

Falls City Stewarding Body Meeting

April 8, 2025

3:30- 5:00 (virtual)

Attendees: Chelsea, Zack, Ken, Sarah B., Sarah P., Samarra, Jason, Kevin, Mike, Dana

1. Welcome & Connection

- a. [Community Agreements](#)
- b. District & Board Updates
- c. Intensive Program Updates
 - i. Accountability bill on amendment 5 and there may be voting in committees to move it to ways and means

2. Additional Grant-in-Aid from Intensive Program

- a. [Brainstorm Doc](#) – asynchronous up until this point, take a few moments to review what has been added
 - i. With all of the recommendations we want to make sure that we are really executing in a way that lives on beyond the program and allows staff to feel supportive and successful. How do we make sure we are partnering in a way that is done well?
 1. An extra space for staff feedback?
- b. Math Curriculum
 - i. What priority areas are covered? Which are missing?
 1. K-8 is going to figure out how to take small bites and focus on pebbling
 - ii. Questions?
 1. Worry about learning two curriculums at the same time/back to back
 - iii. Additions?
- c. MTSS
 - i. What priority areas are covered? Which are missing?
 1. Important to have a system in place so that tracking can occur from k - 12 with an emphasis on continuation
 - ii. Questions?
 1. Where does the money come from outside of the district?
 - a. PD out of EII
 - b. Oregon RTI through NW Regional ESD – only work with districts in the state
 - iii. Additions?
- d. Literacy Curriculum
 - i. What priority areas are covered? Which are missing?
 1. Using customized coaching to allow for flexibility of funds in the curriculum adoption
 2. With customized coaching we could do very curated adoption

- ii. Questions?
 - 1. Pedagogy alongside curriculum adoption can get messy if implemented at the same time – how can we make sure to make space for both and make sure teachers have the capacity.
 - iii. Additions?
- e. Improved Family/Community Engagement
 - i. What priority areas are covered? Which are missing?
 - 1. Could merge with the Better communication plans between teachers and district parents/guardians
 - 2. Consider this as something that can be done within any recommendation
 - 3. Being mindful of funding, there are organizations that can provide support and utilizing those supports is a conversation we can have in the future
 - ii. Questions?
 - iii. Additions?
 - iv. What priority areas are covered? Which are missing?
- f. Ongoing Professional Learning Focused on Pedagogy.
 - i. What priority areas are covered? Which are missing?
 - 1. How do we weave in functional pedagogy on an ongoing basis – thoughtful PD in order to not overwhelm those who are implementing new curriculum we can
 - 2. Allotting resources or low cost options
 - 3. Direction and focus with linear progression that builds upon prior skills
- g. Questions?
 - i. What is the common language conversation? Burden of Learning? DOK Level 1, 2, 3 assessments? What are the priorities of pedagogy? Building the calendar of professional learning – not necessarily a funded rec but
- h. Additions?
 - i. Developing teacher leaders to come alongside peers
- i. SEL for Administrators, Educators and Staff
 - i. What priority areas are covered? Which are missing?
 - 1. Focus on adults
 - 2. Partnering with WESD to
 - 3. Staff retention
 - 4. Behavior in lower classrooms is a barrier for progression
 - 5. SEL and RTI - helping parents to learn into their partnership with the schools
 - ii. Questions?
 - 1. OEA Choice Trust (not called that anymore) partnership?
 - 2. REN funds?

- iii. Additions?
 - 1. Lined with student supports, family supports
- j. Next Steps: Advisory Body

3. Recommendation: 2024-25 Funding

- a. [Recommendation Process](#)
- b. [2024-25 Funding for Sustaining School Year](#)
 - i. Clarifying Questions
 - 1. What will it go toward?
 - a. Working with WESD for Line Items (instead of lump sum)
 - b. Hope to have this by the next board meeting
 - ii. Warm Feedback
 - 1. I fully support the use of funding to support this recommendation. Sometimes, getting better means surviving. This will allow key human resources and processes to remain in place to support student learning.
 - 2. I know the school district has been through a lot this year (re: budget cuts and staffing), but I'm wondering what the internal/external communication has been like throughout the process. If this recommendation is approved, are there any intentions to communicate actions/decisions with the community? I'm curious if there have been any considerations/discussions around the role that families/the community play or can play within all of this.
 - a. Opportunity to think about how we are engaging with community; more intentionality on how it is communicated (not just this recommendation but going forward in the future and beyond the program)
 - 3. District needs this and has the supports to do this.
 - iii. Cool Feedback
 - 1. With the intensive program being a focus of legislators, I wonder about using the funds as a fix like this, and we could be more specific to what these loss of funds impact.
 - 2. Big picture: How do we communicate to legislators (and others) the importance of basic funding for quality education- especially in rural areas that cannot pass bonds and have different funding needs.
 - iv. Specific Feedback

4. Next meeting:

- a. Advisory Meeting: Moved to May 22
 - i. Move subsequent stewarding body meeting up earlier (last week of May or early June)