STUDENT INVESTMENT ACCOUNT

GRANTS PASS SCHOOL DISTRICT

FEBRUARY, 2020

Our Purpose Today

❏ Provide a brief recap of the purpose and requirements for the Student Investment Account
❏ Provide a recap of our activities for gathering stakeholder input and narrowing the focus on what strategic investments our stakeholders have identified
❏ Share our estimated allocation and our plan in current **draft** form
❏ An overview of next steps to have the plan approved and receive the funds
❏ Discuss future planning and potential investments

THE STUDENT SUCCESS ACT

The Student Investment Account Funds Have Two Primary Purposes:

1) Meet students' mental and behavioral health needs
2) Increase academic achievement and reduce academic disparities for:
   a) Students of color
   b) Students with disabilities
   c) Emerging bilingual students
   d) Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.

REQUIREMENTS FOR SIA

❏ High levels of engagement with students, staff and families with attention to detail in terms of race, gender, ethnicity, disabilities, and socio-economic status

❏ Identify and examine data sources to determine where gaps or challenges for focal student populations exist

❏ Identify priorities for investments and complete necessary budgeting and application documents

❏ Provide an opportunity for public review and comments on your plan, budget and application

❏ Obtain school board approval of grant application and agreements

❏ Submit complete application to ODE during application window

❏ Establish long-term goals in collaboration with ODE

Equity Assurances

❏ The Student Success Act (SSA) is rooted in Equity, Authentic Community Engagement, and Shared Accountability for Student Success.

❏ The law requires school districts to build on the strengths and assets of young people, educators, families across the state, including members of the nine federally recognized tribes; students of color, students with disabilities, emerging bilingual students, as well as student navigating poverty, homelessness, and foster care.

❏ The district leadership team embedded the use of the Oregon Department of Education's Equity Tool in the prioritization of the SSA ideas for both the community and staff meetings.

OUR ENGAGEMENT WORK

❑ **Community Input Sessions** – two staff sessions, one community session, principal advisory student forum

❑ **Work Groups** – Behavioral and Mental Health, Instructional Time, Academic Success

❑ **Surveys** – online open survey, Youth Truth Survey at 6th – 12th grade (students, parents, and staff), 4th and 5th grade student survey

❑ **Target Groups** – Limited English Proficient, Special Education, Homeless

❑ **Input Groups** – Grants Pass School Board, Parent Advisory Council, Chamber of Commerce, Site Councils , district administration

❑ **Ongoing** – emails, conversations, phone calls

GRANTS PASS SCHOOL DISTRICT #7

PRELIMINARY ALLOCATION ESTIMATE

$ 4,935,771.56

OUR PLAN

❑Addresses facility needs

❑Addresses behavioral/emotional support needed in K – 12

❑Addresses class sizes and need for instructional intervention in math and ELA

❑Addresses barriers for students

FACILITIES

❑Add on space at North and South Middle School

BEHAVIORAL/EMOTIONAL SUPPORTS

❑ **Add 3 Behavior Intervention Specialists at elementary** – means there will be one full time at all six elementary schools

❑ **Add another Stepping Stones program at elementary** (certified, classified, Options contracted services) – currently we have one that allows for two hours of instruction for 3 groups of 7 students each, adding another program will allow us to increase to half-time and add capacity for 7 more students

❑ **Add a dean at elementary school** to be shared between Parkside and Riverside Elementary – our elementary schools with the highest referral rate

❑ **Increase support for Discovery Program at middle school** – currently have two SEL counselors, will increase educational assistants to develop system of behavioral support for most at risk

INCREASE INSTRUCTIONAL TIME

❏Provide transportation for students participating in after school and summer school programs

❏Develop after school programs in K – 12th grade

    ❏Tutoring

    ❏Credit opportunities

    ❏Clubs

❏Expand summer learning opportunities for students in K – 12th grade

    ❏Transition grades K, 6th, and 9th

    ❏Credit opportunities

    ❏Opportunities to stay connected to school

SUPPORT ACADEMIC SUCCESS

❑Add one math and one language arts teacher at each middle school and at the high school

❑Add additional sections of high interest electives at each middle and high school (working toward building capacity)

❑Increase number of full day educational assistants at each elementary school to support reduced group sizes and support student learning

❑Increase number of full day educational assistants at each middle school and at the high school to support intervention class periods, increase supervision, and attend to individual school needs

EXPAND PARTNERSHIPS AND SUPPORTS FOR DIVERSE POPULATIONS

❑ **Add a Special Education Coordinator** – will support the instructional needs of our Special Education students

❑ **Increase contracted services with Maslow Project** – supports the needs of Homeless students in our district

❑ **Add an Equity Diversity Inclusion Coordinator** – to support district work in meeting the needs of our changing and diverse population

❑ **Add one school nurse** – currently the district has one school nurse to meet the needs of over 6,500 students.

REMOVE and REDUCE BARRIERS

Access to a full public education for families can often be impacted by various student fees. This topic came up often in the public discussions. The district will be able to:

❑ **Remove** most or all class fees and

❑ **Reduce** pay to play activities fees

Year 2 and 3

❏ Requirement to review and assess investments and expected outcomes
❏ Reporting out to the community and getting further input

❏ Ideas for future investment
  ❏ Preschool
  ❏ Instructional Supports
  ❏ Continued Professional Development
  ❏ Physical Spaces for learning

Next Steps

❏ Complete the Application and Budget Documents
❏ Budget Committee Presentation
❏ Board Presentation and Approval
❏ Submit for ODE Review (potential revisions)
❏ Establish Long Term Goals In Collaboration with ODE

Questions and Clarifications?