

Work Session - VIRTUAL

Thursday, May 16, 2024 6:00 PM

<https://www.youtube.com/@district21mediachannel81/streams>

1. **This meeting has been UPDATED to a virtual meeting:**

2. **Call Work Session to Order**

Presenter: David Jones, Chair

3. **District Mission / Vision Statement**

4. **Intensive Program Presentation**

Presenter: Carolyn Bernal, Superintendent

5. **Adjourn the Work Session**

North Wasco School Board Work Session



May 16, 2024

Introductions

Allie Ivey, District Support Specialist, ODE
Email: allie.ivey@ode.oregon.gov



Sarah Pierce, Leadership Steward
Email: sarah.pierce@hnhco.com



Dr. Karen Pérez, Teaching and Learning Steward
Email: karen.perez@ednw.org



Kim Feicke, Community Engagement Steward
Email: oregonequity@gmail.com



Work Session Outcomes

Practical Outcomes:

- Deepen understanding of the Intensive Program in North Wasco.
- Deepen understanding of the district's regular attendance data and current strategies to address needs across the district.

Experiential Outcomes:

- Create opportunities for sense-making before decision-making.
- Cultivate a space that inspires curiosity and courage to think, feel and act creatively.
- Deepen capacity to listen with open hearts and curious minds.



Intensive Program Overview

Intensive Program Eligibility Metrics

Needs Index

The percentage of focal group students served by the district.

All Students Index

SIA Common Metrics* for all students

Focal Student Group Index

SIA Common Metrics* for focal group students as defined by ODE

Gap Index

The difference between the overall outcomes for all students and the overall outcomes for focal students.

*SIA Common Metrics = Regular attendance, third-grade reading, ninth-grade on-track, and 4-year graduation.

Funding and Approach

- ❖ \$2,857,411.88 grant in aid funds over 4-years
- ❖ Stewards who will support capacity building in the areas of leadership, teaching and learning, and community engagement

1. Hold regular Student Success Team meetings.
2. Accept of all recommendations related to the use of SIA (Student Investment Account) grant monies and additional funding received through this program.
3. Consider all recommendations pertaining to general programs and practices.
4. Produce an annual report.

Intensive Program Legal Framework

Relevant Statutes:

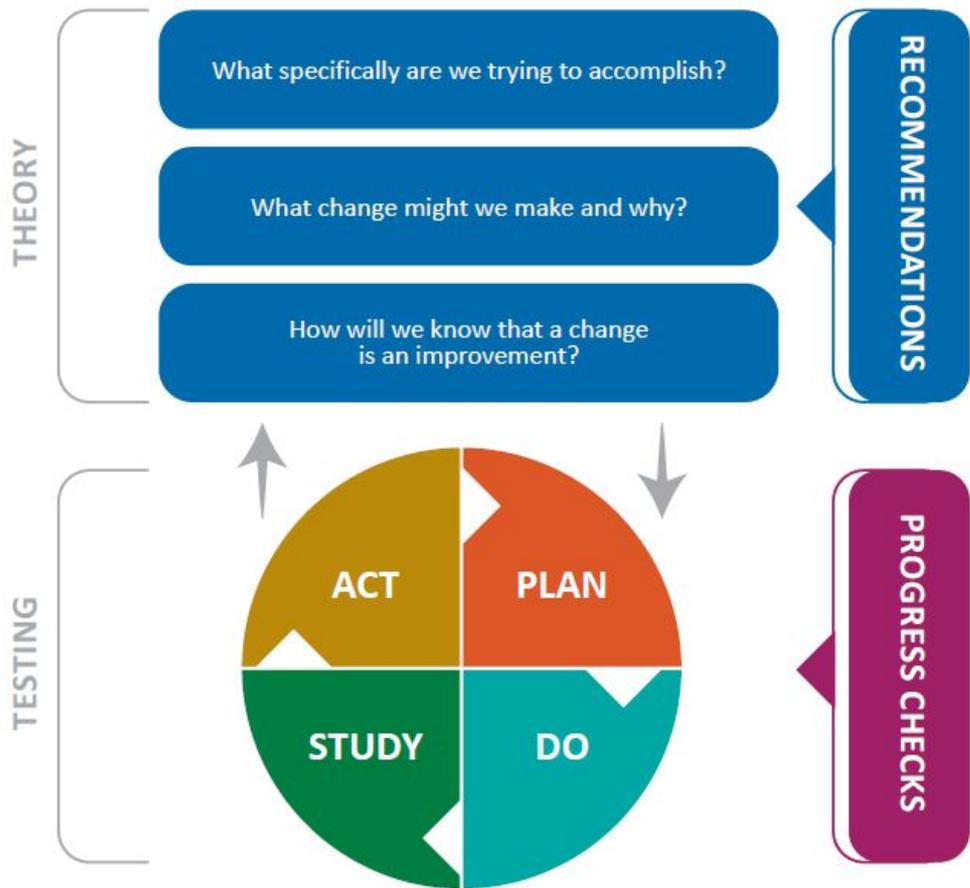
- **327.222** Intensive Program for High Needs School Districts; Student Success Teams Rules
- **327.224** Student Success Teams Account
- **327.254** Statewide Education Initiatives Account Uses; Rules

Relevant Rules:

- **581-017-0729** Intensive Program & Student Success Teams: Definitions
- **581-017-0732** Intensive Program & Student Success Teams: Purpose
- **581-017-0735** Intensive Program & Student Success Teams: Eligibility
- **581-017-0738** Intensive Program & Student Success Teams: Criteria, Agreement and Establishing Improvement
- **581-017-0741** Intensive Program & Student Success Teams: Funding
- **581-017-0744** Intensive Program & Student Success Teams: Reporting

Intensive Program Conceptual Framework

Improvement Science is “a problem-solving approach centered on continuous inquiry and learning. Change ideas are tested in rapid cycles [referred to as PDSA cycles], resulting in efficient and useful feedback to inform system improvements” (Regional Educational Laboratory Program).



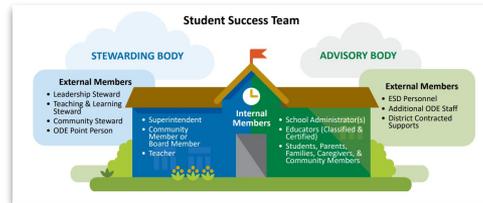
Intensive Program Vision

The Intensive Program aims to support districts in advancing equity, authentically engaging their community, and strengthening systems and capacity.

ODE Internal
Alignment



Student
Success Team



Stewards



Student Success Team

Student Success Team

STEWARDING BODY

External Members

- Leadership Steward
- Teaching & Learning Steward
- Community Steward
- ODE Point Person

- Superintendent
- Community Member or Board Member
- Teacher

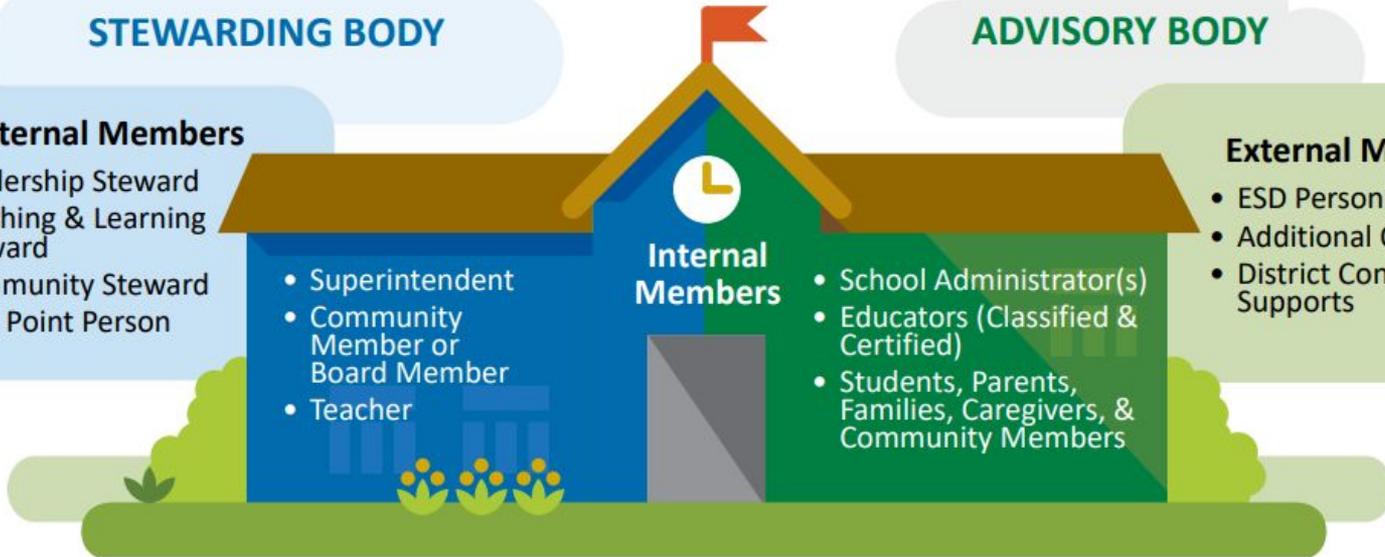
Internal Members

- School Administrator(s)
- Educators (Classified & Certified)
- Students, Parents, Families, Caregivers, & Community Members

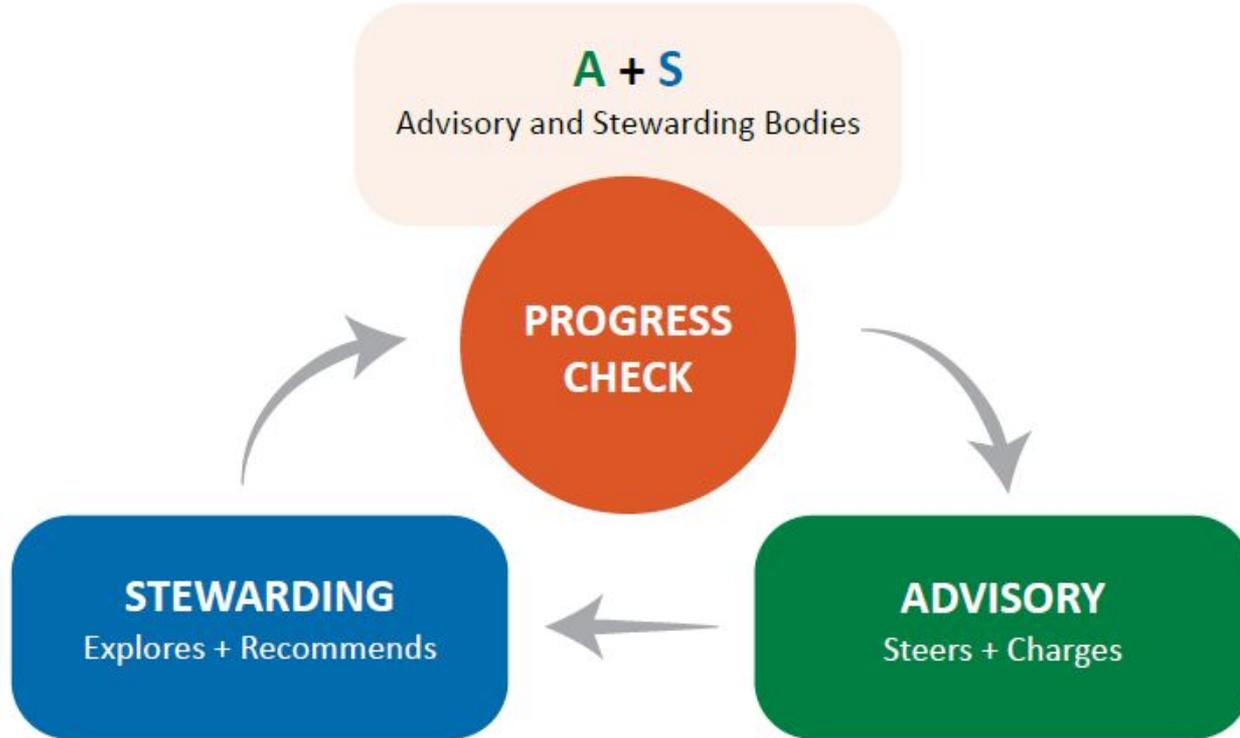
ADVISORY BODY

External Members

- ESD Personnel
- Additional ODE Staff
- District Contracted Supports



Student Success Team Roles



Approved Recommendations

Recommendation	Progress	Funding Request
Director of Prevention and Intervention APPROVED: 2/1/24	CJ Toole was hired in July 2023 In Progress: to be progress checked on an annual basis	\$119,211 - \$142,344 for the 2023-2024 school year; Tapered funding model through the remainder of the Intensive Program decreasing by 25% each school year.
Intensive Program Point Person (.5 FTE) APPROVED: 2/1/24	In Progress: to be progress checked on an annual basis	\$27,118 - \$47,725 for the 2023-2024 school year. Position will be full funded by the Intensive Program
Student Success Team Participation Support APPROVED: 2/1/24	In Progress: to be progress checked on an annual basis	Annually - up to \$11,223 4 years - \$44,892
Special Education Process Review APPROVED: 3/22/24	In Progress: RFP went live on 5/6/24	Up to \$100,000 as a one time funding request

**Grant Award:
\$2,857,411.88**

Funds - Expended and Anticipated

Category	Funding Request	Status
Collaboration and Coordination Funds	\$40,659.07	Expended/Claimed
Director of Prevention and Intervention	\$298,072.50 - \$355,860	Encumbered for Approved Recommendations (Anticipated through SY 26-27)
Intensive Program Point Person	\$108,472 - \$190,900	
Student Success Team Participation Support	\$44,892	
Special Education Process Review	\$100,000	
Total Expenditures: Claimed + Anticipated	\$592,095.57 - \$732,311.07	
Intensive Program Fund Balance		\$2,265,316.31 - \$2,2125,100.81

Upcoming Recommendations

Recommendation	Progress	Funding Request
Climate and Culture TOSAs at the Elementary Schools	Sent to Stewarding Body for feedback by 5/15 Feedback during SST meeting on 5/21	Total yearly compensation package per TOSA: \$79,264 - \$140,303 Total compensation package for three TOSAs: \$237,792 - \$420,909 \$15,000 for relevant training and professional development
Community Engagement Assessment	Sent to Stewarding Body for feedback by 5/15 Feedback during SST meeting on 5/21	\$27,993

Data Exploration

D21 Student Success Team Community Agreements

Show up or choose to be present

- ❖ Pay attention (to heart and meaning)
- ❖ We honor our emotions as sources of insight and wisdom, and we are mindful of when we are speaking from them.

Listen deeply with critical curiosity

- ❖ Respect differences of opinion and have an appreciative inquiry stance
- ❖ Tell the truth (without blame, judgment, or agenda)

Learn from the past, but be future oriented

- ❖ Proceed with good faith

Be open to outcome (not attached to outcome)

- ❖ Accept and expect non-closure but not non-action

Keep students, adults, educators, and communities at the center

- ❖ Diversity Equity and Inclusion: Center conversations in our equity stance

District Strategies to Address Data

Multi Tiered Systems of Support (MTSS)

Tier 1 represents universal strategies to encourage good attendance for all students.

Tier 2 provides early intervention for students who need more support to avoid chronic absence.

Tier 3 offers intensive support for students facing the greatest challenges to getting to school.

District-Wide Strategies

- Creating **Welcoming Environments & Positive School Climate/Culture**
- Creating Universal Districtwide **Systems and Strategies for all Schools**
- Use **Data-Informed Decision-Making**
- Highlight **Connection Between Good Attendance and Student Success**

School-Specific Strategies

Interventions Targeting

Parent/Student Choice (Vacations, Over Sleeping, Non-Essential Absences)

Examples: Student Activities & Clubs; Attendance Contracts;

Avoidance (Bullying, Academic Difficulty)

Examples: Attendance/Empathy Interviews; Welfare/Home Visits; Learning Groups.

Barriers (Chronic Health/Health, Houselessness, Trauma)

Examples: Student Support Groups; Trauma-Informed Care within Class; Referrals to Community Supports.

Current Work...

- Attendance Calls Home
- Creation of & Prevention Department
- School Counselors
- School Nurses
- Homeless & Foster Liaisons
- School Wide Events to Promote Climate/Culture
- Community Partnership for Mental Health Services

In Progress...

- Creation and Implementation of Intervention Progress Team (IPT)
- Creating Systems for, and Reviewing, Chronic Attendance Reports
- Develop Framework for Attendance
- Youth Outreach Workers
- Culture & Climate TOSAs

Connections with the Intensive Program

North Wasco and ODE teams working alongside one another to support the district's goals embedded within the district's 2027 Strategic Plan and 2023-2025 Integrated Guidance Plan.

Current:

- Director of Prevention and Intervention position to address systemic barriers
- Student Success Team
- Special Education Review

In progress:

- Culture and Climate TOSAs
- Community Engagement Review

Next Steps