

Stakeholders Equity Committee Meeting
October 28, 2020
Notes

Participants: Ana Diaz (LES Student Support Services), Wendell Freeman (Bear River Rancheria Council Member), Josefina Cortez (Bear River Rancheria Chairperson), Sandy Radic-Oshiro (School Psychologist), Julia Lerma (True North Organizing), Autumn Chapman (Superintendent/Principal), Xochilt Reyes (HSU Social Work Graduate Student), Linnea Nelson (ACLU of Northern California), Sara McClellan (LES Student Support Services), Meredith Oram (HCOE TK Equity Partnership)

Question of the Day:

- Briefly your favorite family gathering/holiday and what makes it special.
 - We are having to redefine holidays given Covid and current political situation.
 - Family and food time is the most important.

Announcements:

- Returning to onsite instruction:
 - Students returned to onsite instruction on a cohort model on October 22. Approximately 70% of students returned to in person instruction and 30% of students have continued with Distance Learning. Students appear happy to return to school and there has been no significant safety or behavior concerns. The ACES After School program funding has been a good support and has been more flexible this year due to Covid with LES utilizing ACES staff to provide tutoring and staff support concurrently in the school day on the days students in a cohort are not in the classroom with their teacher. The Intensive Support Class is in session for the students needing the most intensive academic, socio-emotional, and behavioral support 4 days of the school week. Teachers are utilizing Friday for curriculum development and planning in addition to Student Success team meetings and Individual Education Plan meetings. The school bus provides transportation to and from school for students. The Student Support Services Team provides outreach in the community for the Distance Learners, food distribution, problem solving student online connectivity issues, and socio-emotional support with home visits and home-school communication. Students with IEPs are provided services either on site or at home in person depending on whether they have returned for onsite instruction or Distance Learning.

Discussion:

- **Multi-Tier System of Supports:** Sandy shared a visual of LES efforts to provide a Multi-Tier System of Supports (MTSS) for academic, behavior, and socio-emotional learning including current supports during Covid. The foundation of Tier 1 support is built on a positive school climate. Due to additional Covid funding and school staff availability, LES has worked hard on beautification projects with murals and bulletin boards to provide students and families with a welcoming environment. The office has been

reconfigured to welcome students and families and has a Spanish speaking receptionist. Tier 2 and Tier 3 academic, behavior, and socio-emotional supports are provided by the Student Support Services Team including two Student Student Services staff, one who is bilingual, a social work intern from HSU, two school psychology graduate students, and a school psychologist/behavior specialist. A critical component of MTSS and school wide efforts in school climate in representation of culture in the school community with current efforts in incorporating the Spanish and Wiyot language into everyday school activities. Autumn shared that the Wiyot Tribe has applied for a grant to incorporate the Wiyot language at LES. Sandy shared that LES has worked hard to address the socio-emotional and behavioral needs of students over the last three years with training for staff, school based mental health services, school climate activities, and special education and related services. She added that the focus of LES is now on academic supports, evidenced based teaching strategies, and curriculum implementation.

- Given the research that a positive school climate involves representation and acknowledgement of culture at school, how can LES Incorporate Land Acknowledgement in Loleta Elementary School activities.
 - Josepfina shared that she appreciates the healing and partnership between LES and Bear River Rancheria.
 - Meredith shared a resource/video from Dr. Cutcha Risling Baldy on “What good is a land acknowledgement?”
<https://www.youtube.com/watch?v=gJPfPHliHHQ>
 - Sara and Meredith shared that Klamath Trinity Unified School District has an Indigineous Curriculum that is now also being utilized by Blue Lake Elementary School.
<http://www.ktjUSD.k12.ca.us/Departments/Indian-Education-Program/Curriculum/index.html>
 - Sandy and Autumn discussed next steps in providing the land acknowledgement video to teachers in a staff meeting, further discussion with staff in incorporating land acknowledgement into school activities, virtual assemblies with land acknowledgement, and looking into purchasing the Indigenous curriculum for LES.

Next Stakeholders meeting is scheduled for Wednesday November 11 at 4:30pm. Sandy acknowledged that this day is the Veteran’s Day holiday, however the meeting will be held with agenda items to include review of the MTSS Manual.