

The background is a solid purple color. Four hands, each with a different skin tone (light, dark, and two shades of brown), are positioned around the central text. Each hand is holding a large, colorful puzzle piece: a red piece at the top left, a green piece at the top right, a blue piece at the bottom left, and a yellow piece at the bottom right. The hands are stylized with simple lines for fingers and thumbs. The puzzle pieces are interlocking with each other and the central text area.

Who Cares?

*A Regional Approach to
Creating Cultures of
Care in Schools*

**Becca Conference
October 14, 2021**

Culture of Care Team

High Desert ESD:

- Erin Taylor, NCSP
- Amber McGill, LCSW, LSSW
- Amy Yillik, EdD





Agenda

- Land Acknowledgement & Check in
- Culture of Care Overview
- Our Story:
 - Year 1
 - Year 2
 - Year 3
- Staff Wellness
- Questions & Closing

Land Acknowledgment

We would like to acknowledge that this meeting is being held on the traditional lands of the *Confederated Tribes of Warm Springs, Molalla, Paiute, Klamath, Modok, Yahooskin Band of Snake Indians, and Tribes of Middle Oregon*, who have stewarded this land throughout the generations. We pay our respect to elders both past and present.

Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today. And please join us in uncovering such truths at any and all public events.



All education
happens on
indigenous land



Check in

Which numbered person do you identify with today? Type your number in the chat!





Culture of Care Mission

Impacting educational culture and outcomes with

- *Trauma-Responsive
- *Restorative
- *Equitable

practices that systematically promote wellness, safety & community support for all.



Logic Model

IF we are able to provide high quality training and ongoing professional learning to all school staff,

THEN school staff will be more equipped to supportively address the symptoms of trauma in schools, & an improvement in student resilience, well-being & educational success will follow.

This will lead to longer-term success and health outcomes, as both mitigate the known negative effects of childhood trauma.

Culture of Care Grant Objectives

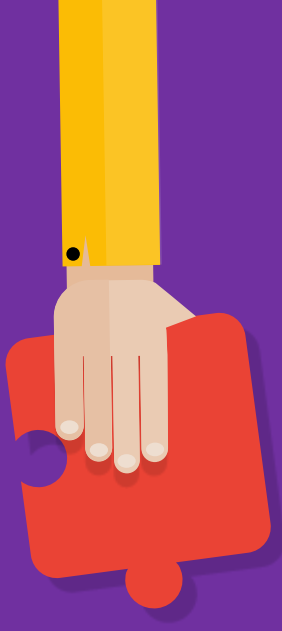


1. Educational staff strengthen knowledge, confidence, and strategies for **workplace wellness** and its impact on the learning culture in schools.
2. Educators and partners will feel they have the knowledge, skills, and confidence to apply a **trauma informed lens** in their daily practice.
3. Educators and partners will recognize and respond to classroom behavior issues and outbursts with trauma-informed **approaches and practices.**
4. Central Oregon Educators use strategies consistent with a Culture of Care that contribute to students' feeling **welcome, safe, and supported in schools,** as well as to **attendance and academic achievement.**
5. As a result of working with the Culture of Care team, Central Oregon educational systems and community partners will shift towards more **trauma responsive, restorative and equitable** cultures.

A Culture of Care is...

- **NOT** making classroom teachers counselors or therapists BUT partners in sensitizing their perceptions to hurting students' needs.
- **NOT** where educators ask, "How do I get this student to change their behavior?" BUT we ask, "What is driving their behavior?" and "What can I do at this very moment to improve my relationship with this student?"
- **NOT** making teachers community activists BUT advocating for systematic support for themselves and their students.
- **NOT** making teachers add more to their already crowded syllabi BUT embedding social-emotional literacy into the overall school curriculum, classroom management techniques & school processes.

– Adapted from National Dropout Prevention Center



"The trauma-informed model works for ALL students...everyone benefits from being treated with kindness and connecting to caring staff."

-Jim Sporleder

"The overarching goal of a Culture of Care is to prevent, reduce, and de-escalate problematic behaviors; not by serving up consequences, but by building relationships where students feel safe and emotionally regulated enough to learn."

-Adapted from CJUHSD Alternative Education Center



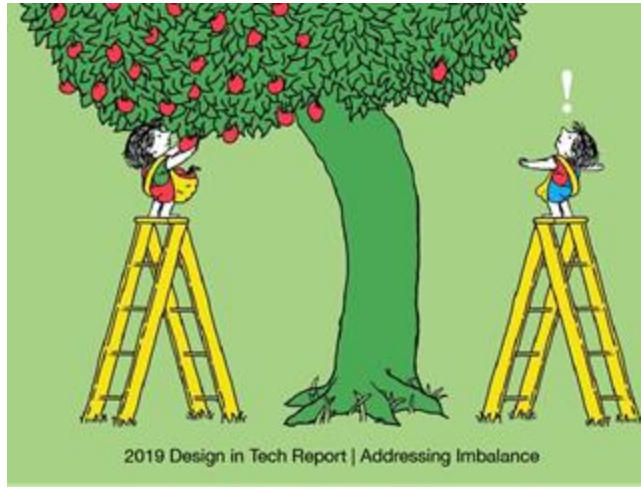
"There is no more effective... intervention than a safe relationship."

-Bruce Perry, PhD, MD



Inequality

unequal access to opportunities



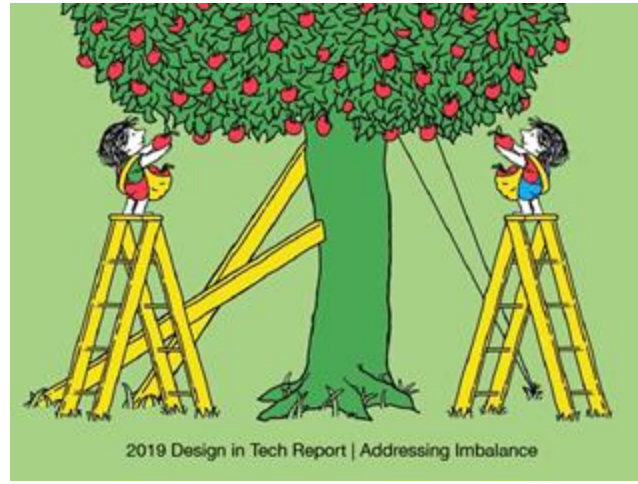
Equality

evenly distributed tools and assistance



Equity

custom tools that identify and address inequality



Justice

fixing the system to offer equal access to both tools and opportunities

Leading for Equity

(Source: Tony Ruth, 2019
Design in Tech Report)

For our youth, equity feels like:

- I am valued for my strengths and contributions
- I am respected for who I am
- My voice is heard and appreciated
- I feel cared about and I care about others
- I see myself, my family, and my community represented
- I am empowered to achieve my goals and full potential
- I see my place and responsibility in creating a better future
- I feel comfortable and welcomed
- I am confident and challenged



—Due East Educational Equity Collaborative

Service Delivery Framework

- 6 school districts & regional partners in Central Oregon: Bend, Crook Co, Culver, Redmond, Jefferson Co, Sisters.
- Communities of Practice: Regional learning opportunities in areas of Trauma-Responsiveness, Restorative Practices, Equity and Wellness.
- A Regional Advisory Team provides vision, guidance, funding & connection to educational communities.
- Coaching, consultation & PD available to all district leadership & a select number of prioritized buildings each year, based on tiered menu related needs.
- Community partnerships to expand, deepen & align the CARE mission across sectors and foster sustainability.
- Coach engagement in district and school level teams to provide coaching, consultation & alignment.
- Development of relevant resources to support school/district/organizational Culture of Care goals.





Building a Culture of Care: A Tiered Model

Impacting educational culture & outcomes with Trauma-Responsive, Restorative and Equitable practices that systematically promote wellness, safety & community support for all.

Progress Markers

TIER III

- Intensive interventions and referral processes align with mission & vision (i.e. BRYT, Mental Health Services)
- Restorative Conferencing implemented for conflict/harm among students, staff and stakeholders
- Crisis response teams have training and protocols and feedback systems to guide interventions and debrief processes



TIER II

- Intervention teams utilize data and interventions that align with mission & vision
- Data is used within a continuous improvement practice
- Affinity and care groups accessible to staff and students
- Consistent and inclusive opportunities for stakeholder voice
- Restorative approach to discipline
- Strategic, high quality professional development provided to targeted audience (i.e. Restorative Conferencing, Collaborative Problem Solving)



TIER I

- Policies and practices reflect a trauma-responsive, restorative, equitable, and a growth-mindset mission and vision
- Student centered, relationship-based culture
- Stakeholder investment & engagement
- A foundation built on equity, resilience, regulation, affective language and proactive circles
- Proactive, healing centered approaches integrated into high-quality instruction
- Culturally responsive, equity-based meeting structures and protocols
- Mission based professional development provided to all staff



Culture of Care Team Services

- Strategic, goal-centered provision of resources and services (modeling of approach, modeling of circles or curriculum delivery, attendance to special events, environmental design)
- Placement of Masters of Social Work (MSW) Interns
- Connection to specialized services, practitioners & curriculum
- In-depth, intensive small-cohort Professional Development Opportunities
- Supporting team in implementation of new initiative/program
- Modeling, practice and coaching for Restorative Conferencing

- Continuous improvement coaching and guidance
- School &/or classroom data review: assessments, data summaries, observations, walk-throughs, asset mapping
- Liaison between district initiatives & school leadership teams
- Targeted and aligned professional development
- Development of and guidance on resources, website, toolkits
- Development of Restorative Discipline model
- Goal-oriented adjustments to implementation plans
- Consistent leadership & school team meeting engagement
- SWIS facilitation & ENVoY coaching

- Mission, vision & policy review with Culture of Care lens
- Student & Family engagement strategies
- Engagement and thought-partnering with teams &/or leadership
- Access to resources, protocols, toolkits and guides
- Navigation of school-wide implementation plans (Wellness, Restorative Practice, Trauma-Responsive practices, SEL)
- Access to regional and district wide professional development and learning cohorts
- Facilitation of Proactive Staff Circles & team building
- Development of equity stance
- Facilitation of staff PD: equity, trauma responsiveness, SEL, wellness & resilience

Culture of Care Central OR Timeline



2018

- Better Together, High Desert ESD, TRACEs & School Districts collectively submit a grant application to the Central OR Health Council.



2019

- \$1.5 million awarded to Better Together.
- 3 Culture of Care Coaches hired via HDESD (July)
- CYRM, Goal setting & coaching



2020

- 4th Coach hired via Jefferson County ESD.
- COVID 19 Pivots
- MSW Interns added
- Developmental Evaluation



2021

- Communities of Practices implemented
- ENVoY
- Lead Coach Role
- Sustainable funding development



Year 1



Year 1 Highlights & Resources

Highlights

- Successful initiative with overwhelming support in schools and partners.
- A collaborative, thoughtful, and highly committed Advisory Team.
- Goal setting and PD delivery at the school level.

Resources

- cultureofcareoregon.org
- Oregon State University Partnership: [Developmental Evaluation](#)

“This is not just another initiative. It’s a game changer. If this was all Better Together did or all TRACEs did it would change the world. It would be legitimate if this was all we did.”





Year 2



Year 2 Highlights & Resources

Highlights

- Trauma Responsive Leadership Summit
- Restorative Practices 101 region-wide trainings
- BRYT planning & implementation
- District level coaching (e.g Equity)

Resources

- [Quaran-Teaching Lifeline](#)
- [Quaran-Teen Life](#)
- [Trauma-Informed Virtual Education Guide](#)
- [Content-Specific Toolkits](#)
- [Creation of Classified Staff learning opportunities](#)
- [Community Healing Circles](#)

“As with everyone, the appearance of COVID-19 impact was great and ongoing. Somehow, we managed to remain relevant and responsive from very early.”



Service Snapshot 20–21

- CARE Coaches provided **6** regional professional learning events serving **300+** attendees;
- Provided leadership level PD & resources to all **6** school districts in region;
- Delivered direct PD and/or coaching to **18** schools;
- Overall, services impacted **48** schools and **11** partners (**1,500+**).



Year 3



FALL 2021 UPDATE

Communities of Practice

This year Culture of Care will be offering ongoing coaching cohorts to support implementation. Connect with other colleagues about the work, share ideas, get support and troubleshoot. Use the links below to learn more and to register!

- [Behavior Specialists](#)
- [Classrooms of Care](#)
- [Professional Resilience](#)
 - [Fall Wellness Read Along](#)
 - [Winter Wellness Read Along](#)
- [Regional Wellness Circles](#)
- [Restorative Practices](#)

Resources

- [Culture of Care Overview](#)
- [Toolkits](#)
- [Implementation Guides](#)
- [PD Menu](#)

[CULTUREOFCAREOREGON.ORG](https://cultureofcareoregon.org)



A note from your HDESD CARE Coaches

We are looking forward to partnering with you this year! Along with our communities of practice, we will also continue to be available for PD, resource development, thought-partnering and ongoing coaching! Here are some things we want to highlight for this school year:

- Crook County and the new teachers in the Bend-LaPine School Districts will be beginning their *ENVoY* journey and learning some systematic tools for classroom management. To ensure implementation of new learning, each district will have coaches trained for ongoing support.
- MSW Interns will be placed at Elk Meadow ES, Bend Senior HS & Cascade MS as an extension of Culture of Care.
- Culture of Care will continue to support the Tier 3 *BRYT* (Bridge for Resilient Youth in Transition) implementation in many Central Oregon Schools.

[Click here to schedule with us!](#)

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Year 3 Highlights & Resources

Highlights

- Regional Communities of Practice
- District specific plans
- ENVoY
- Parks & Recreation trainings
- Wellness Circles

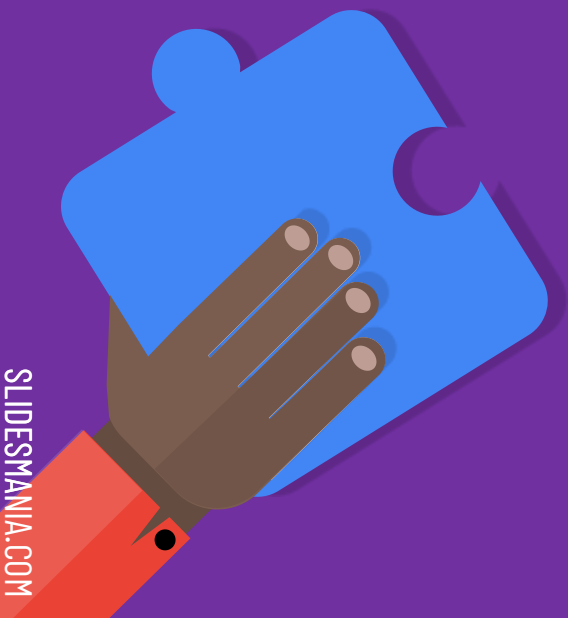
Resources

- Culture of Care PD Menu
- Implementation Guides
- Fall Newsletter

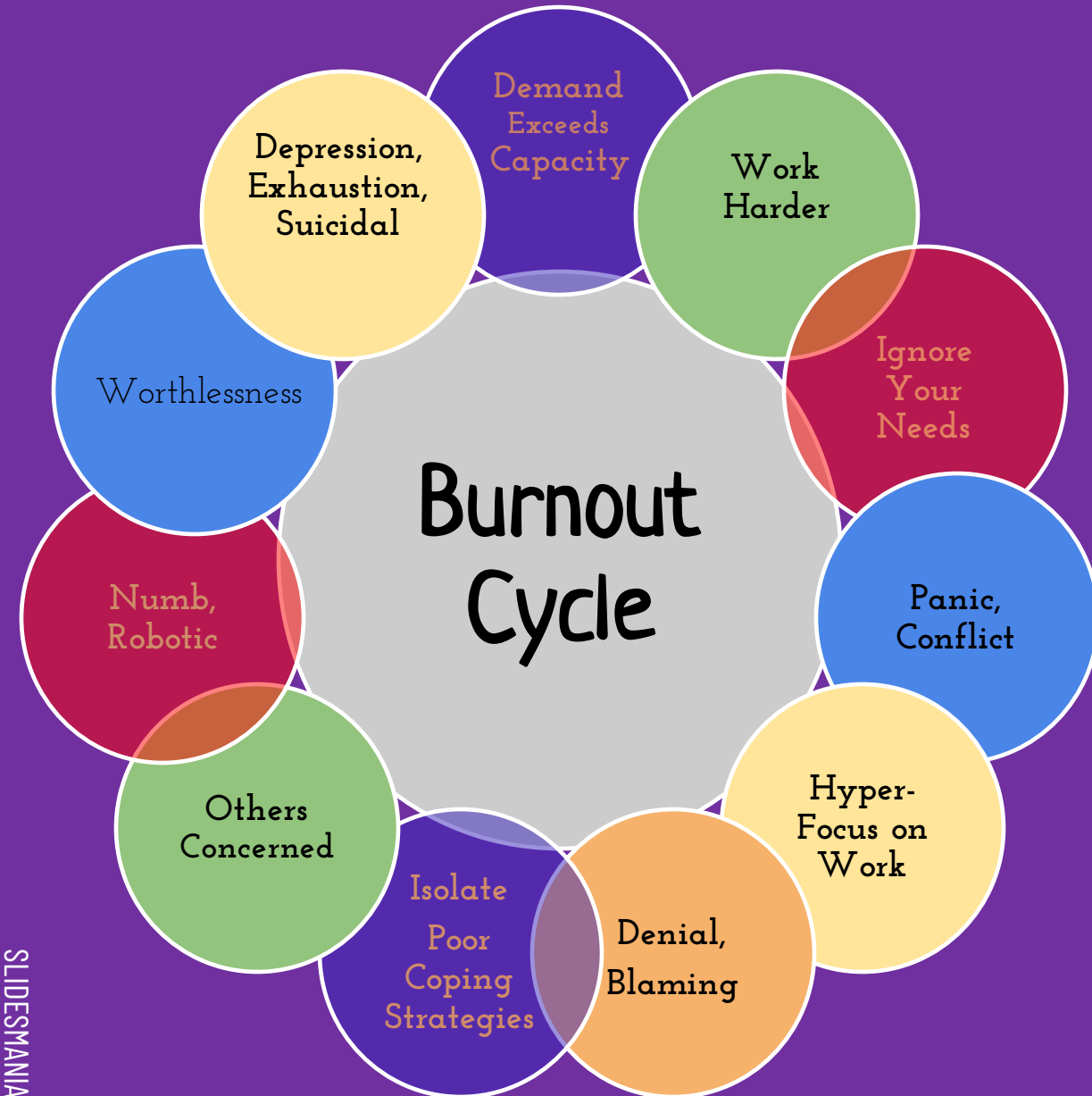




Educator Wellness



"You are worthy of the same care you give." CARE Coaches



Adapted from Freudenberger & North, 1983

Questions



THANK YOU!!!

HERE'S
A LITTLE
REMINDER
THAT THERE IS
A LOT GOING ON
RIGHT NOW.

PLEASE BE
KIND TO
YOURSELF.



Exit ticket

