
- Ensure that teachers have every resource they need. Teachers feel like there are big gaps, and they don't know how to meet the fundamental needs of all their students.
- If this is truly about every child, perhaps what we need to work on is to train staff and frame systems is to ask the students what has worked for them. What do they know already that we're missing? What's working for them that we need to emphasize?
- We need to respect the fact that not everyone learns the same way. Many different kinds of reading count as reading, not just those things that are dictated by the common core. How do we reach all kids if we're trying just one approach?

Table 4

- Disadvantaged students – enough food? Clothing? Place to sleep? Place to do homework? Study? Read? Reach out to help those students/families.
- More options for kids – i.e. like playing an instrument, joining a club, etc. (without family cost.)
- Technology in the schools – this is key. Today's students are drawn to Technology. Each student should have an iPad/tablet for use during the year.
- Each school should have increased access to technology for students.

Table 6

- All Reynolds staff needs to go through equity training! One set of rules does not fit all students, raise standards and have limits; items need to change for staff to work effectively with students.
- Leadership level – advocate to the county for resource to move out here and have partnerships.
- Options for students to learn and gain potential.
- State test scores play a huge role in determining interventions, and programs have been taken away: Career Pathway System, connection with Mt. Hood CC @ high school.
- Working with kids where they are, identifying skills, interest.
- Equity is not the same for each class or school – looking at the need of each school.
- Having a base of resources/structure to pull from.
- There is lack of communication among staff to discuss problems and determine solutions.
- Having stability among staff – good hiring decisions, having the right “fit” for admin., teachers, etc.

Table 7

- Part of it is offering alternate placements for students who don't fit the system. If one path isn't working for them, find another pathway. Right now we only have one path for all of our students.
- What can we do to engage our students? Apathy is rampant and the goal at the end of 20 years is not enough. What can we do to think outside of the box to get the buy in?
- You need to have pathways for the parents, too.

Table 8

- We need to help parents know how to help their kids. Provide support and real examples so that they know what will be of the most help. We often assume that parents know what we mean when we say (for example) "read to your kids." They need to know what that looks like and how to interact with their kids to make it meaningful.
- We need to see and understand the whole child. There are a lot of things that go unattended because the adults don't have the time due to class size to know about and help each student. Kids are more than their data. Humanize the data!!
- We need to fine tune processes such as RTI to use it to its maximum effectiveness.
- **Class size, class size, class size!!** We have to address the fact that our classrooms are too full and it means that student needs go unmet and that is frustrating for students, teachers, and parents alike. In order to make a real difference and intervene and support our students, we have to have the time to know our students and let the students know we care about them as people. Right now, it feels like students struggle and teachers have to keep up with the pacing guide and kids get left behind. It is heartbreaking for all, but mostly for the student who inevitably feels like the school system doesn't care about them.

Table 9

- Opinion- high expectations for all students.
- Building a foundation of trust between parents, educators, kids....an environment of trust....a culture of trust...create a team .
- Recruit people of all backgrounds to be involved in Site Council and positions like that.
- Open forums between the educators and parents or community members.
- Equal access to birth and pre-education about brain development and learning. How to set kids up for success? OB or Pediatrician?
- Make more options available for privatization of preschool, education, like charter schools or KIP schools.
- Ability grouping.
- Alternative options that tailor programs to fit specific kids.
- Teaching to the type of learner you have- universal teaching design.

Table 10

- Create core values and goals for each student.
- Bringing in community/career professionals.
- Help develop balance in life school/extra-curricular/homework/fun.
- Mentoring to families in poverty to come along side and show them that there is a life out of poverty and how to get there.
- Ongoing conversations between transition years.
- Fifth-graders with Eighth-graders.
- Eighth-graders with Juniors.
- Continue AVID – More AVID.
- Individual growth plan for each student.
- Teaching how to study.
- Help kids find their passion.
- Teach work ethic and strong core values.
- Helping create a culture of cyclical higher education. My parents did it, therefore, I will do it.
- Leadership classes.
- Lots of elective choices throughout levels.
- Intervention classes.

Table 11

- Challenging the child, higher expectations. Expecting more at a younger age.
- With challenge there has to be adult support from the district as well as parents.
- Can't push the child too hard. Provide tutoring after school, homework club. Volunteers from local industries.
- Career choice assemblies.
- What is the ultimate goal of education? A career? A job?
- Expectations from the district need to be high for things like punctuality and attendance.
- Home life is a huge influence on closing the achievement gap.
- The success of the child cannot be the responsibility of the school district alone.
- If a student is not ready to advance a grade, they should not be advanced. Provide the student with the support that he/she needs to advance. Summer school.

Table 12

- **Smaller class sizes**
- Student mentors (within the classroom and between higher/lower grades.)
- Possible "looping" to build community with the class.
- Flexibility in scheduling/hours of school/length of school year.
- Stability with the classes to maintain a sense of belonging.
- Level classes by ability within their grade level.
- Classes need to be smaller in order to focus on each child's needs.

Table 13

- Utilize schools as social service provider centers (get the families familiar with the schools.)
- Communication in multiple languages.
- Organized outreach efforts.
- Parent education efforts.
- Interpreters in languages other than Spanish.
- Open up schools for community events.
- Meetings conducted in native languages.
- Varied hours of access to accommodate the families' availability.
- Increase the percentage of Reynolds School District employees and community mentors of color.

Table 14

- We have to be able to communicate better with families.
- Supporting teacher to reach their potential.
- Reynolds needs to coordinate services for families.
- We need Educational Assistants back in the classrooms (Title I, Special Education and English Language Learning.)
- More diversity in hiring.
- Allow each student to reach their potential at their pace and not the District's.
- Lower class size.
- Figure out how to get the one-on-one contact. See above.
- Mixed age classrooms could help. Build community and older students can help younger.
- Opportunity gap, not achievement gap. What opportunities do they not have? How do we provide them? Alternative school year calendar.
- Flexibility is needed to teach for the individual, not tied to the program, or scope and sequence, Let kids learn about real-world interests. Integration of learning instead of separating the academic areas of math, reading, writing, content
- Provide field trips for those opportunities in the world children may not get to do outside of the school system.
- Partner with business to flex or provide release time for adults to volunteer in the schools.
- My parents were not involved with my schooling probably because my parents didn't have that experience or how to help. Let's involve each of the parents with information they need to support their students at all levels.

Table 16

- Need updated curriculum – no recent social studies adoption. Current text still has the most recent president as George Bush, Sr.
- Need improved furniture and improvements in classrooms. Invest in a feeling of pride in your school.
- Wash the windows more than every 8 years.
- Stability in leadership.

- Training on Special Education Department and 504 students.
- Need plans and training on dealing with kids who are disruptive to help with learning of all of the students in the school.
- Overhaul Special Education Department service delivery model.
- Explore year around school year. No more than 6 weeks off at a time.
- Summer programming.

Table 17

- After-School community centers and/or free programs to enhance self-confidence and team work skills.
- Every school should invest in a full-time library media specialist.
- Community outreach should be made a priority. How are we connecting with our students and their families outside of school?
- How are we supporting our homeless and transient children and their families? The diverse needs of the population, in each school, must be assessed and met more effectively. Less focus on academic achievement and more on non-cognitive/social skills. Having the ability to truly get to know our students and their motivations.

Table 18

- From parent: Need to recognize the barriers that parents face Preschool-20.
- Needs to be a program for young parents on how to make their environment literacy-rich.
- Elementary schools partner with the preschools/day care and kinder teachers would teach a program for the leaders and parents would have a separate inservice.
- Partner with hospitals and when kids are born they receive a literacy pack, etc. ideas that they can do at home.
- Address the language barrier for parents.
- Address the fact that parents don't know the system.
- More technology in schools to help motivation of students.
 - Ipads! -Ebooks! Books in multiple languages.
- Value of a fine arts education, Preschool-20, and their links to higher test scores.
- Have to better address 21st century skills: group work together, creativity, global awareness.
- We have the benefit that we are so diverse as a society already and this is also a challenge.
- It's about relationships with students.

Table 19

- Identify what the potential is.
- Identifying through different means.
- Identifying potentials by taking a different look at the assessments.
- Look for the student's talents and where they are above the line.
- The data systems need to be improved.

- The technology is bad in Oregon and needs to be improved.
- Need to improve on updating our students' records.
- Each and every child is recognized as a student, not a number.
- Courses need to be applied with equity.
- We require more employees with the representative language spoken.
- Leadership represented by race.
- Consider having instruction in other languages. Consider having different transitions for students who speak different languages.
- Stop suspending or expelling students of color and make sure that they either have a tutor or online schooling or not stop the learning of the student. Get the community more involved in other languages as well.
- Paper mailings or canvassing of information about the school and not online letters because some families don't have access to internet.
- Working to provide internet and increase the access for families and students.
- A tower network of free internet as solutions. People from the community help access families with internet and more community centers involved.
- Need more go-to teachers who fit the needs of the community?

Table 20

- The rate of students are put down because of their color and we can address this by mentoring these students.
- Have students mentor other students (this will need funding.)
- The students of color have the highest percentage of absences in the schools.
- Most students come to school for food and some place safe.
- The intervention classes. We don't need to pull them out of class. These students miss out on a lot of other things in class. We shouldn't be pulling out these students so much. It will just hold them back even more.
- Examples: There are seven English language learning students who are seniors and never had a chance to do work samples because English is not on their "level" yet.

Table 21

- Teachers who care about the kids. It takes more than the kids paying attention in class to learn. We have to develop relationships with kids.
- Have the kids talk about their goals and forecast for a positive future.
- Retention for kids who are falling behind. They should have to learn before they move on.
- Forecasting in the MS done one on one like in the high school.
- Coordinate with college systems to understand D or F grades work to mitigate those occurrences in the classroom.
- More engaging school settings, smaller classes, more electives kids are into, develop relationships with kids to know them better.
- Language specialists to relate to students and families.

Table 23

- It's the teacher's responsibility to engage the students and get them more involved.
- Students need to see that the school reflects them (culturally aware.)
- Teacher needs to help problem solve and work with students individually more often.
- Hands-on learning experiences and showing "real world" situations with subjects that students don't believe they need.
- Bring back more teachers, full-time, as well as more music, P.E., etc.
- Jump start on kindergarten to help benefit the student going into schooling, and for future success.
- The school needs to invest in the students' social/emotional needs.

Table 24

- We need to reach out to families who have often been ignored in the past. At RHS we hold monthly Latino parent nights. Last month we reviewed transcripts and how to read them. Building relationships and increasing the comfort zone and helping them to see that the fact that their children speak Spanish is a huge advantage, not a disadvantage as many of them see it.
- The Pacific Education Group training is a huge step in the right direction. Ultimately this is hard work but it is so worth it. Courageous Conversations is great for dealing with race, but we need to go even further and have courageous conversations about special education students and other groups as well. The conversations we're having need to continue – they are awesome.
- It's important that we have challenging goals for each and every student so they are working toward their fullest potential.
- Schools in Seattle are doing a really great job of training their teachers – moving away from the deficit model. We need to understand poverty, but we have to embrace where they are at and teach to them where they are. South Seattle high school students all get a home visit before school starts. The teachers are trained and they go in pairs. It is a program for teachers to understand the child better. "Tell me about your child." Learn about them and where they are starting. "This is what you need to know about my son." Google Univ. of WA (Professor Ginsberg) student home visits.
- Bring in real life mentors who are there consistently. Students in STEM should have access to a real scientist, for example. They need access to people they might not have access to in their life without school providing that opportunity. Move away from misconceptions to conceptions. STEM achievement for poverty students.
- Relationships are key. We need to have the role models present in our schools, not just our teachers and staff. It would be helpful to have representatives from community businesses here for our students to see and to be seen as part of what achievement looks like.

Table 25

- IMAGINATIVE EDUCATION
- Every program designed to meet the needs of a group only meets the needs of that group.
- Every kid gets to go through the doors and receives the chance to an education at their own pace.
- Maximize your potential.
- Find a way to engage every student no matter what the heritage, age, or life style.
- SIZE of school = increased behavior problems, social issues.
- Schools versus programs.
- Mentors.
- Big schools cost more to run than smaller schools.
- Smaller schools more intimate environment and kids require no individualized education plans (IEP) versus large schools more IEP.

Table 26

- Start relationship with students and parents early on, then it will be easier to get them invested in their education-hook parents early on.
- Still need to keep parents involved after elementary school, through technology; phone calls, emails, Facebook.
- Language barriers are hard to overcome. Empower those parents to see that their voice does count in their child's education. Institutionalized racism needs to be addressed. We talk about it but don't do enough about it. Maybe more staff training around this issue.
- Use resources. Invite parents in to invest in the child's education even after kindergarten. When parents don't show up, it's hard to ignite change within the whole district.
- Get municipalities involved in community education; Mayors, business leaders.

Table 27

- Re-address the Individualized Plan that was originally created pre-elementary. The child takes on more responsibility as age increases and adds to their plan.

Table 28

- Have a limit on class sizes.
- Have a plan to limit over enrollment at schools.
- Offer more elective classes.
- Have education assistants to help teachers in large core classes.
- Invite community volunteers to support teachers in the classroom.
- Make core content interesting to students; student engagement.
- Have high school students mentor elementary students.
- Connect high school students with community mentors.
- Give students the opportunities to explore post-secondary options.
- Serve our TAG students; identify and serve their needs.
- Have full time media specialists at all schools including elementary schools.
- Offer year-round schooling or at least summer school.

Table 29

- Need to involve more volunteers and all the community. More open.
- Gresham Barlow – Coleen Thornberry – the Parent Volunteer Coordinator. Parent involvement is much needed in the school.
- Need to take action, not just have meetings and don't do anything about it.
- Structure in the Beaverton School District throughout the district.
- David Douglas is getting better with closing the achievement gap.
- David Douglas started kids earlier.
- High School AP classes are not being accepted at college level.
- Set standard.
- More common core curriculum across the district for achievement gap.
- Aligning the common core with student achievement, with options to choose certain adoption.
- Common assessments need to be established to identify the level of the students.
- Book room available for teachers and kids. Fund raising...
- Middle School – science and social science instruction should be on iPad – not accessible to teachers. Instructional technology coordination and implementation is poorly done.
- Teachers do not know whom to contact, who does what at the district.
- Instructional leaders are not available to teachers. Who to call for support of computers. Now have to use Dell – not good. IT department says unplug the back, and put it back in, and maybe it will work. Services at IT are very poor. IT staff are incompetent and not helpful. Who decided to not use Apple?

Table 30

- Effective use and interpretation of data at the school level.
- More diversity in the teaching staff.
- Examine the exit criteria and instructional methods for English Language Learning. Because vocabulary and comprehension is typically not at standard. This system needs to be changed.
- For non-English speakers create an intense “Newcomers Center” that would prepare students for mainstream classrooms.
- Eliminate social promotion, period.
- Offer remediation (interventions) for students who are not at grade level especially in reading and math. No labels for this.

Table 31

- Raise the expectations.
- Examine the way that we currently measure student achievement. Is it representative and equitable to the current student population?
- Pre-kinder programs. Reach the children early and provide basic necessities that children need in order to be able to access future educational opportunities.
- Mobilize community resources to support children with services pre-Kinder.

- Mobilize community resources to make opportunities available to parents and students.
- School should be the heart and soul of the community. We should be talking to churches, businesses, gov't agencies – getting together to organize multiple resources that are needed in the greater community.
- As a teacher, I need to make sure my instruction is relevant, engaging, and constantly changing to meet the needs of each of my students.
- Invest in liaisons to help us better communicate with our parents who speak other languages.
- The district needs to be committed to hiring employees of other cultures, races, and speakers of other languages. Don't settle for "No Hispanic people applied" and be proactive about recruiting from other areas. When we find people who represent our diversity, we must support and value them so we can keep them here.
- Celebrate and recognize diversity at all levels. RHS is already doing this, but it could be carried on at elementary and middle levels too.
- The way we measure students is not equitable.
- Before they come to school they don't goal set because they come from disparity. They need basic resources.
- Bringing services to their communities.
- Preparing kids for school with parent support by addressing the problems of the community.
- How do we better serve?
- Organizing resources of the community.
- Idea of communicating: have office assistants who can speak different languages.
- Committed to bringing Spanish-speaking teachers.
- Value teachers of other cultures.

Table 33

- Motivation.
- Be more involved in our children's education.
- As parents we need to set the example.
- Offer more options as far as help goes: mentors, after-school help.
- More parent involvement so teachers can see that we are very interested in our child's education. It is very important for our children to see that we are involved.
- Teachers need to let us know or give us suggestions as far as what our child needs to improve. We need to work as a team to help our child succeed.
- **Counselors need to be involved and be accountable when they offer help. They need to be involved and show personal interest in our kids especially in high school.**
- Students should be made more aware of monies available for them to be able to attend colleges. Many of our students are discouraged with the fact that education is too expensive. They need to know that if they work hard they can achieve the dream of getting a career.
- Please educate us as parents as far as how my child can apply for colleges, how early they can do it, etc.

Table 34

- We all take responsibility/ todos somos responsables.
- Programs to assist with homework after school (mas ayuda con tarea.)
- We want our students taking AP classes- clases avansadas.
- Better communication between non-English speaking parents and school staff.
- Bilingual student handbooks for parents to read.
- Parents need to be informed about student academic oppportunities.
- Bilingual classes for students.
- Bilingual counselors- parents want to be well informed about their child's education throughout the school years.

Table 35

- Kids should have the proficiency in the English language.
- The District should try to engage every group/race with the school.
- Teacher/student ratio should be accommodated to achieve a better instruction therefore better outcome.
- Parental support at home. To listen to the students while reading.
- Parental involvement in the child's school.

Table 36

- La manera mas apropiada es dejándoles mas tareas.
- O tomar clases de verano.
- Apoyo a los estudiantes que están mas bajos. Tener un poco mas de paciencia a los estudiantes.
- Consiguiendo los recursos durante y después de escuela.
- Motivarlos a que continúen.
- Necesitamos mas orientación los padres para conocer mas de los exámenes.
- Mandar las información por correo por que los estudiantes lo entregan los papeles.
- Hacer evaluaciones revisar su nivel académico.
- Estamos preocupados que los estudiantes están en ELD y queremos que sean evaluados constante mente.

Table 37

- If there is a district-wide goal for curriculum expectations, that would help with students who are highly mobile being able to not have educational gaps.
- Brought up kids with individualized education plans and problems that arise with mobility and inability to track students' needs easily.
- Brought up personal view of pros and cons of individuality vs highly structured curriculum in our schools. Agree with national standards. Adequate staffing to meet our students' varied needs.
- Would like to make sure different cultural groups are comfortable in our schools to increase participation.
- Talked about SCI and other services that are offered in PPS and other areas.

Table 38

- Collaboration between the child's social environments, school, educators, librarians, social services, WIC. Early developmental stages in an infant, install reading and math games in each stage, So when the child goes to school he/she is prepared. Use that parent who is enrolling his/her child into kindergarten; that excitement is your key. Letting them become a contagious force and contaminate other parents in participating.
- **School/Community Relationships**
Have supervised classroom visits by districts. Making Educators know that they are supervised. Report monthly to active parents. Make sure active parents have monthly meetings and have teaching assistants when classes are too big. Thirty-plus children per teacher is hard for the teacher as well as for the student.



2013 Education Summit Report

Appendix: School/Community Relationships



All Comments

School/Community Relationships Discussion Question:

Capitalizing on our diversity, how can Reynolds build a sense of community that results in confidence, pride, commitment, ownership and investment in our schools and school district?

Table 1

- Try to reach out to parents where they are at.
- See diversity as a strength not a deficit. Plan our programs accordingly. For example, linguistic diversity = ESL pull out programs vs. developmental bilingual programs producing bilingual biliterate students.
- Listen to all stakeholders including kids about what they need.

Table 2

- Communication is the biggest challenge with reaching out.
- Equitable communication.
- Where is the flow chart for the funding of English Language Learning? This is something that people need to see, need to know.
- Transparency. It will build trust.
- English Language Learning funds if not spent, will go into the general fund.
- Changing paradigm of schools. Need to create events to appeal to the parent populations.
- The powerbroker groups (the White groups) need to be partners in the changes.
- We need to plan for all side's reactions.
- The status quo of race needs to be talked about, even when we are uncomfortable.
- The idea of two groups being separate is okay.
- Different groups need to have a voice.
- What to do differently? When tears or anger, don't try to squelch it. Let it roll. And treat it as an opportunity.
- Organizing Spanish speaking parents? Is it a separate PTA? Right now research is being done to find out what the need is in a certain school.
- Different organizations use different protocols for running meetings.

- Paradigm shift. Translators needed for us to hear parents, not so they can hear us.
- A liaison is needed at schools within the community.
- Listen, listen, listen –Direly needed.
- How long will our district wait?
- If we are opening up these doors to Latinos, then we need to reach out to other groups/families.
- Identify the roadblocks to communicating with our families.
- At-risk kids: What do we do to remove the barriers that are keeping them from graduating?
- We’ve spent way too much time worrying about the language barrier. What is the cultural barrier for say Pacific Islander kids?
- **Leadership development!**
- **Provide opportunities to bring back our graduates into the community to create a new cycle, a cycle of success.**
- Providing opportunities for feeling welcome and having a voice.
- Honoring our subgroups while celebrating our diversity. How do we do it? We share it?
- If we provide the opportunity to relate to, then they will not mingle and may not find the greater opportunities that are out there.
- ASSEMBLIES!!! They are such good opportunities for School/Community Relationships.
- Fight! Fight! Chris Russo says, “Let’s fight.” It’s productive.
- Invite a small group of middle school students to a high school assembly.

Table 3

- Confidence, pride, commitment, and investment come from ownership. We need to help people become involved with us. We need to do a better job of opening up the schools to have the community come together.
- We need to work to help parents be able to come to events that are different than their school experiences. Some parents feel judged by schools from their experiences, education here is different than in some parents’ home countries.
- Don’t keep offering the same things. Find out what parents want to come in to attend.
- The stages of involvement are: Getting in the door → excited about what’s happening → engagement in the activities → ownership of the process. If we miss any of these pieces, the model will fall apart.
- We need to address the five cities we represent. We need to get staff out into the communities we represent. The more we can showcase student work in our communities the more the community will be interested in what we’re doing.
- Why don’t we hold math nights or other school events at the larger apartment complexes in the area? Why don’t we go to the community center of the neighborhoods to meet people there?
- Ask the students. Students of all ages can tell you what would make them feel welcome. Ask them what they think needs to happen.

- Not everything needs to be academic. Some activities in class and at school can just be about community building. The lack of buy-in is represented in the classrooms. If we address community building in the class, then we can address it as a school and a district.
- Increase the amount of positive communication. Set up systems that are easy to access for staff to share positive things about students (Similar to Damian's idea/program at Walt Morey for Positive Post Cards.)

Table 4

- We have to build back the trust/faith in our district.
- Get the community involved in schools.
- Follow through on promises.
- Students – we need to build the pride in high school and let that trickle-down to the middle school and elementary students.
- All sports/activities/clubs – need to reach out to the district's younger students – show them what they have to look forward to in the future.

Table 6

- Variety of programs to engage students: natural science programs, car shows, sports programs.
- Open/honest communication between board members and educators.
- The kids' best interest in common.

Table 8

- Our community has changed a lot over the last 20 years. We have groups who have not accepted the changes and may even resent some negative changes and blame some cultures for those negative changes. Not all groups feel accepted and welcome. We need to help parents who speak another language to access their children's teachers and school.
- Maybe have parent events in the community so it is not so intimidating for parents (like the public library for example.)

Table 9

- Study positive and negatives of school districts of similar size and diversity- what have they done that works? What have they done that doesn't work?
- Honest conversations about how to understand other people's cultural backgrounds, how to get people together to communicate. Are we asking the wrong question, the wrong way? Courageous Conversations.
- Recognizing that this is a really hard conversation and issue.
- Again, we don't have all of the people represented in order to be able to answer the questions or know the questions to ask. Who are the players in the cultures represented? Pastors, elders, civic leaders, family members?

Table 10

- Winning sports programs lead to community and school involvement.
- Building traditions outside of sports.

- Options for students to go out to the community/career.
- Options for HS students to visit and mentor with elem. and MS.
- Change our culture through effective communication.
- Facebook spotlight of a teacher once a week/every other week.
- An article a month in the Gresham Outlook or any newspaper.
- Food provided at community events.
- Opportunities for involvement where they feel their time is valued and worthwhile.
- Groups/activities/clubs available for community, too.
- Opportunities for celebrating the options that one big HS can offer.
- HS can offer more than any HS in the state.
- **Ways to communicate to the community and state the great things that are happening.**
- Cohesion is needed between levels.
- Teachers need to know what is expected at the next level.
- Connecting with local networking groups (students and teachers, not just administrators and Board Members) i.e.: Chamber of Commerce, Town Commissions, City governments.

Table 11

- Parenting. Little league numbers have been dropping.
- More SUN programs (or similar programs.)
- More all-inclusive programs.
- Bring in leaders from the community as examples.
- Building awareness of the diversity of cultures in our district.
- Provide interpreters.
- ELEPHANT in the room!
- Provide opportunities for making connections and building awareness.
- Citywide diversity celebrations. Need to move past the school community and include the entire community. Sports, music and food.

Table 12

- How to connect with different communities, bring parents together.
- Community networking.
- Local businesses involved.
- Working with parent's employers to give "paid time off" to volunteer or work at their child's school.
- Flexibility with specific school funds in order for each school to allocate how they see fit to meet their specific community needs.
- Redraft school borders among all east county districts.
- Pool resources from all East County districts to build community.
- Reestablish middle school athletics and possible elementary, to build school pride.

Table 13

- Building comfortable environments that are focused on families
- Focused effort on the removal of barriers (buses from the elementary schools to middle or high school conferences.)
- Why do we only have one high school?
- Examine districting.
- Using schools as community centers.
- Community Health Center needed.
- Resource fairs.
- Increase SUN involvement.
- College classes at local neighborhood schools.
- Using schools as career centers.

Table 14

- Make community centers out of the schools, providing classes and activities for the families and community.
- Saturday school or after-school programs for native language literacy classes.
- Saturday school for parents (literacy, technology, parenting, and health classes.)
- We need to value our bilingual staff more.
- Provide deeper, more meaningful opportunities for parents in connection with the schools.
- Explain the system of school.
- More communication needed with parents and teachers/ provide guidelines for how a student is doing.
- Common core expectations are so high now that parents are not up to knowing the expectations.
- First-graders' goals are to get up, play hard, and crash at the end of the day. Allow kids to learn while they are active and learn about what interests them.
- Allowing kids to learn about what they are interested in. This builds life skills of learning. How to think and apply their curiosity to all other areas of life.
- Help parents to accept their responsibility of supporting the school and how to help their kids.
- Night/weekend homework clubs for families.
- Family nights should be tied to academics. How do we get more whole school involvement when teachers aren't available for many nights? They have their own family nights to attend.
- Share cultural experiences as part of a family night.
- Schools should be a community center- open more often after hours.
- Bring parents together to have conversations with each other/ topics of development of the age levels.
- Give parents plenty of time to make work adjustments to attend school events.

Table 16

- Remember that we have students whose parents do not value education.
- Place a teacher in charge when principals are out of the building to take the burden off of the school counselors.
- Continue with AVID programs.
- Do home visits.
- Have liaisons between the school and the home.
- Need more interpreters – seem to scramble every year for conferences. It’s not like it’s a new system.
- English Language Learning – students should learn to read in their native language to have gains right away.
- Help Hispanic parents understand their rights when it comes to their child’s educational data. Look at Salem model.
- Lack of response from high school administrators and counselors when new opportunities come out that could help them.
- Need to make parents feel a part of the school community so they don’t have fear to come in to the school.
- Welcome to US schools class one Saturday a month for newcomers.
- Need respect shown to staff and honor them.
- Teacher calendar needs improvement.
- Not honoring our families’ cultures.
 - Back to school nights and evenings. (Staff traded for Wednesday before Thanksgiving.)
 - Wednesday off before Thanksgiving.
 - Look at Monday after Winter Break attendance.
- Clean things up in the schools.
- Need to have a better transition to high school. Walk students and parents through what it means to go from high school to college. What is a FAFSA?

Table 17

- Our schools should provide more structure to enhance student leadership.
- Opportunities for students to be in leadership roles like student government, peer mediation, etc. can enhance pride and ownership.
- The district should observe Barb Lim’s leadership class at Walt Morey. Her curriculum has built a lot of school spirit and ownership in her students. Community events such as game nights, movie nights, spaghetti feeds, carnivals, picnics, etc. can enhance relationships. Project-based events such as Science Fairs, a Walk through History, Night of the Notables, and Talent Shows all bring school communities together.
- The Reynolds community is very fragmented, and we believe that school/community relationships should be the FIRST priority of our district.

Table 18

- First, be aware of ALL of your linguistic cultures and have a specific plan on how to engage all of them.
- Have monthly meetings for parents of the whole school with translators for all languages. In those meetings have breakout sessions for individual cultures to meet: Latino parents, black parents, etc.
- Frequent communication opportunities/fun for the whole school.

Table 19

- Build a soccer field and get families to come.
- Look at what is parent and community engagement. People need to know the difference.
- Value what kids do and their identity so they will come back to the community.
- Clean schools and eliminate clutter.
- Make the schools look like a decent learning environment.
- Make all ethnicities feel comfortable with community gathering.
- The gym, cafeteria multipurpose rooms of schools and churches should be constantly filled with activities for the community.
- Take an authentic survey of each cultural group to find out what they think of the schools and their expectations of the schools.
- Do you care for my child? Are you providing child care learning expectations?
- A way for organizations to share resources such as PGE sending out junior achievement about power.
- Act like a learning family. Sharing our knowledge with others within and across schools. Informing each other about recent news about our district and other districts.
- If you are a business in Reynolds school district you need to help us out and be involved in our community.
- What can we offer as a benefit to our community members?
- Each and every teacher can put effort in getting people into our school district. Staff needs to be involved in the neighborhood. They need to be part of the lives of students.

Table 20

- We need to have more activities for the community.
- Make boys and girls teams just buy them a t-shirt and just have them go head-to-head with each other and open it to the community for these kids to have the feeling of being a part of something. Not only do they feel a part of something they will make a small community within a huge community. Also make lifelong friends.
- Also in order to play in sports their grades need to be passing so this will give them habits of getting passing grades.
- Start with a basic level of helping the parents who don't have English and connecting with other people.

Table 21

- Don't cut French or any other program that is helping a kid stay engaged in school.
- Offer peer tutor programs and have kids come back to talk about their successes.
- Courageous conversations programs to help understand the needs of kids.
- More help with kids on how to access colleges. Applications, scholarships, FAFSA, ASPIRE, AVID, etc.
- Letting kids know that they can take classes outside of RHS.
- More opportunities for kids to access college now or dual credit classes. Have to get kids to know that college is an option not just a pipe dream they can't achieve.
- Enrichment to engage student involvement.
- International youth leadership conference or like events and activities to help kids unite and express ideas and experiences.
- Along the way engage parents in the education of kids. Without help from the home it is difficult for kids to achieve.
- Conferences in a different building more centrally located.
- Counseling and other needed services expanded to meet the needs of the kids.

Table 23

- Equity in the student's individual needs, culturally.
- Parent/community investments.
- We need staff to reflect our students as well as parents, which means having multiple staff members who can speak more than just one language.
- Provide fun learning experiences for after-school hours.

Table 24

- We have to get away from seeing ourselves as and being perceived as the loser school district.
- We need to embrace the children that come to us from other cultures – how great it is!
- It would be nice to have our diversity represented more widespread in our staff.
- We use our statistics as a crutch and an excuse rather than celebrating all the cultural differences we have – embrace it.
- We should invest more in our interpretation department. It is difficult to proceed with the process to just call a parent and tell them that their child did something really great at school. By the time you can get it all coordinated, two weeks have passed and the student doesn't even remember what they did. None of our secretaries speak other languages. They try and they mean well but they are not successful.
- When in another district, the principal would take dinner to the apartment complex and bring books for the kids. Go to their community and understand their needs.

Table 25

- Emphasize their strengths, a simple diploma has a symbol celebrating the individual accomplishments.
- Push the arts into the center along with sports.
- How do you maximize your teachers' potential to motivate a room of kids.
- Keep infrastructure in place and try new ideas at a pace you know what is working and what isn't.
- Every native Spanish speaker should be put into an Advanced Placement Spanish Class – if the native speakers get a 4 or a 5 on an AP test you get 12 college credits and that would be \$1700 in tuition at PSU for 12 credits-double or triple at a private school.
- Celebrate students' diversity and take advantage of their knowledge and heritage.
- In a dream world, Reynolds would have 10 small high schools and students had a clear choice on what each school had to offer.
- No systems. Find 10 adults with the same skill sets or have one list of things in common.
- No human being wants to be a product of a system.

Table 26

- Why does Reynolds have such a huge district? Can we make it smaller and more accessible to children and families?
- See kids slipping through the cracks, but cannot focus on them because there are 28 other students to focus on at the kindergarten level.
- Teach students early on to look and think! Most students do not think for themselves.
- Small school model, year-round school schedule. Don't want kids to slip through. Teacher aids help teachers reach needs of all students. Hard to help students who speak different languages.
- Acknowledge the different cultures. Teachers cannot because it isn't part of the curriculum. It just adds to the teacher's list of things.
- How do you teach to the gap?
- Staff sees diversity from afar. Reynolds needs to hire teachers of color. Have students from different cultures recognized. We aren't making it easy for parents who speak different languages.
- Going back and forth on language acceptance. Read and write in native languages, but have to speak English at the school. Alder has a class that teaches in Spanish and compares the language to English.
- Pick something and dedicate ourselves to it. It doesn't happen overnight. Adding new programs just keeps adding to workload and takes away from teaching time/effort.

Table 27

Outreach communications need to happen throughout the community to entice participation with various activities that are family appropriate. Promotion. Promotion. Promotion.

Table 28

- Work and/or follow-up with parents who have participated in Courageous Conversations.
- Teacher population should reflect the ethnic and cultural backgrounds of their student population.
- Give opportunities to parents to meet and work with school staff.
- Create adaptive change not technical change.
- School staff needs to learn about the cultures of the students they serve.
- Teach staff how to communicate with the families they serve.
- Welcome parents to visit classrooms and sit in classes.
- Have family events at schools.
- Have high school students visit elementary schools and spend time in the classroom with younger students.
- Have district-wide forums for parents and school staff on the district website.
- Celebrate holidays celebrated by our diverse students.
- Have music programs at our elementary schools.
- For the district to practice equity instead of equality.
- Students' languages should be respected, valued and taught in schools.

Table 29

- Community meetings? When ? Where? Need more community meetings.
- Middle school sports and elementary music programs need to be reinstated. Bring back the programs that bring the children and community together.
- Take ownership of what is going on in the school.
- Science expo. Science fair.
- Teachers are so overwhelmed with the hours of work. They're exhausted because of all the other requirements.
- Outdoor school – must retain.
- Field trips – teachers need to fundraise themselves.
- Build community with teachers.
- Build community with activities with kids among schools.
- Better communication from the REF Foundation. Not just from teachers, but kids, and parents.
- Better use of website and inform community. Big signs in front of schools.
- Website of the individual school is always under construction.
- Positive about the experience as volunteer. Wasted resources when a district employee has to go through the record check.
- District adopts a volunteer appreciation day.

Table 30

- Engage and listen to stakeholders.
- Open the schools to community events in appropriate settings.
- Monthly student award ceremonies, inviting parents at every school.
- Every school has a "My Heritage" week to celebrate the diverse community with events. Or participate in the "Stories Project" where students tell the stories of who they are and where they come from.

- Increase parents' understanding of the grading system and school expectations of the children.
- Eastern European community needs to be more identified. This group is not list on the form we received. Are they grouped with "white?"
- Implement uniforms or strict code of dress for students and teachers.
- Amp up activity and excitement about site councils.
- Require teachers to have a family involvement plan for the classroom.
- Partner with key community organizations and faith-based organizations to send messages/rally parents and community members.

Table 31

- The way we measure students is not equitable.
- Before they come to school they don't goal-set because they come from disparity. They need basic resources.
- Bringing services to their communities.
- Preparing kids for school with parent support by addressing the problems of the community.
- How do we better serve?
- Organizing resources of the community.
- Idea of communicating. Have office assistants who can speak different languages.
- Committed to bringing Spanish-speaking teachers.
- Value teachers of other cultures.
- Begin by recognizing and celebrating diversity. See diversity as an opportunity. It can enrich our experiences, and learnings. Diversity is a positive, not a negative, and should begin integrating it into the culture of our schools and district.
- Have/hire diversity at different levels (teachers, students, admin)
- Integrate diversity into the curriculum!
- Continue Latino parent nights (and others) in native languages, so parents have a voice in the system.
- Diversity assemblies.
- Make sure our classrooms and buildings reflect the diversity in our buildings.
- Hang flags/symbols that represent the different cultures/nationalities. Welcome families into the building.
- Elementary and middle schools should connect up with the high school clubs (Islanders, Mecha, International Club, etc.) to come to the schools and do performances, give talks to younger kids, help them establish their own multicultural clubs.

Table 33

- Efficient use of interpreters, who are always available in the different languages. More personnel in the front office to communicate with parents in our language.
- Equality. We can all achieve what we set ourselves to.

Table 34

- Bilingual staff- close communication gap.
- Monthly gatherings with Spanish-speaking parents in Spanish.
- High expectations for bilingual children.
- Latino Parent workshops/ computer classes to have access to email /GED programs.
- Teachers who really care about our children.
- Need more representation in race and background.
- Teachers and other staff who reflect student diversity.
- Latino parents be received with respect.
- Spanish-speaking secretary in elementary, middle, and high school .
- Bilingual signs.
- Unwelcoming buildings. Uncomfortable in Woodland because no one speaks Spanish.
- We're tired of asking who speaks our language.
- More options for English Language Learning high school students.
- We don't want our children to lose their native language.
- Teachers are telling our children not to speak Spanish and to even speak English at home.
- Embrace their native language in the school curriculum.
- Respect our culture, our traditions and our language.

Table 35

- Create more events that are open to the communities such as carnivals, summits.
- Try to take away the bad stigma that Reynolds schools have in the community.
- Crear lazos entre las escuelas y padres de familia.
- Dar a conocer las escuelas a la comunidad a través de eventos de todo tipo, fundraisings, así también se podrían involucrar a los estudiantes en trabajos comunitarios.

Table 36

- Involucrarnos más. somos partes de la escuela.
- Tener más unidad si tenemos una estructura juntos con los maestros. Podemos ayudar a nuestros hijos. No aislarnos en las culturas. Tenemos que aprender el sistema. Nosotros como padres tenemos que estar en comunicación con la escuela.
- Tenernos todos unidos. En la unión hace la fuerza.
- Teniendo personas que sean adecuadas y que sean bilingües. Contratar más maestros con doble idioma.

Table 37

- Having events that incorporate the families more. There are very few parents who make it to the PTO meetings. Many more of the families make it out to formalized events – math night, science night, end of the year parties, etc. Also, as the parents get older the parent participation dwindles. Parent outreach nights are less frequent as the kids get older, too.
- School outreach to parents should continue as the kids get older but doesn't have any suggestions as to how to do that because the reality is that the older kids just don't "get into" that kind of thing.
- Maybe two open houses a year?
- Brought up that parents' participating in their education is a way that communicates to the students that education is important.
- Alder is planning a Health Education Fair.
- ASPIRE Program – description and brought up how that could maybe be adapted for middle school.
- Reiterated that participating with teenagers is particularly difficult but parents need to be comfortable pushing into their kids' lives and educational settings.
- Get that type of information out to parents while they are in elementary schools so they are 'trained' and know the expectations prior to their child entering middle school.
- Would like to see a, "What to expect..." letter from schools as students move up from one school to another.
- Asked about counselors offering help finding financial aid, giving college/career choice counseling.
- Explained affirmative action and told about the career counseling center. Also, added about the college credit program with Mt. Hood. Reynolds School District is looking to expand that program.

Table 38

- Allowing the students to celebrate each other's culture. Celebrating who they are, their strengths and heritage allowing them to take pride in themselves.



2013 Education Summit Report

Appendix: Vision and Mission Statements



All Comments

Vision/Mission Statements Discussion Question:

How are the vision and mission meaningful to you? Would you make changes? If so, what would the new statement say?

Draft Vision by Work Group

Each and every child is prepared to actively participate in creating a world yet to be imagined.

Mission

Reynolds School District engages students in a comprehensive educational experience that graduates confident, culturally-competent, lifelong learners with practical, creative and critical-thinking skills.

Table 1

- Did not respond to this question.

Table 2

- Start advocating for appropriate state funding!

Table 3

- Confidence, pride, commitment, and investment come from ownership. We need to help people become involved with us. We need to do a better job of opening up the schools to have the community come together.
- We need to work to help parents be able to come to events that are different from their school experiences. Some parents feel judged by schools from their experiences. Education here is different from some parents' home countries.
- Don't keep offering the same things. Find out what parents want to come in to attend.
- The stages of involvement are: Getting in the door → excited about what's happening → engagement in the activities → ownership of the process. If we miss any of these pieces the model will fall apart.

- We need to address the five cities we represent. We need to get staff out into the communities we represent. The more we can showcase student work in our communities the more the community will be interested in what we're doing.
- Why don't we hold math nights or other school events at the larger apartment complexes in the area? Why don't we go to the community center of the neighborhoods to meet people there?

Table 4

- The vision and mission is stated very well, The question is, "How will we do it?"
- Having trained and certified teachers. Teachers have the enthusiasm of its kind to be giving.
- We want our teachers to be trained to carry out the mission.
- To make the students ready for a world yet to be imagined, we need to update all technology and information sources, equipment, and resources.
- Culturally-competent, this could be interpreted in many ways; needs to be explained or reworded. Who's culture?

Table 6

Vision Statement:

Mission Statement: Good statement

- Need to offer more classes/programs/activities to the diverse populations and close the achievement gap
- Having students share their culture in schools / classes

Table 8

- The vision and mission statement are inclusive and accepting of everyone in that it doesn't elevate college and a four-year degree above every other ambition. Possibly add something about being good citizens (in the sense of being good people—not having anything to do with American citizenship.)
- The mission statement reflects more than academics and accents other traits that reflect being a whole, competent, and good human being. We say this, then we drive data, data, data and talk adequate yearly progress. The two don't match.
- Regarding teaching, the standards are great but finding creative ways to implement standards that also allows flexibility to address individual needs.
- It would be nice to spend some energy getting to know the students instead of just data. We see a lot of numbers, we got into this profession for kids not numbers.

Table 9

- Opinion- LIKE IT. There is no way to know what things are going to be like we have to be prepared, We are on the brink of ?????
- Opinion- Saxton said, "Outcome = system." Our outcome is "yet to be determined?"
- We have to be prepared for anything.....flexible, well rounded, adaptable.....

- What qualities do we possess? Those are the ones we should be teaching -- or be those things.
- Mission statement is more defined than vision. We like it.
- Go to mission statement whenever decisions have to be made. Does every single person know it? Is it catchy? Do you live by? Work by?
- Mission may not feel targeted enough. More personalized? Is it the same as every other school? Does it matter?
- Are we articulating it to our smaller work groups/coworkers?

Table 10

- The word “successful” should be in the vision statement.
- The person who thinks differently is the only person who can effectively create change.
- “Each and every child” must stay.
- “Courageous” should be added to Mission (tenacity.)

Table 11

- “Gives me hope for our kids.”
- Have to have the ability to be flexible.
- How is the culturally-competent part of the mission statement being accomplished?
- These are excellent statements if they can actually be achieved.

Table 12

- If we stay with this mission statement, will it be meaningful to the district?
- Statement creates a well-rounded individual.

Table 13

- The mission and vision seem to be removed from the reality of the day-to-day experience of students, staff, and community members of our District.
- The mission statement seems wordy and filled with educational jargon
- Lacking in action words (powerful verbs.)
- The vision statement does not provide a road map or description of what our schools should/will look like to achieve our mission.
- The vision is actually a second mission.
- “Engaging students” should stay (this speaks to our the daily work within our schools.
- One item missing from our statements is the work we do each day to make sure that each child realizes their potential.
- We need to acknowledge that many of our families did not have a positive experience while they were in school (as students) and they carry that with them each time they walk through the front doors of their children’s school.

Table 14

- There is no realistic vision in our Vision Statement. Needs to be more specific. We want children to be respected as individuals.

- Meaningful? We like them.
- Are they just words? Yes, if nothing changes.
- We need change at all levels, from the state on down.
- These statements require action- 33 kids in a room? Not likely to happen to support change.
- We need a good plan to make these things happen!
- Schools need flexibility to make the changes they know will support this mission and vision.
- Move away from punitive responses to low achievement. You didn't make your compact. Now you don't get PE, just more reading and math!
- What are these millions earmarked that Mr. Saxton is talking about? Professional development for teachers? Direct classroom support?
- Help parents be understanding of the big picture. Don't just ask for more money. Help us understand what is happening and how it can change.
- There are too many restrictions placed on the school.
- We hope the coffee and cookies here help schools to realize we need to help parents be a good partner in the child's education.

Table 16

Look at the whole child perspective:

Mission language suggestion:

- Add the words CAPABLE, RELATIONAL, RELEVANT
- Whole child perspective
- Wording is okay – more important is for the mission to be shared – saturate students, staff and community. Live it every day as a core value.
- Help our Spanish-speaking students learn to read as quickly as possible, and to become strong, confident readers.
- Get our Latinos actively involved in their child's education.
- Reynolds needs to provide native literacy options for our Latino students.

Vision-

- Would like to include some wording about each student being "known" and having their unique gifts honored.
- Add language around social skills and inquiry-based curriculum.

Table 17

- For the Mission, we think to replace the word "comprehensive" with "well-rounded" or "whole-child." In order for the vision and mission to be achieved, a plan needs to be put in place and shared with educators, parents, and students. Appropriate resources should be invested to support the plan.

Table 18

- Everyone needs to say "they're my kids." "It's my responsibility."
- English Language Development program needs to be looked at because there is a lack of communication on kids' progress, testing, overall in general. More frequent communication on progress is needed.

- If creativity is really important, how much is music and fine arts available at elementary?
- We want the SUN program in Reynolds School District at ALL SCHOOLS.
- Saturday enrichment programs at all levels.
- Transforming our schools away from institutionalized racism through activities in equity.
- District invest in its own childcare facility to help young families in the communities with literacy development.
- Dual-immersion, bilingual programs.

Table 19

- “In creating a world yet to be imagined” is the most meaningful part.
- Comprehensive means music, sports, arts, language, dance movement and the whole person. Where is that in the elementary schools?
- “Culturally competent.” We as a community are not there yet.
- We love that it has critical-thinking skills. Instrumental enrichment. Glad to see critical-thinking skills.
- This is meaningful to me because we know where our resources are going to go.
- Something up to date for the “information age.” How do you include the idea of the Information Age in the mission? Adding “the Information Age” in the mission.

Table 20

- The students should know the mission by the way the teachers treat them and support them and not be the ones bring them down but building them up.
- Everyone around the students should be the ones making the place somewhere special and be some place that will give them hope and passion to keep moving forward.

Table 21

- Lifelong learners is especially important as is being engaged in your community.
- Ability to adapt to the changes around you and do things we don’t even think of.
- Including families in the mission could be important.
- Think outside the box.

Table 23

- Like using “each and every” when referring to students, not just picking and choosing.
- Like how the vision statement sounds, but not how it is.
- Help in preparing students to actively participate instead of cautiously observing.
- Content with lifelong learning and critical-thinking skills.
- Are we helping students become confident and engaged? We need to be creative ourselves.

- Allow teachers to express more freedom in their ideas and teaching.
- Introduce kids to their own creativity.

Table 24

- It is short, succinct, and easy to remember and to embrace.
- Vision statements and mission statements don't really inspire me.
- There's a mandated two-hour lit block. Some kids get music, some do not. Then they have math. We're so focused on trying to teach to increase our scores that we don't focus on critical-thinking skills, social studies, science. These things are also important.
- It's not just about test scores. We feel a moral responsibility to get our kids to be able to read but some of the things in the vision and mission are aspirations but we're not there now. Our focus seems to always be on what the scores are and whichever area in which we are not doing well.
- Challenged to grade in content areas since we don't really get to focus on them but they seem to be a part of the mission statement and we don't really get to pay attention to them.
- We need to embrace the sentiment more. If this is our goal, then it should shape how our professional development dollars are spent and that the pieces are in place for us to really get there.
- The statements are meaningful but they can't be empty and we need more follow through. The statements must ring true to be truly meaningful.
- We like the statements. We would not rewrite them.

Table 25

- Did not respond to this question.

Table 26

- A need to show students practical skills (how to do this, how to do that.)
- Teaching so everyone gets into college because a degree is so critical.
- Need specific steps, what does it look like? Need to connect all the steps. What happens in preschool, Kindergarten, first-grade? Where should students be at each step, what does it look like? All grade levels need to get together and talk and collaborate.
- Set school standards to appease the parents and for their schedule.
- School sponsored sports in elementary schools. Parents will more likely be involved and feel a sense of connection and welcoming in their child's school. This would help to bridge the gap of home/school lives.
- Need to be exposed to programs early on. Prioritize our programs.

Random thoughts:

- Where do we cut funds? Administration perhaps?
- We need integrated learning. Everything needs to connect! See the relevance. Get students physically involved in their own learning.

- School board needs to know the education. Be more involved in education at all levels, pre-K, kindergarten, elementary school, middle school and high school.
- Boycott state testing. State testing only funds those big testing companies.

Table 28

- The district needs to change its practices to meet the vision and mission.
- Kids are not actively engaged in learning.
- To see the vision, the district and schools need to plan for learning to start in September.
- Data should reflect the vision and mission.
- Teachers need to be trusted to be professionals.
- Services to our students need to be returned and cuts need to stop (PE, music, library, class size.)
- Students are more in touch with the modern world; therefore, teachers need to learn from them and students need to be allowed to be active participants in their educational experiences. They need to have a safe and meaningful school experience.
- When we say, “Each and every child,” where are the 32% of students who drop-out?

Table 29

- How are you going to do it? Like starting a project, but not follow through.
- Sharing best practices among schools.
- A system for teachers to share information. Old email system used to have a way of sharing. Not the new email system. Technology department not doing their work. Not friendly. Teachers cannot even print an email. They have to save it, then print it.
- Cultural competence is vague and not understood by all. Is there a way to state that with easy-to-understand language?

Table 30

- Vision is too fluffy.
- Each child has the skills needed to move to the next level and is ready to graduate on time, college and/or career ready.
- Don’t like “move” but the idea is that students are ready to move and are just not moved (social promotion.)
- Education is hard work – acknowledge the hard work and dedication of all those contributing to the development of young people. Classified contribute just as much as certified.
- Middle school tracking.

Table 31

- If you really want to tie into the 40/40/20 goal, then we need to be explicit in our vision statement that the expectation is graduation and education beyond high school.

- Could be more concrete. These are our steps to achieving our vision, etc.
- Why do we have separate vision/mission statements? Can't we combine them? What is the purpose of each, and what is the purpose in having separate statements?
- Should be very simple and simply stated so people can remember it, repeat it, and internalize it as a goal.
- Goal of 40-40-20 should be mentioned in vision/mission.
- If this is your mission, what are the steps to getting there?

Table 33

- Make the Mission Statement to be worded differently in Spanish to have the same meaning, specifically "critical thinking." In Spanish it is worded "pensamiento critico" and to us "critico" is something negative.
- Other than that, we think that these declarations, if applied as they are worded, are very important for our child's success.

Table 34

- For students to be bilingual so that they are well prepared to interact with a multilingual and multicultural world.

Table 35

- This table has agreed in that they would not change neither the vision nor the mission statements since they embrace the goals and dreams that these parents have for their children.

Table 37

- Learning to learn is apparent in the Vision statement. I like that. As an educator, I'm not sure we fully have a vision for what that looks like for us.
- Understands needing to have an adaptable mind.
- Asked about Common Core State Standards and what our opinions were on that.
- Also brought up that the Mission didn't include anything about minimum proficiency and that it didn't note anything about proficiency at all.
- He likes the vision and mission and thinks it's a nice base/foundation. If all of the students can acquire things listed in the mission, the students who don't graduate would still have a good set of skills to grow from outside of the school environment.
- Would like to see the mission expand educational experiences to social, family, community, etc.
- Would like to see the community in our schools on a more regular/permanent basis participating/engaging/working with our students in our schools. Real world experiences..
- Those types of experiences would be really good for all of our students. It opens our students eyes to opportunities.
- I'd like our students exposed to a more varied range of job opportunities.

- Students who step foot on a college campus are 4x more likely to go to college. Thinks our students should have that opportunity.

Table 38

- Leave no child behind, making certain to evaluate a child's need at an early age, and provide the child with the necessary tools to succeed educationally.