

**Meeting Date:** October 9, 2024 (In Person)

**Attendees:** Dr. Bernal, Sarah, Val, Julie, Allie, Kim, CJ

**Today's Offering:** *A fish is swimming along one day when another fish comes up and says "Hey, how's the water?" The first fish stares back blankly at the second fish and then says "What's water?"*

*Water of Systems Change*

Topic	Notes/Tasks
<b>Connection Question:</b> <ul style="list-style-type: none"><li>❖ Reflecting on the Personal Identity Wheel activity – how can our personal identity and positionality help others “see” the water? Where are there potential “blind spots” because of your personal identity and positionality?</li></ul>	<ul style="list-style-type: none"><li>❖ Experiences we have had or identify with are powerful levers for us to advocate for certain things – using our personal identities and sphere of influence.</li><li>❖ Sometimes biases and perception become our norm.</li><li>❖ Sometimes it's important to take a step out of the water.</li><li>❖ It's important to pay attention to the water but also the fish swimming in the water</li></ul>
<b>Grounding in our Community Agreements</b> <ul style="list-style-type: none"><li>❖ What do these agreements look like/feel like/sound like in practice?</li><li>❖ Agreements in Action</li></ul>	<ul style="list-style-type: none"><li>❖ An important aspect of moving together as a team is to collectively think about how to create conditions for difficult conversations.</li><li>❖ Gaining clarity around what agreements look like, feel like, and sound like will help us to hold one another accountable</li></ul>
<b>Site Visit and SST Debrief</b> <ul style="list-style-type: none"><li>❖ Debrief Protocol</li><li>❖ Attendance at SST</li></ul>	<ul style="list-style-type: none"><li>❖ <b>Strengths:</b><ul style="list-style-type: none"><li>➤ Site Visit - buildings feel calm and several staff that were engaged in the site visit shared feeling supported by their administrators.</li><li>➤ Student Success Team - there was great energy and engagement in the room and people came prepared having read the recommendations.</li></ul></li><li>❖ <b>Areas for Growth:</b><ul style="list-style-type: none"><li>➤ There is a need for a walk-through tool for school administrators</li><li>➤ Additional translation equipment to support family engagement</li><li>➤ Supports for newcomers</li><li>➤ Alignment with the work of the C&amp;C TOSAs</li><li>➤ High-needs in kindergarten</li></ul></li></ul>
<b>Focusing in on the 2024-25 School Year</b>	<ul style="list-style-type: none"><li>❖ Dimensions identified last meeting: Empowering and</li></ul>

<ul style="list-style-type: none"> <li>❖ Resource Equity Diagnostic for Districts <ul style="list-style-type: none"> <li>➤ <i>How do you see this resource as supporting our work/vision this year?</i></li> <li>➤ <i>How does this resource align with the Intensive Program and future recommendations?</i></li> <li>➤ <i>What should our next steps be for this work?</i></li> </ul> </li> </ul>	<p>Rigorous Content, Positive and Inviting School Climate, and Student Supports and Intervention</p> <ul style="list-style-type: none"> <li>❖ Hold for next meeting</li> </ul>
<p><b>Emerging Topics</b></p>	<ul style="list-style-type: none"> <li>❖ Future: <ul style="list-style-type: none"> <li>➤ Transportation</li> <li>➤ Kindergarten (December)</li> <li>➤ Attendance (November)</li> </ul> </li> <li>❖ Budget Analysis (Julie, Sarah, Dr. Bernal will lead this discussion)</li> </ul>
<p><b>Recommendation Updates</b></p> <ul style="list-style-type: none"> <li>❖ Special Education Process Review (Amy and Sarah)</li> <li>❖ Climate and Culture TOSAs (Luke and Sarah)</li> <li>❖ Community Engagement Assessment (Stephanie and Kim)</li> <li>❖ Elementary Vice Principals (Dr. Bernal)</li> </ul>	<ul style="list-style-type: none"> <li>❖ University of Utah will be starting their work on the <b>Special Education Process Review</b> this month. Amy is leading this work and is an excellent connection point for the work.</li> <li>❖ The <b>C&amp;C TOSAs</b> are engaging in their site-based work and will be involved in district-wide professional learning and PLC work which will be facilitated by the CREN; Julie got them access to Oregon Data Suites so they can begin using data to drive practice.</li> <li>❖ PCG was on site yesterday to support the <b>Community Engagement</b> work. <b>Kim will check with Stephanie on evening meetings with community members.</b></li> </ul>
<p><b><u>Progress Checks</u></b></p>	<p>Move to the November Agenda</p> <ul style="list-style-type: none"> <li>❖ Are these outcomes measurable?</li> <li>❖ Do we need to change anything that we are measuring?</li> <li>❖ When should we progress-check the recommendations?</li> <li>❖ What should be progress-checked?</li> <li>❖ Is there other data that we should be tracking?</li> </ul> <p>The goal will be to prioritize the data with the potential to</p>

	<p>streamline to 1 piece of quantitative and 1 piece of qualitative data.</p> <p><b>Kim and Julie will want to work on streamlining the data.</b></p> <p>We will come to this before the end of the calendar year.</p>
<p><b>In Progress Recommendations:</b></p> <ul style="list-style-type: none"> <li>❖ Youth Advisory Council (Val and Allie)</li> <li>❖ YouthTruth Partnership (Dr. Bernal and Sarah)</li> </ul>	<ul style="list-style-type: none"> <li>❖ There are additional opportunities to align the Youth Advisory Council with other youth initiatives across the district – for example, the GSA at the high school</li> <li>❖ There is an opportunity to provide clarity regarding the differences around district initiatives. Additionally, there were questions regarding what would be done with the data once it is gathered. Strategies such as using school-based events were provided. <b>Side by side of different surveys - target audience, purpose, use. etc.</b></li> </ul>
<p><b>New Recommendations</b></p> <ul style="list-style-type: none"> <li>❖ DPI Recommendation Revision (Dr. Bernal)</li> </ul>	<p>In the planning of the DPI recommendation, only salary and benefits were included. The recommendation did not include professional learning and travel expenses. The professional learning approval will be aligned with existing district processes. <b>Approved (5 - 5's, 1 - 4)</b></p> <p>The additional line item will be tapered on an annual basis. Not to exceed \$5,000 annually.</p>
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>❖ Attendance Work Session Notes</li> <li>❖ Rhode Island</li> </ul>	<ul style="list-style-type: none"> <li>❖ Will shift to the November meeting</li> </ul>
<p><b>Next Meeting</b></p> <ul style="list-style-type: none"> <li>❖ Wednesday, October 16, 3:30 - 3:55</li> <li>❖ Wednesday, November 13, 9:00- 12:00</li> </ul>	<ul style="list-style-type: none"> <li>❖</li> </ul>