



Todd Miller <todd.miller@santiam.k12.or.us>

Confirmation - Integrated Application Section 1: Plan Summary, Needs Assessment, and Equity Advanced - District/Independent with CTE program

1 message

Smartsheet Forms <forms@app.smartsheet.com>
To: todd.miller@santiam.k12.or.us

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Thank you for submitting your entry. A copy is included below for your records.

Integrated Application Section 1: Plan Summary, Needs Assessment, and Equity Advanced - District/Independent with CTE program

Applicant Name: Santiam Canyon SD 129J

Please provide the link to where your plan is posted on your website <http://santiam.k12.or.us/media/2023/02/Integrated-Guidance-Review-for-the-Board-and-Community.pdf>

Summary of Needs Assessment Our needs have been reviewed over the past few years, with new emphasis and needs based on the post-COVID, distance learning and wildfire era. In an effort to ensure we are working to meet all students' varied needs and support well rounded academics and social emotional skills, we looked at a variety of datasets and surveys, centering all of them around our community-created maxims and our desired outcomes for our students. Community members, parents, business owners, board members, staff and student input was used to assess our needs and develop our plan. Strategic thought and equity-based decision making are central to the plan, as we work to ensure all our students are supported, included and achieving.

Plan Summary Integrated Guidance may be new, but it blends nicely with our already created maxims, strategic plan and student outcomes. Our community created maxims are:

- Stand Together
- Find Your Path
- Never Give Up

These culture-creating words lived throughout the Santiam Canyon and we are deliberate to ensure that all our programs, grants, funds, staffing and supports work together to support our brand and our student outcomes. With the varied needs of our students and our celebration of students' strengths and differences, our plan mirrors these needs by creating programs and supports to further our mission to develop well rounded students prepared for the future and prepared to push through to reach their goals.

What strengths do you see in your district or school in terms As a small rural district, each of our students are known. By knowing the student, the family, their needs and their goals, we are able to support students' individually and meet them where they are, and support their improvement. All students are encouraged and supported to be the best they

of equity and access?

can be. Since we are a small school, we may not have all the offerings of a large district, but we can ensure that students are encouraged and allowed to participate in whatever they desire, regardless of their background, their abilities and/or status.

What needs were identified in your district or school in terms of equity and access?

We will continue to make improvements to not only offer full access to advanced courses and offerings, but that we are individually seeking underserved students to support them and encourage them to take challenging courses or participate in CTE or extra-curricular opportunities. We can also continue to ensure all barriers to opportunity are known and remediated when possible. This focus is not only for academics, but also include social/emotional skills, job preparation, life preparation and happiness and fulfillment.

Describe how you used your equity lens or tool in your planning.

Our equity tool is a base of questions we can ask ourselves to be intentional about our decisions, to take the extra moment to think about equity and/or unintentional outcomes based on decisions. Our tool is written in a way that anyone can use it and understand it.

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Increased staffing, program options, interventions and supports improve our ability to connect with a wider range of students and their interests, while adding programs to support individual growth. The growth of programs and interventions supports all students by adding options as well as lowering class size.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

We have made significant investment in social/emotional and academic programming to focus on student skills and increase our ability to meet them at their level, giving improved individualized supports. These supports should show gains for students who are high achieving, fall in the average range and increasingly support our struggling students. Growth comes when we can meet a student where they are and engage them with the time, attention, qualified diverse staffing, programs and curriculum to meet their growth needs. This requires well-rounded diverse programming and staffing.

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

From board policy to school climate, we foster an inclusive and support environment for all students to break down barriers and give students the support they need to be successful in school and life. We find ways to transport students to the school of their choice, help with supplies and clothes, collaborate with outside agencies for family support and give students the needed individualized attention to feel included and supported at Santiam. Our community collaboratives, such as YST (Youth Service Team) and SIT (Service Integration Team) have been a huge support for families, which in turn, helps our students.

What strengths do you see in your CTE

We were intentional with the selection of our programs to ensure diverse offerings, based on survey results of what our students and parents wanted to see. Our programs are inclusive and encouraged for all students,

Programs of Study in terms of equity and access?

regardless of previous knowledge or disability. Cost is never a factor for our programs, as we ensure there is no expense for students and that we equip students with the needed materials.

What needs were identified in your CTE Programs of Study in terms of equity and access?

We recently added a third program of study, to diversify our offerings to meet the needs and wants of more students. This program, funded through HSS and SIA, is helping to fill this gap and increase participation amongst more students.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

We have have a well-rounded hiring process and marketing strategy. We post to job boards, use social media, reach out to universities and use word of mouth as tools to find the best candidates. Our grow-your-own approach has helped us add more local staff members, who have community context and has supported staff growth from some who would otherwise not have the ability to get licensed. We support staff diversity, as we know that the more diverse staff we can offer to our students, it helps ensure that we have staff for our students to connect with.

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

CTE staff, counselors and administrators will work individually with all students to support participation. Data will be tracked to monitor participation for program equity and inclusion.