

Student Investment Act Grant Application JCSD 509-J

Part One: General Information (Application)	
School Year	2020-21
District	Jefferson County School District 509-J
Institution ID	2053
Webpage (<i>Where SIA Plan will be Posted</i>)	www.jcsd.k12.or.us
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Part Two: Narrative

Plan Summary

Jefferson County School District 509-J (JCSD) is a rural school district in Central Oregon. Of the 2,830 students in JCSD, 36% are American Indian, 31% Latino, 30% White, and 3% other. Not all JCSD students have the same access to an equitable education, as our disaggregated student assessment data reveals disparities between the academic achievement and graduation rates of student groups. Although we realize that the work of transforming our educational system to create an equitable and personalized experience for all of our students will be an extensive process, our proposed SIA plan will make strategic investments to address our students' academic disparities.

JCSD is committed to diversity, equity, and inclusion. This commitment is demonstrated in our strategic, equity, and CIP plans; participation in new-teacher programs (example: Grow Your Own); ongoing training in teaching protocols for underserved populations; willingness to explore culturally sensitive curriculum; offering extended school day and school year opportunities; and partnering with programs that engage families of targeted populations in our schools and community.

SIA funding will address some of the specific needs of our students and families. Our diverse population combined with the persistent barriers associated with poverty, and the fact that segments of our diverse population have historically been underserved, directly impede our students' academic success. One use of the SIA funds will be to provide wraparound support services at school sites to better support the mental well-being of students and their families.

Secondly, investing in embedded professional learning and instructional coaching will improve our student learning outcomes.

Students, teachers, community leaders, and families are involved in our work with the National Equity Plan. JCSD will be accountable to the community through their involvement, but the true measure of success will be closing the opportunity gaps for our students.

Part Three: Self-Assessment of Community Engagement

The engagement process included a community survey, community meetings throughout the district, and targeted meetings with students, staff, and community leaders. The tools were offered in English and Spanish with the goal of making all the participants feel comfortable enough to share their needs, experiences, and ideas about the barriers to their children's education.

Fifteen community input sessions were held between April 2019 and February 2020 at Madras High School, Warm Springs K-8 Academy, and Family University. An electronic community survey was conducted December 11, 2019, through January 12, 2020.

Staff input included group meetings with staff and written and electronic feedback. All staff members were encouraged to participate. A core team composed of the Equity Team, Communication Groups, and Leadership for Learning (teacher leaders and administrators from each school) has helped guide this process. The themes from the National Equity Project listening sessions in 2019, School District Collaboration Fund (SDCF) survey, and JCSD 509-J Action Plan 2019-20 are incorporated in the results.

In October 2019, JCSD 509-J surveyed middle and high school students throughout the district on their perceptions of their school. YouthTruth gathered student feedback through a confidential online survey that harnesses student perceptions to help K-12 educators accelerate improvements in their schools and classrooms. The survey was offered to all secondary students in the district; 1066 students (73%) responded. The perceptions survey included questions on engagement, academic rigor, relationships, belonging and peer collaboration, culture, college and career readiness, academic support services, learning styles, and student voice and leadership.

This extensive community engagement process, along with staff comments, data, and survey results, helped define themes and areas of need for our Student Investment Act Plan. In addition, we reviewed the Oregon Report Card student data which highlights areas of stability, areas of success, and opportunities for growth to help improve efforts to attain excellence and equity for all our students. The final report will be presented to the community, school board, and staff in March 2020.

The greatest strengths identified are change in positive average class size; strong partnerships with the community; professional learning communities for staff; late-start Mondays; counselors in the schools; and after-school programs and tutoring offered through the 21st Century Program.

Recommended areas for improvement were consistent from the teachers, families, and community:

- Additional support across the district to meet students' mental and behavioral health needs.
- Increased focus on academic achievement, and reduction of academic disparities for our identified student groups through implementation of tiered supports for students: American Indian, Students with Disabilities, and English Language Learners.
- Additional job-embedded professional learning for staff.
- Continued implementation of professional learning communities to allow teachers and staff to have sufficient time to collaborate, review data, and develop strategies to ensure that at-risk students stay on track to graduate.

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

JCSD has a long history of cultivating partnerships and staff teams to improve our work. Given the diverse demographics of our community (Latino, American Indian, and Caucasian), we have learned that the only successful way to improve our students' success is through community engagement. Over 40% of our respondents acknowledged our strong community partnerships and the positive impact these partnerships have on supporting our students. JCSD will continue to build new partnerships that help achieve our work plan, both internally within the community and externally with other districts and organizations known for their work, research, and programs.

A leadership (or core) team composed of the Equity Team, Communication Groups, Leadership for Learning, and School Learning Coordinators has helped guide this process. The themes from the National Equity Project listening sessions in 2019, School District Collaboration Fund (SDCF) survey, and JCSD 509-J Action Plan 2019-20 are incorporated in the results.

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

Just like other educational institutions, JCSD 509-J must balance the reality of our resources, both internally and externally in the community. ODE can help support our continuous improvement by providing the resources to support our work. Examples may include funding for staff and consultants, professional development for implementing family engagement that focuses on diverse and underserved populations, statewide support for rural communities and industries, engaging public- and private-sector community partners, and continuing to serve as an information hub.

Who was Engaged? 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

How did you 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 business

Evidence of Engagement

Artifacts uploaded

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and the community?

The attached artifacts clearly illustrate the extensive efforts by JCSD 509-J to engage our student populations, their families, staff, community organizations, and the overall community in determining how the district can best support our students. These artifacts show that we offered our community several different ways to provide input into the development of our SIA plans. From ensuring that our Latinx population knew that their input was needed, to providing input instruments that offered anonymity, to a survey targeted at our youth, to well-attended public input sessions, our district is working hard to engage the community in our plans.



Jefferson County School District 509J

UNITE. ENGAGE. SOAR.

Jefferson County School District's Community Engagement Summary Report

for Student Investment Account Funding, February 2020

Purpose

The Student Success Act marks a turning point for education in Oregon. When fully implemented, our state will see an additional \$1 billion invested in education each year. This investment will provide opportunities for every student in our state, particularly students who have been historically underserved. JCSD 509J engaged in a community process to seek input on how the district can best support our students.

Process

The engagement process included a community survey, community meetings throughout the district, and targeted meetings with students, staff, and community leaders. The tools were offered in English and Spanish with the goal of making all the participants feel comfortable enough to share their needs, experiences, and ideas about the barriers to their children's education.



The district invited the community, students, and staff to provide a voice in developing our plans. Fifteen focus-group sessions were held between April 2019 and February 2020 involving our students, families, community, and staff. An electronic community survey was conducted December 11, 2019, through January 12, 2020.

Staff input included group meetings with staff and written and electronic feedback. All staff members were encouraged to participate. A core team composed of the Equity Team, Communication Groups, Leadership for Learning, and School Learning Coordinators have helped guide this process. The themes from the National Equity Project listening sessions in 2019, School District Collaboration Fund survey, Oregon TELL survey, and JCSD 509-J Action Plan 2019-20 are incorporated in the results.

In October 2019, JCSD 509J surveyed middle and high school students throughout the district on their perceptions of their school. YouthTruth gathered student feedback through a confidential online survey that utilizes student perceptions to help K-12 educators accelerate improvements in their schools and classrooms. The survey was offered to all secondary students in the district; 1066 secondary students participated.

*"Seeing more tribal partners slowly becoming included in the schools is a step in the right direction. . . . Attempting to include local language is very appreciated by the community."
--A parent in the school district*

The perceptions survey included questions on engagement, academic rigor, relationships, belonging and peer collaboration, culture, college and career readiness, academic support services, learning

styles, and student voice and leadership. The highest-rated themes were engagement and culture, and the lowest-rated themes were belonging, peer collaboration, and relationships.

Students in the 8th and 11th grades also participated in the Oregon Healthy Teens survey in May 2019. The survey is an anonymous, voluntary research-based tool that monitors the health and well-being of Oregon's adolescents. The results assess whether the approaches being implemented in our schools are working and improving the outcomes for young people.

This extensive community engagement process, along with staff comments, data, and survey results, helped define the themes and areas of need for our Student Investment Act Plan. In addition, we reviewed the Oregon Report Card student data which highlights areas of stability, success, and opportunities for growth to help improve efforts to attain excellence and equity for all our students. The final report will be presented to the community, school board, and staff in March 2020.

Findings

Student Investment Act funding is our district's opportunity to address the significant emerging needs in our schools. Participants were invited to provide input on the following areas: reducing academic disparities; meeting students' mental health and behavior needs; providing access to academic courses; and allowing teachers and staff to have sufficient time to collaborate, review student data, and develop strategies to ensure that at-risk students stay on track to graduate.

The greatest strengths identified are change in positive average class size; strong partnerships with the community; professional learning communities for staff; late-start Mondays; counselors in the schools; and after-school programs and tutoring offered through the 21st Century Program.

Recommended areas for improvement were consistent from the staff, families, students, and community. The results from the community engagement process were used to establish themes to guide our plans for the Student Investment Account funding. Common themes identified included:

- Additional support across the district to meet students mental and behavior health needs.
- Increased focus on academic achievement, and reduction of academic disparities for our identified student groups through implementation of tiered supports for students: American Indian, Students with Disabilities, and English Language Learners.
- Additional job embedded professional learning for staff.
- Continued implementation of professional learning communities to allow teachers and staff to have sufficient time to collaborate, review data, and develop strategies to ensure that at-risk students stay on track to graduate.

"The 21 Century Program was a huge help to my family. Last year both of my daughters were struggling. My oldest was struggling with 5th grade math and the youngest with 3rd grade reading. The afterschool homework help and other classes has given our kids new learning opportunities while improving their academic and social success."
--A parent in the school district

Our schools, like many around the nation, are working for some students and not for others. We are making positive strides toward improving our students' academic achievement, but we still have lots of opportunities to adjust our strategies and spending priorities. Our next step is to develop our Student Investment Account Plan to outline the key priorities to guide our plans for the Student Investment Act funding.

STUDENT SUCCESS ACT



Join In!

Jefferson County School District 509-J Community Engagement Session

The Student Success Act marks a turning point for education in Oregon. Our district has an important role to play. We need your input to help develop a plan to best meet the needs of our students and our community.

Date – Time – Location

First meeting:	October 22, 2019	5:30 p.m.	Madras High School Commons
Second meeting:	October 23, 2019	5:30 p.m.	Warm Springs K-8 Academy Cafeteria

Dinner Provided



December 2019 Issue
SchoolsinAction!



Stay connected
to 509J...



Translation

English



SAFEOREGON
Anonymous Safety Tip Hotline

Public Input Sought



Seeking Community Input



The Student Success Act marks a turning point for education in Oregon. When fully implemented our state will see an additional \$1 billion investment each year. This investment will provide new opportunities for every student in our state, particularly students who have been historically underserved.

We are seeking your ideas and priorities on how to best support our students, and have opened an electronic forum for you to share your thoughts:

- What are we doing well?
- What are the challenges we face?
- How can we improve?

The collective voices of our community will help us develop a plan for our schools and our school district for the next three years. Please add to the conversation by responding to the online survey below by January 12, 2020.

English

Español

[Read more](#)

Getting to know the 509-J School Board

Describe the activities (at least two) that you executed to engage each of the focal student groups and their families present within your district and community.

In November 2019, JCSD 509-J surveyed 1,453 students in 6-12 grade on their perceptions of their school through YouthTruth. YouthTruth gathers student feedback through a confidential online survey that harnesses student perceptions to help K-12 educators accelerate improvements in their schools and classrooms. The survey was offered to all secondary students in the district; 1066 secondary students (73%) responded. The survey included questions on engagement, academic rigor, relationships, belonging and peer collaboration, culture, college and career readiness, academic support services, learning styles, and student voice and leadership.

The high school survey yielded responses from 457 students, an 81% response rate. The highest-rated themes were engagement and culture, and the lowest-rated themes were belonging and peer collaboration, and relationships. Compared to other high schools surveyed, the highest-rated theme was engagement, and the lowest-rated theme was relationships (How many of your teachers connect what you're learning in the class to life outside of the classroom?).

609 middle school students participated in the survey, an 88% response rate. The highest-rated themes, as at the high school, were engagement and culture, and the lowest-rated themes were relationships and academic rigor. Compared to other middles schools surveyed, the highest-rated theme was academic rigor (In order to get a good grade, I have to work hard in my classes.), and the lowest-rated theme was relationships (How many of your teachers are not just satisfied if you pass, they care if you're really learning?). 37% of students responded positively to "I feel like I can make a difference at my school."

Other key focal groups are the district's Latinx and American Indian populations. The district used our Family University Program to target these communities. Engagement opportunities included a community meeting and materials offered in Spanish for our Latinx families and their youth. We had 32 participants at our community meeting on December 10, 2019.

The successful development and growth of Family University, held at the Jefferson County Middle School, demonstrates JCSD's ability to develop a community program aimed at improving parental involvement. Family University offers 12 different classes and workshops and averages 176 students per week. Our Latinx families now feel more welcome at school and are participating more frequently in school events and supporting their children's academic success.

Engagement for our American Indian families included working with the Confederated Tribes of Warm Springs, the Warm Springs Tribal Cultural and Heritage Program, Indian Education Advisory Committee, and Tribal Education to engage input. The YouthTruth survey provided the opportunity for input from our American Indian youth, and a community input meeting was held at the Warm Springs K-8 Academy for our families on October 23, 2019. Input on emerging themes was received for the Indian Education Advisory Committee on January 22, 2020.

Strategies and activities for engaging staff. Describe the strategies (at least two) that you executed to engage staff.

The district hosted a series of engagement activities, including a community online survey, community meetings throughout the district, a YouthTruth survey, and targeted meetings with students, staff, and community leaders. The tools were offered in English and Spanish with the goal of making all the participants feel comfortable enough to share their needs, experiences, and ideas about the barriers to their children's education.

Educators, parents, students, and community members were invited to community input sessions to share information, hear about local experiences, and share ideas for addressing our district's challenges. Fifteen community input sessions were held between April 2019 and February 2020 at Madras High School, Warm Springs K-8 Academy, and Family University. An electronic community survey was conducted December 11, 2019, through January 12, 2020.

Staff input included group meetings with staff and written and electronic feedback. All staff members were encouraged to participate. Targeted input sessions for teachers and classified staff were offered. A leadership team composed of the Equity Team, Communication Groups, Leadership for Learning (teacher leaders and administrators from each school) has helped guide this process. The themes from the National Equity Project listening sessions in 2019, School District Collaboration Fund (SDCF) survey, and JCSD 509-J Action Plan 2019-20 are incorporated in the results.

This extensive community engagement process, along with staff comments, data, and survey results, helped define themes and areas of need for our Student Investment Act Plan. In addition, we reviewed the Oregon Report Card student data which highlights areas of stability, areas of success, and opportunities for growth to help improve efforts to attain excellence and equity for all our students. The final report will be presented to the community, school board, and staff in March 2020.

Collecting and Using Input. Describe and distill what you learned from your community and staff.

This extensive community engagement process, along with staff comments, data, and survey results, helped define the themes and areas of need for our Student Investment Act Plan. In addition, we reviewed the Oregon Report Card student data which highlights areas of stability, areas of success, and opportunities for growth to help improve efforts to attain excellence and equity for all our students. The final report will be presented to the community, school board, and staff in March 2020.

The greatest strengths identified are change in positive average class size; strong partnerships with the community; professional learning communities for staff; late-start Mondays; counselors in the schools; and after-school programs and tutoring offered through the 21st Century Program. Recommended areas for improvement were consistent from the staff, families, students, and community. The results from the community engagement process were used to establish themes to guide our plans for the Student Investment Account funding.

Common themes identified included:

- Additional support across the district to meet students' mental and behavioral health needs.
- Increased focus on academic achievement, and reduction of academic disparities for our identified student groups through implementation of tiered supports for students: American Indian, Students with Disabilities, and English Language Learners.
- Additional job-embedded professional learning for staff.
- Continued implementation of professional learning communities to allow teachers and staff to have sufficient time to collaborate, review data, and develop strategies to ensure that at-risk students stay on track to graduate.

Our schools, like many around the nation, are working for some students and not for others. We are making positive strides toward improving our students' academic achievement, but we still have lots of opportunities to adjust our strategies and spending priorities. Our next step is to develop our Student Investment Account Plan to outline the key priorities to guide our plans for the Student Investment Act funding.

Part Four: Data Analysis

Describe the data sources used and how the data informs equity-based decision-making.

Community perception data was collected in three ways. First, note-taking at the community engagement meetings captured whole group and table discussions, and individuals were invited to submit individual responses on a two-page questionnaire. Second, a community online survey was offered, with open and close-ended questions. Student input was collected through an anonymous, voluntary online YouthTruth survey. All the data is being analyzed by the SIA Advisory Team. The information from this data was used to develop our SIA plan and our equity plan.

An analysis of student effect data for all student groups included regular attendance, English Language Arts and Mathematics SBAC results, ELPA 21, 9th grade on track, and graduation identify opportunity gaps for all areas in three main groups; with disabilities, English Language Learners, and our American Indian students.

Both the community perception data and the student effect data aligned with our districts CIP needs assessments identifying three main focal groups; American Indian, Students with Disabilities, and English Language Learners.

All of the identified strategies and action steps were analyzed with the use of our equity lens tool ensuring alignment with our district equity work.

Part Five: SIA Plan

The Jefferson County School District 509-J Student Investment Act Plan is comprehensive, built from an extensive community engagement process, and targeted to meet the needs of our diverse

school communities. The plan is broken into five key strategies that focus on helping the district increase the academic achievement of our students while reducing the academic disparities for the focal populations and meeting the mental and behavioral needs of students. Each strategy includes the expected outcomes, planned activities, and priorities.

Strategy #1: Implementation of job-embedded professional learning and instructional coaching focused on building teachers' and administrators' instructional and relational capacity to improve student learning outcomes. This strategy focuses on professional learning communities, Response to Instruction and Intervention (RTI), Behavioral Support, Social Emotional Support, Equity, College-Going Culture (AVID), and engaging research-based instruction. (*Commission Recommendation 2, 6, 8, QEM 1999, 2000, 2002, 2004, 2008, 2012 (PLC's)*)

Outcomes:

- Provide targeted, job-embedded professional learning for teachers and leaders focused on cultural changes to the system and a cycle of continuous improvement. Staff who participate in trainings will develop a shared mindset, thereby creating a shift in culture.
- Provide additional instructional time for all students to eliminate achievement gaps among groups.
- Provide strong supports for children to arrive at school prepared, healthy, and eager to learn through the addition of pre-school, FAN advocates, school counselors, nursing, and mental health supports.
- Ensure an abundant supply of highly qualified teachers through Grow Your Own programs that begin with high school students.

Following are the activities developed to achieve the desired outcomes for strategy #1. The first activity is to add five professional learning days for certified teachers to the annual district calendar. The district's professional learning focuses on our highly successful professional learning communities and the expansion of other professional development opportunities being implemented at the district. Now the district will be able to offer this professional development to more teachers. The opportunities include development in RIT, Behavior Support, SEL, Equity, Equity, College-Going Culture (AVID), and engaging research-based instruction. This professional development will prepare our teachers and administrators with critical skills in instructional and relational capacity to improve student learning outcomes.

The second activity is to hire, train, and support 4 FTE certified instructional coaches who will focus on behavioral and academic coaching. The addition of 2 FTE at Warm Springs K-8 Academy (focus school), 1 FTE at Madras High School, and 1 FTE at Madras Elementary School will help address the needs identified through our community engagement process and by staff. The instructional coaches provide the essential resources to help our staff and students address the social and emotional needs of our students.

The district began implementing trauma-informed practices at WS K-8 Academy in 2018. This is demonstrated by our counselors' attending a Trauma Informed Oregon train-the-trainer state training and then making a presentation to all the teachers and staff. Creating trauma-sensitive, supportive schools requires a mind-shift by teachers, administrators, and school staff. It also requires holistic changes to transform school culture, build a supportive infrastructure, and alter

curriculum content and interventions. Recognizing and addressing this issue is a focus for our district. Adding the instructional coaches to support classroom teachers is the next step in our plan.

Strategy #2: Provide additional instructional time and double dosing for all students by adding additional learning days to district and school calendars, and implementation and coaching of multi-tiered levels of support (RTI Academic & Behavioral). (*Commission Recommendation 1 & 9, QEM 1999, 2000, 2002, 2006, 2008, 2012*)

Outcomes:

- Provide additional instructional time for all students to eliminate achievement gaps among groups.
- Provide wraparound support services at school sites to better support the mental well-being of students and families and to provide support for children to arrive at school prepared, healthy, and eager to learn through the addition of pre-school, FAN advocates, school counselors, nursing, and mental health supports.
- Targeted class size reductions in grades K-5 to provide positive changes in school climate, working and learning conditions, and 3rd grade reading proficiency.

This strategy aligns with the ongoing feedback from our teaching staff and the community engagement process, and it is revealed in the comprehensive data analysis.

The district plans to add five student learning days to the annual district/school calendar, increasing the days from 169 to 174. The district began piloting extended school days and an extended school year in 2018-19. The improved academic success of our students was evident within the first year and aligns with national studies. This is a top investment priority that supports all the strategies and outcomes in our SIA plan, but since it requires bargaining with our MEA union, we are making it a year 2 priority, thus allowing time for negotiations.

Implementation and coaching of multi-tiered levels of support (RTI Academic & Behavioral) also supports this strategy. RTI will provide an approach for establishing and redesigning teaching and learning environments in our district so that they are effective, efficient, relevant, and durable for all our students, families, and educators. Our RTI approach is based on Richard DeFour's research and tools. Schools like JCSD 509-J are complex environments where the collective skills, knowledge, and practices of a culture are taught, shaped, encouraged, and transmitted. Staff will continue to be trained and coached on the RTI framework. Training includes professional development and coaching, integration into the district's professional learning communities, and implementation in the classroom. Additional resources will provide Tier 2 and 3 support to our students.

Strategy #3: Develop a system of continuous improvement that includes essential standards, curriculum framework (unit plans), assessments, and intervention and extension of learning through the implementation of professional learning communities with tiered supports for all students (RTI). (*Commission Recommendation 3, 4, 9, QEM 2002, 2004, 2008*)

Outcomes:

- Targeted job-embedded professional learning for teachers and leaders focused on cultural changes to the system and a cycle of continuous improvement. Staff who participate in trainings will develop a shared mindset, thereby creating a shift in culture.
- Provide additional instructional time for all students to eliminate achievement gaps among groups.
- Provide strong supports for children to arrive at school prepared, healthy, and eager to learn through the addition of pre-school, FAN advocates, school counselors, nursing, and mental health supports.
- Targeted class size reductions in grades K-5 to provide positive changes in school climate, working and learning conditions, and 3rd grade reading proficiency.
- Ensure an abundant supply of highly qualified teachers through Grow Your Own programs that begin with high school students.

Activities include hiring 4 FTE certified tiered interventionists for Tiers 2 and 3 supports of RTI. The interventionists will be placed at the district's Bridges High School, the middle school, and two elementary schools, expanding services for our focal population. At each of the four school sites, the interventionists will provide wraparound support to our students, helping to ensure that they arrive at school ready and prepared to learn, while providing more staff resources to evaluate the factors impacting our students' behavior and academic performance. Many of the SIA focal student populations and historically underserved student groups have lower than average academic performance. Adding five days to the school year supports this strategy.

The lack of early child care and early education opportunities are challenges for the 79.6% of our families that live at or below the poverty line. Approximately 65% of our students enter kindergarten without any prior preschool experience. This reality is why the district plans to offer preschool for 40 students through the Preschool Promise program beginning in fall 2020. JCSD also offers a two-week summer acceleration program for all in-coming kindergarten students.

Hiring and training learning coordinators and facilitators for the districts' learning communities will ensure the implementation of the critical professional learning needed to implement this strategy. The district will continue to participate in the Grow Your Own program that begins with our high school students. Students in the program earn associate degree credits toward becoming teachers through Central Oregon Community College while attending high school.

Strategy #4: Provide wraparound services and supports for children to arrive at school prepared, healthy, and eager to learn through the addition of preschool, family access network (FAN) positions, behavior and mental health specialists, drug and alcohol counselors, school counselors, and nursing. (*Commission Recommendation 1, QEM 2000, QEM 2002, QEM 2014*)

Outcomes

- Provide targeted, job-embedded professional learning for teachers and leaders focused on cultural changes to the system and a cycle of continuous improvement. Staff who participate in trainings will develop a shared mindset, thereby creating a shift in culture.
- Provide additional instructional time for all students to eliminate achievement gaps among groups.

- Provide strong supports for children to arrive at school prepared, healthy, and eager to learn through the addition of pre-school, FAN advocates, school counselors, nursing, and mental health supports.

The key investment for strategy #4 is increasing the number of staff available to support the success of our students. Activities include hiring 3 FTE certified central behavior specialists to provide proactive and preventative mental health and behavioral support to schools, staff, students, and families. Retaining certified counselors, a drug and alcohol counselor, behavior specialists, and supporting educational assistants will provide designated staff to support the daily mental health and social needs of our students. Our district continues to experience disruptive behaviors in the classroom that not only affect the student doing those things, but also have a lasting effect on their peers and educators. These investments will ensure that more students receive timely support while implementing a top priority for our district.

Another proposed activity is the hiring of a school nurse for WS K-8 Academy to support the wellness needs of one of the focal populations (American Indian). Providing greater access to school nurses is a research-based approach to improving our students' mental and behavioral health.

Strategy #5: Provide additional academic support to students and schools through the addition of evidence-based programs to promote a well-rounded education for students. Priority will be on our focus groups of American Indian students, English Language Learners, and Special Education students. (*Commission Recommendation 1 & 7, QEM 1999, 2002, 2014, 2016*)

Outcomes:

- Provide additional instructional time for all students to eliminate achievement gaps among groups.
- Provide strong supports for children to arrive at school prepared, healthy, and eager to learn through the addition of pre-school, FAN advocates, school counselors, nursing, and mental health supports.
- Targeted class size reductions in grades K-5 to provide positive changes in school climate, working and learning conditions, and 3rd grade reading proficiency.

The premise that money matters for improving school quality is grounded in the assumption that having more money provides schools and districts the opportunity to improve the qualities and quantities of real resources. Strategy #5 is built on this premise. Adding elective teachers for our American Indian students (focus), a CTE early childhood education certified teacher, music teachers, and an ELL Newcomer Center teacher (focus) improves the resources for our students.

To ensure that our students and families from focal student populations are provided more equitable access to the district's learning opportunities, we need to invest in a certified English Language Learner Newcomer Center teacher. This teacher will ensure that students and families are informed and have equitable access to the district's learning opportunities and support framework.

Reducing the class size for K-5 through the hiring of additional elementary teaching staff will reduce our student-to-teacher ratio in K-2 to 1:22 and in 3-5 to 1:30. A reduction in elementary

Jefferson County School District 509-J

<div> <div>Student Investment Account</div> </div>		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Targeted job embedded professional learning for teachers and leaders focused on cultural changes to the system and a cycle of continuous improvement. Staff who participate in trainings will develop a shared mindset, thereby creating a shift in culture.	√		√	√	
Outcome	Provide additional instructional time for all students to eliminate achievement gaps among groups.	√	√	√	√	√
Outcome	Provide strong supports for children to arrive at school prepared, healthy, and eager to learn through the addition of pre-school, fan advocates, school counselors, nursing, and mental health supports.	√	√	√	√	√
Outcome	Targeted class size reductions in grades K-5 to provide positive changes in school climate, working and learning conditions, and 3rd grade reading proficiency.		√	√		√
Outcome	Ensure an abundant supply of highly qualified teachers through grow your own programs that begin with high school students.	√		√		
Strategy #1	Implementation of job embedded professional learning and instructional coaching focused on building teacher and administrators instructional and relational capacity to improve student learning outcomes. Focused on Professional Learning Communities, Response to Instruction and Intervention (RTI), Behavioral Support, Social Emotional Support, Equity, College-Going Culture (AVID), and engaging research based instruction.					
Strategy #2	Provide additional instructional time and double dosing for all students by adding additional learning days to district and school calendars, and implementation and coaching of multi-tiered levels of support. (RTI Academic & Behavioral)					
Strategy #3	Develop a system of continuous improvement that includes essential standards, curriculum framework (unit plans), assessments, and intervention and extension of learning through the implementation of Professional Learning Communities with tiered supports for students all students(RTI).					
Strategy #4	Provide wraparound services and supports for children to arrive at school prepared, healthy, and eager to learn through the addition of preschool, family access network positions (FAN), behavior and mental health specialists, drug and alcohol counselors, school counselors, and nursing.					
Strategy #5	Provide additional academic support to students and schools through the addition of evidence based programs to promote a well-rounded education for students. Priority will be on our focus groups of American Indian, English Language Learners, and Special Education students.					

Jefferson County School District 509-J

YEAR 1 BUDGETED COST

PROJECTED 3-YEAR COST

Total Budget

Strategy 1	Implementation of job embedded professional learning and instructional coaching focused on building teacher and administrators instructional and relational capacity to improve student learning outcomes. Focused on Professional Learning Communities, Response to Instruction and Intervention (RTI), Behavioral Support, Social Emotional Support, Equity, College-Going Culture (AVID), and engaging research based instruction.	\$ 1,067,324.00	\$ 3,201,972.00
Strategy 2	Provide additional instructional time and double dosing for all students by adding additional learning days to district and school calendars, and implementation and coaching of multi-tiered levels of support. (RTI Academic & Behavioral)	\$ -	\$ 1,103,890.00
Strategy 3	Develop a system of continuous improvement that includes essential standards, curriculum framework (unit plans), assessments, and intervention and extension of learning through the implementation of Professional Learning Communities with tiered supports for students all students(RTI).	\$ 394,956.00	\$ 1,250,859.00
Strategy 4	Provide wraparound services and supports for children to arrive at school prepared, healthy, and eager to learn through the addition of preschool, family access network positions (FAN), behavior and mental health specialists, drug and alcohol counselors, school counselors, and nursing.	\$ 717,323.00	\$ 4,097,143.00
Strategy 5	Provide additional academic support to students and schools through the addition of evidence based programs to promote a well-rounded education for students. Priority will be on our focus groups of American Indian, English Language Learners, and Special Education students.	\$ 394,956.00	\$ 1,976,518.00

\$ 2,574,559.00

#	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	Addition of five professional learning days for certified teachers to annual district calendar.	S1	✓	✓	✓	\$ 524,058.00	\$ 1,572,174.00	111	HIGH
2	Addition of five student learning days to annual district/school calendar from 169 days to 174 days. \$110,389 per day.	S2	✓	✓	✓		\$ 1,103,890.00	111	MID
3	Hire, train, and support 4 FTE certified instructional coaches focusing on behavioral and academic coaching: 2 FTE Warm Springs K-8 Academy, 1 FTE Madras High School, 1 FTE Madras Elementary School. Based on availability of resources this is a strategy we would like to expand for all schools.	S1	✓	✓	✓	\$ 531,664.00	\$ 1,594,992.00	111	HIGH
4	Hire, train, and support 4 FTE certified tiered interventionist for Tier 2 & 3 supports of RTI. 1 FTE Bridges High School, 1 FTE Buff Elementary, 1 FTE Metolius Elementary, and 1 FTE Jefferson County Middle School. Based on availability of resources this is a strategy we would like to expand for all schools.	S3	✓	✓	✓	\$ 394,956.00	\$ 1,184,859.00	111	HIGH
5	Hire, train, and support 2 FTE elective teachers for focus schools Warm Springs K-8 Academy and Bridges High School.	S5	✓	✓	✓	\$ 197,478.00	\$ 592,434.00	111	HIGH
6	Hire, train, and support 3 classified family access network advocates. 1 FTE elementary schools, 1 FTE secondary schools, and 1 FTE Warm Springs K-8	S4	✓	✓	✓	\$ 208,890.00	\$ 626,670.00	111	HIGH
7	Hire, train, and support 2 FTE certified teacher for class size reduction K-5.	S5	✓	✓	✓	\$ 197,478.00	\$ 394,956.00	111	HIGH
8	Hire, train, and support 1 FTE Drug and Alcohol Counselor for secondary schools.	S4	✓	✓	✓	\$ 111,133.00	\$ 333,399.00	111	HIGH
9	Job embedded professional development for staff. (PLC, ENVoY, RTI, PBIS, AVID, Equity, Culturally Relevant Teaching)	S1	✓	✓	✓	\$ 11,602.00	\$ 34,806.00	31x	HIGH
10	Hire, train, and support .50 FTE CTE Early Childhood Education certified teacher.	S5		✓	✓		\$ 165,584.00	111	MID
11	Hire train, and support 3 FTE certified elementary Music Teachers	S5		✓	✓		\$ 617,658.00	111	MID
12	Hire, train, and support 9 FTE certified Counselors	S4		✓	✓		\$ 1,852,974.00	111	MID
13	Hire, train, and support 1 FTE School Nurse for Warm Springs K-8 Academy	S4		✓	✓	\$ 101,081.00	\$ 303,243.00	111	HIGH
14	Hire, train, and support 3 FTE preventative and proactive district Behavior Support Specialists	S4		✓	✓	\$ 296,219.00	\$ 888,657.00	111	HIGH
15	Hire, train, and support school learning coordinators and professional learning communities team facilitators for implementation of professional learning	S3		✓	✓		\$ 66,000.00	13x	LOW
16	Hire, train, and support 1 FTE certified English Language Learner Newcomer Center Teacher	S5		✓	✓		\$ 205,886.00	111	MID
17	Hire, train, and support 3 FTE educational assistants to provide preventative and proactive district behavioral support.	S4		✓	✓		\$ 92,200.00	112	MID

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity Item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount	Budget Justification Narrative
Total Expenditures:					\$ 2,574,559	
Allowable Administrative Costs:					\$ 135,505	
Unbudgeted Funds:						
Proposed Activity					\$ 2,710,064	
1	0	H&S	111	Addition of five professional learning days for certified teachers to annual district calendar.	\$ 524,058	Implementation of job embedded professional learning focused on building teacher and administrator instructional and relational capacity to improve student learning outcomes.
2	3	H&S	111	Hire, train, and support 3 FTE certified preventative and proactive district behavior support specialists.	\$ 296,219	Provide preventative and proactive behavior and mental health supports for students.
3	4	H&S	111	Hire, train, and support 4 FTE certified instructional coaches focusing on behavioral and academic coaching: 2 FTE Warm Springs K-8 Academy , 1 FTE Madras High School, 1 FTE Madras Elementary School. Based on availability of resources this is a strategy we would like to expand for all schools.	\$ 531,664	Job embedded school instructional coaching focused on building teacher and administrators instructional and relational capacity to improve student learning outcomes. Provided targeted support on preventative and proactive behavioral strategies and interventions for teachers and educational assistants.
4	4	H&S	111	Hire, train, and support 4 FTE certified tiered interventionist for Tier 2 & 3 supports of RTI: 1 FTE Buff Elementary 1 FTE Metolius Elementary, 1 FTE Jefferson County Middle School, 1 FTE Bridges High School. Based on availability of resources this is a strategy we would like to expand for all schools.	\$ 394,956	Provide interventions and extension of learning in English Language Arts and Mathematics through the implementation of tier 2 and tier 3 supports for students academically and behaviorally for all students. Additional focused support for identified groups: American Indian Students, English Language Learners, and Students with Disabilities.
5	2	WRE	111	Hire, train, and support 2 FTE elective teachers for focus schools Warm Springs K-8 Academy and Bridges High School.	\$ 197,478	Provide additional academic support to students at WS K-8 Academy and Bridges High School through the additional of engaging and motivating elective course opportunities.
6	3	H&S	112	Hire, train, and support 3 classified family access network advocates. 1 FTE elementary schools, 1 FTE secondary schools, and 1 FTE Warm Springs K-8 Academy.	\$ 208,890	Provide wraparound services and supports for children and families.
7	2	RCS	111	Hire, train, and support 2 FTE certified teacher for class size reduction K-5.	\$ 197,478	Targeted class size reductions in grades K-2 to provide positive changes in school climate, working and learning conditions, and 3rd grade reading proficiency.
8	1	H&S	111	Hire, train, and support 1 FTE drug and alcohol counselor for secondary schools.	\$ 111,133	Provide wraparound services and supports for children and families.
9	1	H&S	111	Hire, train, and support 1 FTE school nurse for Warm Springs K-8 Academy	\$ 101,081	Provide medical supports for children and families at the Warm Springs K-8 Academy.
9	0	H&S	31x	Job embedded professional development for staff. (PLC, ENVoY, RTI, PBIS, AVID, Equity, Culturally Relevant Teaching)	\$ 11,602	Implementation of job embedded professional learning and instructional coaching focused on building teacher and administrators instructional and relational capacity to improve student learning outcomes. Focused on Professional Learning Communities, Response to Instruction and Intervention (RTI), Behavioral Support, Social Emotional Support, Equity, College-Going Culture (AVID), and engaging research based instruction.
11	0	ADMIN	ADMIN	Indirect Costs 4.23%	\$ 135,505	Districts 2019-2020 Approved Indirect Costs of 4.23%

<u>CODE</u>	<u>Description</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
111	Licensed Salaries	8	\$ 2,354,067.00
112	Classified Salaries	1	\$ 208,890.00
113	Administrative Salaries	0	\$ -
12x	Substitute Salaries	0	\$ -
13x	Additional Salaries	0	\$ -
2xx	Benefits	0	\$ -
31x	Instructional, Professional and Technical Services	1	\$ 11,602.00
33x	Transportation	0	\$ -
34x	Travel	0	\$ -
35x	Communications	0	\$ -
4xx	Supplies and Materials	0	\$ -
5xx	Capital Outlay	0	\$ -
640	Dues and Fees	0	\$ -
8xx	Miscellaneous	0	\$ -
ADMIN	Administrative Indirect Costs	1	\$ 135,505.00
OTHER	Other codes not listed	0	\$ -

TOTAL \$ 2,710,064.00
Total FTE 20.0

<u>Allowable Use Category</u>	<u>Total Line Items</u>	<u>Total Budgeted</u>
Administrative	1	\$ 135,505.00
(Ongoing Community Engagement	0	\$ -
Increased Instructional Time	0	\$ -
Improving Student Health & Safety	8	\$ 2,179,603.00
Reducing Class Size	1	\$ 197,478.00
Well Rounded Education	1	\$ 197,478.00

TOTAL \$ 2,710,064.00

class sizes is a researched-based strategy to improve student academic outcomes (Holxby, 2000) (QEM 1999). All elementary students will benefit from this reduction in class size, including our focal populations.

The activities in this strategy overlap with the other strategies and outcomes in our SIA plan. Resources for pre-K through 3rd graders all focus on improving 3rd grade reading proficiency. Studies indicate that offering music and elective teachers helps improve students' proficiency, engagement, and attendance. Third graders who participate in high-quality music programs score higher on reading and spelling tests regardless of school district or socioeconomic status.

SIA Integrated Planning Tool

Integrated Planning Tool uploaded
Budget

Budget uploaded

Equity Lens or Tool

With the guidance of Oregon's Education Equity Lens, we were able to focus on who our underserved groups are and how to strategically invest in equitable educational, behavioral/mental, and cultural outcomes for them. A focus on equity will promote all stakeholders to examine biases, interrupt inequitable practices, and foster relationships that build an inclusive environment for adults and students.

JCSD received funding in 2019 to support a multi-year partnership with the National Equity Project (NEP) to support the development of an equity approach that is aligned with our vision, mission, and core beliefs.

Our ongoing work with NEP is being used to inform and clarify our SIA plan. From listening sessions and community conversations with the community, staff, and focal student groups, to a facilitated a two-day "Leading for Equity Institute" designed to build collective awareness and leadership for equity among cross-role leaders in Jefferson County, to offering the AVID Culturally Relevant Teaching strand, the district is using this information to inform our plan. Implementation of our SIA plan will keep equity at the forefront of all our work.

Attached is an equity tool following the Oregon Equity Lens utilized to create our SIA plan.

Equity Tool uploaded

Draft Longitudinal Performance Growth Targets

Utilizing the template provided by ●DE from NW Regional ESD, a six-year longitudinal analysis was complemented for all students on regular attendance. 3rd grade ELA, 9th grade on track, and four- and five-year graduation. A column has been added to the right of the table. "Annual Rate of Improvement," to show our improvement target as a percent for each school year.

Jefferson County School District 509-J Equity Tool, Student Investment Account 2020

			1. Who are the racial/ethnic and underserved groups affected?	1b. What is the potential impact of this strategy to these groups?	2. Does this decision being made ignore or worsen existing disparities or produce other unintended consequences?	2b. What is the impact on eliminating the opportunity gap?	3. How does the strategy advance students' well-being and/or academic achievement and address gaps in opportunity?
Improving Student Health & Safety							
1	Addition of five professional learning days for certified teachers to annual district calendar.	All staff.	Additional job embedded professional development for teachers and educational assistants in research based instructional and behavioral strategies to increase student learning outcomes.	Addressing disparities.	Building the capacity of our teachers will increase individual student learning outcomes and improve their mental and behavioral well being.	Building the capacity of our teachers will increase individual student learning outcomes and improve their mental and behavioral well being.	
14	Hire, train, and support 3 FTE certified preventative and proactive district behavior support specialists.	All students & Staff	Proactive, Preventative, and Culturally Responsive supports, and coping tools based on individual student need.	Addressing disparities.	With decreased behavioral interruptions learning for all will increase.	Focuses on individual student need and prevention of educational interruptions therefore increasing engaged learning time and supporting	
3	Hire, train, and support 4 FTE certified instructional coaches focusing on behavioral and academic coaching: 2 FTE Warm Springs K-8 Academy, 1 FTE Madras High School, 1 FTE Madras Elementary School.	All students & Staff from 4 schools, but with extra support to the Warm Springs K-8 Academy and American Indian Students.	Additional job embedded support and coaching for teachers and educational assistants in research based instructional and behavioral strategies to increase student learning outcomes.	Addressing disparities.	Building the capacity of our teachers will increase individual student learning outcomes and improve their mental and behavioral well being. Individual schools were given the opportunity to decide what support was needed the most for their school. (Instructional Coaching or Interventionist)	Building the capacity of our teachers will increase individual student learning outcomes and improve their mental and behavioral well being.	
4	Hire, train, and support 4 FTE certified tiered interventionist for Tier 2 & 3 supports of RTI. 1 FTE Bridges High School, 1 FTE Buff Elementary, 1 FTE Metolius Elementary, and 1 FTE Jefferson County Middle School	All students & Staff from 4 schools.	To support students and staff by providing Tier 2 & 3 support for focal student groups based on individual student need.	Addressing disparities.	Providing individual students time and support to meet both grade level standards and address gaps in learning. Individual schools were given the opportunity to decide what support was needed the most for their	Focuses on individual student need and prevents and addresses learning gaps and supports behavior well being.	
6	Hire, train, and support 3 classified family access network advocates. 1 FTE elementary schools, 1 FTE secondary schools, and 1 FTE Warm Springs K-8 Academy.	All students and families in need of support.	Students are more prepared, healthy, and eager to learn.	Addressing disparities.	Provide strong family support for children to arrive at school prepared, healthy, and eager to learn.	Focuses on individual student and family needs and to help prevent and address learning gaps and behavior well being.	
8	Hire, train, and support 1 FTE drug and alcohol counselor for secondary schools.	All students and families in need of support.	Students are more prepared, healthy, and eager to learn.	Addressing disparities.	Provide strong family and individual support for students who are affected by drug and/or alcohol.	Addresses individual student need and provides an environment that is supportive of learning.	
13	Hire, train, and support 1 FTE School Nurse for Warm Springs K-8 Academy	All students and families in need of support at WS K-8 Academy.	Students are more prepared, healthy, and eager to learn.	Addressing disparities.	Provide strong family and individual support for students who are need additional health supports.	Addresses individual student need and provides a healthy environment that is supportive of learning.	

9	Job embedded professional development for staff. (PLC, ENVoY, RTI, PBIS, AVID, Equity, Culturally Relevant Teaching)	All schools & staff.	Additional job embedded support and coaching for teachers and educational assistants in research based instructional and behavioral strategies to increase student learning outcomes.	Addressing disparities.	Building the capacity of our teachers will increase individual student learning outcomes and improve their mental and behavioral well being. Individual schools were given the opportunity to decide what support was needed the most for their school. (Instructional Coaching or Interventionist)	Building the capacity of our teachers will increase individual student learning outcomes and improve their mental and behavioral well being.
15	Hire, train, and support school learning coordinators and professional learning communities team facilitators for implementation of professional learning communities.	All schools & staff.	Additional job embedded support and coaching that creates teacher leaders to support professional learning communities.	Addressing disparities.	Building the capacity of our teachers will increase individual student learning outcomes and improve their mental and behavioral well being.	Building the capacity of our teachers and their use of data analysis will increase individual student learning outcomes and improve their mental and behavioral well being.
17	Hire, train, and support 3 FTE educational assistants to provide preventative and proactive district behavioral support.	ALL students & Staff	Proactive, Preventative, and Culturally Responsive supports, and coping tools based on individual student need.	Addressing disparities.	With decreased behavioral interruptions increased learning for all.	Focuses on individual student need and prevention of educational interruptions therefore increasing engaged learning time and supporting students' well being.
Well-Rounded Education						
5	Hire, train, and support 2 FTE elective teachers for focus schools Warm Springs K-8 Academy and Bridges High School.	Students at WS K-8 Academy & Bridges HS.	Increased opportunities to participate in elective coursework.	Addressing disparities.	This addresses a gap in our system for our three focus groups.	Gives student the opportunity to participate in elective coursework thus increasing motivation, engagement,
11	Hire train, and support 3 FTE certified elementary Music Teachers	All elementary schools.	Increased opportunities for students to participate in music.	Addressing disparities.	Addresses a gap in our system.	Gives student the opportunity to participate in music thus increasing motivation, engagement, and attendance.
10	Hire, train, and support .50 FTE CTE Early Childhood Education certified teacher.	High school students.	Focus on grow your own future teacher programs by creating a pathway from high school to teacher education.	Addressing disparities.	Addresses a gap in our system by recruiting future that represent our student population.	Providing high qualified teachers who represent our student population will increase motivation, engagement, attendance and academic performance of our students.
12	Hire, train, and support 9 FTE certified Counselors	All schools, staff, & students.	Proactive, Preventative, and Culturally Responsive supports, and coping tools based on individual student need.	Addressing disparities.	With additional supports in student social, emotional, and behavioral well being learning for all will increase.	Focuses on individual student need and prevention of educational interruptions therefore increasing engaged learning time and supporting students' well being.
16	Hire, train, and support 1 FTE certified English Language Learner Newcomer Center Teacher	Support students who are new to our country whose primary language is not English.	To provide a welcoming first experience in our schools, and be proactive in supporting individual student educational needs in regards to language and academics.	Addressing disparities.	Addresses a gap in our system.	Focuses on individual student need and provides a transition period with a focus on language development and emotional well being.
Reducing Class Size						
7	Hire, train, and support 2 FTE certified teacher for class size reduction	All staff and students at two schools in need of class size reduction.	Increased individual student learning time.	Addressing disparities.	Addressing a system need.	Addresses individual student need and provides an environment that is supportive of learning.
Increased Instructional Time						
2	Addition of five student learning days to annual district/school calendar from 169 days to 174 days. \$110,389 per day.	All students.	Increased individual student learning time.	Address disparities for focus groups.	Additional instructional support to maximum benefits of good instruction.	Additional instructional support to maximum benefits of good instruction.

4. What are the barriers to more equitable outcomes?

Statewide initiative creating an increased need to highly qualified teachers, and current teacher shortage will be problematic to find highly qualified teachers to fill needed vacancies.
Lack of capacity in small rural districts to develop and write the SIA plans.
Capacity to recruit, hire, and train high quality staff.

5. How have you intentionally involved stakeholders who are member of the communities affected by the strategic investment allocation.

Strategically focused on all stakeholders to gather input. Special invitations to Focus Groups.
15 Community Engagement Opportunities Multiple certified staff sessions

6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?

Building district capacity around equitable and culturally responsive teaching practices and family engagement.

Create and training of district equity team.
Partnership with the National Equity Project to work toward an equity centered systems change.

7. How are you collecting data on race, ethnicity, and native language?

Data Dashboard
Frequent review of assessment data.
Professional Learning Communities
Homelanguage survey's

8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

JCSD received funding from Meyer Memorial Trust in 2019 to support a multi-year partnership with the National Equity Project (NEP) to support the development of an equity approach that is aligned with our vision, mission, and core beliefs. We began our planning work in 2019 with discovery and analysis work focused on listening sessions and conversations with the community, staff, and focal student groups. In June, NEP facilitated a two-day "Leading for Equity Institute" designed to build collective awareness and leadership for equity among cross-role leaders in Jefferson County. With our commitment to building and sustaining our educators' learning around equity and culturally responsive teaching, NEP will be here again in June to provide four days of learning. Last June, we also offered the AVID Culturally Relevant Teaching strand and will offer it again this year. JCSD is using the feedback from participants in both the trainings and listening sessions to inform our SIA plan, ensuring strong stakeholder participation.

Analysis indicates three focus groups: SWD, ELL's, and American Indian students. Ambitious improvement targets have been established for all of our student groups. One example is ELA for students with disabilities; the target for that group is a 4% increase per year over 5 years (7.9%-27.9%).

Longitudinal Performance Growth Targets uploaded

Part Six: Use of Funds

Allowable Uses. Which of the following allowable use categories is your plan designed to fund within?

- ☒ 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

Meeting Students Mental and Behavioral Health Needs. Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

- ☒ 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:

A) Meet students' mental health needs

Student Investment Act funding is our district's opportunity to address the significant emerging needs in our schools. As demonstrated throughout our plan, increasing the district's ability to meet our students' mental health needs is the foundation our student's need for their academic journey and life. Participants also highlighted this area as a top need throughout the community engagement process.

The first category of strategic investments targeted at improving the district's capacity to meet our students' social and mental health needs is increasing the staff positions and resources dedicated to mental health support services. Having adequate, trained staff in our schools is the best way to support our students with mental health issues. By funding a central behavior team, school counselors, instructional coaches, a school nurse, educational assistants, and interventionists, our students will have improved access to mental health support.

The second category of strategic investments targeted at improving our capacity to meet our students' mental health needs is training and support for our employees using research-based practices in Tier 1 and four interventionists for Tier 2 and 3 supports. Trainings will include collaborative problem-solving frameworks, trauma-informed teaching practices, and other



Jefferson County School District 509J

UNITE. ENGAGE. SOAR.

Regular Attendance	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	73.1	73.6	74.5	75.4	76.3	77.2
Stretch Targets	73.1	74.3	75.5	76.7	77.9	79.1
Gap Closing Targets	70.7	71.9	73.1	74.3	75.5	76.7
Difference between Baseline and Gap		1.6	1.3	1.0	0.7	0.4

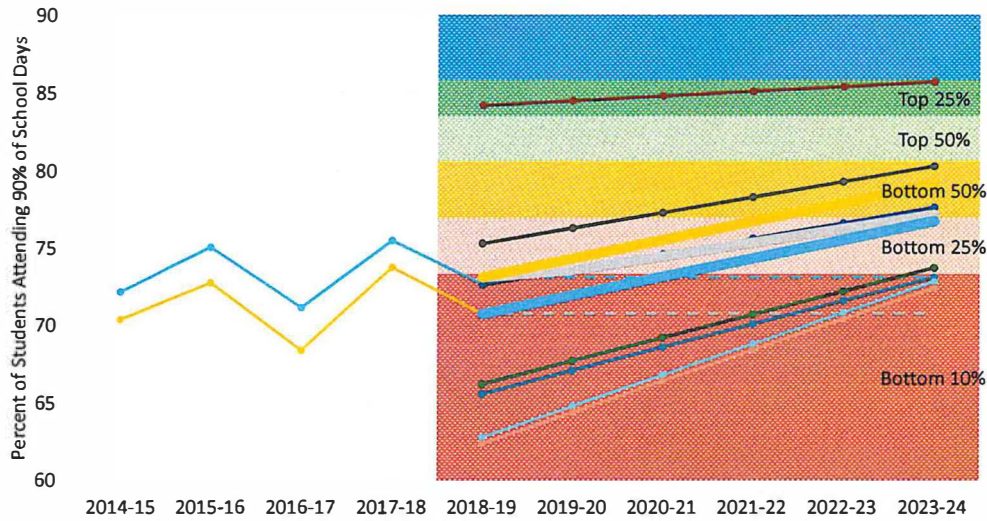
3 rd Grade ELA	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	37.0	44.7	46.2	47.7	49.2	50.7
Stretch Targets	37.0	40.7	44.4	48.1	51.8	55.5
Gap Closing Targets	35.4	37.4	39.4	41.4	43.4	45.4
Difference between Baseline and Gap		7.3	6.8	6.3	5.8	5.3

9th Grade on Track	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	79.3	78.8	80.8	82.8	84.8	86.8
Stretch Targets	79.3	83.7	88.1	92.5	96.9	98.0
Gap Closing Targets	72.2	74.7	77.2	79.7	82.2	84.7
Difference between Baseline and Gap		4.1	3.6	3.1	2.6	2.1

4 Year Graduation	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	75.7	79.4	80.9	82.4	83.9	85.4
Stretch Targets	75.7	79.5	83.3	87.1	90.9	94.7
Gap Closing Targets	79.3	80.7	82.1	83.5	84.9	86.3
Difference between Baseline and Gap		-1.3	-1.2	-1.1	-1.0	-0.9

5 Year Completion Rate	Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	74.6	81.3	81.8	82.3	82.8	83.3
Stretch Targets	74.6	76.9	79.2	81.5	83.8	86.1
Gap Closing Targets	76.7	77.7	78.7	79.7	80.7	81.7
Difference between Baseline and Gap		3.6	3.1	2.6	2.1	1.6

Regular Attenders Longitudinal Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	72.16	75.06	71.13	75.49	72.65	72.7	73.6	74.5	75.4	76.3	77.2
Starting Point (3 Year Avg)						73.1	73.1	73.1	73.1	73.1	73.1
Starting + Top Growth						73.1	74.3	75.5	76.7	77.9	79.1
Underserved Race/Ethnicity	70.37	72.7	68.4	73.7	70.7	70.7	71.9	73.1	74.3	75.5	76.7
Starting Point (3 Year Avg)						70.7	70.7	70.7	70.7	70.7	70.7
Starting + Top Growth						70.7	71.9	73.1	74.3	75.5	76.7
American Indian/Alaska Native	64.74	66.96	64.54	69.75	65.58	65.6	67.1	68.6	70.1	71.6	73.1
Black/African American	80.95	85	83.33	70.59	84.21	84.2	84.5	84.8	85.1	85.4	85.7
Hispanic/Latino	75.66	78.14	72.12	77.8	75.29	75.3	76.3	77.3	78.3	79.3	80.3
Native Hawaiian/Pacific Islander							#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Economically Disadvantaged	72.05	74.91	70.96	75.37	72.61	72.6	73.6	74.6	75.6	76.6	77.6
English Learners	68.44	72.19	65.18	69.07	66.21	66.2	67.7	69.2	70.7	72.2	73.7
Homeless			44.44	59.72	62.79	62.8	64.8	66.8	68.8	70.8	72.8
Students with Disabilities	67.65	70.15	65.36	70.18	62.4	62.4	64.4	66.4	68.4	70.4	72.4

Baseline Targets	73.1	73.6	74.5	75.4	76.3	77.2
Stretch Targets	73.1	74.3	75.5	76.7	77.9	79.1
Gap Closing Targets	70.7	71.9	73.1	74.3	75.5	76.7
Bottom 10%	73.3	73.3	73.3	73.3	73.3	73.3
Bottom 25%	3.6	3.6	3.6	3.6	3.6	3.6
Bottom 50%	3.7	3.7	3.7	3.7	3.7	3.7
Top 50%	2.9	2.9	2.9	2.9	2.9	2.9
Top 25%	2.3	2.3	2.3	2.3	2.3	2.3
Top 10%	14.2	14.2	14.2	14.2	14.2	14.2

Growth Achieved by Top 10% of Districts	1.2
District Percentiles	
Top 10%	85.8
Top 25%	83.5
Top 50%	80.6
Bottom 25%	76.9
Bottom 10%	73.3

Baseline Targets

Stretch Targets

Gap Closing Targets
Difference between Baseline
and Gap

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
73.1	73.6	74.5	75.4	76.3	77.2
73.1	74.3	75.5	76.7	77.9	79.1
70.7	71.9	73.1	74.3	75.5	76.7

1.6 1.3 1.0 0.7 0.4

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Northwest Regional
Education Service District

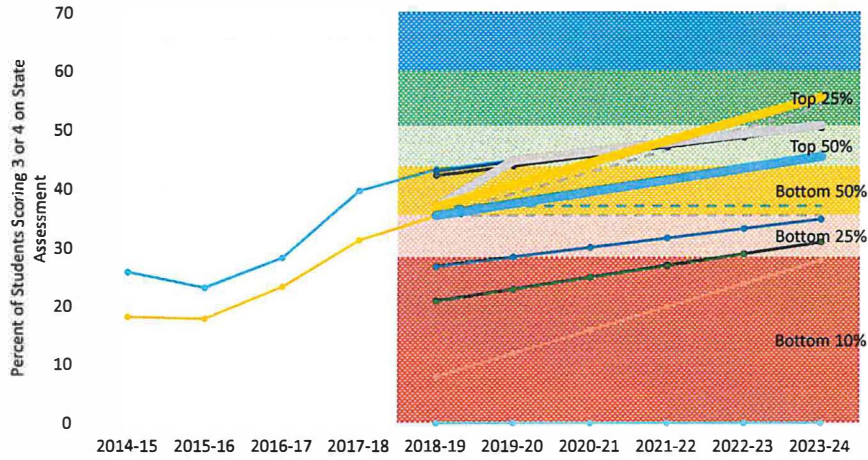
Annual Rate of Improvement
0.9
1.2
1.5
0.3
1
1
1.5
2
2

Baseline goals are based on cells M37-Q37

Stretch goals are based on cells M39-Q39

Gap closing goals are based on cells M40-Q40

3rd Grade ELA Longitudinal Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	25.86	23.18	28.21	39.59	43.23	43.2	44.7	46.2	47.7	49.2	50.7
Starting Point (3 Year Avg)						37.0	37.0	37.0	37.0	37.0	37.0
Starting + Top Growth						37.0	40.7	44.4	48.1	51.8	55.5
Underserved Race/Ethnicity	18.23	17.9	23.4	31.3	35.4	35.4	37.4	39.4	41.4	43.4	45.4
Starting Point (3 Year Avg)						35.4	35.4	35.4	35.4	35.4	35.4
Starting + Top Growth						35.4	39.1	42.8	46.5	50.2	53.9
American Indian/Alaska Native	9.52	15.79	16.25	27.94	26.76	26.8	28.4	30.0	31.6	33.2	34.8
Black/African American							#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Hispanic/Latino	26.32	19.28	29.41	34.18	42.25	42.3	43.9	45.5	47.1	48.7	50.3
Native Hawaiian/Pacific Islander							#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Economically Disadvantaged	25.86	22.84	26.96	39.59	42.98	43.0	44.6	46.2	47.8	49.4	51.0
English Learners	8.4	13.76	16.96	19.64	20.9	20.9	22.9	24.9	26.9	28.9	30.9
Homeless							#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Students with Disabilities	10.53	6.25		16.13	7.89	7.9	11.9	15.9	19.9	23.9	27.9

Improvement
1.5
2
1.6
1.6
1.6
2
4

Growth Achieved by Top 10% of Districts	3.7
District Percentiles	
Top 10%	60
Top 25%	50.7
Top 50%	43.8
Bottom 25%	35.6
Bottom 10%	28.4

Baseline Targets

Stretch Targets

Gap Closing Targets
Difference between Baseline
and Gap

Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
37.0	44.7	46.2	47.7	49.2	50.7
37.0	40.7	44.4	48.1	51.8	55.5
35.4	37.4	39.4	41.4	43.4	45.4
	7.3	6.8	6.3	5.8	5.3

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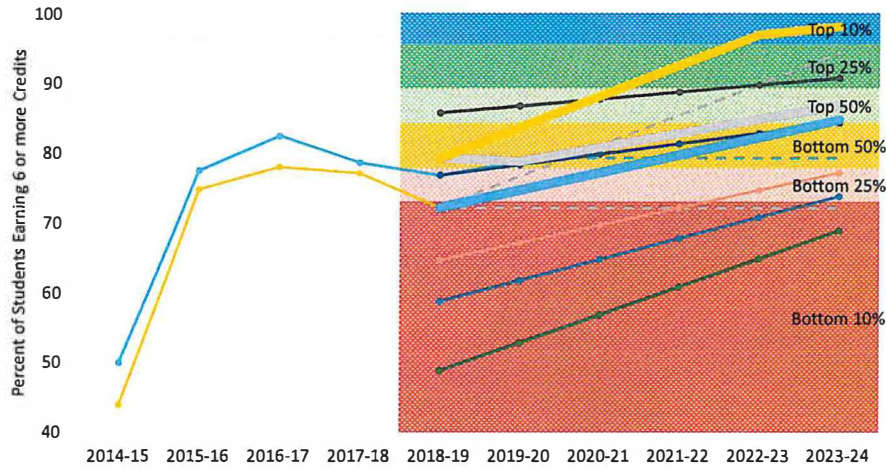


Baseline goals are based on cells M37-Q37

Stretch goals are based on cells M39-Q39

Gap closing goals are based on cells M40-Q40

9th Grade On Track Longitudinal Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	50	77.5	82.4	78.6	76.8	76.8	78.6	80.8	82.8	84.8
Starting Point (3 Year Avg)						79.3	79.3	79.3	79.3	79.3
Starting + Top Growth						79.3	83.7	88.1	92.5	96.9
Underserved Race/Ethnicity	44	74.8	78.0	77.1	72.2	72.2	74.7	77.2	79.7	82.2
Starting Point (3 Year Avg)						72.2	72.2	72.2	72.2	72.2
Starting + Top Growth						72.2	76.6	81.0	85.4	89.8
American Indian/Alaska Native	32.9	59.7	68.3	70.8	58.8	58.8	61.8	64.8	67.8	70.8
Black/African American						#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Hispanic/Latino	56.7	88.5	86.4	84.2	85.7	85.7	86.7	87.7	88.7	89.7
Native Hawaiian/Pacific Islander						#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Economically Disadvantaged	50	77.5	82.4	78.6	76.8	76.8	78.3	79.8	81.3	82.8
English Learners	27	50	42.9	51.5	48.9	48.9	52.9	56.9	60.9	64.9
Homeless						#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Students with Disabilities	34.4	72.4	83.8	74.2	64.7	64.7	67.2	69.7	72.2	74.7

Growth Achieved by Top 10% of Districts	4.4
District Percentiles	
Top 10%	95.6
Top 25%	89.2
Top 50%	84.3
Bottom 25%	77.8
Bottom 10%	73.1

Baseline Targets

Stretch Targets

Gap Closing Targets
Difference between Baseline and Gap

Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	79.3	78.8	80.8	82.8	84.8
Stretch Targets	79.3	83.7	88.1	92.5	96.9
Gap Closing Targets	72.2	74.7	77.2	79.7	82.2

4.1 3.6 3.1 2.6 2.1

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Northwest Regional
Education Service District

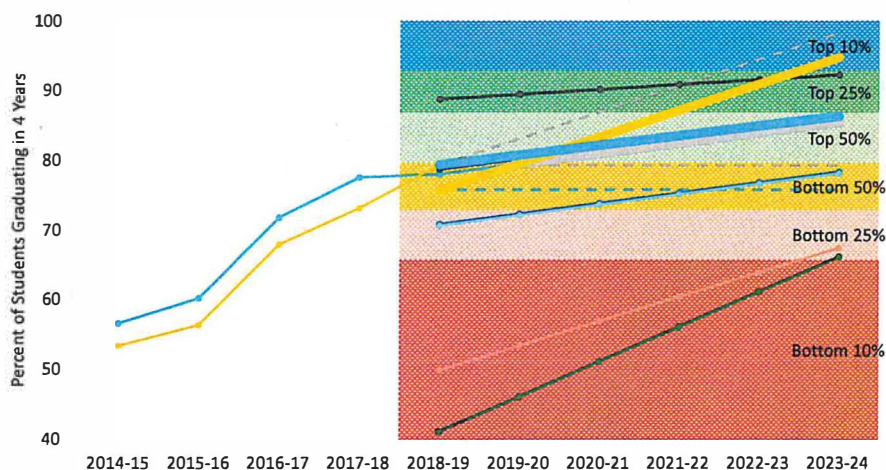
Improvement
2
2.5
3
1
1.5
4
2.5

Baseline goals are based on cells M37-Q37

Stretch goals are based on cells M39-Q39

Gap closing goals are based on cells M40-Q40

Four Year Graduation Rate Longitudinal Data



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	56.7	60.29	71.74	77.48	77.93	77.9	79.4	80.9	82.4	83.9
Starting Point (3 Year Avg)						75.7	75.7	75.7	75.7	75.7
Starting + Top Growth						75.7	79.5	83.3	87.1	90.9
Underserved Race/Ethnicity	53.49	56.5	68.0	73.2	79.3	79.3	80.7	82.1	83.5	84.9
Starting Point (3 Year Avg)						79.3	79.3	79.3	79.3	79.3
Starting + Top Growth						79.3	83.1	86.9	90.7	94.5
American Indian/Alaska Native	41.82	38.81	53.62	59.49	70.79	70.8	72.3	73.8	75.3	76.8
Black/African American						#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Hispanic/Latino	62.86	70.89	85.96	88.41	88.75	88.8	89.5	90.2	90.9	91.6
Native Hawaiian/Pacific Islander						#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Economically Disadvantaged	57.89	62.38	72.78	78.8	78.67	78.7	80.2	81.7	83.2	84.7
English Learners	25.81	45.65	56.76	57.5	41.18	41.2	46.2	51.2	56.2	61.2
Homeless			58.33	69.23	70.59	70.6	72.1	73.6	75.1	76.6
Students with Disabilities	28.57	47.06	60.71	81.4	50	50.0	53.5	57.0	60.5	64.0

Improvement
1.5
1.4
1.5
0.7
1.5
5
1.5
3.5

Growth Achieved by Top 10% of Districts	3.8
District Percentiles	
Top 10%	92.8
Top 25%	86.8
Top 50%	79.6
Bottom 25%	72.9
Bottom 10%	65.8

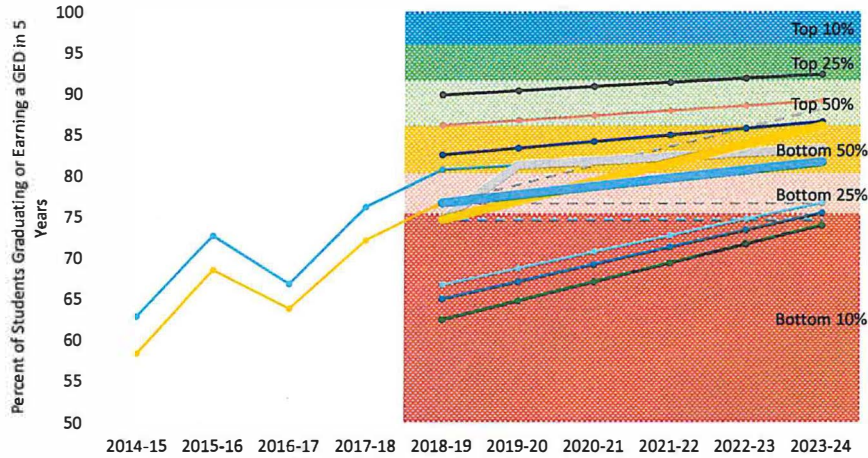
Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
Baseline Targets	75.7	79.4	80.9	82.4	83.9
Stretch Targets	75.7	79.5	83.3	87.1	90.9
Gap Closing Targets	79.3	80.7	82.1	83.5	84.9
Difference between Baseline and Gap	-1.3	-1.2	-1.1	-1.0	-0.9

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Baseline goals are based on cells M37-Q37
Stretch goals are based on cells M39-Q39
Gap closing goals are based on cells M40-Q40

5 Year Completion Rate



Student Group	2014-15	2015-16	2016-17	2017-18	2018-19	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	62.9	72.7	66.8	76.2	80.8	80.8	81.3	81.8	82.3	82.8	83.3
Starting Point (3 Year Avg)						74.6	74.6	74.6	74.6	74.6	74.6
Starting + Top Growth						74.6	76.9	79.2	81.5	83.8	86.1
Underserved Race/Ethnicity	58.4	68.5	63.8	72.1	76.7	76.7	77.7	78.7	79.7	80.7	81.7
Starting Point (3 Year Avg)						76.7	76.7	76.7	76.7	76.7	76.7
Starting + Top Growth						76.7	79.0	81.3	83.6	85.9	88.2
American Indian/Alaska Native	43.1	52.7	47.1	60	65	65.0	67.1	69.2	71.3	73.4	75.5
Black/African American							#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Hispanic/Latino	70.5	78.9	78.1	87.7	89.9	89.9	90.4	90.9	91.4	91.9	92.4
Native Hawaiian/Pacific Islander							#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Economically Disadvantaged	63.1	73.8	69.1	77.2	82.6	82.6	83.4	84.2	85.0	85.8	86.6
English Learners	48.7	48.4	45.8	60.5	62.5	62.5	64.8	67.1	69.4	71.7	74.0
Homeless			33.3	69.2	66.7	66.7	68.7	70.7	72.7	74.7	76.7
Students with Disabilities	54.6	53.6	54.1	63.3	86.1	86.1	86.7	87.3	87.9	88.5	89.1

Improvement
0.5
1
2.1
0.5
0.8
2.3
2
0.6

Growth Achieved by Top 10% of Districts	2.3
District Percentiles	
Top 10%	96
Top 25%	91.6
Top 50%	86.1
Bottom 25%	80.3
Bottom 10%	75.3

Baseline Targets

Stretch Targets

Gap Closing Targets
Difference between Baseline
and Gap

Starting Point	2019-20	2020-21	2021-22	2022-23	2023-24
74.6	81.3	81.8	82.3	82.8	83.3
74.6	76.9	79.2	81.5	83.8	86.1
76.7	77.7	78.7	79.7	80.7	81.7
	3.6	3.1	2.6	2.1	1.6

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Baseline goals are based on cells M37-Q37

Stretch goals are based on cells M39-Q39

Gap closing goals are based on cells M40-Q40

direct impact on focal student populations. With the guidance of Oregon’s Education Equity Lens, we were able to focus on who the underserved groups are and how to strategically invest in equitable educational, behavioral/mental, and cultural outcomes for them.

The persistent problems associated with poverty, living in rural communities, cultural barriers, and family dynamics are all barriers that impact the potential for focal students to meet the longitudinal growth targets. Our proposed SIA investments will help our students and families access wraparound support and services to help reduce these barriers.

Part Seven: Documentation and Board
--

Evidence of Board Approval uploaded

Part Eight: Public Charter Schools (if applicable)

There are no charter schools in Jefferson County School District 509-J.

Applicant Assurances

Jefferson County School District 509-J makes the following assurances:

- ☒ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning;
- ☒ Meets the Quality Education Commission recommendations;
- ☒ Input from staff, student focal groups, and families was used to inform SIA planning along with other community engagement input;
- ☒ Student data was used during the SIA planning process;
- ☒ Jefferson County School District 509-J plan is aligned to its CIP; and
- ☒ Agreement to provide requested reports and information to the Oregon Department of Education.



Jefferson County School District 509J

UNITE. ENGAGE. SOAR.

Monday, March 9, 2020

Board Work Session - 5:30pm

Budget 101

Board Meeting, Regular Session – 7:00 pm

MEETING LOCATION:

**509J JCSD Support Services Building
445 SE Buff Street, Madras, OR 97741**

2019-2020 Board of Directors:

Jamie Hurd, Chair
Laurie Danzuka, Vice-Chair
Courtney Snead
Tom Norton, Jr.
Kevin Richards

Mission Statement

Uniting to Empower Culturally-Enhanced Learners to Shape the World...

Our school district is unique in that it represents multiple cultures. As the world becomes smaller, understanding and acceptance of multiple cultures help us live and grow in harmony. Therefore, the JCSD recognizes our diversity as a strength to be nurtured.

***CITIZEN PARTICIPATION:** Jefferson County School District (JCSD) 509J welcomes public participation at school board meetings. Individuals who wish to comment will be given an opportunity to do so – please put your name and topic on the sign in sheet provided at the meeting. Because time is limited as a standard practice, as a courtesy to others and to maintain our meeting schedule guests will be allotted three minutes to speak. If you have a group attending regarding the same topic, you will need to appoint one speaker. The Chair has authority to keep order and impose any reasonable restrictions necessary to conduct an efficient meeting. The Board reserves the right to delay discussion on any item presented until later in the meeting or at a subsequent meeting. Objective criticism of operations and programs may be heard, but no complaints concerning specific personnel. The visitor will be directed to the appropriate means for filing complaints as necessary.

- We appreciate your cooperation.

AMERICANS WITH DISABILITIES ACT: Please contact the district office at 541.475-6192 if you need accommodations to participate in the board meeting. Please call at least two days prior to the scheduled meeting date. Thank you!

WORK SESSION – 5:30PM

1) WORK SESSION

Budget 101 [CFO Martha Bewley]

2) CONCLUDE WORK SESSION & CONVENE IN REGULAR SESSION

Board meeting regular session will begin @7:00PM

REGULAR SESSION:

1) REGULAR SESSION – 7:00pm

Call to order, Pledge of Allegiance

2) AGENDA ADOPTION

3) SCHOOL / STUDENT SPOTLIGHT – Madras Elementary (Oregon Battle of the Books)

4) PRESENTATIONS/REPORTS/COMMUNICATION/DISCUSSION ITEMS

- ✓ Student Representative report [Brooklyn Stinson]
- ✓ Impact Aid presentation [Martha Bewley]
- ✓ Teacher of the Year update [Superintendent Parshall]
- ✓ Bond Purchase agreement update [Martha Bewley]
- ✓ Student Investment Account (SIA) update [Melinda Boyle]
- ✓ 2020 Census [Laurie Danzuka & Ken Parshall]

5) HEARING OF CITIZENS / DELEGATIONS

The 509-J Board of Directors reserves this time for citizens to share comments or concerns. Because time is limited, as a standard practice, as a courtesy to others and to maintain our meeting schedule, guests will be allotted three minutes to speak. If you have a group attending regarding the same topic, you will need to appoint one speaker. Each person wishing to speak will have signed in at the beginning of the meeting to be recognized.

6) ACTION ITEMS

A. Consent Agenda

- 1) Approval of Board Minutes of **February**
- 2) Financials (January)
- 3) Personnel Action

B. Resolutions 20-13, Resolutions to accept, create budget and spending authority for various grants (\$37,333)

C. Resolutions 20-14, Resolution to declare surplus property and dispose of property

D. CM/GC Findings and Resolution - Metolius Seismic upgrade

E. **Student Investment Account (SIA) Plan** Approved 5-0 3/9/20

F. Renewals, Non-Renewals, Extensions & Non-Extensions of Contracts

7) REMINDERS:

- ✓ Tuesday, March 17, 2020 – Board/Exec Team School Visits (9am-Noon)
- ✓ March 23rd – March 27th - JCSD 509-J Spring Break
- ✓ Monday, April 6, 2020 – 1st Budget Committee Meeting 5:00pm
- ✓ Tuesday, April 7, 2020 – Board Leadership (Jamie & Laurie)
- ✓ Monday, April 13, 2020 - 2nd Budget Committee Meeting 5:30pm
- ✓ Monday, April 13, 2020 - Board Meeting @7:00pm

8) BOARD & SUPERINTENDENT HIGHLIGHTS

9) MEETING CLOSURE/ADJOURNED