

# North Wasco Ad Hoc Stewarding Body Meeting

May 31, 2024

*Attendees:* Dr. Bernal, CJ Toole, Judy Richardson, Stephanie Bowen, Valerie Rector, Kim Feicke, Karen Perez, Allie Ivey, Sarah Pierce, Samarra Coalwell

## 1. Welcome & Agenda Review

- a. [Community Agreements](#)

## 2. Recommendation Process & Consensus Based Decision Making Process

- a. [Recommendation Process](#)
- b. [Consensus Based Decision Making Process](#) (p. 33)

## 3. [Community Engagement Assessment](#)

- a. Overview: Kim
  - i. There were no changes made to the recommendation
  - ii. Most feedback was about implementation
  - iii. In the process of an RFQ (request for qualifications)
  - iv. Recurring sentiment about whether this recommendation is coming at the right time
    1. A unique opportunity to put money behind identifying and making steps towards community engagement goals
- b. Clarifying Questions
  - i. N/A
- c. Consensus Process
  - i. Six "5" votes
  - ii. One "4" vote
  - iii. Recommendation passes.

## 4. [Elementary School Climate and Culture TOSAs](#)

- a. Overview: Dr. Bernal
  - i. Received a lot of feedback
  - ii. Most questions concern implementation
  - iii. More clarification of systems and processes
  - iv. Will be a big lift for elementary schools, having a process in place will lighten the load

- v. Having licensed teachers in these roles will be an answer to the questions from the community
- b. Clarifying Questions
  - i. For the TOSA for RP coaches- Are these TOSAs going to have the permission/power to follow the discipline matrix? Or is every discipline going to have to go through a VP or P? In the past sometimes TOSAs kind of have their hands tied about what levels they can do. If we are going through with this recommendation, I would hate to spend all this money and they have people with their hands tied.
    - 1. This is not a disciplinary TOSA - this is a tier 1 intervention with intersection with tier 2 intervention. They can serve as a partner with teachers but the role will depend on the implementation design process.
    - 2. Through the implementation process we will figure out how the roles ties into the behavior response process
    - 3. This is part of the conversation - we will be able to expand our list of responses to behavior challenges
    - 4. A unique opportunity to tie in a need with community based support
  - ii. Have we done any research or checked with other districts on how this has actually worked- other than our presenters? Many good questions have been asked, but the practical nuts and bolts of implementation have not been shared. I am curious what other districts have seen as successes and struggles.
    - 1. Many of the districts who have integrated positions such as these are different from NWCSO. The implementation plan development responding to needs will be an important element of this recommendation and these roles.
  - iii. Have you reached out to other districts to check in with their challenges and successes? **Research on other districts can be a part of the implementation plan**
  - iv. Some indicators will take more than one year to see change – **If this recommendation is approved we may need to finesse the success metrics so it may be beneficial to set up short term and long term metrics to track progress**
    - 1. **Table in Implementation Plan - Will Do, Can Do, Won't Do**
    - 2. **Not just year-end data, but information that gets shared out to the community and their understanding of it - not just using data as the main source of information in the first half of the year (community understanding of restorative work)**
  - v. If we look at this over a three year period, this is almost over half of the IP budget
    - 1. We don't have enough research done and information on the operation of this kind of program within a district like NWSD
      - a. Based on survey results, it points to climate and culture being one of the biggest needs in our district

- b. Intervention at a lower level and prevent our youth going into the system at a higher level
    - c. If we have licensed teachers working side by side with teachers it will provide scaffolded support
  - 2. Is the funding grant based?
    - a. Yes
    - b. The proportion of the grant feels alarming, especially because it feels as though the program will be like an experiment
    - c. It feels like a lot of money for something not completely thought out
    - d. We need these roles to put systems in place and implement systems that last rather than constantly putting fires out
      - i. Almost like the chicken and the egg – need the people in place to put the system in place and we need the money to put the people in place
- c. Consensus Process
  - i. Three “5” votes
  - ii. Two “4” votes
  - iii. Two “3” votes
  - iv. Recommendation passes.
    - 1. Will return for more conversation around funding and implementation
    - 2. Sarah Pierce would like to be involved in the implementation plan

## 5. Colonel Wright and Dry Hollow Elementary Vice Principals (Short-Term Funding)

- a. Overview: Dr. Bernal
  - i. Short term funding for two assistant principal positions
  - ii. Questions around whether these positions correlate with increased or decreased discipline and referral rates
  - iii. Having an assistant principal is very valuable as the day to day duties as they have increased post-COVID
  - iv. Be very thoughtful about allocations – are positions based on specific needs and enrollment?
  - v. Resource allocation with an equity lens in the Fall of next year – people from the district building a team to review (internal process)
  - vi. How do we make sure this is short-term funding?
    - 1. Advocacy work at the board level
      - a. Putting the pressure on the legislature for increased state school funding - more resources, more people, more support
- b. Clarifying Questions

- i. For the VP recommendation, the language on the success indicators says it will reduce referrals and increase climate and culture. This seems misleading because the VPs are just to maintain current levels, and while we would like them to increase climate, in reality we are just hoping to maintain present levels, is this correct or am I understanding something incorrectly?
    - ii. What might you have to cut if you didn't have this funding support available?
      - 1. There would be no Assistant Principal positions at Colonel Wright or Dry Hollow Elementary School
  - c. Consensus Process
    - i. Three "5" votes
    - ii. Four "4" votes
    - iii. Recommendation passes.

## **6. New Recommendations Update/Planning**

- a. Youth Advisory Council
  - b. Site Council Collaboration
    - i. Dr. Bernal oversees
  - c. Resource Allocation Review
7. Planning for 2024-25
- a. Advisory Body:
    - i. Strategic Partners Invitations
    - ii. Application for Parents/Students
    - iii. Educators? (Application, Nomination, Invitation)
  - b. Updating Calendar and Design
    - i. [EOY SST Feedback](#)
    - ii. EOY Survey
    - iii. Will send calendar for feedback in June
  - c. Stewarding Body Meetings
    - i. Does 9-12 still work? Is there a particular day/time?

## **8. Open Space/Questions/Needs**

- a. Summer Learning Opportunities
  - i. Equity Learning
    - 1. [Engaging Equity: Equitable Mindsets, Practices, and Systems](#)
    - 2. [Student Success Plans](#)
  - ii. Supporting LGBTQSIA+ Students and Staff
    - 1. [Supporting Gender Expansive Students: Guidance for Schools](#)
    - 2. [Affirming Students through Inclusive Staff Policies: Policies For Trans & Gender Diverse Staff Belonging](#)
  - iii. Supporting American Indian/Alaska Native Students

1. [Tribal History/Shared History](#)
2. [Tribal Consultation Toolkit](#)
3. Summer Learning Series
  - a. [Session 1 - Creating the Conditions to Support American Indian and Alaska Native Students with Attendance](#)
  - b. [Session 2 - Universal and Tiered Attendance Systems for AI/AN Students: Refining and Retooling](#)
  - c. [Land Acknowledgements](#)

## **9. Closing Celebrations!**

- a. Upcoming Dates:
  - i. Inservice Days
  - ii. Intensive Program In-Person Summit (July 30th - Eugene)