	Student Investment Account	Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Students and staff report good to excellent emotional/mental health as measured by a reliable tool.	X		X	X	
Outcome	Students feel a sense of community and value the diversity within our schools as measured by a reliable tool.	X		X	X	
Outcome	Instruction is delivered in a way that implements strategies that supports diverse learners through culturally responsive classroom practices, e.g. WICOR, QTEL, as evidenced in classroom walk throughs.		X	X		X
Outcome	Eliminate disproportionate discipline through the provision of appropriate supports.	X	X	X	X	
Outcome	Eliminate disproportionate academic outcomes through the provision of appropriate supports.		X	X		X

Strategy #1	Create a culture of safety and respect for all students and adults that supports social, emotional, and physical well being that is critical to academic and professional success.
Strategy #2	Every school and all systems analyze, review and use disaggregated data with an equity lens on a regular basis.
Strategy #3	Ensure instructional practice and standards are high quality, rigorous and incorporates the respectful consideration of culture, disability, race, gender and language with equitable supports and opportunities.
Strategy #4	Increase opportunities for students to feel connected to school through activities, extensions and supportive adults.
Strategy #5	Increase academic instruction.

			YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST	Total Budget
Strategy 1	Create a culture of safety and respect for all students and adults that supports social, emotional, and physical well being that is critical to academic and professional success.		$ 2,280,000.00	$ 6,160,000.00	
Strategy 2	Every school and all systems analyze, review and use disaggregated data with an equity lens on a regular basis.		$ 500,000.00	$ 1,200,000.00	$ 7,590,000.00
Strategy 3	Ensure instructional practice and standards are high quality, rigorous and incorporates the respectful consideration of culture, disability, race, gender and language with equitable supports and opportunities.		$ 2,075,000.00	$ 6,145,000.00	
Strategy 4	Increase opportunities for students to feel connected to school through activities, extensions and supportive adults.		$ 1,380,000.00	$ 3,940,000.00	
Strategy 5	Increase academic instruction.		$ 1,355,000.00	$ 6,500,000.00	

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire counselors to staff every elementary school and extend mental health partnerships and contracts in secondary schools	S1	X	X	X	$1,300,000	$ 3,600,000.00		HIGH
2	Hire Instructional coaches at the elementary and middle levels to support high quality teaching and the implementation of QTEL and AVID.	S3	X	X	X	$1,400,000	$4,200,000		HIGH
3	Hire Middle School Structure Support behavioral support	S1	X	X	X	$110,000	$330,000		HIGH
4	Hire behavior specialists to support elementary schools	S1	X	X	X	$450,000	$1,300,000		MID
5	Partner with Pacific Equity Group for district equity audit.	S2	X			$100,000			MID
6	Hire mentors of color and invest in student diversity pipeline.	S3	X	X	X	$80,000	$240,000		MID
7	Hire elementary school PE teachers.	S5	X	X	X	$500,000	$1,500,000		HIGH
8	Hire Middle School Intervention specialists.	S2	X	X	X	$400,000	$1,200,000		HIGH
9	Hire MS Dean of Students - 4 MS	S1	X	X	X	$200,000	$600,000		LOW
10	Hire Curriculum Coordinator	S3	X	X	X	$165,000	$495,000		MID
11	Hire Curriculum Support Staff	S3	X	X	X	$60,000	$180,000		LOW
12	Hire RN	S1	X	X	X	$110,000	$330,000		MID
13	Hire LCSW for special programs	S1	X			$110,000			MID
14	Increase school year by 4 instructional days	S5		X	X		$2,600,000		MID
15	Increase Librarian support to all MS	S5	X	X	X	$200,000	$800,000		LOW
16	Increase recruitment and retention of diverse staff	S3	X	X	X	$80,000	$160,000		HIGH
17	Hire Director of Innovation and Learning Technologies	S3	X	X	X	$165,000	$495,000		HIGH
18	Increase pre-K opportunities through partnerships and expansion of in-district pre-schools	S5	X	X	X	$400,000	$1,600,000		MID
19	Eliminate sports fees and student body fees for students participating in extra curricular activities	S4	X	X	X	$280,000	$840,000		HIGH
20	Key Leadership Team members will participate in the Courageous Conversations Summit	S3	X	X	X	$25,000	$75,000		HIGH
21	Increase middle school sports opportunities	S4	X	X	X	$200,000	$600,000		MID
22	Improve recreational space and opportunity at elem	S4	X		X	$200,000	$400,000		MID
23	Place modular at Waverly for Satellite after school program	S5	X			$255,000			HIGH
24	Reduce Kinder class sizes to 17	S4	X	X	X	$700,000	$2,100,000		MID
25	Increase AOL opportunities	S3	X	X	X	$100,000	$300,000		MID
26	Behavioral Support Transportation	S1	X	X	X	$60,000	$180,000		MID

Greater Albany Public Schools

Part One: General Information (Application)	
School Year	2019-2020
District	Greater Albany Public Schools
Webpage (*Where SIA Plan will be Posted*)	https://albany.k12.or.us/
Contact Person	Name: Lisa Harlan Email: lisa.harlan@albany.k12.or.us Phone: 541-967-4525

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):
A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

In the heart of the Willamette valley along the I-5 corridor, the Greater Albany Public Schools District is comprised of two comprehensive high schools, one alternative high school, four middle schools, and fourteen elementary schools that serve approximately 9,300 students. Our student population is largely white with a growing trend in our demographic diversity, specifically our LatinX community. Approximately twenty-one percent of our student population is Hispanic/LatinX, fourteen percent are students who experience disabilities, and forty-five percent are students who are economically disadvantaged.

The school district boasts a dual immersion program that begins at South Shore Elementary and matriculates through North Albany Middle School, Calapooia Middle school and South Albany High School. We are also very proud of our growing Career and Technical Education programs at all three of our high schools. The district is home to one of the most successful alternative high schools in the state, Albany Options School. The biggest district in the Linn-Benton-Lincoln Education Service District, Albany is a conservative district that faces

considerable challenges in providing mental health staff in schools, behavioral supports, wrap-around services to students and families within our community, and pre-school opportunities.

We have enjoyed high graduation rates over the past five years while we struggle to improve our regular attender rates throughout all grade levels. We have been working in a focused way on system-wide structures such as PBIS, RTI, AVID and QTEL. We have seen promising results with this work but are still young in our implementation.

The district has endured some recently turbulent times in terms of leadership. There have been 4 Superintendents in the last two and a half years. Last year was a stabilizing year for the district with an experienced, well-received interim Superintendent, and this year we have been able to move forward with a permanent Superintendent who has focused on building a shared mission and goals for the district. This collaborative visioning and planning, and subsequent process, have been noticeably needed and absent in the past. Our current reality and size make us well-poised for long-term sustained improvements and we are focusing on the systems needed to do so.

The major focus of our SIA funding will be aimed at providing mental and behavioral staff, support and services to students across our district. We plan to hire school counselors for every elementary school, we currently only have one elementary school that has a counselor. We also intend to hire behavior specialists at each elementary school, hire middle school behavioral certified staff, and partner with a network of mental health providers to provide drug and alcohol counseling and mental health counseling at all of our secondary schools.

To better serve our historically underrepresented students we will focus funds on hiring mentors of color, creating a high school through college grow your own pipeline, contracting with PEG to advance our district wide Equity work, and focusing the improvement of our instruction on research based approaches specifically for our underserved students, namely Quality Teaching for English Learners. Part of the improvement of instruction through QTEL will happen through the use of instructional coaches.

We will also use the funds to eliminate barriers and connect students to school by removing pay to play fees for all high school students, removing student body fees at all levels, re-integrating middle school sports and activities back into school, and extending the school year by four days.

Describe your approach to community engagement, including:
- Who you engaged
- Frequency / occurrence
- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected

(250 words or less)

Our community engagement process included community forums, focus groups, an on-line survey and a Strategic Planning Team. We received over 1200 responses. We conducted 30 focus groups and 4 community forums that included: undocumented families/students, retired community, students at each level, Spanish speaking students, alternative high school students/parents, preschool parents, foster parents, parents of students without stable housing,

students no longer engaged in the system, school board, all school administrators, our Career Technical Education Committee, EL parents, City Council/City Executives, Business leaders, parents of students with disabilities, Cabinet, and staff groups. Focus groups were facilitated by members of cabinet and were small group conversations that centered on the six questions asked in the online survey. We partnered with local businesses, community groups, organizations, parent clubs, nonprofits, other government entities and our family and community liaisons to coordinate focus groups to meet the community where they gathered. Many of our focus groups were hosted exclusively in Spanish and intentionally held in spaces where the community felt safe. The six questions we asked in our survey and in our groups were:

- *What work makes you most proud of the district and/or your local school?*
- *What is the one biggest change, improvement, offering or adjustment you suggest the district should make over the next five years?*
- *What are some core beliefs you believe should be represented in the district's new strategic work?*
- *How can the district better serve all students, including our students of color, Native American students, students with disabilities, students learning English and students in poverty?*
- *How can the district better connect with our diverse stakeholders to increase communication and involvement and help them gain a greater sense of ownership in our public schools?*
- *What else would you like to suggest that has not been mentioned so far?*

We intentionally held focus groups for our marginalized populations and reviewed the data with a focus on those perspectives.

Our Strategic Planning Team met for 26 hours over the course of 5 months to review data, draft mission, vision, values and beliefs for the district, as well as goals for the future. Our Strategic Planning Team consisted of 17-20 members that represented staff, students, parents, community, business partners, NAACP, community college, EL families, parents of color, housing coalition, county mental health, AVID, and school administrators.

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? (500 words or less)
We are in the process of scheduling the second round of community forums, town halls and focus groups to return to the same people we spoke with in the Fall to report back our progress. One thing we heard loud and clear from our stakeholders was that they would know we were listening if we came back and told them what we did with their input. With the goal of transparency and continued community engagement we will return to these groups to further the conversation. As a result, we also had some parents groups ask for regular, quarterly, meetings. We will schedule regular meetings with specific focus groups, parents of color, undocumented parents and Spanish speaking parents specifically.

One of the major barriers we had in the community was trust and access. We had to be very strategic and discreet when it came to some focus groups to ensure their feelings of safety and enable them to participate. For example, our focus group for undocumented parents was held at a very specific time and location with phone call invitation to ensure the safety of our parents.

What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less)
We failed to meaningfully engage our black parents, tribal parents and our foster parents in large quantities. The strategies we used were not successful and so we will partner with community leaders in these areas to help us reach out to those parents in a way that is more helpful and meaningful to them.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)
Resources that provide the foundation that districts can personalize for their own community are always the most useful.

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

- *Students of color*

- *Students with disabilities*

- *Students who are emerging bilinguals*

- *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 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*

- *Community leaders*

Other _NAACP, City Council & Mayor, Community College, County Mental Health, Unions, Retirement Communities, Pre-K parents_

How did you engage your community?
Select all of the strategies / activities you deployed to engage your community:

- *Survey(s) or other engagement applications (i.e. Thought Exchange)*

- *In-person forum(s)*

- *Focus group(s)*

- *Roundtable discussion*

- *Community group meeting*

- *Website*

- *Email messages*

- *Newsletters*

- *Social media*

- *School board meeting*

- *Partnering with unions*

- *Partnering with community based partners*

- Partnering with faith based organizations

- *Partnering with business*

- Other _____

Evidence of Engagement

Upload your top five artifacts of engagement.

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? (250 words or less)
The artifacts we chose were our on-line survey and focus group questions, our Strategic Planning Agenda, our Vision, Values and Belief, and our board minutes that show the approval of those Vision, Values and Beliefs and our overall community data on those questions. We chose these artifacts because we believe it shows the progression of the work from community outreach and input, all the way to the school board approving and adopting the work done by the community in articulating what our vision is for our students. These artifacts include information about the populations that participated and in what quantities as well as participants on the strategic Planning Team and their representation.

- 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. (500 words or less)

The two major strategies we used when engaging student groups and their families was leveraging existing networks and approaching students and families where they were located. We decided to leverage existing networks because it allowed us to use already established methods of communication that families and students were accustomed to and allowed us to partner with networks/people that already had established trusting relationships with our families. One example of this was the use of our Welcome Center staff. We are fortunate enough to have a Welcome Center in our district that serves our Spanish speaking families with everything from translation services to health services. Our staff have relationships with families, do home visits, make phone calls daily, translate meetings, help families navigate systems and transitions, and have a lot of relational capacity already built. When scheduling forums and focus groups for our undocumented families and Spanish speaking families we relied on this staff and their connections to make it successful. Leveraging an existing network in this regard made all the difference in terms of engaging parents in a way they could engage and feel trusted. We leveraged our connections and networks to engage the business community through the local Chamber of Commerce. We leveraged networks through our schools, booster clubs and community resources as well.

Our second major strategy was to hold forums and focus groups where community members already gathered. We would go to them. This is a seemingly inconsequential strategy, but it made a huge difference. We were able to get the participation that we did because we went to people instead of expecting them to come to us. For example, when we wanted to engage students we went to their schools and/or the Boys and Girls club and engaged with them there. When we wanted to engage our retired community we went to local retirement homes to conduct forums. When we wanted to engage city leaders we went to the city council and held a forum with the mayor there. We went to the local library, local events and neutral locations to engage. We made an effort to be at places where people already were to make it as easy as possible for them to have their voice heard.

- Describe at least two **activities** 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. (500 words or less)

Two activities that we executed to engage students and families were focus groups and surveys. Leveraging our networks we held one of the forums at our local dual immersion elementary school with the Welcome Center staff making 1:1 phone calls inviting all parents. When we held a focus group for our undocumented families our Welcome Center staff called families individually and were able to answer questions and reassure parents what the purpose of the meeting was and what they could expect. These conversations were guided by our survey questions but were very open ended so that families could share their hopes, dreams, concerns and suggestions with us without fear or judgment. This activity and the approach we used was very successful for families and allowed us to begin to create relationships and build trust with our families. We used a similar activity with student focus groups in using personal invitation, an informal conversation based on the survey questions and a more open forum for them to

express their concerns and frustrations. We also let students and parents know that they could additionally fill out an individual survey if they felt uncomfortable expressing some of their thoughts or concerns in the large group. This way families and students had multiple avenues into the conversations and multiple ways to give input. These focus groups also built a bridge to invite some students and parents specifically to be a part of our Strategic Planning team, which they did.

Our surveys were available online, in English and Spanish, linked to our website, emailed out to all families, linked to our Facebook page and highlighted in school newsletters. This was an additional opportunity for families to have their voice heard in addition to the focus groups and community forums.

- Describe at least two **strategies** you executed to engage staff. Explain why those strategies were used. (500 words or less)

Two main strategies we used to engage staff were leveraging existing networks and communication plan implementation. We again leveraged existing networks and systems to reach as many staff as possible where they spent their time. This means we encouraged principals to give staff time to take the surveys and we engaged principals as a focus group during one of their regularly scheduled leadership team meetings. We also leveraged our relationships with our unions to have them advertise and encourage the surveys, attend focus groups, and become part of our Strategic Planning Team.

In order to reach staff in multiple ways over time we also implemented some different communication strategies. The intent was to implement a plan that communicated in several different ways with staff and that allowed them to be part of the process throughout even if they weren't able to attend a forum, focus group or be part of the Strategic Planning Team. Being able to communicate the progress regularly helped staff keep up to date on where we were in the process and also allowed staff to be communicators with their colleagues, parents and students. This strategy was successful because it allowed many people to communicate for us the progress of engagement and planning. It is a strategy we plan to use in the future more and will get better at implementing.

- Describe at least two **activities** you executed to engage staff. Explain why those strategies were used. (500 words or less)

Two activities that we relied on to engage staff were focus groups and personalized emails. We invited staff by bargaining unit, level and school to engage in focus groups. These focus groups were centered on the same six questions that we used on the survey and with other focus groups. We had a lot of participation at some levels and less at others. We encouraged principals to allow for staff meeting time to complete the online surveys and that activity was successful in getting more engagement.

Another activity that was successful was personalized emails and slideshows. Our Superintendent shared a slideshow with a voice over that was used with the school board to explain the purpose of the community forums, focus groups and survey and emailed it to all staff. This way staff could, on their own when it was convenient for them, learn and keep up to date on what was happening and why. The Superintendent later followed up with another slide show to share progress and overall data from what we learned from the survey. This communication strategy was useful in allowing people to feel part of the process all the way

through. We also had a large number of staff complete the online survey. Having the surveys available that staff could fill out anonymously was important, and because of this we got over 300 staff responses to the online survey alone.

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)

We contracted with an outside company to analyze our data, as most of it was quantitative. As a result we were able to breakdown the data by different student and family groups based on race, poverty, gender, educational program participation, grade levels and language. The ability to 'slice' the data this way was enormously helpful to our leadership team and strategic planning team. It enabled us to learn what was most important to specific groups, students vs parents for example, and allowed us to readily compare similarities and differences. One of the surprising things that we learned from the community and staff was that their concerns and hopes were similar. We heard loud and clear from every group, including students, that mental health support and resources was the biggest need in our system. Both groups asked for more counselors, mental health workers, opportunities for students and families to receive mental health services and to address other factors that contribute to better mental health wellness throughout the system. We also heard concerns around equity, diversity and inclusion, though groups defined this differently, and class size. It was a surprise to us to hear so clearly that our community wanted more education, resource and focus around equity, diversity and inclusion, and our students echoed these sentiments strongly.

Another thing we learned that concerned us was the overwhelming need that our students expressed to 'be seen and heard'. We saw comment after comment from students expressing a deep need to be seen by the adults in the system, their teachers, and their principals. They expressed concern that no adult really knows them, asks about their day or cares about them. This most fundamental need for anyone was not being fulfilled for our students and the urgency we feel about sharing that and correcting that is intense.

The input we received directly informed the outcomes of the process: District Vision, Values and Beliefs, Strategic Goals, and SIA Plan and Budget. Our district leadership team and Strategic Planning team used this data to inform the work. We spent hours of meeting time looking at disaggregated data by group and highlighting concerns and areas of focus for each group. We then prioritized planning and funding based on this input.

Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making. (150 words or less)

We used the disaggregated data we received based on our forums, focus groups and surveys to establish our Vision, Values, Beliefs and Goals. We contracted with Qualtrix to analyze and categorize the data because our surveys were quantitative in nature. We then took those products and began to establish our plan and budget using that same data and previous work. It directly led us to the next step. We also used demographic data from our schools and districts, achievement data, behavior data, attendance data, employee demographic and years of service data.

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:
1. SIA Integrated Planning Tool (created by ODE)
2. Clackamas ESD SIA Plan Template

Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less)

Our Equity Lens is a series of questions that we use as a district when making decisions. We have begun to use it at the Board level, Cabinet level and District Leadership level. It requires leaders to pause and examine the unintended benefits and consequences of decisions. It forces decision makers to look at decisions through the lens of who may not benefit and answer the questions why. Asking these types of questions and using an Equity Tool is brand new for this district, both in terms of the School Board and internal Leaders. We are new in this journey and have progress to make in ensuring that all systems that are created are accessible by all to the success of all.

Part Six: Use of Funds

Which of the following allowable use categories is your plan designed to fund within? Select any or all.

- Increasing instructional time
- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less) I*ncomplete*
Our entire plan is actually centered around these three tenets. You'll notice the plan calls out specific strategies and activities that support these main three tenets. We plan on hiring staff to support the mental and emotional needs of students in a way we haven't been able to. Ensuring

that we have school counselors available to students throughout their K-12 career is the first step. Further partnering with outside agencies to provide service in schools and wrap around services to families is another step in our layered approach. We intended to hire behavior specialists and have them available to students so they get behavioral support in school from the very beginning was an important step as well. In terms of academic achievement we intend to invest resources in furthering the work of high quality teaching through AVID, QTEL and instructional coaches. We need to build better internal capacity within our system to propel ourselves to excellent instruction consistently throughout the system. We have invested effort, time and money into continued professional learning with the specific goal in increased quality of instruction with a focus on specific populations of students.

One of our strategies was to increase the school year by four days. Many people might think that four days doesn't make that much of a difference. However, over the course of a student's K-12 career, four days a year would equal 52 school days, the equivalent to two and half months more of school. All of our strategies work similarly. Alone, they don't look like much, but the accumulation of all this support over the course of a child's entire career means the difference between struggling and success.

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan. (500 words or less) *Incomplete*

The potential impact would be enormous and felt throughout the system. Children that can get support when and where they need, wherever they are in our system has a cumulative effect on their success and what we can offer as a system. The support that we can provide the moment a student struggles drives what necessary measures will be needed later for that same child. The sooner we can get children supports and interventions the more success they feel and experience, and the more the system can excel. We are a system of people, of children. We only succeed when all of our students succeed.

The quickest way to diversify our workforce and support our own students is by creating a grow your own pipeline starting in high school. We plan to support students by providing mentors of color, greater opportunities in Career and Technical education that have job links back to our community and systems that meet them where they are at in any given area.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes? (250 words or less) *COVID-19 Pandemic*

Part Seven: Evidence of Board Approval

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.
We have not yet been able to have our board approve the plan due to school closure and subsequent cancelation and rescheduling of our school board meeting.

Part Eight: Public Charter Schools (Application-If applicable)

Do you sponsor a public charter school?
No. Subsequent questions, not applicable.

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

Did any public charter schools you invited to participate in your SIA plan decline to participate?

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. (150 words or less)

You will be asked to upload any SIA charter school SIA specific agreements.