

**RIVERSIDE UNIFIED SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION**

Academic Oversight Board Subcommittee Meeting

May 2, 2019

9:00 a.m. – 11:00 a.m.

District Office, Room 3

3380 14th Street, Riverside, CA 92501

A G E N D A

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's Administrative Offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

Call Meeting to Order

Public Input

The subcommittee will consider requests from the public to comment. Comments should be limited to three minutes or less. If you wish to address the subcommittee concerning an item already on the agenda, please indicate your desire to do so on a provided card. You will have an opportunity to speak prior to the subcommittee's deliberation on that item.

Pursuant to Section 54954.2 of the Government Code, no action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the Subcommittee or staff may briefly respond to statements made or questioned posed by persons exercising their public testimony rights. Discussion of items brought forward that are not on the agenda shall be considered for future agendas by the Subcommittee Chair.

Action/Discussion Items

The following agenda items will be discussed and the subcommittee members may choose to introduce and pass a motion as desired.

1. Approval of Minutes

The subcommittee will be asked to approve the minutes of the March 7, 2019 meeting.

2. Nursing Program in RUSD

Health Services staff will provide an update on RUSD's nursing program.

3. Equity Task Force

The Board of Education will be provided with an end of year report on the progress, findings, and next steps of Riverside Unified School District's Equity Task Force.

4. Adoption Plan

Staff will review the Instructional Materials plan for the next 5 years with necessary budget allocations.

5. Next Generation Science Standards (NGSS) Middle School Materials Adoption

Subcommittee will receive an update on the 6th-8th grade science materials adoption going to Board in July.

6. Legacy/Heritage

Staff will provide an overview on Legacy and Heritage and an update on what will be included in the Board presentation in July.

7. Professional Growth Systems (PGS)/Danielson Framework

Staff will provide an update on the Professional Growth Systems, including information on review panel processes and services provided to date. Staff will also provide an update on the Danielson Framework for teaching training.

8. Schedule of Meetings

The subcommittee's next meeting has been scheduled for July 11, 2019 from 9:00 a.m. – 11:00 a.m. in Conference Room 3, 3380 14th Street, Riverside, CA 92501.

Conclusion

Subcommittee Members Comments

Adjournment



Health Services Department

Meeting the Medical Needs of
Riverside Unified School District

Gary McGuire, Ed.D. – Director, Pupil Services
John Davis RN, FNP-BC – RUSD Lead Nurse

April 23, 2019

RIVERSIDE UNIFIED SCHOOL DISTRICT

Role of the Health Services Department

- Keep students healthy and in attendance
- Eliminate or minimize health related barriers to learning
- Ensure student safety and well-being at school
- Provide training and supervision for teachers and staff to address health needs of their students
- Perform state mandated vision and hearing screening and fulfill state reporting requirements
- Ensure compliance with state immunization requirements and reporting



Who makes up the Health Services Department

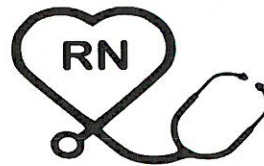
- 9 Credentialed School Nurses
(Registered Nurses/RN's)
- 7 Student Health Care Specialists
(Licensed Vocational Nurses/LVN's)
- 43 Health Assistants
(Unlicensed Assistive Personnel)



What is a Credentialed School Nurse?

Credentialed School Nurses must have:

- Registered Nurse License (RN)
- A baccalaureate degree (Credentialed School Nurses often have Master's Degrees)
- Additional post graduate education related to school health (minimum 26 units)
- Credentialing by the Commission on Teacher Credentialing (Health Services Credential)
- School Audiometry Certificate



Credentialed School Nurses

- CA Education Code § 49400 (2017)
 - The governing board of any school district shall give diligent care to the health and physical development of pupils, and may employ properly certified persons for the work.
- School Nurses are equipped to provide that diligent care.



Credentialed School Nurses in RUSD

- 1 Lead Nurse
- 5 District Nurses
- 3 Nurses supporting Special Education programs
- School Nurse Ratio for RUSD:
 - 9 nurses : 42,900 students
 - 1 nurse : 4,767 students



District Nurses

- Each "District Nurse" has an assignment of 7-10 schools
- Responsible for the health planning and care for:
 - Students in General Education
 - Students in Non-SDC SDC Special Ed. Programs
 - Create Individualized School Health Plans (ISHP) for students with chronic medical conditions.



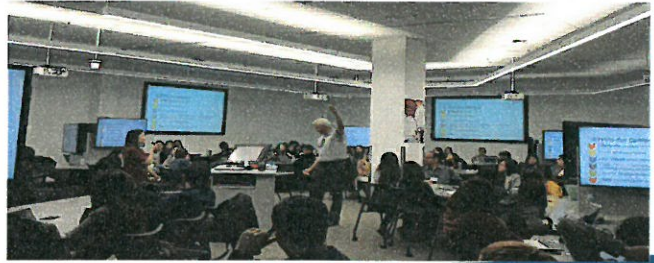
District Nurses

- Provide On-Call Telephone Nurse Coverage for the District
 - Triage Nurse Line
 - District Nurse is able to determine when a student needs a higher level of care or when parents need to be called.
 - Insulin Dosage Verification
 - Insulin can be lethal if administered incorrectly.
 - District Nurses verifies dose with the Health Assistant according to the student's endocrinologists orders.
 - Accident Reporting
 - Nurse consultation limits liability to the district and prevents errors in providing care to students.



District Nurses

- Responsible for training and medical supervision of Health Assistants, Staff and Teachers at their schools.
- Provide training to teachers and school staff in:
 - Anaphylaxis and Epi-Pen Administration
 - Diabetes and Glucagon Administration
 - AHA CPR and Automated External Defibrillator Certification
 - AHA First Aid Certification
 - Seizures / Epilepsy
 - Blood Borne Pathogens
 - Stop the Bleed
 - Medication Administration



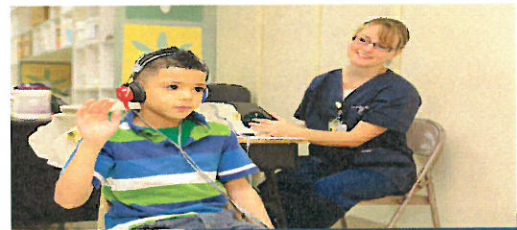
CPR and First Aid Certification Classes

- All nine RUSD School Nurses have current certification as CPR and First Aid Instructors through the American Heart Association.
- CPR certification classes are available to all RUSD employees and are taught twice monthly at the CRC.
- First Aid certification classes are taught once a month.



District Nurses

- Management of diabetes care and insulin administration for our type 1 diabetic students.
- Conduct mandated vision and hearing screenings for students in Kindergarten/TK, 2nd, 5th, and 8th grades
- Attend IEP and 504 meetings to address health concerns
- Liaisons between schools and the public health department regarding communicable diseases



Importance of Vision Screening

- Vision deficits are the most prevalent disorder among children
- Undiagnosed vision problems in children can cause interference with early literacy and learning and lead to behavior problems.
- Early detection is key in the development of healthy children.



District Nurses

- School nurses work as the liaison between a Parent/Guardian, Student's physician, and the school:

- Teachers
- Administrators
- Nutrition Services
- Counselors
- Psychologists



RUSD BE EXTRAORDINARY.
RIVERSIDE UNITED SCHOOL DISTRICT

Nurses Supporting Special Education

- RUSD's Nurses who support Special Education programs provide care for students who are severely disabled or medically fragile.
- They are the experts in Specialized Physical Health Care procedures (SPHCP's).
 - Gastrostomy Tube Care and Feedings
 - Tracheostomy and Oral Suctioning
 - Oxygen Administration
 - Urethral Catheterization
 - Diastat Administration
 - Central Venous Line Care



Student Health Care Specialists

- LVN's or Licensed Vocational Nurses
 - Head Start and State Preschool Nurse (1)
 - Health Center Nurse (1)
 - Insulin Nurse (1)
 - Dedicated Nurse for student's whose medical needs require constant support (4)



Health Assistants

- There is a Health Assistant at every school in RUSD.
- Health Assistants are Unlicensed Assistive Personnel (UAP's)
- UAPs are individuals who are trained to function in an assistive role in the provision of care and under the supervision of a credentialed registered nurse.
- UAP's play a vital role in meeting the health needs of students.



Health Assistants

- Provide first aid to ill and injured students.
- Administer medications daily and on an as needed basis.
- Perform Specialized Physical Health Care procedures when necessary.
- Document all Health Office visits and maintain student confidentiality.
- Submit accident reports.
- Are mandated reporters.
- Perform data entry/screening follow up.



RUSD Health Center

- Located at the Central Registration Center (CRC)
- Operated by lead nurse/nurse practitioner in conjunction with pediatrician Dr. Monika Mustafa
- Staffed daily by nurse practitioner and an LVN. District Nurses provide support during peak times



RUSD Health Center

- Free physical exams including sports physicals for students:
 - Without health insurance
 - Or who have just Medi-Cal
- RUSD is reimbursed by Medi-Cal for each physical exam done at the CRC.



RUSD Health Center

- Free immunizations for students through the Vaccines For Children Program (VFC).
- Students are eligible if:
 - They have Medi-Cal health insurance
 - They have no health insurance
 - Are American Indian or Alaskan Native



RUSD Health Center

- The RUSD Health Center also provides:
 - Free TB Tests and Risk Assessments to RUSD employees and volunteers
 - Free Flu Vaccines every year to RUSD employees, students, and families
 - Free Head Lice Screening and Treatment for RUSD students as well as education for families



Home Hospital Program

- Teacher provides instruction in a Home or a Hospital for 5 hours per week
- Who qualifies:
 - Students with a temporary disability whose medical condition requires them to miss an extended period of school as determined by their physician



Home Hospital Program

- RUSD Lead Nurse communicates with parents, physicians and schools to determine approval or denial to this program and makes recommendations for services to the CWA Manager over Home/Hospital.
- Lead Nurse facilitates appropriate referral to alternative programs for students denied Home Hospital instruction.



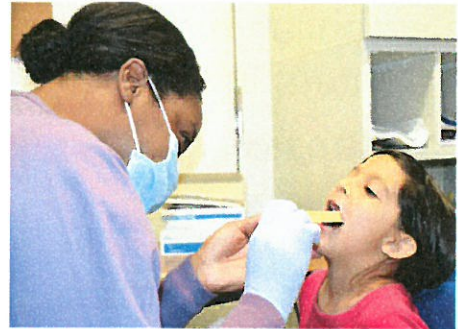
Partnerships with RUSD that Enhance Student Support

- Project KIND (Kids In Need of Doctors)
 - Partnership with the Riverside County Medical Association
 - Volunteer network of physicians, dentists, and optometrists
 - Provides free dental, vision, and medical care to students who are un-insured
 - School nurse acts as the “gatekeeper” for this program
 - <http://www.projectkind.org/Nurse>



Partnerships with RUSD that Enhance Student Support

- Riverside Community Health Foundation
 - Miles of Smiles Program- provides oral hygiene, nutrition education, dental screenings and sealant placement to elementary students in Riverside Unified
 - Teen Clinic and Health Education



Partnerships with RUSD that Enhance Student Support

- Borrego Community Health Foundation Mobile Health Clinic
 - Free Dental & Medical Services for Students & Their Families
 - Sites Currently Served:
 - Head Start & State Preschool Students
 - Adams, Jefferson, Mountain View, & Monroe Elementary Schools



Future...

- The Health Services Department is part of working group to establish high school feeder based Health & Wellness Centers in RUSD.
- Expansion of Mobile Clinic Services



Emerging Issues for Schools

- Increase in chronic illness
- Increased medication administration
- Advances in medical research and technology
- Complex level of care needs
- Risks to student safety
- Medically fragile students



Importance of Health Services and School Nurses

- Health Services plays an important role in maintaining a thriving school district.
- Healthy students have are better learners.
- Credentialed School Nurses and comprehensive health/wellness services improve attendance by reducing illness rates through:
 - Education about preventative health care
 - Early recognition of disease processes
 - Improving chronic disease management



Questions and Comments...





Equity Task Force End-of-Year Report

Dr. Jacqueline Perez
Assistant Superintendent, Instructional Support
May 7, 2019

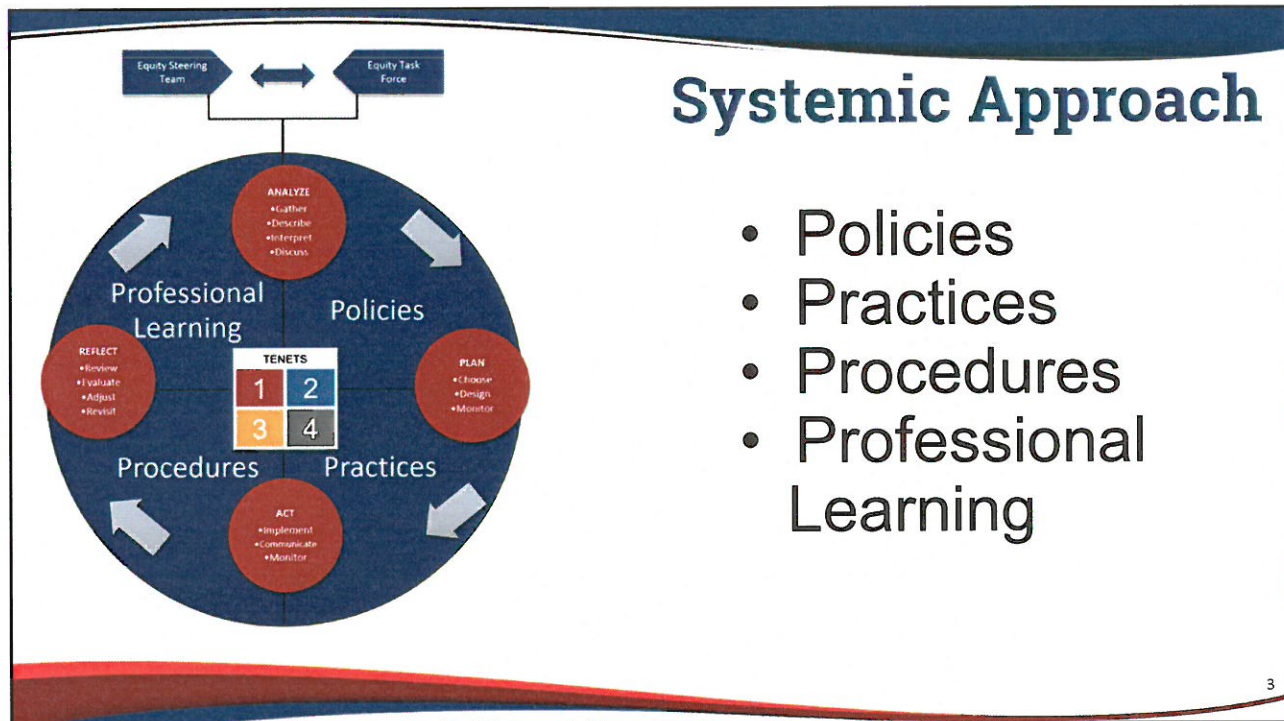
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PURPOSE

1. Provide update of 2018-2019 actions
1. Recommend 2019-2020 actions



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RUSD Equity Definition

Equity is accomplished when **access** is based on need, and **every student** is provided with what they individually require to **learn and succeed** to fulfill their academic and social advancement.

RUSD Equity Tenets



5

**Eliminate disparities
and inequitable
practices**

**Implement inclusive
practices and policies**

**Honor individuality with
a focus on high
outcomes for all**

**Guarantee respectful
treatment where all
individuals feel valued**



6

2018-19 Actions



7

**Analyzed, revised, and
implement changes to
homework policies**

Dr. Jamie Angulo



8

Process

- Convened Homework Policy Committee
- Reviewed Current Research
- Gathered Surrounding Board Policies
- Surveyed Students, Parents, Teachers

Homework

	Elementary	Secondary	TOTAL
STUDENTS	2,879	6,899	9,778
PARENTS	1,192	933	2,062
TEACHERS	416	423	839

Recommendations

- Synthesize research and survey results
- Draft Board Policy
- Stakeholder Input on Policy
- Recommend Board Approval
- Early Implementers in Spring 2020
- Implementation in 2020-21

Homework

Analyzed, revised and implemented changes to Mastery-Based Learning

Mrs. Kiersten Frausto



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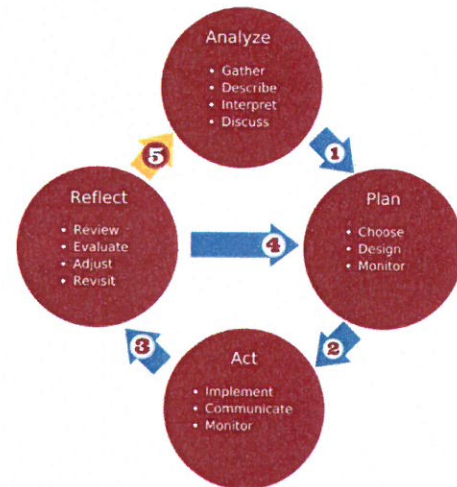
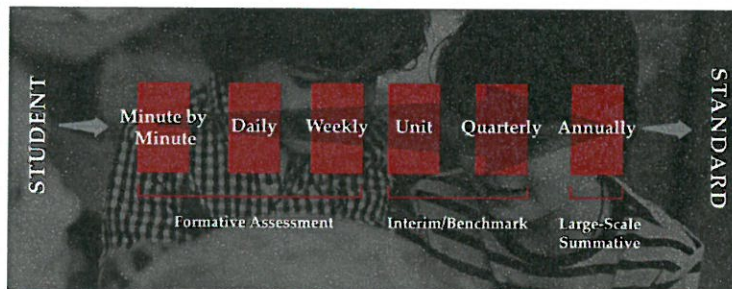
MBL: Portrait of a Graduate

Mastery of essential learning supports systems of instruction, assessment, and academic reporting that are based on students demonstrating mastery of knowledge and skills over time.



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MBL: Shared Leadership System



MBL: Recommendations

MTSS
Inclusive Practices



Analyzed current site level practices in family engagement

Ms. Gabriela Alonso/ Dr. Keyisha Holmes



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Family Engagement

Norm family engagement practices to ensure equitable treatment and access to resources for baseline family engagement support.

Process:

- Gathered best practices from:
CSU San Bernardino
Riverside COE
San Bernardino COE
California Department of Education
Family Engagement Framework
National PTA
- One-on-One meetings with Principals



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Baseline

Welcoming Schools, Communicating with Families, and Supporting Student Success hold the most significance promise and are associated with increased student achievement (Family Engagement Framework: A tool for California School Districts, CDE 2014).

Family Engagement

Standard 1-Welcoming all Families into the School Community

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to staff, and to what students are learning and doing in class.

Standard 2-Communicating Effectively

Families and School staff engage in regular, two way, meaningful communication about student learning.

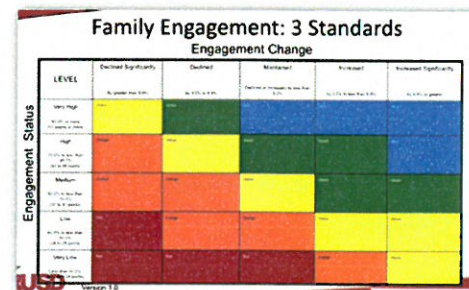
Standard 3-Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Family Engagement

Recommendations:

- Schools will develop at minimum, two site goals and actions based on the PTA National Standards for Family-School Partnerships.
- Aggregate data with assistance from Research, Assessment & Evaluation



Reviewed Success Indicator data points to identify barriers to success for student groups.

Audited and analyzed specialty student programs.

Dr. Daniel Sosa



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Success Indicator Data

RUSD - 2018 Dashboard Data		ALL	EL	FY	HOM	SED	SWD	Amln	Asian	AfAm	Fl	Hisp	PI	2+	W
Priority 4	Academic - ELA						1			✓			✓		
	Academic - Math						2								
	EPLI	N/A													
Priority 5	Graduation Rate			1			3								
	Chronic Abs.					✓									
Priority 6	Suspension		✓	2	✓	✓									
Priority 8	College/Career		✓	3	✓		4			✓					

2018 Dashboard

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Success Indicator Data

Findings:

Identified Student Groups:

- Students with Disabilities
- Foster Youth

Student Groups to Watch:

- African American
- English Learners
- Homeless
- Socioeconomically Disadvantaged
- Pacific Islanders

Recommendations:

- Increase Teacher Knowledge
 - Universal Design for Learning
 - Data Analysis/Cycle of Inquiry
- Expand Student Supports
 - Multi-tiered Systems of Support
 - Social-Emotional Supports

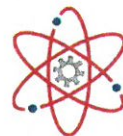


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Specialty Programs



Core Knowledge®



PROJECT LEAD THE WAY

PLTW

RIVERSIDE UNIFIED SCHOOL DISTRICT
21ST CENTURY CAREER TECHNICAL EDUCATION

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Specialty Programs

Findings:

- RUSD Specialty Programs resemble their schools
- Riverside STEM Academy (RSA) is exception

Recommendations:

- Continue to implement new RSA Lottery Process
- Continue active recruitment of diverse student group for RSA
- Utilize "Equity Lens" when expanding Specialty Programs



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Engaged students to identify their needs

Dr. Katarina Roy Schanz



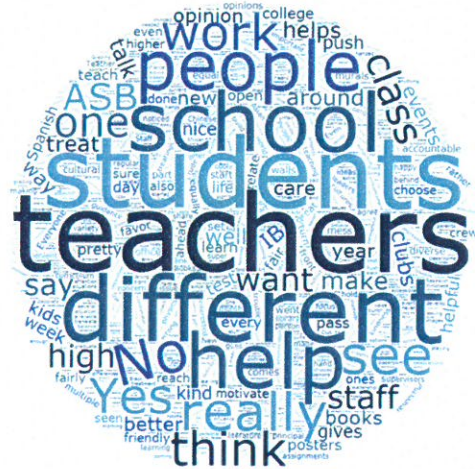
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Student Needs

Process

Student Forums Questions

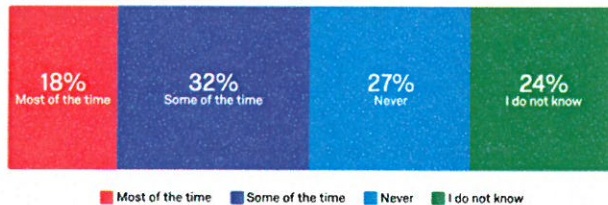
1. How does your school help people feel welcome on campus?
2. Does the staff treat everyone fairly, regardless of differences?
3. Do your teachers help you see more than one point of view?
4. Do you see pictures, artwork, and books that represent you and your friends?
5. How do your teachers demonstrate high expectations for all?



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Student Needs

I see pictures, artwork, and books in school that
represent my friends and me.

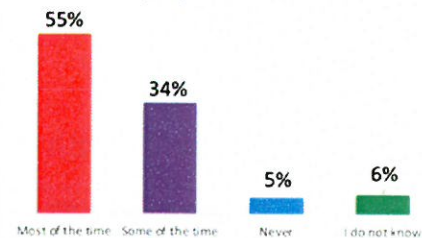


27%

Students feel their teachers **SOMETIMES** have **high behavioral and academic** expectations for them and their peers.



The staff at my school **treats everyone fairly**, regardless of differences



Recommendation:

Embed student voice throughout decision-making.

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Implemented embedded professional development for students, teachers and principals to increase cultural proficiency

Mr. Antonio Garcia



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Cultural Proficiency

Build our collective capacity to be more culturally competent and support sustainable change in our practices.

In partnership with



- Trainer of Trainers model
- 34 RUSD staff members
- Build capacity across the district
 - site-based
- Monitoring system
- Systemic infrastructure



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Global Snapshot of UCR/RUSD Cultural
Proficiency PD Partnership (DRAFT)

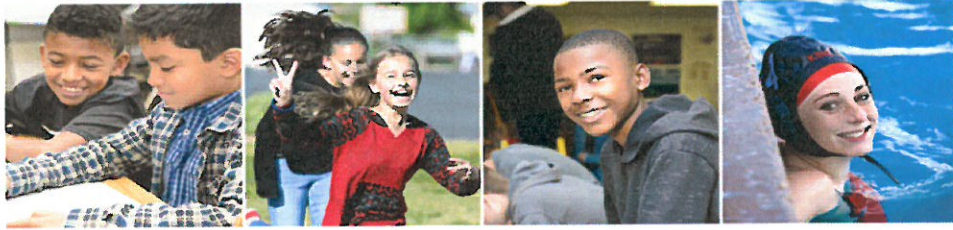
Cultural Proficiency

	2019											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Trainer of Trainers (ToT) Cohort 1 –												
Foundational Modules	X		X		X							
2 Week-Long Summer Trainings						X	X					
Team Coaching and Development (Problems of Practice)								X	X	X	X	X
Professional Development for all Managers								X		X		X
2020												
ToT deliver PD to sites, ongoing ToT coaching	X	X	X	X	X							
ToT Cohort 2 – Foundational Modules	X		X		X							
2 Week-Long Summer Trainings						X	X					
Team Coaching and Development (Problems of Practice)								X	X	X	X	X
Data Snapshot in key areas	X					X						X
Cohort 1 pilot end – Reflection/Next Steps						X						

Revised RUSD mission and vision statement to reflect equity value and belief system

Dr. Jacqueline Perez

Our Mission



Riverside Unified School District provides engaging, innovative, and equitable learning experiences for all students.

Our Values

Community

We work diligently to build bridges between our schools and community in order to create rich learning experiences and opportunities for all. Strategic connections with our partners are core to the success of our District.

Engagement

RUSD is committed to creating an engaging learning environment that promotes curriculum, programs, physical spaces, and the development of relationships that enable students to feel welcome, connected and inspired.

Equity

We are committed to implementing inclusive practices and policies that honor the rich diversity of our district and the greater region. With a focus on positive outcomes for all, we will work diligently to ensure all students have their needs met, strengths fostered, and graduate prepared for success.

Excellence

We value lifelong learning, personal integrity, achievement and accomplishment. We seek to inspire and empower students to reach their highest potential.

Innovation

RUSD is future-oriented in the design of its schools and educational programs. Personalization, creativity, and technology are central to the District's approach to preparing students for an increasingly fast-paced world.

Well-being

We cultivate graduates who succeed academically, are physically and mentally healthy, and are active and engaged citizens. The District strives to create safe and multidimensional educational environments that support students' development as they become well-rounded individuals.

Mission/Vision

Recommendation:

Increase visibility of values in RUSD



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**Tasked Equity Steering
Team to guide and
implement efforts across
the district**

Dr. Jacqueline Perez



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Steering Team

Process:

- Use of Educational services team
- Work is embedded and highlighted in every day renewed focus for support of schools

Recommendations:

- Include personnel and LCAP team
- Improve reporting mechanism to Principals and internal staff



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Reconvened Equity Task Force on a quarterly basis to reflect on and monitor actions taken through the year

Dr. Jacqueline Perez



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Task Force



- Community Advocacy
- Higher Education
- Riverside County Office of Education
- Mayor's Office
- Parent Groups
- Student representatives

Recommendations

- Streamline the Task Force membership list
- Increase outreach and updates to community and parent groups

2019-2020 Recommendations

Focus Areas for 2019-2020

Students	Staff	Families
<ul style="list-style-type: none"> • Positive Behaviors • Homework Policy 	<ul style="list-style-type: none"> • Cultural Proficiency • Portrait of a RUSD Employee • Inclusive Working Environment 	<ul style="list-style-type: none"> • Family Engagement

Achievement

- Suspension Rate
- Graduation Rate
- Academic Achievement
- College/Career Indicator



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Achievement

- Decrease the suspension rate by 0.4% and address the disproportionality for African American, Foster Youth, English Learner and Socio-economically disadvantaged students.
- Increase the graduation rate by 3% and address the disproportionality for Students with Disabilities and Foster Youth students.
- Increase the academic achievement by 4.0 points annually, for Students with Disabilities, African American and Pacific Islander students.
- Increase the College and Career Indicator by 3% annually, for Students with Disabilities, Foster Youth, African American and English Learner students.



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Students

- **Systematize Positive Behavior efforts at 75% of schools to build a foundation of prevention of discrimination on the basis of race, color, religion, gender, gender expression, disability and sexual orientation.**
- **Implement revised Homework Policy at 100% of schools to increase access to learning and resources.**

Families

- **Implement baseline family engagement practices at 100% schools.**

Staff

- Build the capacity of RUSD Cultural Proficiency Leads to deliver professional learning to school and district staff, as measured by 95% positive participant feedback.
- Realize the mission and values (community, engagement, equity, excellence, innovation, well-being) of RUSD to guide hiring and management of employees, as measured by improved policies and practices.
- Implement management policies to ensure a safe and inclusive working environment for all employees, as measured by retention data and training feedback data.



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Questions?



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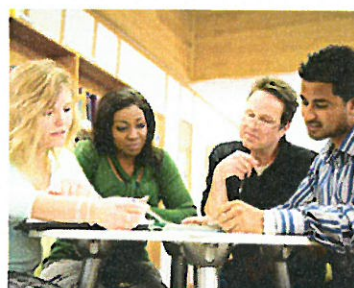


Professional Growth Systems

Academic Oversight Committee Update
May 2, 2019

Session Topics

- Danielson
- Teacher PGS
- Admin PGS
- Support Staff PGS



Every Student. Every Day.

Danielson Framework for Teaching 2018-19

- 1850 Teachers trained in Year 1 Modules
- Site follow-up trainings
- Cabinet and Principal site learning walks
- RUSD hosted Danielson Spring Institute at RCTA



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Danielson Training Survey

Question	Agree and strongly agree %
I understand the structure of the Framework	91.8
I understand the Levels of Performance	91.8
This session will help me reflect on my practice	91.4



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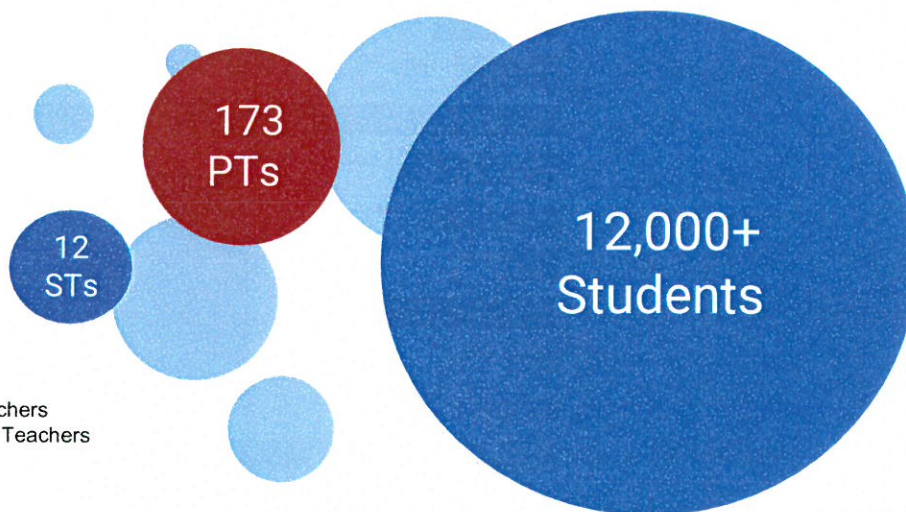
Danielson Framework for Teaching 2019-20

- Year 2 Modules - training at school sites
- Continue site follow-up trainings
- New Teachers trained in Year 1 Modules
- Observation Skills training for site Admin
 - aligned with the new Teacher Evaluation



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Teacher PGS Support 2018-19



ST = Support Teachers
PT = Participating Teachers



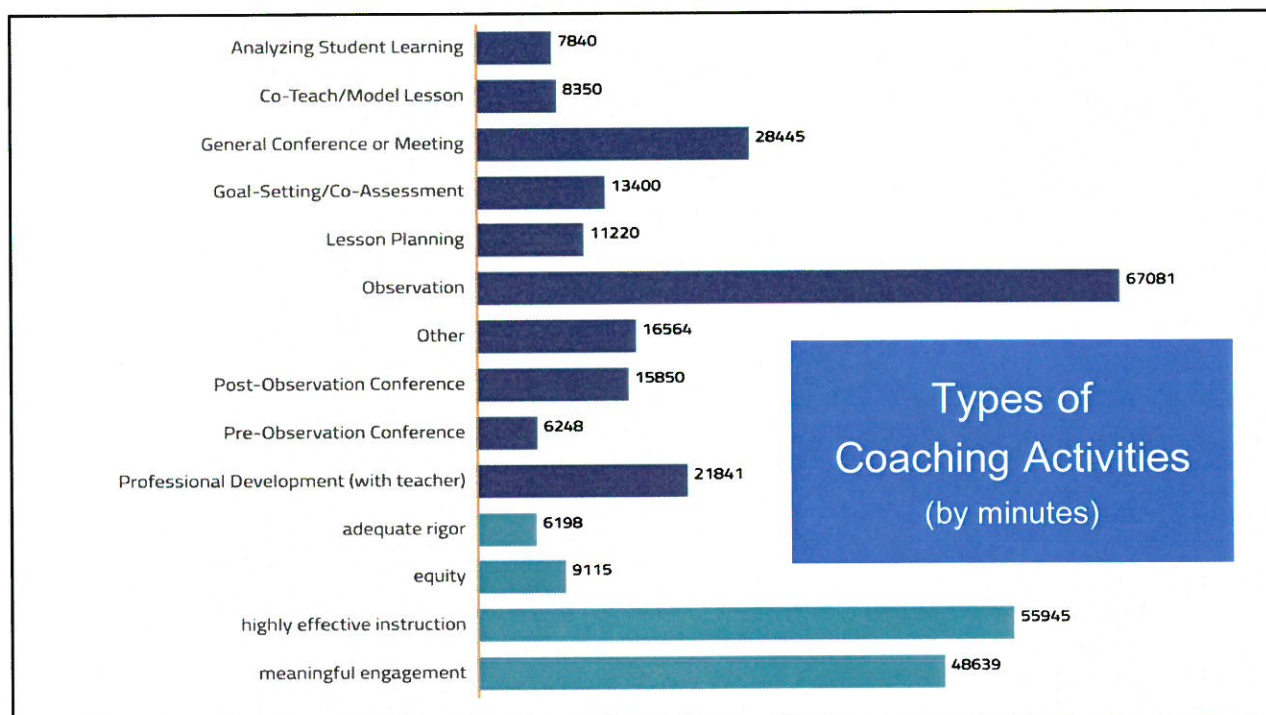
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PGS Participating Teachers (PT)

Year	Novice Induction + Intern Year 1 or 2	Experienced New to RUSD	Permanent	Total PTs
2017-18	49	46	0	95
2018-19	90	50	33	173



RIVERSIDE UNIFIED SCHOOL DISTRICT



DATA - DIBELS

% At/Above Benchmark

Grade	Group	BOY 17-18	EOY 17-18	Growth
K	Team	60	69	+9
	PTs	54	66	+12
1	Team	59	65	+6
	PTs	55	66	+11
3-6	Team	61	66	+5
	PTs	56	63	+7



RIVERSIDE UNIFIED SCHOOL DISTRICT

Induction Program Site Accreditation

- California Commission for Teacher Credentialing (CTC) visit on April 15-17
- All Standards Consistently MET (no exceptions or conditions)
- Unanimous FULL ACCREDITATION
- Next accreditation visit in 2026



RIVERSIDE UNIFIED SCHOOL DISTRICT

Induction Program 2017-18 CTC Completer Data

Overall, how effective was your induction program at developing the skills, habits, or tools you needed to grow your teaching practice?	Effective & Very Effective	
	RUSD	State
General Education Teachers	98%	86%
Special Education Teachers	100%	90%



RIVERSIDE UNIFIED SCHOOL DISTRICT

DATA - Review Panel Outcomes

	Year 1+2 PTs Demonstrating progress	Year 1 PTs Limited or no progress	Year 2 PTs Limited or no progress
2017 - 18	88%	12%	n/a
2018 - 19	94%	4%	2%

Permanent Teachers

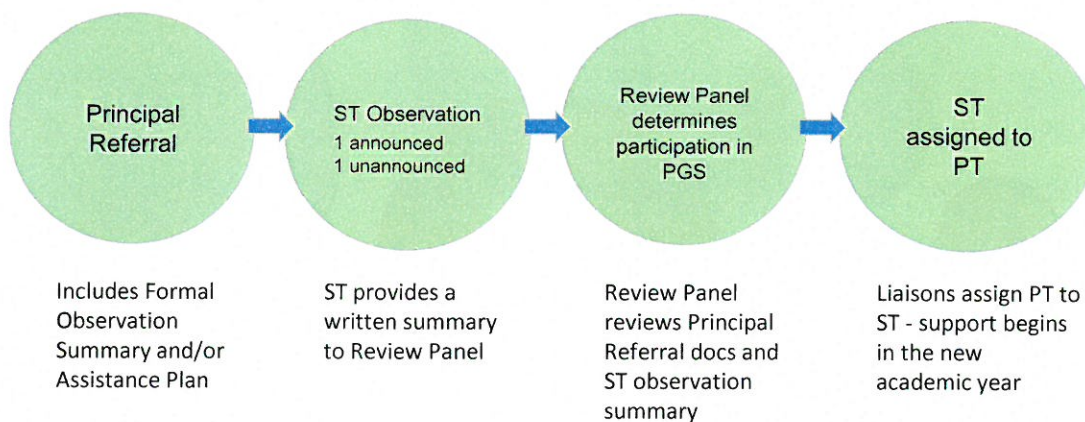
33 participating in PGS

End-of-Year Review Panel on May 16-17



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Permanent Teacher Referral Process



RIVERSIDE UNIFIED SCHOOL DISTRICT

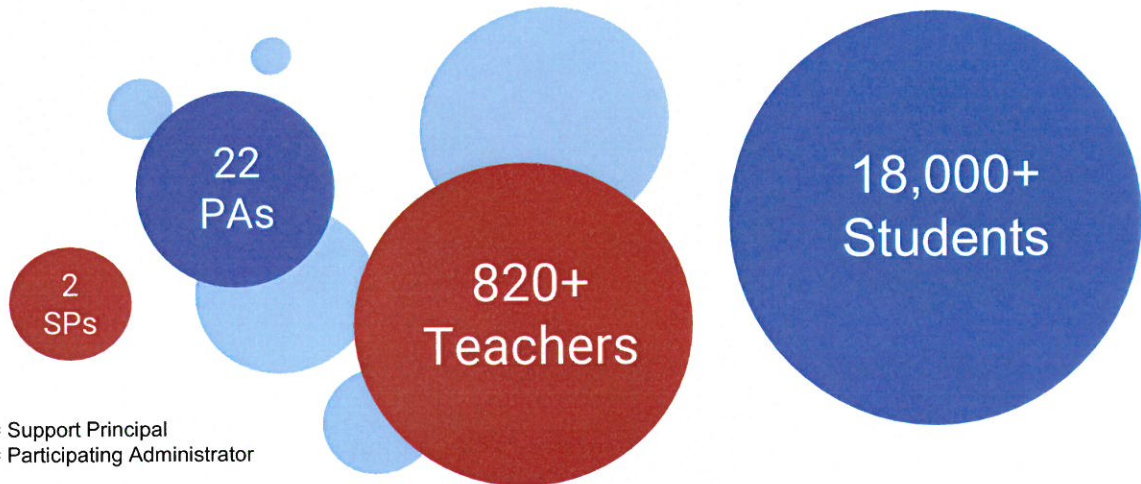
Teacher PGS Projections

2018-2019		2019-2020	
Year 1	93	Year 1	100
Year 2	47	Year 2	61
Permanent	33	Permanent	21
Total PTs	173	Total PTs	182
STs	12	STs	11



RIVERSIDE UNIFIED SCHOOL DISTRICT

Administrator PGS



RIVERSIDE UNIFIED SCHOOL DISTRICT

Admin. PGS Projections

2018-2019		2019-2020	
Year 1	7	Year 1	2
Year 2	7	Year 2	7
Early Career or Change in Level	8	Early Career or Change in Level	4
Total Principals	22	Total Principals	13
Elementary	17	Elementary	9
Secondary	5	Secondary	4



RIVERSIDE UNIFIED SCHOOL DISTRICT

Administrator PGS

Partnership with New Teacher Center (NTC)

- Support and strengthen implementation
 - Review of program elements
 - Build coherence of structure aligned to research
- Build capacity of Support Principals
 - In-field coaching and professional development



RIVERSIDE UNIFIED SCHOOL DISTRICT

Support Staff PGS

DESIGN



RIVERSIDE UNIFIED SCHOOL DISTRICT

Collaboration and Capacity-Building

Teacher PGS	Administrator PGS
Danielson Group Partnership Regional Collaborative Coaching with Teacher Liaison Review Panel Pair meetings	Inside/Out Coaching with RCOE Certified Strengths Coaching Coaching with NTC consultant Evaluator meetings
Team collaboration - PLCs New Teacher Center (NTC) Partnership Cross-division collaboration	



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Communication with Stakeholders

- Staff
 - Teacher PGS Handbook
 - Site staff meetings
 - Principal meetings
- Parents
 - PTA
 - DELAC
 - AAPAC
 - CAC
- Professional Community
 - NCUEA
 - CALSA
 - Learning Forward
 - CSBA (submitted)



RIVERSIDE UNIFIED SCHOOL DISTRICT

Our Mission

A great teacher for every classroom
A great principal for every school
A great classified staff across the district
A great district for the city of Riverside



RIVERSIDE UNIFIED SCHOOL DISTRICT



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