

May 22, 2024

Attendees: Allie Ivey, CJ Toole, Kim Feicke, Val, Karen Perez, Dr. Bernal, Samarra, Julie, Vilay

I. Connection and Grounding in our Community Agreements (9:00-9:20)

- A. *Today's Offering: "Glaciers and rivers change my idea about the time span in which change happens. When it seems like nothing is moving, you could be changing the face of the Earth." – Ashindi Maxton*
- B. Today's weather report – What is the weather like in your world?
- C. [Community Agreements](#)
 - 1. Which agreement(s) did we fully live into this year as a Stewarding Body?
 - 2. Where is there room to grow next year?
 - 3. What can we each commit to as we plan for year 2 together?

II. Recommendations (9:20-10:15)

- A. [Recommendation Tracker Updates](#)
- B. Revision Protocol (highlighting revisions to recommendation for tracking purposes)
- C. Updates and Next Steps
 - 1. Community Engagement Assessment Review
 - a) **Feedback Summary:** In general, there was positive feedback from the Advisory Body. Helpful to connect with other community partners who could capitalize and add more resources to this recommendation. Cool feedback from representatives from both of the high schools. Concerns about bringing in external folks feel invasive. Participants acknowledged the silos that were happening around attendance efforts and how this recommendation can help create a system to de-silo efforts.
 - b) **Next Steps:** Review feedback and obtain a quote for services. No RFP required.
 - c) **Steward Discussion:**
 - (1) Any additional cool feedback from the Advisory Body?
Concerns over timing of this recommendation given the state of the district. What/when is the right time? There is a sense of urgency given access to resources/funding available to do this work that has typically not been available in the past.
 - 2. Climate and Culture TOSAs
 - a) **Feedback Summary:** Lots of questions, not a lot of cool feedback. A lot of questions around expanding to secondary. Warm feedback about how needed this position is and how supportive it will be for the APs since they have had to carry this work alone. Concerns about the job description. Need to elevate the shared vision and continued alignment/calibration around discipline practices across all schools.
 - b) **Next Steps:** Consolidate feedback, refine job description, map out implementation plan.
 - c) **Steward Discussion:**
 - (1) Concerns about implementation given that past RJ training was not well received. How do we ensure that a solid

implementation plan, job description, and system is developed before the position starts? Also consider piloting one position before hiring for all three.

- (2) One effort is to have the TOSAs review the student handbook and use that as a foundation to calibrate/coordinate the role.
- (3) Establish a clear communication plan for school staff that maps out the goals of the position while also being transparent about the timeline for rollout.
- (4) Does funding carry over? No, funding expires December 31, 2027 and needs to be spent by then.
- (5) Would there be a benefit to delaying the position a year to spend time developing the program before filling the position? Not necessarily since all funds will need to be spent by the time the grant agreement expires.
- (6) Possible suggestion: Staggered hiring. Hire one to help build the system alongside CJ, then fill the remaining positions in 25-26.
- (7) Two main issues at this point in time: implementation and budget. Even though the funding is separate from general funds, there is concern that the timing is not right given the lack of systems/programming to support these positions.
- (8) Can one person, alone, design an entire program for all of the positions? Is it better to take a team approach where the TOSAs can both familiarize themselves with the school while setting aside time to plan?
- (9) Can the recommendation clarify what the "Planning Phase" will look like? First 6 months focused on program development, needs assessment, and supporting adult wellness/mental health then shifting to working with students.
- (10) Explore sustainable funding; tapered model. Is three years enough time to have an impact? A braided funding model may allow for longevity beyond the Intensive Program.
- (11) Concerns about starting the position to be student facing too quickly will turn the position into "Behavior TOSAs" versus one about education, engagement, and changing adult mindsets and behaviors.
- (12) Clearly define and communicate the role and responsibilities with staff. Create a must do, will not do chart that identifies the training, matrices, etc
- (13) Include protected collaboration time for the TOSAs.
- (14) Can this group also connect with community partners to help make through lines for the district? In an effort to build a network that supports the mental health and wellness of students.
- (15) Implementation also needs to include collaborating with VPs and school counselors in the building.
- (16) What should PD look like in North Wasco? Pay attention to the details and create the conditions so that the PD is engaging (space, technology, intentional groupings). Consider separating

elem and secondary teachers when implementing this professional development.

(17) Be critical when selecting an organization to lead the training given past experiences. The training should not only be relational but also include practical strategies connected to academics.

d) Colonel Wright and Dry Hollow Elementary Vice Principals (Short-Term Funding)

(1) Is this recommendation a stop gap?

(a) We are hoping something changes with funding in the next session to absorb this recommendation

(b) Losing the vice principals now will significantly affect the student population and the system we are trying to build within the district

(c) Could we do this year again with less people? No. These roles are vital to the community

3. Timeline: CJ will send out a feedback survey to the Advisory Body to capture those who were unable to attend the meeting by end of day Friday, 5/24. Refine recommendation by Wednesday, 5/29.

D. AdHoc Meeting to move through Consensus Process or recommendations

1. Potential date: Friday, 5/31 (between 11 and 1)

E. New recommendations discussion

1. Tribal History/Shared History

a) Reached out to the union because there was already a conversation in place (since 2017) and it is something we can possibly assist in

b) There is crossover with TLA

c) Possibly taking to the EAC

d) Place in the on-deck recommendation (not in process)

e) Short summary of updates on 5/31

f) Keep track of it

2. Brainstorm rec: All of the local site councils should meet in a meeting together once or twice a year

a) May not have money attached but could still be put in the works

b) A great example of a recommendation that does not have funding attached

c) Will talk to Donna about bring it forth

d) Will keep it on-deck

3. Youth Advisory Council

a) Will connect with Hannah

b) This will be a great way to boost cohesion, connection, and participation next school year

III. EOY Reflection and Planning (10:15-11:15)

A. [Priority Setting Review and Discussion](#)

1. What do you notice?

a) Attendance is a symptom rather than a cause

b) Attendance is an output

c) Data is a step in a two-point occasion – Attendance is not the end of the equation

- d) A lot has to do with student and staff
 - e) Attendance looks different for elementary and high school
 - (1) What are the specifics of high school attendance (certain class, etc)
 - (2) There is a mental health aspect at the HS level
 - f) There was nothing that was shared that didn't feel aligned with the work we are doing and discussions we are having
 - (1) We are in alignment with the community
 - g) The community discussions were diverse and saw the issues as a spectrum
 - h) Seeing a lot about mental health and not much about special education
 - (1) Speaks on the lack of understanding surrounding special education from the advisory body
 - (a) Special education has been operating well, and that might be a reason it was not heavily featured
 - i)
 - 2. What do you wonder?
 - a) Can trauma informed classrooms be added to the Climate and Culture TOSAs
 - b) Should we bring this back in one of our first SST meetings to communicate that there is work happening
 - 3. Where do you see alignment with our current work/recommendations?
 - 4. Where do you see alignment with our [asset and needs mapping activity](#)?
 - a) We can map this and connect to our strategic plan
 - 5. Where do you see opportunities for next year?
 - a) Prioritize youth mental health, wellness, and voice
 - 6. What would identify as the top priorities given this information?
 - a) Talking about trauma informed classrooms
 - b) How are we communicating this out to the district? Communicate how we have spent this money
 - (1) We need to show for the money we received
 - (2) Create transparency for the community
 - (a) As we go through the process of finalizing the composition of SST meetings we can cement school point people to serve as conduits
- B. Abandon, Adopt, and Adapt Reflection
- 1. Stewarding Body Reflection
 - a) How do we get the community involved?
 - (1) One on one meetings
 - (2) Sending out surveys about when people can meet to optimize participation
 - (3) Do we involve youth councils, and Tribal councils? Can we get feedback from elsewhere?
 - (4) We need to create community
 - (5) Conversations happen after the meetings (people are energized) and people may have more time to push out the meetings
 - (a) But this is used as a networking time
 - (6) Secondary meetings as progress checks – break up the meetings

so advisory members can choose what meetings to attend and could increase the flexibility

- (7) Quarterly as whole group and then subcommittee meetings for progress checks
 - (a) Is it a rigid system?
 - (b) Don't want people to feel like there is less transparency with the progress checks being additional meetings that certain people can't attend
 - (c) A process that prioritizes one recommendation at a time
 - (d) Creating consistent itineraries
- (8) World cafe and not more meetings might meet the need of the community better
- (9) We need to say what we are offering for the Advisory Body meetings (childcare, transportation, etc)

2. Discussion of feedback from the Advisory Body


- a) More meetings? There is an upside and downside
- b) More thought into strategic meetings?
 - (1) How can we strategize on the meeting dates? Be more intentional
- c) Ad hoc Advisory meetings?
- d) Keep the food!
- e) Virtual attendance creates a barrier and doesn't feel like true participation
 - (1) Not getting the depth of conversations
 - (2) There is always a problem with tech
- f) Rotating the locations through different schools
- g) Liked the flexible arrival time
- h) Clarify the priorities right away and setting a concrete focus at the beginning

C. Focused Topics:

- 1. Make-up of the Advisory Body
 - a) We need people who wear a lot of different hats
 - b) Application to continue on the body
- 2. Meeting Schedule
- 3. Meeting Focus (connection with [Integrated Guidance](#))
 - a) Needs Assessment
 - b) Community Engagement
 - c) Student Success Plans
- 4. What support is needed (from the SST, ESD, and ODE)?

D. Annual Report

IV. Chronic Absenteeism/Regular Attendance (11:15-11:45)

- A. Attendance Surveys Update
- B. Attendance Framework Update
- C. [School Board Work Session Attendance Data Exploration](#)
- D.  Attendance Work Session Notes

V. Open Space (11:45-11:55)

- A. [NWCSD and ODE Shared Folder Structure](#)
- B. Reminder about Intensive Program Summit on 7/30
- C. EOY Feedback Form

VI. Closing (11:55-12:00)

- A. How will you nourish yourself between now and the start of next school year?