



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

Confirmation - Integrated Application Section 3: Engaged Community - District/Independent with CTE program

1 message

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To: todd.miller@santiam.k12.or.us



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

Integrated Application Section 3: Engaged Community - District/Independent with CTE program

Applicant Name: Santiam Canyon SD 129J

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

We have worked very intentionally over the years to establish an open door relationship with our community. In a small town, people often don't want to attend an 'engagement meeting', but they are always willing to talk to the superintendent, either in office or around the community. The same goes with our board members, our administrators, our teachers and all other staff. We also then work collaboratively as a staff and even board to share information back and forth. This continual ongoing open dialog gives up immediate and ongoing feedback from our community. We find that we do not get good attendance at community engagement events, but there is a reason for that. It's because they trust us and they know that they have access to us any time they want it. With that said, we held open meetings to discuss the Integrated Guidance and we also surveyed families and students. Overall, small towns make for excellent community engagement. It may just not look like the traditional meeting format you may see in other places.

What relationships and/or partnerships will you cultivate to improve future engagement?

Targeted parent and student engagement is key help us understand demographic information, as it relates to our programs and needs. Open invite meetings will always be done, but being more mindful of targeted groups will help us improve our data collection, and thus student supports.

What resources would enhance your engagement efforts? How can ODE support your continuous

Engagement efforts require time and work, which takes people. Some of the funds that have been given to other agencies to support local districts do not help with this process. Local engagement is best done with local staff. If some of the funds given to other support agencies were given to districts directly for this service, we could do a more authentic job at engagement. Outside support for IG is not as helpful.

improvement process?

How do you ensure community members and partners experience a safe and welcoming educational environment?

All community members and guests are welcomed and respected. Our values-based maxims support inclusiveness and diversity. These values are reiterated and shared by the board, staff, students and guests. We invite all into our space and we go out into others' spaces to support communication for those not willing to come in.

If you sponsor a public charter school, describe their participation in the planning and development of your plan.

We engage with Oregon Charter Academy (ORCA) regarding the school improvement grants they are directly a part of. That is it. They are a statewide online charter school, that the state deals with very differently compared to traditional charter schools.

Who was engaged in any aspect of your planning processes under this guidance?

Students of color, Students with disabilities, Students who are emerging bilinguals, Students who identify as LGBTQ2SIA+, Students navigating poverty, homelessness, and foster care, Families of students of color, Families of students with disabilities, Families of students who are emerging bilinguals, Families of students who identify as LGBTQ2SIA+, Families of students navigating poverty, homelessness, and foster care, Licensed staff (administrators, teachers, counselors, etc.), Classified staff (paraprofessionals, bus drivers, office support, etc.), Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.), School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.), Business community, Regional Educator Networks (RENs) ▪ Local Community College Deans and Instructors; Local university deans and instructors, Migrant Education and McKinney-Vento Coordinators, CTE Regional Coordinators, Regional STEM / Early learning Hubs, Vocational Rehabilitation and pre Employment Service Staff, Community leaders Survey(s) or other engagement applications (i.e. Thought Exchange), In-person forum(s), Focus group(s), Website, CTE Consortia meeting, Email messages, Newsletters, Social media, School board meeting, Partnering with unions, Partnering with community based partners, Partnering with faith based organizations, Partnering with business

How were they engaged?

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community?

These artifacts show continued engagement with our community, from developing a shared vision for education in our schools to surveys as to what we should offer or how we can improve the social emotional needs of our students. They include the voice of all within our community. They show a deep appreciation for parent and student voice, while also showing that we are willing to listen to everyone and accept feedback from everyone.

Describe at least two strategies you executed to

We conducted several outreach campaigns to learn more from some of our focal groups, such as surveying special education parents and calling all our ELD families for feedback. These outreach techniques had specific data collection needs, but also become open conversations for comment

engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

regarding barriers, positive techniques and things to improve upon. Another strategy was to survey all our middle and high school students to get a sense of how they are feeling with our school, our levels of support and if they feel they are getting what they need to be successful. The survey asked basic demographic questions to help disaggregate the data.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

One strategy was to hold meetings and follow up surveys of our district social emotional staff, such as counselors, behavioral specialist, dean of students, student support director and building administration, to get a better picture of the issues facing our students, what groups are being impacted, the 'why' behind it and what we can do to make improvements. This strategy did not engage at-risk students directly, but engaged with the professionals who work with these students. Another strategy was to hold community forums and host dinners to get participation for a wide range of community members and parents. This meaningful work led to our district maxims and our vision around student readiness, or what skills or traits we want our students to graduate with.

Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

We have discovered that families and students are really seeking relevant learning opportunities and well rounded education. We found that all areas of education have come to the forefront, not just a single data point or trait. Our students and families want to learn the skills that will help them find a good job, keep that job and even progress through promotion, they seeks academic, social and emotional learning to be successful adults and they seek courses and opportunities that bring joy to their day. They want to enjoy school, enjoy life and find meaning in school toward their futures.

How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We expand our work-based learning opportunities through several avenues. First, we have three CTE programs that are connected with industry professionals and continually expand to expose more students to more opportunities within their field. This can be teacher led exploration or student interest based. Additionally, our support staff, including counselors, dean of students and behavior specialist, work with classes, small groups and even individual students to get them the learning, exposure and opportunities to explore career fields, as we partner with employers, vocational rehab and other agencies and entities.

We are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, and are required to consult with

**your local tribal
government.**

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