

**Meeting Date:** January 22, 2025 (In-Person), 10:30 to 12:30

**Attendees:** Dr. Bernal, CJ, Allie, Julie, Kim, Sarah R., Sarah P., Samarra

**Today's Offering:**

"There's the story, then there's the real story, then there's the story of how the story came to be told.  
Then there's what you leave out of the story." – Margaret Atwood

Topic	Notes/Tasks
<b>Connecting and Grounding in our Community Agreements</b> (10 minutes) <ul style="list-style-type: none"><li>❖ Living in Alignment with our Values</li><li>❖ What does this agreement look like, sound like, feel like to you? <i>Critique the idea and not the person – take the lesson and leave the story.</i></li></ul>	<ul style="list-style-type: none"><li>❖ Choosing a community agreement to dig into every month and get a deeper reflection from the group</li><li>❖ It's hard work not to take it personally when someone critiques your ideas – it's a deep ongoing practice</li><li>❖ Think deeply about the messaging and the words we are choosing (and, not but)</li></ul>
	<ul style="list-style-type: none"><li>❖ It sounds and looks like a deep breath when we encounter something we don't agree with – even if it's an idea that we love, how can we enhance it and think deeper about it?</li><li>❖ Hard on the idea, soft on the person – be mindful of how we are speaking about the district and schools and take ownership of the district</li><li>❖ Calling out inappropriate behavior</li><li>❖ Collective breath – it has taken work to pause before reacting and moving to fix it</li><li>❖ Curiosity is important</li><li>❖ It is easy to critique without growth, working to leave things open to continuing stories and building and strengthening ideas</li><li>❖ How to take a breath without visibly taking a breath</li><li>❖ Actively choose not to respond with initial thoughts and knee-jerk reactions – it can sometimes feel challenging and sometimes it feels more natural</li><li>❖ An ongoing mental process that takes constant</li></ul>

	intentional engagement
<p><b>January SST Meeting Debrief</b> (10 minutes)</p> <ul style="list-style-type: none"> <li>❖ Did we meet our practical and experiential outcomes? How do we know?</li> <li>❖ Where did we excel, and where did we encounter obstacles?</li> <li>❖ What was the felt impact of the co-planning process? Do we want to continue this process in the future? What can be improved?</li> <li>❖ What did we learn that will help us for our future SST meetings?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Feedback: people felt they could afford to be there, one person wanted mileage reimbursement, people felt the meeting was somewhat productive,</li> <li>❖ Wondering what the depth of the progress check participation should look like across the Intensive Program</li> <li>❖ How do we define “productive” and what do the numbers on the scale mean? How do we use the data to deepen the meaning in the next meeting</li> <li>❖ How does our idea of what productivity means translate to the Advisory Body</li> <li>❖ We have loud voices in the room, so how do we get the softer voices to speak up?</li> <li>❖ With being so deep in the work it can be good to listen and observe</li> <li>❖ How do we make sure that all the voices that want to be heard are heard?</li> <li>❖ What is the health of the partnerships in the district? Admin to teachers, teachers to students, outside partners to the district, etc</li> <li>❖ Is there an opportunity to pull people into deeper conversations?</li> <li>❖ How are we meeting people where they’re at? What kind of conversations and trainings can we do with the SST team to bolster the understanding and commitment to equity</li> <li>❖ How do we teach systems change?</li> <li>❖ We don’t necessarily need to stop and do training but rather incorporate it into the work</li> <li>❖ Bring IG application into the March SST to look at it through an equity lens</li> <li>❖ Different groups focus on different questions so we can get a deeper dive on each questions and it can be divided by comfort level</li> <li>❖ Link documents and articles as an entry level and opportunity for background – without definitions without the basic tenants we will struggle to have</li> </ul>

	<p>productive conversations</p> <ul style="list-style-type: none"> <li>❖ Block party protocol – people pull quotes from the assigned article and find a partner to share their quote with</li> <li>❖ Shared facilitation is a positive change</li> <li>❖ How do we help people share their whole selves in the space</li> <li>❖ Where we sit, how we engage makes a big difference</li> <li>❖ Hearing concerns and providing updates, especially the positive</li> <li>❖ Allow community partners to share</li> </ul>
<p><b>Updates/Loopbacks</b> (5 minutes)</p> <ul style="list-style-type: none"> <li>❖ Stewarding Body membership</li> <li>❖ Fiscal update <ul style="list-style-type: none"> <li>➢ Recommendation Tracker</li> <li>➢ Budget Allocation</li> </ul> </li> <li>❖ District Office Goals – director position roles and responsibilities</li> <li>❖ School-Based Roles e.g. C&amp;C TOSAs, counselors, SELAs, instructional coaches, etc. (Sarah P., CJ, Julie, and administrators)</li> <li>❖ Survey Purposes (Sarah P. and Dr. Bernal)</li> </ul>	<ul style="list-style-type: none"> <li>❖ In need of a new stewarding body member <ul style="list-style-type: none"> <li>➢ Can be a school board or community member</li> </ul> </li> </ul>
<p><b>Recommendation Temperature Check</b> (15 minutes)</p> <p><i>Are we on track? How do we know?</i></p> <ul style="list-style-type: none"> <li>❖ Special Education Process Review</li> <li>❖ Youth Truth Partnership</li> <li>❖ Youth Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>❖</li> </ul>
<p><b>Climate and Culture TOSAs Reflective Conversation Protocol</b> (45 minutes)</p> <ul style="list-style-type: none"> <li>❖ Essential Question: How do we create systems alignment across the Climate and Culture TOSA positions?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Dilemma: <ul style="list-style-type: none"> <li>➢ There is a lack of alignment</li> <li>➢ The three buildings are in different places of existence</li> <li>➢ There is a different lens on what is means to support teachers and students <ul style="list-style-type: none"> <li>■ Some might believe supporting teachers is having conversations</li> </ul> </li> </ul> </li> </ul>

- What is the dilemma stated in the question? What are the assumptions embedded in the question?
- What are some strategies that we could use to address the question?
- How will we know that/when we have addressed the question?
- Based on these conversations, what are concrete next steps to address the question?

#### C&C TOSA Roles and Responsibilities

with the teacher

- Others might believe direct action is more helpful
- Strong foundations for reactions and feedback from staff and teachers
- Understanding the purpose of the position
  - A want to be a student, but need to be a teacher of teachers
  - School based Climate and Culture TOSAs rather than district based TOSAs
  - When can we shift to them planning and facilitating together
- Principal trying to find resources and through necessity place the TOSA where they need them
- Are there shared agreements in terms of how to engage with teachers, admins, towards outcomes, etc within the position
- If there are no agreements then we are not building a system of how to support the teachers

#### Assumption:

- ❖ there is no alignment
  - There is ongoing work to achieve and improve alignment all the time
  - It is coming from three different places – its braiding
  - Injecting humans into plans
  - makes things more complicated
  - Building relationships is at the center
  - We need nurture and leadership, there is a need to form relationships,
  - Want space to learn and be students before building and facilitating
  - Shifting towards them being able to form PD

- ❖ We want alignment

	<ul style="list-style-type: none"> <li>❖ They need a concrete job description to refer back to</li> <li>❖ These same conversations need to be had for counselors, etc to build systems across schools</li> </ul> <p>Strategies</p> <ul style="list-style-type: none"> <li>❖ Getting feedback opportunities on the principals agendas that allows them to ground themselves <ul style="list-style-type: none"> <li>➢ Input from the three elementary principals to start</li> <li>➢ Get secondary principals on board after some alignment has been made</li> </ul> </li> <li>❖ Reflect on the final two questions and come back at the Feb stewarding meeting after the principal meeting</li> </ul>
<b>Emerging topics</b> (10 minutes) ❖	❖
<b>Recommendations</b> (10 minutes) <ul style="list-style-type: none"> <li>❖ New recommendations <ul style="list-style-type: none"> <li>➢ AVID Training (Nick Nelson) – Sarah R. and Val</li> <li>➢ Translation Needs – Kim and Erica</li> </ul> </li> </ul>	❖
<b>Next Meeting Planning</b> (10 minutes) <ul style="list-style-type: none"> <li>❖ Stewarding Body Meeting: February 13, 2025, 9AM-12PM, Virtual <ul style="list-style-type: none"> <li>➢ Request for the Next Door to have an additional representative.</li> <li>➢ What do we want to focus on for our next meeting? <ul style="list-style-type: none"> <li>■ District Alignment and Coherence <ul style="list-style-type: none"> <li>● Where are there strengths to highlight and build upon?</li> <li>● Where are there opportunities to increase alignment and coherence?</li> <li>● How can the Intensive</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Progress checks using the equity lens</li> <li>❖ IG - <ul style="list-style-type: none"> <li>➢ Each group had a question or lens e.g. systems change, equity/focal groups, LPTGTs (people could go to the question that resonates with them the most)</li> </ul> </li> <li>❖ Share articles ahead of next meeting: <ul style="list-style-type: none"> <li>➢ Water of Systems Change</li> <li>➢ Equity article</li> </ul> </li> <li>❖ Block party protocol <ul style="list-style-type: none"> <li>➢ Pull quotes from the article - people have a quote and find a partner and talk about the quote (warm-up activity)</li> </ul> </li> <li>❖ District and Community Updates</li> </ul>

<p>Program support alignment, coherence, and communication with all stakeholders?</p> <ul style="list-style-type: none"><li>■ Attendance Framework discussion</li></ul>	<p>February Stewarding Body Meeting</p> <p>Attendance Framework</p> <p>Debriefing C&amp;C TOSA meeting</p> <p>New recommendations</p> <p>Recommendation Temperature Check:</p> <ul style="list-style-type: none"><li>● Stephanie - Community Engagement</li><li>● Amy - SPED Audit</li><li>● Youth Truth and YAC</li></ul> <p>Final planning session for March SST</p> <ul style="list-style-type: none"><li>● District Share-out and Community Share-Out<ul style="list-style-type: none"><li>○ Jessica (Resilience Rally)</li></ul></li></ul> <p>Allie will send another email to connect Heather and Dr. Bernal (cc: Lucius)</p>
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