

Regular School Board Meeting
Wednesday, March 8, 2023 6:00 PM

Triangle Lake Charter School--Library
20264 Blachly Grange Rd.
Blachly, OR 97412

Agenda

1. **CALL TO ORDER**
2. **WELCOME GUESTS AND VISITORS**
3. **CHANGES OR ADDITIONS TO THE AGENDA**
4. **PUBLIC FORUM/COMMUNICATIONS**
5. **CONSENT AGENDA**
 - 5.1. **BOARD MINUTES**
 - 5.2. **RESIGNATION**
 - 5.3. **FINANCIAL REPORT**
 - 5.4. **SECOND READ DISTRICT CALENDAR**
 - 5.5. **SOFTBALL CO-OP CHANGE**
 - 5.6. **RESIGNATION**
 - 5.7. **MOTION**
6. **REPORTS**
 - 6.1. **ENROLLMENT**
 - 6.2. **STUDENT BODY REPORT**
 - 6.3. **FACILITIES REPORT**
 - 6.4. **TRANSPORTATION/TECHNOLOGY REPORT**
 - 6.5. **STUDENT SERVICES REPORT**
 - 6.6. **PRINCIPAL'S REPORT**
 - 6.7. **SUPERINTENDENT'S REPORT**
7. **UNFINISHED BUSINESS**
8. **NEW BUSINESS**
 - 8.1. **APPOINT CHATT COMMITTEE MEMBERS**
 - 8.2. **APPROVE RENEWAL OF CONTRACT TEACHERS**
 - 8.3. **PROBATIONARY RENEWAL TEACHER CONTRACTS**
 - 8.4. **INTEGRATED GUIDANCE PLAN FOR THE 2023-25 SCHOOL YEAR**
 - 8.4.1. **PUBLIC COMMENT OPPORTUNITY**
 - 8.5. **ADDITION OF SNOW DAYS TO THIS YEARS CALENDAR**
9. **THE BOARD MAY RECESS THE REGULAR MEETING AND CONVENE EXECUTIVE SESSION**
10. **RECONVENE REGULAR SESSION**
11. **ANNOUNCEMENTS**
 - 11.1. **UPCOMING BOARD MEETING**
12. **ADJOURN THE REGULAR MEETING**

Blachly School District #90

Code: BDDH
Adopted: 12/13/93
Revised/Readopted: 1/16/08; 11/19/08; 2/21/18;
1/19/22

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will submit their request and name electronically prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. If a person has more comments than time allows or is unable to comment due to time constraints, the

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

person is encouraged to submit additional written comments to the Board through the district office as directed.

6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to comments@blachly.k12.or.us . Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

Cross Reference(s):

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making

Blachly School District #90

Code: BDDH-AR
Revised/Reviewed: 2/21/18; 11/17/21

Public Comment at Board Meetings

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

To provide public comment in person, if the opportunity is available on the Board agenda, please submit the Intent to Speak request to the Superintendent, Monday of the week of the Board meeting to comments@blachly.k12.or.us. Those attending virtually and want to provide public comment should submit the Intent to Speak request to the Superintendent, Monday of the week of the Board meeting to comments@blachly.k12.or.us.

A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda. A person providing public comment will be allowed three minutes. Signing up to provide public comment does not guarantee time will be available.

Any person, who is allowed to speak to the Board during a meeting, should state their name, whether they are a resident of the district and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

Comments about a specific employee or group of employees should comply with Board policy BDDH - Public Comment at Board Meetings:

“A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee’s rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.”

SEE FORM ON REVERSE

INTENT TO SPEAK

The Board welcomes input. To provide in-person public comment please complete the request at comments@blachly.k12.or.us that can be found on the District and School websites Monday the week of the Board meeting.

Name: _____ Phone: _____

Name of organization (if applicable): _____

Address: _____

Email (optional): _____

Topic or comment to be presented (brief description): _____

A complaint brought before the Board shall be referred to the proper school authorities. A complaint shall be processed in accordance with Board policy KL - Public Complaints and KL-AR - Public Complaints Procedure. A hearing conducted by the Board regarding personnel may take place in an executive session.

The Board requests that a topic or comment is limited to three minutes or less.

Regular Board Meeting
Thursday, February 16, 2023 6:00 PM Pacific

Blachly School District #90---Board Zoom
Meeting Link
20264 Blachly Grange Rd.
Blachly, OR 97412

Dwight Coon: Present
Meleah Drago: Present
Jeff Eastburn: Present
Derek Pennel: Present
Bev Schiesser: Present
Lenae Sjostrom: Present
Jeff Thiessen: Absent

Present: 6, Absent: 1.

Adam Watkins, Bri Simington, Pat Rufo, Dennis Boyd, Shane Bencoter, Lisa Wagner, Ariaiah Richardson, Katherine Tripp, Tony Scurto, Linda Hamilton

1. CALL TO ORDER

Board Chair Pennel called the meeting to order at 6:01 pm.

2. WELCOME GUESTS AND VISITORS

3. CHANGES OR ADDITIONS TO THE AGENDA

There are no changes or additions to the agenda.

4. PUBLIC FORUM/COMMUNICATIONS

Lisa Wagner, Charter Board President, shared a comment. The topic was Information and Communication.

5. CONSENT AGENDA

5.1. BOARD MINUTES

There were no changes to the board minutes.

5.2. FINANCIAL REPORT

Business Manager, Pat Rufo shared the check register with the board.

Director Coon asked where the Outdoor School is held. Ms. Rufo shares the location name for the check register.

Board Chair Pennel reminds the board that we are now doing quarterly financial reports. The board may request information at any time from Ms. Rufo.

5.3. FIRST DRAFT 2023-24 DISTRICT CALENDAR

Superintendent Watkins shares the proposed calendar. This calendar looks different than in years past. This is a simplified calendar for our families. It has information pertaining to dates that our families need to be aware of for the school year. This calendar will not include teacher-paid or work days, these dates will be shared with staff in their own calendars.

Director Drago asked how many snow days we had built in. There are two built in snow days at this time.

Director Schiesser asks how many work days are built in for teachers. Superintendent Watkins

shares 165.

Director Drago asks if we have considered adding in some Fridays to get out the first week in June. Superintendent Watkins shares that we try to keep things as consistent as possible for our families. We are trying to stay with the consistency that we are a 4 day school week. We have to watch our secondary minutes closely with being a 4 day per week school.

5.4. SECOND READ OF THE 2023-24 BUDGET CALENDAR

Superintendent Watkins shares that there has not been any feedback or concerns with the proposed budget calendar, so it is presented now for adoption.

5.5. RESIGNATIONS

Superintendent Watkins shares the resignation of Steven Cragun who was our CTE shop and weights teacher. There is also a letter shared with the board from Mr. Tony Wynn in regards to his retirement from the district at the end of this school year. We will be posting both of these positions soon.

5.6. NEW HIRES

Superintendent Watkins shares the hiring of Paige Wynn for the Head HS track coach and Leon Carl for the Assistant HS track coach. We do not have a hire for the MS coaching position yet. Superintendent Watkins also shares the hiring of Laura Nydigger as another K-12 counselor. She will work with both the online and the campus programs, and will work here on campus.

5.7. BASEBALL & SOFTBALL CO-OP

Superintendent Watkins shares the co-op opportunity for baseball with Junction City and softball with Siuslaw.

5.8. PROFESSIONAL DEVELOPMENT REQUEST

Superintendent Watkins shares that he would like to attend a training session for Best Practices of Theory, through Concordia and COSA.

5.9. MOTION

Director Eastburn moved to approve the consent agenda as presented/amended. This motion, made by Jeff Eastburn and seconded by Dwight Coon, Carried.

Jeff Thiessen: Absent, Dwight Coon: Yea, Meleah Drago: Yea, Jeff Eastburn: Yea, Derek Pennel: Yea, Bev Schiesser: Yea, Lenae Sjostrom: Yea

Yea: 6, Nay: 0, Absent: 1

6. REPORTS

6.1. STUDENT BODY REPORT

Student Body President Kiele Riggs was unable to attend at the last minute today due to basketball playoffs. She has shared a report within the principals report.

6.2. LESD LOCAL SERVICE PLAN

Director Schiesser moves to accept the local service plan for the 23-24 school year as presented. This motion, made by Bev Schiesser and seconded by Jeff Eastburn, Carried.

Jeff Thiessen: Absent, Meleah Drago: Abstain (With Conflict), Dwight Coon: Yea, Jeff Eastburn: Yea, Derek Pennel: Yea, Bev Schiesser: Yea, Lenae Sjostrom: Yea

Yea: 5, Nay: 0, Absent: 1, Abstain (With Conflict): 1

Superintendent Watkins introduces LESD Superintendent Tony Scruto and Linda Hamilton, Lane ESD Board Chair. Mr. Scruto thanks the Blachly School District for the long-standing partnership. He thanked Director Coon for serving on the budget and Superintendent Watkins for being a part of the Region 10 representative for OASE. Mr. Scruto shares the LESD Local Service Plan with the board. This includes the 16 superintendents in the county, then the LESD school board reviews and approves it in March. The Local Service Plan must include plans in 4 areas. He shares some additional information the board can find within this plan. Including the HOPE project which provides a space for seniors who are interested in construction manufacturing. The students can attend classes at this central location and get direct hands-on instruction by professionals.

Board Chair Pennel asks if we are looking to pilot this upcoming year or if we will be rolling this out next year. Mr. Scruto shares that in the initial year we will be starting with all districts interested. But this is a model for this type of program with the hope of growing into other career-interest routes. They will have both teachers and industry professionals working with these students to give them a more advanced education along with additional credit.

Superintendent Watkins is on this sub committee as well.

Director Eastburn asks if there is accreditation for students for the HOPE program. Mr. Scruto says that they are looking into this and hope they will be able to give some elective credit and possibly even math credit for this program. Director Eastburn asks if there is a possibility for our seniors to use hours spent in the HOPE program on their senior project. Superintendent Watkins shares that probably yes. This is a very new type of program and there are still some details to solidify.

Board Chair Pennel asks about this type of program being prior to the wheelhouse of the local community college, is LCC involved with this? Mr. Scruto answers yes, LCC is very much a part of the conversation with the HOPE program. Director Drago shares that this is not new. Eugene 4J has already been doing certifications at graduation with Healthcare and Chambers Construction. Why do they think this is new? Superintendent Watkins shares that this program is a very defined area of study. The students will be getting not only an education but certifications and connections with the industry. Students will come out with a high level of instruction and certification and the hope is the students will come out of this program with job offers in this field because they have been partnering with leaders in that industry. Mr. Scruto shares that this opens the opportunity for all districts in our area without individual districts needing to build the programs in their schools.

Director Coon shares he is excited about this opportunity to get our students interested who might not be that college bound.

There were no additional questions in regards to the whole service plan. Linda Hamilton shares that she would love to hear feedback or answer any questions throughout the year from the board.

6.3. ENROLLMENT

Superintendent Watkins shares that we have had a slight increase in enrollment since last meeting.

6.4. FACILITIES REPORT

Maintenance Director Shane Benscoter provided the board with a report. He also shares that the railing for the ADA ramp around the new office is now built and ready to install. He also

plans to start working on the landscaping, hopefully, next month, weather permitting. There were no further questions for Mr. Bencoter.

6.5. TRANSPORTATION/TECHNOLOGY REPORT

Transportation and Technology manager Dennis Boyd provided a report.

Director Eastburn asked what our total number of drivers was. Mr. Boyd answered that we had 4 drivers and one substitute on hand. We always have a job posting listed for substitute bus drivers. Superintendent Watkins encourages the board to continue to reach out to share our bus driving position posting.

Board Chair Pennel asks how many buses we are at now. Mr. Boyd answers 5. We have one back-up bus.

Board Chair Pennel asks when we will be doing the training for the new phone system. Mr. Boyd answers that he is hoping to get the training by the end of next week and the phone system is ready to go.

Director Drago asks about bus 1 being retired. Do we have a new bus purchase in our future? Mr. Boyd shares that bus 1 was going to be the next bus we planned to retire anyway, and we have been in procedures already to look into our next bus.

Director Schiesser asks if there is any more communication about an electric bus. Mr. Boyd says no, there has not been any more communication.

Board Chair Pennel shares we put money away each year for purchasing a new bus.

6.6. PRINCIPAL'S REPORT

Principal Bottensek was unable to attend tonight, but Assistant Principal Tripp was in attendance to help answer any questions. Ms. Tripp highlights the student report.

Board Chair Pennel asks how the new office has been working. Ms. Tripp shares that it has been working well. She especially appreciated the sick room. It has been used a lot recently and offers privacy for students who need it, which we haven't been able to offer previously.

6.7. SUPERINTENDENT'S REPORT

Superintendent Watkins shares that we have received some Willamette Promise data. Every semester they give us data on what our students have been taking just through them. We only have one teacher who was actively participating last semester. We had 10 students attending and they received collectively 40 credits saving \$8,600. This was in public speaking and English. We are looking to grow in additional subject areas in the future. Also, graduation data came out, state data was at 81% and our district was at 84%. Remember that our class sizes are small, so a single student can affect our percentage greatly. He is proud of our staff for the work they have done to work with our students to get them caught up and prepared to graduate. He shares that we were out of compliance on one area but the state has recognized our plan to correct this moving forward. We have been moving forward with the Strategic Planning Process and still plan to have a draft to give to the board in May. The Integrated Guidance is due to LESD in March.

Superintendent Watkins shares that the governor's budget came in promising at 9.9, which is higher than expected but not where we need to get at 10.3. He shares some of the focus areas of some upcoming bills. One of these new bills might have some major impact on our SpEd department.

Superintendent Watkins updates the board on the grange situation. He had a great conversation with grange master Maxine Renken and member Larry Avery. This meeting went well, discussing some insurance requirements and then discussing the possibility of collaborating to

provide an ongoing community center. The grange shared their insurance with us to provide to our legal team to make sure together we are covered liability wise. We gave them some ideas to go back and talk to their membership about some collaborations to come together to provide more services for our community.

We have the Summer Institute Training for AVID coming up at the end of June. We will be taking 14 staff members. We got some money from the grant through AVID to help pay for this trip. Superintendent Watkins has also written a grant to the Ford Foundation to help pay for this training expense.

Superintendent Watkins also reminds the board of our HS boys and girls basketball playoffs this Saturday in Junction City.

Board Chair Pennel asks about a grant that the Booster Club has been offered, how can they get more information in regards to this. Superintendent Watkins shares that the Booster Club wrote and received a grant for track improvements for \$35,000. Superintendent Watkins and Leon Carl have talked with the booster club a bit about some needs. The total cost of finishing our track facilities would be much more than what the boosters have donated to them. You can reach out to the booster club for more information.

Superintendent Watkins shares that he has received the request and concerns from the Charter Board and he has communicated that he will be working with HR Dustin Reese to review the questions/complaints from the charter. He let them know that this work would begin after the Classified contract was ratified. He will update the board on this process.

6.8. DIRECTORS REPORT

Director Drago shares that she has given her feedback to the Principal to handle.

Director Schiesser mentions that she has had some constituents come to her and share their enthusiasm for the new office building. She also shares that she is proud of some of our students who stepped in when they saw some negative comments written up about our school, they then went ahead and shared some very positive reviews.

Director Eastburn shares he has heard that people are excited about the 4th bus route. Also, a lot of positive feedback about the new playground and office building. And some questions in regards to the Pioneer building.

7. UNFINISHED BUSINESS

7.1. BOARD GOALS UPDATE

Board Chair Pennel reminds the board of their 3 set goals. Commitment to professional development, he was encouraged that we had 5 members attend the OSBA conference and he hopes that possibly before the end of the year we can have a trainer join us here on campus for additional training. Budget and financial management, he feels we haven't done much for this, other than reviewing the upcoming budget process. He sees more work coming from this after the budget is finalized. Board Engagement, with the Strategic Planning Process, has been strong and working towards our goal of aligning with the vision and mission of the district. Superintendent Watkins supports the hope of getting additional board training before the end of the year.

7.2. SUPERINTENDENT EVALUATION TIMELINE BOARD DELIVERABLES

Board Chair Pennel shares the Evaluation Process Timeline of the Superintendent. And the COSA/OSBA tool they will use to perform the evaluation. He shares how they can fill out the evaluation form and then Board Chair Pennel will collect the data and compose an overall

summary for the board to review at the next meeting. Superintendent Watkins shared his self evaluation with the board members today to start this process. The board will serve Superintendent Watkins with a completed evaluation by May.

8. NEW BUSINESS

There is no new business today.

9. THE BOARD MAY RECESS THE REGULAR MEETING AND CONVENE EXECUTIVE SESSION

The board recesses the regular board meeting to go into executive session to review the contract of the classified union and the self-evaluation of Superintendent Watkins. The meeting was recessed at 7:31 pm.

10. RECONVENE REGULAR SESSION

Director Eastburn moves to approve the contract between Lane Country School District #90 and the Oregon School Employees Association Chapter 99 for the 2022-2027 school years. This motion, made by Jeff Eastburn and seconded by Dwight Coon, Carried.

Jeff Thiessen: Absent, Dwight Coon: Yea, Meleah Drago: Yea, Jeff Eastburn: Yea, Derek Pennel: Yea, Bev Schiesser: Yea, Lenae Sjostrom: Yea
Yea: 6, Nay: 0, Absent: 1

The board reconvenes the regular session at 8:34 pm.

11. ANNOUNCEMENTS

11.1. UPCOMING BOARD MEETING

12. ADJOURN THE REGULAR MEETING

Board Chair Pennel adjourned the meeting at 8:38 pm.

Dear TLCS district board members and TLCS families,

I take this opportunity to express my gratefulness to every TLCS in-person staff and my online colleagues. I am thankful for the ongoing guidance, encouragement, and support from the high school staff. However, after thoughtful consideration, I have decided to formally tender my resignation from the Online high school position for the following school years.

Until such time, I am committed to our students and stakeholders in my current role. To that end, I want to ensure the smoothest transition as I step into a new role upon completing my last contracted end date of June 16th, 2023.

Thank you for the valuable experience to collaborate with outstanding staff, students, and families.

Sincerely, Ulises Rodriguez



Triangle Lake Charter School 2023-2024 Year at a Glance

2023-24 will be a 4 day school week. Classes will be Monday-Thursday *unless otherwise noted

Semester 1

| AUGUST/ SEPTEMBER 2023 | | | | | | |
|------------------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

| OCTOBER 2023 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

| NOVEMBER 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| DECEMBER 2023 | | | | | | |
|---------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| JANUARY 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |

Semester 2

| JANUARY/FEBRUARY 2024 | | | | | | |
|-----------------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | | |

| MARCH 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| APRIL 2024 | | | | | | |
|------------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| MAY 2024 | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

| JUNE 2024 | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |

28 All staff report
 31 ½ day Teacher Planning
 4 Holiday/No School
 5 **First Day of School 1st-12th Kindergarten ½ start**
 6 **Kindergarten ½ start**
 8 **MS/HS Only on Friday**
 22 PD/No School

20 PD/No School

3 PD/ Grading
 9 4pm-8pm Parent Conferences
 10 8am-12pm Parent Conferences & Teacher Planning
 20-24 Holiday/No School

8 PD/No School
 18-30 Winter Break/No School

1 Holiday/No School
 5 **School on Friday**
 15 Holiday/No School
 19 **School on Friday**
 25 End of Semester 1
 26 Teacher Grading Day

29 Start of Semester 2
 19 Holiday/No School
 23 **School on Friday**

8 PD/ No School
 25-29 Spring Break/No School

5 PD / Grading
 11 4pm-8pm Parent conferences
 12 8am-12pm Parent conferences & Teacher Planning
 26 Make up day if needed

3 Make up day if needed
 17 PD/ No School
 27 Holiday/No School
 31 **School on Friday**

6 **Last Day for Seniors**
 8 Graduation @ 1pm
 13 **Last Day for all Students**
 End of Semester 2
 14 Grading Day

| | | | |
|--|----------------------------------|-----|--------------------------------|
| 1 | All Staff Report | 2 | Make up days if needed |
| 8 | Teacher Professional Development | 18 | School Breaks- Non Holiday |
| | School Start/Stop | 1 | MS/HS Only |
| ** | Kinder half starts 9/7-9/8 | 7 | Holiday |
| 2 | Parent Conferences | 5.5 | Teacher Grading/ Planning Days |
| | No School | | |
| 148 Total Student Days - 170.5 Total Contract Days | | | |

Student Body Report - March 2 2023

- End of Semester assembly was successful
- Freshman class selling candles, hand out date to be determined
- The Student Councils bare root fruit trees fundraiser, was successful they did two rounds
- Middle School had a Out of this World Dance March 2, It was very successful
- Middle School is also doing a Pie in the Face fundraiser with their student council members
- March 13th-16th Red Ribbon Week for K-12, Kiele Riggs is teaching K-12 about the dangers of drugs for her Senior EA project. There will be lesson plans alongside an assembly and a spirit week.

Upcoming High School Student Council Meetings: March 7, March 14, March 21, March 28;
Every Tuesday

Board Maintenance Report

February 27th 2023

NEW MODULAR OFFICE

- Blinds for the main office have been ordered and will be installed as soon as they arrive.
- Handrail is completed and will be installed by spring break.

PIONEER CONNECT BUILDING

- Furniture and Computers have been ordered by Pioneer are due soon.
- Pioneer is working on installation of their network to open the building up for use. (TBD).

BUILDING/GROUNDS

With the recent weather that has plagued us to date, we have been able to keep everything up and running without incident. We did have to clear the parking lot of snow for school on the first day of March, which is coincidentally a first for me.

We hope the worst of it has passed so we can move forward with spring fertilizing and projects around the new office building.

March Board Report

Transportation/Technology

1. Phone system is awaiting training for users before switching over- numerous weather days have set back the training opportunities so far.
2. Nothing to report for transportation.

March 2023 Special Services Board Report

Least Restrictive Environment

One of the cornerstones of the Individuals with Disabilities Act (IDEA) is the concept of the Least Restrictive Environment.

The IDEA specifies that all students who have been identified with a disability should be served in an educational environment that is as close to the mainstream setting as possible given their needs and required services. When determining the appropriate placement for a student, the IEP teams need to consider a continuum of service options that range from the least restrictive to those that are more restrictive. By and large, the restrictiveness of a placement option is related to the percentage of time that a student is to spend outside of a general education classroom and for how much of their school day they are removed from non-disabled peers. The terms 'inclusion' and 'mainstream' are commonly used in the education field to describe the practice of serving students with disabilities in a general education setting.

Each student's IEP designates the selected educational placement for that child. Also documented on the IEP are the factors considered in arriving at this decision and why other placement options (whether more or less restrictive) were not selected.

In general, the continuum of placement options from least restrictive to most restrictive is reflected below:

Fully to mostly (80%+) general education classroom with no pullout services

Substantially (40-79%) general education classroom with some pullout for specialized services

Separate specialized classroom (located within a general education school)

Separate specialized school

Residential facility

Homebound instruction

While the term educational placement may give the impression that the IEP team has selected a particular school or classroom, this is not technically the case. A common reminder in the field of special education is that "placement is not a place". The fact is that educational placement, as referred to in the IDEA, is a decision regarding the nature of the educational program being selected for a student, not a specific school, classroom, or teacher. The placement listed on the IEP stipulates the level of removal from general education that is required in order to meet the student's needs or, stated another way, where the selected placement falls on the continuum of restrictiveness. The precise school, classroom, and teacher to which the student is assigned is more open-ended. District and school administration has the flexibility to make those decisions independent of the IEP team as long as the restrictiveness associated with the selected school, classroom, and teacher is in keeping with the nature of the educational placement determined by the IEP team.

For example, a student's IEP placement may call for the student to be served primarily in a general education classroom with some pullout to a resource room setting for specially designed academics. The district and school still have the flexibility to assign that student to any number of classrooms or teachers and may even select the specific school if there is more than one school available. These logistical decisions can be made administratively as long as the selected options reflect the level of restrictiveness outlined in the IEP. The district could not, in this example, send the student to a specialized school with less inclusion in a general education setting because that would differ from the placement that was determined by the IEP team.

Currently, in Blachly School District, the percentage of students on IEPs who are served across the continuum of placement options breaks down as follows:

| Placement Type | Percentage of Students on IEPs |
|-------------------------------------|---------------------------------------|
| 80% + General Education Classroom | 92.86% |
| 40%-79% General Education Classroom | 7.14% |
| Separate Specialized Classroom | 0% |
| Separate Specialized School | <1% |
| Homebound | 0% |

Behavioral report.

This year we started submitting referrals digitally. The teachers are able to submit a referral digitally then an email is automatically sent to Mrs. Tripp and Ms. Bottensek. So far the feedback from staff is positive. They are able to get a quick response from administrators. There are three types of behavioral referrals Positive, Major, and Minor. Both Positive and Major referrals are emailed home to parents. It's been great seeing the positive referrals increase as the year goes on.

District Board Meeting: Triangle Lake Charter School Report

March 2023 Meeting

- **Professional Development**
 - **Friday, March 10th**
 - **Social Emotional Learning (SEL) with Daniel and Angela from Lane ESD in the morning.**
 - **AVID PD with Melissa Klein from AVID Regional Office separated into two groups K-5 and 6-12.**
 - **All staff were invited to attend these PD opportunities.**

- **Spring sports season is in full swing.**
 - **HS Track & Field with their first meet being next week March 16th at McKenzie.**
 - **HS Baseball Co-op Team with Junction City has begun and we have 2 players on the team. Their first game is next week March 15th vs Siuslaw.**
 - **MS Track & Field will begin practice will begin after spring break on April 3rd**
 - **We currently need a MS Track Coach if you are interested reach out to our Athletic Director, Leon Carl**

- **Classified Appreciate Week is March 6th-March 9th. Our school is lucky to have such an amazing and dedicated classified staff.**

- **Red Ribbon Week next week, March 13th-March 16th, is hosted by a senior student as part of their EA project. There are spirit days and activities throughout the week.**

- **Upcoming Dates:**
 - **Winter Sports Awards Banquet: March 9th**
 - **Middle School awards at 5:30 pm followed by dinner then High School awards after dinner.**
 - **Booster Club is hosting a movie night at in the gym on St. Patrick's Day Friday, March 17th.**
 - **Spring Break: March 27th through March 30th**

PROBATIONARY STAFF MEMBERS (as defined by ORS 342.815)

The following licensed personnel are to be considered for rehire in 2023-24

Staff hired in 2022-23 to be approved to rehire for 2nd year Probationary Period

| | |
|------------------|-------------------------------|
| Amie Brecheisen | Preliminary Teaching License |
| Leon Carl | Preliminary Teaching License |
| Ronda Gardner | Professional Teaching License |
| Benjamin Johnson | Professional Teaching License |
| Abi Warren | Preliminary Teaching License |
| Carson Wynn | Emergency Teaching License |

Staff hired in 2021-22 to be approved to rehire for 3rd year Probationary Period

| | |
|------------------|-------------------------------|
| Brooklyn Gilbert | Emergency Teaching License |
| Michael Kaiser | Preliminary Teaching License |
| Michael Metts | Professional Teaching License |
| Shayla Ordonez | Preliminary Teaching License |
| Amanda Quinn | Preliminary Teaching License |
| Jovan Stevenson | Preliminary Teaching License |
| Megan Wolf | Professional Teaching License |

Staff hired in 2020-21 to be approved to rehire as CONTRACT staff

| | |
|------------------|------------------------------|
| Gwendolynn Coons | Preliminary Teaching License |
| Jason Metting | Preliminary Teaching License |

ADMINISTRATIVE STAFF RECOMMENDED FOR RENEWAL

Licensed Administrative Staff to be approved for renewal

| | |
|--------------------|------------------------|
| Brittany Bottensek | Administrative License |
| Katherine Tripp | Administrative License |

Integrated Application Blachly SD 90

Blachly's Outcomes & Strategies:

Outcomes

- Culture of college and career readiness to increase opportunities around career technical education and ensure academic excellence for all
- Future ready facilities to ensure students have access to safe, inclusive environment and modern facilities
- Community engagement and belonging so that the culture around Blachly is inclusive of diverse staff, learners and students and families feel welcome

Strategies

- Implement AVID K-12 in improve academic outcomes
- Focus on supporting staff and students Social Emotional Learning
- Expanding the current CTE shop and subsequently improve academic
- K-12 data teams meeting regularly
- Deeper tiered intervention systems that are coherent to data team meetings to ensure all students receive inclusive instruction with special attention to students receiving special education services
- Support student engagement and improved academic performance with PBIS
- Build coherent connections between brick and mortar and online education opportunities
- Expanding the diversity of college and career and STEAM courses
- Seeking community partnerships to expand early childhood education
- Implement portrait of a graduate through rubric development and backwards design curriculum K-12

Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.
(500 words or less)

Blachly School Districts Needs Assessment was developed with a district team and based on review and analysis of input provided from local and countywide community engagement activities and disaggregated District data on student achievement, program participation and opportunity. At each step, particular attention was placed on focal student groups, and their needs.

Needs Assessment Process

- *Our team (District Task Force) consisted of multiple stakeholder groups related to our Portrait of a Graduate, Strategic Planning Process and Long-range Facility Assessment. This consisted of 2 board members, 4 certified staff, 2 classified/registered teachers, 2 students, 3 administrators, 3 community members / parents, 1 industry partner.*
- *This team continues to meet quarterly through ongoing work related to both the Portrait of a Graduate and our Strategic planning. During the initial process as well as the Long-range Facility planning, this task force meets once every other month.*
- *These individuals were identified through interest expressed through the district reaching out, as well as targeted focal groups by area. For all areas of work, facilitators meet with the task force*

Integrated Application Blachly SD 90

to outline the outcomes of the work. We would review the data and projected outcomes and timelines. They would be given specific tasks to complete related to outreach in their areas of representation. Additionally, facilitators meet with students, parents, community, staff, administrators, and school board to allow feedback and information in the development of the planning process related to these activities and outcomes.

The data sources this team considered includes:

- Community Engagement Activities
 - We used surveys, virtual listening sessions, as well as in-person informational opportunities with the community to provide feedback related to all the outcomes we have identified. We had two different student groups identified as well that we sought feedback from. These were our brick and mortar students, as well as our TLCS online program students. The demographics of these students ranged from students of poverty, diverse ethnic backgrounds, and special education.
 - Some of the activities that these focal groups were guided in were identifying the key elements or skills that we desired our students to have when they graduated from Triangle Lake Charter School. Another activity was identifying the facilities that these focal groups felt were a priority to accomplish some of the desired outcomes and skills identified in the work with the Portrait of a Graduate. Once the information was gathered from these activities, the information was then shared with the school community to see if we were hitting the target and receive additional feedback.
- Data Review and Analysis
 - Some of the data reviewed as student achievement data by focal group including attendance, 3rd grade reading, 9th grade on track, 4 and 5 year graduation.
 - Survey results from staff, students, parents, and community.
 - Direct interviews and listening sessions from the task force in response to focal group activities.
 - Facility assessment data reviewed by Law Enforcement assessment and evaluation.
- Priority Needs
 - We identified we need to provide a focus and on-going culture of college and career readiness.
 - We found that the district needed to provide a modern, safe and secure environment for learning to occur.
 - We identified the need to bridge gaps of engagement and belonging between and within our local community and school community at-large.

The results of this Needs Assessment are the following Outcomes, Strategies and Actions that “Align for “Your District’s” Student Success” through Integrated Guidance of the six ODE Initiatives.

High-Level Results

- *The high-level priorities resulting from the needs assessment process are supporting a culture of college and career readiness to increase opportunities around career technical education and ensure academic excellence for all, create future ready facilities to ensure students have access to safe, inclusive environment and modern facilities and promote ongoing community engagement and belonging so that the culture around Blachly school district is inclusive of diverse staff, learners and students and families.*

*The data and information listed above informed our district’s **equity-based** decision making by ensuring that we captured the voice of all groups that our school community serves and that our plan will be able*

Integrated Application Blachly SD 90

to impact, we intentionally invited students and staff of color. We also invited community members that have experience with students of disability and diverse experiences. We are predominately a district serving white, rural communities. Therefore we intentionally invited students, parents and staff that are identified outside of our district's majority groups.

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. **(500 words or less)**

District demographics and needs

Blachly school district serves 4% Hispanic/Latino, 7% Multiracial, 1% American Indian/Alaskan Native, and 1% Black. In addition, 11% are students with disabilities and 26% of students qualify for free and reduced lunch.

District and Vision/Mission

Below you will find the Districts Vision/Mission of: Integrity. Compassion. Ingenuity. Collaboration - At Triangle Lake, we care. Our focus is to pursue educational excellence and enhance individual learning through information technology, natural resources, and health and fitness.

We have identified that this may not be who we are anymore due to the work of our Portrait of a Graduate, as well as our Strategic Planning. We will be looking at how we might be adjusting our districts Vision and Mission as a result of this work, and to ensure that it is speaking to all of the students that we serve.

Plan Outcomes

We are working to ensure every student in Blachly feels a sense of purpose and that they belong. We have set high targets for academic achievement, regular attendance, 9th grade on-track and graduation rates, which will require very intentional support for students receiving special education services and those navigating poverty. We are committed to authentic engagement and ongoing improvement with our students, families, educators, and community members as we implement our plans. Over the next four years, we are committed to the following outcomes:

1. culture of college and career readiness to increase opportunities around career technical education and ensure academic excellence for all,
2. create future ready facilities to ensure students have access to safe, inclusive environment and modern facilities and
3. promote ongoing community engagement and belonging so that the culture around Blachly school district is inclusive of diverse staff, learners and students and families.

Integrated Application Blachly SD 90

Plan Strategies

To achieve these outcomes, Blachly will strategically use the funding provided by the Student Investment Account, High School Success, Career and Technical Education Perkins Grant, and Early Indicator and Intervention Systems,

- Implement AVID K-12 in improve academic outcomes
- Expanding the current CTE shop and subsequently improve academic
- Expanding the diversity of college and career and STEAM courses

- Focus on supporting staff and students Social Emotional Learning
- K-12 data teams meeting regularly
- Deeper tiered intervention systems that are coherent to data team meetings to ensure all students receive inclusive instruction with special attention to students receiving special education services

- Support student engagement and improved academic performance with PBIS
- Build coherent connections between brick and mortar and online education opportunities
- Seeking community partnerships to expand early childhood education
- Implement portrait of a graduate through rubric development and backwards design curriculum K-12

Evaluation, monitoring, and reporting:

We will continue to engage our stakeholders and monitor the data outlined in the above section and will share updates and listen to feedback from our community through Board updates, community events, and district communications platforms and district task force.. Additionally, we will report quarterly to the Oregon Department of Education about the progress we are making (quantitative and narrative) towards our identified outcomes.

Equity Advanced

(250 words or less per question)

- What **strengths** do you see in your district or school in terms of equity and access?

Blachly school district has many strengths in terms of equity and access to educational opportunities for ALL students. We utilize ODE's equity lens to slow our thinking and deepen our commitment to understanding the impacts of our actions and investments. We have a district task force team described above.

- ALL high school students have access and time with our school counselor to discuss and access class, program and future opportunities that will maximize their success.

Integrated Application Blachly SD 90

- Master scheduling minimizes access barriers for high level core and enrichment instruction.
 - On-line and alternative education options are available for students to access high level core and enrichment instruction when scheduling barriers do arise.
 - Student participation and achievement data shows that focal student groups of poverty and students of disabilities are accessing programs equally to the overall population, and are successfully meeting the academic requirements.
 - Summer school enrichment programs are provided to K-8 students at no cost.
 - We provide mental health support, seamless summer food program, homeless advocate and community resources to provide support for all students.
- What needs were identified in your district or school in terms of equity and access?

Blachly School District does have needs in terms of strengthening equity and access to educational opportunities for ALL students. Student participation and achievement data shows that focal groups of poverty and students of disability are not on-track to graduate and not meeting the 4-year and 5-year cohort completion. These are at lower rates than the overall population that the district serves.

- Upload the equity lens or tool you used to inform and/or clarify your plan & budget. We used the Equity Lens from ODE. It is attached.
- Describe how you used this tool in your planning.

The ODE Equity Lens was applied at each step of the planning and decision-making process for developing our Aligning for Student Success Plan. The Equity Lens was applied as agenda items and/or through discussion at the following steps in the Integrated Guidance process:

 - District Team participation: The District Team developing our Aligning for Student Success Plan included classified, licensed and administrative staff as well as representative community members who are parents, partners, and have vested interests in our students, including those who are part of focal student groups.
 - Community Engagement Activities
 - This process was used while stakeholder groups were selected and identified. This is also our process by design in everything we do and decisions we make related to the task force and outcomes identified to ensure our plan will impact students and families that have been historically underserved.
- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Use of these funds will have significant academic impact for ALL our students, including those in focal student groups. The following are a few examples of strategies and activities that we will be

Integrated Application Blachly SD 90

implementing to support reaching desired outcomes as developed through our Needs Assessment process:

- As part of our AVID strategy, we are intentional in ensuring that our students of poverty and students of disability have additional instructional aide support in activities that relate to post-high school planning and preparedness.
 - We continue to use HSS dollars to support a College and Career Readiness counselor to meet with HS students in preparation for postsecondary opportunities
 - We continue to use SIA dollars to support students in their social, emotional and mental needs through the hiring of a school counselor that specializes in mental health support.
 - We continue to use HSS dollars to provide additional CTE offerings to students that allow us to provide additional FTE for K-12 Music, Elementary Physical Education daily, and visual arts for all student groups.
- What barriers, risks or choices are being made that could impact the potential for focal students to meet the **Longitudinal Performance Growth Targets you've drafted**, or otherwise experience the support or changes you hope your plan causes?

We feel strongly that the outcomes, strategies and activities outlined in this plan provide resources and address barriers to student achievement, especially for our focal group students. We recognize that our intent and our impact may be different and will monitor implementation closely and in partnership with our students, families, and staff.

Due to the impact of COVID and lack of longitudinal data, we are trying to find a baseline now of achievement and how we can move forward at this point. Additionally, with being such a small district and our cohort size so small, the impact of our overall data can be very impactful, both ways, particularly for our focal group students.

DRAFT

| Grade 3 ELA | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|---------------------------|----------------|----------------|----------------|----------------|----------------|
| Baseline | 30 | 31 | 32 | 33 | 34 |
| Stretch | 30 | 33 | 36 | 39 | 42 |
| Gap Closing | n/a | | | | |
| | | | | | |
| Regular Attendance | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| Baseline | 70 | 70.5 | 71 | 71.5 | 72 |
| Stretch | 70 | 71.5 | 73 | 74.5 | 76 |
| Gap Closing | 67 | 68 | 69 | 70 | 72 |
| | | | | | |
| 9th Grade On-Track | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| Baseline | 75 | 77.5 | 80 | 82.5 | 85 |

Integrated Application Blachly SD 90

| | | | | | |
|--------------------------|----------------|----------------|----------------|----------------|----------------|
| Stretch | 75 | 80 | 85 | 90 | 95 |
| Gap Closing | 75 | 77.5 | 80 | 82.5 | 85 |
| | | | | | |
| 5-year Completion | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
| Baseline | 90 | 92 | 94 | 96 | 98 |
| Stretch | 92 | 94 | 96 | 98 | 100 |
| Gap Closing | 83 | 85.6 | 88.2 | 90.8 | 93.4 |

- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Homeless students in our district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. A liaison for students in homeless situations will be designated by the district to carry out duties as required by law. Our district will ensure that homeless students are not stigmatized nor segregated on the basis of their status as homeless. A homeless student will be admitted to our district school in the attendance area in which the student is actually living or to the student's school of origin as requested by the parent and in accordance with the student's best interest. Transportation will be provided to and from the student's school of origin at the request of the parent, or in the case of an unaccompanied student, our district's liaison for homeless students.

CTE Focus

- What strengths do you see in your CTE Programs of Study in terms of equity and access? Blachly has many strengths in terms of equity and access in CTE. We currently have only 2 CTE Programs of Study (Construction and Manufacturing). We are able to provide access to multiple focal groups that are traditionally underrepresented, including students who identify as female and students receiving special education service. We hope through our funding and our outcomes to provide additional POS's and maintain these positive results.
- What **needs** were identified in your CTE Programs of Study in terms of equity and access? We have identified that we do not have equal representation for our female students in our construction and manufacturing courses. We identified that our students of disability were not wanting to be pulled out of their CTE courses to receive special education services and therefore ensured they had access to their schedule.
- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study? Our College and Career instructor intentionally recruits our female students to attend industry tours related to Construction and Manufacturing careers. Additionally, we ensure that our CTE

Integrated Application Blachly SD 90

courses are not scheduled during our HS math and english sections to ensure that our students with disabilities are not being pulled or not having access to the additional resource service minutes that they might need in relation to their IEP.

- How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

We ensure that students who receive specialized services are able to continue to participate in CTE courses ranging from beginner to advanced classes. Our IEP teams are creative with when and where services are being provided to students throughout their school day allowing students to both engage in their CTE program of study and receive their specialized services.

Well-Rounded Education

(250 words or less per question)

- Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

Triangle Lake Charter School our district feels that students are better prepared when they have access to the arts, both visual and performing. We make sure to create schedules that allow for elementary students to have an introduction to art, music and daily physical education. Our elementary teachers incorporate the arts into daily lessons and we provide them with the professional development to do so. Our middle school and high school schedules are created so that all students have access to these types of courses. While some students do need extra academic support and that takes up one of their classes in the schedule, we make sure that they can also access one elective of their choosing.

- Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

Elementary: We were able to hire a full-time music teacher for the first time and are able to have music for our K-5 students every day now. By doing this our music teacher meets with every class everyday to give them access to a better understanding of music, to play and sing, and to see if this is something they want to pursue as they reach middle school and high school levels.

Middle School: Our K-12 music teacher provides on-going support and instruction for our MS students as well. We are also providing some visual arts with our math teacher that is being funded through our SIA allocation.

High School: We have opportunities for students in band, music theory, and choir. We are also looking to expand our program into theater with our new K-12 instructor as well. Our visual arts instructor is offering courses for our HS students as well through the allocation of SIA.

- How do you ensure students have access to strong library programs?

Integrated Application Blachly SD 90

Blachly SD uses Lane ESD to provide our Library Assistant with the tools they need to help our students, help teachers, and keep the library up to date with resources. The ESD provides professional development, resources, works with our curriculum team for book choice, and helps with our library computer system. Our K-5 students visit our library on a weekly basis with their teacher for library instruction and book selection. Our 6-12 have access to the library throughout their school day

What do teachers do at the elementary level to support students in the library? Middle? High?

Our K-5 students visit our library on a weekly basis with their teacher for library instruction and book selection. Our 6-12 have access to the library throughout their school day as needed.

- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?
 - Our K-5 students are served breakfast through Breakfast in the Classroom Program. They go directly from the bus to their classroom and are served breakfast within the first 15 minutes of their school day in their classroom. 6-12 students eat breakfast in the cafeteria. Two groups rotate through the cafeteria one at the beginning of 1st period and one group at the end of 1st period. Our breakfast program is free for all students K-12.
 - Our K-5 students have a 40 minute lunch break, 20 minutes in the cafeteria to eat lunch and 20 minutes at recess. Our 6-12 students have a 30 minute lunch break where they are in the cafeteria and then transition to an outside break after they have eaten lunch.
 - Our K-8 students have access to the Fresh Fruits and Vegetable Program funded by a federal grant. Our district board has funded the same program for our high school students. Allowing all students K-12 to have access to a healthy snack once per day outside of their designated breakfast and lunch time. Our students in grades K-9 have PE instruction daily from a certified PE teacher. Students in grades 10-12 have access to PE elective classes daily if they choose to take them.

- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.
 - We have targeted and guidance units connected to our Natural Resources focus for the charter school. Each grade level uses areas of Math and LA in their units that last 6 weeks. These units are built from k-5 longitudinal. Additionally, as an AVID district we are using focused instructional strategies that provide students with skills in critical thinking, inquiry through all disciplinary content areas. All teachers are trained in these instructional strategies and implement them with fidelity.
 - We have a Science club that engages students during after school in a variety of STEAM activities. We also have a Robotics club that students compete in starting with Lego Robotics for middle school students and advancing to traditional Robotics competitions in the high school.
 - We have a CAD class that incorporates math, science and engineering. Additionally, we have an integrated Math class that is taught by a licensed CTE teacher related to engineering.
 - We offer a construction technology elective to our high school students.

Integrated Application Blachly SD 90

- Middle School courses that focus on this include Grade 7 STEM, Grade 8 STEM, Art, and Band
 - High School courses that focus on this include Beginner Construction, Intermediate Construction, Advanced Construction, Construction Technology, Welding, Art, Band, Choir, and Music Theory
 - Our students in our construction and manufacturing classes use graphic design programming to design CNC machine work that is engraved into wood and metal projects.
- Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

Our district only uses instructional materials from the State Approved list which is aligned to state and national standards. We have PLC vertical alignment with our K-5 grade curriculum meetings as well as our secondary content area teachers that do cross-curricular vertical alignment in LA, Math, and Science.

Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

 - We have an AVID site team that determines the instructional focus for the year that is set on a 5-year implementation plan. Once this is determined by the team, it is determined the necessary professional development for staff.
 - We have PLC vertical alignment with our K-5 grade curriculum meetings as well as our secondary content area teachers that do cross-curricular vertical alignment in LA, Math, and Science.
 - Currently the professional development we offer teachers is UDL, SEL, AVID, and rubric work related to Portrait of Graduate skills.
 - We also use the Danielson Framework in our Evaluation process for certified teachers. Staff are provided ongoing evaluation feedback through the tools developed in formal and informal observations and post-observation meetings. Teachers that need additional support related to the Danielson standards are provided additional professional development through the ESD in “High Expertise Teaching”.
 - How will you support, coordinate, and integrate early childhood education programs?
 - We currently do not have an early childhood program. This plan provides us the opportunity to explore how we might be able to bring an early childhood program to our district, that our community has shared in our needs assessment a desire.
 - What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

At each transitional level, care is taken to provide ample and clear communication with both parents and students. Starting in 7th grade, students begin with filling out a goal plan for middle school and what they hope to do once they reach high school. In AVID elective, students work

Integrated Application Blachly SD 90

on several different aspects of what it means to be a successful student and citizen. We refer back to their goal sheet throughout their middle school time and into high school.

For middle school transition each of our middle school administrators and counselors visit each elementary classroom school to provide students with information on how middle school classes are different in transition and what types of classes they will be able to take, and when they and their families can come visit to see their classrooms and teachers. We also send this information out to families. The process from middle school to high school is very similar, and we also have multiple high school registration days for students to meet with their counselor to choose their class schedule.

For the transition from high school to post-secondary, our College and Career Counselor, AVID Senior Advisor and Counselor provides many opportunities for students to meet with technical schools, colleges, and universities from around Oregon. Our local community college visits multiple times to provide early enrollment opportunities.

- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and **Perkins Performance targets**, particularly for focal student groups?

In collaboration with our Regional Consortium, we receive monies based on the agreement and criteria of the consortium. Once we receive those funds connected to the 1 POS we have in our district, we identify how we might use those funds to directly impact and support the academic and technical needs of our students from our two focal groups of students of disabilities and students of poverty.

- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

By implementing AVID district-wide, there is a focus on supporting the academic success of all students, specifically students of our focal group that traditionally does not have support in the home. Those that are exceeding state and national standards are provided extension opportunities within their content areas, as well as PBL in all subject areas.

Our district offers a myriad of services to enhance the learning of students who have exceeded state and national standards during and after school. We provide enrichment opportunities during the school day such as (Battle of the Books, Lego Robotics, Family TAG Nights). Our secondary students are offered advanced courses in the areas of... through College NOW, Dual Credit, Early College, and A.P. courses.

Integrated Application Blachly SD 90

CTE Focus

Summarize ideas from your posters from January 13th's event - ***work with your CTEC representative and reach out to Shareen Vogel for support with these questions.***

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?
 - Our academic counselor meets with every student to review their interests and provide direction for the CTE course offerings. We are also working on an application for participation on a regional CTE program that allows seniors to participate in a Construction / Manufacturing program regionally. Additionally, if we have students that have additional career exploration interests, they can attend Lane Community College full-time or UO Ducklink program to pursue those interests. We also hold a curriculum night with our MS families and students to share all of the pathway opportunities for students in the Spring for fall enrollment.
- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?
 - We hold a curriculum night with our MS families and students to share all of the pathway opportunities for students in the Spring for fall enrollment. This is connected to our Spring Parent Conferences and AVID Family night. We also ensure our focal group students will meet with our academic counselor, senior AVID advisor and college and career counselor to support their interests in non-traditional fields. These focal groups are our students by gender, students of disabilities and students of poverty.
- How are you providing equitable work-based learning experiences for students?(Here is the [ODE WBL Handbook](#) and [High Quality WBL Rubric](#). We are part of the Lane ESD consortium that provides multiple opportunities for students in these areas.
- Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.
 - We have partnerships with our Lane ESD and consortium to provide integrated opportunities through internships during the summer, industry tours and postsecondary opportunities.
 - We currently offer early college opportunities with 5 different Community Colleges across the state. Our students that are in our county can attend Lane Community College in their Early College program. Our students that are virtual in our TLCS online program are able to attend their local Community College and we have partnerships with CCC, MHCC, SWOC, and Clackamas Community College.
 - Additionally, we participate in High School Promise locally and Willamette Promise that provides Dual credit for students. Students can also attend UO and Ducklink and receive postsecondary credit through that program.
- What activities will you offer to students that will lead to self-sufficiency in identified careers?
 - We partner with Elevate Lane County in providing a broad range of exposure to a variety of careers in our area. Additionally, students through our AVID program explore career

Integrated Application Blachly SD 90

inventory through weekly activities, guest speakers, industry tours, and University field trips. Finally, our students build their own portfolio by using CIS portal.

- How will you prepare CTE participants for non-traditional fields?
We will continue to expose our non-traditional and underrepresented focal groups to careers throughout the year. They will meet with our academic counselor, senior AVID advisor and college and career counselor to support their interests in non-traditional fields. These focal groups are our students by gender, students of disabilities and students of poverty.
- Describe any new CTE Programs of Study to be developed.
 - We are working with our Regional CTE Coordinator Shareen Vogel to determine high-wage high demand for our area. We are currently looking at how we can add Health Services to our school and combine it with another area of study. We will be able to do this with the increase of funding in SIA and M98.
 - We are also looking at an integrated Science position to be able to offer some Natural Resources as a focal of our schools charter and district needs assessment.

Engaged Community

(250 words or less per question)

- 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?
 - We have been able to have multiple and meaningful conversations with our stakeholders throughout the process. This started last year with our work related to the development of our Portrait of a Graduate and Long-Range Facility Assessment. This continues with our work in the development of our Strategic Plan. We did this through several focal group meetings, our Task Force development, community forums in-person and virtually, and surveys.
 - Some of the barriers we have encountered is participation with our in-person community forums. Due to our Charter School status, we have found that it is difficult for us to attract our families out to our school to provide the engagement and feedback we desire in-person. We are attempting to be more creative and connect it with other activities already scheduled that we believe will have an increased participation, and seek their feedback at those events and meetings.
- What relationships and/or partnerships will you cultivate to improve future engagement?
Some of the relationships and/or partnerships we are cultivating currently to improve future engagement is with our Local Grange, community / church groups, boosters, and charter board.
- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?
 - The ability to send or have a communication specialist to support the communication and targeted efforts would be beneficial for our small/rural community and district.

Integrated Application Blachly SD 90

- How do you ensure community members and partners experience a safe and welcoming educational environment?
We have continued to share detailed information about the school through weekly newsletters and emails. We have also held community events at our school, as it is the only central location for events in our community. We have also shared our vision and stance on safety and encouraged participation with our local community on how we can provide a safe environment for all.
- If you sponsor a public charter school, describe their participation in the planning and development of your plan.
 - Our district is the charter school. They are directly involved in all aspects of our planning that we have engaged in the past two years. They sit on our Task Force, as well as administration meets with them monthly to discuss current plans for the school in alignment with the district.
- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)
 - Students of color
 - Students with disabilities
 - Students who are emerging bilinguals
 - Students who identify as LGBTQ2SIA+
 - 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 who identify as LGBTQ2SIA+
 - 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
 - Regional Educator Networks (RENS)
 - Local Community College Deans and Instructors; Local university deans and instructors
 - Migrant Education and McKinney-Vento Coordinators
 - Local Workforce Development and / or Chambers of Commerce
 - CTE Regional Coordinators
 - Regional STEM / Early learning Hubs
 - Vocational Rehabilitation and pre-Employment Service Staff
 - Justice Involved Youth

Integrated Application Blachly SD 90

- Community leaders
- Other _____

- How were they engaged?
(Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- 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

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- 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?
 - The artifacts chosen demonstrate the multiple areas of engagement that we have implemented over the past two years that truly sought voice from all stakeholders. This was through the task force development, in-person and virtual engagement forums, surveys to all stakeholders, and small group engagements. The activities and artifacts demonstrate how we engaged our focal student groups, families and community.
- 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 and what level of the Community Engagement spectrum these fell on.
- This was through the task force development, in-person and virtual engagement forums, surveys to all stakeholders, and small group engagements. The activities and artifacts demonstrate how we engaged our focal student groups, families and community.

Integrated Application Blachly SD 90

- Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.
We used the same strategies as described above across all groups due our small size, the effectiveness of these strategies and to ensure all stakeholders had multiple opportunities.
- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?
 - We have been able to have multiple and meaningful conversations with our stakeholders throughout the process. This started last year with our work related to the development of our Portrait of a Graduate and Long-Range Facility Assessment. This continues with our work in the development of our Strategic Plan. We did this through several focal group meetings, our Task Force development, community forums in-person and virtually, and surveys. This has directly impacted our planning.

CTE Focus

- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

Summarize ideas from your posters from January 13th's event - **work with your CTEC representative and reach out to Shareen Vogel for support with these questions.**

Our Teachers will work across schools, buildings, and regions to find the resources to build partner networks, create WBL programs, and support students as they enter into these opportunities, and support businesses as they take in and train students. We engage with the Regional Advisory Committee meetings happening in partnership with industry partners, our CTE teachers, and Lane CC by career area.

Affirmation of Tribal Consultation

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

Strengthened Systems and Capacity

(250 words or less per question)

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?
Blachly SD believes in supporting our new teachers by connecting them with a mentor for the first year of hire. These mentors were provided with facilitation resources and trained on effective mentoring strategies including instructional feedback and educator social and emotional well-being.

Integrated Application Blachly SD 90

Our beginning teachers also participate in our Summer AVID Institute that provides them 4 days of team-building with staff, and best practices in classroom instruction. They also receive a day of SEL training for new staff.

Finally, we have been intentional in looking at ways to recruit educators of color to represent and expose our students to educators of different backgrounds.

- What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

In all of our schools at each level, whether in-person or virtual online program we have data teams in place that meet weekly to look at data for behavior, attendance, or grades depending on the meeting. We break down the data by the focal student groups and compare it with the overall data. The data team then works to identify what interventions they might implement for those students.

We also have a push-in and pull-out combined model where our Special Education program IAs push-in to support students and general education teachers, where our Special Education teachers pull-out and provide focused 1-1 or small group instructional support.

Our HS Data team also tracks our 9th grade on-track success and discusses interventions and strategies in order to identify students striving to remain on-track to graduate, and discuss support actions the teachers of those students can take to nudge them back on track.

Additionally, the administrator and team lead use trend-level data to identify data pieces to present to either the 9th grade team or whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations relevant staff will implement.

- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

TLCS is currently using PBIS in our school. Our assistant principal and academic counselors are working on a more consistent process and evidence-based behavior-management strategies from Restorative Practices. Additionally, a small team regularly engages in behavior data analysis, including disaggregated data by race/ethnicity and program, in order to develop and recommend small changes to positively impact the data.

- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

We have identified the use of AVID as our professional development due to our focus on improving the school culture of a college and career readiness district. We have committed to training and support of all of our educators district-wide to receive the necessary training and tools to be successful. Additionally, we consider the strengths of each individual teacher and their assignment related to AVID, and where they might best serve kids and be successful. Our District leaders are also engaged in the training and attend training on how to support their staff

Integrated Application Blachly SD 90

5 times a year. Additionally, the staff have provided feedback on areas of professional growth that they would like to have. This has resulted in the implementation of SEL and AVID.

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Our district's administrators use the Danielson Model of evaluation to support the improvement of teaching and learning. Additionally, administrators attended AVID Summer Institute and Regional Trainings to have a comprehensive understanding of the program and the research-based best instructional practices. Our district administrators perform instructional rounds to norm their evaluation feedback and tools that they provide staff.

Finally, the district has engaged our teachers in looking at the tools and process to provide quality coaching and feedback. The development of this work will create a common understanding of the expectations of teachers from supervisors connected to the standards.

- What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Our HS Data team also tracks our 9th grade on-track success and discusses interventions and strategies in order to identify students striving to remain on-track to graduate, and discuss support actions the teachers of those students can take to nudge them back on track.

Additionally, the administrator and team lead use trend-level data to identify data pieces to present to either the 9th grade team or whole staff for improving core curriculum, student engagement, behavior management, grading practices, or other relevant, evidence-based improvement recommendations relevant staff will implement.

Finally, our AVID Elective teachers meet individually with each student and set goals with them to identify how they can avoid academic failure marks or not be on-track to graduate.

- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

In Blachly SD we are intentional at each transitional level. Care is taken to provide ample and clear communication with both parents and students. We provide a Kindergarten informational night that is completely separate from the rest of our parent engagements at the beginning of the year to support that initial transition. Families are invited to come to their school to see the building, their classrooms, and meet the teacher. The same then occurs for all elementary to middle school and middle school to high school. At each increasing level we try to provide more agency for the student and their engagement in their own education.

Due to the fact that we are one campus and our students are provided a unique opportunity to see and be exposed to all of our staff many times, we still are intentional at providing a transition from 5th grade to MS and then from 8th grade to high school. For our high school students to

Integrated Application Blachly SD 90

post-secondary, our College and Career counselor and AVID high school elective teachers provide many opportunities for students to meet with technical schools, colleges, and universities from around Oregon. Our local Universities and community college visits multiple times to provide early enrollment opportunities.

Attachments Completing Your Submission

- Integrated Planning & Budget Template
 - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized
- Community Engagement Artifacts
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation

Assurances

The applicant provides assurance that they 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.

After Application Submission

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Select your institution from the drop down list to the right:

Please provide contact information for the person c

| | |
|--------------|--|
| Name | |
| Phone | |
| Email | |

2095-Blachly SD 90

completing this budget

OUTCOMES & ST

| Outcome-SAMPLE | |
|-----------------------|----|
| Strategies | S1 |
| | S2 |
| | S3 |
| Outcome-A | |
| Strategies | A1 |
| | A2 |
| | A3 |
| | A4 |
| | A5 |
| Outcome-B | |
| Strategies | B1 |
| | B2 |
| | B3 |
| | B4 |
| | B5 |
| Outcome-C | |
| Strategies | C1 |
| | C2 |
| | C3 |
| | C4 |
| | C5 |
| Outcome-D | |
| Strategies | D1 |
| | D2 |
| | D3 |
| | D4 |
| | D5 |
| Outcome-E | |
| Strategies | E1 |
| | E2 |
| | E3 |
| | E4 |
| | E5 |
| Outcome-F | |
| Strategies | F1 |
| | F2 |
| | F3 |
| | F4 |
| | F5 |

Strategies

| Outcome-G |
|-----------|
| G1 |
| G2 |
| G3 |
| G4 |
| G5 |

| |
|--|
| |
| |
| |
| |
| |
| |

| CSI/TSI | CTE | EIIS | HSS | SIA | ACTIVITIES |
|--|--------------------------------|------|-----|-----|--|
| | | x | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| x | | | | x | |
| x | | | | x | |
| and ensure academic excellence for all | | | | | |
| ensure ac | IGNORE THIS ROW | | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | | | | X | |
| | | X | | X | |
| e inclusive | instruction with special atten | | | X | |
| | | | X | | |
| t and modern facilities | | | | | |
| | | | | X | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | | | | X | |
| | | | | | |
| | | | | | |
| rners and students and families feel welcome | | | | | |
| | | | | X | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | | | | X | |
| | | | | X | |
| | | | | X | |
| | | | | | |
| | | | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | OUTCOME ACTIVITIES: ENTER ON BUDGET TAB |
| | | | | | |
| | | | | | |
| | | | | | |

OUTCOME ACTIVITIES:
ENTER ON BUDGET TAB

| Outcome and Strategy | <u>Proposed Activity</u> | <u>Partnership</u> |
|----------------------|--|--------------------|
| -- | Total Allocation 2023-24: | -- |
| -- | Total Budgeted Amounts (Autosum): | -- |
| -- | Unbudgeted (Autocalculate): | -- |
| S1 | Sample | |
| -- | Indirect/Administration | -- |
| A5 | Certified Online Teacher | |
| A5 | Certified Online Teacher - Benefits | |
| C1 | Certified Counseling Services | |
| C1 | Certified Counseling Services - Benefits | |
| A1 | Certified Visual / Fine Arts | |

| | | |
|----|--|--|
| A1 | Certified Visual / Fine Arts - Benefits | |
| C2 | Classified Online Secretary & Attendance Support | |
| C2 | Classified Online Secretary & Attendance Support | |
| C2 | Elementary Physical Education Teacher | |
| C2 | Elementary Physical Education Teacher - Benefits | |
| A2 | AVID | |
| A1 | Certified CTE Teacher - Construction | |
| A1 | Certified CTE Teacher - Construction - Benefits | |
| C2 | Certified 8th Grade STEAM Teacher | |
| C2 | Certified 8th Grade STEAM Teacher - Benefits | |
| A5 | College Industry Field Trips | |
| A5 | Dual Credit Course Opportunities | |
| A1 | Supplies - Well-Rounded Education | |

| FTE | <u>FTE Type</u> | <u>CTE - Function Code</u> | <u>EIIS - Allowable Expenditure Area</u> | <u>HSS - Activity Category</u> | <u>SIA - Allowable Use Category</u> | <u>Object Code</u> |
|------------|---|-----------------------------------|---|---------------------------------------|--|---------------------------|
| -- | -- | -- | -- | -- | -- | -- |
| -- | -- | -- | -- | -- | -- | -- |
| -- | -- | -- | -- | -- | -- | -- |
| 1.5 | Equity/Diversity/Inclusion Specialist | | STF | | H&S | 111 |
| -- | -- | -- | -- | -- | -- | 690 |
| 1 | Core: English Language Arts | | | | WRE | 111 |
| 1 | Core: English Language Arts | | | | WRE | 2XX |
| 1 | Supports: School Counselor/School Social Worker | | | | H&S | 111 |
| 1 | Supports: School Counselor/School Social Worker | | | | H&S | 2XX |
| 0.4 | Arts: Fine & Performance Arts (art/music/theatre/dance) | | | | WRE | 111 |

| | | | | | | |
|------|---|--|--|---------|-----|-----|
| 0.4 | Arts: Fine & Performance Arts (art/music/theatre/dance) | | | | WRE | 2XX |
| 0.75 | Other: Other staff position not listed | | | | RCS | 112 |
| 0.71 | Other: Other staff position not listed | | | | RCS | 2XX |
| 0.3 | Core: Health/PE/Athletics | | | | WRE | 111 |
| 0.3 | Core: Health/PE/Athletics | | | | WRE | 2XX |
| | | | | | WRE | 31X |
| 0.8 | Arts (Applied): CTE (Approved Program of Study) | | | CTE STA | WRE | 111 |
| 0.75 | Arts (Applied): CTE (Approved Program of Study) | | | CTE STA | WRE | 2XX |
| 0.15 | Arts (Applied): Career Exploration | | | CTE MS8 | WRE | 111 |
| 0.15 | Arts (Applied): Career Exploration | | | CTE MS8 | WRE | 2XX |
| | | | | CTE OCG | | |
| | | | | CLO OCG | | |
| | | | | CTE ESF | | |

| CSI/TSI Activity Budget (23-24) | CTE Activity Budget (23-24) | EIIS Activity Budget (23-24) | HSS Activity Budget (23-24) | SIA Activity Budget (23-24) |
|---------------------------------------|--------------------------------------|---------------------------------------|--------------------------------------|--------------------------------------|
| \$0.00 | \$0.00 | \$1,054.50 | \$97,145.69 | \$342,060.68 |
| \$0.00 | \$0.00 | \$1,054.50 | \$97,145.69 | \$342,060.68 |
| \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| \$3,250.00 | | \$2,500.00 | | \$65,000.00 |
| | | | \$3,885.82 | \$17,103.03 |
| | | | | \$74,297.82 |
| | | | | \$24,518.28 |
| | | | | \$62,539.00 |
| | | | | \$14,982.58 |
| | | | | \$40,000.00 |

| | | | | |
|--|--|--|-------------|-------------|
| | | | | \$13,200.00 |
| | | | | \$21,443.59 |
| | | | | \$7,076.38 |
| | | | | \$30,000.00 |
| | | | | \$9,900.00 |
| | | | | \$25,000.00 |
| | | | \$55,250.00 | |
| | | | \$18,232.50 | |
| | | | \$10,000.00 | |
| | | | \$3,300.00 | |
| | | | \$2,471.00 | |
| | | | \$1,500.00 | |
| | | | \$2,506.37 | |

**Total
Activity
Budget
(23-24)
(Autosum)**

\$440,260.87

\$440,260.87

\$0.00

\$70,750.00

\$20,988.85

\$74,297.82

\$24,518.28

\$62,539.00

\$14,982.58

\$40,000.00

\$13,200.00

\$21,443.59

\$7,076.38

\$30,000.00

\$9,900.00

\$25,000.00

\$55,250.00

\$18,232.50

\$10,000.00

\$3,300.00

\$2,471.00

\$1,500.00

\$2,506.37

| Outcome and Strategy | <u>Proposed Activity</u> | <u>Partnership</u> |
|----------------------|--|--------------------|
| -- | Total Allocation 2024-25: | -- |
| -- | Total Budgeted Amounts (Autosum): | -- |
| -- | Unbudgeted (Autocalculate): | -- |
| S3 | Sample | |
| -- | Indirect/Administration | -- |
| A5 | Certified Online Teacher | |
| A5 | Certified Online Teacher - Benefits | |
| C1 | Certified Counseling Services | |
| C1 | Certified Counseling Services - Benefits | |
| A1 | Certified Visual / Fine Arts | |

| | | |
|----|--|--|
| A1 | Certified Visual / Fine Arts - Benefits | |
| C2 | Classified Online Secretary & Attendance Support | |
| C2 | Classified Online Secretary & Attendance Support | |
| C2 | Elementary Physical Education Teacher | |
| C2 | Elementary Physical Education Teacher - Benefits | |
| A2 | AVID | |
| A1 | Certified CTE Teacher - Construction | |
| A1 | Certified CTE Teacher - Construction - Benefits | |
| C2 | Certified 8th Grade STEAM Teacher | |
| C2 | Certified 8th Grade STEAM Teacher - Benefits | |
| A5 | College Industry Field Trips | |
| A5 | Dual Credit Course Opportunities | |
| A1 | Supplies - Wel-Rounded Education | |

| FTE | <u>FTE Type</u> | <u>CTE - Function Code</u> | <u>EIIS - Allowable Expenditure Area</u> | <u>HSS -Activity Category</u> | <u>SIA - Allowable Use Category</u> | <u>Object Code</u> |
|------------|---|---------------------------------------|---|--------------------------------------|--|---------------------------|
| -- | -- | -- | -- | -- | -- | -- |
| -- | -- | -- | -- | -- | -- | -- |
| -- | -- | -- | -- | -- | -- | -- |
| 1.5 | Equity/Diversity/Inclusion Specialist | | STF | | H&S | 111 |
| -- | -- | -- | -- | -- | -- | 690 |
| 1 | Core: English Language Arts | | | | WRE | 111 |
| 1 | Core: English Language Arts | | | | WRE | 2XX |
| 1 | Supports: School Counselor/School Social Worker | | | | H&S | 111 |
| 1 | Supports: School Counselor/School Social Worker | | | | H&S | 2XX |
| 0.4 | Arts: Fine & Performance Arts (art/music/theatre/dance) | | | | WRE | 111 |

| | | | | | | |
|------|---|--|--|---------|-----|-----|
| 0.4 | Arts: Fine & Performance Arts (art/music/theatre/dance) | | | | WRE | 2XX |
| 0.75 | Other: Other staff position not listed | | | | RCS | 112 |
| 0.71 | Other: Other staff position not listed | | | | RCS | 2XX |
| 0.3 | Core: Health/PE/Athletics | | | | WRE | 111 |
| 0.3 | Core: Health/PE/Athletics | | | | WRE | 2XX |
| | | | | | WRE | 31X |
| 0.8 | Arts (Applied): CTE (Approved Program of Study) | | | CTE STA | WRE | 111 |
| 0.75 | Arts (Applied): CTE (Approved Program of Study) | | | CTE STA | WRE | 2XX |
| 0.15 | Arts (Applied): Career Exploration | | | CTE MS8 | WRE | 111 |
| 0.15 | Arts (Applied): Career Exploration | | | CTE MS8 | WRE | 2XX |
| | | | | CTE OCG | | |
| | | | | CLO OCG | | |
| | | | | CTE ESF | | |

| CSI/TSI Activity Budget (24-25) | CTE Activity Budget (24-25) | EIIS Activity Budget (24-25) | HSS Activity Budget (24-25) | SIA Activity Budget (24-25) |
|--|--|---|--|--|
| \$0.00 | \$0.00 | \$1,054.50 | \$101,110.83 | \$356,022.34 |
| \$0.00 | \$0.00 | \$1,054.50 | \$101,110.83 | \$356,022.34 |
| \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| \$3,250.00 | | \$2,500.00 | | \$65,000.00 |
| | | | \$4,044.43 | \$17,801.12 |
| | | | | \$75,783.78 |
| | | | | \$25,008.65 |
| | | | | \$63,789.78 |
| | | | | \$21,050.63 |
| | | | | \$40,800.00 |

| | | | | |
|--|--|--|-------------|-------------|
| | | | | \$13,464.00 |
| | | | | \$22,933.94 |
| | | | | \$7,568.20 |
| | | | | \$30,600.00 |
| | | | | \$10,098.00 |
| | | | | \$25,000.00 |
| | | | \$56,355.00 | |
| | | | \$18,597.15 | |
| | | | \$10,200.00 | |
| | | | \$3,366.00 | |
| | | | \$2,000.00 | |
| | | | \$3,011.00 | |
| | | | \$3,537.25 | |

**Total
Activity
Budget
(24-25)
(Autosum)**

\$458,187.67

\$458,187.67

\$0.00

\$70,750.00

\$21,845.55

\$75,783.78

\$25,008.65

\$63,789.78

\$21,050.63

\$40,800.00

\$13,464.00

\$22,933.94

\$7,568.20

\$30,600.00

\$10,098.00

\$25,000.00

\$56,355.00

\$18,597.15

\$10,200.00

\$3,366.00

\$2,000.00

\$3,011.00

\$3,537.25

| CTE Activity Budget | EIS Activity Budget | HSS Activity Budget | SIA Activity Budget | Total Activity Budget |
|---------------------------|---------------------------|---------------------------|---------------------------|-----------------------------|
| \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | | \$10,000.00 | \$7,500.00 | \$17,500.00 |
| | | \$30,000.00 | \$30,000.00 | \$60,000.00 |
| | | | X | |
| | | | X | |
| | | | X | |
| | | | X | |
| | | | X | |
| | | | X | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Partnerships |
|---|
| Any organization that - (a) is composed primarily of Indian parents, family members, and community members, tribal government education officials, and tribal members, from a specific community; (b) assists in the social, cultural, and educational development of Indians in such community; (c) meets the unique cultural, language, and academic needs of Indian students , including Tribal Nations supporting Oregon communities |
| Public, not-for-profit organizations or community agencies, which transparently collaborate with the intent to give voice and elevate community priorities by authentically engaging in interactive multi-modal, robust communication with residents in districts, educational service districts, institutions, and connection-centered programs. These community-powered partners and decision makers work to provide universal access to asset-based networks that advance racial and educational equity via community-oriented, linguistic-cultural resources to build sustainable and resilient communities. This includes but is not limited to agencies which serve as culturally-responsive and identity-affirming organizations and ensure multi-dimensional youth develop socio-emotionally, academically, professionally, and holistically. <i>Some districts or schools may refer to private or for-profit organizations as Community-Based Organizations; however, for ODE partnership reporting purposes, private and for-profit organizations should be identified as "Business/Industry"</i> |
| Private, for-profit organizations engaged in commerce, trades, manufacturing, or that provision of services |
| Public or private organizations that support and advance career learning. This includes: highschool graduation and work-based learning, on-the-job training, or other real-life occupational experiences by developing core skills, taking relevant coursework, internships/apprenticeships, clinical studies, and participating in simulated activities to promote future career awareness, exploration, preparation, and training. <i>Some districts or schools refer to these organizations as Community Based Organizations; however, for ODE partnership reporting purposes, these organizations should be identified as "Career-Connecting Learning/Pathways"</i> |
| Public or private organizations that promote health, safety, mental and behavioral health, social or emotional needs, economic development, and resilient-sustainable basic resources (i.e. emergency preparedness, land preservation, etc.) |
| Public or private organizations that are affiliated with a religion and/or spiritual faith |

| FTE Types |
|---|
| Arts (Applied): CTE (Approved Program of Study) |
| Arts (Applied): Career Exploration |
| Arts (Applied): Computer Sciences (programming/ tech/ web design) |
| Arts (Applied): Media Arts |
| Arts: Fine & Performance Arts (art/ music/ theatre/ dance) |
| Core: English Language Arts |
| Core: Math |
| Core: Science (biology/ chemistry/ physics) |
| Core: Social Sciences (civics/ history/ economics/ psychology) |
| Core: Health/PE/Athletics |
| Equity/Diversity/Inclusion (incl. Migrant & Indian Ed) |
| General: Elementary Teacher |
| General: Multiple subjects teacher (middle/high school) |
| Health: QMHP/Psychologist/LCSW |
| Health: Nurse |
| Language: English Language Development |
| Language: World Languages (incl. ASL) |
| Library & Media |
| Special Education (all positions) |

| |
|--|
| Supports: Behavioral Specialist |
| Supports: Family/Community Engagement (incl. McKinney-Vento) |
| Supports: Intervention Specialist |
| Supports: School Counselor/School Social Worker |
| Supports: Social Emotional Learning (SEL) |
| Supports: Other |
| Other: Electives teacher not listed |
| Other: Other staff position not listed |

| |
|--|
| CTE |
| Function Codes |
| Curriculum - Student Support Services, Work Based Learning and Career Exploration Activities |
| Curriculum – Standards, Content, Alignment and Articulation |
| CTE Professional / Personnel Development |
| Scientifically Based Research |
| Indirect - Support Services - Central Activities |

| |
|--|
| HSS |
| Activities Categories |
| Dropout Prevention Professional Learning |
| Dropout Prevention Ongoing Community Engagement & Partnerships |
| Dropout Prevention Equipment, Supplies, and Facilities |
| Dropout Prevention Curriculum |
| Dropout Prevention Staff Salaries and Stipends |
| Dropout Prevention Middle School- 8th grade only |
| College Level Opportunities Professional Learning |
| College Level Opportunities Ongoing Community Engagement & Partnerships |
| College Level Opportunities Equipment, Supplies, and Facilities |
| College Level Opportunities Curriculum |
| College Level Opportunities Staff Salaries and Stipends |
| College Level Opportunities Middle School- 8th grade only |
| Career & Technical Education Professional Learning |
| Career & Technical Education Ongoing Community Engagement & Partnerships |
| Career & Technical Education Equipment, Supplies, and Facilities |
| Career & Technical Education Curriculum |
| Career & Technical Education Staff Salaries and Stipends |
| Career & Technical Education Middle School- 8th grade only |

| |
|--|
| EIIS |
| Allowable Expenditure Areas |
| Staffing to maintain the system and facilitate corrective action |
| Training for staff to maintain and use the system with fidelity |
| System software purchases and subscriptions |
| Data analysis and research |
| Tribal government consultation |
| Student, family, staff, and community engagement |

| |
|---------------------------------|
| SIA |
| Allowable Use Categories |
| Health and Safety |
| Increased Instructional Time |
| Ongoing Community Engagement |
| Reduced Class Size |
| Well Rounded Education |

| |
|--|
| ALL |
| Object Codes |
| 111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit |
| 112 Classified Salaries for work performed by "Classified Employees" |
| 11X Salaries associated with "Support Staff and Support Personnel", Salaries associated with "Program Coordinators/Regional Coordinators" |
| Administrative Salaries |
| 2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary |
| 12X Substitute Salaries for employees who are hired on a temporary or substitute basis |
| Additional Salaries |
| 3XX Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased), 31X Instructional, Professional and Technical Services |
| 34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.) |
| 410 Consumable Supplies and Materials. This area includes expenditures for ALL supplies for the operation of a CTE Program. NOTE: Follow Perkins expenditure guideline for appropriate use of funds. |
| 460 Non-consumable Equipment Items. Expenditures for equipment with a current value of less than \$5,000 or for items which are "equipment-like." This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the capital equipment issues of |
| 470 CTE Computer Software. Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here. |
| 480 CTE Computer Hardware. Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and would be coded here. |
| Other Supplies and Materials |
| Capital Outlay |
| 541 CTE Depreciable Equipment (Single pieces of equipment or technology items over \$5,000) to enhance and |
| 690 Grant Indirect Charges/Administrative Indirect |
| Dues and Fees |
| Miscellaneous |
| Other |

| Code |
|-------------------------------------|
| Indian Community-Based Organization |
| Community-Based Organization |
| Business/Industry |
| Career-Connected Learning/Pathways |
| Physical/Mental/Social Well-Being |
| Faith-Based Organization |

| Codes |
|--------------|
| 1131 |
| 2210 |
| 2240 |
| 262X |
| 2600 |

| Codes |
|--------------|
| DP PL |
| DP OCG |
| DP ESF |
| DP CUR |
| DP STA |
| DP MS8 |
| CLO PL |
| CLO OCG |
| CLO ESF |
| CLO CUR |
| CLO STA |
| CLO MS8 |
| CTE PL |
| CTE OCG |
| CTE ESF |
| CTE CUR |
| CTE STA |
| CTE MS8 |

| Codes |
|--------------|
| STF |
| TRN |
| SSS |
| DAR |
| TGC |
| ENG |

| Code |
|------|
| H&S |
| IIT |
| OCG |
| RCS |
| WRE |

| Code |
|---------------------------------|
| 111 |
| 112 |
| 11X |
| 113 |
| 2XX |
| 12X |
| 13X |
| 31X |
| 34X |
| 410 |
| 460 |
| 470 |
| 480 |
| 4XX |
| 5XX |
| 541 ***Requires ODE Approval*** |
| 690 |
| 640 |
| 8XX |
| Other |

EXA

Data teams are forming, and they frequently review data that inform a school's decision-making process

Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures

Comprehensive literacy strategies, including professional development plans for educators, are documented

An audit of 9th grade course scheduling is conducted, accounting for student core and support courses

Students in each focal group and all students report an increased sense of belonging at school.

Students have access to, and equitably participate in work based learning experiences that take place

High schools and colleges work together with industry to transition students smoothly from program

Historically and currently marginalized students earn industry credentials and college credits, or complete

EXAM

Implement a school-wide Integrated Health Model inclusive of culturally affirming and sustaining practices

Provide professional learning, coaching and team-planning time for our primary teachers on early literacy

We will plan, staff and implement a Ninth Grade Academy each summer before school starts during

Utilize continuous examination of data to determine which students have access to work based learning

Regional Industry advisory committees are engaged at least quarterly to ensure CTE program alignment

Support district schools on their journey in becoming Community Schools to provide wrap-around health

EXA

Hire two additional counselors

Hire a social worker

Purchase SEL curriculum

Contract for trauma Informed professional learning

Replace primary reading adoption

Hire a district CTE coordinator to collaborate with and support the CTE Regional Coordinator at the county level

Provide professional learning and coaching for high school counselors/career advisors on value of CTE

Hire 3 instructional assistants for the primary literacy program

Registration, travel and extra-duty pay for special education staff to attend summer learning early literacy

Hire an early literacy instructional coach

Extra duty pay for 9th grade teachers, counselors and advisors to plan, implement and deliver the Ninth Grade Academy

Educators participate in summer externship opportunities to learn current skills needed by students

Student tours

Supporting extra-curricular and co-curricular clubs

Developing individualized learning and connection plans that will be reviewed at each conference per

Convene partners to examine selection and enrollment practices that may create barriers for all students

Explore other classroom personnel, departments, or offices that could provide a simulated WBL on site

When in engaging with business, industry, and/or community partners ask if they can either come to

MPLE OUTCOMES

cesses, including barriers to engagement and attendance.
es are adequately meeting the needs of students.
umented and communicated to staff, students (developmentally appropriate), and families.
se placement, and disaggregated by student focal groups.
ce in simulated, virtual, OR in person settings.
entrance through to degree or certificate and into employment in their field.
binations of credentials, at the same rate as all students, and concrete plans are in place to keep rat

MPLE STRATEGIES

lagogy, trauma-informed practices, and a social emotional curriculum to improve our climate and stuc
eracy instructional practices supporting primary teachers to apply those early literacy instructional pra
which each student will connect with their advisor, 9th grade teachers and coaches, explore CTE pro
ring or career connected learning experiences.
ment and quality
ealth and well-rounded academic and extra curricular supports for students and families.

MPLE ACTIVITIES

district level.
TE Programs of Study for All Students
eracy institute
inth Grade Academy
eriod with students and families
ents to participate in career connected learning activities such as dual credit, CTE, and work-based
school grounds
the classroom or visit virtually as a mentor on project

Blachly SD 90



2023 Integrated Application Presentation

Purpose for Presentation

- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed

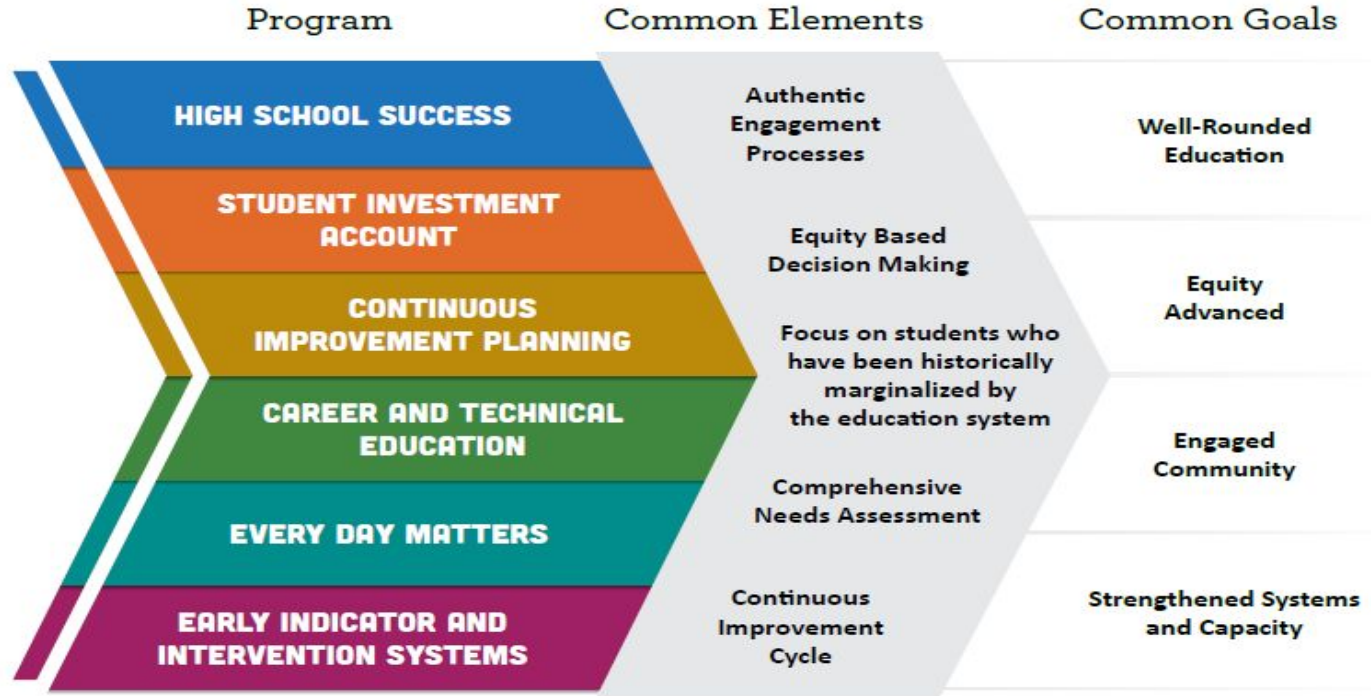


Background



- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for 6 programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Six Programs & Common Goals





Summary of Program Purposes

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

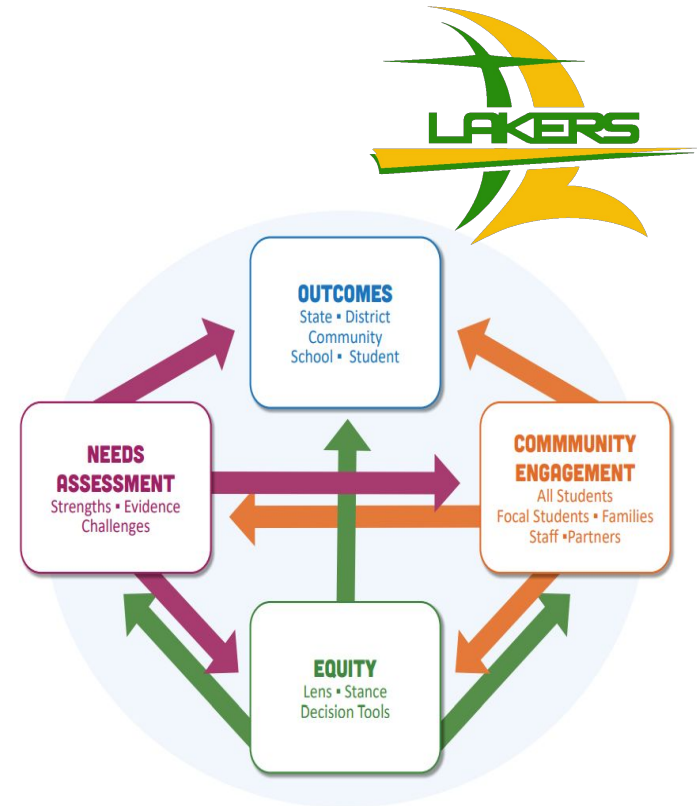


Meet our Planning Team Members

- Adam Watkins – Superintendent
- Brittany Bottensek – Principal
- Katherine Tripp – Special Education Director / AP
- Pat Rufo – Business Manager
- Maddy Herean – LESD IG Consultant
- Sharen Springer – LESD Student Voice and Engagement Cord.
- Superintendent Task Force

Required Planning Processes

- Use of an equity lens
- Community engagement
- Tribal Consultation (if applicable)
- Comprehensive Needs Assessment
- Consider the Oregon Quality Education Model and Student Success Plans
- Review and use regional CTE Consortia inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities





Equity Lens, Tool(s) & Decision Making

Equity Lens Tool

Community Engagement Highlights



- Portrait of a Graduate
- Strategic Planning
- Facility Assessment
- Long-Range Facility Assessment
- Task Force
- Regional Collaboration & Partnership

Our Plan

These priorities emerged:

1. College, Career and future ready students
2. Safe and Inclusive Environment
3. Culture of belonging and engagement



Our Plan



Our intended outcomes are:

Blachly's Outcomes & Strategies:

Outcomes

1. Culture of college and career readiness to increase opportunities around career technical education and ensure academic excellence for all
2. Future ready facilities to ensure students have access to safe, inclusive environment and modern facilities
3. Community engagement and belonging so that the culture around Blachly is inclusive of diverse staff, learners and students and families feel welcome

Our Plan



These key strategies will help us achieve our intended outcomes:

- **Strategies**
- Implement AVID K-12 in improve academic outcomes
- Focus on supporting staff and students Social Emotional Learning
- Expanding the current CTE shop and subsequently improve academic

Our Plan



These key strategies continued:

- K-12 data teams meeting regularly
- Deeper tiered intervention systems that are coherent to data team meetings to ensure all students receive inclusive instruction with special attention to students receiving special education services
- Support student engagement and improved academic performance with PBIS

Our Plan



These key strategies continued:

- Support student engagement and improved academic performance with PBIS
- Build coherent connections between brick and mortar and online education opportunities
- Expanding the diversity of college and career and STEAM courses
- Seeking community partnerships to expand early childhood education
- Implement portrait of a graduate through rubric development and backwards design curriculum K-12



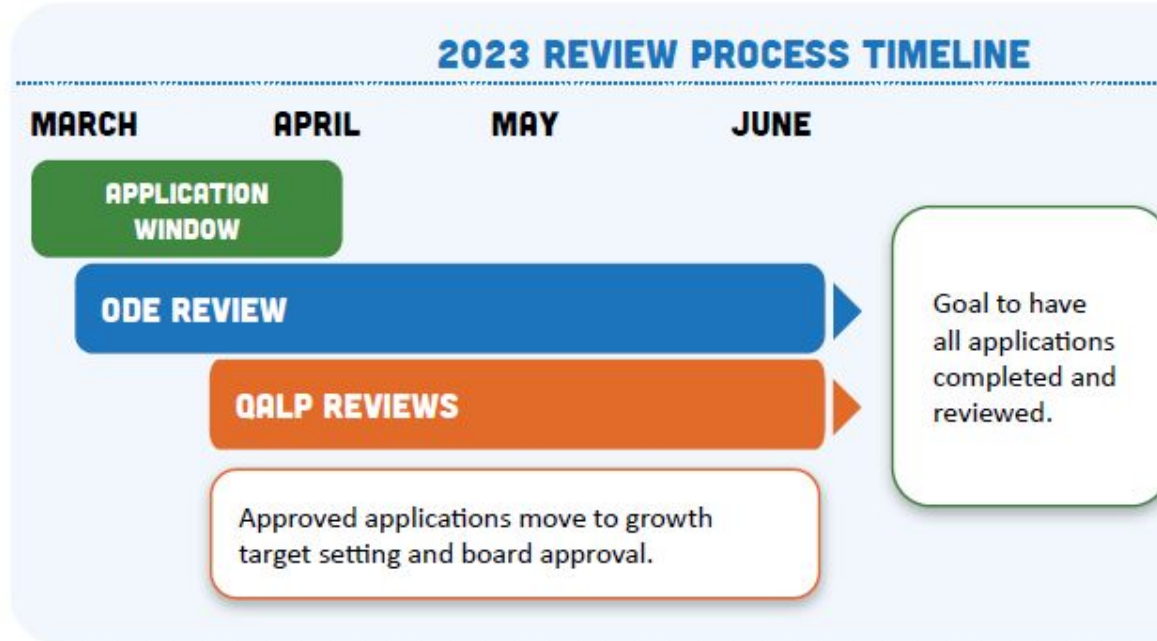
Our Plan

Key Investments:

- Full time CTE Teacher(s)
- Online Program supports
- Post-secondary opportunities
- Counseling supports
- College and Career Opportunities
- Culture of Career Readiness skills

[Integrated Guidance Reports](#)

What Happens Next?



Questions & Comments



- Public Comment Opportunity Feedback