

Guidance is a technical word which describes how a state agency explains, coordinates, and administers the programs that have been passed into law by the legislature or federal government and into administrative rules through the State Board of Education.

This guidance offers district and school leaders the information and tools needed to engage community, assess needs, plan well, and implement programs that provide a needed 10% boost (approximately) over Oregon’s base state school fund. These additional funds carry promise that shape and support strategies and planning with a more substantial scale and impact than was possible in Oregon just a few years ago. These investments move us closer to the funding levels called for in Oregon’s Quality Education Model than at any previous time in Oregon’s history. We need that now. We need a way for communities, young people, educators, health professionals, and school leaders to listen, reset, and find the best ways to move forward.

- Colt Gill

Director of the Oregon Department of Education

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)

In October of 2022, Corbett School District conducted a nationally known survey via the non profit organization, Youth Truth. The Youth Truth company touts itself as creating surveys whose responses equip education leaders to integrate its insights into planning, professional development, and improvement processes. With the receipt of our survey results, we were able to retrieve information to help create our needs assessment as well as inform our strategic planning. Youth Truth’s homepage states that those who use their products will “most likely see a happier, healthier, school system on the path to higher academic achievement.” We at Corbett certainly hope to reap those benefits. Our report synthesizes feedback from **1037** respondents across multiple stakeholder groups and/or school levels at Corbett School District. The overall response rate was 75%. That is a significant response rate for a school body of 1050. However, we understand that the low family survey participation in some buildings give overrepresentation to a few voices. In spite of that, the results are exciting. With the findings from the Youth Truth survey, coupled with a Thought Exchange survey and a Panorama Survey, we were able to identify our district needs as being an increased sense of belonging for students, increased academic challenge and data-driven instruction, increased community engagement and partnerships, increased college and career readiness, and increased emotional safety for our students (addressing bullying and hate

speech). Some other concerns were safety and stability of our facilities, namely the Middle School, and overcrowding in our High school, along with communication failures both within the district and to parents and the community.

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)**

The Integrated Guidance seeks to blend and braid the funds from six major resource pools, at both the state and federal levels, to effect change in four areas: equity, community engagement, well-rounded education, and school systems. As a somewhat rural and definitely insular community, Corbett School District strives to meet all of these challenges with dignity and grace for our students, their parents, and our community. As a district, we value viewing our students and their families through a lens of equity, but we strive to not only be a district of equity, but an equity-advanced district. We want to be a district where our curriculum is culturally responsive; our students are seen for their successes, no matter their differences; and our faculty and staff model respect to each other and to everyone who enters our sphere of influence. We will designate funds to help us continue to be focused on diversity, equity, and inclusion as we create our master schedule, recruit staff and students of various ethnicities, disabilities, and gender identities; select and schedule our professional development for our staff; update our curriculum; and, keep our parents engaged in the school processes and procedures through various means of communication. While the onset of COVID-19, may have created a learning gap, it definitely is the reason that there was a pause on parents' involvement in the school building. And, whereas, communication between school and home via ZOOM calls seemed sufficient at the time, parents were not allowed to be room parents, to go on field trips, to bring cupcakes to class, or cookies during the holidays. Parents were not allowed to participate in school with their children and this caused an interruption in how vested parents actually were in their child's school building as well as how vested they felt as a part of the school district. We hope to bring back that loving feeling to our campuses. One of the ways we are looking to do this is by reopening our doors and our

schedules to our parents and our community. This spring CAPS is bringing back Spring Fest, a community festival with integrated performances from the students on multiple campuses. We would host parent walks through the grade levels and perhaps have parents to shadow their students to walk a mile in their shoes. We would also like to construct a Parent Academy, where a series of talks (lectures) that are pertinent to different grade levels are given over a trimester and the attending parents learn better about what math homework should look like in K-5, or how to help their child select a book that both interests and challenges them. In the middle and high school, Parent University would turn the parents' minds to beyond high school and readying their scholars for life beyond the district—starting with the classes they elect all the way to helping with career interest surveys. Parent University will help students fill out FAFSA paperwork, Oregon Promise forms, understand the importance of a strong college essay, and the importance of having a plan, no matter what it is. Therefore, it is our plan at Corbett to continue offering a well-rounded education to our students as we expand our courses to their interests, while keeping the core intact for mandatory graduation standards. With our high school technical education classes we hope to one day be able to have a full-fledged CTE program, but we need funding to certify our current teacher, or to hire a currently certified instructor. Our superintendent wants to build up our STEM impact throughout the building by starting a STEM program and course schedule in the middle school that will follow students through their high school years. With our AP for All Program, students who may not have been prepared to take AP classes at other schools, are now sitting side-by-side with the top-ranked students in the school as they learn the same material and succeed together. We would also like to use funding so that we can pay for classes beyond our walls and help more of our students be able to attend classes at Mt. Hood, maybe even have a school van that travels back and forth to Mt. Hood throughout the school day, dropping off some kids and returning the students back to our school campus. Beyond academics, we have a population of students, staff, and faculty distressed by mental health issues and we want to be able to be sensitive and able to serve the needs of our students, our staff, and our community at large. In order to strengthen our systems and capacities, our superintendent has initiated a #OneCorbett slogan where the school district takes on the responsibility that we are the center of this community. And, as such, we should be held accountable for sustaining culturally responsive pedagogical practices. We can achieve this through professional development, bringing speakers in from outside of the area to speak to us about inclusivity and equitable practices to help us be brave and have courageous conversations within our school and our community. We hope to increase our

mental health care with more counselors and services beyond the school day to bolster the emotional safety and security of our students, staff, and community members.

Equity Advanced

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

Corbett School District is a relatively small campus compared to other districts in Oregon, but it is also situationally unique. Sitting just outside of the greater Portland area most would think we share in the quirkiness of Portland's diverse communities, but with the Columbia Gorge along our side and one main road leading throughout our town, a diverse population is not exactly our strong suit. However, our district is committed to seeing each student and staff member as an individual and treating all of those we serve with dignity and equity in a welcoming and inclusive environment. This commitment to advance the access of a solid academic foundation to all of our students is a strength in terms of equity and access. Although our ethnic and racial demographics may not read like we are bound to this commitment, you would be asked to look beyond racial profiles and view the diversity of our students based on differing learning abilities, English proficiency, those experiencing poverty, gender identity, proximity to our campus, and socioeconomic status. Corbett faculty and staff are committed to both seeing and serving each student as an individual with specific dreams, goals, and needs. Furthermore, the administrative teams are dedicated to supporting the staff and faculty as they facilitate dreams taking flight for their students. This is confirmed by almost all stakeholders agreeing that there are strong relationships between the staff and students in our buildings. Corbett School District welcomes all students and respects the differences that they bring to our campuses.

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

Most of the faculty and staff in Corbett School District grew up within fifteen miles of the campus, and even attended the school in the district for most, if not all, of their grade school and high school years. Subsequently, they went to college and came back to teach where they were taught. While this builds a wonderful generational legacy of teachers and parents and students, it may be the reason that, to some, the culture of Corbett School District can seem myopic at times. There is a need for meaningful and culturally relevant professional development to help cultivate new learning as we lead the next generation of scholars. Meanwhile, some students from the assigned focal groups have remarked that in certain courses they feel like the negative histories of their people (i.e. immigration status, slave history, mandated treks to reservations) are always brought up, no matter the topic of study, but positive images of their cultures and peoples are rarely represented in their classes. As we continue to find ways to strengthen the positive mental health of our students and increase the recognition of trauma lived by all of our students, with an emphasis on our focal students, we will intentionally seek out ways to honor and represent their cultural histories in a positive light. Additionally, in our high school technical educational classes, we want to offer our students more on campus access to trades that will lead to lucrative and fulfilling work opportunities.

- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.
- Describe how you used your equity lens or tool in your planning.

Using [Oregon's Education Equity Lens](#), we determined that the focal groups and underserved students who would be most affected by our decision-making process would be our students of color, our students with differing abilities and other special education needs, our students English Language Learners and our students experiencing houselessness. Although these students total less than 10% of our total district population, these are those who need to feel a sense of belonging and should be a priority as we create goals for this integrated guidance and how we allocate funds. [Youth Truth Survey](#) has been invaluable to the creation of our plans and budgeting. The Youth Truth Survey is extremely useful to this work, because it is in the words of our students, staff, and parents. It involved stakeholders who are also members of the communities affected by resource allocation. It is a document with recent and relevant information about what is happening in our buildings in real time. This year the Youth Truth Survey included items relating to diversity, equity, and inclusion as well as items on belonging as the district begins to move more quickly towards improving social emotional learning and the mental health issues and trauma our students are pushing through daily. Corbett is approaching the next four years with a commitment to social emotional learning, continuing to view each student and situation through a lens of equity, and continuing to build increasingly strong mental health capacities for staff and students.

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

The potential academic impact of our funding plan for our district as a whole, and particularly our focal group students, would first be the ability to keep class sizes small in the elementary schools where individual time for each student is critical in building solid academic foundations. Second, the impact that having school counselors and connections to community mental health professionals in our area has been paramount in helping our students to feel a sense of belonging on our campuses. Our AP for All Program, offering Advanced Placement coursework for all students in high school with the emphasis being placed on student interest and availability of the course, instead of class standing and current GPA, promotes opportunity for our students to have a voice in their learning. Lastly, although Corbett does not yet boast a full-blown CTE Program, our high school technical education courses are gaining momentum. For those specific courses we are not able to offer our students on campus, our partnership with Mt. Hood Community College, allows students even more opportunity to find their path before entering college, and even to gain some college experience and post-secondary credits before high school graduation. All of these opportunities impact our students in positive ways as they each seek to find their own road to success.

- 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?

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One of the choices Corbett is considering that has the potential to pose both a barrier and a positive outcome for our students is to join with other small school districts in our geographical area and hold cultural events for our focal groups, their parents, and the rest of our school community. These community engagement events could seem a potential barrier to our students because of reticence to be a part of a community that is initially unknown to them. However, it is expected that it will eventually have positive outcomes as the parents can speak freely to other adults in their home language about academic questions and concerns. It is hoped that either the students' connections with other students will lead to a connection between the groups of parents; or, maybe the parent connections will form first and lead to networking between the two groups. Other choices that may impact members of our school and focal groups differently, is the creation of a Parent University to help first generation college bound students and their parents to navigate junior and senior year, as well as college entrance testing, financial aid forms, and college applications. We hope that getting parents involved in the process of life beyond high school will both decrease our absenteeism and increase our graduation rates. Of course, students may be more inclined to achieve academically if they see their parents are engaged in the process with them.

- 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?

Following the outlined policies and procedures found in Title VII-B of the McKinney-Vento Homeless Assistance Act, we will provide a "best interest" place of learning for any child that presents to us. Additionally, our students identified under this policy will remain anonymous, and information only passed to confidential and administrative staff members on a need-to-know basis in order to honor and protect the student and the family. These students will be allowed to participate in all school activities (clubs, sports, theater, etc) as is appropriate to their pleasure and their skill level. Our students who identify with this group will be granted transportation to and from school events that they have joined.

CTE Focus

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

Since right before the global pandemic, Corbett School District has been focused on trying to build a Career Technical Education (CTE) program that serves our students. We know that CTE courses provide students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. Student participants in CTE coursework prepare for the world of work by making academic content accessible to students by providing it in a hands-on context. This hands-on approach to learning has a proven graduation rate that is nearly 15% higher than the national average, according to CTE's website. We would love nothing more than to provide these opportunities to our students, but we have had a slow beginning. All of the questions on this application that refer to our high school technical education courses, will be answered with the caveat of what we hope will be in our future CTE program. One of the strengths in our current classrooms is that Computer Science doesn't need many resources to teach, is in demand, and has

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many job openings in a variety of settings. With this in mind, all of our students take computer science in their sophomore year as their science class. It is our belief that while the class may be a path to thinking differently for some, for others, it could be the beginning of a journey to opportunities they had never before considered.

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

As CTE has become a more prestigious pathway to lucrative careers, those who have become interested in taking its classes and those recommended to taking its classes are different from the participants in the late 20th century. CTE coursework in the 21st century, nationwide, is now serving almost more White students than ever before and those students are mostly from middle class America, economically speaking. When we bring the focus back to Corbett, even as a charter school district, our racial demographics are above ninety percent White. That is probably not going to change in the near future. So, in terms of equity and access, our immediate needs in our emerging CTE program is to make sure we are recruiting within our building and outside our district to find students of color who would like to participate in CTE classes in a smaller academic setting. However, we must also look carefully at bringing in other focal groups like students who are experiencing poverty, first-generation college students, and students whose interests lie in non-traditional paths to college or a career. As we strive to build a true CTE program, we are both surveying our students to see what classes they would like to see on campus, but also sending those students to our partner campus, MT Hood Community College, to take courses that we do not currently offer. This path serves our students' immediate needs while maintaining interest in the building of a true CTE Program at Corbett School District.

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

Throughout the middle school years, students are reminded of the opportunities available to them in our high school technical education class. One other recruitment strategy would be to create additional opportunities to expose students to our high school technical education classes. Another plan of action could be an interdepartmental collaboration in which the math and science instructors used forecasting numbers to identify students who were performing well in their subjects. Understanding that academic performance in these two subjects is correlated to interest, participation, and success in computer science programs and courses. Once students were identified, students were given a personalized invitation from the instructor to learn more about our technical education program. The primary focus could be on females of all ethnicities and focal groups, but not exclusively. Often, the master schedule may become a barrier to access technical education courses. Additionally, to improve exposure of female students to these classes, the high school could commit to review their "wait-list data" for any given trimester. Any female student, or other focal group student, who indicated a 2nd or 3rd choice for a high school technical education course would be given preference when a student withdrew from the course, or a slot became open by other means. Yet, the most compelling strategy used at Corbett to be certain of equitable access, every single student takes Computer Science in the

10th grade as their core science class to introduce them to and build interest in our high school technical education classes.

- 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?

At Corbett School District, it is in the universal design of our high school technical education program that all students will have access to technical education classes. As stated earlier, all of our students must take Computer Science as their 10th grade science course. This is a course for credit, but also designed to build interest in the field of technical education. All of our focal groups take this course and as such are introduced to the world of technology, STE(A)M and, technical education as a career path. Once we are beyond the bias of the students and their parents in mistaking the offerings of technical education courses, there may be unexamined biases in the classroom and educational environment. Some counselors and teachers may be giving misinformation about the offerings based on their own biases against and misunderstandings of 21st century CTE programs. In order to combat the spread of this type of misinformation, there may need to be professional development offered to our teachers to help educators to identify and mitigate how implicit biases can create barriers to students' access to and success in nontraditional CTE programs of study.

Well-Rounded Education

- 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).

Throughout the district, our building administrators and staff are using a variety of approaches to ensure a well-rounded education is available to our diverse student population. In the elementary school, teachers and staff are utilizing place-based learning, teacher created units, as well as collaboration vertically and horizontally with their colleagues to attain this goal. Providing a variety of perspectives in their multi-age classrooms and modeling good stewardship to their students help to build a strong basis for a well-rounded education in our grade school. In our middle schools, including our campus that has a focus on performing arts with Spanish (CAPS), they are using thematic units, project-based learning, and a generalist model approach that allows relationships between students and teachers as well as student-to-student collaborations. Additionally, interdisciplinary teaching creates collegial connections formed through vertical lesson plans that include arts integration along with culturally responsiveness topics. These connections then benefit our students as they can view a problem and create resolutions from a variety of perspectives. In our high school, a well-rounded education is providing students with the opportunity to be co-seated in AP level classes, coursework in arts and the humanities, and technical education classes. Social and Emotional Learning is an emphasis within weekly homeroom and bi-weekly club meetings and as part of the morning meetings in the grade school and middle school campuses. The goal of meeting the 4x4 graduation requirement, (four

years of math, science, language arts, and social studies) is a natural capstone for critical thinking and ending a secondary academic career that propels students toward future college and career goals.

- 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?

In our grade school, at Corbett School District, sixty minutes of music for K-3 and sixty minutes of PE per week, 4/5 classrooms have one hundred and forty minutes of music each week that includes general music, band, or strings and 60 minutes of structured PE; with an additional sixty minutes of play during each week. In our middle schools, including our campus that has a focus on performing arts with Spanish (CAPS), music is provided to all students K-8 through specials. Their arts and humanities experiences are expanded at the middle school level because students are involved in visual arts electives, and music electives including arts integrated into thematic units, and 3-D visuals in all social studies units. At CAPS, students enjoy studio time every day, in all grade levels, where arts are practiced on their own. The three main categories of arts available to them are visual, movement, and dramatic arts. At our high school, course offerings in theater, visual arts, strings, band, woodworking and choir are available to all students as electives or bands of study.

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

Of all of the initiatives in place and under consideration, at CSD 39 increased literacy is still a must for all students to become productive citizens beyond their K-12 years, no matter what their next steps are beyond our campuses. Corbett School District is a strong proponent of literacy, and we have created comprehensive libraries in each of our classrooms. At the Grade School, each classroom boasts an extensive class library and an annual book fair is held where each student may purchase books, but teachers also gift a book to each student. Books from the Book Fair are also purchased by the PTA to bolster each classroom library. The elementary school also has an annual field trip to the public library to get their students acclimated there. Furthermore, the Grade School also enjoys a partnership with the Multnomah County Library that offers a summer reading opportunity to all students. In our middle schools, including our campus that has a focus on performing arts with Spanish (CAPS), robust classroom libraries are updated yearly with an added bonus of media literacy being taught in our middle school classrooms at CAPS. Our highschool students participate in the Everybody Reads program, have access to classroom libraries in each content classroom, and unlimited homeroom access to books. Additionally, in our Special Education classes, online research and literature is aligned in special education to the general education curriculum. Special education teachers have individualized libraries within their classrooms that provide other modalities of instruction and level of understanding that connects students to general education.

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

After the constraints of the worst of the pandemic with lockdowns and social distancing, it is good for the maintenance of all of our health and well being to be able to eat, move, and breathe both together and individually as it feeds our souls and increases our physical health. Within the schedules of our buildings time is allocated for each of these activities. At the elementary level, K-5 students receive a 20-minute snack and a 20-minute lunch; K-3 students have 45 minutes of recess daily; and the 4/5 students have 35 minutes of recess daily. All elementary grade levels also incorporate movement within their day, both inside and outside the classroom. At the Middle School, there is a daily morning meeting which includes choral singing, the passing of information, and some movement, if desired. The students receive a 15-minute snack, a 35-minute lunch, and 45 minutes of PE during specials. There are also movement breaks in each class. High school students have a 35-minute lunch, an open gym opportunity during lunch, a 10 minute snack break in the morning, and 40 minute clubs twice a week. Moreover, our Special Education department builds in sensory breaks for all students within the program. Students in special education typically need multiple short sensory breaks throughout the day whether it is inside or outside. It could include using a specific medicine ball, chair, pad on a seat, or a walk outside.

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

Considering the global community brought by the internet and that our elementary students may have careers in jobs and fields that do not exist today, STEAM is an important part of any 21st-century academic program. Not just for the opportunities it may afford in future endeavors, but for the critical-thinking skills and collaborative opportunities it offers to our students. Engineering and design is incorporated in all elementary classrooms. In addition, 4/5 students are participating in 25 hours of STEM provided by STARBASE PDX. At our Middle School, robotics and engineering are utilized in many classrooms as ongoing projects. Curricular units in physics, such as Newton's toy box and Lego builds are also shared in all middle school classrooms. At the CAPS campus, thematic units are utilized in all grade bands and the arts are integrated into all thematic units. Many of the science and engineering units are also spiraled vertically in our curricula. Patterns in physics coursework, eSports team, and engineering techniques are also opportunities that are afforded to our high school students. Robotics is a class as well as a club and even a team offered at the high school. Furthermore, Robotics at Corbett has been an area in which special education students with varying degrees of understanding feel successful and have active learning experiences. In special education we have had a STEAM grant that specifically brought University of Oregon to Corbett High School students over the past few years, connecting STEAM activities to potential job opportunities or college interests upon graduation.

- 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.

Corbett has historically selected independent adoptions for their curricula throughout the district, and with those selections have maintained the fidelity of teaching to the standards within an allowable scope and sequence for the students they serve in each building. Additionally, this year the grade school adopted the use of standards-based progress reports to help guide teaching and to help monitor progress. Furthermore Corbett Grade School has a two-year curriculum plan that is vertically aligned K-5. In middle school, there are 2-year general curriculum / unit cycles. Every time teachers

come back to a specific unit, they update it and modify it to meet the specific needs of their current students. CAPS has a 3-year curriculum rotation that is standards-based. The Corbett high school's curriculum is updated and aligned yearly to College Board Advanced Placement (AP) standards in AP courses, and aligned to state standards in traditional math classes. There is a vertical alignment to state standards in English courses grades 8 through 12.

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

At Corbett, we can ensure our instruction is intentional, engaging, and challenging because of our multiage classrooms in K-6, our project-based learning in our middle school, and the AP for ALL program in high school. Multi-age classrooms that use continuous progress to allow students to advance at the rate that is unique and best for their learning journey has been a staple in our grade school for many years. We continue it because it works for our students. Many K-5 classrooms incorporate Genius Hour to provide time for choice in learning and an opportunity to share what they are passionate about. Younger classrooms also have exploratory time that helps to develop critical thinking skills. In middle school, student choice and deep, interdisciplinary, and meaningful teaching, ensures our students are engaged and challenged. Our high school students collaborate and learn with students in AP classes that are co-seated with non-AP high school level students so that *all* students receive high quality, rigorous instruction. By using student choice to increase engagement, Genius Hour and AP coursework to ensure the students are challenged, and project-based and inquiry approaches to make learning intentional, Corbett continues to make meaningful connections with our students and their goals and make knowledge accessible to all of our students. Students served at Corbett who are identified as English Learners (ELs), special education, or 504 students, receive small group instruction that ensures their learning is tied to the general education classroom while receiving individualized accommodations or modifications as defined by each student's plan or need.

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

One of Corbett's mottos is "from Kinder to College." We live this because our grade school building already houses a private early childhood program for 3-5 year-olds on site. There are currently 20 students in this program. Both to give back and to learn about the importance of early childhood to everyone in the community, our high school students often intern as early childhood assistants in our current on-campus preschool. Since we are already currently supporting, coordinating, and integrating early childhood into our grade school building and into the lives of some of our high school students, we feel prepared to move forward on a larger scale, when the state mandates us to do so, without many growing pains - not including the needs for increased staff and possibly more space needed to serve more students. Then, our students receiving special education in early intervention/early childhood special education are transitioned early in the spring prior to kindergarten. Families and students meet in the spring to review student's needs and then again in the fall to create transition plans, whether it is an early visit to the school or a few hours a week to acclimate to the new school environment. This wraparound approach provides the parent a bridge as well to the new school and a change in how services have been delivered by early childhood services, which are sometimes virtual

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or in home. Special education teachers facilitate transition meetings in collaboration with early childhood special education teachers, inviting related services providers.

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

Building strong relationships in the grade school helps to build strong bonds of trust between those parents of multi-age elementary students that will carry forward to middle school. In middle school and high school, there are college visits, Middle College, Intro to Applied Tech at MHCC and school counselors assisting students with college applications via the Common App. Our 8th grade students are in the 8/9 Academy and integrated into the high school schedule to partake in both scholarly and extracurricular activities. These activities help to prepare them socially, emotionally, and academically for high school and beyond. We even offer some classes for 8th graders that are blended with 9-12 graders. In addition to this, all 8th graders take Strategies for Academic Success, a course that builds skills and strategies for being successful high school students as they transition to that campus. We also offer Friday exploratory classes to help our older students research avenues of trade at Mt Hood through the Youth Transition Program which does everything from holding events and presenting classes to help students secure a viable educational or career/work path that fits their goals. Special education teachers begin meeting from level to level in the spring to identify whose students are moving up to a new level, what their needs are, contact information for related service providers, and conduct file reviews. Depending upon the level, administrators also meet and discuss student needs that involve staffing levels, sensory spaces, and or other specialized support services (e.g. medical, behavioral, mental health).

- 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?

The grade school's more concentrated focus on data-driven instruction and science-based teaching practices has made early identification of low pre-reading/reading skills to help flag students that may be at risk for a learning disorder or for difficulty with reading. Our data has proven that any CSD student that is behind in reading at the end of 2nd grade is more likely to stay on that trajectory. We assess, collect and monitor growth over time with data, and make instructional decisions based on their areas of weakness. In middle school, several teachers support students that are failing by how tests are written and by giving intentional feedback and open note policies. Students may correct any assessment they attempt that earned lower than a B. While in high school, teacher conferences during each unit help to keep abreast of students who are struggling. This strategy is extremely effective in identifying/supporting students who may be slipping through the cracks. Furthermore, the assessments from the interventionist, at all campuses, help to decide if the student is falling behind because of a lack of motivation, a lack of understanding, or a true inability to process the information. If students continue to perform at a low level and are not making progress, their performance will be discussed at the Student Achievement Team (SAT) meeting to decide which tier of support to offer. If they do not make adequate progress while getting intervention then we refer them to SPED.

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

Our students are assessed as early as the second grade for above average cognitive abilities and entry to our Talented and Gifted (TAG) Program. Once these students are identified, each has a TAG plan with strategies and ideas for how to engage these students and their particular areas of excellence and creativity. Outside of those students within the TAG Program, there are several opportunities throughout the district for our students to be challenged in specific buildings and classrooms. Our project-based curriculum allows for in-depth study. Here at Corbett students that are exceeding academic expectations for their grade level are provided with opportunities to work above their grade level. We encourage a continuous learning model in all areas. The multi-grade level aspect of the classrooms in the grade school requires teachers to differentiate to meet the needs of the kids based on performance, not on their grade level. For certain subjects students that are performing above grade level standards are also given the opportunity to test into higher subject levels. Student progress is monitored and a team of teachers and administrators (also parents) work together to determine learning plans for students to meet their needs. There are also teams of teachers, the Student Achievement Team (SAT), that meet to work together to decide whether a child is in need of intervention support, a 504 plan or a referral to SpEd. Additionally, we have Advanced Placement (AP) classes for students in high school as well for college credit coursework through Mount Hood Community College.

- 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?

Corbett School District, despite its size, offers career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment. On campus we offer work-based learning (office management, kitchen management) in our emerging CTE program as part of our high school technical education classes. Off campus work-based learning for students in grades 11-12 for elective credit is available at our local community college, Mt. Hood. Additionally, all students in 9-12 use The Oregon Career Information System (CIS) through University of Oregon to do career planning, career interest surveys, and to learn about careers. The CIS provides a system of occupational and educational information to help pre-adults and adults in Oregon learn about the world of work and education. They work with several entities in Oregon like schools, colleges, social agencies, and businesses who provide career guidance and employee development services. CIS is used at Corbett with our students to assist them with the process of career planning or career transition. Furthermore, at CSD, our students all have access to one-on-one sessions with counselors and their building principals to discuss college and career goals and pathways.

- How are you providing equitable work-based learning experiences for students?
At Corbett School District we are providing equitable work-based learning experiences for students in a

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wide range of career paths, on and off campus to allow access for all students. Via the University of Oregon's CIS systems, students can decide on a career path or course schedule at Mt. Hood Community College during high school, or post secondary, after high school graduation. Corbett also has a Youth Transition Program (YTP) that serves all 18-22 year olds who qualify for Vocational Rehabilitation (VR). One special education high school teacher also acts as the transition teacher for students who are graduating or may be aging out of being school age. The YTP Specialist attends all IEP meetings acting as an advocate for students potentially graduating or those who are continuing to receive transition services through the age twenty-two.

- 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.

At Corbett School District, all students have access to AP courses in most subject areas. As participants in the AP for All Program, students are encouraged to take AP coursework, not only to challenge themselves, but also to prove to themselves that they can be successful doing the work. Another way this is shown is that students in the eleventh and twelfth grades have access to College Now dual enrollment classes in Biology and US History. Corbett, as previously mentioned, has a Youth Transition Program (YTP) that serves all 18-22 year olds who qualify for Vocational Rehabilitation (VR). Moreover, thirty students per year take classes at MHCC through Middle College to increase their CTE opportunities and to take college-level coursework. All credits taken at MHCC are advanced academics or career-related learning and helps to form a well-rounded education and mold students into critically-thinking citizens and community leaders.

- What activities will you offer to students that will lead to self-sufficiency in identified careers? To help our students achieve self-sufficiency, we encourage them to use the University of Oregon's Career Information System (CIS) to match their interest with a career path. From there, the students are encouraged to set up a career plan using tools on the site. The plan will direct them by their interests, while the other tools on the site help the students with future direction. In the occupation toolbar, there are jobs, careers, and professions for both civilians and military positions. Once a student has selected a career path, then the next section of CIS informs the student of the education and training that is needed for that particular area of work. With this tool comes a list of schools in the area that may have this particular program, as well as how to obtain scholarship funds to offset the cost of your chosen program. Once the student has selected their path beyond high school and what they need to do to get there, other sections of the CIS website help students to see other types of work and gives them support in creating favorable work habits. The approach of letting the students have voice and choice in their career path and having everything laid out on the website, is a type of gradual release where the kids are moving from the college counselor in their building to a larger world of possibilities in which to be beyond their high school campus and even their state.

CTE Focus

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

Corbett School District will use the traditional means to advertise CTE course offerings. This includes, email blast to families, forecasting to advertise the course offerings available at both the campus and at Mt. Hood Community College, posters in the school building, and flyers sent home. Yet, as we know, word of mouth is the absolute best form of advertisement and when a satisfied and successful student tells a peer about a CTE course that they enjoyed, that is how the word is spread throughout the community.

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

Corbett School District plans to prepare CTE participants for nontraditional fields in a variety of ways. Some of them include the following: provide workshops, career panels, and other events that highlight nontraditional occupations; attend CTE career fairs; discuss local employment opportunities for those with training in nontraditional fields (CIS); discuss and emphasize the potential earnings of nontraditional careers to students and parents; and, hopefully interact with instructors and directors of nontraditional programs to share their expertise and insight on recruiting and retaining students. Within the school instruction, we will encourage students to use CIS to match their interest with a career path as well as explicitly teach soft skills to our high school technical education students.

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

For our high school technical education courses to become a full-fledged CTE Program, we need a CTE-certified instructor, at least three courses offered that are traditionally recognized as CTE coursework, and maybe distinct to our needs at Corbett, we need space to hold these classes. In the last year or so, our computer science class has grown to almost three times its size, sparking students' interest and confirming that the CTE curriculum is where we need to be headed. We also hope that when we get space, we will grow a woodworking program, along with a trade apprenticeship program. Lastly, we are working to formalize a materials and manufacturing path of study. Those are at least four courses that we could develop for our CTE Programs of Study.

Engaged Community

- 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?

Community engagement is a priority of any organization and especially in the field of education. We strive to include parents, community leaders and partners, as well as next-door neighbors in our plans to facilitate the learning of their young people. In the last year, alone we have given multiple surveys, have had weekly parent chats, and sent follow-up communication to families. Throughout the district, multiple events have been identified and are being planned by various stakeholders to engage the community: fundraising nights, a community school showcase, and a spring festival open to the

community are all on the upcoming calendar. We can only hope that these events will spark an interest in the school, the district, and build community. Currently in the district we host quarterly Site Council meetings that include parents and community leaders, as well as teachers and administration as a way to share concerns and provide relevant information. Some of the challenges we have encountered include the difficulty of getting specific and meaningful feedback from parents. In an effort to get families to participate in larger numbers, one possible resolution is to offer events later in the day to encourage more family participation and not just a single parent. Another possibility is to meet with smaller family groups, by grade level, instead of entire building events. One other solution is to present various themes for family nights, FAFSA, Special Education services, summer school, or intervention as a point of interest for families to gather.

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

In the Grade School, the building principal is planning to call parents that she has not had contact with this year just to make a connection. In the Middle School, parents who consistently attend events at the MS are encouraged to take the lead and organize parent connection events. They have already begun reaching out to each other more to organize informal settings in which to connect. At the High School, students are in the community at work and play and are walking billboards for the Corbett School District. Our older students help us connect to partners throughout the town and their connection to Mt. Hood creates another pathway to network and invite people in to serve, speak, and teach alongside us.

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

Our idea for a Parent University to help our parents, especially those whose child is first entering school, and those with first time high school graduates, navigate the school day and prepare for college and careers beyond high school would be helpful. Additionally, we would need funds to host these evening and morning gatherings so that all parents would have a chance to be present. Also, we need professional development for our teachers and administrators on how to be more culturally responsive to our students. These sessions would be helpful in creating a culture and climate of our buildings that give every student a sense of belonging. To that end, it would be wonderful to have materials to help explain Social Emotional Learning (SEL) at every stage of their child's education to parents, along with SEL tools, tasks, and activities to go home with students.

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

Our goal as a district is to ensure emotional as well as physical safety to our students, staff, and other stakeholders. For a start, we hope to build a more welcoming environment with posters and wall hangings throughout the district that highlights all of our children and families represented here. CSD would like to create an academic environment where parents and community members are welcome to share their concerns, their conversation, and culture with building leaders building. We have a RING doorbell system at the Grade School. In all buildings, we have a wonderful team at the front desk for welcoming families and students in the morning. They are also there for late arrivals. Volunteers have a check-in process that is consistent and well documented. They are asked to wear visitor badges and all staff wear staff badges as well. We are now moving to the use of secure swipe badges instead of keys to enter all buildings. In addition, all outside doors are locked and all classroom doors should be locked. We have security drills for all event types monthly so that in the event of a live situation every person will know their role and the children will feel confident in their ability to follow instructions and procedures they have practiced several times already.

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

This does not apply to our school district.

- 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)

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X 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

X Migrant Education and McKinney-Vento Coordinators

Local Workforce Development and / or Chambers of Commerce

X CTE Regional Coordinators

Regional STEM / Early learning Hubs

X Vocational Rehabilitation and pre-Employment Service Staff

Justice Involved Youth

X Community leaders

Other _____

- How were they engaged?

(Check all that apply)

X Survey(s) or other engagement applications (i.e., Thought Exchange)

X In-person forum(s)

X Focus group(s)

X Roundtable discussion

X Community group meeting

X Collaborative design or strategy session(s)

X Community-driven planning or initiative(s)

X Website

CTE Consortia meeting

X Email messages

X Newsletters

X Social media

X School board meeting

Partnering with unions

X 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?

At the very beginning of this school year, over a third of our stakeholders participated in our THOUGHTEXCHANGE discussion. Parents and students, staff and community members shared their

ideas about what a successful year looked like at Corbett School District and these early findings built a base for the themes of our Needs Assessment. While we understand that the low family survey participation in some buildings gives overrepresentation to a few voices, the feedback was timely and the level of engagement exciting. All of these artifacts show multiple parts of parent engagement and how we use feedback. For the CAPS parent responses: Stage 1: Youth Truth survey sent to parents. Stage 2: sharing data with families and getting more specific feedback based on their previous answers. Stage 3: is to look at the data and find out how and what we want to adjust as a school team this year and next year to respond to parent feedback. The Grade School principal is the coordinator for the Site Council and submitted the notes from a meeting this year. Our parent, community, and staff participants' engagement in this way strengthens connections to our students and to our school mission and vision. All buildings are dedicated to principal chats to keep their parents informed and to hear about concerns and kudos from families. This artifact submitted by the high school, is a session where the principal selects a set of questions for the parents present in the meeting and they dialogue about their responses in real time. This assured a two-way conversation where each party was heard and each response could be clarified. From the district office, we have a submission of one of the Superintendent's virtual Town Hall meetings via Facebook Live. These chats were designed to allow the new Superintendent to set forth his vision for the school year and beyond and for stakeholders to interact with him in real time. These virtual talks resembling "fireside chats" of old, were engaging and successful tools to capture both the attention and the interest of the community.

- 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.

At IEP meetings, or during parent conversations, they are encouraged to fill out the questionnaire. In questions and in conversations, we are intentional in our conversations - being deliberate to mention the specific areas identified by families as needing improvement. We don't shy away from the growth area, and ask explicitly so that we can improve. This allows parents to know we know and acknowledge the areas they want to see improvement and assure them that we are taking the necessary steps to address it. This is engaging at the "Consult" level according to the Community Engagement Spectrum. Additionally, at our CAPS campus, there are regular student learning and exhibition nights where students present and perform their learning. "Collaboration" level on the Community Engagement Spectrum is achieved through parent planning of engagement and school and community events like Springfest and CAPS Capstone night. Our Open House and Portfolio Nights at the Grade School bring our families into our school building to engage in what is happening; this would be considered engagement at the "consult" level of the spectrum. The Superintendent attended multiple HS student council meetings to listen to their input, provide information, and answer questions. He has also attended multiple Principal chats for different buildings to listen to parent input, provide information, and answer questions. As a member of the Safety Committee, and the leader of the district, our Superintendent met with parents and community members twice to discuss real-time safety issues that occurred in the District. He regularly engages with the community to inform, as well as consult. He has even had opportunities to involve the community in planning and decision-making as in the above example..



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- 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 way we have engaged our staff is to survey them on their work experience and then create a plan and multiple follow up where staff and administration identify goals and work towards them. Also, providing staff voice and a seat at the table when large issues are discussed that affect them. At CMS, this falls under the category **Defer** on the community engagement spectrum. Furthermore, both of the strategies mentioned below are within the Collaboration area on the Spectrum. *One strategy used to engage staff* has been in collaboration with the MESD in regards to para professional development. The MESD has worked with Corbett to design culturally specific and instructional support training that include strategies and peer networks that support diverse student populations (e.g. English Learners, students with disabilities, other underrepresented populations). This strategy of collaboration has allowed for more cross collaboration between East County district staff and Corbett staff who are sometimes unable to participate in professional development that includes outside the district ideas. *Another strategy* used for engaging staff has been offering special education training to all special education teachers and support staff that is specific to teaching low incidence populations such as Autism within a general education setting. Working with Columbia Regional Program (CRP) services during staff meetings or on an individual basis creates a more enhanced instructional environment that considers all student's needs. One more opportunity that is offered through the Corbett District to all staff, both classified and certified, is professional development dollars through tuition reimbursement. This allows staff the freedom to learn more about their specific discipline. It is supported by the district and a reason people come to Corbett. Not all districts offer as much tuition support for professional development

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

What I learned from these two collaborations is that staff need more opportunities for professional development that allow for job training across the eastern part of the county as well as more time to collaborate internally with one another. Time needs to be added into the district calendar that supports this type of adult learning and sharing. We learned that all stakeholders have concerns about safety, facilities, and communication. We have set in place multiple strategies to increase safety in the schools. We have a plan to fix broken facilities. The positive effect of these experiences is more parent communication that is inclusive of new strategies and also cross collaboration with special education programs. The feedback has been positive about increased communication and that is working to inform how we move forward.

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

Corbett School District does not have a formalized CTE program, but we are building a healthy high school technical education program. Through our relationship with Mount Hood Community College, we are able to provide classes to our students that are not offered in our district. However, as a part of our MESD CTE Consortium, we are able to share in their partnerships and employers, when applicable, to better serve our students.

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.

This does not apply to our district.

Strengthened Systems and Capacity

- 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?

At Corbett School District, our human resources department works to recruit and retain quality educational leaders with postings on TalentEd Hire. Job postings are created, evaluated, and reviewed collaboratively with the hiring manager to cover as much information about job descriptions, essential job functions, knowledge and skills, physical requirements, education, and related experience necessary to represent the students our employees serve. We also work closely with colleges of education and go to the annual Oregon Professional Educator Job Fair to find qualified candidates. We also communicate with our retired teachers, substitute teachers, and students of color to let them know when positions are vacant so they can share that information with their communities in hopes that we could garner a more diverse body of applicants.

- 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?

Research shows that when working with students of color, particularly Black students, teachers lower the rigor of assignments, ask fewer open-ended questions, and assign worksheets instead of group assignments. Researchers also point to racial biases about the academic abilities of students of color as a major factor. In order to combat lowering academic standards, or inserting implicit bias into their facilitation, processes such as instructional coaching, formal and informal walkthroughs and drop ins by administrators and co-teaching lessons all help to ensure fidelity in the use of equity within our classrooms. Additionally, colleague collaboration, department meetings, and equity-focused professional development, all work together to ensure that disparities are being identified and addressed.

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

Under the direction of our new superintendent, Corbett School District Cabinet members have developed a K-12 consequence matrix to help reduce the overuse of discipline practices that removes students from the classroom. The purpose of this document is to familiarize stakeholders with specific behavior incidents and the potential consequences for student behavior violations. This document

contains incident type definitions and potential discipline resolution(s) associated with various behavior incidents. The District shall not discriminate against a qualified student with a disability (IEP or 504 Plan) in their programs and activities, including in connection with policies, procedures, and practices related to student discipline. The material covered within our K-12 Consequence Matrix is intended as a method of communicating to students and parents regarding general student incidents and possible resolutions, and is not intended to either enlarge or diminish any Board policy, administrative regulation or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement. Any information contained in our consequence matrix is subject to unilateral revision or elimination from time to time without notice.

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

During inservice week, inservice days, and at various staff meetings throughout the year, professional development is offered to our teachers and by our teachers to obtain the goals that have been set by the departments, buildings, and the district leaders. Effective professional development happens when we first become grounded by remembering why we chose the field of education, then giving the teachers voice and choice in selecting the topics, balancing new learning with reflection, and finally having take-away strategies that can transfer to the classroom immediately. When staff and faculty professional development takes place, it is to further the needs of the buildings at large, but the way we give voice to our students is through their governing bodies to share what issues are important to them. Another way student voice is represented is in the clubs and affinity groups they create to share their concerns and express themselves freely in safe spaces. In addition to the in-district professional development opportunities, all staff and faculty are encouraged to attend sessions at area schools and ESDs, within other parts of the state, and sometimes nationally, if these conferences corroborate with the growth of the teacher and mission and vision of the district. The idea of being life-long learners and honing our craft and sharpening our skills is modeled by our superintendent and assistant superintendent as they attend various professional development symposiums throughout the year.

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

Currently at Corbett School District, our building principals and district administration provide most of the feedback to our instructional staff. In the last few years, MCREN has selected one of our teachers to become a part time equity coach for our building and that has opened another avenue for coaching and feedback. The assistant superintendent has expressed a wish to build a teacher mentoring program as well as a teacher on special assignment (TOSA) coaching program. These initiatives would help to create a peer-mentoring atmosphere throughout the district where teachers feel they are receiving authentic feedback and coaching by those who have most recently been in the classroom.

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- 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?

The grade school's recent dedicated focus on data-driven instruction and science-based teaching practices has made early identification of low pre-reading/reading skills to help flag students that may be at risk for a learning disorder or for difficulty with reading. In middle school, several teachers support students that are failing by how tests are written and by giving intentional feedback and open note policies. Students may correct any assessment they attempt that earned lower than a B. While in high school, teacher conferences during each unit help to keep abreast of students who are struggling. This strategy is extremely effective in identifying/supporting students who may be slipping through the cracks. Furthermore, the assessments from the interventionist, at all campuses, help to decide if the student is falling behind because of a lack of motivation, a lack of understanding, or a true inability to process the information. If students need further support, Friday school is available, as well as summer school.

- 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?

At Corbett School District students receiving special education in early intervention/early childhood special education are transitioned early in the spring prior to kindergarten. Families and students meet in the spring to review student's needs and then again in the fall to create transition plans, whether it is an early visit to the school or a few hours a week to acclimate to the new school environment. This wraparound approach provides the parent a bridge to the new school and a change in how services have been delivered by early childhood services. Special education teachers facilitate transition meetings in collaboration with early childhood special education teachers, inviting related services providers. Postsecondary-Corbett has a Youth Transition Program (YTP) that serves all 18-22 year olds who qualify for Vocational Rehabilitation (VR). In general education, our Grade School uses a multi-age model of two year grade level bands. Having the same classroom teacher two years in a row helps to build relationships between students and their families. In our Middle School and CAPS campuses we have implemented the following: Move-up day for 7th / 8th graders going to the HS; Parent information night and move up day for 5th graders at the grade school; Kindergarten Camp during the summer to support incoming kindergarteners with the transition to school; Multi-age grade bands in classrooms and this fosters deep teacher relationships with both the students and the parents. At Corbett High School from middle to high, we run 8/9 Academy so 8th graders have a full year to adjust to high school expectations as they learn to be accountable to them. 8th graders also take a class called "Strategies for Academic Success" to build soft skills required for success in high school. Our administrators, counselors, and teachers advise and facilitate our seniors to transition to careers, college, and the workforce beyond graduation.

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CSD 39 Artifacts

- Virtual Town Hall Meeting ([video](#))
- Site Council Meeting ([minutes](#))
- CAPS' Parents Respond to Youth Truth Survey (google form → [spreadsheet](#))
- High School Parent Meeting ([slide deck](#))
- Thought Exchange ([summary](#))

[CSD 39 Integrated Guidance Budget](#)