Reynolds
School District

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.
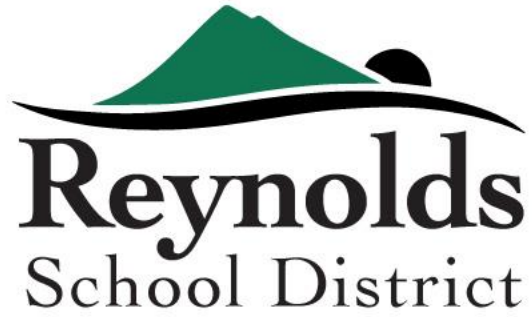
RSD Board Work Session:

2023-24
Budget Priorities

December 7, 2022

MISSION

We lead with equity to educate and support all students to graduate with the skills and confidence to thrive.

Reynolds School District

VISION

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

CORE BELIEFS & COMMITMENTS

SAFETY

We believe that all students, families, and staff deserve a safe and secure learning environment.

We commit to providing physical and emotional safety across the Reynolds community.

EQUITY

We believe that equitable practices allow everyone within the Reynolds community to thrive.

We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

INSTRUCTIONAL PRACTICES

We believe that high-quality, first-time instruction will eliminate the opportunity gap.

We commit to setting high expectations and providing intentional professional development for instructional leaders.

ORGANIZATIONAL CULTURE

We believe that the heart of a high-performing organization is its people.

We commit to becoming an inclusive and positive organizational culture.

Agenda

Historical Context

- Timeline
- Participant Numbers/Demographics

Emerging Themes – Key Findings

Board Work: Prioritization Exercise

- Review Themes
- Prioritize Themes for 2023-24

Discussion

Next Steps

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Timeline

- Open Staff and Community Input Sessions

- Culturally Responsive Family and Student Engagement Sessions

- Board Work Session to determine Budget Priorities

- Board Action on Budget Priorities

- Inform Board on Aligning for Student Success Process
- Board Action on Application

October **November** **December** **January** **February**

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Participant Sessions

Open Sessions

- **October 11:** Staff Session and Community Session
- **October 27:** Staff Session and Community Session
- **October 26 – November 18**: Virtual Session Staff and Community

Family Sessions

- **November 1:** Latino/Spanish Speaking Families
- **November 2:** BIPOC Families
- **November 3:** Families with student(s) who identify as students with disabilities; emerging bilingual students; students navigating houselessness; students navigating foster care; Migrant students/recent arrivers; Incarcerated and detained youth; LGBTQIA+ students
- **November 16:** Parent Meeting
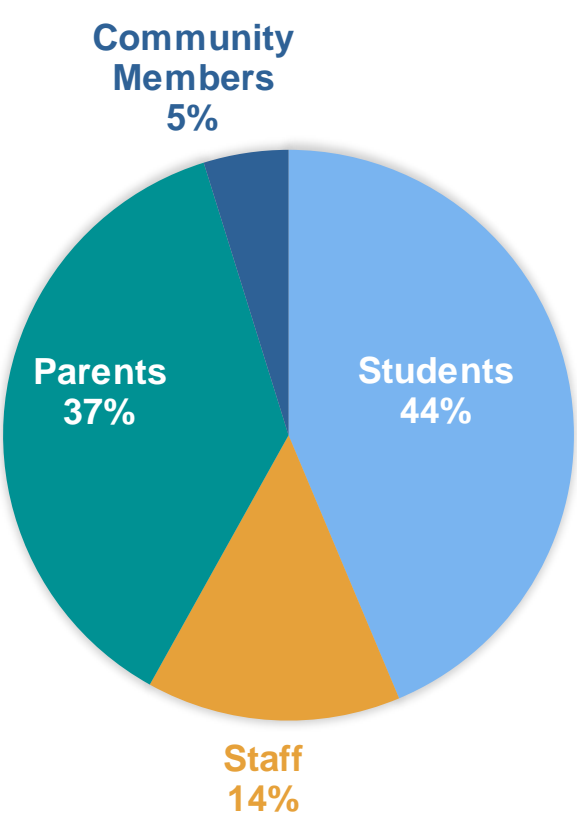- **November 17:** Parent Meeting

Student Sessions

- **November 14:** Black/African American Students at RMS
- **November 15:** Black/ African American Students at HB Lee
- **November 30**: RHS Student Meetings: LGBTQIA+, Pacific Islander; Latino; IEP/504, Eastern European, African-American
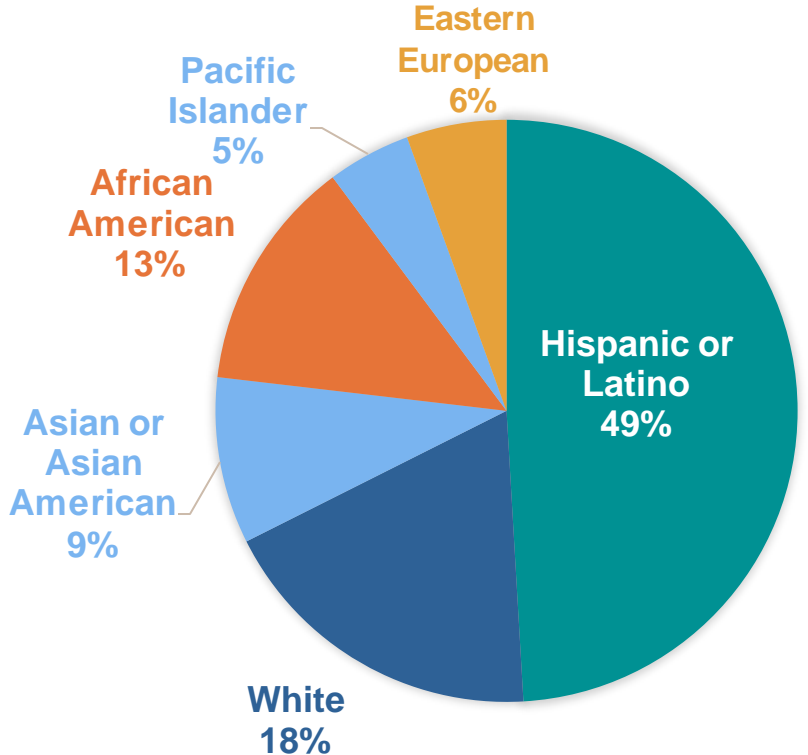- **December 1:** RHS Student Meetings: Asian, New to RHS Students, ELD

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Participant Numbers and Demographics

Total Participants: 212

| Staff: 33 | Parents: 85 | Students:82 | Community: 11 |

All Participants

Community Members 5%
Students 44%
Parents 37%
Staff 14%

Demographics

Eastern European 6%
Pacific Islander 5%
African American 13%
Asian or Asian American 9%
Hispanic or Latino 49%
White 18%

Students

New Students to RHS 21%
ELL 25%
LGBTQIA+ 22%
Disability 32%
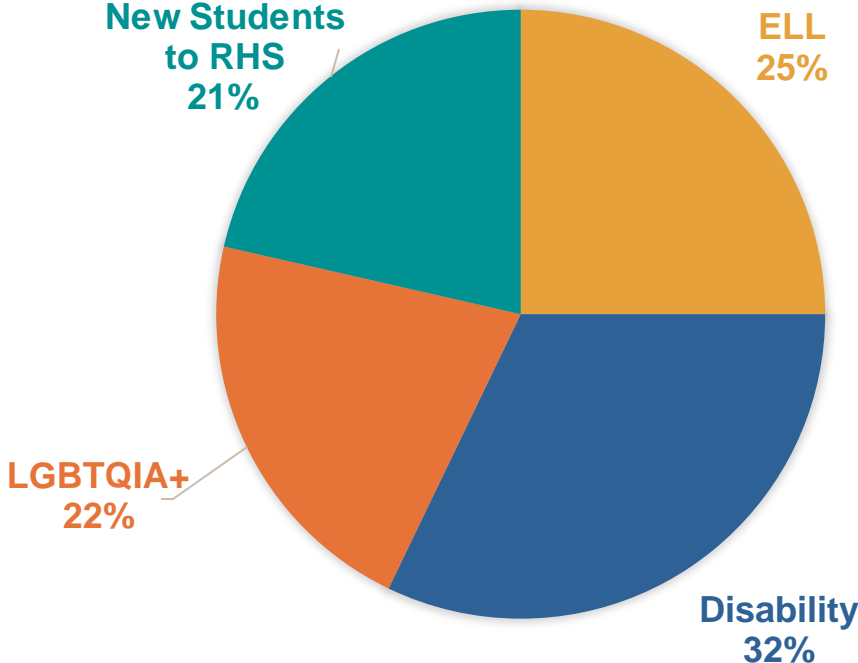
NOTE: Unable to collect demographics data from all in-person attendees
N = 103

Key Findings – Budget Input Questions

Question 1 – **What's going well?**

- Communication is improving (ParentSquare is a huge plus)
- Programs helping engagement:
  - CTE Programs
  - Dual Language Programs
  - Extracurricular Activities and After-School Sports
  - Literacy and Library Programs
  - Wraparound Services have Improved
  - Health Clinics Offered at Schools
- Community Partners
- Better relationships between the district and the community, and a focus on equity and inclusion
- Staff care deeply about their students
- District has been intentional about filling gaps: hiring diverse staff, increasing access to mental health and social workers, and creating spaces for collaboration.

Key Findings – Budget Input Questions

Question 2 – **What's not going well?**

- Staff Support
  - Classified staff pay
  - Staff working outside of roles
  - EAs needed
- Safety
  - Fights and Bullying
  - Not enough security
  - Micro and Macro Aggressions
- Transportation
- Lack of Pride in Facilities
- Technology Barriers
- Feelings of Disconnect
- Academic Needs:
  - Interventions
  - SPED
  - Culturally Sensitive Curriculums

Key Findings – Budget Input Questions

Question 3 – **When asked what students need to be successful, participants responded with the following needs:**

- Support for students:
  - Academic (including mentoring and tutoring opportunities)
  - Programmatic (more EAs and supports for specialized programs and restorative programs)
  - Social-emotional (access to counselors and trusted adults, and restorative, rather than punitive programs)
- Representation (in staff and curriculum):
  - Bilingual and BIPOC staff and teachers
  - Dual language and cultural programs
- Strong and consistent communication between schools and parents
- Technology that is right-sized, reliable, and accessible (especially to those who might not have Wi-Fi or computer access at home)
- Safe learning environment
- Healthy school (facilities, meals, mental health)

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Key Findings – Budget Input Questions

Question 4 – What do people want to see in the future?

- Invest in Staff:
    - Incentive opportunities for EAs
    - Higher pay for bus drivers, kitchen personnel, EAs, and other classified staff
    - Onboarding, offboarding and specialized trainings for staff
    - Create more systems of teacher evaluation and provide opportunities for mentorship and peer support networks
    - Provide tech support for every building
    - Provide more guest speakers and training opportunities on equity
    - Hire interventionalists and mental health professionals

- Invest in safety and security:
    - More security personnel and/or more staff present during breaktimes
    - Enforce stricter rules around entry into buildings, students leaving campus during school hours, and safety overall across the District
    - Emotional safety

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Key Findings – Budget Input Questions

Question 4 – **What do people want to see in the future? (cont)**

- Invest in programs that keep students interested and engaged:
    - Increase CTE offerings
    - Increase after-school sports programs
    - Increase music, dance, and arts programs
    - Provide more extracurricular clubs
    - Provide programs with low barriers to entry for kids living in poverty
    - Offer programs that parents and students can do together
    - Provide transportation home after extracurricular activities (i.e. later bus routes)

- Invest in academic success:
    - Block schedule at secondary schools
    - Dual language programs in all elementary schools
    - Small class size
    - Reading and literacy skills in younger students
    - Hire a District librarian and increase the library's allocation of dollars spent per student

Key Findings – Budget Input Questions

Question 4 – **What do people want to see in the future? (cont)**

- Increase student support systems and invest in a healthy school for all:
    - Enough counselors for students to be able to have access to the support they need
    - Increase mental health supports, and consider how to best use MTSS (Multi-Tiered Systems of Support) staff
    - Provide mentoring to develop student leaders
    - Consider separating kids into skills-based groups and scaling learning to make sure students get what they need to succeed
    - Open a crisis center
    - Allocate more resources to McKinney Vento
    - Provide better food (especially healthy options, and choices for older students)

- Invest in community partners:
    - Direct liaison with community partners and CBOs (community-based organizations)
    - Allocate staff time to co-create plans and strategies with community partners.
    - Hold events to bring all community partners together
    - Invest in resources for community partners

Key Findings – Budget Input Questions

Question 4 – **What do people want to see in the future? (cont)**

- Invest in facilities:
    - Upgrade SPED classrooms; more sensory rooms
    - Upgrade the buildings and landscaping
    - Provide better sound systems in schools
    - Modernize libraries
    - Maintain equipment to ensure everyone has the tools that they need across the District
    - Consider building another high school
    - Improve the theater at RMS
    - Upgrade the fields (for football and track) at the middle schools
    - Create welcoming entryways at all schools

Key Findings – Budget Input Questions

Question 4 – **What do people want to see in the future? (cont)**

- Invest in planning for the future:
    - Invest in more communications staff
    - Intentionally research the 'why' behind consistent issues throughout the District (such as attendance)
    - Build succession planning to ensure that systems are in place to maintain relationships and knowledge when staff leave
    - Analyze the success of promotions and marketing
    - Invest in supporting parents and caregivers
    - Academic programs for parents
    - Monthly educational seminars or workshops for parents to help them build awareness of the District, educational systems, and how they can best support their students
    - Incentivize participation in meetings and events

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Board Work

REVIEW INPUT
THEME CATEGORIES

PRIORITIZE INPUT

DISCUSSION

Budget Input Themes

Staff

Examples:

Higher pay for Classified Staff

Training / Professional Development

Mentorship / Peer Support

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Budget Input Themes

Examples:

Increase CTE Offerings

Music, Dance, and Arts Programs

Extracurricular Activities / Clubs

Sports

Student Engagement

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Budget Input Themes

Academic Success

Examples:

AVID and Career / College-Ready Programs

Dual Language Programs in Elementary Schools

Block Schedules in Secondary Schools

Reading and Literacy

Small Class Sizes

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Budget Input Themes

Student Support Systems

Examples:

Counselors, Interventionalists, Mental Health Professionals

More Resources for McKinney Vento Students

Mentoring for Student Leadership

Crisis Center

Transportation

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Budget Input Themes

Safety and Security

Examples:

Supervision during Passing Time

School Entry Improvements

More Security

Emotional Safety

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Budget Input Themes

Examples:

Upgrade SPED Classrooms

More Welcoming Entryways

Upgrade Playing Fields and Theaters

Modernize Libraries

Facilities

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Budget Input Themes

Examples:

Academic Programs for Parents

Educational Seminars / Workshops

Parent / Caregiver Support

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Budget Input Themes

Examples:

Planning and Strategizing with Partners

Gatherings for all Community Partners

Resources for Partners

Community Partners

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Budget Input Themes

Examples:

Better Meals (healthy options, etc.)

More Time to Eat

Nutrition

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Prioritize Themes

Questions to Consider:

- How does the theme impact student outcomes?
- How does the theme specifically impact the outcomes for historically underserved students?
- What are the long-term financial impacts (general fund, staffing, potential state fund changes, Capital projects, bonds, etc.)
- Are there any unintended consequences?
- How long will it take to produce results?

Exercise: GroupMap Instructions

Board Discussion

Next Steps

- January 25, 2023 Business Meeting: Board Action on Priorities

- January – April: Budget Development Process

- February 7, 2023 Work Session: Presentation of Aligning for Student Success Application

- February 22, 2023 Business Meeting: Board Action on Aligning for Student Success Application

- April: Budget Committee Training

- May: Budget Committee Meetings

- June 28, 2023 Business Meeting: Board Action on 23-24 Budget

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Thank you!

As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.