

April 19, 2024

Attendees: CJ Toole, Dr. Carolyn Bernal, Kim Feicke, Allie Ivey, Val, Karen Perez, Sarah Pierce, and Vilay Greene (note taker)

I. Connection and Grounding in our Community Agreements (9:00-9:30)

A. An Offering:

Change is constant. (Be like water).

Small is good, small is all. (The large is a reflection of the small.)

There is always enough time for the right work.
Less Prep, More Presence.

There is a conversation in the room that only these people at this moment can have. Find it.

Never a failure, always a lesson.

Trust the people. (If you trust the people, they become trustworthy).

What you pay attention to grows.

Move at the speed of trust. Focus on critical connections more than critical mass - build resilience by building relationships.

B. [Creating Metaphors](#)

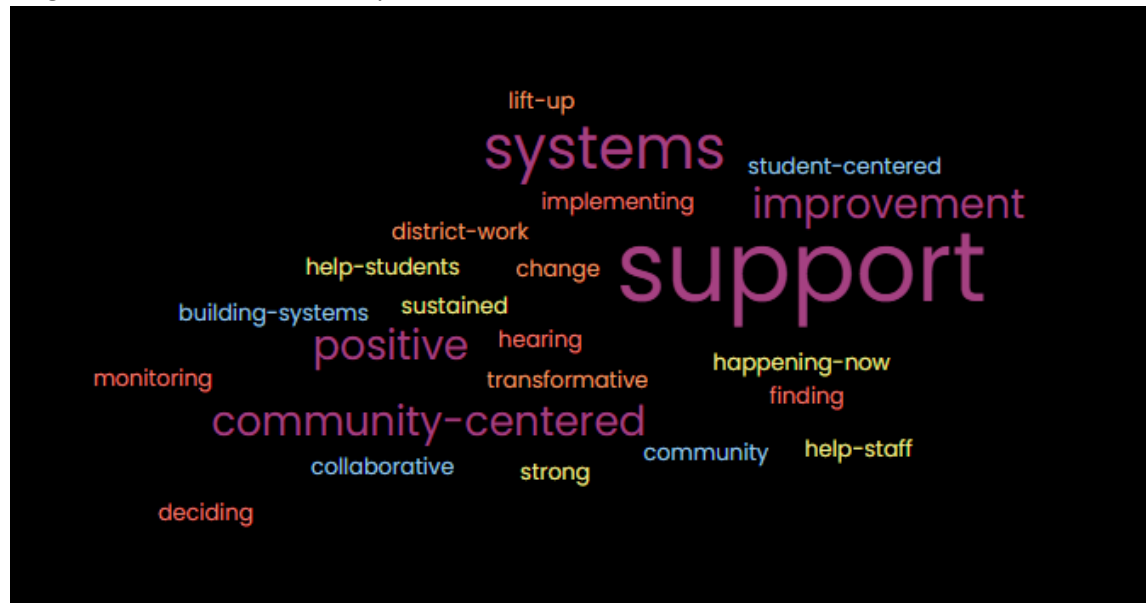
II. Vision and Purpose of the Intensive Program (9:30-10:00)

A. Review of the [Strategic Plan](#) (Dr. Bernal)

- 5 priorities areas: student experience, staffing, community engagement, facilities and teaching and learning
 - a) 5 year plan that includes revised mission and vision statement that focuses on student language needs.
 - b) Annually reviewed with leadership team
 - c) Will start to incorporate into Board agenda action items to help make connections.
 - d) Dr. Bernal reviewed and provided an update on this year's priorities. The following are a few highlights:- create shared understanding/feeling of belonging (not yet started) , build strong networks of supports at all points of major transition (in process), equity, district wide celebration (not yet started), t&L district wide approach to MTSS (in progress), community engagement (in progress), staffing priorities grow your own (grant awarded), facilities wellness labs, school bond (did not pass).

- e) Still had Year 1 priorities that carried over. Many of these strategies will be ongoing efforts.
- f) Suggested reformatting the strategic plan to landscape with years as the first row header with different colored dots indicating its status (in progress, completed, not yet started).
- g) Center for Learning has funding to support suicide prevention efforts in the district. Proposing a youth mental health field day to promote resources called “Resilience Rally” on June 4 for grades 9-12 with plans to expand each year.
- h) Plans to coordinate with community partners to open dialogue around what supports are needed in schools and crosswalk with what is currently being offered in the community. Supported by consultant Joe Devine (?) who also worked with Bend La Pine.
- i) [Resource: Suicide Postvention Toolkit](#), [OHA Suicide Prevention Training](#) (behavioral health staff), [OHA Suicide Prevention Training](#) (school staff)
- j) Director of Prevention and Intervention: QPR training, systematize district/regional(?) Flight Team, Sources of Strength training.
- What connections do you see between the strategic plan and our work as a Stewarding Body?
 - a) Question: How do the four categories of data that the SST reviewed last night align with the focal areas of the strategic plan and IP Stewards?
 - b) The Intensive Program is a tool that weaves together the multiple efforts and plans of the district. What are the systems to support the building of foundations versus just responding to problems?
 - c) Where/how to fund and implement change ideas?
 - d) There seems to be a gap in district teaching and learning representation. How are the district’s T&L efforts being represented in Stewarding Body and SST conversations? Expressed a need to elevate and connect current district efforts with SST to avoid duplication of efforts.
 - e) The role of the Intensive Program is not just about recommendations and funding but rather tuning into district needs and developing sustainable, systemic change efforts that can exist beyond the life of the program.
- How can we create more cohesive connections between our work and the district’s strategic plan?
 - a) At the May Stewarding meeting, the group will map out what next year’s goals will be.
 - b) NWCSO will be working with a consultant on actualizing what a Portrait of a Graduate really looks like in the district.
 - c) Anticipate that mental health will really be a high priority. A good starting point is to assess current practices with the SHAPE tool and develop a plan moving forward.
 - d) Braiding TSI funding with Title IIB, Next Door with Youth Outreach Worker, and other sources to hire additional mental health staff that would support the entire district. Collective agreement to pool together the funds to have a larger impact.
- How does the strategic plan align with the data carousel discussion last night?
- Six word story: Given this discussion, what is your vision for the Intensive

Program in North Wasco County School District?



- - a) Positive, community-centered systems of support.
 - b) Help students and staff to be strong.
 - c) There's sustained positive support happening now.
 - d) Lift up through supporting district work.
 - e) Support community driven transformative systems change.
 - f) Hearing, finding, deciding, implementing, monitoring, & improving.
 - g) Student-centered, building systems of support and improvement.
 - h) Collaborative and community* Bonus
- At last night's SST meeting, participants were starting to make connections with the recommendation/change idea process. CJ began to receive emails from participants with recommendation ideas.

III. Attendance Follow-up (10:00-10:30)

- A. [Plan Development](#)
- B. Postpone until the May meeting. Look through the plan development before the next meeting.

IV. Break (10:30-10:40)

V. [Spring Progress Check](#) (10:40-11:20)

- A. [Survey Data](#)

VI. [Recommendations Discussion](#) (11:20-11:35)

- A. Implementation Plan Review - May Advisory Body meeting
- B. Updates
 - Intensive Program Point Person
 - Special Education Process Review
- C. New Recommendations
 - Restorative Practices Coaches - Dr. Bernal (with support from Luke Viera)

- a) Background: Conversation with a teacher who was passionate about supporting students in a new way that focuses more on their behavioral, social, and emotional health. Leaning into a coaching model of teachers supporting teachers who are focused on restorative work who can guide the conversation and/or cover the classroom while the teacher steps out to engage in a restorative with a student.
 - b) Benefits: Support with RP implementation, model effective teaching practices, collaborate with MTSS, build capacity for greater range of staff to RP, align systems, building based coaching allows for the staff to build relationships and have better capacity to support staff.
 - c) Proposal: Temporary position to move implementation then take a step back to reevaluate the efficacy of the position.
 - d) Discussion:
 - (1) What would the job description be? Initial and ongoing training for those serving in the position? Cost?
- Community Engagement - Kim (with support from Mauree)

VII. Emerging Topics (11:35-11:55)

- A. Youth Mental Health/Wellness, families in crisis and wrap-around support. Connecting all of the pieces to build the system to ensure that there is a systematized approach and response.
- B. Budget
- C. Opportunities to engage legislators

VIII. Open Space (11:55-12:00)

- A. [Intervention and Strengthening Program](#)
 - Early Literacy
 - Middle School Literacy
 - Fiscal Stewardship
 - Equitable Mindsets, Systems & Practices
 - Community Engagement
- B. Next meeting agenda topics

IX. Upcoming Meetings

- A. Board Work Session 5/16, Focus: Intensive Program - 6-8PM
- B. Site Visit and Advisory Body + Stewarding Body Meeting, 5/21
- C. Stewarding Body Meeting, 5/22
- D. Intensive Program Summit (In-Person), Eugene, 7/30 (12 - 4 PM for districts)
- E. Resilience Rally, 6/4

X. Closing

XI. Next Steps

- A. Allie will connect CJ/Dr. Bernal with Vilay to talk about suicide prevention/behavioral health systems in schools.
- B. Stewards: review [attendance plan](#) by the May 1st Stewarding Body meeting.