

Corbett School District Student Investment Account (SIA) Narrative 2021-22

Community Engagement, Equity, & Input

Describe how you engaged your focal student groups, their families, your staff, and your broader community to inform the SIA plan update for this cycle.

Corbett School District worked to engage our school community and focal groups in a variety of ways this school year. In the fall of 2020, the school board discussed the SIA grant and budget at the October and November meetings. There was an opportunity for public comment before the board approved the final grant agreement in November. Information about the SIA process and plan was included in the school board packet, district newsletter, sent out to families through email translated to their home language, and posted on the district's website.

The original grant application outlined activities through the 2022-23 school year. This January we began to review the priorities, activities, and budget for the next two years. We referred to the engagement results from 2019-20 and found that the planned activities still matched the spending priorities identified by our school community. We created a draft plan and presented that plan at principal chats, staff meetings, budget committee meetings, and a site council meeting. A presentation was made at the May school board meeting. At all these events participants often commented on the value of having the community engagement information as a foundation of our planning. We received positive feedback around spending, especially because we anticipate an increase in funding over last year's level. In addition to the presentations, SIA information was included in the school board packet, the district newsletter, sent out to families through email, and posted on the district's website.

Corbett School District conducted the online YouthTruth Survey for the first time fall 2020 as part of our effort to create a culture of ongoing engagement. We were able to gather ratings from our students, staff, and parents/guardians regarding district and school culture, engagement, relationships, and diversity, equity & inclusion. Participants were able to take the survey anonymously in their home language. This survey has been, and will continue to be a valuable tool in our efforts to gather feedback from stakeholders that can be disaggregated by focal groups.

How did you build or adjust on your community engagement efforts from last year?

Much of the community engagement for the 2020-21 school year was focused on our response to COVID-19 and reopening plans. We surveyed our community multiple times regarding preferences, needs, and feedback as we planned and replanned for the school year. Throughout the summer we updated the community frequently and attempted to alert families quickly when we had to make swift program adjustments as a response to revised guidance. Building level principal chats were held at least monthly to go over plans and presentations were made at the school board meeting each month.

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Who else did you engage with this year who you didn't engage with last year?

Throughout the school year the district adjusted community engagement practices in several ways:

Online Engagement:

The inability to hold traditional in-person events initially limited our capacity for engagement, but we attempted to find creative ways to keep our school community informed and invite feedback. Principal chats, school board meetings, and other informational events were held via Zoom. Over time we noticed that the virtual nature of the meetings was increasing parent and community attendance. Many participants cited the convenience of being able to join an event from their living room as an incentive to attend. This is something we will take into consideration next school year. As we plan in-person gatherings we will also find ways to offer virtual participation opportunities.

Technology Support:

We offered technology support by checking out Chromebooks to each student and providing hot spots or financial support for internet services to families who needed it

Adjustment in Meeting Times:

Another small change in practice that brought about large gains in engagement was changing the principal chats from school day events to the evening. This offered increased access to working parents/guardians who are unable to attend a school day meeting

School-Community Summits:

The district superintendent hosted two COVID-19 advisory summits. These meetings included district leadership, union representatives, school board members, and community health professionals with a goal of gathering information and diverse perspectives regarding the return to on-site learning. After each summit the superintendent shared information about the process, discussion, and decisions with the school community.

Implementation of New Engagement Tools:

YouthTruth Survey - As part of our District Improvement and SIA implementation plans, we administered the YouthTruth Survey in the fall of 2020. Students in grades 3-12, parents/guardians, and staff members were invited to participate. We had high levels of participation among all groups. Although this engagement did not specifically ask for feedback related to SIA activities it did survey our school community around topics such as engagement, academic challenge, relationships, culture, diversity, equity & inclusion, and school safety. We

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will be using some of the data points as baseline measures when we begin to evaluate the SIA activities and strategies for effectiveness.

ThoughtExchange - This spring we were able to sign a three-year contract with ThoughtExchange. This online tool allows participants to respond to questions anonymously and in their home language. Participants can also rate the ideas of others. We often hear the same voices during meetings. This tool allows those who might be reluctant to speak publicly to express their ideas and opinions. It removes barriers to participation by translating information into home languages in real time. ThoughtExchange provides immediate information about responses and participants ratings. It can serve as a jumping off point for discussions. It will provide disaggregated response analysis to assist in making sure all subgroups and focal populations are being heard. We plan to use this communication tool in the coming years to support and focus our community engagement processes, encourage participation, and reach out to traditionally underserved populations.

Did you use the same equity lens/tool as last year (yes/no)? If no, please upload your new equity lens/tool.

Corbett School District continued to use Oregon's Education Equity lens.

Summarize how the equity lens/tool was used, by whom, and when it informed the SIA plan adjustment or amendment.

Corbett School District uses the Oregon's Education Equity Lens to keep the focus on traditionally underserved populations. We intend to use it when making decisions both large and small, but acknowledge that our attempts have sometimes been superficial. As a result of the continuous improvement planning process the district made a commitment to diversity, equity & inclusion. A diversity and culturally responsive practices committee and academic equity committee were formed. This school year the committees focused on professional development. District and grant funds were and will continue to be allocated towards these initiatives. This work supports and aligns with the goals of the SIA funds.

In addition, Corbett School District developed a partnership with the Multnomah-Clackamas Regional Educator Network (MCREN) this school year. With their support and guidance, a subgroup of the diversity and culturally responsive practices committee has been meeting twice a month throughout the year. The focus has been on creating a group of building leaders, both administrators and teachers, skilled at implementing the equity lens in a meaningful way. This spring the district administrative team recommitted to begin every decision-making process with the equity lens, to hold each other accountable to return to it throughout the process and focus on meaningful implementation throughout the district including recruiting, hiring, professional development, and instructional practices.

Optional: Please include any other information or input that informed any adjustments or amendments to your SIA plan for the next two years.

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In the fall of 2020, the Corbett community approved a general obligation (GO) bond to fund the renovation of a district owned site and move the current middle school program. About one third of the SIA grant had originally been allocated to this project, but with the passage of the GO bond those funds can be reallocated. Alternate activities based on community identified priorities were included in the original grant application. These activities were to be implemented if the GO bond was successful and are now outlined in the updated budget document. Corbett School District is grateful to the community for supporting the students in this way.

Optional: Please share how you're prioritizing using SIA funds to support the Legislature's encouragement to address student's mental and behavioral health needs. Please also include the actual amount that you're allocating for this purpose.

SIA funds are being allocated to increase student access to mental health professionals. During the 2020-21 school year the SIA grant was used to fund a 1.0 FTE counselor to serve students in grades K-7. \$114,002 was spent on this activity. For the 2021-22 school year the K-7 counselor position will continue to be funded and an additional .5 FTE will be dedicated to a counselor position to serve students in grades 8-12. This will bring the total FTE for counseling services at grades 8-12 to 1.0 FTE (.5 FTE funded by the general fund and .5 FTE funded by the SIA grant). *\$171,033 will be allocated to this activity.*

In addition, Corbett school District is using SIA funds to maintain small class sizes in grades K-1. This allows students to develop strong relationships with their teachers at the beginning of their school journey. Those relationships will build a strong foundation of students feeling heard and seen in their school and classroom, leading to a better sense of emotional well-being. Teachers will also have the time to get to know their students and identify social, emotional, or mental health issues early before they grow into larger problems. \$106,870 will be allocated to this activity.