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Confirmation - Integrated Application Section 2: Well-Rounded Education - District/Independent with CTE program

1 message

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Integrated Application Section 2: Well-Rounded Education - District/Independent with CTE program

Applicant Name: Santiam Canyon SD 129J

Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

We have frequently asked our students, families and staff about the areas of education we are covering well, and what we need to add. Our community was integrally involved in developing our Maxims and the outcomes we want for all our students as they cross the graduation stage to the next steps of their life, whatever that may be. Our community spoke loud and clear that they value a well rounded education, preparing our students, not only for college and/or career, but for adult life in general. This has increased our focus on basic skills and exposure to different learning for our younger students, while then adding more career technical, college course opportunities and life skills classes for our high school students. The focus of elementary has been on regaining learning loss since the pandemic and wildfires, making individual student academic growth, supporting social/emotional needs while also focusing on a well rounded education. Middle school and high school have similar approaches, including adding more academic and social/emotional courses and supports, while increasing course diversity to meet the varied interests and needs of our students.

Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

We offer music at the elementary school to all students every day. At the middle and high school levels, music is an elective option for all students. Art is integrated into the curriculum at the elementary level and we have an art class at the junior/senior high school. Additionally, music is offered as an after school extra-curricular option for students at both Santiam Elementary and Santiam Junior/Senior High, as well as other artisan-based after school learning opportunities.

How do you ensure students have access to strong library programs?

All elementary students have dedicated and consistent times to go to the library to learn about and check out materials and resources. At the junior/senior high school, some courses use the library and materials regularly, while others may use it situationally for books, other media checkouts and learning, computer checkouts and even hotspot checkouts. We also have access to more resources through our local library consortia.

How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

With the recent addition of our elementary school cafeteria, we now have the time to give to all students to eat lunch. After lunch, all students K-12 have time for movement and have access to a playground or gymnasium for activities. Additionally, elementary students get additional recess time. State mandated PE minutes are met for all students, grades K-12.

Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

Aside from our dedicated courses centered around STEAM, we ensure all teachers have the resources and budget to allow for project-based learning and hands-on learning. We encourage these types of activities be integrated into all courses and content. We recently started a collaborative with the Linn County STEM Hub to add more opportunities and expertise into our schools.

Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

Curriculum purchases are done collaboratively with content staff, administration and parent/community input. They work to check for compliance to standards and that it meets our students' needs. Community and board input is encouraged and periodic reviews are done to ensure new curriculum is effective.

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

Teacher evaluation standards and rubrics align to engaging, intentional and challenging instruction for all students. Staff are given PD in these areas and our evaluating administrators are given PD to support their work in helping individual teachers meet these standards. Through collaborative discussions and observations centered in these areas, teachers and administrators work to set goals, find areas of improvement and discuss strategies for improvement.

How will you support, coordinate, and

There were no preschools within our district boundary several years ago, so we started one of our own a few years back. Through a generous grant from a private donor, we are offering free preschool to all families within our

integrate early childhood education programs?

district. We partnered with a preschool nonprofit, Strengthening Rural Families, to operate the program. We fund this school and collaborate for PD with our elementary school.

What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

Santiam Junior/Senior High School is a 6-12 school, giving greater support for middle school to high school transition. Administrators, support staff and teaching staff cross both levels which supports consistent practices and knowledge of the students as they enter high school. This combination also allows us to begin post-secondary skill building and transition starting earlier than high school. Consistency within a single 6-12 campus really helps minimize the transition.

How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

SIA funds were used to increase counseling staff, allowing all students more individualized counseling time to get students voice heard on what courses they want, along with more time to discuss options with students and encourage students to take appropriate and challenging courses and support course offerings. Additionally, all schools run a SST (student support team) model to progress monitor students academically, socially and emotionally. Focal group students will have more frequent check in times with the teams.

What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

Just as we do with struggling students, we also work individually to push advanced students into more difficult courses, college courses or help develop TAG plans to support the individual learning and needs of all students.

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of

Our middle school runs an Occupations and CTE based enrichment period to expose students to future opportunities. This is done by teacher led courses and our Paxton Patterson hands-on lab.

Study enrollment?**How are you providing equitable work-based learning experiences for students?**

All students and parents are educated on the opportunities of work-based learning and credits. Our counselors and administrators work with individual students and families to support this need and experience for all students.

Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

We have taken all our general programs and grant funded programs to create as many diverse opportunities as we can afford to support in the way of academic achievement, enrichment, CTE and even paying for all college level course opportunities for our students.

What activities will you offer to students that will lead to self-sufficiency in identified careers?

Our middle school students are given the opportunity to take a career explorations class. Our CTE intro courses extend to cover many career opportunities within each field. All of our courses also incorporate activities such as work ethic, integrity, time management, teamwork, conflict management, etc. All our CTE instructors come from industry and teach industry expectations along with career related skills.

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

As a small school, all our students and families get group time to hear about our programs, but also individual time to meet with counselors, administrators or our CTE teachers. Focal students and individual students are encouraged and supported to success in our programs.

How will you prepare CTE participants for non-traditional fields?

CTE courses and programs build connections with industry to get the students real world experience, learning and mentorship. Our health occupations students are supported post-graduation to get them their CNA licenses and our shop students and culinary students can earn scholarships to help them with additional post-secondary skill training, courses or programs.

Describe any new CTE Programs of Study to be developed.

We just added a third program of study, so our plans are to maintain current programs funded by general education funds and grant funds. Within these courses, funds will be used to add new equipment, offerings, curriculum and expand opportunities. Any new future opportunities will be vetted with students and families first.

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