

Meeting Date: January 14, 2025 2:00pm-4:00pm Stewarding Body Meeting

Attendees: Jay, Jodi, Kevin, Sarah, Vilay, Heidi, Shay, Cieri (notetaker)

Time	Activity	Facilitator/Presenter	Notes
2:00pm	Welcome, grounding, community agreements	Vilay	<p>Check in question: <i>Please share one resource/pre-reading you focused on and one thing you learned, was reminded of, or surprised by.</i></p> <ul style="list-style-type: none">• Sarah-I appreciated all of the resources. I dug into tier 1- MTSS focus while also looking at the essentials of tier 1. What more can I learn about this?• Here was an infographic that I was thinking about when building my thinking. Tier 1 infographic.• Jay- Years ago, I would have thought that language and culture should be a part of tier 1 for students. The core value- If you ever start to think that you know a little more about instruction, this could be a dangerous spot to be in.• Vilay- I went back to the student empathy values. What problem are we addressing moving forward? Seeing how The Intensive Program can fill in the gaps, addressing the underlying of going deep and the impact it could have.• Kevin- Thinking about not just what we know but how we come to know it. How do we learn? Reading the book, The Message. It talks about how students learn. It makes me think about our work here and not assuming that we know things, but how do we really know them?• Jodi- On all three, they are intertwined and a balance. If you have a good culture and climate, you're more likely to do that. It's hard to ask teachers to do more at times, with us knowing everything that is going on. How can we support them? How can we get them to say it's different?• Shay- The important point in all this is that, although the psychological and educational research suggests guidelines for teaching and learning, how these guidelines are applied in designing and carrying out teaching is still fundamentally a creative task. The research provides guidance about what to do and also what not to do, but when teachers take research findings and apply them in their own practice, they are, essentially, engaged in producing new knowledge, albeit of a distinct and local kind. (Dylan Williams)
2:15pm	Narrowing Down Recommendation Focal Areas	Shay and Jay	<p>Focal Area Themes from December's Stewarding Body Meeting:</p> <ul style="list-style-type: none">• High Quality Instruction: Core instruction, English Language development program, Dual Language program, Native Language program<ul style="list-style-type: none">◦ Jay-Lesson planning is the same as Unit Plans. You should have teachers very involved in planning unit plans. This is important for teachers' high quality learning.◦ WS tribe received a grant to hire EAs to go through a teacher prep program. Established an MOU with tribe for

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			<p>grow your own.</p> <ul style="list-style-type: none"> • Climate and Culture: Social Emotional Learning, Bullying • Prevention, Counseling/Mental Health, School-Home Communication • Staff Support: Staff retention, professional development, coaching, equity training. Jay- In our K-5 schools, they each have their own instructional coach. We have a team that provides high equity learning. Elementary MTSS work-rebooting it and very excited about it. What do teachers/teams want to see in their teaching to see high quality learning. We have been known for the high quality professional PD. We have shifted in most of our schools to a traditional pullout model to push in the classroom. Next year we will have K, 1st, 2nd and 3rd graders. This is nice to see with our dual language program. • How can we make this list better? <ul style="list-style-type: none"> ◦ I would add a 4th layer ◦ Adding in Wayfinder to the list to help with groups. • Needs/Opportunities: <ul style="list-style-type: none"> ◦ This is where thinking/effort could benefit in the future. ◦ We need to do some catch-up on PD with our teachers and principals. ◦ Hearing from our teachers and principals- we could use a touch- up with PD and coach our folks. Kevin, consultant, came out before Covid and helped with our language. When I walk around, I can hear it being demonstrated with our teachers. ◦ Going to continue to use these foundation blocks with ongoing PLC and AVID PD. We need to find ways to continue to move forward with this. ◦ Hard to find subs. We're looking forward to hiring building subs that can have PD training. ◦ Due to a change in ELD identification eligibility, there are fewer K-2 students identified as ELD at Warm Springs but a significant number of students in 3-5 are identified due to using old criteria. <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> • <i>What is the current state of these programs/efforts/investments in 509J?</i> • How are we going to work around our work with student engagement? • When I look at the needs of PD and ELD, this goes into a bucket of equity learning. Know cultural responsiveness. How do we hold a lens in all of the areas? How are we keeping all of these at the center? It seems like these fit more into an equity umbrella. • Focus more on an umbrella with PD. How do we get into 2nd gear with MTSS? • There are so many things being done; is this consistent overall?

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			<ul style="list-style-type: none"> ○ HS has 2.5 FTE, and two full time counselors at the middle school. ○ Native American liaisons are important. ○ We have focal group engagements. These are always informative for us. ○ The district is doing a better job of communicating with families. (Parent Square is being used) ○ Going through the historical data- this is exciting to see that we do have many elements here. ○ Family University- If done well, this could be a cornerstone to home to school, connecting with families. It seems like it would live in this area somewhere. ○ When we think of leadership. We are pretty explicit that their first job is taking care of people who contribute to a positive work culture. ○ We're still learning how to work together but seeing the benefits with our teams. ○ SEL Curriculum- Focusing on our team becoming more familiar with them. ○ Getting feedback through our surveys is a great way to address this issue. Next step list: How to stop bullying prevention. Listening to what this looks like? <ul style="list-style-type: none"> ■ Feeling like the middle column, Current Efforts will help with this. To be more clear on how we want prevention. ○ People feeling connected to the work they're doing and the leadership who has that view as a whole as to what PD should look like. When I see this high quality PD, how do we get precise information on what we're choosing? Allowing teachers to have an opinion on this. ○ The push of uncomfortableness isn't easy, but we get pushed to learn from this. ○ It's becoming more common for districts to pay for Sped Stipends. ○ Contract Negotiations- We go in thinking, can we pay more? We want to pay more when we can, so we budget our dollars for this. ○ Staff Housing- Exploring subsidized housing, homes for purchase, for educators in Madras below market value. Currently, there are 12 homes available for rent at Warm Springs for staff who work at WS K-8 with a waiting list. <ul style="list-style-type: none"> ■ This is exciting to see <ul style="list-style-type: none"> ● <i>What focus area(s) would you like insight from the Advisory Body members on?</i> ● Shay- To lower the worry- This is an opportunity to learn more. ● Heidi-The delusion of efforts. There is such a variety of what's happening. What do they see as a priority from the district? What specific Initiatives do we need to focus on? ● Kevin- I'm interested in learning more about equity work. Bullying

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			<p>Prevention- I'm interested in learning more about this.. What's missing? What else could the district be doing? What are some of the goals of the district that are taking place and what is still needed?</p> <ul style="list-style-type: none"> • Sarah- The PD, there are so many things happening. What is showing up in the data? Language and PD, how is this informing a work over time, and what results are we seeing over time? • Jodi- The focus. What is the focus of others? Getting a more broader perspective of what the focus should be. • Jay- Have 2 to 4 prompts to ask. <ul style="list-style-type: none"> ○ What's more meaningful to you with PD? ○ Staff retention ○ If the district thinks something could be meaningful, but you don't. How can we get better? <ul style="list-style-type: none"> ■ What should we stop doing that isn't making a difference? ○ What has been your experience with the language PD? Or the SEL PD? Making it more precise for some feedback. • Vilay- What I'm hearing -PD language with teachers, bullying prevention and community engagement. If we presented all twelve, what would be the feedback of a broader group?
3:05pm	Developing a listening session for Advisory Body members	Vilay	<p>Aim: Design a 40 minute listening session for 4-7 Advisory Body members based on a focal area you are curious about.</p> <p>Are there any of these we shouldn't be working on? What do recommendations look like?</p>
3:40pm	Share questions, finalize facilitation for Student Success Team meeting.	Vilay and Shay	
3:50pm	Adjourn, break before the next meeting.		Exit ticket https://forms.gle/t6jDbiYvaNjpLbSZ8