

## Part 1: General Information

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**School District:** Monument School District

127 North Street

PO Box 127

Monument, OR 97864

**Institution ID:** 2010

**District Webpage:** [www.monumentschool.com](http://www.monumentschool.com)

**SIA Contact:** Laura Thomas, Superintendent/Principal

[thomasl@grantesd.k12.or.us](mailto:thomasl@grantesd.k12.or.us)

(541) 934 – 2646

## Part 2: Narrative

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### ***Plan Summary (3-6 paragraphs):***

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

Monument School District is the center of the small and rural community of Monument, Oregon in Northwest Grant County. If a map of Oregon was split into four quadrants Monument would be located near the bottom left corner of the Northeast quadrant on the map; it is nestled along the North Fork of the John Day River. Monument is a small rural town that covers roughly .5 square miles and has a population of 128 (according to the 2010 census); although the reaches of the school go far beyond the city limits. The school district boundaries stretch approximately fifteen miles west, fifteen miles north, and ten miles southeast. Along with students within the district boundaries a small number of students who live outside the district boundaries choose to attend school at Monument.

Monument School District currently has an enrollment of fifty-three students in kindergarten through twelfth grade with six students enrolled in the preschool program. The student population is comprised of 2% identifying as black/African American, 4% of students identifying as Asian, 9% of students identifying as Hispanic/Latino, 9% identify as American Indian/Alaska Native, and 76% of students identifying as White, while over half of our student population identify as economically disadvantaged. We have 7% of our students identified as English Language Learners and about 15% who receive special education services. The administrator, confidential secretary, six FTE certified teaching staff, and four and a half FTE classified employees all identify as White. Over two-thirds of the staff at Monument School District have achieved longevity by working for the district for more than five years. Through high expectations and strong work ethic, the staff are determined to provide a superior education for each student but also helping to develop the students into well rounded young adults who become contributing members of society.

The Student Investment Account funding will help our district to meet some specific needs of our students and families. Through our multiple engagement efforts we found students' mental, social, and emotional needs, increasing student course opportunities, and providing opportunities for traditionally underserved student as our top needs. Some aspects of meeting students' social and emotional needs are already addressed in our High School Success Plan. We will utilize a portion of the Student Investment Account fund to address additional social and emotional needs of our students. Through the Student Investment Account we will also hire an additional certified teacher which will aide us in being able to provide more course opportunities for students, additional educational opportunities for traditionally underserved students, and increasing student outcomes in math.

### Part 3: Community Engagement and Input

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***Describe your approach to community engagement, including who you engage, frequency/occurrence, how you ensured engagement of staff and each of the focal student groups and their families, and key information you collected. (250 words or less)***

It is very important to the district that our SIA focus supported the need seen by the district staff and community. While the Student Investment Account has been a repeated discussion at our regularly scheduled monthly board meetings, the community was specifically engaged through two group community group meetings, one at our local senior center during their weekly lunch and the second one during an evening at the school. At both meetings attendees were informed about the Student Success Act and more specifically the Student Investment Account. Attendees were then asked to fill out a survey regarding our strengths and weaknesses and suggested improvements in the areas of reducing academic disparities, student mental and behavior health needs, access to varying levels of academic courses, staff collaboration to develop strategies to support students, and partnerships to benefit students. These community meetings were followed up with phone calls, individual conversations, and some surveys with historically underserved groups.

The staff was engaged through an initial survey of the district's overall strengths and weaknesses; the board was also given this same survey. A survey was later given to the staff in regards to the specific resources needed to help improve student outcomes was then sent out. This was followed up with a staff meeting where the survey results were discussed and specific ideas talked about to help create the SIA plan.

These surveys, community meetings, and individual conversations resulted in it being clear that is a need for mental/behavioral health services (which is already being addressed in our High School Success plan), expanded course options to challenge advanced students while also providing options for struggling students, more engagement/activities to engage the community to build stronger partnerships, and stronger outcomes in mathematics.

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

Monument School District is a remote, frontier district serving a tight-knit community of engaged parents, staff, and students. It is always the mission of Monument School District to engage EVERY stakeholder. While some may see this as an impossible task, in a community such as ours, the school and community are intertwined in ways not imagined on a larger scale. We have consistently engaged our community in “back door channels” – conversations that take place at the one small, family-owned grocery store, the Senior Center on at Tuesday lunch, the post office, and local church. This list is fairly all-encompassing because of our size!

Our district views community engagement as an ongoing activity. During our past community engagements, our district made every effort to ensure everyone was informed and welcome at the community engagements through multiple sources of advertising for them (flyers, Facebook posts, emails, and personal phone calls) there was still a lack of historically underserved populations present at the large group community engagements. Despite their lack of presence connections were made through individual phones call and in person conversations with members of historically underserved student groups and their families. In future engagements the district will consider holding different types of engagements and hold engagements in a variety of locations along with making personal phone calls and having in person conversations to ensure feedback is gathered from all parties.

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

Over the last few years the community partnership/relationships with the district have deteriorated and through the community engagement which has already occurred and upcoming ones those partnerships/relationships are beginning to rebuild and strengthen. As they continue to strengthen I believe attendance at community engagements will improve along with honesty and vulnerability of the conversations and feedback.

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

Continued use of engagement sessions will enhance our engagement efforts. This can be done and supported by funding sources to fund the engagements (meeting with food and babysitting provided, postage for mailing out surveys, etc.)

***Who was engaged, and how did you engage them?***

- *Students of color*
- *Students with disabilities*
- *Students who are emerging bilinguals*
- *Students navigating poverty, homelessness, and foster care*
- *Families of students of color*
- *Families of students with disabilities*
- *Families of students who are emerging bilinguals*
- *Families of students navigating poverty, homelessness, and foster care*
- *Licensed staff*
- *Classified staff*
- *School Board members*
- *Community members*
- *School volunteers*

***How did you engage your community?***

- *Community group meeting*
- *In-person conversations*
- *Surveys*
- *Individual phone calls*
- *Focus groups of historically underserved populations*
- *School board meeting*

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

- Artifact 1 – Picture of Community Group Meeting: These images shows the community members working together to discuss the talking points and recording their answers/ideas which were used to help create the SIA plan.
- Artifact 2 – Community Group Meeting Sign-in Sheet: This document shows the high turnout at one of the Community Group Meeting
- Artifact 3 – Focus Group Survey: This survey was sent out/individually discussed with the historically underserved populations. The survey was sent out/discussed in the language spoken at home.
- Artifact 4 – Staff Survey: This survey was given to all staff members to fill out on the proposed uses of SIA funds.
- Artifact 5 – K-12 Student Survey: This survey was given to all of the districts k-12 students and explained how the fund could be spent and personally assisted any historically underserved student groups.

***Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)***

1. Surveys to receive feedback from focal group students and their families.
2. Individual meetings and phone calls with focus group members to receive targeted feedback.

***Describe at least two activities you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used. (500 words or less)***

1. I spoke individually with focal group members to understand their view of the districts successes and challenges and any ideas they had as possible solutions to those challenges.

2. Communication (i.e. letters, surveys, flyers, etc.) to focal groups of another native language were sent out in the family's native language.

***Describe at least two strategies you executed to engage staff. Explain why those strategies were used. (500 words or less)***

1. Student Success Act and Student Investment Account was a regular topic of discussion at our staff meetings. This was done to inform staff members along with gaining their insight and feedback.
2. Surveys to receive feedback from staff members.

***Describe at least two activities you executed to engage staff. Explain why those strategies were used. (500 words or less)***

1. At each staff meeting I had SIA on the agenda to give an update and engage in discussion to receive their ideas and feedback.
2. A staff survey was created and sent out to the staff to individually receive their feedback on spending ideas for SIA monies.

***Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)***

1. Through the multiple means of engagement the district learned that students, staff, and community believe the district is strong in individualizing work and meeting the needs of our students.
2. Through the multiple means of engagement the district learned the students, staff, and community believe the district has room to improve upon our mental health services, increasing course opportunities for students, and increased outcomes in mathematics.

**Part 4: Data Analysis**

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

The district used multiple sources of data to ensure equity-based decisions were made that would result in the highest student outcomes. We analyzed our SBAC data, EasyCBM data, ninth grade on track, graduation rates, and attendance data. These data sources were looked at for the district but they were also broken into historically underserved groups and analyzed to see trends and deficiencies. Monument School District staff and administration used the Oregon Recommended Equity Lenses to break down the data.

## Part 5: SIA Plan

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***Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds.***

### ***Outcome 1***

Increase student outcomes in the area of mathematics.

### ***Strategy***

Increase student supports/opportunities for student interventions.

### ***Activities***

- Fund an additional certified teacher
- Response to Intervention (RTI) by certified staff
- EL services provided by certified staff
- Increase instructional days
- Purchase and implement a district wide testing/tracking program
- Professional development for staff in math curriculum and instruction
- Purchase and implement intervention curriculum and supplemental material

### ***Narrative***

To increase student outcomes in the content area of mathematics we have listed all of our activities in order of priority with the first one being our highest priority.

By hiring a seventh certified teacher this would provide us more scheduling opportunities for additional course options; along with the scheduling ability to provide opportunities for RTI support and EL services provided by a certified teacher.

Our district traditionally approves a calendar with 155 student contact days. With the use of SIA funds, we would like to add three additional student contract days which would provide more opportunity for expose and educational opportunities for our students.

Through the purchase of a district wide testing/tracking program will aide in knowing where interventions are needed for students and while also tracking the growth and progress of students. The purchase of supplemental curriculum will aide in completing intervention work with students help improve student outcomes and growth.

We will need to support our teachers and help them grow in their teaching to also help improve student outcomes. To do this we would seek professional development that would meet the needs of the appropriate teachers. As teachers continue to develop and ensure high quality teaching it is likely that student outcomes will also improve.

### ***Outcome 2***

All students social and emotional needs are supported.

### ***Strategy***

Identify and address student social and emotional needs.

### ***Activities***

- Provide daily snacks
- Increase access to mental health support
- Professional development for staff surrounding social and emotional needs
- Purchase and implement a social and emotional needs assessment
- Purchase and implement a social and emotional curriculum
- Fund leadership club and activities

### ***Narrative***

To support all students' social and emotional needs we have listed all of our activities in order of priority with the first one being our highest priority.

Currently any snacks provided to the students in the elementary building (6<sup>th</sup> grade and younger) are provided by family donations with no snacks being provided to the 7<sup>th</sup> – 12<sup>th</sup> grade students. Students struggle to stay focused on academics when hungry and snacks are a simple thing we can provide to help our students stay focused and moving forward in their academics while ensuring their needs are met.

Our students live in a rural area where the closest mental health services are a 120 miles round trip. With many of our families qualifying as economically disadvantaged, this can make it very challenging for students to receive the mental health services they may need. By providing access to mental health services within the school we will be providing mental health support and students will have further opportunities to have more of their social and emotional needs met.

The staff at the school spend countless hours with students and can play a vital role in being “first responders” when it comes to a students’ mental health. With further training and education, we can help to assure that our staff notice when a student is in need.

The purchase of a social and emotional needs assessment will aide staff in ensuring a student’s social, emotional, and mental health needs are known and allowing us a tracking mechanism is in place to see changes. The purchase of social, emotional, and mental curriculum will help staff to ensure students are educated on social, emotional, and mental health subject matter.

There are students in our district who have a desire to improve the culture of the school through student led activities. Through funding a leadership group and associated activities school culture can be shifted and student leaders can be used to help make a positive impact on classmate’s social and emotional needs.

## Equity Lens

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

All data used was reviewed and sorted to determine the historically underserved group(s) for our district with the Oregon Recommended Equity Lenses. It was determined that economically disadvantaged students is our historically underserved group along with students of color. All data was broken into historically underserved groups to see their specific needs and ensure all activities we have planned are focused to meet the needs of historically underserved students and there is the possibility that the activities will result in benefits for all students.

## Part 6: Use of Funds

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***Which of the following allowable use categories is your plan designed to fund within?***

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

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

With the use of SIA funds, we will be able to expand opportunity for not only economically disadvantaged students but for all students with more academic opportunities and mental health resource that we have not had the opportunity to provide in the past. An increase in academic opportunities and mental health resources for students were evident in both students and parents/community engagement as areas of high need.

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

The potential impact to all student, especially our focal group students is huge. When additional funds are available to a district and used with a focus on student achievement and removing barriers there is the potential for great outcomes for the students. We have chosen to focus on two areas of need within our district, mathematics and mental health. With greater outcomes in both these areas, there is likely to be great outcomes cross curricular.

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

There are always barriers, risks, and choices that can impact a student's ability to meet their longitudinal growth targets, especially when thinking about focal groups. There are a wide variety of variables that can impact a student's ability to reach their goals, many of which are out of control for the school district in which the student is enrolled. We have been intentional with

our SIA funds, while using the Oregon Equity Lens in our decision making process to be able to meet the needs of our most underserved students.

## **Part 7: Evidence of Board Approval**

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At the July 16, 2020 regularly, scheduled board meeting (see Appendix 1 for agenda) Board member Casey Schultz made the motion to approve the SIA application as presented. Vonda Stubblefield made the second with all in favor.

**Part 8: Public Charter School**

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Monument School District does not have any Public Charter Schools as part of the district.

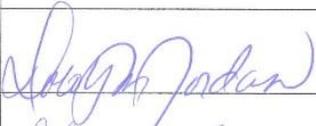
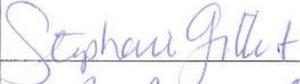
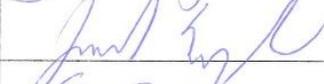
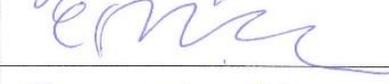
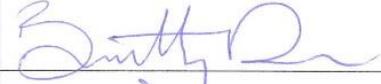
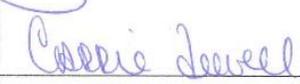
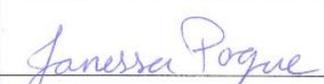
**Artifact 1: Picture of Community Group Meeting**

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**Artifact 2: Community Group Meeting Sign in Sheet**

Monument School Community Engagement Night  
October 29, 2019

Print Name	Signature
Dorethy Jordan	
Chris Carlin	
Miranda Carlin	
Stephanie Gulbert	
Jared Engle	
Liz Lovelock	
Brittany Desadier	
Jordan Desadier	
Carrie Jewell	
Janessa Pogue	
Lisa Menbergere	
DAVID CIOCHETTI	DAVID CIOCHETTI
Rick Odand	

**Monument School Community Engagement Night**  
 October 29, 2019

Print Name	Signature
Kristi Guimont	<i>Kristi Guimont</i>
Betty Richards	<i>Betty Richards</i>
Jamie Henstee	<i>Jamie Henstee</i>
Travis Henstee	<i>Travis Henstee</i>
Pearl Spencer	<i>Pearl Spencer</i>
Leland Spencer	<i>Leland Spencer</i>
Bruce Strange	<i>Bruce Strange</i>
Jeanne Strange	<i>Jeanne Strange</i>
Rebecca Grassl	<i>Rebecca Grassl</i>
Nathan Campbell	<i>Nathan Campbell</i>
Julie Campbell	<i>Julie Campbell</i>
Shawnah Schafer	<i>Shawnah Schafer</i>

**Artifact 3: Focus Group Survey**

<b>OUR STUDENTS. OUR SUCCESS.</b> <b>Focus Group:</b> <b>February/March</b>			
Priority Area for Your Input	What is working well for students, schools, and educators?	What are challenges for students, schools, and educators?	What suggestions do you have for improvement?
1. Reducing academic disparities and/or inequalities.	•	•	•
2. Meeting students' mental & behavioral needs.	•	•	•
3. Providing access to academic courses that are appropriate for a variety of student ability levels and interests.	•	•	•
4. Allowing teachers and staff to have sufficient time to collaborate, review data, and develop strategies to support students to stay on track to graduate.	•	•	•
5. Establishing and Strengthening Partnerships; creating community partnerships that benefit the students academically or mentally/behaviorally?	•	•	•
6. Other questions or comments about Student Success?	•		

**Artifact 4: Staff Survey**

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**Monument School District #8**

PO BOX 127  
127 North Street  
Monument, Oregon 97864  
541-934-2646



**Please fill this out by lunch time today, Monday, February 10<sup>th</sup> and put it in my box.** If you can't make it up to the office let me know and I can come and pick it up from you.

The Student Investment Account is a great opportunity for our district to help ensure we are supporting our students and providing them the best education possible. We will receive an additional \$95,000 next school year. This is not a one and done on the money but we can expect this additional funding for the next few years (at least). The CIP was our first step in planning for this additional money; with us choosing focus areas in student achievement in math and continuing to maintain high regular attendance. As I try to narrow down my planning and begin my application I need your input on how to spend this money.

I have listed some ideas. Please number them in order in YOUR opinion of the best way to use the money/our school's biggest need. I have also left space for you to add your own ideas of ways to spend the money. Please keep in mind we cannot spend the money to provide a service we are already funding out of the general fund budget and the money has to be spent to support one/both of the following purposes:

1. Meet Students' mental or behavioral health needs
2. Increase academic achievement for students, including reducing academic disparities for:
  - Economically disadvantaged students;
  - Students from racial or ethnic groups that have historically experienced academic disparities;
  - Students with disabilities;
  - Students who are English language learners;
  - Students who are foster children;
  - Students who are homeless;
  - Any other student group that have historically experienced academic disparities, as determined by the state board of education.

On the reverse side please order the ones you feel are important we consider spending our SIA monies on and **return it to my box by lunch**. If you can't make it up to the office let me know and I can come and pick it up from you.

Number in order of importance (with 1 being the most important) how to spend our SIA monies to best support our students. Please add any additional ideas you have or comments about the listed ideas. This is not an all-encompassing list, just simply some ideas I have thought of or head of ways other districts are spending their SIA monies. The money does not all have to spent on a single thing/idea, we can mix and match in any way we see fit to best support our students.

\_\_\_\_\_ **Increased Instructional Time** – additional student contact days

\_\_\_\_\_ **Additional Certified Staff Days** – additional work days for teachers to focus on looking at data and working together to improve instruction (could be training or time for us as a certified staff to work on a plan as a group).

\_\_\_\_\_ **Automated phone calling/messaging** – an automated system that can call absent students' homes, mass phone calls for emergencies or last minutes notices.

\_\_\_\_\_ **Counselor** – our current counselor is paid for with a grant and if we want to continue to have a school counselor we need to find funding for it.

\_\_\_\_\_ **Full Time Classroom Aide** – This aide could serve a number of needs, i.e. EL students (currently paid for out of a grant), classroom help, work individually with students of need, Response to Intervention type of work, etc. It is yet to be determined if this would be in addition to our current 20hr/wk aide position or if the current 20hr/wk position is shifted to full time.

\_\_\_\_\_ **Additional Certified Teacher** – This would use all of the SIA. What level would you like to see this teacher placed? \_\_\_\_\_

\_\_\_\_\_ **After School Learning Times/Programs** – This could be something similar to homework club or tutoring time or other learning opportunities targeting disadvantaged students – although this still leaves transportation as an issue/consideration.

\_\_\_\_\_ **Friday School** – for struggling students

\_\_\_\_\_ **Positive Behavioral Intervention and Supports (PBIS) or similar program** – Intervention program for behavior issues (including not completing work or high absenteeism).

\_\_\_\_\_ **Other:** \_\_\_\_\_

**Other Comments:**

### Artifact 5: K-12 Student Survey

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#### Student Success Act - Student Feedback Form

Share your thinking and input on investing in our schools.

#### OUR STUDENTS. OUR SUCCESS.

#### Student Feedback K – 6<sup>th</sup> Grade

After many years of budget cuts Oregon schools are expected to receiving some extra funding next year. These dollars are to better help us serve you as students and I am excited to hear your thoughts on how we can better serve you as students.

*Don't forget to use neat handwriting so I can read it ☺*

As a student, what is the best parts of our school? To answer this it might be helpful to consider:

- *What has helped you as a learner?*
- *What makes you happy about our school?*
- *What makes you proud of our school?*

As a student, what do you believe are parts of your school experience that need fixed? To answer this it might be helpful to consider:

- *What do you hear from your friends in other places about their school that you wish you had here?*
- *What experience have you had that frustrate you?*
- *When/where have you needed help and not received it?*



**Student Success Act - Student Feedback Form**

Share your thinking and input on investing in our schools.

<p><b>OUR STUDENTS. OUR SUCCESS.</b>  <b>Student Feedback 7<sup>th</sup> – 12<sup>th</sup> Grade</b></p>
<p>After many years of budget cuts Oregon schools are expected to receiving some extra funding next year. These dollars are to better help us serve you as students and I am excited to hear your thoughts on how we can better serve you as students with this funding. The state has designated that the funding must be spent in the following ways:</p> <ul style="list-style-type: none"> <li>• Reducing academic differences between students groups (i.e. race/ethnic, poverty, etc.)</li> <li>• Meeting students' mental health needs</li> <li>• Adding academic courses</li> <li>• Training for staff</li> <li>• Forming partnerships with community partners</li> </ul> <p>Please take a few minutes to give us your thoughts on how we can continue to improve our district.  <i>Don't forget to use neat handwriting so I can read it ☺</i></p>
<p>As a student, what are the best parts of our school? To answer this it might be helpful to consider:</p> <ul style="list-style-type: none"> <li>• <i>What has helped you as a learner?</i></li> <li>• <i>What makes you happy about our school?</i></li> <li>• <i>What makes you proud of our school?</i></li> </ul>
<p>As a student, what do you believe are parts of your school experience that need fixed? To answer this it might be helpful to consider:</p> <ul style="list-style-type: none"> <li>• <i>What do you hear from your friends in other places about their school that you wish you had here?</i></li> <li>• <i>What experience have you had that frustrate you?</i></li> <li>• <i>When/where have you needed help and not received it?</i></li> </ul>
<p>Please rank the following in order with 1 being your highest priority and 5 being your lowest priority for funding.</p>
<ul style="list-style-type: none"> <li>___ Reducing academic differences between students groups (i.e. race/ethnic, poverty, etc.)</li> <li>___ Meeting students' mental health needs</li> <li>___ Adding academic courses</li> <li>___ Training for staff</li> <li>___ Forming partnerships with community partners</li> </ul>

## Appendix 1: July 16, 2020 Regularly Scheduled Board Meeting Agenda – SIA Approval

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### Monument School District #8

PO BOX 127  
127 North Street  
Monument, Oregon 97864  
541-934-2646



**Superintendent:** Laura Thomas  
**Secretary:** Shawnah Schafer

### MONUMENT SCHOOL BOARD REGULARLY SCHEDULED MEETING NOTICE AND AGENDA July 16, 2020 District Meeting Room, 6:30pm

Pursuant to ORS 192.640, notice is hereby given to the members of the Monument School District Board of Directors and to the general public that the Monument School District Board of Directors will hold a meeting open to the public on **July 16, 2020**, beginning at **6:30PM** via teleconference. If indicated in the following agenda, the Board may recess into executive session, which will not be open to the public, to discuss certain matters.

*The District does not exclude any disabled person from participation in services, programs, or activities. Any person who has an inquiry regarding accessibility or who needs and accommodation should notify the District Superintendent's Office in advance of the scheduled Board meeting.*

*Any public who wish to attend or have public comment may join the conference all to listen and attend the meeting. Please contact Laura Thomas prior to the meeting if you are interested in attending.*

#### I) PREMIMINARY MATTERS

- A) Call to Order
- B) Pledge of Allegiance
- C) Celebrations and Recognitions
- D) Staff/Student Reports or Presentations
- E) Agenda Corrections/Additions/Deletions and Adopt the Agenda
- F) Public Comment (*Comments shall be limited to 3 minutes*)  
*The Chairperson may allow individuals from the public to address the Board. Comments shall be limited to education-related issues for which no public hearing has been held and limited to issues which are under the jurisdiction of the Board. The Board shall not discuss or take legal action on*

July 16, 2020 Agenda – Regular Meeting

*matters raised during an open call to the public unless the matters are properly noticed for discussion and legal action on the current agenda, but may instruct the Superintendent to report to the membership concerns the public comment or schedule public discussion at a later date.*

G) Organizational Meeting

1. Elect Board Chair
2. Elect Board Vice-Chair
3. Set Day and Time for Monthly Regular Meeting
4. Designate Chief Administrative Officer as School District Clerk – Laura Thomas
5. Designate Business Manager – Stacie Holmstrom
6. Designate Custodian of Funds – Laura Thomas and Stacie Holmstrom
7. Designate Budget Office – Laura Thomas and Stacie Holmstrom
8. Designate Fiscal Auditors for the 2020-2021 School Year – Solutions
9. Designate Legal Counsel – OSBA
10. Designate Bonds are held by Liability Insurance Company – Pace Insurance
11. Establish Depository for School Funds – Bank of Eastern Oregon and Local Government Pool
12. Set Cap of Out of District Students and Tuition Rate
13. Set Yearly Board Goals
14. Board/Superintendent Operating Agreement

H) Approval of Minutes

1. June 18, 2020 – Regular Meeting
2. July 2, 2020 – Special Meeting/Work Session

I) Financials/Office Reports

1. Deputy Clerk Report

July 16, 2020 Agenda – Regular Meeting

2. Monthly Financial Documents  
*(Payroll and Expenditure Reports, Student Body Account Balances, and Credit Card Statement)*
3. Superintendent’s Leave and Reimbursement
4. Student Enrollment - projected: 45 (K-12) and 11 (preschool)

**II) ACTION ITEMS**

- A) Approval of the Consent Agenda *(Items on the Consent agenda items will be enacted without separate discussion of each entry; but may be removed from the Consent agenda item and placed as a separate action item per a School Board Member requests for discussion)*
  1. 3<sup>rd</sup> Reading and Adoptions of *Section G – Personnel* of Monument School District 8 Policy Book
  2. 2<sup>nd</sup> Reading and Adoption of *Section I – Instruction* of Monument School District 8 Policy Book
- B) Possible Approval of Out of District Students without Inter-District Transfer from Resident District
- C) Approval of Student Investment Account Application
- D) Staff/Student Handbooks
- E) Set Superintendent Evaluation

**II) REPORTS/DISCUSSION ITEMS**

- A) Ready Schools, Safe Learners Reopening Blueprint
- B) Long Creek Inter-District Transfer Agreement Update
- C) Superintendent Goals for 2020-2021 School Year
- D) Back to School Staff BBQ

**III) REQUEST FOR FUTURE AGENDA ITEMS**

July 16, 2020 Agenda – Regular Meeting

**IV) UPCOMING EVENTS**

- Special Meetings/Work Session.....Thursday, August 6<sup>th</sup>
- Staff Inservice.....Tues. Aug. 18<sup>th</sup> – Thurs. Aug. 20<sup>th</sup>
- Regular August Meeting.....Thursday, August 20<sup>th</sup>
- First day of school.....Monday, August 24<sup>th</sup>

**V) ADJOURNMENT**

		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Improve student outcomes in mathematics.	X				
Outcome	All students' social and emotional needs are supported.		X			
Outcome						
Outcome						
Outcome						

Strategy #1	Increase student supports and opportunities for student interventions.
Strategy #2	Identify and address student social, emotional, and behavioral needs.
Strategy #3	
Strategy #4	
Strategy #5	

		YEAR 1 BUDGETED COST		PROJECTED 3-YEAR COST					
<b>Strategy 1</b>	Increase student supports and opportunities for student interventions.	\$	100,900.00	\$	311,308.00				
<b>Strategy 2</b>	Identify and address student social, emotional, and behavioral needs.	\$	29,500.00	\$	90,025.00				
<b>TOTAL 1 YEAR BUDGET</b>				\$	130,400.00				
#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Fund an additional certified teacher	S1	x	x	x	\$65,000	\$200,908	111	HIGH
2	Response to Intervention (RTI) provided by certified staff	S1	x	x	x	\$8,800	\$27,200	111	HIGH
3	EL Services provided by certified staff	S1	x	x	x	\$8,800	\$27,200	111	HIGH
4	Increase instructional days	S1	x	x	x	\$8,300	\$26,000	111	HIGH
5	Purchase and implement a district wide testing/tracking program	S1	x	x	x	\$3,000	\$9,000	470	HIGH
6	Professional development for staff in math curriculum and instruction	S1	x	x	x	\$5,000	\$15,000	311	MID
7	Purchase and implement intervention curriculum and supplemental material	S1	x	x	x	\$2,000	\$6,000	420	HIGH
8	Provide Daily snacks	S2	x	x	x	\$8,000	\$24,000	410	HIGH
9	Increase access to mental health support	S2	x	x	x	\$10,000	\$31,525	319	HIGH
10	Professional development for staff surrounding social and emotional needs	S2	x	x	x	\$5,000	\$15,000	312	MID
11	Purchase and implement a social and emotional needs assessment	S2	x	x	x	\$3,000	\$9,000	470	MID
12	Purchase and implement a social and emotional needs curriculum	S2	x	x	x	\$2,000	\$6,000	420	MID
13	Fund leadership club activities	S2	x	x	x	\$1,500	\$4,500	410/342	LOW