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**Green font-** added in by Mary and Sheli

**Word Count as of 4/7/25 8:00 am**

**Blue font** – Text copied from 23-25 application, but ODE is not prepopulating these narratives into the Smartsheet submission portal. These responses may need to be rewritten to reflect what your district did for the 25-27 IPP Application.

**Purple font** - Text copied from 23-25 application. These responses will be pre-populated into the Smartsheet submission portal. These responses may need to be revised to reflect what your district did for the 25-27 IPP Application.

**No narrative** – These are either:

- new questions for the 25-27 application or
- the question responses/data goes into a separate Smartsheet.

*\*Please Note: This preview shares the content of what applicants will be asked to respond to or submit through an application portal. Questions might be revised slightly based on feedback as well as legislative and State Board changes. As always, please check with your Regional Support Team to ensure you're working from the correct application template.*

## Needs Assessment Summary

1. **Describe the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)**

Through the needs assessment process our district conducted, we gathered pertinent data and information that led us to look deeper into our drop out data. We looked at the drop out data provided through ODE and found that students struggle to re-enroll in their local district after leaving the facility. We recognize the length of stay of our students at JDEP is short making earning credit difficult.

In order to gather more specific feedback on our dropout data, we conducted student surveys with our current JDEP students and with our probation team that helps support our students' with their transitions. We interviewed staff members from the education team, within the facility,

students' caregivers and probation officers.

The questions we asked were:

- When you were involved with JDEP, what helped you be successful?
- What about the program that met your needs during that time and space?
- What were barriers to your success?
- If we could provide something or someone to make the JDEP time more successful, what would that be?
- Any other information you would like to provide us?

We also completed a file review of ten random past students and found that six of the ten are no longer attending school in their home district and have dropped out.

This data review and needs assessment process surfaced two areas of need. The first is always the need for additional prevention activities for students when they are first introduced into the juvenile system, and the second is to support students to successfully transition back to their resident school system with some future plans, hopes and goals.

The first area of need indicates that the overall District plan and this plan also support positive relationships and mental health supports. The second need will be the primary area of focus by providing funds to incorporate Project Youth Plus or the Josephine County School Outreach Officer. If we can braid enough funds together to make this a viable option, it would help guide students in planning their future and support a seamless transition back to school to complete coursework in order to graduate.

### **Equity Advanced (250 words or less per question)**

- 1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.**

At Josephine County JDEP, we use the same equity lens as Grants Pass School District and give careful consideration to the impact our decisions will make. This is to prevent any barriers to a positive school culture and ensure equitable access to learning. Students with experience with incarceration and detention were included in focal group outreach and their feedback was gathered through focal group conversations and survey results. The areas the feedback supported were around professional learning, mental and behavioral health supports, and transition supports for students outlined in our Integrated Plan. These supports focus on building positive relationships with students and support as they transition back to their school setting. The feedback from our students with experience with incarceration and detention is

that they have an adult at school they could trust, they felt welcome at school and at school activities, and their culture, identity, and way of being are valued and respected by their teacher and school staff. These prioritized areas tie to our outcome of increasing academic outcomes and achievement for all students including at risk subpopulations as measured by our graduation rate through implementing the strategy of developing strong relationships with students and caregivers to ensure equitable access to learning, removing barriers to instruction and transition to the student's home school. These prioritized outcomes and strategies will be supported by our classroom teacher and the School Outreach Officer.

**2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?**

We continue to focus on trauma informed practices including staff development in the discovery model used in the District's alternative schools. Students often transition from a JDEP setting to one of the four alternative schools and using consistent language helps our systems.

We provide updated professional development in the verbal de-escalation strategies used in NVCI. This next year we also need to have our teacher participate in academic professional development including aligning curriculum with the new health standards and personal finance and civics requirements. Additionally, it is our intention that the teacher will be trained in the use of our Equity Lens and through ongoing support, it will continue to be a focus and implemented with fidelity.

**3.  What policies and procedures do you implement to ensure that children and youth navigating houselessness are connected to educational programs and necessary supports upon exiting the juvenile justice facility?**

The district partners with Maslow Project to help identify, serve and support students navigating homelessness. Families can indicate on their enrollment forms if they are lacking a fixed nighttime residence. Maslow Project liaisons contact families to identify eligibility and possible needs for students. Students are then identified in the student information system in order to ensure that all school fees are waived and school supplies are provided to those identified students. In addition, transportation needs are prioritized for identified students to attend their neighborhood school. As activities are planned, an equity lens is reviewed to ensure identified students are given the same access and opportunities afforded all students. We intend to use the funds to support successful transitioning from our facility back into high school, as many of our students are navigating houselessness.

## Well-Rounded Education (250 words or less per question)

1.  **How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards?**

At the minimum, Grants Pass School District follows the state cycle for review of standards and instructional materials. Generally, this occurs every seven years by content area. In the cycle, teacher teams review state standards and ensure scope and sequence documents (or curriculum maps) are aligned to the standards. This includes updating the Edgenuity class offerings and new health and social studies requirements. Edgenuity is our online learning platform used at the Josephine County JDEP. From this, the teacher develops specific units of study with key learning objectives.

Because our students are usually just here for a few days, making headway with academics is challenging. Our teacher helps them realize that learning can be enjoyable and worthwhile as he finds out their areas of interest. He covers daily current events through his Social Studies objectives which makes their learning more relevant. He follows the Language Arts standards as he utilizes our library so the students get a good deal of reading and writing about what they learned. Building positive relationships with each student is a serious focus on the mental and behavioral health of the population. This helps steady the unsure footing these students have and paves the way for their return to school and tackling more academics. We hope to make these students feel like they can be successful and develop positive relationships with their teachers, especially male teachers.

2.  **Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students.**

Upon enrollment students have a one on one meeting with the teacher to develop an educational plan that will include assigning work in Edgenuity, the online learning platform. Students also receive whole class daily instruction on curriculum, current events, working on peer-to-peer relationships and developing skills in civil discourse. That is the minimal starting place the first day the student comes to the facility. Once a student's unofficial transcripts come, either through the system or by the teacher outreach, a short-term plan is put into place for students to try to earn some credit while at the facility.

The students struggle with the setup of the facility, because it lacks an actual classroom and therefore does not feel like a real school experience. That makes it more important for the teacher and other staff to connect with each student in a meaningful way so the student can begin to feel accepted and respected.

For the students to engage in academics, their sense of wellbeing and safety are paramount. The teacher strives to build relationships quickly to earn the trust and respect of his students. Their mental and behavioral health plays a major role in settling into a routine of learning. The success these students feel and the knowledge they are capable, valued, and supported is the foundation for a successful transition back into the district's schools. Their schedule and courses upon entering high school will need to reflect the need for possible interventions to address their learning gaps and skill levels

3.  **How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from harassment and bullying?  This is a newly added section of this question. This may require you to revise your response to include information on these topics.**

A welcoming atmosphere is in large part dependent on positive relationships rather than the building itself. One of the teacher's main tasks is to create a welcoming environment. The class is small with no more than 8 students at a time which helps facilitate the welcoming environment. We also support a School Outreach Officer who works with students on belonging and choices. For safety, the facility follows all Juvenile Justice rules and procedures and there is always a GLC-member of the facility in the classroom monitoring student behavior and supporting the learning environment. JDEP also follows all applicable laws and policies of the district related to bullying. The teacher strives to build relationships quickly to earn the trust and respect of his students. The students' and staffs' mental and behavioral health plays a major role in settling into a routine of learning and building a safe and welcoming educational environment. The success these students feel while at the Josephine County JDEP supports safety, significance and belonging for students. This at-risk population deserves the most positive, genuinely welcoming educational environment we can create and maintain, not only for the students but their families and caregivers as well.

4.  **How do you ensure students have access to strong school library programs?**

A certified Media Specialist manages our K-12 library system including the library at the Josephine County JDEP. That position oversees nine library managers and one library tech. The Josephine County JDEP has its own library, and it is updated every year with new books being purchased. The District media specialists oversee all purchases making sure there is not overly

violent, sexual or drug related material in the literature. Books are also chosen in accordance with the District Library policy IIA.

Our students utilize the library for pleasure reading as well as for the Language Arts curriculum and coursework. The peace and quiet of reading affords the students a welcome respite from the pressures and demands of being a teenager whose past decisions and choices landed them at JDEP.

**5. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?**

Students at JDEP have regularly scheduled group times that provide interventions for depression, stress, anxiety and challenges with dysregulation. Because this is a small facility with no more than 8 students at any one time, the teacher and School Resource Officers are able to monitor students and assess how effective the supports are for students on an individual basis. Probation officers meet monthly with the school once the student transitions back to their home school to stay in close communication about a student's academic and mental health. But too often, the student does not show up; there is no warm handoff to the high school that ensures arrival which is why we are hiring a School Outreach Officer. The mental and behavioral health of our youth is of utmost importance, and we strive to build relationships that are supportive and nurturing. This is why we need a School Outreach Officer who can manage these transitions to ensure students return to their home school.

**6.  How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?**

Annually, district and school based teams which include administration, and staff, review student data and information. Strengths and needs are identified as part of the comprehensive improvement plan process. Each individual school develops a school improvement plan that identifies particular focal groups and strategies to support their learning.

The information above comprehensively describes the systems in place, but the strength of the JDEP program is that we have a teacher with multiple certifications who has the background to create short term goals and plans for individual students as soon as they become part of the JDEP classroom.

Individualized plans are created during one on one interviews with students. We take students where they are and move forward from there. We emphasize de-escalation and helping them realize school is a positive place.

## Engaged Community (250 words or less per question)

- 1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?**

Our community engagement efforts included listening sessions with facility personnel and students, along with staff surveys. We conducted student surveys with our current JDEP students and with our probation team that helps support our students with their transitions. We interviewed staff members from the education team, within the facility, students' caregivers and probation officers. We had recently begun to invite past students back to share with staff what worked for them to be successful back at their home school once they exited the JDEP. This practice was well received and provided helpful information. We will continue to invite past students back. We will start looking at exit interviews and other ways to gather information as students transition back to their home schools.

Barriers we have experienced include the fact that students are here for such a short period of time, the average stay is less than 30 days. Many are homeless and some have very little connection with family or caregivers.

- 2. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)**

We surveyed current students asking them:

What are some barriers to your success while working with students?

If we could provide something or someone to make your work at JDEP time more successful, what would that be?

If funding becomes available, how should we put it to the best use?

Are there other ways to engage the students in their learning that we haven't considered?

Any other information you would like to provide us?

The Josephine County JDEP conducted interviews, listening sessions and surveys with students and caregivers. These various engagement strategies offered diverse information that helped build and focus our Integrated Program Plan priorities to ensure we are utilizing the funds in the most impactful way.

- 3. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)**

We interviewed the Teacher and also the facility staff. The questions we asked were:

- What are some barriers to your success while working with students?
- If we could provide something or someone to make your work at JDEP time more successful, what would that be?
- If funding becomes available, how should we put it to the best use?
- Are there other ways to engage the students in their learning that we haven't considered?
- Any other information you would like to provide us?

We also conducted surveys with our probation team that helps support our students with their transitions back to their home school.

### ***Outcome of Engagement***

#### **4. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.**

There are so few students here at any one time and our one teacher is the only staff member. He is highly valued due to his credentials in multiple subjects and rapport with the students. His opinion matters, and we respectfully listen to his ideas and concerns. The priorities that elevated from our community engagement as a whole was the need to support students' mental and behavioral health by providing positive academic and adult interactions to prepare them to return to their home school successfully.

The teacher's investment in every student helps us make the best decisions possible on their behalf. He can only make an impact if the students are willing to make a change in their behaviors and attitudes. Once they leave JDEP, we are hopeful his work with them has had a positive influence. We have difficulty getting in touch with former students in order to gather their feedback; a future strategy is to conduct brief exit surveys with students just before they transition from the program. One of the ideas we came up with is to have a transition/outreach liaison to work with students and other school outreach coordinators to track students and assist with the transitions back to home schools.

### **Strengthened Systems and Capacity (250 words or less per question)**

1.  **What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students?**

We attempt to cast as wide a search as possible to find the highest quality educators and leaders. We use all of the regular school district posting mechanisms that reach out to COSA, Indeed, Talent Ed etc. We send out our brochures to all of the top-rated education institutions in the United States. We will return to hosting our own highly successful job fair and will resume personal tours to the education programs in universities across Oregon. To recruit BIPOC candidates we reach out to schools in Arizona and California plus we work with the SOESD through the Meyers Trust Grant to create the posting designed to attract BIPOC candidates. We work to create a climate that supports candidates so that we can retain BIPOC educators. We onboard by having all new teachers experience professional development in trauma informed practices, social and emotional learning techniques and classroom management strategies. Each new teacher is also assigned a mentor for the first two years of their teaching career that is not evaluative in nature.

We have initiated exit surveys with employees that include asking them what we could have done differently or better to support them. Additionally, all classified new hires go through an onboarding process led by the Human Resources Director in conjunction with the local classified union leadership. Certain job titles are also provided with a mentor.

All new certified staff members are trained in classroom management, trauma informed practices and Social Emotional Learning practices the district has in place.

2.  **Describe your system for analyzing exclusionary practices preventing students from physically attending classroom sessions during instructional time, including disaggregating this information by focal groups.**

No students have been excluded from the JDEP program in the last year at the request of the education side of the system. Students that have been excluded have been excluded for activities at the facility outside of the classroom setting.

3.  **How do you support students and families in the transitions from the JDEP/YCEP school to their next educational placement or workforce preparation program? From high school to postsecondary education and/or workforce?**

We have two systems in place for helping students transition. We have contracted with Josephine County for a part-time School Outreach Officer. The SOO helps students prepare for the student's transition through small group and one to one mentoring, and the SOO has been assigned to help facilitate student transitions in conjunction with the student's parole officer. Parole officers physically help students enroll in their new school setting and help monitor their transition. We also have monthly meetings between every member of the parole officer team and every secondary administrator to work cooperatively in supporting all students on the parole officers' caseloads in the school setting. There are SOOs in each HS in Josephine Co. all working for the same provider. This allows for easy communication between SOOs regarding common students.

4. ☒ **What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning, including any guidance, counseling, and connections to education plans and profiles.** ☒

Candidly, the length of any student's stay is rarely more than 30 days. Most are at the JDEP for less than a 30 day period making long term plans profiles more difficult. However, every student receives a short term plan, meets with small group counselors to develop longer range goals and plans. Every student is also engaged in career related learning which includes: All students participate in career related learning. Students all focus on the following skills:

### ***Focus on Employability Skills***

1. **Reliability:** Contributing positively to the work environment by consistently showing up on time and encouraging others.
2. **Collaboration:** Working effectively with colleagues and demonstrating initiative.
3. **Communication:** Developing strong verbal and nonverbal communication skills.
4. **Respect:** Appreciating the rights, ideas, and opinions of others.
5. **Professionalism:** Taking responsibility for personal appearance, behavior, and actions.
6. **Positive Attitude:** Making a positive impression and encouraging others.
7. **Problem Solving:** Identifying multiple solutions to problems and sharing those solutions effectively.

To help support these skills students at our facility work on either:

- Gardening,
- CNC machines that have been approved through the site,
- We are working to launch a new program in April with Flagging instruction.

## **Feedback (250 words or less per question)**

1. **How can ODE support your continuous improvement process?**

## Plan Summary

- 1. Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics, if over 80 ADMr. (500 words or less)**

What we found are two areas of need. The first is always the need for additional prevention activities for students when they are first introduced into the juvenile system and the second is to help transitioning back to their resident school system with some future plans, hopes and goals.

The first area of need indicates that the overall District plan and this plan also support positive relationships and mental health supports. The second need will be the primary area of focus by providing funds to incorporate Project Youth Plus or the Josephine County School Outreach Officer. If we can braid enough funds together to make this a viable option, both would help to guide students in planning their future and support a seamless transition back to school and complete coursework in order to graduate.

One of the ideas we came up with is to have a transition/outreach liaison to work with students and other school outreach coordinators to track students and assist with the transitions back to home schools or wherever their future educational path takes them.

## Links

- [☒ Outcomes and Strategies ☒](#)
- [Integrated Planning and Budget Year 1 \(2025-2026\)](#)
- [Integrated Planning and Budget Year 2 \(2026-2027\)](#)
- ~~[Quarter 1 Integrated Planning and Budget Year 1 \(2027-2028\)](#)~~
- [Tiered Planning](#)

## Attachments

1. Equity lens utilized
2. ~~Community engagement artifacts~~
3. Board meeting minutes which expressly state the plan presentation to the governing board, with an opportunity for public comment, and formal approval by the board (non-consent agenda item)
4. Memorandum of Understanding (MOU), if applicable

## Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.
2. You have taken into consideration the Quality Education Commission (QEC).
3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).
4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.
5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.
6. Each of the SSA plans were reviewed as part of your strategic planning.