

North Wasco Advisory and Stewarding Body Agenda

January 31, 2024

Attendees: C.J. Toole, Stephanie Bowen, Mauree Donahue Revier, Kim Kiser, Amy Hampton, Shannon Brennan, Melissa Reger-Furler, Sarah Smutz, Mairead Beane Kelly, Catherine Powell, Donna Sholtis, Jessica Catellier, Elizabeth Murphy, Jonathon Fost, Azariah Ozias, Jim Taylor, Elizabeth Arceo Dorado, Gabe Hoff, Faith Gouge, Addie Case, Nick Nelson, Toni Sheppard, Dr. Carolyn Bernal, Allie Ivey, Val Rector, Judy Richardson, Kim Feicke, Karen Perez.

I. Welcome and Connection

- A. Logistics
- B. D21 Educational Equity Policy
- C. Share out words or phrases that resonate:
 - 1. Feelings that the district does well with recognizing institutional barriers
 - 2. Wondering if there's language on how to talk about gender identity to students
 - 3. Social Justice means many different things to different people
 - 4. Respect of all students is important as the district is in many ways a cultural melting pot
 - 5. Allocating Resources is key to the statement. The podcast Nice White Parents discusses how funding can often be inequitable
 - 6. Creating Access and Opportunities is important, particularly understanding that barriers to access and opportunities are different for all students.

II. Grounding in Our Community Agreements

- A. Review and refine

III. Intensive Program Review

- A. Spring Progress Check Preview
 - 1. The progress checks and recommendations are based on improvement science with opportunities to engage in PDSA (Plan Do Study Act) Cycles to check on the effectiveness of recommendations
 - 2. First progress check with likely take place in spring either during our April or June meeting

IV. Recommendations

- A. Overview of Process and Progress
 - 1. Recommendations are deliberate and living documents with recommendations having the potential to change at any point throughout the process either on the basis of research or feedback. All recommendations currently on the table have shifted in some way since initially being brought forth to the Stewarding Body.
 - 2. ODE Equity Decision Tools for School Leaders: All recommendations will need to be run through the ODE Equity Decision Tool within the recommendation process.
- B. Discuss Current Recommendations: Small group discussion using a tuning protocol with

opportunities for clarifying questions, warm feedback, and cool feedback. In person will use chart paper and post-it notes while those online will use a Jamboard to artifact feedback. All feedback will be used by those working on the recommendations in order to refine.

1. Director of Prevention and Intervention and Intensive Program TOSA:

a) Clarifying Questions:

- (1) What is MTSS? *Tier 1 Supports - in class, teacher provided (100%), Tier 2 Supports - in class, teacher or support staff (20% of kids), Tier 3 Supports - more intensive (5% of kids)*
- (2) Does the Director of Prevention and Intervention require an admin license? *No - teaching license*
- (3) Does the TOSA need a teaching license? *As currently written, a teaching license is required.*
 - (a) Feedback: Opening it up might increase hiring pool; Have a position sitting vacant, can combine with .5 FTE instructional TOSA
- (4) What is the role of the Intensive Program point person? *Goal is to have someone well connected in the district -- needs to coordinate site visits - where to go and who to talk to. Connection with cabinet, leadership team as well. Ensure recommendations are being implemented. Considering opening it to a wider field if hiring for this position is difficult.*
- (5) What has been updated in the current job description? Will the position need to be reposted? *The position remained relatively the same with only Intensive Program duties being pulled off and a support for the Intensive Program TOSA being added. Given this, it will not need to be reposted.*
- (6) It is noted that the Intensive Program TOSA will have a shared responsibility with the SIA grant work. How will this work? *There will be an Interconnection between the roles of both the Director of Prevention and Intervention and Director of Teaching and Learning. Both are on the document because of the crossover. Depending on who is in the role of the Director of Prevention and Intervention, they might supervise/evaluate the Intensive Program TOSA. If they don't have an admin license, the Director of Teaching and Learning will supervise and evaluate the Intensive Program TOSA as an admin license is required for that position.*
- (7) Will funding the Director of Prevention and Intervention impact school-based Title I and Title IV funds? *No. Allocations are portioned out-- targeting district allocation with these recommendations, not taking away from other allocations. The Intensive Program TOSA position will not be coming out of general funds. This position will not continue after the four years of the Intensive Program as it is specific to the coordination of the program.*
- (8) How are other districts who are participating in the program hiring a point person? *In Reynolds, the point person is the*

Director of Equity and Student Success while in Falls City they are the Director of Community Engagement and Student Success which is technically a TOSA role but works at the district level.

(9) Will it be part of the director position to organize district-wide training? *Yes, this will be an important element of this position.*

(10) Will the Director of Prevention and Intervention have experiences/opportunities to learn into how to implement systems-wide change as this is a difficult task? *Yes, this will be an important element of this position.*

(11) How much does this director role do? Who else does this position oversee? *The Director of Prevention and Intervention supports the behavioral side of MTSS while the Director of Teaching and Learning supports the academic side of MTSS. They are an ambassador in the building to problem solve in the classroom and to decide when it needs to move beyond the classroom. They will also support in helping staff to understand the MTSS and referral process. Additional information is included in the job description.*

(12) Can you clarify what the role of Director of Prevention and Intervention looks like? *The person in this role will look at students who need supports behaviorally or academically. Each school has a process (SST, SAT, etc.) and there is a need to create a district-wide system with school-based alignment to respond in the same way e.g. elementary student moving from school to school will be able to expect the same thing.*

(13) Are these new positions or have they been positions in the past? *These are both new positions with the Director of Prevention and Intervention having begun this school year. It is a common position across other districts.*

(14) Are there other director level positions that don't require an admin. license? *Yes. The Director of Communications and Community Engagement*

b) Warm Feedback:

- (1) Creation of the 2 positions make things more clear
- (2) This is important to create a system that is going to support kids before they fall off the radar, or are struggling in online classes and are not being seen.
- (3) Behavior issues are present across the district and having a position dedicated to this work is important

c) Cool Feedback?

- (1) Having this role be TOSA specific limits opportunities. Expanding it to allow for others to apply e.g. a social worker or have it be more of an operational, managerial, etc. should be considered Would it be beneficial to have an *or* -- Systems work, social work, etc. Concerns on filling the role.
- (2) Future needs: Having only 2 people in the whole district to hold this work seems like too few. There is a need additional staff to intervene at lower levels- need to recognize early e.g. school-

based ambassadors

- (3) General concern around how well versed the director will be in initiating, managing, change with integrity. Integrity and trust needed, understanding district wide is needed. How do these positions address the critical understanding of change?

2. Student Success Team Participation

a) Warm Feedback

- (1) Dinner was great!
- (2) This will be important especially when we invite more community members to be part of the Advisory Body

b) Cool Feedback

- (1) There needs to be a consideration for compensating students as they are taking time off of work or out of extracurricular activities to be present. Community Service hours are not helpful due the students already surpassing requirements.
- (2) Ensuring that there are translators (not only translating documents but translators present at meetings) as well as interpreters is important moving forward with meetings especially when inviting community members
- (3) Not specific to this recommendation but it will be important for future meetings to ensure that language and structure allows for participation e.g. not using acronyms and education speak as this can be intimidating and people might be trying to catch up before being able to contribute.

V. Closing