

Warm Springs Community Engagement

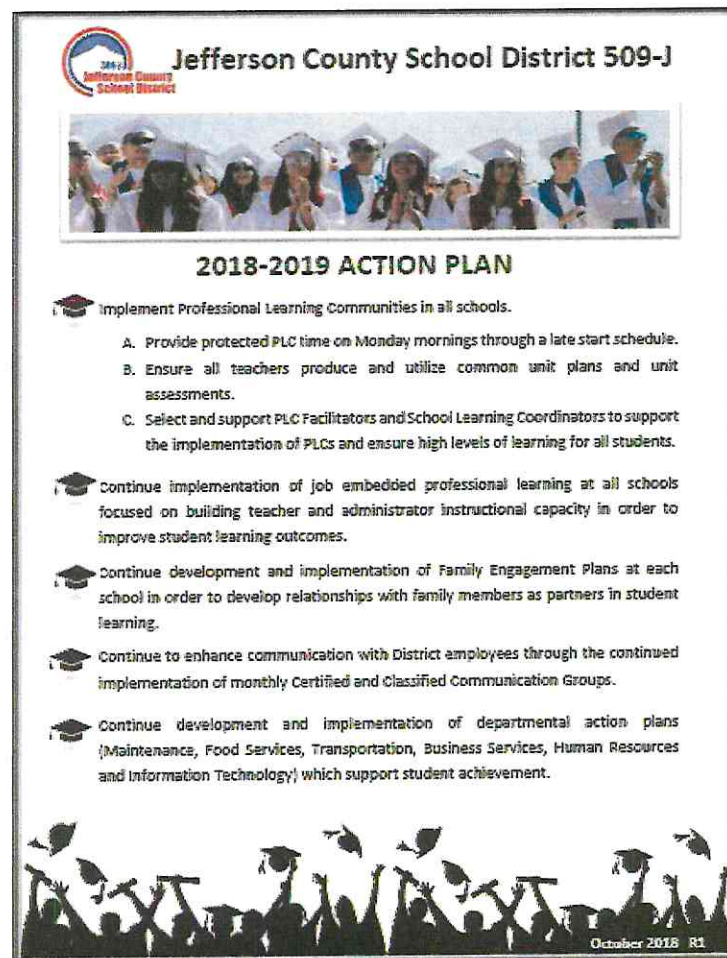
February 13, 2019

During the Community Engagement session on February 13, 2019 Superintendent Parshall presented information to the participants regarding district action plan targets that included professional learning communities, focused staff professional learning, family engagement, and enhanced communication all focused on improving student learning outcomes. During his presentation he spoke about the results that have thus far been achieved and provided examples of some of the strategies that the district has been using to meet the action plan targets.

Participants were then asked to move about the room, review the data graphs presented for each of the action targets displayed on the walls. The participants were asked to have a conversation to share their thoughts and ideas with a conversation facilitator who wrote down the ideas and thoughts that they shared.

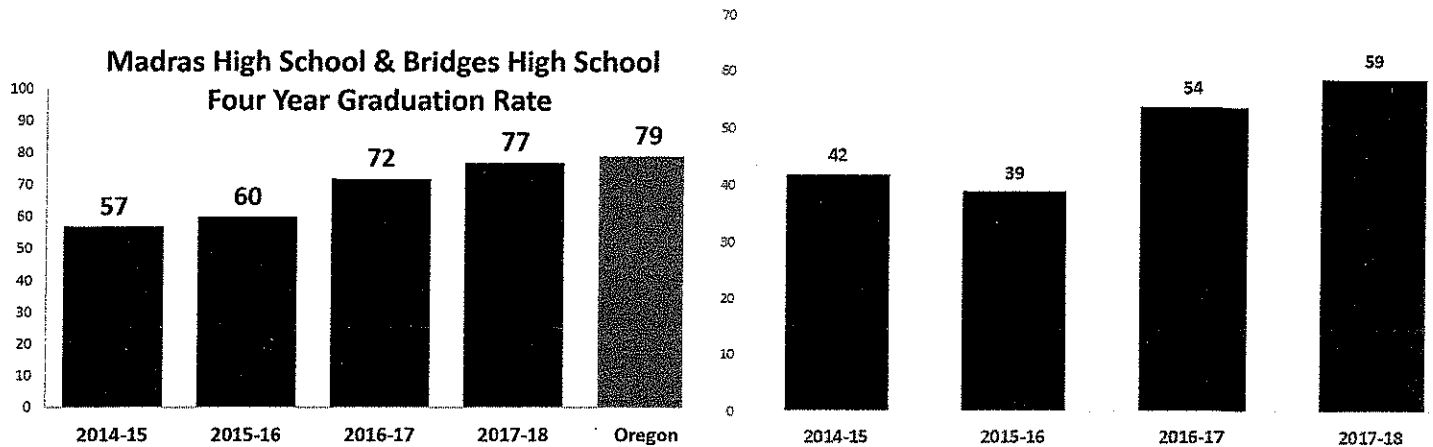
The purpose of these conversations is to generate further ideas and thoughts on what else might be done, what the district might do more of or emphasize in their efforts, and how community resources might be used to meet these targets and/or speed up growth.

The information gathered during the community feedback sessions are presented in this report that district leadership will review and use in future planning.



High School Graduation:

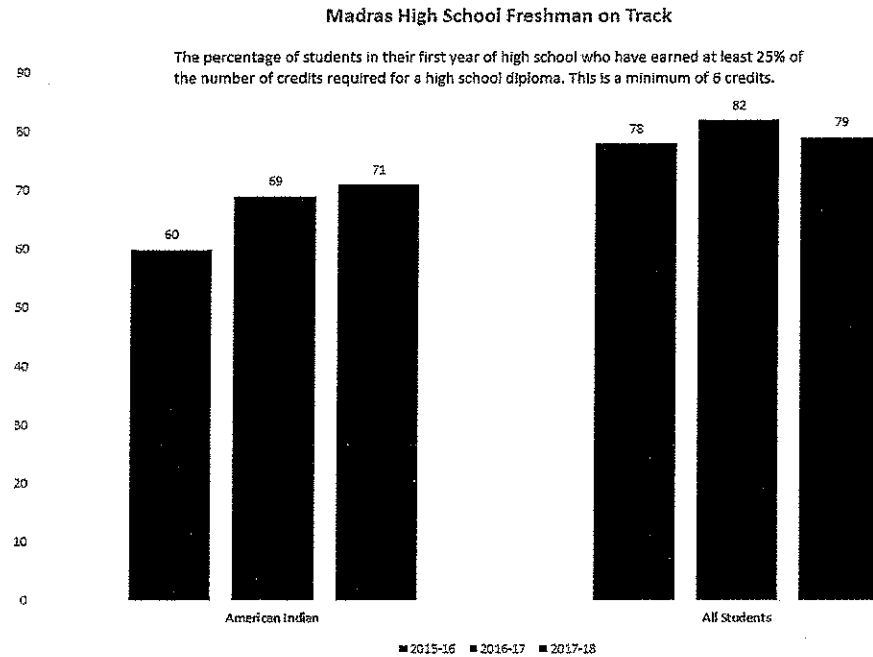
Jefferson County School District 509-J
Native American Students Graduation Rate



Community feedback on ways to increase percentage of students finishing and graduating in four years:

- Extended Summer School
- Language and cultures at Roots/Bridges
- Follow through with summer work paper work for .6 credit.
- Volunteer Hours—Community Service
- Looking at 7-8th grade data.
- Notify parent/guardian if students are not on track.
- Share 5 year co-hort data.
- More laptops for Bridges students to take home.
- Data on students that leave school for military service.
- Data on residential locations for Bridges students.
- Better communication about summer school.
- Communicate all high school graduation requirements early 6-8th grade. Foreign language! Stress importance of college.
- Bread down barriers between Warm Springs students/athletes early.
- All 509-J staff take culture awareness classes. (Understanding)
- Warm Springs Tribal History

Freshman on Track:

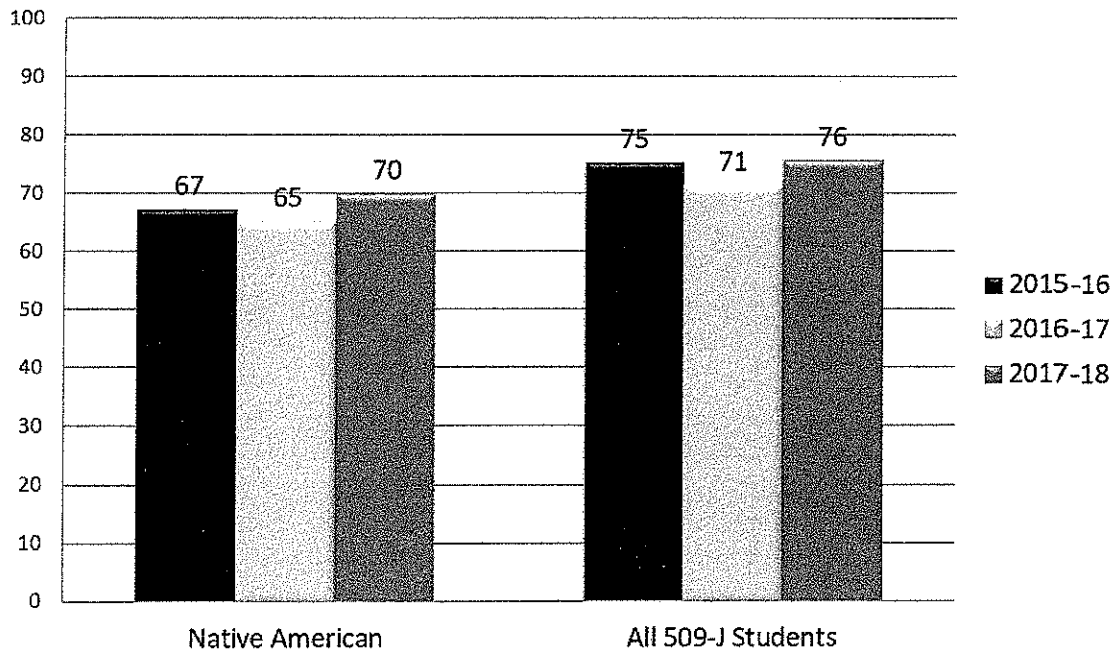


Supporting freshman as measured by the freshman on track data.

- Systems/supports for freshman
- Communication improved with families + summer bridge program.
- Whose responsibility is it to know freshman need 6 credits? (parents, students, school), how is this communicated to families?
- When are families notified that their freshman is off track?
- More prep in 8th grade. Visit high school. Learn about choosing classes that will keep students on track.
- Why don't teachers contact home about grade concerns?

Not Chronically Absent:

District Not Chronically Absent by Demographics 2017-18
The percent of students who are not chronically absent is a measure of the number of students who were present for more than 90% of the days they were enrolled.



Increase attendance at all grade levels:

- Define absence and tardies
- Absence- by neighborhood/region- distance form school, will this change with bus ride?
- Morning ceremony prior to start of school (protocol).
- Truancy officers- AM home visits
- Cultural activities- how are they recorded by the state?
- Perfect attendance (almost perfect)- prizes, recognition, assemblies bring back.
- Check auto call out times for absences.
- Allow children to attend cultural events without penalty (chronic absenteeism).
- Accurate attendance recording in the school

JEFFERSON COUNTY SCHOOL DISTRICT 509-J
PARTICIPATION BY CLUB/SPORT
JULY 1, 2017 - JUNE 30, 2018

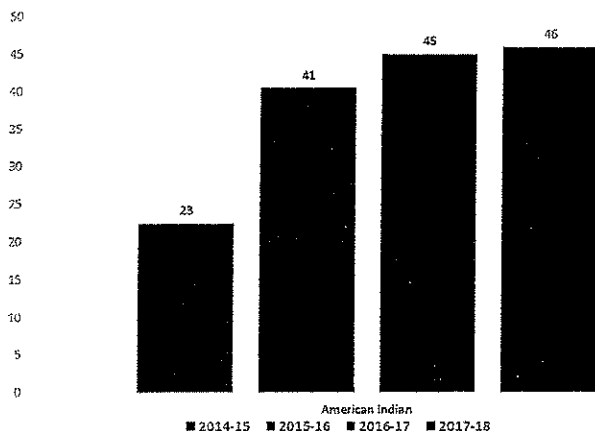
SCHOOL	ASIAN	BLACK	PACIFIC ISLANDER	HISPANIC	NATIVE AMERICAN	WHITE	TOTAL
BAND		2	1	105	52	78	238
BASEBALL			1	2	10	11	24
BOYS BASKETBALL		1		21	47	27	97
BOYS SOCCER				17	2	3	22
BOYS TENNIS				17	2	7	26
CHOIR	3	3		31	27	40	104
CROSS COUNTRY		2		9	43	13	67
DRAMA		1		11	5	21	38
FBLA			4	23	9	13	49
FFA		1		9		25	35
FOOTBALL	1	6	1	26	52	42	128
GIRLS BASKETBALL				18	55	17	90
GIRLS SOCCER				21	7	5	33
GIRLS TENNIS			1	17	1	5	24
GRAPHICS TECH				1	2	4	7
NHS			2	21	8	25	56
NJHS	2			17	5	29	53
SKILLS USA			1	20	3	4	28
SOFTBALL				4	15	7	26
SWIMMING				3	2	4	9
TRACK	1	11	2	67	84	47	212
VOLLEYBALL		1	2	33	45	41	122
WEB		2		24	2	20	48
WRESTLING		4	1	5	44	21	75
TOTAL	10	33	15	522	522	509	1611

Increase participation in extracurricular activities:

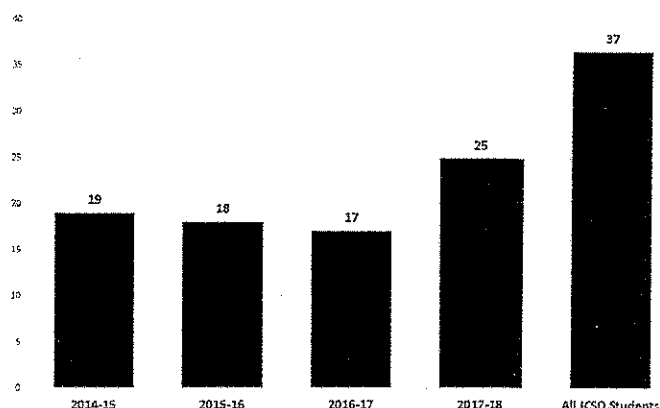
- Culturally relevant events in all schools across the district.
- Drums at all activities/ Native singers welcome/ grand entry- songs.
- High school Pow-Wow
- Data- all clubs/activities/sports programs- complete data!
- Money for away trips (meals) fundraising?
- Team bonding/expectations, girls' basketball- communicate
- Activity bus- on stop at community center (want more stops)
- Native American Club
- Teacher participation in cultural events.
- District wide multi-cultural events.
- Team members: names, emails, cell numbers.

English Language Arts:

Native American Student Median Growth Percentile ELA
(Median Growth Percentile: Growth of students compared to other students growth statewide.)



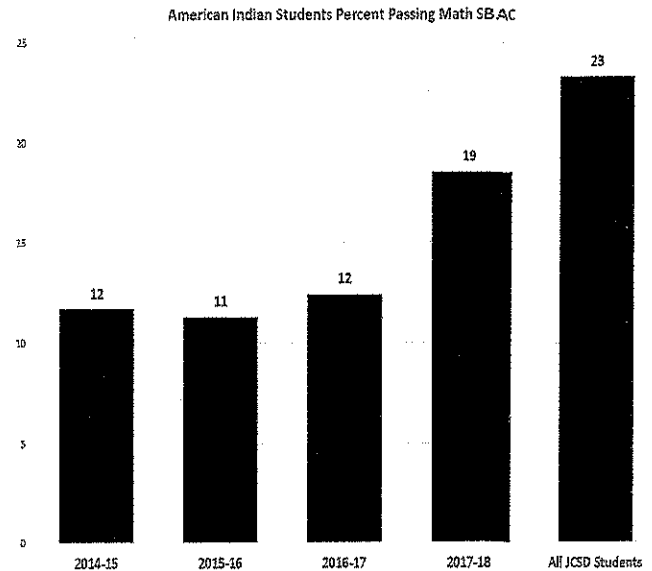
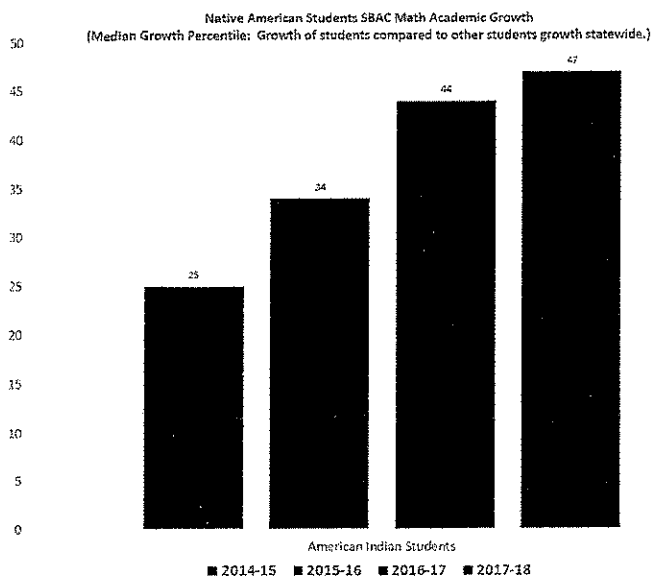
Native American Students Percent Passing ELA SBAC



Student and Parent Support with English Language Arts:

- Continue on with reading support, family engagement nights.
- Incorporate the tribal written language articles into reading. Be aware of age with introducing so not to confuse the student.
- Incorporate culturally relevant materials and awareness of emotional implications of language acculturation.
- Limit reading materials that are controversial in content. (3rd quad)
- Add culturally appropriate books and materials in the library and classroom.
- Allow teaching of cultural awareness and history.
- K-5 Native language offered during school day and age appropriate groupings.
- Explanation of grading system +/- O etc.
- Family engagement night for reading and writing strategies.
- Teach teachers and school leaders and all staff to be culturally sensitive and experience the culture to be culturally diverse.
- Create an awareness of traditional ways and how to incorporate that into the curriculum. Eg: guest at the long house to increase awareness of traditional ways, Pow-Wow, sponsor a traditional dinner (cultural and heritage), social dances.
- Reading lists for parents to continue learning during summer and school year.
- Cultural and Heritage provide a reading list for staff (all) to increase awareness.
- Send home reading materials and homework for practice at home (age appropriate and grade appropriate).

Mathematics:



Student and Parent Support with Mathematics:

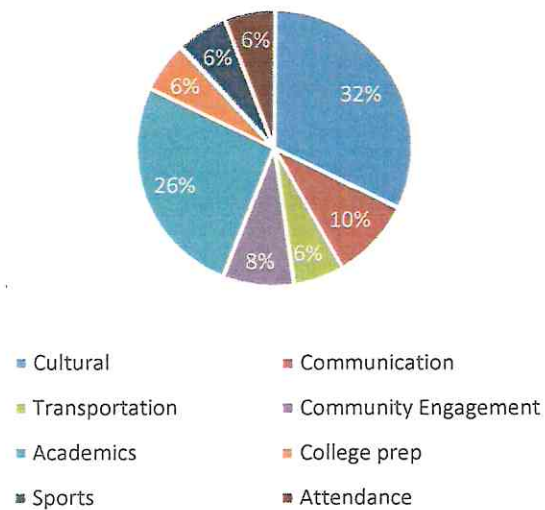
- Opportunities for learning on bus for students who live in out laying areas?
- Math programs (electronic) for home use, class for parents/families
- Face Book info on math help
- List of math tutors: with phone numbers
- Project based mathematics
- Parent support groups- small group sessions (on site)? Extended day? Community room.
- After school technical training (trades)= math. Job based decision making mid-levels, OHSU "on track" what's the why?
- Grounded in language and culture, problem solving- relevant, incorporated in language classes
- Beading, salmon, hunting, etc in math- want to learn, geometry, make relatable to kids, math units.
- Mingle
- Understand Math
- Enhance Native students learning.
- Purple Math

Other comments during the community engagement sessions:

- Community and school better relationships and trust, more comfortable with school.
- Improved connections between schools, parents, administration, and teachers-growth is evident!!
- Utilizing local talent/resources for school assemblies, eg.: fire and safety, structure/wild land natural resources, elder gatherers.
- Teacher community visits to become familiar with culture.
- Can you compare parent involvement with grades and assessment?
- Community engagement in Professional Learning Communities.

- VFW-essay participation- need students to apply June-October. HS 9-12, MS 6-8
- Too many students on bus and too many in seat.
- Kids on bus too long 6:40am-7:10pm routes are too long. Does it correlate to sleep?
- OPB "Circle" Documentary on circles.
- Native art represented on the walls. Art including signs and symbols.

Community Input Focus Categories
February 13, 2019





509-J Jefferson County School District

2018-2019

Approved

Revised or Updated: 9/04/018

Warm Springs Community Engagement CALENDAR

July 18						
Su	M	Tu	W	Th	F	Sa
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August 19						
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Approved

SCHEDULE:

Aug 29, 2018	Indian Education Advisory Committee Meeting (1) [Ken] Present written comments, recommendations and suggestions and action plan. Review proposed changes to IPPs. [12:00-1:30pm - @ Cottonwood]
Sep 3, 2018	Post changes to IPPs to website and at Tribal offices (if any) [Tessa will go with Martha]
Sep 10, 2018	Present written report to Board on comments, recommendations, suggestions & action plan. [Ken]
Sep 25, 2018	Present to Tribal Council @11am (1) on comments, recommendations, suggestions & action plan. [Ken & Alyssa]
Sep 26, 2018	Post written report to website & Tribal Offices [Martha]
Oct 5, 2018	Provide student listing to CTWS Secretary/ Treasurer for review and approval [Chele & LaRae]
Oct 8, 2018	509-J Board Meeting at WSK8 - Indian [Tessa] policies & procedures to Board for approval
Oct 15, 2018	Post approved IPPs to website & Tribal Offices [Tessa]
Dec 27, 2018	Submission of Impact Aid Application [Martha]
Jan 17, 2019	Indian Education Advisory Meeting (2) - Meet to review plans for Family Engagement Night in February [Ken & Martha] [11:30-1:30 - @ Greeley Heights]
Jan 18, 2019	Submit notice of Family Engagement to Madras Pioneer and Spilyay Tymoo [Martha]
Feb 4, 2019	Disseminate the following information: Impact Aid FY2020 Information; Title VI budget; Evaluation of all education programs the District intends to initiate or eliminate [Ken, Melinda & Martha]
Feb 5, 2019	Parents receive call and/or text about information being available at Tribal Office and online [Ken get info]
Feb 12, 2019	Call and or/text message from District notification system day before the meeting.
Feb 13, 2019	Family Engagement Meeting @WSK8 5:00pm - 7:00pm [All Executive Team]
Mar 14, 2019	Indian Education Advisory Committee Meeting (3) [Ken, Melinda & Martha] Review comments & recommendations from Family Engagement Meeting @WSK8 [5:30 - 7:00pm - @ Greeley Heights]
May 9, 2019	Indian Education Advisory Committee Meeting (4) [Ken & Martha] Review Title VI budget & recommendations [5:30 - 7:00pm - @ Greeley Heights]

Revised 6/19/2018 Updated: 8/14/2018; 9/04/2018

Summary of Impact Aid/Title VI Action Plan

Action Plan:

1. **Topic: Math** Provide information, support, and training for family members to assist their students in the area of mathematics. This action will include at least one “Math Night” focused on helping family members understand some of the key math strategies students are being taught in order to learn Common Core Math Standards. (Note: The Title VI plan was revised to include four classified staff “math tutors” at Warm Springs K8 Academy to assist students in learning grade-level essential standards in mathematics).
2. **Topic: 9th Grade Bridge Program** Provide more information to students and families regarding the importance of participation in the 9th Grade Bridge Program, which is a two-week early start for incoming 9th grade students to Madras High School. This action will assist Native American students not only transitioning from 8th grade to 9th grade, but also transitioning to school outside the Warm Springs Reservation for the first time. This program allows students to develop relationships with students from Madras and staff members, but also to have the opportunity to earn 1 elective credit toward graduation.

Note: All suggestions for improvement from family and community members were examined by District leaders and the Native American Education Advisory Team. The two items listed above were selected as key leverage areas to improve outcomes for students. No additional revisions of the Indian Policy and Procedures were identified.

Jefferson County School District 509J

Code: DDB
Adopted: 12/09/02
Revised/Readopted: 1/05/17; 7/23/18; 10/08/18; *10/14/2019
Orig. Code: DDB

PROPOSED

Native American Impact Aid Funds

It is the intent of the district that all Indian children of school age have equal access to all programs, services and activities offered within the district. To this end, the district will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs, and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

Attestation

The district attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribe and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY2019 Impact Aid application.

The district attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY2019 Impact Aid application.

Indian Procedures

The following Indian Procedures become effective upon Board approval:

1. The Local Educational Agency (LEA) will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. (34 C.F.R. Part 222.94(a)(1))
 - a. The district administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, post the following documents on the district website <http://jcsd.k12.or.us/district/impact-aid> and make available at the executive office of the tribal administration building for all Indian parents and tribal officials to review:
 - (1) Impact Aid application;
 - (2) Evaluation of all educational programs; and
 - (3) Plans for education programs the district intends to initiate or eliminate.

Parents will receive a call and/or text message from the district's notification system when the information is available at the executive office in the tribal administration building.

Native American Impact Aid Funds – DDB

1-4

In addition, information regarding these materials will be included in the district's monthly newsletter, if appropriate.

- b. Parents of Indian children, tribal officials and the public will be given a minimum two-week notice of any and all meetings related to equal participation or the content of the educational program. The location, date and time of any meeting described above shall be posted at the executive office in the tribal administration building, published in The Madras Pioneer and Spilyay Tymoo. Additionally, parents will receive a call and/or text message from the district's notification system the day before said meeting.

- 2. The district will provide an opportunity for the Confederated Tribes of Warm Springs and parents of Indian children to provide their views on the district's educational program and activities, including recommendations on the needs of their children and on how the district may help those children realize the benefits of the educational programs and activities.

- a. As part of this requirement, the district will:

- (1) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication; and
- (2) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children. (34 C.F.R. Part 222.94(a)(2))

- b. The district will provide the following face-to-face (the preferred method of communication) opportunities for parents of Indian children and tribal members to provide input:

- (1) The Indian Education Advisory Committee of the district will meet four times annually in Warm Springs for the purpose of addressing comments and concerns of parents of Indian children regarding the district's educational programs and activities. The meeting agendas are posted and all meetings are open to the public allowing tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

A Board representative is a nonvoting member of the Indian Education Advisory Committee. This representation allows for the discussion of the needs of the students and ideas to be brought forward to both the Indian Education Advisory Committee as well as the Board.

- (2) At each of the monthly Board meetings, a section of time is set aside for communications from the public. This is a time to offer comments and suggestions regarding programming for Indian students. The district will ensure that at least one Board meeting is held in Warm Springs on an annual basis.
- (3) A public engagement process where family members and tribal leaders are provided the opportunity to provide feedback is scheduled for ~~February~~ October * of each year.
- (4) The district and the Indian Education Advisory Committee representatives will schedule an annual meeting with the Confederated Tribes of Warm Springs to discuss ongoing programming goals.

- c. In addition to the aforementioned meetings, at any time tribal officials and parents of Indian children may also call, mail, email or visit school leaders to provide comments and concerns regarding the district's educational programs and activities.

Native American Impact Aid Funds – DDB

2-4

- d. The preferred method of communication for tribal officials and parents of Indian children is face-to-face and will ensure that communication regarding the district's educational programs and activities are delivered in such matter.
 - e. If participation in the established meetings yields a low participation rate by tribal officials and parents of Indian children, the district will re-evaluate its plan and consult with tribal officials on ways to improve participation. The district may relocate or change times of meetings to encourage participation.
3. The district will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the district's education program and activities.
- a. As part of this requirement, the LEA will:
 - (1) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and
 - (2) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children. (34 C.F.R. Part 222.94(a)(3))
 - b. The district will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the district's education program and cocurricular activities.

The district will monitor Indian student participation in all academic and cocurricular activities by requesting student participation rosters from each curricular and cocurricular activity staff.
 - c. District officials will review school data to assess the extent of Indian children's participation in the district's educational programs including, but not limited to, math, science and social studies and all cocurricular activities including, but not limited to, sports, music, field trips and clubs on an equal basis.
 - d. The district will share its assessment of district funding, Indian student participation, related academic achievements and other related data will be shared with the parents of Indian children and tribal officials by posting at the executive office in the tribal administration building and online at <http://jcsd.k12.or.us/district/impact-aid> one week in advance of the annual public engagement process meeting scheduled in February of each year. Parents will also receive a call and/or text message from the district's notification system notifying them the information is available at the Executive Office in the tribal administration building.
 - e. During the annual public engagement process meeting scheduled in February of each year, the district will provide an opportunity for parents of Indian children and tribal officials to provide comments, recommendation or feedback on equal participation. In addition to this annual public engagement meeting, parents of Indian children, tribal officials and other interested parties may express their views on participation through direct communication with the district, at any school board meeting, Indian Education Advisory Committee meeting, email, mail or in person.
 - f. The district will provide an adequate time of 10 days for parents of Indian children and the tribal officials to review the assessment and provide meaningful input on any recommendations concerning academic subjects and co-curricular activities.
 - g. Recommendations or suggestions concerning the district's educational program including, but not limited to, math, science and social studies and all cocurricular activities including, but not limited to, sports, music, field trips and clubs will be reviewed with the Indian Education

Advisory Committee and provided to the Board for review and consideration. A verbal report will be presented to tribal officials annually, concerning the district's educational program.

4. The district will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. (34 C.F.R. Part 222.94(a)(4))
 - a. At any time, parents of Indian students or the tribal officials can express their concerns and make recommendations for changes to the IPPs by attending monthly, quarterly or annual meetings, phone call, email, letter or visit to the district office.
 - b. During the organization meeting of the Indian Education Advisory Committee, recommendation to the IPPs will be evaluated.
 - c. If revisions are necessary, the Indian Education Advisory Committee will forward the document to the Board, the tribal officials and parents of Indian children for review and consideration.
 - d. Changes to the IPPs will be implemented in the month immediately following Board approval.
 - e. Any updates will be sent to parents of Indian children and the tribal officials within one week of adoption by the Board.
5. The district will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. (34 C.F.R. Part 222.94(a)(5))
 - a. The district will at least annually respond in writing to comments and recommendations made by the Indian Education Advisory Committee, tribal officials or parents of Indian children, and disseminate the responses to all parties at a public meeting, posting at the executive office in the tribal administration building and online <http://jcsd.k12.or.us/district/impact-aid> prior to the submission of the IPPs by the district.
 - b. The district will disseminate responses to comments and recommendation by the Indian Education Advisory Committee, tribal officials or parents of Indian children and disseminate the responses to all parties at a public meeting, posting at the executive office in the tribal administration building and online <http://jcsd.k12.or.us/district/impact-aid> prior to the submission of the IPPs by the district.
6. The district will provide a copy of the IPPs annually to the affected tribe or tribes. (34 C.F.R. Part 222.94(a)(6))

The district will annually provide a copy of the current IPPs to the Confederate Tribes of Warm Springs by mail, email, posting at the executive office in the tribal administration building and online at <http://jcsd.k12.or.us/district/impact-aid> by February of each year.

END OF POLICY

Legal Reference(s):

Every Student Succeeds Act of 2015, 20 U.S.C. § 7701-7714 (2012).
Special Provisions for Local Educational Agencies that Claim Children Residing on Indian Lands, 34 C.F.R. §§ 222.90 - 222.122 (2017).

Corrected ; Corrected ; Corrected

Native American Impact Aid Funds – DDB
4-4



509-J Jefferson County School District

2019-2020

July 19						
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JCSD 509-J BOARD

APPROVED

October 14, 2019

Warm Springs Community Engagement CALENDAR

August 19						
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December 19						
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August 20						
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JCSD 509-J BOARD

APPROVED

October 14, 2019

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SCHEDULE:

26-Sep-2019	Indian Education Advisory Committee Meeting (1)
[Ken]	Present written comments, recommendations and suggestions and action plan. Review proposed changes to IPPs.
	[12:00-1:30pm - @ Cottonwood]
30-Sep-2019	Post changes to IPPs to website and at Tribal offices (if any) [Tessa will go with Martha]
[Martha]	Post written report to website & Tribal Offices [Martha]
? Before 10/14	Present to Tribal Council @11am (1) on comments, recommendations, suggestions & action plan.
4-Oct-2019	Provide student listing to CTWS Secretary/Treasurer for review and approval [Chele & Martha]
	Submit notice of Family Engagement to Madras Pioneer and Spilyay Tymoo [Martha]
	Indian Education Advisory Meeting (2) - Meet to review plans for Family Engagement Night in February
	[11:30-1:30 - @ Greeley Heights]
9-Oct-2019	Disseminate the following information: Impact Aid FY2020 Information; Title VI budget; Evaluation of all education programs the District intends to initiate or eliminate
10-Oct-2019	Parents receive call and/or text about information being available at Tribal Office and online. [Ken get Info]
14-Oct-2019	Present written report to Board on comments, recommendations, suggestions & action plan. 509-J Board Meeting at WSK8 - Indian [Tessa]
	policies & procedures to Board for approval
21-Oct-2019	Call and or/text message from District notification system day before the meeting.
* 23-Oct-2019	Family Engagement Meeting @WSK8
	[5:30pm - 7:30pm] [All Executive Team]
30-Oct-2019	Post approved IPPs to website & Tribal Offices [Tessa]
6-Jan-2020	Submission of Impact Aid Application [Martha]
11-Feb-2020	Indian Education Advisory Committee Meeting (3)
	Review comments & recommendations from Family Engagement Meeting @WSK8
	[5:30 - 7:00pm - @ Greeley Heights]
25-Feb-2020	Indian Education Advisory Committee Meeting (4)
	Review Title VI budget & recommendations
	[5:30 - 7:00pm - @ Greeley Heights]

Proposal to JCSD Board 509-J - October 14, 2019 Approved w/correction.