



## Vernonia School District

### Integrated Guidance Application

#### Needs Assessment Summary

The Vernonia School District began our Integrated Guidance community engagement process in October 2023. Over three months and through a variety of activities, the Vernonia School Districts Community Engagement/Leadership Team, which consisted of parents, Board members, teachers, administrators, and classified employees, engaged: elementary students, secondary students, students with disabilities, and their parents, students navigating poverty and their parents, homeless students, school board members, parents, all district staff (certified, classified, administrators) and various other community members. Information was collected via surveys (Online), Story Circles (Community and MS/HS students), three community engagement sessions, parent/family interviews, and a Maxims report. The staff, students, and community surveys (Google and Thought Exchange) included questions regarding priorities for the 23-23 school year, barriers to students' learning, impacts on student success, and strengths of their school/district. Student social-emotional surveys included questions regarding what helps them be successful at school, what keeps them from being successful at school, what engages them at school, and suggestions for school improvement. Community engagement sessions ask for feedback on their children's success and struggle at school, their sense of safety, and ideas for improving the district. The VSD reviewed and disaggregated data sources with special attention on student focal groups for the previous five years.

#### Data reviewed included:

- SBAC results in grades 3-11
- Regular Attenders K-12 data
- School Culture and Climate surveys
- Graduation rates (4 & 5-year cohorts)
- 9th-grade on-track data
- Accelerated Learning Behavior referral, trends, and behavior intervention systems/effectiveness data.
- CTE programming and cohort participation rates are another primary data source

The voices of our focal student groups, families, and communities were centered in our decision-making processes in the integrated guidance design, implementation, and use of SIA, HSS, and EIS resources. All these data points were reviewed in summary. Still, they were also disaggregated to highlight disparities between focal groups of students with special needs, students of color, students of poverty, LGBTQ2SIA+ students, and



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migrant/ EL students. From examining this data and applying our equity lens, areas of improvement for the district became apparent.

Largely mirrored the conditions that emerged from reviewing data related to student achievement, behavior, and mental health/ SEL data. The themes and needs that arose from reviewing data related to student achievement, behavior, and mental health/ SEL data mirrored our IG school-community engagement process.

#### **These central themes were:**

- Maintain and expand our CTE programs
- Increase student access (especially for foal student groups) to therapists and counselors
- Improve instructional support and curriculum materials

This clarified how to invest our SIA, HSS, EIIS, and Perkins funds for the 23-24 school year and our four-year plan.

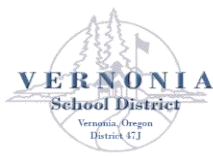
Vernonia SD worked with several partners such as parents, district staff, NWRES, ODE, and Vernonia city leaders to engage the community, collected and analyzed data from that engagement, and compiled this application.

#### **Plan Summary**

Through Integrated Guidance planning, Vernonia School District has blended resources from the Student Investment Account (SIA), High School Success (HSS), and Early Indicator and Intervention System (EIIS) to offer all students a well-rounded educational experience built on targeted universalism. The following Integrated Guidance priorities emerged based on disaggregated data, community engagement feedback, Vernonia School District CIP, the Equity Lens, QEM, and evidence-based educational practices.

#### **Community Feedback Data:**

- Increase CTE program offerings for students
- College and Career Readiness- focus on Technical/ Trades programs
- District-Wide Attendance Focus
- K-12 increase in academic rigor in core subjects areas
- Expand extracurricular programming options
- Hiring and retaining high-quality Teachers/Competitive Salaries
- Student Feedback



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- Access to therapist/counselors
- Access to CTE at the middle school level
- Access to therapist/counselors for small group
- Create a safe space in the school for LGBTQQIP2SAA students

#### **Strategies developed through braiding and blending investments.**

1. Expand learning opportunities through CTE, Dual Credit Options, College and Career readiness supports, and increase core course options to provide a well-rounded education for all students.

2. Increase academic achievement in Math and ELA by Increase staffing support in general education courses to increase instructional support for all student groups through targeted universalism.

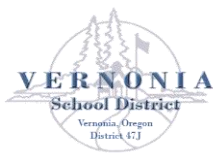
3. Increase attendance for all K-12 student groups to 90% by developing a culture of safety and respect that supports the social, emotional, and physical well-being of students and adults.

4. Provide social-emotional learning options with increased access to counselors/ therapist to all students. SIA, HSS, and EIIS funding priorities for the next four school years:

- Maintain current instructional assistants (2) at mid/ high level
- Textbook adoption for middle and high school for CCSS alignment.
- Maintain 1.0 FTE HS advanced and intermediate Math teachers
- Maintain CTE Engineering teacher.7 FTE
- Increase funding to support manufacturing and construction trades materials and training for students.
- Purchase instructional resources & college-level materials (ACT, PSAT/SAT) & AVID programming.
- FTE metals and manufacturing teacher
- FTE Graduation College and Career Readiness Coach.
- Oregon Data Suite, data collection platform for K-12 staff.

5. Increase the graduation rates to greater than 90% for all student groups, K-12.

6. Increase the number of 9th-grade students on track to graduate to 90%.



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**Plan B:** Should the district not be able to hire qualified staff for the positions listed above, some investments may include the following:

- FTE Elementary Music teacher.
- FTE licensed Therapist K-12
- K-5 school counselor
- FTE Classified staff- After School tutor(s) and programming options
- FTE Attendance Intervention Specialist
- .5 FTE CTE Health and Biomedical Sciences Teacher
- FTE K-5 Behavior Specialist

We will monitor our progress through quarterly reports to the school board on our strategies. Data will be gathered and disaggregated to ensure these strategies will meet the needs of our focal student groups. Other yearly data (i.e., OSAT results and graduation rates...) will also be reviewed and disaggregated.

#### Equity Advanced

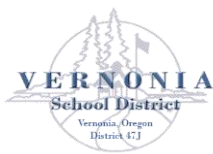
*(250 words or less per question)*

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

As a small rural district with 570 students, 18% students with special needs, 49% free and reduced, and a robust LGBTQIA2S+ program. We have a mission to meet every student and their diverse needs where they are when they enter our doors. As a single-unit school building, our staff can build strong relationships with elementary and high school students. By knowing the student, their family, their needs, and their goals, we can support students individually, meet them where they are, and support their improvement. All students are encouraged and supported in pursuing their personal and educational interests through our various CTE, Fine Arts, AP, Dual Credit, and extracurricular options. Since we are a small school, we may have only some of the offerings of a large district, but we can ensure that students are encouraged and allowed to participate in whatever they desire. This means that no matter what a student's background, language, race, economic profile, gender, learning capability, disability, or family history is, each student can get the support and resources needed to achieve their educational goals.

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

To improve access for our focal student populations, we need to improve Communication with families, after-school programming and transportation, support those for whom childcare/ home responsibilities impact attendance, and offer online/ alternative school options for graduation, an



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extracurricular option comparable to neighboring districts. We need to make improvements to not only offer full access to advanced courses and offerings to ensure we are serving historically underserved students (i.e., students with disabilities, students of poverty, and females) to support them and encourage them to take challenging courses or participate in CTE or extra-curricular opportunities. We can also continue to ensure all barriers to opportunity are known and remediated/removed.

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

Using Oregon's Education Equity Lens clearly articulates Vernonia School Districts' shared goals and intentional policies and investments in ensuring all our students have equitable educational options in our district. We utilize this lens in our decision-making and community engagement processes.

<https://www.oregon.gov/ode/StudentSuccess/Documents/Appendix%20B%20-%20ODE%20Equity%20Lens.pdf>

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

VSD's plan will improve student connections to the school by providing programs of interest, supporting individual student growth, and increasing participation in post-secondary education. These impacts will be achieved by Increased staffing, specifically in CTE expansion, Math, College and Career Readiness, Computer Programing, Spanish, Robotics, and Tier II and III interventions and support. Our plan delivers on targeted universalism, ensuring our focal student populations and all of our students will realize these impacts. Developing programs and interventions help all students by adding options, lowering class size, and increasing student engagement.

- 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?

VSD has invested significantly in social/emotional and academic programming to focus on student skills and increase our ability to meet them at their level, giving improved individualized support. These supports should show gains for high achieving students, fall in the average range, and increasingly support our struggling students. Growth comes when we can meet students where they are and engage them with the time, attention, and qualified diverse staffing, programs, and curriculum to meet their growth needs. This requires well-rounded, diverse programming—District Priorities, strategic plan academics, attendance, behavior, CTE, Culture, RTI, and PLC.

Oregon school districts always need to worry and be concerned about the K-12 budget set by the legislature. Our lawmakers are in session this year (2023) and will set a biennial budget for K-12



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schools. If the funding level they adopt is below \$10 Billion, our district will face shortfalls, which will require complex decision-making. Funding below \$10 Billion would need us to alter this plan.

In addition, Oregon districts (ours included) have also faced hiring challenges over the past few years. If we cannot make several key hires (counselors the most difficult), we may not be able to deliver on our plan fully.

Finally, as we have all learned over the past three years, unforeseen events sometimes scuttle our plans. No one could have fully predicted COVID. If something like that came to pass, challenges to our plan would likely present themselves

- 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?

From board policy to school climate, VSD fosters an inclusive and supportive environment for all students to break down barriers and give them the support they need to succeed in school and life. We find ways to transport students to the school programs of their choice, help with supplies and clothes, collaborate with outside agencies for family support, and give students individualized attention to feel included and supported in Vernonia. Our community collaboration with the Youth Transition Program and Student Re-Engagement Team has been a massive support for families, which in turn, helps our students engage in school. We have a homeless Liaison, Check and Connect mentors; community supports for vision, clothing, and food resources; a school nurse, a food pantry/ community garden, a "Vernonia Cares" leadership food drive, and universal access to families. Of course, we maintain appropriate confidentiality regarding youth navigating homelessness.

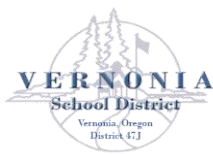
#### **CTE Focus**

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

We intentionally selected our programs to ensure diverse offerings based on survey results of what our students and parents wanted to see. Our programs are inclusive and encouraged for all students, regardless of previous knowledge or disability. Cost is never a factor for our programs, as we ensure there is no expense for students and that we equip students with the needed materials. We remove all prerequisite requirements for entry into our CTE programs of study.

VSD high school CTE programs enrollment data reflects ( N-Size = 181):

- 26% of female students earning 1.0 credits < 2.0 credits
- 41% of female students earning .5 credits
- 36% of male students earning 1.0 credits < 2.0 credits
- 24% of male students earning .5 credits



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- 26% of students on IEPs earning 1.0 credits < 2.0 credits
- 35% of students on IEPs earning .5 credits
- 33% of Latinx students earning 1.0 credits < 2.0 credits
- 33% of Latinx students earning .5 credits
- 32% of White students earning 1.0 credits < 2.0 credits
- 30% of White students earning .5 credits

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

VSD recently added a third program of study, manufacturing, to diversify our offerings to meet the needs and requests of more students and the community. This program, funded through HSS and SIA, is helping to fill this gap and increase participation among more students. Unfortunately, our data indicate our female students are much less likely to participate with an overall N- the size of 32 students in manufacturing, only 17% are female. This data helped expose some of our needs. We need to become intentional in recruitment, identification, and removal of bias, emphasize high-profile role models, and engage our students to help us find solutions to this /these issues.

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

VSD supports staff diversity, as we know that the more diverse staff we can offer to our students, the more it helps ensure we have a team for our students to connect with. Therefore, we actively recruit historically underrepresented staff (female, BIPOC) into our CTE teaching and classified positions. We are also working on asking female students and our focal student groups what we can do to attract them to our CTE program of study offerings. Asking the students what we hope to support them directly, is a key strategy for us. During student forecasting, we explain the benefits of our CTE programs and the positive outcomes they deliver for students in school and their futures.

- 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?

VSD CTE staff, counselors, teachers, 9th-grade on-track staff, college and career readiness program, and administrators will work with advisory groups and individual students to support participation in CTE program options. We utilize our Equity Lens when making decisions affecting CTE programming, ensuring better access for focal student groups. Disaggregated Data will be tracked to monitor participation for program equity and inclusion so we can make the needed adjustments to ensure equitable participation in real-time. We have reduced prerequisites in CTE courses to improve accessibility to all students. In addition, we design our master schedule to remove as many "singleton





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class” conflicts as possible, creating more opportunities to sign up for CTE classes. Lastly, CTE program involvement is posted throughout the school.

#### 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).

In Vernonia, we are committed to delivering all of our students, especially our focal student groups, a well-rounded education at each level (elementary, middle, high) and in each grade throughout the school career for each student. We use our equity lens and targeted universalism to ensure equitable program design and opportunity. MTSS is the centerpiece of our system approach to teaching and learning.

We focus intently on developing student literacy skills at the early elementary level. Our students receive PE as well as free play daily. Students access our library at least once a week through our library program. In our classrooms, we have provided professional development and expect our teachers to integrate Art and CTE into weekly lessons. We offer a strong TAG program and have worked to ensure our identification process is intentionally inclusive.

We work on skill development, subject mastery (ELA, Math), and social-emotional health at the middle level. Our students receive PE for 50% of the days each school year and health education for the other 50%. Our library is a busy and inviting space open at lunch and before and after school. It is also available for classroom use. Students participate in a required elective as sixth graders and rotating electives in 6th and 7th grade. Other introductory classes are offered, including art, woods, metals, mechatronics, and technology. We offer both band and choir music options to our students.

At the high school level, we focus on graduation and developing skills needed for success as an adult. We offer PE, Health, Music (band, choir, orchestra), and a broad array of elective courses. We provide a full array of co-curricular athletic opportunities. CTE staff, counselors, teachers, 9th-grade on-track staff, college and career readiness program, and administrators will work with advisory groups and individual students to support participation in CTE program options. Again, our great library is open to both individual students and classes.

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





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We no longer offer music at the elementary level- It has been a request from the community to reintroduce this option. Due to a lack of staffing options in our areas, this has been challenging to accomplish. Incoming MS students (6th graders) have traditionally taken a "required elective" that exposes them to music, with the option to continue as a choice elective for grades 7-12. 7th graders have rotating art electives. In addition to art, 8th graders have a rotating drama elective. Art, music, and theatre arts are elective options at the high school. Art is integrated into the curriculum at the elementary level.

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

Our school district utilizes classified employee staff in elementary and secondary library/media centers. All elementary students have dedicated and consistent library time (30 minutes/week) to learn how to use the library and check out materials and resources. At junior/senior high school, some courses use the library and materials regularly, while others may use it situationally for books and other media checkouts and learning. Our libraries are beautiful spaces with ample collections for students at lunch and after school. Our school district utilizes classified employee staff in elementary and secondary library/media centers, which a licensed staff member supervises). We also have access to more resources through our local library and ESD support.

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

In the town of Vernonia, schools are comprised of a single building, housing grades K-12 with one shared commons cafeteria. Mist Elementary is a separate K-5 school in the small community of Mist, Oregon. We have two different buildings with three independent schools embedded. Grade Bands (K-2), (3-5), and (6-12) lunch times at Vernonia Schools are staggered from 11- 1 PM, providing all students with ample time to eat. Mist student lunches are delivered daily at 11:45 and ensure plenty of time for the meal. All students K-12 have time for movement and have access to a playground or gymnasium for activities. Elementary students get additional recess time, and movement activities are embedded with our SEL scheduled activities. State-mandated PE minutes are met for all student's daily grades K-12.

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

Aside from our dedicated courses centered around STEAM, VSD ensures all teachers have the resources and budget to allow for project-based and hands-on learning. Teachers have had professional development in delivering STEAM through this model, focusing on inquiry and critical thinking. We encourage these activities to be integrated into all courses and content through cross-disciplinary content. We have a CTE course to expose students to computer programming, robotics,



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and engineering. We are working with Portland Community College to develop a Computer Aided Drafting program.

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

Curriculum purchases are made collaboratively with content staff and administration from the state-approved adopted list. They work to check for compliance and alignment with standards and that it meets our students' needs. Community and school board input are encouraged, and periodic reviews are done to ensure the new curriculum is effective. Students are demonstrating growth toward meeting state standards requirements in CCSS. Professional Development is continuous in evaluating standards alignments through PLCs and data teams.

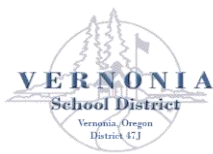
- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

The district has implemented MTSS to ensure all students get precisely the challenging instruction they need to advance their learning. Teacher evaluation standards and rubrics align with engaging HQ curriculum, rigorous instruction aligned to DOK standards 1-4, high student expectations, pacing, and relationships for all students. Admin and staff monitor them continuously through walkthroughs, formal and informal evaluations, and PLC meetings. Staff is provided PD in these areas, and our evaluating administrators are given PD to support their work in helping individual teachers meet these standards. Through collaborative discussions and observations centered in these areas, teachers and administrators work to set and monitor progress on instructional goals, find areas of improvement, and discuss strategies for instructional improvement during 1:1 teacher/admin meetings, core PLC, or data teams.

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

Vernonia School District is keenly interested in supporting early childhood education programs in the district. We know brain development is expansive in the early years and would like to ensure our children get the supports they need to be skilled and ready learners when they arrive in our Kindergarten program. Currently, the NWRESd provides head start services and options within Vernonia. The district participates in the IFSP process and actively engages in the transition process for these and all students.

We are constantly looking for funding opportunities through the Oregon Early Childhood Division or ODE for early childhood education resources and programs. We would embrace having a preschool promise or other early childhood program in the district. In the meantime, VSD is currently working with NWRESd to coordinate preschool programs in the district.



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

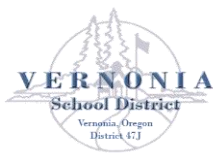
Vernonia Junior/Senior High School is a 6-12 school in the same school, giving more significant support for the transition from middle school to high school. Administrators, support staff, and teaching staff cross both levels, supporting consistent practices and students' knowledge as they enter high school. Middle and High School teachers hold transition planning meetings. Several staff members teach at high and middle schools, which tends to help with changes. Vernonia high school utilizes the AVID program in the 9th and 10th grades. It places a school-wide emphasis on using AVID instructional strategies that align with best practices and current research for providing instruction across all content areas to support student high school and postsecondary success. VHS offers AP courses in literature and history and dual credit courses in pre-calculus, writing 120/121, and speech 111. We also provide college and career planning options through our college and career readiness programs, which are available for all students without prerequisite courses or postsecondary plans.

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

SIA funds were used to increase counseling staff, allowing all students more individualized counseling opportunities. With this addition, we can better hear students' voices to get them what they indicate they need to be successful. Our counselors help students pair the appropriate courses and instruction through classes and the teacher's choice to meet their specific needs. Our schools run an SST (student support team) model to monitor students' academic, social, and emotional progress. We utilize the feedback from this model to deliver the needed individualized program for each student. Focal group students will have a more frequent SST to review check-in time with the teams. A College and Career Specialist has been employed to offer additional academic and emotional support, particularly to high school students. Elementary- RTI/ MTSS process, Tier II pull-out/ small group instruction focused phonics/ reading instruction, Tier III special education educations services (Push-in, pull-out, and self-contained) Check and Connect Mentor Program, LGBTQSIA+2 group, SEL/ DESSA, Positive Action, Character Strong curriculum and direction instruction scheduled during the school day/ week. Academic supports IXL, Read Naturally, Step-up to writing, small instruction/ tutoring option for all students

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

Just as VSD provides with struggling students, we also work individually with students to push advanced students into more challenging courses and support their access/enrollment into college-level classes. As with our programs, we regularly review disaggregated student data to ensure equitable access for all of our focal student groups to check for any implicit bias. We develop TAG



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plans for all students who qualify so that we can support their individual learning and needs. All of our teachers have received professional development around providing all students with enrichment opportunities in the regular classroom. We also offer online course options for students to access advanced coursework appropriate to their needs. We utilize educational programs for advanced students such as IXL, Read naturally, and level Readers.

- 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?

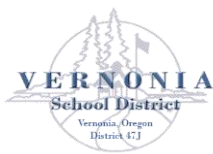
The Vernonia School District offers career exploration opportunities throughout our designed high school curriculum as well as through the CTE process, both before and during the CTE Program of Study enrollment. Our middle school runs a CTE-based enrichment period to expose students to future computer coding and CAD opportunities. CTE Perkins programs of study exist, and start-ups engage in ongoing career employment and education through the required work-based learning opportunities mandated by Perkins career-connected learning objectives. Our CTE teachers use job-related learning WBL strategies through the course sequences of CTE programs. Perkins supports ongoing teacher education and resources for expanding and growing WBL opportunities. One of the priority items for Perkins is Work Based Learning for students. Our teachers are actively engaged in consortium training and activities. Additionally, our high school counselors guide students throughout high school, specifically focusing on the student's current and future education goals.

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

We have worked to remove barriers for our focal student populations to our work-based learning opportunities. For example –eliminating prerequisite classes to our entry-level and mid-level program of study classes and facilitation/support for focal student groups accessing work-based experiences. We must ask these student groups what barriers they face in participation, listen to their suggestions, and implement them wherever possible. In addition, all students and parents are educated on the opportunities for work-based learning through our district college and career readiness programs.

- 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.

Vernonia has dedicated itself to improving students' academic and technical skills by implementing exceptional learning experiences in a well-rounded education. We have taken all our general and grant-funded programs to create as many diverse opportunities as we can afford to support academic achievement, enrichment, and CTE. Our broad CTE program allows students to use this



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learning in core courses and postsecondary classwork. We even pay for all college-level course opportunities for our students. We are pursuing dual credit articulation for Welding, Computer Programming, and manufacturing. Our programs have an ongoing relationship with OMIC Training Center, and we are moving toward building a bridge for our students to complete OMIC summer internships. These are all challenging, relevant, rigorous, coherent, and integrated programs.

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

Our middle school students are allowed to take a career exploration class. Our CTE intro courses extend to cover many career opportunities within each field. All of our systems also incorporate skills development in soft skills such as work ethic, integrity, time management, teamwork, conflict management, etc. All our CTE instructors come from the industry and teach industry expectations and career-related skills. Our district currently utilizes Oregon Career Information System for Middle and High Schools to identify traits, interests, job skills, career paths, labor market projects, and education. Our district is currently looking at offering a personal finance class to support students in planning for post-secondary options in career and education.

#### **CTE Focus**

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

VSD CTE completion data shows that 65% of students on IEPs and 67% of Latinx students have not participated in a CTE course in high school. In efforts to increase information access to our focal student groups, we are doing the following:

In the school: CTE program(s) and activities are visible and displayed on communication walls and school alerts communication board(s). Artwork is hung in the hallways showing off the art and digital arts program. Robotics, Manufacturing, and Carpentry projects and creations are displayed prominently in the district. CTE program pathways are provided to all students in advisory classes and presentations, small groups, and 1:1 training opportunities are provided through VSD's College and Career Lab lead for students. New enrolling families are given information about VSD CTE programs and course offerings at registration.

Digital presence: VSD's website and Facebook accounts provide CTE program information and highlights. CTE programs information is provided to the local press, Vernonia Voice, to do stories around critical events. VSD also sends engaging emails through Blackboard to families highlighting CTE students, competitions, events, and activities.

Extra-curricular outreach: VSD provides events to increase exposure to VSD programs and focal groups. We invite local community members/families, Vernonia businesses and volunteer



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organizations, Portland Community College, Oregon Manufacturing Innovation Center (OMIC), and local logging companies.

All CTE information provided to students and families is in dual languages.

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

The first barrier we are working to overcome involves recruitment. In our middle-level CTE exploratory classes, we intentionally present material, the examples we use, and the guest speakers we invite, to encourage participation in CTE programs in nontraditional gender fields. When we begin forecasting for high school courses, we actively recruit females into traditionally male-dominated CTE fields of study. We are working to recruit guest speakers and teachers into our programs who are examples of careers in nontraditional career-technical fields.

Our CTE courses and programs build connections with industry to get the real-world student experience, learning, mentorship, access to OMIC, and trade conferences. As we do that work, we keep nontraditional gender examples in these experiences. Finally, we like to go to the source to find solutions. Therefore, we ask our female students for suggestions on how to address this issue and work to implement their feedback.

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

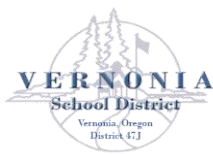
VSD recently added a third program of study- Welding/Metalworking. We currently offer Forestry/Natural Resources/Construction, Engineering/CAD/Programming/Robotics, and Digital Arts/Photography. We plan to maintain current programs funded by general education and grant funds. Within these courses, funds will be used to add new equipment, offerings, and curriculum and expand opportunities. Any further future opportunities will be vetted with students and families first. Lastly, CTE program involvement is posted throughout the school.

### 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?

We have worked intentionally over the years to establish an open community relationship with our community. In a small town, people often do not want to attend an 'engagement meeting' but are always willing to talk to the superintendent in the office or around the community. The same goes for our board members, administrators, teachers, and other staff. We also work collaboratively as a staff and board to share information back and forth. This continual ongoing open dialog gives up



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immediate feedback from our community. We need better attendance at community engagement events, but there is a reason for that. It is because they trust us and can access us whenever they want. With that said, we held open meetings to discuss the Integrated Guidance and surveyed families. We are working on ways to improve that attendance in the future (i.e., provide childcare, provide a meal). Overall, small towns make for excellent community engagement. It may not look like the traditional meeting format you see elsewhere.

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

SD plans to invest heavily in partnerships with the Vernonia community early childhood programming- Head Start and private preschool programs. Currently, there is a solid connection between our district's early childhood providers. Still, through integrated guidance planning, VSD became aware that much of our educational programming and engagement goals were not as inclusive and focused on as other community partnerships. VSD also evaluated the Educational Return on Investment (E-RI) and determined increasing VSD engagement opportunities for preschool programming and kindergarten would greatly benefit our students, families, and staff as our K-5 students enter our district.

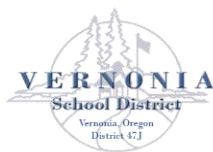
- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

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

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

All community members and guests and students are welcomed and respected. Our values-based maxims support inclusiveness and diversity. The board, staff, students, and guests reiterate and share these values. Our small community has developed a positive and welcoming environment for families and students. We have a high level of open communication with everyone, not just entitled parents but also with our parents and students representing our focal student groups. Still, we are constantly working to maintain and improve for the future. Specifically, we created group agreements regarding actions and input at our meetings, making everyone more likely to feel safe. We intend to continue reaching out to individuals for one-on-one sessions at all levels of the organization. We have increased our intentionality about utilizing the equity lens as we enter discussions and decision-making.





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

VSD does not sponsor a public charter school program.

- 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 identify as LGBTQ2SIA+**

**Students navigating poverty, homelessness, and foster care**

**Families of students of color**

**Families of students with disabilities**

**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)**

**Migrant Education and McKinney-Vento Coordinators**

**Local Workforce Development and/or Chambers of Commerce**

**CTE Regional Coordinators**

**Justice-Involved Youth**

**Community leaders**

- 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)**

**Email messages**



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Newsletters  
Social media  
School board meeting  
Partnering with community-based partners  
Partnering with faith-based organizations  
Partnering with business

### *Evidence of Engagement*

You will be asked to upload your **top five artifacts** of engagement. As outlined above, smaller districts must submit their top two artifacts.

#### 1. Community Engagement Artifacts

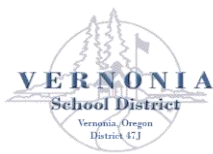
- a. [Integrated Guidance- Engagement Data- Totals](#)
- b. [Vernonia School District Community Survey](#)
- c. [Vernonia X-Mas Bazaar Community Forum](#)
- d. [Vernonia Community Thought Exchange](#)
- e. [Vernonia School District Story Circles- MS/HS Focal Groups](#)
- f. [Vernonia Community Input Forum and Story Circles](#)

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

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

- 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.

We conducted several outreach campaigns to learn more from some of our focal groups, such as surveying special education and ELD students and parents and calling for feedback. These outreach techniques had specific data collection needs but also became open conversations for comment regarding barriers, positive methods, and things to improve upon. Another strategy was to survey (Thought Exchange) and complete a Story Circle with our MS/HS Focal Group students to understand how they feel about our school, our levels of support, and if they think they are getting what they need to be successful. The survey asked basic demographic questions to help disaggregate the data.



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Our engagements were across the range of the Community Engagement spectrum, from a 2 – Consult (Surveys, Empathy Interviews), to a 3 – Involve (Thought Exchange), to a 4 – Collaborate (MOUs and Collaborative Design), to a 5 – Defer (Consensus building).

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

One strategy was to hold district leadership, community, and school board data meetings to follow up surveys and collected data to get a better picture of the issues facing our students, what groups are being impacted, the 'why' behind it, and what we can do to make improvements. This strategy did not engage at-risk students directly but engaged with the professionals (teachers and classified staff) who work with these students to get their improvement ideas. We were sure to include our staff in the Survey we put out to the community and our Thought Exchange activity. In fact, 44% of those in the Thought Exchange activity were staff members. We have also worked closely with union leadership to include their input on this process. These strategies were essential to collect our staff's important and professional thoughts through authentic modes.

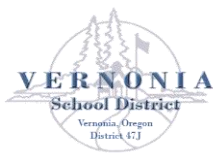
Again, our engagements were across the range of the Community Engagement spectrum, from a 2 – Consult (Surveys, Empathy Interviews), to a 3 – Involve (Thought Exchange), to a 4 – Collaborate (MOU and Collaborative Design), to 5 – Defer (Consensus building).

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

We found that all areas of education have come from more than just a single data point or trait. We have discovered that families and students seek relevant learning opportunities and well-rounded education. Our students and families want to learn the skills to help them find a good job, keep it, and even progress through promotions. They seek academic, social, and emotional learning to be successful adults, courses, and opportunities that bring joy to their day. They want to enjoy school, enjoy life and find meaning in school toward their futures. We thought a lot about that input as we worked to design our application and how we would utilize these combined resources.

In our plan, you will see so many decisions we have made to support this feedback/input. Using the equity lens and attention to our focal student groups also influenced our choices. Just a few of the examples of the influence of feedback you will see in our application and plan are:

- Increase in CTE program offerings for students
- College and Career Readiness- focus on Technical/ Trades programs
- K-12 increase in academic rigor in core subjects
- Hiring and retaining high-quality Teachers/Competitive Salaries



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- Access to therapists/counselors
- Increase academic rigor in all courses

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

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

#### ***Affirmation of Tribal Consultation***

- If you are a district that receives greater than \$40k in Title VI funding or has 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.

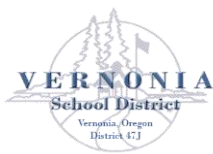
#### **Strengthened Systems and Capacity**

***(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?

Recruiting has been a challenge lately due to teachers and the rural nature of our district. Along with traditional recruiting and outreach, we have focused our recruitment efforts on local staff and community members to grow into other positions, emphasizing supporting staff in our focal groups. 'Grow our own' is representative of our community. All employees are educators, so we value a diverse staff to connect with students. We have tuition reimbursement and incentives for our instructional assistants with BA degrees to become licensed teachers. We are using student representatives for teacher hiring.

We provide high-quality professional development each year to ensure continued learning and improvement in all staff. Our community is unique, and when new staff arrives, we go to work orienting and supporting them. We provide mentorship and collaborative teams of teachers to



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ensure their success and improve our chances of retaining them. Our administrators have had quality professional development in supporting and evaluating staff with a focus on improvement. We follow our evaluation processes diligently with the intent of instructional quality.

- 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?

Multi-tiered system of support, SST, data teams, 9th grade on track, and student success teams are used to identify and address disparities for students academically, socially, emotionally, and with extra intentionality for focal student groups. We allocate resources to support students in need (for example, Alternative classroom support staff, Math support teacher, special education reading specialist, Homeless Liaison ELL staff, and special education staff). Instructional specialists and administrators work with inexperienced and out-of-field teachers to provide quality instruction/differentiation to all students. All staff is provided PD on referring students to our student support teams.

In VSD, we hire and retain staff who meet the definition of a highly qualified teacher as designated by TSPC. We work with students who need our very best and give it to them. We also work to have our best staff support the students with our highest needs. If any staff needs to be more effective, we support them in improving their instruction or finding other opportunities.

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

Both schools have PBIS behavioral systems and philosophy. We provide behavioral support training and classroom management training for all staff. Incentive programs are also used in both buildings to reinforce positive behaviors. Our philosophy is to keep students in class as much as possible by adding positive adult interactions and behavior support plans instead of suspensions or taking students out of style classes. Students and families help in the development of success plans. Students' voice is at the forefront of problem-solving in our schools.

We regularly disaggregate our data – attendance, minor, mid, and major discipline/behavior events, and detention/suspension/expulsion. If we see any overrepresentation of focal student groups, we work on correcting the issue. Professional development, systems review, and bias training are all part of overcoming these issues in Vernonia.

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



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Professional growth and development around teaching and learning are developed from our teacher feedback through student outcomes data reviews, teacher-student voice and data, teacher input, and leadership team guidance. All our decisions flow through our maxims and district-wide strategic plan, which was community developed. Additionally, five PD non-student days are provided to certified staff focused on instructional strategies, behavior management, intervention tools/ techniques/strategies/systems, and SEL strategies. All administrators regularly report to the board regarding their focus on teachers' professional growth and school happenings.

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

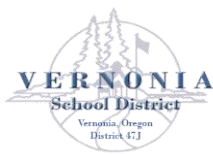
Specialists, instructional coaches, and building administrators continually seek out and attend NWRES, COSA, and ODE, read education literature, and other training on the latest research and strategies to support our staff. Knowledge is shared through school-wide PD training, individual conversations, and small-group coaching support focused on teaching and learning. We have a strong collaborative relationship with our union, giving all staff a voice in training and meeting their needs. Our evaluation system allows frequent feedback to support improving teaching and learning.

- 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?

RTI teams meet regularly to review student data and teacher referrals. Individual student plans are created, monitored, and adjusted weekly to ensure support is provided to meet students' academic, social, and emotional needs through our MTSS system. This Integrated Guidance plan supports our efforts in these areas, and the Early Indicator and Interventions Systems are all part of the work (RTI/MTSS/EIIS).

- 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?

VSD maintains an ongoing collaboration between our K-5 and 6-12 schools and programs. A significant majority of VSD students all attend in one school building, making transitions across K-12 very smooth. We offer summer programs for all transitioning Pre-K to K students to familiarize themselves with the Vernonia/ Mist campus, teachers, support staff, and routines. We work with EI/ECSE to transition IFSPs into the appropriate placement for students in the early grades. Near the end of the school year, transition meetings are scheduled with teachers and identified staff for students with special needs, TAG, ELL, 504, or medical plans transitioning from elementary-middle or middle to high. Plans are updated along with any transition needs. All students also receive in the spring to attend next-year programs ( K-12) on the same campus during the school day to meet their teachers, see schedules and learn routines. Building collaboration and district specialists work to



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create aligned systems. ( Orientation day for Freshman- AVID Boot Camp; 5th graders to 6th grade 1/2 day, after 8th-grade promotion, meet with 6th-grade staff. )

The transition from high school to postsecondary also receives significant attention. Our College and Career Readiness and student engagement team meet with every senior on a scheduled basis beginning their senior year, focusing on postsecondary goals and planning. The CCRC provides seniors awareness, exploration, and preparation experiences to help them find or continue toward their chosen career pathway, including college, the trades, the military, workforce advancement, or a combination. The program support student in discovering personal interests, strengths, aspirations, options for education, training, work, and potential opportunities and supports such as FAFSA, ASVAB prep, college, technology/trades programs, and Job Corps visits. The program also supports exploring job fields through community job placements to meet senior project occupation internship requirements.

#### Attachments Completing Your Submission

- Integrated Planning & Budget Template
  - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after considering all the input and planning pieces. This plan is an essential snapshot of your expected use of grant funds associated with the programs mentioned above.

#### 1. Integrated Planning

1. [Planning Sheet](#)

#### ATTACHMENTS:

1. [Oregon Equity Lens](#)
2. Community Engagement Artifacts
  - a. [Integrated Guidance- Engagement Data- Totals](#)
  - b. [Vernonia School District Community Survey](#)
  - c. [Vernonia X-Mas Bazaar Community Forum](#)
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#### Assurances





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The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

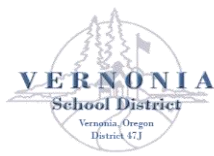
By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

By checking this box, you provide assurance that you have taken into consideration the Quality Education Model (QEM)

By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)

Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the integrated planning process

HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.



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