

Joseph SD Integrated Guidance Application Narrative

Needs Assessment Summary

- Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. **(500 words or less)**

The Integrated Guidance Leadership Team met on Friday, January 27th, 2023 for four hours to conduct the needs assessment. The leadership team is made up of a diverse group of stakeholders including a board member representative, a parent representative, certified staff (elementary teachers, junior high/high school teachers, the CTE teacher, the prevention specialist, special education and title teacher), the SIA liaison, and the administration (high school principal & superintendent/elementary principal). We began the session by covering the Equity lens tool to guide our decision making. We next looked at multiple sources of data including the community survey results (students, parents, staff and larger community), the unsuppressed 5 common metric data provided by ODE, disaggregated local assessment data, the Oregon CTE Participation Explorer Dashboard, CTE demographic data specific to Joseph from the CTE teachers, the Northwest Regional ESD dashboard, You Science data, and the Oregon Accelerated Learning Dashboard. After doing a deep dive into the data, we then worked as a group to answer the questions on the Needs Assessment in the four categories including equity advance, well-rounded education, engaged community and strengthened systems and capacity. The team then used the needs assessment data to identify nine areas of improvement/focus to work on in the next four years to ensure all students including those historically underserved had equal access to a high quality, well-rounded education.

The IG leadership team met a second time on February 10th and reviewed all of the past outcome/goals of the CIP, SIA plan, and HSS plans. The team created/updated outcomes for the IG plan. They then reviewed the nine areas of improvement and identified those that would be the focus over the course of the next four years. These areas of improvement were narrowed and combined into six that became the strategies for the IG plan. Throughout this process the equity lens decision making tool was utilized to ensure that strategies were helping to increase the academic and social/emotional success of focal groups. In Joseph the primary focal groups include students with disabilities and students experiencing poverty. The team then tackled specific activities that lined up with the strategies and would help to meet the two larger outcomes/goals. The team prioritized the activities so that a tiered budget could be created.

At a later date, the administrators and SIA liaison met to finalize budget numbers. The team worked to braid the funds and to have a tiered budget. Again the equity lens decision making tool was used to guide decision making.

Plan Summary

- Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. **(500 words or less)**

Joseph School District is located in rural northeast Oregon in Wallowa County. Wallowa County is geographically remote and has a population of less than 7,000. The district has two campuses serving the communities of Joseph (population 1100) and Imnaha (population 150). The Joseph campus has one K-12 building and serves approximately 270 students. Imnaha has one K-8 building and typically has less than 10 students. District wide there are two administrators, twenty-four certified staff, five educational assistants and nine other support staff (custodians, bus drivers, secretaries and cafeteria). Class sizes are relatively small (typically twenty or less) and there is one teacher per grade level/content area.

Demographically the student population is eighty-four percent white, eight percent Multiracial, six percent Hispanic/Latino and one percent Native Hawaiian/Pacific Islander. Approximately fifty percent of students are on free/reduced lunch and seventeen percent are students with disabilities. Class/grade band sizes are small (ranging between 15 and 25) creating a "family-like" feeling in the school.

The IG funding will be used to address both purposes stated in the law- meeting student's mental and behavioral health needs and increasing academic achievement for all, with efforts being targeted to reduce disparities for students in focal groups. Through community engagement the need to provide additional mental, social, emotional and behavioral support for students was identified. IG funds will be used to bolster the ability to provide quality tiered mental health and behavioral supports by increasing the capacity and systems of the counseling/behavioral supports and staff. Specific activities include employing a prevention specialist and increasing services provided by a partnership with our local community mental health agency. In addition to social emotional support, the prevention specialist will focus on other barriers that impact attendance.

A second need identified through stakeholder engagement and data was to focus on meeting the diverse learning needs of all students. To increase academic achievement and decrease disparities, funds will also be used to increase efforts on differentiating instruction for students; as well as a focus on increased community involvement for CTE and more opportunities for career connected learning. At the elementary level specific activities include employing a STEAM teacher. At the high school level the focus is on CTE instruction and more advanced learning opportunities. At all levels, teachers will be provided with resources, time and materials to increase the differentiation of their instruction to meet the needs of all students.

All of the strategies/activities articulated in the IG Plan focus on meeting the individual needs for all students and reducing disparities for our focal groups. Our primary focal groups are students that are experiencing poverty and students with disabilities.

Equity Advanced

(250 words or less per question)

- What strengths do you see in your district or school in terms of equity and access?

Joseph School District's vision statement is to create a safe, engaging, and rigorous environment that serves the needs of each student's potential and to graduate globally aware, lifelong learners who are prepared for the demands of the 21st century. In that vision, emphasis is placed on meeting the needs of EACH students' potential. The district has small class sizes and thus a low teacher to student ratio. In addition, instructional assistants push into classrooms to help students with greater needs. Both of these factors increase equitable opportunity to adapt academic instruction, social-emotional support, and behavioral needs to all students and specifically our focal groups. Our school currently engages in PBIS, Student Success Team (SST) meetings, advisory groups, and SEL instruction to address the barriers of students. Many school and community based programs provide additional support and resources to meet a variety of cultural backgrounds and increase equitable access. Examples include a food backpack program, free hygiene products, mental health counselors placed in the school, Sources of Strength, a program providing free winter clothing, waived participation fees, and a before school tutoring program.

Regularly scheduled community/school events with free meals are scheduled to engage families. This engagement with families and communities provide great insight to the level of cultural equity present and how to bridge the gap where needed.

In recent years a robust multi-tiered social emotional program has been implemented to help address barriers for students. The SIA funding has been instrumental in the development by paying for a prevention specialist that not only provides individual support, but also has increased systems and capacity for support. SIA also has funded additional days of mental health support in the school.

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

In recent years post Covid-19, students are missing more school. Increased absences creates an access issue for students. Strategies were identified to increase communication to parents on the importance of not missing school except when ill. Transportation was also cited as a barrier, especially for after school events and/or morning tutoring time and courses. Living in a geographically isolated area requires long travel times for students participating in extracurricular activities such as sports or FFA. Long trips often require multiple stops for meals. This can create a barrier for students experiencing poverty whose families may not have the funds for eating out. Strategies identified to address this included sending coolers of food on games

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

The equity lens tool was used to help analyze data, and also to formulate outcomes, strategies, and activities for our students and kept our focal students at the forefront of all discussions. When we considered a decision, we then used the questions from the equity lens to make sure all consequences and impacts were discussed and thought out.

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

The plan focuses on two areas- social emotional support and differentiating instruction for all students. If the social emotional needs of students are met and they are better able to regulate their emotions at school, they are in a better mindset to focus on academics. This plan pays for a prevention specialist and additional time in the school for a mental health counselor. These two positions coordinate to provide a tiered system of support where students with greater needs have access to more support. All students benefit from this coordination. It is common for students experiencing poverty and students with disabilities to have additional needs. In this collaborative approach, those students will receive additional support to help them be successful.

Differentiating instruction to meet the needs of all students is the second goal of this plan. Dollars pay for additional staff in CTE programs, a STEAM teacher, some FTE of the intervention teacher, and dual credit teachers. This approach helps to meet the needs of all students ranging from TAG, to average performing students to those below grade level. Ensuring students in focal groups are performing at the same level as their peers is a priority. This individualized approach helps to ensure the necessary supports are in place for these groups.

- 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?

Increased support for social emotional learning, regulation and behavior can lead to more time out of the classroom for students in our focal groups and thus missing some academic lessons. Efforts are made to minimize this impact, but scheduling is tight due to a small staff size, so it is not completely unavoidable.

- 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?

Because a significant portion of our school student population is experiencing poverty, our plan addresses the needs of the majority of students. The support being provided will be available for all students so that no individual student is being stigmatized for receiving extra support or not qualifying to receive any support. Our work with the ESD Everyday Matters person has created support that allows for anonymity but still provides the support they need.

CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access?

A thorough review of CTE data indicates that students with disabilities and students experiencing poverty are not only accessing, but also performing well in the CTE programs. The “hands on” experiential learning style of these courses attract students and contribute to their success.

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

The special education teacher identified the need for a curriculum guide for CTE courses that specifically lays out the skills needed by students prior to entering the course. This would ensure that students placed would be successful. For those lacking skills to be put in the CTE course, it would give a clear set of standards for the special education teacher to work on to help prepare the student for the course in the future.

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

Joseph School District is a small school where teachers know all of the students by name. Teachers often teach six different classes per day. This small size allows for teachers to easily recruit students for CTE courses, because they likely have the student in another class and/or they understand the skills and needs of the student and will guide them to appropriate courses to challenge them. In addition, the guidance counselor and special education teacher work with students to ensure they are placed in courses that meet their needs.

- 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?

With our CTE population being equally balanced between our focal groups and our general population of students, we are providing an equitable program that is reaching all students. In addition, we ensure that the high school schedule is created with our focal groups in mind so that they have an equitable opportunity to enroll in our CTE program without conflict from an intervention class or access to their special education courses. The teachers within our program are consistently ensuring to include our focal groups in all leadership opportunities and encouraging their involvement by supporting their needs and helping to bridge any gaps that would limit them from accessing any activities or opportunities the program has to offer.

Well-Rounded Education

(250 words or less per question)

- 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).

Joseph SD prides itself in the varied opportunities that are available to students at a school with less than 200 students. The district has strong CTE programs including an aviation program, fire science, agriculture and business focused on career connected learning. Performing arts courses include music, art and drama. All students have ample physical education time. The elementary school has a STEAM teacher providing coursework to K-6 students. Academic courses focus on differentiated instruction that supports students at various levels of learning. In addition SIA dollars have contributed to a strong SEL program that includes SEL curriculum taught in the classrooms.

Differentiation and varied opportunities K-12 is at the core of the Integrated Guidance plan. At the elementary level IG funds help to pay for a prevention specialist focused on SEL and a STEAM teacher. At junior high and high school IG funds help to pay staffing dual credit courses, CTE opportunities and SEL supports.

- 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?

Joseph SD offers traditional fine arts courses specific to music, theater and traditional art. Art and music are offered K-12 and theater in middle and high school. Through CTE programs media arts are explored at the secondary level. Other opportunities are integrated into academic courses. Because the elementary and secondary students are on one campus there are opportunities for all grade levels. Often the high school courses/teachers provide opportunities for elementary participation. Most recently we are excited about our re-engagement with Missoula Children's theater as this has been a yearly opportunity for students k-12 in our rural area prior to Covid-19.

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

Joseph SD has a librarian for grades k-12. Grades K-6 have library time as part of their weekly schedule. The librarian provides weekly lessons, reads to the students and provides them time to check out books. The librarian and Language Arts teacher schedule weekly time for junior high and high school students to access the library during English class. The librarian has an annual budget to purchase books to ensure students have daily access to books that meet their level and interests, as well as technology that is needed to ensure the library has a strong program. The librarian has annual campaigns focused on library and reading including the yearly Scholastic Book Club, Literacy Morning which welcomes all parents, students, and community members to attend, and Dr. Seuss week.

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

Elementary students have a set lunch period daily with a recess to follow. Depending on grade level they have one or two additional recess periods. Junior high and high school students have a longer period to eat with no recess, but the time is long enough for social interactions. All grade levels are meeting the required physical education minutes where they have more movement time. In addition, classroom teachers provide movement opportunities during transition and brain breaks that are often focused on movement using online programs that incorporate music and physical activity. In addition, teachers have been trained and utilize Bal-A-Vis-X in their classrooms.

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

We rely on our teachers to drive curiosity through projects in their lessons. Having a small school with K-12 in one building lends itself to cross-disciplinary content. We have worked with the ESD to incorporate various projects that allow for a wide range of options that facilitate kids wanting to utilize these resources. In the prior SIA plan there was a strong focus on integrating curriculum and providing hand-on learning opportunities. One result of this plan was the hiring of an elementary STEAM teacher who not only provides weekly lessons for all grade levels, but also works with classroom teachers on extension activities. Junior high and school students have multiple elective courses to choose from, which is rare in a small school. This is a result of the willingness of teachers to be flexible with scheduling and preps. The district also takes advantage of opportunities through the Go-STEM hub based out of Eastern Oregon University.

- 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.

Review of current curriculum has been strong over the last 3-5 years through curriculum adoption and identifying supplemental curriculum needs. The district always selects a curriculum that is on the Oregon Approved Adoption list to ensure standards are aligned. This work has been supported by the Wallowa ESD Curriculum position, as well as an instructional coach that is shared between four school districts. These positions have worked with staff over the course of several years as they implement new curriculum to ensure teachers have the support necessary to be successful.

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

Differentiation to meet the individual needs of students has been a focus of the SIA plan over the course of the last four years. Teachers have been provided time, dollars for materials/curriculum and numerous opportunities to attend training with a focus on differentiation. In addition, administration supports this effort through implementation of a teacher evaluation system focused on intentional, engaging teaching that includes both extension opportunities for those who need a challenge and interventions for students who need additional support. Consistent staff evaluations are completed and staff are aware

of expectations that need to be met. The administrators have reflection meetings with the staff members following the lesson to discuss what was seen, the positives, and offer constructive feedback relating to student engagement and rigor.

- How will you support, coordinate, and integrate early childhood education programs?

During this academic year, 2022-23, Joseph SD partnered with InterMountain ESD to provide an onsite preschool. This has enhanced the transition process from preschool to kindergarten that builds awareness and collaboration, which work cooperatively with the K-3 education program to coordinate curriculum and activities. By having the program work cooperatively with our K-3 teacher, we ensure a great transition for students. Additionally, it allows for the teachers to have a good scope and sequence established. There are several other preschools in the community. Annually the kindergarten teacher meets with the other preschool providers to discuss students transitioning into kindergarten to ensure a smooth transition.

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

Joseph SD has two campuses, one K-8 one room school house with 5 students and the other campus is K-12 with approximately 170 students. For the main campus, students and K-12 staff are in the same building with multiple opportunities to interact on a daily basis, which allows for natural transition preparation opportunities. The staff meet K-12 on the regular basis with an emphasis on transition between grades in the spring and again in the fall. Students have intentional structured opportunities for transition from preschool to kindergarten, sixth grade to junior high, and eighth grade to high school. There are also parent transition activities for these grade levels led by the guidance counselor. The Imnaha school is a K-8 school, but most students transfer to the larger school as they enter junior high due to extracurricular activities. The Imnaha students have several planned visits and shared learning opportunities with students at Joseph Charter throughout the year to encourage interaction with other students and to help with 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?

Joseph SD has a small student to teacher ratio and thus has the opportunity to focus on the individual needs of students. A main SIA outcome/goal over the last four years was to provide differentiation for students to meet them where they are at academically. Another goal focused on SEL support that is also a factor towards academic success. Through that work a Student Success Team (SST) has been created that is becoming the referral mechanism for students that need more support. In this meeting students referred are discussed and an intervention plan is created. The team then monitors the student to determine if interventions are working or not. The plan is adjusted as needed. Prior to being referred to SST there are multiple layers of identifying and intervening with students. The elementary students use I-Ready as a diagnostic for ELA and math. This data is used to adjust instruction and create intervention groups. In addition students have title support in reading and math if they are not meeting standards. In some cases if appropriate students are referred to special education. All students have access to morning study tables for help and teachers are in their classrooms afterschool for help as well. The high school students can also be referred to SST to create specific interventions. For Perkins Performance

targets, the CTE teachers themselves monitor needs and create specific student interventions. Again this is possible due to a small student teacher ratio.

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

Currently, the elementary utilizes iReady diagnostic, EasyCBM, OSAS, and other assessment resources to help identify the academic needs of students who are or exceeding standards. Similar to the answer above, due to a small student-teacher ratio, differentiation of instruction is possible for students, including our focal group students, to meet their individual academic needs. New to the district this year and funded by SIA dollars, the district hired an elementary STEAM teacher that is able to offer extension activities with students that need additional academic challenges. Staff identified through our needs assessment a need to improve the TAG program and create additional opportunities that will accommodate our students who are exceeding the state standards. For secondary students that are exceeding, we push them to take advantage of the online class opportunities. Within the high school, we also have partnerships with several of the universities and community colleges to provide college credit for those students. We listen to feedback from teachers who identify strong performing students, and then follow-up and push them to take the more challenging class offerings.

- 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 Study enrollment?

CTE teachers include career exploration and employment opportunities/job market information in their curriculum for students. This is especially important in a geographically isolated area where students do not see as many career options in their community as they would in a larger urban area. The Wallowa ESD provides a school to career coordinator who helps with You Science administration and analysis with students, career guidance and coordinates job shadowing and internship opportunities for students. To reduce barriers for our focal groups, the school to career coordinator provides transportation to job shadow/internship opportunities to ensure equitable access for all students. This position also hosts a yearly career fair that brings local and regional businesses, colleges, and several employment services together that secondary students can attend.

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

All students in their junior year participate in a job shadow program coordinated by the Wallowa ESD school to work coordinator that aligns with their You Science data as much as possible. Longer internship opportunities are provided for juniors and seniors both through CTE courses and the school to work coordinator. This coordinator helps to problem solve and decrease barriers for students to participate such as transportation or special clothing/equipment needed. Students with disabilities have work learning experiences as part of their transition plan.

- 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.

Based on the small size of Joseph SD students have a wide variety of course selections. There are two programs of study- Ag and business. In the agricultural program of study students have opportunities to take traditional ag classes, shop classes, aviation and fire science. In addition students can take multiple performing arts courses- art, drama, music and applied art. Physical education and fitness courses are offered. In all of these programs, teachers focus on career connected learning and challenging academic opportunities.

There are numerous opportunities to earn dual credit. The school partners with Treasure Valley Community College to offer credits in the CTE courses. Blue Mountain Community College and Eastern Oregon University are partners for dual credit in academic courses in math, language arts, history and science.

Again, the small teacher to student ratio allows for differentiated instruction that can meet students where they are and focuses on improving their academic and technical skills.

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

All students complete You Science aptitude assessments to help guide course selection. As much as possible, schedules are designed to support their aptitude and interests. Teachers embed career connected learning opportunities in lessons to increase exposure. In elective and CTE courses students have numerous opportunities for hands-on learning that is relevant to future careers. All teachers focus on teaching essential skills and "soft" skills needed for employment.

CTE Focus

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

Joseph SD has student/teacher/parent advisory meetings during conferences annually where YouScience data is analyzed, course offerings and programs of study are discussed and students select courses. The guidance counselor then works individually with students during forecasting on course selection. Each fall during the registration process, students have opportunities to meet the guidance counselor again for additional questions. Students with disabilities have assistance from their case managers with scheduling and the teacher coordinates with the parents.

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

Students take You Science starting in 8th grade and throughout school when discussing their course of study. In High School, students are guided to pursue their interest/aptitude through course selection and experiences in line with their career goals. Students have opportunities to match schedules to their career interests and goals. Staff invite business professionals in to talk

with students. Some exposure through field trips and campus/work site visits does occur but infrequent. Joseph SD provides student transition services (students with an IEP and without), organizes business professional contacts & internships within the community available to students. Beyond required courses, the Middle and High School master schedule is intentional when courses are offered to ensure access to CTE courses. CTE pathway work continues, with emphasis on progression and courses offered in pathway definition and deliverables for students, families, and community.

- Describe any new CTE Programs of Study to be developed.

Joseph SD is not currently developing any new CTE programs of study.

Engaged Community

(250 words or less per question)

- 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?

Historically, Joseph School District is very effective at informing and sending out information to the community. Multiple methods are utilized to ensure families and the larger community have access to information regarding day to day activities. However, over the last four years, the school has focused on moving beyond informing the community and advancing on the spectrum of community engagement. On the levels of community engagement outlined in the IG book, Joseph SD places themselves between consult and involve. This is growth from a rating of inform four years ago. The district has made it a goal to increase their rating to collaboration in the next few years. Engagement of students and families were high during the IG process, including focal groups. This happened through surveys and in-person events/opportunities. Engagement with existing CTE partnerships was meaningful and helped to guide the plan. Community input for agencies/businesses that were not CTE partners or existing partners were harder to accomplish. Barriers identified include knowing the proper channels to communicate through. Joseph is a small rural town and relies heavily on in-person communication for engagement. Surveys were sent out to the larger community and the response rate was lower than desired. To resolve this, the school plans to make more in-person contacts with the community to hand out the survey versus relying on social media and email.

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

As discussed in the prior question, engaging with community agencies and businesses that are not current partners in the school will be a high priority in future engagement.

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

ODE continuing to fund the ESD's with technical assistance dollars will help with Joseph SD community engagement. The Wallowa ESD provided assistance in coordinating engagement, helped to document and organize data from engagement sessions and even helped with incentives for community engagement participation.

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

The small school size and the “small town feel” of Joseph SD help to create a safe and welcoming educational environment. Most people in the county are on a first name basis. The school utilizes trauma informed approaches to ensure that school atmosphere and procedures feel safe and welcoming for students, parents and community members. The survey sent out confirms this as students and parents overall report a high level (4 or 5 out of a 1-5 rating scale) that they feel welcome and safe in the school. Community members outside of parents rated a 3. This is an area that can be worked on in coming years.

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

Joseph SD has two campuses, Imnaha and Joseph Charter School. Imnaha has approximately eight students, the remaining 280 students in the district are at Joseph Charter School. That being said, the charter was definitely involved in the planning and development of the IG plan.

- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)

- 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.)
- Tribal members (adults and youth)
- 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
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth

- Community leaders
- Other _____

- How were they engaged?
(Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(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
- Other _____

Evidence of Engagement

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- 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?

Joseph SD has focused on providing multiple opportunities for the community to give feedback on the Integrated Guidance plan. They created surveys for four populations- students, parents, staff and the larger community. Students in upper elementary through high school were given the survey at school to ensure all had opportunity. This survey is attached. Parents and the larger community were emailed the survey, it was advertised on social media and had opportunities at several community and/or school events to complete the survey and/or give oral feedback through discussion. One of the opportunities to complete the survey was at parent teacher conferences. The school schedules conferences individually with parents, which helped to ensure feedback was provided by focal groups. The parent and community surveys are attached as well as social media posts and pictures of several community events. Several artifacts are attached to reflect this, the community and parent survey, social media posts, flyers hung at conferences and other events and pictures of community events. The staff met on multiple occasions and gave feedback through discussion and also completed their own staff survey. This survey is attached.

The surveys were designed with questions that could easily be compared between groups to see if there were commonalities and/or differences in how the different groups responded).

- Describe at least two strategies you executed to 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.

Joseph SD used multiple strategies to engage the community and students. They created a survey, one specific to students and the other for parents, which included questions from each category of IG (engaged community, equity advanced, well-rounded education and strengthened systems and capacity). They then focused on different strategies to ensure there were multiple opportunities to complete the survey to get as much feedback as possible with an added emphasis on reaching students and families in focal groups. To ensure every parent had the opportunity, the survey was emailed to all parents in the district. It was also pushed out through social media starting in November and was reposted multiple times with the last push in early January. Joseph has a strong following group on Facebook and this means of communication has been proven successful over the years. Beyond email and social media, the school focused on promoting the survey in more personalized settings. They held a community BBQ the week of homecoming and gave free hamburger meal for completing the survey, they had the survey available and promoted at parent-teacher conferences K-12, the survey was promoted at IEP meetings, at school board meetings and several other well attended community events such as the Harvest Feast and first annual dinner and dance night which was very well attended. At these events there was a table manned with the survey available to complete and an opportunity to ask questions and give feedback verbally. To ensure students completed the survey, they were completed during class time for grades 5-12. This ensured full participation and that focal groups were included. On the community engagement spectrum, family and student participation would be considered between consult and involve. The district would like to move further right on the scale in future years, but are celebrating where they currently fall because during the SIA engagement four years ago they would have ranked themselves as *inform*. This demonstrates growth over the last four years in how the community and students are engaged.

- 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.

Joseph SD is a small school and can say with all honesty, that all staff were engaged in this process. Early in the year the ESD IG Liaison presented at a K-12 staff meeting on Integrated Guidance and what the process of applying and getting community feedback would look like. Once all the staff had a good understanding of IG, at a later K-12 staff meeting, there was discussion led by the administrators using questions from the survey created with the opportunity for staff to give feedback on the needs of the school and ideas for the plan. Next, all of the staff completed a survey with questions from each category of IG (engaged community, equity advanced, well-rounded education and strengthened systems and capacity). Doing a survey was an important step to ensure that all staff had an opportunity to share. Getting written feedback respects that some people are less likely to share verbally in a public setting. Later in the timeline, a diverse representation of staff (special education, elementary, secondary, CTE and SEL teacher/prevention specialist) were brought back together to process the community survey data (staff, parents, students & community) and to conduct the needs assessment. Ultimately that same team (with additional members) were decision makers for creating the plan. These strategies were used to ensure that there was teacher and staff voice in the plan. On the community engagement spectrum

the staff engagement would be considered *collaborate*. There is a true shared collaborative spirit and trust between staff and administration.

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

The data pulled from community engagement and the surveys helped to shape outcomes and strategies for the IG plan. Major themes that emerged were social emotional and behavior support, school safety, differentiation of student learning (ranging from TAG, to average performing to special education), additional career connected learning opportunities with community partners and a focus on increasing two way communication between families/community and the school.

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

Currently our CTE programs partner with local businesses to provide as many work based learning opportunities as possible. As CTE programs have been built, the district has been strategic to ensure the programs had business support providing opportunities for students. The generous business community has provided numerous opportunities in the areas of aviation, fire science, agriculture and business. The businesses are located close to the school which provides easy access for businesses to come to the school and/or for students to get real life experiences in the businesses. Outside of CTE, Joseph also has a strong fine/performing arts community. Students have opportunities to learn from local artists at the Josephy Center, several local artists and the bronze foundries.

The district has strong existing partnerships but is still working to develop more opportunities for students. The Wallowa ESD used SIA dollars to hire a school to career coordinator who is actively working with business partners in Wallowa County to increase career related opportunities for students. They help to administer and analyze YouScience for students. This data helps with decision making on new elective opportunities. The school to career coordinator also coordinates job shadow and internship opportunities for high school students and coordinates a yearly career fair.

Affirmation of Tribal Consultation

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

(250 words or less per question)

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

Joseph SD is extremely remote and can make the reality of recruiting teachers and administrators to our rural area a struggle. Joseph SD has relied on people already established in the community as a strong retention strategy as those individuals understand the hardships that come with living remotely and having harsh winters. It is a struggle to hire individuals who have not lived in our area as we have a low retention rate with these hires. Therefore, one of our biggest strategies has been to hire local teachers/staff who are established in the community or hire and train them as needed. The staff is small and as new staff are hired, the family-like atmosphere helps with onboarding new staff. Joseph SD also participates in the Eastern Oregon Regional Educator Networks (REN) new teacher mentor program. Teachers attend a summer training in Burn and are connected with a mentor. The mentor meets with the teacher in-person or online weekly. The Eastern Oregon REN also has a robust professional development (PD) calendar that Joseph staff have access to. Joseph SD themselves provide PD opportunities to staff. They are intentional about selection of PD and follow-up opportunities. Our student demographics are reflected in our staff demographics.

- What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

Joseph SD is a small district with approximately 280 students total. There is one teacher per grade level at the elementary and one teacher per subject/class at the junior high/high school. This structure guarantees that all students have access to the same teacher and there are no disparities for students in focal groups.

- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

Joseph SD has a Student Success Team (SST) composed of administration, special education staff, the prevention specialist, the mental health counselor, the Title Teacher, and the behavioral specialist. General education teachers participate when their student is being discussed. This team provides positive behavior interventions and supports with the intent of helping students be successful in the classroom and to decrease discipline issues. This year, Joseph is implementing a restorative justice program called Juvenile Justice online. This program facilitates collaboration with the school district, law enforcement, juvenile department, parents, and most importantly, this student. The team first and foremost builds a relationship with the student and implements a program especially designed for them to facilitate learning rather than punitive punishment. This program has a 17% recidivism rate, which is above most other options for such programs. By focusing on relationships first, we are able to keep the students in school and break typical barriers for things such as bullying, attendance, and behaviors.

- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

Joseph SD is small and teachers K-12 meet on a regular basis to discuss needs in the school. The administration is responsive to needs identified and strives to offer relevant professional learning opportunities. The district also coordinates with the Eastern Oregon REN to offer high quality professional development opportunities. The Eastern Oregon REN conducts an annual educator survey to determine needs and builds the professional development opportunities from those needs identified.

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

There are no district hired instructional coaches, so the administrators fulfill this role through observations and feedback. The Wallowa ESD also provides coaching in the areas of curriculum and behavior support. The ESD staff are in the building on a regular basis and have good professional relationships and rapport with the Joseph staff, which allows for a trusting environment to share and receive quality feedback.

- What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Joseph has a low teacher to student ratio and this allows for teachers to individualize work for students that need interventions or enrichment. In addition, student diagnostic and assessment data is utilized to monitor students' progress towards meeting grade level standards. When students need interventions it is addressed in multiple ways. The teacher works to individualize lessons, instructional assistants push into the classroom to help with groups of students, there are morning study tables and when necessary students are referred to the title or special education program. The Student Success Team also meets for students of higher need to address other barriers that may be hindering academic success. The school has both a prevention specialist and a mental health counselor that can help students with social emotional needs.

- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

Joseph SD has two campuses. One, Imnaha, is a geographically isolated one room schoolhouse serving pre K-8 and has an average 8 students. The second campus is also pre K-12 and has approximately 270 students. Having all the students on one campus allows for an abundance of transition activities, not only for students but staff. Preschool and kindergarten students have annual transition meetings. At each stage of transition the school has transition activities for students and teachers meet K-12 on a regular basis. Students are required to take a senior seminar class that focuses on preparation for plans after high school. The Wallowa County ESD School to Work Coordinator coordinates work study, job shadowing and college/career fair opportunities. Students with disabilities have post secondary planning as part of their transition meeting.