

Family Engagement –Special Education

Families of Special Education students in Grants Pass School District were personally invited to participate in the family engagement evening sessions during the fall of 2019. Since just a handful of these parents attended the sessions and focus group discussions, the Special Services Department decided to reach out to families by phone. We randomly selected 81 families (10% of our total Special Education population) to call to collect input in an authentic way. The calls took place between December 10, 2019 and January 10, 2020. If unsuccessful in reaching a parent/guardian on the first try, we reached out a second time. The most supported idea from this form of engagement was to offer more opportunities for after school and summer programs.

Interview Script:

My name is _____ from Grants Pass School District Student Services office. I'd like to ask for your input today regarding ways we can better serve your student. This survey will only take 1 – 3 minutes.

You may or may not be aware that the Oregon Legislature passed the Student Success Act in May of 2019 to improve outcomes for ALL students. The funds that come to Grants Pass School District can be used to reduce class size, increase instructional time, provide mental and behavioral health supports in schools, and/or provide a well-rounded educational program for our students.

What ideas do you have for ways Grants Pass School District could add resources to create better educational supports and opportunities for your child?

Top 5 responses from Special Education Parent phone calls:

- More opportunities in the summer and after school
- Reduce Class size
- Making learning more fun/engaging
- Emotional supports for students
- More programs for low income families

Priorities 1st 2nd 3rd

Student Investment Account –
Students, Parents, and Community Members

The following priorities have been identified in Grants Pass School District through various engagement activities. The investment ideas are being synthesized and prioritized in an effort to determine how best to invest the money in serving students. The goal of the SIA is to attend to mental/behavioral health and academic disparities with a real focus on equity. There will be high levels of accountability to ensure the investments are having an impact on outcomes for students.

GPSD7 Priority Areas:

1. Meeting students mental or behavioral health needs
2. Time – for instruction, for professional development, for collaboration
3. Strategies for academic growth

Please complete the brief survey below letting us know what investments should be most highly considered within each priority area. We can't do it all - so identifying those things that will have the greatest impact is our goal. If you would like to be a part of the work groups being developed to dive deeper into the ideas, please indicate that interest and commitment to attending our after school meetings.

Please indicate below what is your role?

- 0% Student in D7
- 91% Parent in D7
- 8.3% Community Member
- Other (please explain) _____

Please mark below any of the following which you represent?

- 5 (41.7%) A person of color
- 1 (8.3%) An individual with a disability
- 2 (16.7%) Someone navigating poverty
- 1 (8.3%) Someone who is homeless
- 1 (8.3%) An individual in foster care
- 7 (58.3%) None of the above

Priorities 1st
2nd
3rd

Please indicate below what should be our top 3 priorities when meeting student's mental or behavioral health needs? (Please choose just 3)

6 (50%) Full time counselors, behavior intervention specialists at each elementary school

5 (41.7%) Full time OPTIONS therapists at each school

3 (25%) Two Learning Center staff at each elementary and middle school

0 (0%) Deans at elementary schools

0 (0%) Full time JUVENILE JUSTICE prevention specialist at every site

3 (25%) Full time attendance support staff at each elementary and middle school

3 (25%) Two adults on every bus

2 (16.7%) Full day behavior programs in more locations (ie Full Time Stepping Stones, Middle School behavior program)

0 (0%) Two assistant principals at each middle school

3 (25%) Additional SROs and/or security staff

5 (41.7%) Additional playground supervision

7 (58.3%) School health clinics

0 (0%) School nurses

1 (8.3%) Student mentoring programs

4 (33.3%) Additional school psychologists

1 (8.3%) Staff training on how to deal with trauma, how to have a more welcoming/calming environment

0 (0%) Other (Please explain) _____

Please indicate below what should be our top 3 priorities related to time – for instruction, for professional development, for collaboration (Please choose only three, including from the next page)

5 (41.7%) Additional school day(s) for student instruction

0 (0%) Additional calendar days for PLC time to review student data and plan accordingly – and to include classified staff in planning

4 (33.3%) Additional calendar days for professional development

8 (66.7%) Before and after school programs at elementary, middle and high (to include transportation)

Priorities 1st
2nd
3rd

- 12 (100%) Expand summer school programs to include more opportunities at elementary and middle school
- 0 (0%) Late start/early release at all levels
- 1 (8.3%) Purchase interim assessments from Smarter Balance to get more data on student achievement
- 6 (50%) Add instructional coaches at all levels
- 0 (0%) Other (Please explain) _____

Please indicate below what should be our top 3 priorities related to strategies that will improve academic outcomes for students? (Please choose only three)

- 2 (16.7%) Add pre-K programs for all kids
- 1 (8.3%) Add a Kindergarten Transitions program for students not ready for Kindergarten
- 6 (50%) Add more intervention options for math and language arts
- 4 (33%) Create more opportunities for small group instruction in language arts and math
- 0 (0%) Offer more CTE/STEM courses at middle and high school
- 4 (33.3%) Add a library media specialist for elementary and middle school
- 2 (16.7%) Add more PE teachers at middle and high school
- 3 (25%) Create a life skill course (ie finance, tire changing, etc)
- 7 (58.3%) Expand opportunities with ROGUE COMMUNITY COLLEGE to offer more college/high school dual credit options
- 3 (25%) Expand partnership with COLLEGE DREAMS
- 7 (58.3%) Eliminate all class fees
- 5 (41.7%) Expand club options at elementary and middle school – eliminate all club fees
- 4 (33.3%) Eliminate all pay to play fees
- 6 (50%) Add an Equity Coach for the district
- 1 (8.3%) Staff training to increase engagement, differentiation for at risk learners, etc
- Other (Please explain) _____

Interest

1st
2nd
3rd

Please indicate below any of the following work groups for which you are interested in being a part of:

- 7 (58.3%) Meeting students' mental and behavioral health needs
- 5 (41.7%) Time – for instruction, for professional development, for collaboration
- 9 (75%) Strategies for academic growth
- 1 (8.3%) Other (Please explain) _____
- 1 (8.3%) Not interested in participating

Thank you so much for your input!

Families Experiencing Homelessness Outreach Data

The Grants Pass School District partners with a local non-profit called The Maslow Project to provide the greatest amount of service to our families who are experiencing homelessness. Our Maslow staff were able to reach out to families to ask them for input. During the process, most refused to participate in citing their current situation as in crisis and were in a hurry due to their circumstances. While many more families were reached out to, the number below represent actual input from families.

About how many families participated?

- Ten families participated in providing information.
- Six were able to meet in person.
- Four were contacted by phone/email

How many parents?

- Five were parents

How many students?

- Five were students

Overall input or comments from families experiencing homelessness about the SIA dollars (in addition to them providing input on our SIA survey).

- The need for more pre-school educational opportunities.
- More one-on-one support for students that present with behavioral/emotional/psychological challenges. This is at all levels of education.
- Life skills course