

This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that this template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	2020
District	South Lane School District
Webpage (Where SIA Plan will be Posted)	https://www.slane.k12.or.us/apps/pages/index.jsp?uREC_ID=1691406&type=d&pREC_ID=1848457
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Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):

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

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

South Lane School District has approximately 2700 students composed of 60% low SES families. Ethnically we are predominately white, but do have notable populations of Hispanic/Latino (12.5%), Native America (2.1%), Multiracial (2.7%), and African American (0.5%) students. We have a higher than normal SPED population (17%), have 7% Homeless and – although we don’t have exact numbers – predict our LGBTQ population to be near the norm (2-5%). We have two charter schools in the district: Academy for Character Education (ACE) which runs primarily a

home-school model and Child's Way Charter which primarily uses technology mixed with community-based learning.

The needs that our SIA funding will address were identified through a thorough data dive using a large group of varied staff members. We determined six student groups across all grade levels that showed disparities in various areas. These student groups and each of their specific needs are outlined in the summary statements below:

Summary Statement #1:

Compared to their peers in South Lane, LatinX and English Language Learners: (1) score lower on statewide reading and math assessments, (2) graduate at lower rates, and (3) experience poorer high school attendance. This group of students does receive fewer behavior referrals and - up through the 8th grade - show better than average attendance rates.

Summary Statement #2:

When compared to their peers in South Lane, students of color (1) score lower on statewide reading and math assessments, (2) receive a disproportionate amount of behavior referrals and suspensions, and (3) attend less regularly. Areas of exception include attendance for Black students in middle school, and reading scores in middle school for Native Americans (both higher than their peers).

Summary Statement #3:

When compared to their peers in South Lane, students who qualify for Special Education services (1) score lower on statewide reading and math assessments, (2) receive a disproportionate amount of behavior referrals, (3) attend less regularly in elementary and high school, and have lower graduation rates.

Summary Statement #4:

Male students receive a disproportionate amount of behavior referrals in South Lane School District.

Summary Statement #5:

When compared to their peers in South Lane, students who are homeless or economically disadvantaged (1) score lower on statewide reading and math assessments and (2) receive a disproportionate amount of behavior referrals. This group does, however, perform similar to their peers in Kindergarten. Across the board, the homeless portion of this group experiences more academic difficulties than those just in the economically disadvantaged group.

Summary Statement #6:

Compared to other students in the state, South Lane 8th grade students experience more bullying, report higher mental health needs and suicide rates, play more video games and get less sleep. Compared to the state, 8th and 11th grade students experience more bullying for LGBTQ issues, and 11th grade students experience a higher rate of substance abuse and sexual activity. Our students also report more hunger due to lack of money: 1 in 5 of our 8th grade students and 1 in 4 of our 11th grade students.

As you will see in this application, our plan intends to close the academic disparities mentioned in these Summary Statements and provide the necessary mental and behavioral health supports so that these student groups can thrive like we know they should.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:

- Who you engaged
- Frequency / occurrence
- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected

(250 words or less)

To engage our community we primarily used input sessions that were both informative and interactive. While we adjusted each format based on the audience, we held to this general outline:

- Presentation covering the general guidelines of the SSA, the student groups we found to be most in need based on the data (we called these our 6 Summary Statements), and how we came up with our solutions
- Interactive portion which included table conversations or question/answer sessions
- Interactive portion where participants viewed the potential solutions for each Summary Statement and were able to add their new ideas
- Interactive portion where participants were able to “spend their dots” on several solutions that they thought would be the most impactful

We did 10 different input sessions and 5 were specifically targeted to the members of the communities affected by the investments (those in the 6 summary statement categories). For all of the sessions we promoted them through email, flyers, local media, social media, and our website. We did these sessions over a two-month span and in total we had nearly 200 participants and got over 900 votes on which solutions to prioritize. We also heard and recorded qualitative feedback from each group (this data was especially helpful from the LatinX and student groups). All of this was recorded in notes and a spreadsheet and passed along to our District SIA team which made the initial recommendations for which action steps to prioritize.

It should be noted that we did not do online surveys as an initial form of input. This was calculated: a majority of our families are low SES (and some are very remote) and we know they have a lack of access to both technology and connectivity. We felt like an online forum/input would only exaggerate the inequities caused by this barrier.

If the goal is meaningful, authentic and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts? (500 words or less)

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First of all, some more details on our engagement sessions:

Of the 10 sessions, we held 2 for students (one for a diverse group, another for homeless/unaccompanied youth), 2 for families of ELL students, and one for all other marginalized groups. For these 5 sessions we made personal phone calls and invitations for them to come, provided child care and food, and did raffle prizes. We held an additional 2 sessions for general parents/community, and one to local agencies that assist with supporting the students/families in our area. The final two were staff sessions.

In South Lane we have reached out occasionally over the years to get feedback from parents, students, and community members, but never to this level. In the past it has been only for a specific purpose (bond measures, athletics, etc) or to get general feedback for a specific school. While I wasn't a part of many of those outreach sessions, I was the primary presenter/facilitator at all of these SIA input sessions and got the message from our audience that this new kind of engagement had never been done before. While we had asked for ideas/feedback, we had never presented our work within the context of the 6 Summary Statements and with an attention to equity. The groups appreciated this on so many levels. For example, at the end of our student group sessions we asked students to use one word to summarize the work we'd just done. Here are a few of the responses:

- Progress
- Hopeful
- Steps
- Empowered
- Supportive
- Proud
- Enlightened

In our mind, we are just starting on this journey with our outreach this year. We did experience barriers that were both expected and unexpected. One issue is that we, as a staff, have not done any significant comprehensive work around equity in our district. While we have put supports in place for students in need, it has – in some areas – been more of a band-aid approach instead of a systematic one. We will continue this work by exploring our own biases both individually and systematically.

Another barrier we encountered was attendance at our input sessions. We tried as best we knew how to reach out and make the sessions accessible; we made personal phone calls to the families from the marginalized groups, and we were intentional about the times/locations. Despite that, all of our sessions - except the 2 LatinX ones - yielded much lower attendance than we'd hoped. In the future we hope to build stronger relationships with members from these groups and also try different approaches (going to their places of gathering, getting individual feedback through conversations, etc).

**What relationships and/or partnerships will you cultivate to improve future engagement?
(150 words or less)**

We have a successful connection with our LatinX community and we saw that in our attendance at those sessions. We have a Family Resource Center where this group regularly meets, attends parent sessions, and brings their pre-school aged children for supports. While our other

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marginalized groups are not as large as our LatinX population, we know we can create this sense of community with those groups as well and have built in a position called “Family Access Workers” that will greatly assist in that goal. In addition, we’ve built in training for high school staff to explore issues of equity and implicit bias. We hope to begin to understand our own personal experiences and examine how curriculum, communication, and microaggressions towards these marginalized groups could negatively contribute to their success.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)

We put \$58,000 in our plan for Equity/Bias training for our high school staff and another \$12,000 to allow students to participate in that training as well. We have had a very hard time finding a resource to do this, but at this point are exploring Breaking Down the Wall, the National Equity Project, and are contacting Eric Girvan at the University of Oregon and Equity Specialist Dawnnesha Lasuncet at the state level. Any additional resources/programs/experts in this area would be VERY beneficial to us.

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

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Community leaders

Other: **Student Youth Equity Council**

How did you engage your community?

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

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business
- Other _____

Evidence of Engagement

Upload your top five artifacts of engagement.

Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families and the community? (250 words or less)

1. SLSD Student Investment Account Plan Graphic: This shows the process we followed from start to finish.
2. Comprehensive SIA Solutions Tallies spreadsheet: We used this spreadsheet to tally the votes from each specific group and for each individual solution. This helped us to see which ideas were the most popular and with which groups.
3. Student Input Summary: In addition to the voting, we engaged most of our groups in a roundtable conversation with open-ended questions. This artifact is from our first student input session which included a diverse group of students in grade 7-12.

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4. **Poster of Summary Statement Title, Action Steps, and Building Priorities:** This poster is one of six that our District SIA team created when we determined which solutions we would prioritize. It shows that we did several things in this process:
 - a. Only selected solutions that directly related to one of our Summary Statements (marginalized groups)
 - b. That we added “things to consider” to our sentence strip (ex: if we were adding a position we had to think of office space, training, etc), and
 - c. That we made sure the work we were prioritizing aligned with the work our principals were doing in their buildings (see sticky notes identifying the overlaps).
 5. Follow this link to find the video slideshow that we used to share out our SIA plan and ask for feedback:
https://www.slane.k12.or.us/apps/pages/index.jsp?uREC_ID=1691406&type=d&pREC_ID=1848457
- Describe at least two **strategies** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)
1. **Personal Phone Calls:** We have enough experience with general “parents nights” and “info sessions” to know that if we just used the traditional means of email and robocalls that we wouldn’t get many families to attend. Normally we get a small group and those tend to be the parents from higher SES who speak English and whose children are already being successful in school. In order to increase the chances that we would get more parents from the focal student groups we made personal phone calls from a staff member who had a strong relationship with that parent. We downloaded information from the Oregon Data Suite showing which students from each school fell into each marginalized category (these categories were identified in our data dive and became our 6 Summary Statements). This list was shared with each building principal who then coordinated calling/inviting of the parents listed.
 2. **Childcare/Food/Translation/Transportation/Raffles:** Even when these parents want to engage there are often barriers that prevent them from doing so. We tried our best to overcome these barriers and provide a welcoming and positive experience for them. Each session was catered with dinner (we had many leftovers and sent them home with the families at the end of the night). We provided childcare so they weren’t distracted by caring for their children during the session. We offered transportation to those who needed it and got raffle prizes that we handed out at the end. For the two LatinX sessions we also did the entire session in different languages. One was primarily in Spanish (for our LatinX parents that primarily came from Mexico) and another was a mix of Spanish and Mam (for our LatinX parents that primarily came from Guatemala).
 3. **Utilizing Existing Relationships/Systems:** As mentioned above, we have a Family Resource Center that has a strong relationship with the LatinX community in Cottage Grove. We also have several ELL teachers that know the students, families, and habits of

this group. These staff members were highly involved in the planning and running of those sessions. For our student sessions we wanted to target the focal groups and we already had a Youth Equity Council established at our comprehensive high school. This group was intentionally created with a diverse group of students with respect to race, language acquisition, gender status, and SES. We used this same filter to include a few more students from our alternative high school and our middle schools. For our second student session we focused on homeless/unaccompanied youth. Our Homeless Liaison was highly involved in planning this session so that we created a safe and inviting space for this vulnerable population to share. One example of how we did this was to reduce the adult influence by having students facilitate the table conversations. We took students who were in the first engagement session and trained them to be facilitators.

- Describe at least two **activities** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)
 1. The primary way that we engaged these focal groups was to create space for sharing. We believe that when people have an opportunity to have their opinion be heard and considered they feel more valued and are more thoughtful with their input. For each of the input sessions geared towards the focal groups, we allowed for small group discussion with open-ended questions to get participants thinking. Facilitators at each table followed the World Café Protocols to ensure that all voices were heard and there wasn't just one person dominating at each table. The ideas were not only written down and recorded/shared with our District SIA team, but they were often documented on posters and shared with the group as we went through the meeting.
 2. After this sharing, and with all of the input sessions, we asked participants to “spend their dots.” While this is an old version of voting, we found it to be very appropriate for the task at hand. At the end of the input session participants viewed all of the potential solutions that we came up with for each of the 6 Summary Statements. They were allowed to add their own ideas to these solutions as well. Once time had passed for all to view the selections they were then given 5 “dots” that they got to use however they chose. They could place all five of them on one solution for one of the Summary Statements. Alternatively, they could spread the dots amongst several different solutions for several different Summary Statements. In the end, we were able to record this voting in a way that not only allowed us to see the solutions with the most votes, but also which groups voted the most for which solutions and under which Summary Statements.

- Describe at least two **strategies** you executed to engage staff. Explain why those strategies were used. (500 words or less)
 1. Direct Communication: Beginning in the fall we shared a series of email communications with staff informing them of the SIA Process. We started with broad points (purpose of the funds, our plan for the process, opportunities for involvement, etc). After each stage in the process we shared out a summary and then our next steps. For example, after the data dive was completed we shared out our general plan for input sessions. Throughout

every step we offered staff a chance to respond, share thoughts and feedback, or be a more integral part of the process (planning and action teams).

2. **Differing Levels of Involvement:** Through this communication we were able to solicit volunteers to help with the different team levels. The first step was getting a data team in place to analyze the areas of need in the district. We gathered over 25 staff members that included administrative, certified, and classified staff. We were careful to make sure we selected members from varying staff levels, buildings, and backgrounds (early career vs veteran, individual diversity, areas of expertise, etc). When we did not get the volunteers required to have a diverse group we then recruited for those spots. For a few small exceptions, we did exclude a couple of members in order to make sure we had room for those needed to provide this balance. We looked extensively at scores, surveys, and participation rates using over 20 measures to make sure we did a complete and comprehensive analysis. We do feel we went further than most districts as we analyzed things such as participation in preschool programs and mental health supports, involvement in extra-curriculars, and results of the Oregon Healthy Teens survey. For each of these measures, we disaggregated the data based on race/ethnicity and also on special population groups (SPED, 504, TAG, Homeless, Economically Disadvantaged, etc). The one exception was data from the Oregon Healthy Teens survey which could not be disaggregated.

The next step was creating a District SIA Team whose purpose was to plan the input sessions and to prioritize the final list of recommendations. This team was smaller and consisted mostly of staff from the Grade Level Data Team. In addition, we included a parent, student, board member, and community member on this team.

- Describe at least two activities you executed to engage staff. Explain why those strategies were used. (500 words or less)
1. **Grade Level Data Teams:** As described above, the task of this team was to identify the areas of need based on data. We initially broke into 4 grade level bands and analyzed the data specific to each of those bands (Pk-2, 3-5, 6-8 and 9-Post Secondary). We then brought our ideas together and laid them out to get a sense of the trends we were seeing across the district. The 6 Summary Statements emerged from this activity (those can be referenced earlier in this application). Those statements became our guiding force for the remainder of the process. Any solution we came up with had to be associated with an outcome for one of those groups. These statements were presented at every input session and we attached them to our final spending allocations to show how our money spent would influence each group.
 2. **General Staff Input:** We also held two input sessions for staff to participate in. They followed the same process as the students/families from our focal groups, but instead of a roundtable discussion we had group and individual questions and answers.
 3. **District SIA Team:** As described above, this group contained both staff and non-staff. This group planned all of the details of the input session and determined the best format for input. After much consideration they settled on the “spend your dots” method. This actually became a challenge as we did presentations in multiple languages;

we didn't feel that we could accurately or efficiently translate every detail, so we modified to make it fit each audience. The final – and maybe most important - role of this team was to determine which of the suggested solutions we prioritized and turned into action. Before making final decisions on this we reviewed several different equity tools and examined the outcomes based on marginalized groups. We also took the time to review best practices; We reviewed recommendations from the Quality Education Model (QEM) and the work from John Hattie's meta-analyses to determine themes and overlaps between these two resources and our list of solutions.

4. **Principal Team:** While we had some principals involved on the Grade Level Data and the District SIA Teams, we did not yet have all of them involved together. For the final stages, we used our team of Principals and Assistant Principals to help with prioritizing the solutions. More importantly, though, we had them make sure that our solutions were aligned with the work that they were already focusing on in their buildings. We knew if we layered one more priority on top of what was already happening we risked initiative fatigue that could result in a staff that was overwhelmed and burnt out. Principals also helped in one final and crucial step: determining how all our solutions fit within our district systems. This was how we created our four Strategies outlined in the SIA Integrated Planning Tool. For each of these Strategies we created a tiered system of support and had principals identify which components of each tier would be most beneficial to their schools.
- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)

As noted, we conducted 10 separate input sessions for students, parents, staff, community members, and families from these disadvantaged groups. We gathered input from nearly 200 participants and created a list of 53 possible action steps. Summaries of each input session were posted on our website, and a few areas for support clearly emerged:

- Counseling services, specifically for mental health and also for elementary levels
- Hiring more bilingual and multicultural staff
- A focus on preschool programs and kindergarten readiness
- Equity training for all staff
- Extended learning opportunities (after school and summer school programs)
- Expanding services offered through a Family Resource Center (food pantry, clothes closet, parenting classes, homework help, etc)

These input sessions not only expanded our list of possible solutions, but also served as the first step in building a more trusting relationship between our schools and the families/community we serve. We realized how desperate our LatinX community was for information in Spanish – noting that when we had an unexpected lockdown at Lincoln Middle School we were very quick to send out information, but it only came in English. We also learned from our youth sessions how important it is to have staff that reflect the diversity we see in our student population. As noted previously, the voting tallies from these sessions were tracked in a spreadsheet and helped us prioritize the solutions. When we finalized our four focus areas for spending we were

able to go back and see which solutions fell into each of these categories and how the voting aligned with our spending.

Part Four: Data Analysis (Application)

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

As noted earlier in the application, the data dive led to the creation of our 6 Summary Statements and those became the guiding force for all spending priorities. The comprehensive list of data sources used is listed below (all of these were disaggregated by focal group with the exception of the Oregon Healthy Teens Survey).

1. Kinder Readiness Assessment
2. Participation in Kids In Transition to School (KITS) program
3. Participation in Preschool Promise programs
4. Participation in Headstart programs
5. Participation in our ELD programs
6. Easy CBM
7. iReady
8. SBAC
9. Overall School Attendance
10. Regular Attender rates
11. SPED Identification rates
12. SWIS for referral, suspension, and expulsion data
13. Referrals to our Restorative Justice rooms
14. Failure rates at middle and high school levels
15. SEL Curriculum implementation
16. Obesity Rates
17. Referral rates to South Lane Mental Health therapy services
18. Referrals to Dental Clinic
19. Participation in Sports, Clubs, and After School programs
20. Oregon Healthy Teens Survey
21. Participation in CTE programs
22. Graduation rates (4-year and 5-year)
23. Dropout rates

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning

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pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.

You can use any format you wish. There is no page limit. Here are two **OPTIONAL** ways you might organize information:

1. [SIA Integrated Planning Tool](#) (created by ODE)
2. [Clackamas ESD SIA Plan Template](#)

Our 3 Year SIA Plan aims towards the following four outcomes, which we feel will increase math and ELA achievement, regular attendance, 9th grade on-track, and 4 & 5 year graduation rates. Central to these outcomes is building relationships between schools-teachers-students-communities, thus promoting school climate, community connection, and therefore mental health supports.

Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	All staff utilize instructional strategies to meet the needs of diverse learners	X		X		
Outcome	Underserved students can see their culture in their instruction and instructors.	X	X			
Outcome	Students will be better at self-managing and self-advocating and feel more comfortable and welcome at school	X	X			
Outcome	Marginalized groups will access a more robust tiered system of instructional supports	X		X		
Outcome	Families will access community resources and have increased communications with schools	X	X	X	X	

South Lane School District will meet these outcomes through the following 4 strategies, alignment to the outcomes is noted in the above table.

Strategy #1	Equitable Practices for Educators: Develop cultural responsiveness with our current staff and recruit and hire a diverse staff.
Strategy #2	Social and Emotional Support: Create a culture and system of respect for ALL students that supports the emotional, behavioral, social and physical well being of SLSD students.
Strategy #3	Targeted Instruction: Provide targeted and extended instructional opportunities for historically underserved and under-represented students.
Strategy #4	Community Supports: Expand our current Family Resource Center (FRC) to enhance the supports available to our at-risk families across the PK-12 system.

Our overarching Theory of Action can best be stated as:

IF we develop equitable practices, create a system of social and emotional supports, provide extended instruction for underserved populations and expand our community supports;

THEN we will have the diverse knowledge and instructional strategies to meet the needs of diverse learners, students will be better self-managers and feel more welcome at school, marginalized groups will have more access to academic supports, and our families will have more access to community supports;

THUS increasing student achievement in ELA and math, closing disparities for our special education students, students of color, students learning English, and students navigating poverty and homelessness and increase student mental health and wellness.

In the first year, our first steps include the following activities. Our high and mid-level priorities are ones we plan to fund during the first year and we are currently in the process of developing action plans and/or beginning the process for hiring. Our low-level priorities are those that, if money becomes available, (due to barriers (such as not finding the right hire) following through with our high or mid-level actions) we anticipate shifting our efforts and funding towards. This plan includes the position or team that will plan, implement, and ultimately be responsible, as well as a description of metrics and artifacts to serve as initial evidence of activity completion and impact.

Throughout the year, we will partner with Lane ESD to develop an evaluation plan, identifying leading indicators, qualitative and quantitative data, and progress markers to be collected, analyzed, and communicated publicly. We will engage in quarterly progress review of our CIP, SIA, and HSS plans, asking

- 1) What is working and what needs improvement?;
- 2) How do we know?;
- 3) What should our next steps be?; and
- 4) What supports/resources are needed?

The following graphics are from the SIA Integrated Planning Tool and outline the activities, costs, person/team responsible, and the artifacts/evidence of successful implementation.

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		YEAR 1 BUDGETED COST			PROJECTED 3-YEAR COST				
Strategy 1	Equitable Practices for Educators: Develop cultural responsiveness with our current staff and recruit and hire a diverse staff	\$	467,250.00	\$	1,134,375.00				
Strategy 2	Social and Emotional Support: Create a culture and system of respect for ALL students that supports the emotional, behavioral, social and physical well being of SLSLD students.	\$	679,356.00	\$	1,946,034.00				
Strategy 3	Targeted Instruction: Provide targeted and extended instructional opportunities for historically under-served and under-represented students.	\$	761,771.00	\$	2,285,313.00				
Strategy 4	Community Supports: Expand our current Family Resource Center (FRC) to enhance the supports available to our at-risk families across the PK-12 system.	\$	356,998.00	\$	1,070,994.00				
Strategy 5	Strategy 5	\$	-	\$	-				
#	Activities	Aligned Primary Strategy	20-21	21-22	22-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire ELL Specialist to provide for one at each high-need school	S1	X	X	X	\$ 86,500.00	\$ 259,500.00	Staffing	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Student Support Job posting, master schedule with increase in supports for ELL students, improved ELL strategies in content areas from consultation									
2	Professional Development: Constructing Meaning and Equity/Bias Training	S1	X	X		\$ 117,500.00	\$ 176,250.00	Stipend/Sub cost	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Student Support, Director of Instruction Scheduled training sessions for all applicable staff, scope/sequence of training, clear objectives of training communicated to staff, implementation of improved instructional strategies resulting in increased academic achievement, re-examining of systematic inequities and changes to those inequities resulting in increased access to classes for diverse learners									
3	Embedding Culturally Relevant Curriculum	S1	X	X		\$ 13,250.00	\$ 19,875.00	Materials	Mid
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Curriculum Curriculum that more accurately reflects the student body and the perspectives of marginalized populations, increased empathy from both students and staff									
4	Response to Intervention (RTI) Training for all school teams	S1	X	X		\$ 47,500.00	\$ 71,250.00	Stipends/Sub costs	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Instruction, Building Principals Scheduled training sessions for all applicable staff, scheduling adjusted to provide more levels of intervention, increased opportunity for assessment/re-grouping of students to different levels of support, all resulting in increased academic achievement									
5	Elementary Math Professional Development	S1	X	X	X	\$ 20,500.00	\$ 61,500.00	Sub costs/Outside Provider	Mid
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Instruction, Building Principals Scheduled training sessions for all applicable staff, implementation of learned instructional strategies and data analysis/re-teaching resulting in increased academic achievement									
6	Administrative Oversight	S1	X	X	X	\$ 182,000.00	\$ 546,000.00	Staffing	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent Job posting, coordination of implementation of SIA activities (hiring positions, scheduling trainings, coordinating work spaces and materials, determining assignment allocation, etc), communication with ODE about requirements/adjustments, creation and tracking of measures of success and using those measures to make adjustments to plan									

Student Investment Account Grant Application Template (Optional)



7	Social Emotional Learning (SEL) Specialists at every school, 0.5 FTE for coordinator	\$2	X	X	X	\$ 618,000.00	\$ 1,854,000.00	Staffing	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Student Support Job postings, creation of coordinated district-wide SEL plan, communication with building staff about integration with current systems, curriculum in place for use with small groups/individuals, increased support for students with mental health and trauma needs, all resulting in students who are better self-managers and have increased empathy and social skills									
8	SEL Training for staff	\$2	X	X		\$ 30,000.00	\$ 43,000.00	Training	MID
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Student Support, Building Principals Scheduled training sessions for all applicable staff, implementation of learned strategies and application with students in need, resulting in students who are better self-managers and have increased empathy and social skills									
9	Strengthen PBIS Practices: What works for boys in school? Restorative Justice training	\$2	X	X		\$ 31,356.00	\$ 47,034.00	Stipends/Sub costs	MID
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Student Support, Building Principals Identified resources for better strategies for working with boys in school, visitations to schools with effective systems, integrated of new ideas into current PBIS practices, all resulting in less discrepancy in males/students of color with referrals, suspensions, and expulsions									
10	Partnerships with Ophelia's Place and South Lane Mental Health	\$2	X	X	X	\$ 12,125.00	\$ 36,675.00	Outside Provider	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Student Support, Building Principals Agreement between SLSD and OP/SLMMH, services scheduled in schools (group counseling, individual therapy sessions, staff and student trainings), support/mentor in place for early-career mental health therapists, all resulting in students with increased social awareness and skills									
11	Increase in Preschool Oversight and 2 additional sessions of Kids in Transition to School (KITS)	\$3	X	X	X	\$ 212,000.00	\$ 634,000.00	Staffing	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Instruction, Building Principals Job posting, scheduled sessions and additional enrollment into KITS, increased coordination of services/outcomes for all district preschool programs, all resulting in an increase in student readiness for kindergarten - especially in our focal groups									
12	Additional 6 Education Assistants for kindergarten, Training for Eas district-wide	\$3	X	X	X	\$ 264,076.00	\$ 792,228.00	Staffing/Sub costs/Outside Provider	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Instruction, Building Principals Job posting, scheduled EA assignments in each kindergarten classroom, increase in tier II and III supports for kinder students									
13	Elementary Summer School, After School programming for Elementary, Transition Program for 8th-9th grade students	\$3	X	X	X	\$ 57,695.00	\$ 173,085.00	Program w/stipend	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Instruction, Building Principals Program development of summer and after school programs for elementary schools including additional math and reading support classes, hiring/implementation of program targeting highest need students in focal groups, all resulting in increased math and reading achievement; Program development for 8th-9th grade transition program based on other local programs, hiring/implementation of plan targeting highest need students in focal groups, all resulting in an increase in 9th grade on track rate									
14	Hire 2 CTE Teachers at Lincoln Middle School	\$3	X	X	X	\$ 188,000.00	\$ 564,000.00	Staffing/Materials	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Instruction, LMS Principal Job posting, master schedule with increase in CTE class offerings and increase in intervention classes for highest need students in focal groups, alignment with high school level CTE programs, participation in Lane County CTE fairs, all resulting in an increase in students completing pathways in high school									

Student Investment Account Grant Application Template (Optional)

15	Mentoring for new Teachers	\$3	X	X	X	\$ 40,000.00	\$ 120,000.00	Stipend/Sub costs	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Instruction, Building Principals Mentors Identified for all early career (1st and 2nd year) teachers, scheduled joint professional development and regular release time for two-way observation/debriefs									
16	Family Access Workers at all schools	\$4	X	X	X	\$ 273,998.00	\$ 821,994.00	Staffing/Materials	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Student Support, Building Principals Job posting, creation of Family Access program that coordinates with McKinney-Vento supports and includes outreach to parents, solicitation of community resources and increased coordination of services provided to families, alignment with school-level family outreach events/goals, process established for meeting with family of every new student enrolled in the district									
17	Hire 2 Interpreters so each high need school has services, other schools have as needed	\$4	X	X	X	\$ 83,000.00	\$ 249,000.00	Staffing	High
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Student Support, Building Principals Job posting, communication to staff and families about services, protocol for accessing services, increased communication to Spanish-speaking (and Mam-speaking?) families									
18	ELA Core and Tier I and Tier II Intervention Materials	\$1	X	X		\$ 318,000.00	\$ 340,000.00	Materials, sub cost, outside provider	LOW
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Curriculum Scheduled review of ELA materials/supports/assessments that align with efforts around RTI, coordinated process for selecting appropriate materials that can be used in after and summer school program, trainings scheduled for all ELA teachers and EAs, schedule for on-going professional development, all resulting in increased literacy scores									
19	Hire 2 Elementary and 1 Secondary Counselor	\$2		X	X	\$	\$ 516,000.00	Materials, sub cost, outside provider	LOW
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Student Support, Building Principals Job posting, training plan and counseling curriculum established that meets state guidelines and requirements currently in need according to Division 22 Assurances, scheduled plan to deliver required curriculum to all students and individual support to those in need at elementary level, Secondary level - job description and schedule created to provide students in grades 7-12 with a graduation coach who closely tracks progress to graduation requirements, aligns staff work to those requirements, and provides a post-secondary plan for all students, all resulting in an increase in 4 and 5 year graduation rates									
20	Hire 6 Mental Health Counselors	\$2		X	X	\$	\$ 1,008,000.00	Materials, sub cost, outside provider	LOW
Person/Team Responsible Outputs: Measures/Artifacts/Evidence of Successful Implementation									
Superintendent, Director of Student Support, Building Principals Job posting, creation of job description and expectations of SUSD Mental Health Counselors, program alignment to PBIS and SEL efforts									

Equity Lens

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

As stated before, our entire process was guided by the 6 Summary Statements which were focused on our most marginalized groups. In addition, we did use an equity filter in our District SIA Team as we prioritized solutions:

Before making final decisions on this we reviewed several different equity tools and examined the outcomes based on marginalized groups. We also took the time to review best practices; We reviewed recommendations from the Quality Education Model (QEM) and the work from John Hattie’s meta-analyses to determine themes and overlaps between these two resources and our list of solutions.

Below are the questions/responses from the Equity Tool:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

The underserved groups are those identified from our data dive:

1. LatinX students
2. Black/Native American/American Indian/Multiracial students (Other Students of Color)
3. Student who qualify for Special Education
4. Males (behavior)
5. Homeless and/or Economically Disadvantaged students
6. Students with Socio-Emotional/Mental Health needs

The potential impact on these groups from the resource allocation is direct. We used these 6 statements to guide our potential investments. In essence, anything that did not directly connect to at least one of these groups was not considered. In our list of action steps we identified specifically which of these groups would benefit.

2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

While we can never be 100% sure of the unintended consequences, after a thorough review for each focal group we only see our decisions improving situations for these students. The impact on eliminating the opportunity gap should be significant. While some of our allocations will help all kids, most are targeted specifically to these six identified groups.

3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?

Mental/Behavioral Health:

We are hiring 7 SEL specialists to assist students with self-regulation, self-awareness, interpersonal relationships, and therapeutic supports.

We are doing specific staff training around SEL and PBIS strategies.

We are partnering with two local Mental Health agencies to increase student access to these services.

We are reviewing ways to modify our PBIS approaches and implement alternative to suspension for students of color.

Increase Academic Achievement:

We have specific hires to help with the identified student groups: ELL Specialists and Interpreters.

We are doing training to increase instructional strategies for these groups (Constructing Meaning) and to open our eyes to inequities in the system (Equity and Implicit Bias training).

We are adding summer and after school programs as well as during the day EA time to target these groups.

4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)

Now that we have financial backing we have two main barriers:

- Identifying systemic inequities - for this we are going through training

- Obtaining qualified employees to fill the positions which we've created

5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?

We did 10 different input sessions and 5 were specifically targeted to the members of the communities affected by the investments (those in the 6 summary statement categories). We held 2 for students (one for a diverse group, another for homeless/unaccompanied youth), 2 for families of ELL students, and one for all other groups. For these 5 sessions we made personal phone calls and invitations for them to come, provided child care and food, and did raffle prizes.

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

We are just starting on this journey with our outreach this year. We will continue this outreach as well as explore our own biases both individually and systematically.

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

We are using the categories in our School Information System (eSchool) as well as the Oregon Data Suite. For all data collected we disaggregate it for each potential focal group and discuss the impacts on each.

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

We put \$58,000 in our plan for Equity/Bias training for our high school staff and another \$12,000 to allow students to participate in that training as well. We have had a very hard time finding a resource to do this, but at this point are exploring Breaking Down the Wall, the National Equity Project, and are contacting Eric Girvan at the University of Oregon and Equity Specialist Dawnnesha Lasuncet at the state level.

Part Six: Use of Funds

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

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

Student Investment Account Grant Application Template (Optional)

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

We have four areas prioritized for our spending: SEL/Mental Health, Equitable Practices, Targeted/Extended Instruction, and Family & Community Supports. There are activities in each of these areas that relate to the needs in this question, but here is a summary for each:

Mental/Behavioral Health:

- We are hiring 7 SEL specialists to assist students with self-regulation, self-awareness, interpersonal relationships, and therapeutic supports
- We are doing specific staff training around SEL and PBIS strategies
- We are partnering with two local Mental Health agencies to increase student access to these services

Increase Academic Achievement:

- We have specific hires to help with the identified student groups: ELL Specialists and Interpreters
- We are doing training to increase instructional strategies for these groups (Constructing Meaning) and to open our eyes to inequities in the system (Equity and Implicit Bias training)
- We are adding summer and after school programs as well as during the day EA time to target these groups

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

Many of our spending priorities focus on building capacity within our staff (training around instruction, equity, SEL, and behavior strategies). When we improve our skills to help the most vulnerable populations, we also build our skills to help all students. In addition, some of the extended learning opportunities (summer and after school) will benefit students who may not fall into the focal group categories but are struggling academically.

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

Some of the answers to this question can be found in the Equity Lens tool that is uploaded with this application, but the following provides more context: We are being clear that we haven't done a good enough job of exploring/focusing on equity in our district. The first part of that process is building the awareness, understanding, and drive within our staff to make the necessary changes. We are addressing that through training and systematic changes, but this process may take longer than expected. If we have an additional support available to a student but the staff member does not see the benefit or rationale behind it then they won't genuinely apply the process. The risk in moving forward with both the cultural mindset shift and the

systematic shift at the same time is that the mindset may not keep up. If that is the case, then we will have to slow down with the systems changes and focus more on the training piece.

Part Seven: Evidence of Board Approval

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

We have kept our board informed from the start of this process through monthly presentations. The board formally approved the application, budget, equity lens, and planning tool at a public meeting on Monday, March 16th. Agenda and minutes can be found at https://www.slane.k12.or.us/apps/pages/index.jsp?uREC_ID=1430984&type=d&pREC_ID=752819

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

Do you sponsor a public charter school?

Yes

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

Yes

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

No

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

We have two Charter Schools in South Lane School District and both are applying for funds. The Academy of Character Education (ACE) will be spending it's money on increased Mental Health supports for students, additional staff to help with small group instruction, ADA compliance building improvements, and professional development.

Child's Way Charter School is prioritizing a school support position, more staff for individual instruction, hands-on field trips related to post-secondary opportunities, and professional development.

Both of these schools went through an input process which included surveys, personal phone calls, parent conferences, and staff meeting discussions.

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

South Lane SD SIA Agreement with ACE Charter School

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). South Lane School District (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide ACE Charter (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

This Grant shall be effective and have a Grant funding start date that is the same as the District’s effective date with the Oregon Department of Education (the “Department”), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with ODE.

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Jeremy Smith, SIA Coordinator
455 Adams
Cottage Grove, OR, 97424
541-942-3381
Jeremy.smith@slane.k12.or.us

4.2 Grantee’s Grant Manager is:

Starr Sahnaw, Administrator
195 N. 6th St.
Cottage Grove, OR, 97424
541-942-9707
mrs.sahnaw@aceclassicaled.org

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall provide the project activities to the District prior to May 1, 2020. The District will work collaboratively with the Grantee to identify appropriate projects and outcome measures that align with the district's priorities for the Student Investment Account. Approved projects and outcome measures will be added to this agreement as Appendix A.

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report. The Grantee shall not set aside any indirect costs from their allocation.

6.2 **Services provided by the District.** If the Grantee elects to hire new staff as employees of the District, the District will make services from Human Resources available to Grantee as related to hiring and payroll. In addition, the District will provide services from the Business Office as required for purchasing.

SECTION 7: DISBURSEMENT GENERALLY

7.1 **Disbursement.**

7.1.1 District shall disburse Grant Funds within ten (10) business days of District receiving the SIA allocation from ODE.

7.1.2 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

7.2 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.

SECTION 8: PERFORMANCE TARGETS

8.1 Grantee will identify longitudinal performance growth targets (the "Targets") in accordance to the guidance published by the Department. Targets will be included with the Grantee's Project List as submitted in Appendix A and identified for each year of the Performance Period. The District shall work collaboratively with the Grantee to identify and communicate

Performance Targets.

- 8.2 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.
- 8.3 If the Targets are not met due to charter performance we reserve the right to revisit the plan and adjust as necessary to support in different ways.

SECTION 9: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 10: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant less all exhibit Appendix A (the "Project").

SECTION 11: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

South Lane School District

By: Jeremy Smith
School District Representative

signed electronically 03/16/2020
Date

Jeremy Smith, SIA Coordinator

ACE Charter

By: Starr Sahnaw
Charter School Representative

signed electronically 03/16/2020
Date

Starr Sahnaw, ACE Administrator

Appendix A: The Project

Student Groups Served	Activities	Cost
SpEd, economically disadvantaged, students of color, and students with mental health issues	Hire/share Mental Health Counselor with district (Health & Safety)	\$25,000/annually for 3 years
SpEd, economically disadvantaged, students of color, and all struggling students	Hire additional staff to support students with small group and individualized instruction (Instructional time)	\$25,000/annually for 3 years
SpEd, disabled students, and all students	Building improvements (updating and renovating for ADA accessibility) (Health & Safety)	\$40,000/annually for 3 years
SpEd, economically disadvantaged, students of color, and students with mental health issues	Professional Development training (social and emotional learning, trauma-informed practices, etc.); additional scheduled meetings to communicate needs and plans for students' mental health; providing curricular options that would strengthen partnerships with the community (Health & Safety, Well-Rounded Education)	\$15,000/annually for 3 years
	TOTAL: \$320,000 (2020-2022)	

South Lane SD SIA Agreement with Child's Way Charter School

SECTION 1: AUTHORITY

Pursuant to the "Student Success Act", codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the "Act"). South Lane School District (the "District") is authorized to distribute funding from District's allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide Child's Way Charter (the "Grantee") funding to meet students' mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

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4.1 District's Grant Manager is:

Jeremy Smith, SIA Coordinator
455 Adams
Cottage Grove, OR, 97424
541-942-3381
Jeremy.smith@slane.k12.or.us

4.2 Grantee's Grant Manager is:

Mike Kerns, Administrator
37895 Row River Rd.
Dorena, OR, 97434
541-946-1821
mike.kerns@slane.k12.or.us

4.3 A Party may designate a new Grant Manger by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

5.1 Grantee shall provide the project activities to the District prior to May 1, 2020. The District will work collaboratively with the Grantee to identify appropriate projects and outcome measures that align with the district's priorities for the Student Investment Account. Approved projects and outcome measures will be added to this agreement as Appendix A.

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6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 100% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report. The Grantee shall not set aside any indirect costs from their allocation.

6.2 **Services provided by the District.** If the Grantee elects to hire new staff as employees of the District, the District will make services from Human Resources available to Grantee as related to hiring and payroll. In addition, the District will provide services from the Business Office as required for purchasing.

SECTION 7: DISBURSEMENT GENERALLY

7.1 **Disbursement.**

7.1.1 District shall disburse Grant Funds within ten (10) business days of District receiving the SIA allocation from ODE.

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7.2 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.

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8.1 Grantee will identify longitudinal performance growth targets (the "Targets") in accordance to the guidance published by the Department. Targets will be included with the Grantee's Project List as submitted in Appendix A and identified for each year of the Performance Period. The District shall work collaboratively with the Grantee to identify and communicate

Performance Targets.

- 8.2 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.
- 8.3 If the Targets are not met due to charter performance we reserve the right to revisit the plan and adjust as necessary to support in different ways.

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If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

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IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

South Lane School District

By: Jeremy Smith
School District Representative

signed electronically 03/16/2020
Date

Jeremy Smith, SIA Coordinator

ACE Charter

By: Mike Kerns
Charter School Representative

signed electronically 03/16/2020
Date

Mike Kerns, Child's Way Administrator

Appendix A: The Project

Student Groups Served	Activities	Cost
SpEd, economically disadvantaged, multiracial students, and students with mental health/ACES issues	Increase hours of School Support Person from half time to full time	\$25,000 annually for 3 years
SpEd, economically disadvantaged, multiracial students, and students with mental health/ACES issues to increase achievement	Hire staff to support students with small group and individual instruction including Credit recovery/makeup	\$5,000 annually for 3 years
SpEd, economically disadvantaged, multiracial students, and students with mental health/ACES issues	Field trips to Community colleges, trade schools, and Job Corps	\$1,000 annually for 3 years
SpEd, economically disadvantaged, multiracial students, and students with mental health/ACES issues	Professional Development training including social and emotional learning, ACES training, and Trauma-Informed practices through weekly staff meetings and inservice training time.	\$5,000 annually for 3 years
	TOTAL \$108,000 (2020-2022)	



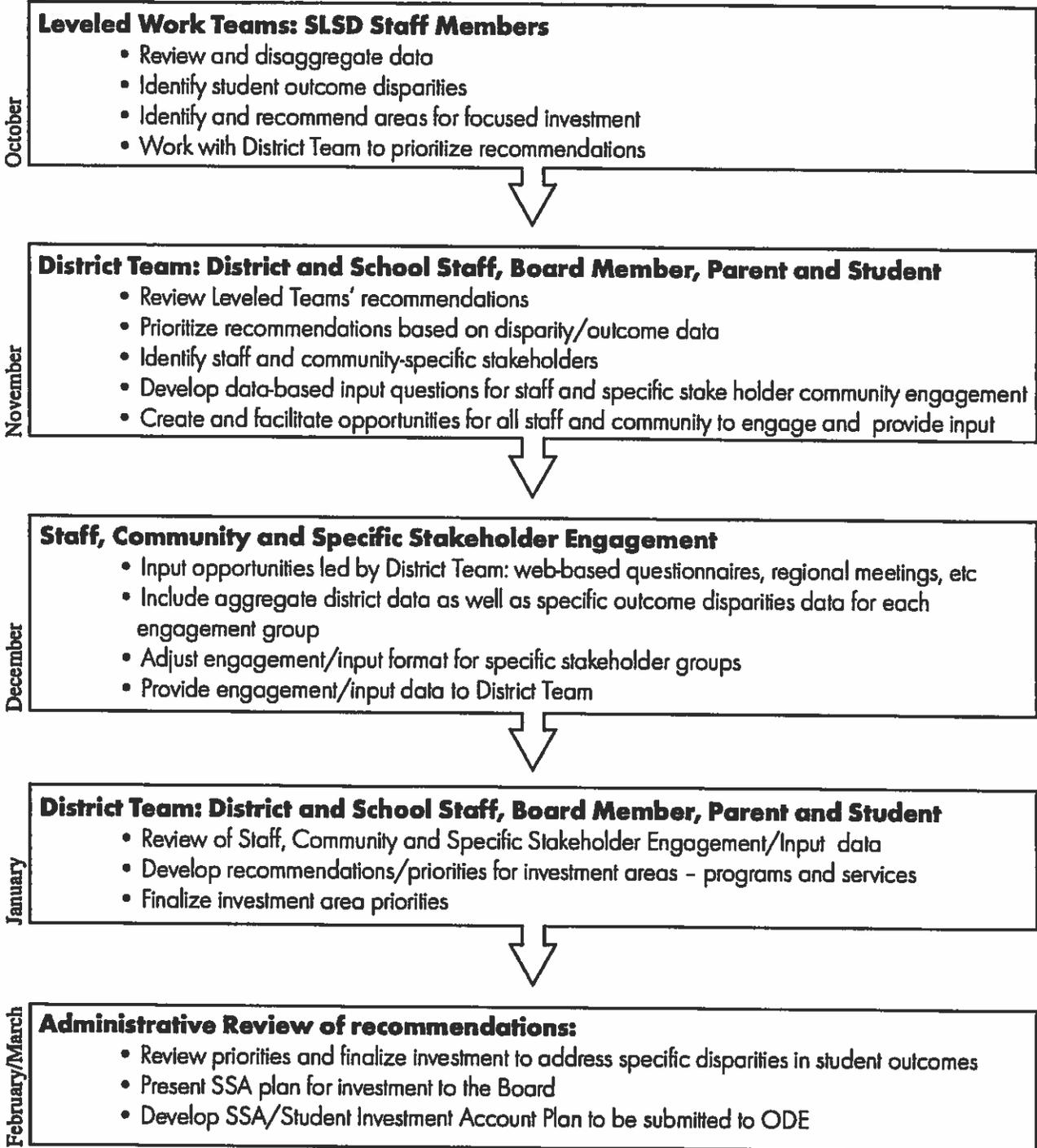
SLSD Student Success Act / Student Investment Account Plan Development

Equity is Driving the Vision

Address disparities in educational success

Invest in programs and services to support historically underserved students

Create opportunities for successful participation, achievement, and behavior for ALL students



Student Input Meeting
12-6-19

Feedback for each summary statement; collected during the World Cafe Conversations:

1. LatinX students

- Communication Barriers that are not being acknowledged and educational needs that are not being met (or LatinX students)
- Not punishing LatinX students for using resources to make education more easier...or take students out of class
- Training teacher and having more specific classes primarily for ESL students

2. Black/Native American/American Indian/Multi-Racial students

- More diverse staff and/or training with staff
- Outlet/mental health resources
- A translator and/or teacher for ESL students
- Explore the disconnection in attendance in high school (students attend well through middle school, but not in high school)
- After school programs for students of color

3. Student who qualify for Special Education

- SPED students have special accommodations that need to be met in terms of curriculum and testing as well as having an open/safe space to go to either get help with work or to calm down and take a break (involves specially trained teacher to facilitate the students)

4. Males (behavior)

- There are differences in male vs female acting out behaviors (externalizing vs internalizing)
- It may be harder to "see" the female acting out behavior
- Ideas:
- Education for student and staff around this idea
- De-stress room at each building with trained staff member
- Ability to opt out of class appropriately so you don't have to act out

5. Homeless and/or Economically Disadvantaged students

- The homeless people might not feel comfortable reaching out to staff or administrators for help
- We should have more transportation, more food drives, and more clothing drives
- Training for adults in these situations
- Mental counselors and therapists for help to struggling students

6. Students with Socio-Emotional/Mental Health needs

- More mental health resources that are available and well understood by all

- Trained professionals who can connect well with all populations
- Bullying needs to be recognized and responded to right away (don't let problems build and get worse)
- Needs to be more recognition of certain targeted groups, to help everyone feel welcome

Voting:

Students also did the "Spend Your Dots" activity: they gave additional solutions to the Summary Statements and voted on which solutions they thought would have the most impact. While their votes were spread amongst many ideas, there were some themes that emerged:

- Equity training for staff (20 votes)
- More bilingual support staff for ESL students (8 votes)
- In school social worker to help with homeless/unaccompanied youth (8 votes)
- More staff of color or LGBTQ background (7 votes)
- High School Language Arts class just for ESL students to help with language barrier (6 votes)

Closure Activity: What is one word that summarizes the work that we did today?

- Progress
- Hopeful
- Steps
- Empowered
- Supportive
- Proud
- Enlightened

#2: OTHER SS OF COLOR

ACTION: IMPLICIT BIAS TRAINING FOR STAFF

CONSIDER: TIME, QUALIFIED TRAINER, IMPLEMENTATION, AND FOLLOW UP

TIC
AKHS

ms
PBI
CMT

ACTION: ~~BY~~ EMBEDDING ALL TYPES OF EQUITY WORK WITHIN CONTENT AREAS

CONSIDER: TEACHER COLLABORATION TIME, LESSON PLANS + CURRICULUM

ms
PBI

Equity (PBI)
CGHS

PLC
WORK
Learning by doing

ACTION: ACTIVELY RECRUIT & REACH OUT TO A MORE DIVERSE WORK FORCE

CONSIDER: HOW TO ATTRACT, WHERE ARE THESE PEOPLE, HIRING PRACTICES

