

Meeting Date: October 15, 2024 8:00am-2:00pm Stewarding Body Meeting and Site Visit

Attendees: Jay, Laurie, Heidi, Vilay, Sarah, Kevin, Shay and Jodi.

Time	Activity	Objective/Purpose	Facilitator/Presenter	Notes
8:00am	Welcome, connection: Core Values		Vilay	<p>School board work session reflection: One thing you learned, was reminded of, or surprised by?</p> <ul style="list-style-type: none">• Reminded about parent communication and involvement; how teachers interact on parent square - parents were more engaged when teachers were engaged; various ways to communicate, but reminded that parent square is a good tool, paired with calls and visits• Appreciated celebrations of student stories and student successes• Appreciated students discussing impact of biliteracy seal and challenges regarding access and opportunity; students flourishing when their language is honored• Appreciating the discussion on how the district can better support engagement• Reminded of the liaisons and the work they are doing in the community - want to learn more• Thinking about the question <i>what can the district do...</i> thinking about counselors and how they are supporting students; language is such a strong part of student identity...finding ways to promote the pride students have in their language / identity; what structures are in place to support students in striving towards success• Former students / graduates returning to speak about their successes post-grad• Discussion on fear as a barrier; breaking away from the fear of not passing the test - instilling hope / support• Discussing the opportunities created by the biliteracy seal; promote the opportunity more for Spanish speaking students; viewing biliteracy / bilingualism as a huge asset; reflecting on the potential missed opportunities• Wrestling with the indicators currently in the strategic plan (path); biliteracy is

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				<p>going to open doors; potential for more meaningful indicators that will create more opportunities for students; language is powerful - finding ways to highlight this</p> <p>Connection Activity: Uncovering gifts and goals</p> <p>Notes:</p> <ul style="list-style-type: none"> • Learned about hobbies / strengths; balance between being relational and needing time to recharge batteries • Appreciated principles shared - stay curious over certainty • Shared and diverse perspectives vary • Different ways of processing; being mindful of those differences and holding the depth of responsibility • Learning more about each other; thinking about our gifts is hard; we bring a great deal to the table; wanting to show up as our full selves and be held accountable in this dimension • Our gifts are in service to kids and community • Independence and interdependence; balance • Desire to spend more time with people we admire; gifts to gifts • Gifts span the personal and professional arenas; committed to being an educator; staying close to the work • Being able to share with folks we admire; the need to give ourselves grace; • Appreciate when spoken principles and values have already been experiences - alignment and integrity; care for people
8:30am	Team conditions for "Challenging the idea and not the person"		Vilay	<ul style="list-style-type: none"> • Tuning the statement - do so with dignity and respect (8/8) • Can we agree to honor the person with dignity and respect? (8/8) <p>Personal Reflection: <i>What will you do to make this happen?</i></p> <ul style="list-style-type: none"> • Honor their perspective

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				<ul style="list-style-type: none"> • Own my feelings • Active listening • <i>More sugar for others and less sugar for me</i>; direct communication; find balance with how others desire to communicate when it might not line up with personal preferences • Break out of the frame that challenging an idea is a bad thing; that challenging the ideas is a gift • Integrity, humility, curiosity • Checking / recognizing an “unhealthy loyalty” as an initial reaction to defend • Show up with learning over knowing; stay curious • Validating others or seeking to validate their ideas <p><i>What do you need from others?</i></p> <ul style="list-style-type: none"> • Learning and curiosity • Choosing curiosity over certainty - active choice / discipline • Clarity / honesty behind the statement “I know where you’re coming from... but don’t agree with it.” • Breaking out of the need to have everything sorted out when challenging an idea; the ability to go with your gut • Being able to challenge freely • Assuming best intent
9:00am	Closing and transition to school sites		Shay	
9:30am - End of school day	Site Visits		Shay	<ul style="list-style-type: none"> • Sarah and Jodi → 1) Buff Elementary (Point of Contact: Erika Skaar, Principal) and 2) ~11:30am transition to Madras Elementary (Point of Contact: Jean Bendele) • Heidi → Madras High (Point of Contact: Tony Summer, Principal) • Kevin and Laurie → Warm Springs K-8 (Point of Contact: Lonnie Henderson, Principal) • Vilay → Jefferson County MS (Point of

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				<p>Contact: Brent Walsh)</p> <p><u>Site Visit Look Fors:</u></p> <ul style="list-style-type: none"> Evidence of adults feeling valued and cared for. "Long time 509J staff member perspectives" vs. "Newer to the district staff member perspectives." Student voices and experiences. <p>Lunch is on your own.</p>
4:00pm	Student Success Team Meeting			<p>Meeting will be at Madras High School PAC.</p> <p>Please see separate agenda for SST meeting details.</p> <p>Dinner will be provided.</p>
7:00pm	End of Day Debrief			<ul style="list-style-type: none"> Curious, struggled to see the student voice and site visit today. What are you doing here? Refine site visit protocol/communication Initial nervousness when visiting classrooms. Unclear about the purpose. Gifts mapped out in the activity were what was observed during site visit School pride from kidsStrong presence/positive interactions with the hs admin Better response when Lonnie accompanied the Stewards into the classroom Visited AVID classroom at WSK-8, and really moved by the story of how students got enrolled in AVID. Teachers really push us to be better. Culture and community : In the collaboration process, in trying to do more/alignment, the power is in the process and not the product. Whose missing: business voice, student voice What does/how does including student representation look like?

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				<ul style="list-style-type: none">Caregivers not connected to the school.